Resources for Teaching and Learning English in Infant and Primary Education

Code: 103579
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

Students can only enrol in this course if they can certify their language ability in English. Minimum required: C1

Objectives and Contextualisation

- To acquire the fundamental theoretical basis and teaching techniques that are needed to teach English effectively.

- To acquire the necessary criteria and techniques to select/adapt/create suitable materials for different levels in multilingual milieus.

- To develop ones' sensitivity, literary skills and imagination.

-To get familiarized with children's folklore and literature and become aware of their potential in the English class.

- To explore the potential of ICT for teaching English in primary schools.

Skills

- Be familiar with the languages and literature curriculum.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Adapt and write textbooks adjusted to the level of cognitive and communicative development of pupils in correct English and with the proper register.
2. Analyse the communication needs and control the learning process of foreign language pupils.
3. Assessing the value of Spanish language learning strategies and techniques appropriate to primary education.
4. Contribute ideas and know how to integrate them in whole work of the team.
5. Demonstrate critical thinking applied to the selection of literary texts and communicative design tasks based on the manipulation of these texts with the dual aim of promoting language learning and facilitating access by kindergarten and primary school children to literary culture in English.
6. Demonstrate proficiency level B2 (CEF) in the use of the English language both in informal situations and in professional contexts, in reception, production and interaction activities.
7. Demonstrate sufficient receptive competence in foreign languages to understand oral presentations and read professional documents (teaching materials, popular articles, etc.). with the help of tools to support comprehension.
8. Design tasks that foster a taste for reading and the development of critical thinking in primary pupils.
9. Develop critical thinking applied to the selection of appropriate digital tools and resources as instruments of learning aimed at primary school pupils.
10. Develop linguistic and literary competence using the English language in a fun and creative way.
11. Develop reading skills in English to be able to analyse the practical implications of carrying out theoretical proposals in the field of language teaching.
12. Establish relations between the foreign language curriculum of nursery and primary education, and between both and that of secondary school.
13. Establish relations between the nursery and primary foreign language curriculum and that of the first language.
14. Establish work teams to develop activities independently.
15. Identifying the linguistic and communicative requirements imposed by the context, the content and the type of task on the speakers-learners ('content obligatory' and 'content compatible' language) in order to plan didactic sequences full of meaning.
16. Know and use the main resources and tools of inquiry in linguistics.
17. Knowing how to use ICT to design tasks that promote the development of communicative competence in English in infant and primary school pupils.
18. Produce didactic sequences for teaching and learning English in primary education.
19. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of digital learning and intercultural skills.
20. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of llinguistic, audiovisual and digital skills.
21. Self-assess ones own level of knowledge of English and analyse ones own communication needs and establish improvement plans.
22. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
23. Use advanced communication skills and strategies in the English language to suit the level of cognitive and communicative development of learners and interlocutors and be understood in English while efficiently using scaffolding strategies.
24. Using texts from children's literature in Spanish in order to develop English language learning activities in primary education.
25. Using the English language as a common vehicle of communication in the university classroom and in the primary school classroom, as well as all academic tasks related to the subject.
26. Using virtual platforms as a communication and management tool for directed and supervised activities.
27. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

Content

1. Oral, written and multimodal communication in the English class.
2. Planning learning tasks and projects.

3. The role of literature, folklore and culture in teaching English to young learners and very young learners.
4. Drama techniques as a resource for learning English.

Methodology

This is both a theoretical and a practical course.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Presentation of theoretical concepts, critical discussion on the contents of the assigned readings and elaboration and correction of classroom tasks	45	1.8	1, 2, 7, 5, 6, 10, 9, 23, 18, 13, 15, 17, 27, 24
Type: Supervised			
Small group work discussions on theoretical and practical issues related to the course contents	30	1.2	1, 2, 10, 8, 15, 24
Type: Autonomous			
Self-study, elaboration of course assignments and accessing course readings.	75	3	1, 2, 21, 7, 5, 6, 11, 10, 9, 23, 8, 18, 12, 13, 15, 17, 27, 25, 24, 3

Evaluation

Asssessment criteria:

1) All assignments are compulsory, including attendance (80%).

2) Assignments are marked from 0-10. To pass the course ALL assignments must have a minimum of score of 4 but a pass mark is obtained with a 5.

3) Students cannot obtain a PASS mark if their assignments are too faulty.

4) Any form of plagiarism in one of the assigments results in a FAIL in the course.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Designing and presenting a communicative task (group work)	15%	0	0	1, 4, 21, 22, 12, 6, 9, 23, 19, 20, 14, 15, 17, 27, 25, 3
Designing materials (individual task)	30%	0	0	2, 4, 21, 22, 12, 6, 23, 18, 19, 20,

				13, 17, 27, 25, 3
Selecting and telling a story/reciting a poem, elaborating a reading card and a reflective document using EFL literature to discuss how to implement it in a primary/early years class (individual task)	25%	0	0	21, 5, 6, 10, 23, 8, 25, 26, 24, 3
3 reflective class journals to discuss methodological issues related to the topics dealt with in class or in the course readings (individual task)	30%	0	0	2, 21, 16, 7, 6, 11, 9, 23, 12, 13, 25, 26, 3

Bibliography

Bibliography will be provided in class during the development of each module.