

Degree programme	Type	Course
Early Childhood Education	OP	4

Contact lecturer

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Teaching staff

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

Minimum language requirement: CEFR B1.2.

Objectives

This elective course aims at providing an introduction to teaching and learning the English language in pre-primary education. It is a key subject for those student teachers who plan to teach English in the future.

It has two main goals: (a) to help future teachers gain knowledge, develop teaching strategies and become familiar with those tools and resources necessary to teach English efficiently in Early Childhood Education classrooms; and (b) to promote critical thinking on teaching English to very young learners.

Learning outcomes

1. Knowing how to use language strategies that aid and stimulate the development of children's speaking capacities.
2. Understand the linguistic effects of contact with language in learning situations.
3. Master the use of different expression techniques and express oneself adequately both orally and in writing in situations in the professional field.
4. Recognising and evaluating the social reality and the interrelationship of the factors involved, as a necessary prelude to action.
5. Orally and in writing explain the objectives, curriculum content and evaluation criteria of spoken language in infant education.
6. Knowing how to analyse aspects of the evolution of non-verbal communication and language in early childhood, identifying possible dysfunctions and suggesting proposals for its proper development.

7. Communicate using language that is not sexist or discriminatory.
8. Acquire the relevant knowledge related to the oral language curriculum at this stage as well as theories on the acquisition and development of learning related to it.
9. Knowing how to use verbal and non-verbal expression techniques that aid communication and linguistic interaction with children.
10. Using stories, poems and tones of voice characteristic of the culture of the target language and appropriate for infant education.
11. Knowing how to analyse different meta language learning situations in multilingual contexts.
12. Knowing how to use tools and strategies to generate interest in order to understand and communicate in a third language.
13. Describe the evolution of language in early childhood and know how to identify possible dysfunctions.

Contents

1. Early Years Curriculum in Catalonia. Activities to promote communication and speaking skills.

- Teaching foreign languages in multilingual milieus. Pluralistic approaches to languages and culture in Catalonia. Tasks to promote the development of children's plurilingual and pluricultural competence in early childhood education.
- Designing activities to promote early second/foreign language learning.

2. Verbal and non-verbal communication. Language play and creativity in early foreign language learning.

3. Teaching resources: drama techniques, songs, stories, and poetry to support literacy and language development in early childhood education.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Direct instruction	45	1.8	1, 2, 3, 5, 6, 8, 9, 10, 11, 12
Teacher-student conferences	30	1.2	1, 2, 4, 5, 8
Papers and activities directly related to the contents of the subject.	75	3	1, 2, 4, 5, 6, 9, 11

In this course we will gain theoretical knowledge needed to develop skills to teach English in Early Childhood Education. Theory will be combined with practice contextualised within the framework of the Catalan curriculum for the area of English. We will analyze and create real classroom tasks, activities and resources and we will provide ample opportunities to share teaching strategies, didactic materials and digital tools. Students will be expected to work individually, in pairs and/or small groups to meet the course goals and requirements. Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Planning and presentating one activity (out of 4 possibilities) to teach very young children English (Pair work)	20%	0	0	4, 5, 6, 12, 13
Attendance and active participation (individual)	10%	0	0	1, 9, 13
Design and presentation of a teaching sequence. (Group work)	30%	0	0	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Selecting and telling a story in class. Elaborating a reading card (individual work)	10%	0	0	2, 3, 4, 6, 9, 10, 12
1 expository and reflective essay to discuss methodological issues related to the topics dealt with in class or in the course readings (individual task)	30%	0	0	1, 2, 3, 5, 7, 8, 9, 11, 12, 13

CONTINUOUS ASSESSMENT

All assignments are MANDATORY, as is attendance at 80% of classes, since class attendance is one of the assessment components. Students who fail to submit all four assignments will be required to take the resit assessment.

Students will receive feedback and their grades for each assignment no later than 20 working days after the submission or presentation of the task.

The final grade for the course is calculated as the average of the five assessment tasks listed in the previous section. A minimum grade of 5 out of 10 must be obtained on each assessment task for it to be included in the calculation of the final average.

TASK SUBMISSION CALENDAR

The tasks are the same for everyone, but the submission calendar varies depending on the chosen topic:

- EXPOSITORY TEXT on one of the three compulsory readings. Reading 1 (WEEK 3); Reading 2 (WEEK 5); Reading 3 (WEEK 10)
- DESIGN AND CLASS PRESENTATION of an activity to teach English in early childhood education based on one of the following topics: Routines (WEEK 6); Songs (WEEK 8); Visual arts (WEEK 9); body expression (TPR) (WEEK 11). This assignment cannot be retaken.
- STORY SHEET AND NARRATION. Each day, two people will tell a story. The calendar for this activity will be arranged on the first day of class.
- TEACHING SEQUENCE (WEEK 16)
- ATTENDANCE AND PARTICIPATION (throughout the course)

Make-up session date: Friday, June 18, 2027, from 8:00 to 10:30 a.m.

Only students who obtain a minimum average grade of 3.5 across all assessment tasks will be eligible to participate in the resit (make-up) assessment session. Attendance and active participation in class must be

one of the assessment tasks. Attendance and active participation in class must be one of them.

In the make-up session, students can only obtain a maximum grade of 5 out of 10 for the task being retaken.

SINGLE ASSESSMENT OPTION

Requesting single assessment option does not exempt students from meeting the attendance requirement. The single assessment option refers to the type and timing of the assignments, but attendance and participation remain mandatory, as this is a practical course. If opting for the single assessment, the following tasks must be submitted or implemented on June 11, 2027, from 8:00 to 10:30 a.m.:

1. Expository text based on three readings - 30%. Must be submitted on the day of the exam.
2. Design of a teaching sequence - 40%. Must be submitted on the day of the exam and presented orally during the exam.
3. Presentation of an activity based on one of the following options: Routines, Songs, Visual arts, or Body expression (TPR) - 10%. To be presented orally on the day of the exam.
4. Selection, justification, and narration of a story - 20%. To be presented both orally and in writing on the day of the exam.

Make-up session date: Friday, June 18, 2027, from 8:00 to 10:30 a.m.

Only students who obtain a minimum average grade of 3.5 across all assessment tasks will be eligible to participate in the resit (make-up) assessment session. Class attendance and active participation, which constitute one of the assessment components, must also meet this minimum requirement.

In the resit assessment, the maximum grade that can be awarded for any reassessed task is 5 out of 10.

SYNTHESIS EXAM

Students enrolled in the course for a second attempt may, if they wish, request to take a comprehensive assessment instead of the continuous assessment. To do so, they must notify the course instructor in writing during the first week of the course. Students who choose this assessment option are exempt from the class attendance requirement; however, attendance and participation are still strongly recommended. The synthesis exam will take place on the same day as the single assessment, June 11, 2027, from 8:00 to 10:30 a.m., and will consist of the following tasks:

1. Expository text based on three readings - 30%. Must be submitted on the day of the exam.
2. Design of a teaching sequence - 40%. Must be submitted on the day of the exam and presented orally during the exam.
3. Presentation of an activity based on one of the following options: Routines, Songs, Visual arts, or Body expression (TPR) - 10%. To be presented orally on the day of the exam.
4. Selection, justification, and narration of a story - 20%. To be presented both orally and in writing on the day of the exam.

All four tasks must be carried out in English, and language accuracy, writing quality, and formal presentation will be taken into account. Students must be able to express themselves fluently and accurately and demonstrate a high level of understanding of academic texts. A task may be deemed unassessable or failed if the professor considers it does not meet these requirements.

IMPORTANT:

a) If a student has not provided sufficient evidence of assessment to allow an overall grade to be awarded for the course, the final record will indicate the status "Not Assessed".

b) The use of generative artificial intelligence (AI) is not permitted. In this course, the use of AI technologies is prohibited at any stage of the learning or assessment process. Any assignment containing AI-generated content will be considered a breach of academic integrity and may result in a partial or full penalty for the

assignment, or more severe disciplinary measures in serious cases.

c) Students are expected to participate actively in class sessions in a respectful, well-reasoned, and constructive manner.

d) Copying or plagiarism in any type of assessment activity constitutes a serious academic offence and will result in a final course grade of 0, with no opportunity to resit the course. This applies to both individual and group assignments (in the latter case, all members of the group will receive a grade of 0). If, during an individual in-class assignment, the instructor believes that a student is attempting to copy or discovers that the student is using any document or device not authorized by the instructor, the assignment will be awarded a grade of 0, with no opportunity for reassessment. As a result, the student will fail the course. A piece of work, activity, or examination will be considered copied if it reproduces all or a substantial part of another student's work. A piece of work or activity will be considered plagiarized if it presents as original any part of another author's work without proper acknowledgment of the source, regardless of whether the original source is in print or digital format.

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Software

No special software is required to enrol in this course.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	English	second semester	morning-mixed