



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162025 **Name:** Teaching of ESL and children's literature

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter: Didactics and Literature **Type:** Elective

Field of knowledge: Social and legal sciences

Department: English Language

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

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Module organization

Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter	ECTS	Subject	ECTS	Year/semester
Knowledge of English	12,00	English grammar: English morpho-syntax and semantics (advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3, 4/1
Didactics and Literature	6,00	Teaching of ESL and children's literature	6,00	4/2
Oral and Written Communication	12,00	Advanced English writing	6,00	0, 4/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2

Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have a B1 level of English or higher.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The learner applies the theoretical knowledge of ESL teaching and solves cases depicted in the simulation.
- R2 The learner elaborates a report about the case studies post simulation and cites sources of information.
- R3 The learner designs a teaching sequence based on a research question and integrates storytelling in the teaching sequence.
- R4 The learner demonstrates a clear command of classroom techniques to teach English and literature in primary education through microteaching and teaching in a real classroom.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
CG2 Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG3 Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.				X
CG4 Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG5 Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG10 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.	X			
CG11 Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X

SPECIFIC	Weighting			
	1	2	3	4
ELEX2 To interact in discussions and play a number of roles. To listen to, read and view with understanding, accuracy and critical appreciation a wide range of fiction and non-fiction texts from print, non-print and electronic sources.				X



ELEX3 To communicate clearly, structuring and organizing their speech and adapting it to different situations.					X
ELEX7 Knowing how to apply the legislative framework for multilingual education in Valencia and the programs that schools develop in the curricular areas to the curriculum of the Subjects in Infant, Primary, Lower and Higher Secondary School, and Vocational Training.					X
ELEX8 Designing educational processes, using English as a communicative vehicle for the language within the school linguistic project					X
ELEX11 Fostering the learning of English through other subjects.	X				
ELEX12 Being acquainted with Information and Communication Technology as a teaching tool in CLIL (integrated learning content and language).					X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R2	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R3	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R4	40,00%	Projects. Development and/or design works.

Observations

All parts of the assessment must be passed:

(i) Simulation A + report(ii) Simulation B + report(iii) Micro-teaching sessions(iv) Storytelling(v) Final report

Single assessment: A student who is unable to attend any of the classes will be allowed to take a summative assessment that is worth 100% of the final grade for the subject. In order to qualify for this assessment, the student must ask for authorisation from the course professor and supply any relevant documentation within four weeks from the date when the course begins.

In this case, students will be assessed in the following way:

The final exam for students who have not passed the previous parts or have incomplete them will consist of two parts:

(i) Written exam of 30 questions on the theoretical framework of the subject.(ii) Oral exam with the contribution of a video evidence of a storytelling done in a real classroom and the oral defence of the proposal in front of a panel (teachers of the subject).



Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1	20,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R3	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R3, R4	30,00%	Projects. Development and/or design works.

Observations

All parts must be passed:

Simulation A + report

Simulation B + report

Micro-teaching sessions

Storytelling

Final report

Single assessment:

According to the UCV assessment regulations, the single assessment consists of a set of papers and/or exam/s that allow to assess the acquisition of all the competences of the subject by the student, and must be agreed by the teaching team of the subject. The final exam for students who have not passed the previous parts or have incomplete them will consist of two parts:

1- Written examination of 30 questions on the theoretical framework of the subject.

2- Oral exam with the contribution of a video evidence of a storytelling done in a real classroom and the oral defence of the proposal in front of a panel (subject teachers).



CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M3	Project-based Learning
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M15	Project-based Learning



- M16 Learning Contracts
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7	R1	5,00	0,20
Theoretical Class M1	R2	10,00	0,40
Practical Class M3, M7	R3, R4	25,00	1,00
Seminar M5	R1	5,00	0,20
Tutoring M9	R3	10,00	0,40
Evaluation M10	R4	5,00	0,20
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7	R3	30,00	1,20
Individual work M3	R3, R4	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1	10,00	0,40
Practical class (e-learning mode) M16	R3	25,00	1,00
Seminar (e-learning mode) M13	R4	5,00	0,20
Individual tutoring (e-learning mode) M19	R3, R4	15,00	0,60
Evaluation (e-learning mode) M15	R2, R4	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15	R2, R3	60,00	2,40
Group Work (e-learning mode) M15	R1	5,00	0,20
Discussion Forums (e-learning mode) M15	R3	2,50	0,10
Asynchronous Tutoring (e-learning mode) M20	R3, R4	22,50	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. TEACHING IN THE PRE-SCHOOL CLASSROOM: AN INTEGRATED PROCESS	1.1. Creating optimal conditions for children's learning: context, curiosity, care, community, creativity, relationships, rules, routines, rights, responsibilities, rewards, among others. 1.2. Developing linguistic skills. Active learning methodologies in ESL/EFL. 1.3. Classroom management. Case studies
2. LESSON STUDY	2.1. Research questions. 2.2. Learning typologies and structured observation 2.3 Teaching methodologies; Storytelling and drama. Telling sequence. Planning research-based lessons. 2.4. Case studies. Class debate 2.5. Macro Simulation * units 1 & 2: Compulsory + Team Report
3. TEACHING LITERATURE	3.1. Telling steps and activities: Movers (children aged 0-2) The Three Little Pigs; Flyers (children aged 3-5) Goldilocks and the Three Bears; and Riders (children aged 6-7) Little Red Riding Hood. Developmental and Behavioral Characteristics of Children by Stages: 5 - 7 Year Olds, 8 - 10 Year Olds, 11 - 12 Year Olds. 3.2 Literature- fairy tales; short stories; others. Reading, analysis and project design. 3.3 Learning typologies and Multiple-intelligences development through children's literature.
4. TEACHING PRACTICE	4.1 Designing a teaching sequence + storytelling - micro-teaching 4.2 Teaching a real lesson in a real classroom 4.3 Final individual report of the course based on experience-presentation of evidence



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. TEACHING IN THE PRE-SCHOOL CLASSROOM: AN INTEGRATED PROCESS	5,00	10,00
2. LESSON STUDY	5,00	10,00
3. TEACHING LITERATURE	10,00	20,00
4. TEACHING PRACTICE	10,00	20,00



References

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 2. Farrell, T. S. (2015). *Reflective language teaching: From research to practice*. Bloomsbury Publishing.
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 4. Read, C. (2007). *500 Activities for the Primary Classroom. Immediate Ideas and Solutions*. UK: Macmillan Publishers Limited.
 5. Richards, J. C., & Farrell, T. S. (2011). *Practice teaching: A reflective approach*. Cambridge: Cambridge University Press.
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