

**1. General information****Course:** ENGLISH LANGUAGE AND ENGLISH LANGUAGE TEACHING I**Code:** 47307**Type:** BASIC**ECTS credits:** 9**Degree:** 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2021-22**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Group(s):** 12 18**Year:** 1**Duration:** AN**Main language:** English**Second language:****Use of additional languages:****English Friendly:** N**Web site:** <http://www.uclm.es/Ab/educacion/>**Bilingual:** Y**Lecturer:** VALENTIN CARCELEN BALLESTEROS - Group(s): 12

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2. Pre-Requisites

There is no level required. The level taught is B1.1

3. Justification in the curriculum, relation to other subjects and to the profession

Training in English language and methodology for very young learners is essential for student teachers due to the importance given to the foreign language subject in Early Childhood Education together with the emergence of new legislation concerning plurilingualism. In this sense, the course unit intends to delve into the practice of the five communicative skills of the English language to develop the communicative competence in English. Likewise, it intends to show methodological aspects and didactic implementations of the English language in Early Childhood Education classrooms and teach the basic didactic principles for their future career as ECE teachers.

The course unit *Foreign Language and Teaching I: English* is included in the Module 1.1.4 (Basic Training in Foreign Language).

4. Degree competences achieved in this course**Course competences**

Code	Description
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CG06	Know the evolution of language in early childhood, know how to identify possible dysfunctions and maintain observation to ensure a proper development. Efficiently address language-learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and dominate different expression techniques.
CT01	Knowledge of a second foreign language.
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes**Course learning outcomes****Description**

Know the basic characteristics of the teaching-learning process related to the English language skills for Early Childhood Education.

Be able to understand the principal ideas of an oral speech in standard language that deals with everyday topics relative to work, school, free time, etc.

Be able to write simple, cohesive texts about various everyday topics within one's field of interests.

Be able to form a simple oral description of a variety of topics of one's interest.

Know how to orally communicate and interact with a certain level of confidence, participate without prior preparation in conversations which address everyday topics, express personal opinions, and exchange information about habitual topics of personal interest, or which are pertinent to daily life.

Know how to read written texts about concrete facts that deal with topics related to one's specialty at a satisfactory level.

Know how to programme units of work that are appropriate for the levels of foreign language, bearing in mind the procedures of the classroom.

6. Units / Contents**Unit 1: English language and usage****Unit 1.1** Functional contents**Unit 1.2** Lexis**Unit 1.3** Grammar

Unit 1.4 speaking and interaction

Unit 1: English language and usage

Unit 1.1 routines

Unit 1.2 Storytelling

Unit 1.3 Games

Unit 1.4 Song, chants and rhymes

ADDITIONAL COMMENTS, REMARKS

All the contents will be studied according to the European common framework of reference for languages

7. Activities, Units/Modules and Methodology							
Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
In-class Debates and forums [ON-SITE]	Debates	CB04 CG06 CT01 CT03	0.72	18	Y	N	Debates, forums and other activities of speaking and oral interaction in which students will express on their own or with their classmates. Those who take part on a regular basis along the academic year and get at least 4/10 will pass the oral section this way.
Class Attendance (theory) [ON-SITE]	Lectures	CB04 CG06 CT01 CT03	1.8	45	N	-	Presenting the contents, grammar, vocabulary,etc. Recalling prior material. Techniques to develop production and receptive skills. Introducing the basic aspects of the teaching-learning process of English in Early Chidhood Education.
Progress test [ON-SITE]	Assessment tests	CB04 CG06 CT01 CT03	0.4	10	Y	N	Assessable oral and written activities similar in format to those of the exam. Its corresponding percentage will be taken into account if they improve the final mark, and only when the teaching, oral and written sections have been passed.
Final test [ON-SITE]	Assessment tests	CB04 CG06 CT01 CT03	0.08	2	Y	Y	Final written and oral exams. The written exam is for those students who have passed the Teaching section. The oral exam is for those students who have passed the written section and have not passed the oral exam with their participation in class. Marks will be at least 4/10. Otherwise, students will have to resit in the next call.
Individual tutoring sessions [ON-SITE]	Guided or supervised work	CB04 CG06 CT01 CT03	0.2	5	N	-	Expansion of knowledge of either of the English language section or the Teaching section (upon students' request). Solving doubts. Monitoring tasks. Correction.
Study and Exam Preparation [OFF-SITE]	Self-study	CB04 CG06 CT01	4	100	N	-	English Language Section: Students' self-study (before and after the sessions). Reflection on one's own mistakes. Consulting reference materials. Reading comprehension. English Teaching section: Reflective learning on the different aspects of the teaching-learning process of English in Early Childhood Education.
Writing of reports or projects [OFF-SITE]	Cooperative / Collaborative Learning	CB04 CG06 CT01 CT03	1.4	35	Y	N	Group projects will be done reinforcing the different contents of unit courses.
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	CB04 CG06 CT01 CT03	0.4	10	Y	N	Presentations of volunteering teaching and culture projects. This activity is related to the oral skills.
Total:			9	225			
Total credits of in-class work: 3.6			Total class time hours: 90				
Total credits of out of class work: 5.4			Total hours of out of class work: 135				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

	Continuous	Non-	
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Evaluation System	assessment	continuous evaluation*	Description
Progress Tests	35.00%	0.00%	Assessable progress tests along the year. They will be specified by the teacher at the beginning of the academic year. These marks will be added once the students have passed both the written and oral exams. This mark will only be taken into account if beneficial for the student. Otherwise, this percentage will go to the final exam.
Final test	65.00%	100.00%	The final exam will consist of: I. a written exam, including Reading comprehension, Writing, Use of English (grammar, pronunciation and vocabulary) and Listening (which might include a dictation); and II. an oral exam, including both speaking production and speaking interaction for those who have not passed it by means of class participation. III. There will be questions about the teaching part in case the student failed any of the two Didactics tests during the course. It is necessary to pass the teaching section first.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

Information for every call

- In order to pass the subject it will be necessary to get at least 4/10 in the Teaching, Oral, and Written sections.
- For the teaching section, students will have to present projects and take two tests during the course.
- For the oral section, students can pass by means of their active and accurate participation. Otherwise, and from the extraordinary call on, they will have to do an oral exam.
- For the written section, they will have an exam with listening and reading comprehension, use of English (vocabulary, pronunciation, and grammar), and writing.
- If students pass one part but fail another, the mark can be considered within the same academic year. However, no marks will be considered from different academic years. No marks will be kept beyond the extraordinary session.
- If a student fails the written exam, the final mark will be the one obtained in it.
- If they pass the written exam but fail the oral exam, the mark will be 4/10 by default.
- If they fail the teaching section, the final mark will be 3/10 and the written exam will not be checked.
- In order to pass the course unit, the final mark will be at least 5/10.
- Any modification due to external circumstances (pandemic) will be documented by means of an addenda.
- Any kind of plagiarism or academic fraud will lead to the consequences foreseen in the art. 9 of the REE regulating Student Evaluation in UCLM. The mark for that activity will be 0/10.

For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss -0.25 marks in the corresponding activity/test/presentation/exam up to a maximum of 3 marks. If the mistake is repeated, the repetition(s) will be also penalized.

Non-continuous evaluation:

The percentage corresponding to the progress tests will go to the written exam by default. The other considerations of the continuous assessment will apply to them.

The same criteria of the ordinary examination session apply.

Specifications for the resit/retake exam:

The same criteria of the ordinary examination session apply.

Specifications for the second resit / retake exam:

The same criteria of the ordinary examination session apply.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 2): English language and usage	
Activities	Hours
In-class Debates and forums [PRESENCIAL][Debates]	15.5
Class Attendance (theory) [PRESENCIAL][Lectures]	40
Progress test [PRESENCIAL][Assessment tests]	10
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	5
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	77
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	10
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	35
Group 13:	
Initial date: 21-09-2021	End date: 21-10-2021
Group 15:	
Initial date: 26-10-2021	End date: 18-11-2021
Group 16:	
Initial date: 23-11-2021	End date: 13-01-2022
Group 17:	

Initial date: 01-02-2022	End date: 24-02-2022
Group 18:	
Initial date: 01-03-2022	End date: 31-03-2022
Group 12:	
Initial date: 05-04-2022	End date: 19-05-2022
Unit 1 (de 2): English language and usage	
Activities	Hours
In-class Debates and forums [PRESENCIAL][Debates]	2.5
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	21
Global activity	
Activities	hours
Final test [PRESENCIAL][Assessment tests]	2
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	7
Study and Exam Preparation [AUTÓNOMA][Self-study]	98
In-class Debates and forums [PRESENCIAL][Debates]	18
Class Attendance (theory) [PRESENCIAL][Lectures]	45
Progress test [PRESENCIAL][Assessment tests]	10
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	35
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	10
Total horas: 225	

10. Bibliography and Sources							
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description	
Clive Oxenden, Christina Latham-Koenig, and Jerry Lambert	English File Intermediate Multipack-A , Fourth Edition	Oxford University Press	Oxford	978-0-19-403572-9	2019	Texto base	
Mark Folley, Diane Hall	My English Lab, With Key. Intermediate B1/B2	Pearson			2012		
Murado Bouso, José Luis	Didáctica de inglés en Educación Infantil : métodos para la	Ideaspropias	Vigo	978-84-9839-123-7	2010		
Pérez Esteve, P. y Roig Struch, V.	Enseñar y aprender inglés en educación infantil y primaria	Horsori			2007		
Swan M., Walter C.	How English Works. A Grammar Practice Book	Oxford University Press	Oxford		1997		
Vale, D. and Feunteun, A.	Teaching Children English. A training course for teachers of English to children	Cambridge University Press	Cambridge		2009		