## Teaching guide

### IDENTIFICATION DETAILS

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<tr>
<th><strong>Degree:</strong></th>
<th>Child Education</th>
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<td><strong>Field of Knowledge:</strong></td>
<td>Social and Legal Science</td>
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<tr>
<td><strong>Faculty/School:</strong></td>
<td>Education and Humanities</td>
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<tr>
<td><strong>Course:</strong></td>
<td>ORGANISATION OF THE ENGLISH LANGUAGE CURRICULUM IN THE SPANISH EDUCATION SYSTEM</td>
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<tr>
<td><strong>Type:</strong></td>
<td>Optional</td>
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<tr>
<td><strong>ECTS credits:</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Year:</strong></td>
<td>4</td>
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<tr>
<td><strong>Code:</strong></td>
<td>7351</td>
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<tr>
<td><strong>Teaching period:</strong></td>
<td>Seventh semester</td>
</tr>
<tr>
<td><strong>Area:</strong></td>
<td>Language learning and literacy</td>
</tr>
<tr>
<td><strong>Module:</strong></td>
<td>Teaching and discipline</td>
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<td><strong>Teaching type:</strong></td>
<td>Classroom-based</td>
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<tr>
<td><strong>Language:</strong></td>
<td>English</td>
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<tr>
<td><strong>Total number of student study hours:</strong></td>
<td>150</td>
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### Teaching staff

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gretchen Matilda Obernyer Copenhaver</td>
<td><a href="mailto:g.obernyer@ufv.es">g.obernyer@ufv.es</a></td>
</tr>
<tr>
<td>Matthew Blake Palazon</td>
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### SUBJECT DESCRIPTION

Equip learners with the knowledge and skills which will enable them to use the English language in their future work environment as true professionals in the field of education by improving their writing and communicative skills.

Organization of English Curriculum within the Spanish Educational System is a course, which is optional and
which carries 6 ECTS credits, implying 150 hours of dedication on the learner's part, taught in the seventh Semester of fourth year of Early Education Degree studies. This course is embodied within the Area of Language Teaching and Learning within the Module: Teaching and Discipline. Organization of English Curriculum within the Spanish Educational System forms part of a well-rounded, integral education focused on the learner in all of his or her harmoniously integrated dimensions (intelligence, will, emotional nature, sociability, abilities, skills...). In the area of primary education, our aim is that future teachers become true professionals with a true love and vocation for teaching, for awakening within their pupils an interest and passion for communicating in other languages, for raising questions about and exploring other cultures, simply because getting to know other languages and other cultures makes the person more aware of his or her own language and culture, that is, of one’s self. Above all, our aim is to train and educate teachers who are not so much concerned with the subject matter at hand as with the encounter with the learner in front of him or her at that moment, together with the full reality and lifetime project enclosed within that person.

In this subject, students will receive comprehensive training, both theoretical and practical, for future early childhood teaching within the context of Spanish-English bilingual education. Moreover, students will learn structural components of the curriculum, content selection and organization of curricular elements for curriculum development in early childhood education. In addition, students will become familiarized with official language accreditation exams from beginners to B2/C1.

**GOAL**

The aim of the subject Organization of the English Curriculum within the Spanish Educational System is to make students aware of current educational reforms, legislation and learning resources within the Spanish educational system in regards to bilingual early childhood education. The goal is to train students in Content and Language Integrated Learning (CLIL) and official language accreditation exams for young learners.

**PRIOR KNOWLEDGE**

The course is aimed at an overall B2 level as defined by the Common European Framework of Reference for Languages.

**COURSE SYLLABUS**

1) Spanish Educational System goes bilingual (MEC and CAM)
   - Curriculum Design: understanding the relationship among curricular elements (LOMCE)
   - Current legislation and reference documents in relation to educational reforms in early childhood and primary education curriculum.
   - Madrid, A bilingual community: background and objectives.
   - Critical analysis of the curriculum design.

2) Defining features of bilingual programs in public (CAM) and private (Beda) schools.
   - Key elements in bilingual programs.
   - Teaching staff and teacher training.
   - International Projects.
   - External Evaluation.

3) Content Language Integrated Learning- CLIL
   - Methodology
   - Planning and delivery
   - Adapting materials
   - CLIL subjects in primary.
   - Pros and cons of CLIL.

4) On-line Bilingual Education Platform- (AICOLE)
   - Madrid Community Digital Resources for early childhood and primary teachers.
   - E-learning platform to enhance motivation.
   - Literacy
   - Phonics

5) Official language accreditation exams
6) Curriculum Design Final Project: Adapting CLIL activities for early childhood and primary students relating learning outcomes to competences. Students are expected to elaborate their own B1-B2 LEVEL materials.

EDUCATION ACTIVITIES

In second-language teaching-learning methodology, the how is as important as the what or even the final result. The methodology applied in this course is therefore communicative, eclectic and collaborative. ‘Communicative’ implies active participation and involvement. ‘Eclectic’ takes into account different teaching-learning styles, allowing the student to develop and activate his/her own learning. ‘Collaborative’ provides the learner with the opportunity, both individually and in collaboration with others, to acquire more autonomy as well as a greater sense of responsibility for self and others. The teacher is a guide in this learning process.

This communicative, eclectic, collaborative methodology implies,

IN CLASS:
• Interactive class lectures
• Student presentations and student-led discussions
• Group and pair activities: role-plays, simulations, interviews, research, project work, online forums, etc.
• Feedback mechanisms
• Midterm and final written and/or oral exams

OUTSIDE OF CLASS:
• Independent study and preparation of class/group/pair work
• Online task completion and participation
• Individual and group tutorials
• Self-assessment

The focus of this subject is on content, knowledge and skills relevant to the chosen degree area.

DISTRIBUTION OF WORK TIME

<table>
<thead>
<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
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<tbody>
<tr>
<td>69 hours</td>
<td>81 hours</td>
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<tr>
<td>Theoretical Classes / Lectures 32h</td>
<td>Individual and group work 30h</td>
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<tr>
<td>Seminars / Workshops / Reading 24h</td>
<td>Theoretical study 35h</td>
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<tr>
<td>Individual and/or group presentations 4h</td>
<td>Practical Classes 12h</td>
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<td>Individual and/or group tutorials 5h</td>
<td>Completion of assignments on UFV Virtu@l and/or other multimedia platforms 4h</td>
</tr>
<tr>
<td>Assessment 4h</td>
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</table>
SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks.

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues.

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience.

Students must have developed the learning skills needed to undertake further study with a high degree of independence.

General Skills

To be familiar with the goals, syllabus content and assessment criteria of early childhood education.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To develop abilities for interpersonal and intercultural communication.

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

Specific skills

To be familiar with the syllabus for language and literacy at this stage as well as theories on learning acquisition and development.

To be able to face language learning situations in multilingual contexts.

To be familiar with and suitably use the right resources to encourage reading and writing.

To be able to promote and foster the first steps in learning a foreign language.

LEARNING RESULTS

Recognize and compare curricular elements from different Early Childhood Curriculums with regards to English.

Understand reference documents and defining features of CLIL methodology in early childhood in the context of bilingual programs both in oral and written form.

Identify differences between state, private and subsidized schools (BEDA) from the point of view of the implementation of bilingual education programs.

Recognize the Common European Framework levels and Official Language Exams from beginners to B2/C1.
Identify CLIL subjects, contents and teaching materials for early childhood and teach a mock class.

Formulate and express thought and opinion on course related subject matter in coherent, organized written form.

Adapt and design CLIL activities.

Conduct and assess simulated accreditation exams for early childhood and primary.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION:

BLOCK 1:
WRITTEN EXAMS – 40%
-10% - Mid-term Exam.
If a student does not sit the mid-term exam and does not present a formal excuse IN DUE TIME AND IN PROPER FORM, authorized by the PEC or the Director of the Degree, he/she loses this 10%.
-30% - Final Exam. To calculate an average with the Mid-term Exam, the student must obtain a minimum of 5/10 on the Final Exam. The average between the two marks will be taken into account only if it is to the student’s benefit. On the contrary, the Final Exam mark will carry the full weight of BLOCK 1, i.e., 40%.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1, to calculate an overall grade average with BLOCKS 2, 3 and 4.

BLOCK 2:
ORAL ASSESSMENT- 25%
-Evaluated ORAL tasks completed in class throughout the semester, individually, in pairs and/or in groups (presentations, debates, discussions, simulations, interviews, etc).
-Minimum 2 evaluated tasks.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2, to calculate an overall grade average with BLOCKS 1, 3 and 4.

BLOCK 3:
INDEPENDENT STUDY-WORK ASSESSMENT - 25%
-Completion of minimum 2-3 evaluated pieces of work, as stipulated by the teacher.
-Completion of regular homework assignments
-Completion of and participation in any online tasks.
-Attendance to tutorials when required.

NOTE: All tasks and assignments must be handed in IN DUE TIME AND PROPER FORM, as stipulated in the course calendar uploaded to Aula Virtual. If tasks and assignments are not handed in IN DUE TIME AND PROPER FORM, the mark for aforementioned tasks and assignments will be ‘zero’ (0). They will NOT be marked within the ordinary exam period if handed in after the deadline.

BLOCK 4:
ATTITUDE AND PARTICIPATION – 10%

NOTE: Students who do not attend class on a regular basis and who do not have a formal “dispensa” authorized and communicated by the Degree automatically lose this 10%.

CONTINUOUS EVALUATION:
ORDINARY EXAM PERIOD: Dec-Jan (1st SEMESTER) – May (2nd SEMESTER)

CONTINUOUS EVALUATION:
EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTERS)

NOTE:
1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have been failed in the ordinary exam period may be repeated in the extraordinary exam period.
3. No grades will be transferred from one academic calendar year to the following academic calendar year.

BLOCK 1:
WRITTEN EXAM – 40%
-If BLOCK 1 has been failed, the student will be required to sit one written exam based on the contents covered throughout the course.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2, 3 and 4.

BLOCK 2:
ORAL ASSESSMENT- 25%
-If BLOCK 2 has been failed, the student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course topics. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
-The ORAL ASSESSMENT will take place on or before the officially published extraordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1, 3 and 4.

BLOCK 3:
INDEPENDENT STUDY-WORK ASSESSMENT - 25%
-If BLOCK 3 has been failed, the student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

NOTE: All tasks and assignments must be handed in BY OR BEFORE THE LAST CLASS DAY ACCORDING TO THE OFFICIAL COURSE CALENDAR. If tasks and assignments are not handed in by or before this date, the mark for aforementioned tasks and assignments will be ‘zero’ (0). They will NOT be marked within the ordinary exam period if handed in after this deadline.

ALTERNATIVE EVALUATION:
ORDINARY EXAM PERIOD: Dec-Jan (1st SEMESTER) – May (2nd SEMESTER)
ALTERNATIVE EVALUATION:
EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTERS)

NOTE:
1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have been failed in the ordinary exam period may be repeated in the extraordinary exam period.
3. No grades will be transferred from one academic calendar year to the following academic calendar year.

BLOCK 1:
WRITTEN EXAM – 40%
-The student will be required to sit one written exam based on the contents covered throughout the course.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2 and 3.

BLOCK 2:
ORAL ASSESSMENT – 25%
- The student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course content. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
- The ORAL ASSESSMENT will take place on or before the officially published extraordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1 and 3.

BLOCK 3:
INDEPENDENT STUDY-WORK ASSESSMENT – 35%
- The student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

FURTHER NOTES:
1. Coursework deadlines are established at the beginning of the course. No work will be accepted after the due date.
2. Plagiarism is penalized with a FAIL grade, taking the student directly to the extraordinary exam period.
3. Students are responsible for contacting their subject teacher within the first week after receiving notification of having obtained a ‘dispensa’. Students are also responsible for being informed regarding and complying with the course requirements.
4. Honorable Mention: An honorable mention is recognition of excellence. It is awarded exclusively to students who stand out from their peers academically, as well as in attitude, dedication and teamwork. This decision lies exclusively with the subject teacher.
5. All degree students are subject to the rules of coexistence (la normativa de convivencia) of the university, with special attention to any infraction attributed to plagiarism and/or cheating on an exam which will be considered as serious faults in agreement with Article 7 in the aforementioned rules.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Organization of English Curriculum within the Spanish Educational System Coursepack. Early Childhood Education Degree.

Material created and developed specifically for this course.
### Additional

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Publication Date</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>Fun for Starters</td>
<td>Cambridge University Press</td>
<td>04 February 2010</td>
<td>9780521748612</td>
</tr>
<tr>
<td>Fun for Flyers</td>
<td>Cambridge University Press</td>
<td>2006</td>
<td>0521613663</td>
</tr>
<tr>
<td>Dafouz, Emma and Michele C. Guerrini</td>
<td>CLIL across Educational Levels</td>
<td></td>
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<tr>
<td>Ket For Schools Trainer</td>
<td>Cambridge University Press</td>
<td>20 January 2011</td>
<td>9780521613583</td>
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<tr>
<td>Pet for Schools Trainer</td>
<td>Cambridge University Press</td>
<td>17 November 2011</td>
<td>9780521174879</td>
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