

Teaching guide

IDENTIFICATION DETAILS

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

The Organization of the English Curriculum within the Spanish Education 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 the fourth year of Early Childhood Education Degree studies. This course is embodied within the Area of Language Teaching and Learning within the Module: Teaching and Discipline.

The Organization of the English Curriculum within the Spanish Education 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 early childhood 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.

GOAL

The intention underlying the subject 'The Organization of the English Curriculum within the Spanish Education System' is to increase awareness of the importance and role that second/foreign language teaching and learning holds within the curriculum in the Spanish education system in early childhood and primary education. As well, it offers the opportunity to explore second/foreign language teaching and learning in different types of schools and other countries in order to compare and contrast similarities and differences between different programs both within and outside of Spanish borders.

PRIOR KNOWLEDGE

It is highly recommended that the student have a B2 level of English. (See the Common European Framework of Reference for Languages)

COURSE SYLLABUS

- 1) Historical Evolution of Foreign Language Learning in the Spanish Education System
- 2) Bilingual Schools
- 3) Organization of Foreign Language Teaching in the Spanish Curricula
- 4) Pre-Literacy - Phonics
- 5) Application of Curricular Design - CLIL

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.

NOTE:

Teaching activities and work time distribution may be subject to changes and adapted to the different scenarios established in accordance with directives issued by the pertinent health authorities.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
Theoretical Classes / Lectures Workshops, projects, presentations, debates. Individual, pair and group work Assessment Individual or group tutorials.	Individual, pair and group work Theoretical and practical study Completion of assignments on UFV Virtu@I and /or other multimedia platforms.

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 be familiar with the evolution of language in early childhood, to be able to identify possible dysfunctions and help to ensure their smooth resolution. To effectively address language learning situations in multicultural and multilingual contexts. To express oneself orally and in writing and to master the use of different expression techniques.

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 favour speaking and writing skills.

To be familiar with and master oral and written expression techniques.

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

Summarize and explain the approach to second/foreign language teaching and learning within the curricula in Spanish education.

Compare and contrast the approach to second/foreign language teaching and learning with that in other countries.

Identify and relate official reference documents to the context and contents of bilingual programmes in early childhood and primary education.

Plan and reason a week-long 'phonics' unit.

Simulate a 'phonics' lesson.

Select and adapt the contents of adequate resources in order to work with them following the CLIL methodology.

Design and reason a week-long didactic unit putting into practice the CLIL methodology.

Simulate a CLIL lesson.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION: (There are 4 main blocks.)

65% (WRITTEN EXAMS + ORAL ASSESSMENT)

BLOCK 1: WRITTEN EXAMS – 40%

BLOCK 2: ORAL ASSESSMENT - 25%

25% (INDEPENDENT WORK ASSESSMENT)

BLOCK 3: INDEPENDENT WORK ASSESSMENT - 25%

10% (ATTITUDE AND PARTICIPATION)

BLOCK 4: ATTITUDE AND PARTICIPATION – 10%

NOTE: Within the modality of in-person education, the Early Childhood Education Degree at Universidad Francisco de Vitoria embraces a continuous evaluation system based on presence: students are under the obligation to attend classes, to participate in the teaching activities that are carried out and to sit any exams foreseen by the teacher, whether on-site or on the virtual campus. This is in conformance with the Verification Document of the Degree (Memoria de Verificación del Título) approved by the Verification Commission for Study Plans (Comisión de Verificación de Planes de Estudios) as specified by the Council of Universities (Pleno del Consejo de Universidades) and in accordance with that which is stated in Article 11 of the Evaluation Regulations and Norms (Normativa de Evaluación) of the UFV for the academic year.

NOTE: Students must obtain an overall PASS (5/10) in EACH of BLOCKS 1,2 and 3 in order to calculate an overall grade average between all 4 BLOCKS.

ORDINARY EXAM PERIOD: December-January (1st SEMESTER COURSES)

EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTER COURSES)

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 NOT been passed 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.

ALTERNATIVE EVALUATION:

NOTE: The Alternative Evaluation only applies for those students who are repeating the course and/or have an official dispensation due to extraordinary circumstances signed by the Director of the Degree. It is the student's responsibility to be informed regarding course requirements, deadlines and exam dates, as well as to contact their teacher for pertinent instructions and indications.

NOTE: The Alternative Evaluation is in essence the same as the Continuous Evaluation.

NOTE: The ORDINARY and the EXTRAORDINARY EXAM PERIODS and indications for the Alternative Evaluation are exactly the same as those for Continuous Evaluation.

FURTHER NOTES:

1. Coursework DEADLINES will be established at the beginning of the course and published in the Virtual Campus.
2. All students are responsible for being informed regarding and complying with the course requirements.
3. 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.
4. In the event of plagiarism or otherwise manifested dishonesty in coursework and/or evaluation processes, the UFV Norms (la normativa de convivencia) will be applied. (Las conductas de plagio, así como el uso de medios ilegítimos en las pruebas de evaluación, serán sancionados conforme a los establecido en la Normativa de Evaluación y la Normativa de Convivencia de la Universidad.)
5. All degree students are subject to the rules of coexistence (la normativa de convivencia) of the UFV,

Exams will take place on-site. In the event that health authorities once again recommend a return to a scenario in which all educational activity must be carried out in remote mode, an alternative evaluation system may be applied.

Students may request an academic dispensation (dispensa académica) in the event of extraordinary, duly documented circumstances. Upon approval granted by the Director of the Degree, an alternative evaluation system may be considered.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Materials and Documentation for English Curriculum within the Spanish Educational System - 4th Year - Early Childhood Education. On the Virtual Campus.

Additional

Consejería de Educación, Juventud y Deporte. (2016-17). Madrid, A Bilingual Community. www.madrid.org

Consejo de Gobierno de la Comunidad de Madrid (2014). BOCM num.175, de 25 de julio de 2014. (Educación Primaria)

Dafouz, E. and Guerrini, M. (2009). CLIL across Educational Levels. Madrid: Santillana-Richmond Publishing.

Ministerio de Educación, Cultura y Deporte. (2014). BOE num.52, de 1 de marzo de 2014. Referencia: BOE-A-2014-2222. (Educación Primaria)

Primary National Strategy. (2007). Letters and Sounds: Principles and Practice of High Quality Phonics. Crown copyright.