

Teaching guide

IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	CHILDREN'S LITERATURE IN THE ENGLISH LANGUAGE AND ITS TEACHING		
Type:	Optional	ECTS credits:	6
Year:	4	Code:	7352
Teaching period:	Seventh semester		
Area:	Language learning and literacy		
Module:	Teaching and discipline		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

SUBJECT DESCRIPTION

Children's English Literature & the Art of Teaching brings to the forefront the importance of reading as an essential skill to be learned, encouraged and thoroughly enjoyed from an early age and onwards. An affinity with reading eases the way to all learning. In addition, it provides food for thought, inspiration for the imagination as a source of creativity, as well as endless hours of entertainment for the ever restless and insatiable human mind.

Whether through the oral tradition of story-telling and song, or the exploration of illustrations, of authors' lives, or of one's own tastes and preferences in the rich world of Children's English Literature... this subject will foster, in some measure, curiosity and surprise at the rich variety available to young learners. Optimally, it will awaken a renewed

and/or encountered eagerness and passion for the world of books, of literature and of reading, for this is truly the first step to encouraging young, enthusiastic readers.

In a more global sense, this subject forms part of a well-rounded, integral education focused on the learner. In the area of early childhood education, the aim is for future teachers to 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; and all this, because getting to know other languages and other cultures makes the person more aware of their own language and culture, that is, of one's self. Above all, the 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 them at that moment, together with the full reality and lifetime project enclosed within that person.

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 reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

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 favour speaking and writing skills.

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

To acknowledge and value the appropriate use of verbal and non-verbal language.

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

To acquire knowledge regarding literature and, in particular, children's literature.

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

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours