



## ENGLISH: READING, WRITING AND TEXT-BASED TEACHING METHODOLOGY

### 17012 - ENGLISH: READING, WRITING AND TEXT-BASED TEACHING METHODOLOGY (2023-24)

#### General

**Code:** 17012

**Lecturer responsible:**

FERNANDEZ MOLINA, JAVIER

Credits ECTS:	6,00
Theoretical credits:	1,20
Practical credits:	1,20
Distance-base hours:	3,60

#### Departments involved

- **Dept:** ENGLISH STUDIES  
**Area:** ENGLISH STUDIES  
**Theoretical credits:** 0,6  
**Practical credits:** 0,6
- **Dept:** INNOVATION AND DIDACTIC TRAINING  
**Area:** TEACHING LANGUAGE AND LITERATURE  
**Theoretical credits:** 0,6  
**Practical credits:** 0,6  
This Dept. is responsible for the course.  
This Dept. is responsible for the final mark record.

#### Study programmes where this course is taught

- [DEGREE IN PRE-SCHOOL SPECIALITY](#)  
Course type: OPTIONAL (Year: 3)

### Course context for academic year 2023-24

---

- In the current educational framework, there is a tendency to introduce the teaching of L2 at earlier stages. Coincidentally, the exposure to the L2 has likewise augmented in recent times, not only through multilingual and immersion programmes, but also by the increase of teaching hours both in schools and in informal settings (extracurricular activities).
- The introduction of English literacy makes more sense in this new paradigm, since it allows an approach to the teaching of pronunciation, writing and reading of English at earlier ages and with a successful methodology (synthetic phonics) which remains largely unknown in our country.
- The course is designed to serve as an introduction to new teaching methods of English literacy (the compulsory one in England). The course aims at studying and critically analysing the official scheme of the English educational authorities (Letters and Sounds), and the most widely recognized commercial programmes: Jolly phonics, Monster phonics, Phonics international, Read Write Inc phonics.
- All activities and materials created by the students of the subject (their own phonics materials) are meant to be useful in their future teaching practice.

### General Competences (CG)

- **CG1** : Compromís ètic. Mostrar actituds coherents amb les concepcions ètiques i deontològiques, respectant i fomentant alhora els valors democràtics, la igualtat de gènere, la no-discriminació de persones amb discapacitat, l'equitat i el respecte als drets humans. Capacitat de crítica i autocrítica constructiva.
- **CG10** : Ús de les tecnologies de la informació i de la comunicació. Comprendre i valorar les funcions de les tecnologies de la informació i de la comunicació cada vegada més diversificades i saber-les usar adequadament en la vida quotidiana.
- **CG2** : Capacitat d'aprenentatge i responsabilitat. Prendre consciència del propi procés d'aprenentatge i autoregular-lo. Capacitat de cercar, usar i integrar la informació. Mostrar interès per a aprendre al llarg de la vida i actualitzar les pròpies competències i els punts de vista professionals, de manera autònoma, orientada o dirigida, segons les necessitats de cada moment. Vetlar per un creixement emocional equilibrat.
- **CG3** : Capacitat d'adaptació a noves situacions. Analitzar àgilment els canvis que es produeixen en l'entorn i ser capaç de prendre decisions raonades per a donar-los resposta. Planificar i organitzar noves accions amb capacitat reflexiva.
- **CG6** : Capacitat creativa i emprenedora. Formular, dissenyar i gestionar projectes innovadors per a donar resposta a les necessitats detectades. Buscar i integrar nous coneixements i actituds en experiències tant internacionals com del propi territori amb la finalitat d'emprendre canvis de manera creativa en les pràctiques professionals.
- **CG9** : Capacitat comunicativa. Comprendre i expressar-se oralment i per escrit en les llengües oficials de la Comunitat Valenciana i una llengua estrangera, amb incorporació de tots els elements visuals i auditius, disponibles i necessaris en cada cas, amb la finalitat de comunicar-se de manera eficaç i eficient en diferents entorns i per a diferents funcions.

### Specific Competences (CE)

- **CE1** : Aplicar els elements propis de les àrees dels currículums d'Infantil vigents, amb criteris de coherència: finalitats, competències, objectius, continguts i criteris d'avaluació.
- **CE14** : Reflexionar sobre les pràctiques de l'aula per a innovar i millorar la tasca docent. Adquirir hàbits i destreses per a l'aprenentatge autònom i cooperatiu i promoure-ho entre els docents i entre els xiquets.
- **CE2** : Promoure i facilitar els aprenentatges en la primera infància, des d'una perspectiva globalitzadora i integradora de les diferents dimensions cognitiva, lingüística, emocional, motriu, social, filosòfica, cultural i volitiva.
- **CE3** : Dissenyar i regular entorns harmònics d'aprenentatge en contextos de diversitat en l'educació Infantil que atenguen les necessitats educatives singulars de cada estudiant, les dificultats d'aprenentatge, la igualtat de gènere, l'equitat i el respecte als drets humans.
- **CE5** : Observar sistemàticament en contextos propis de l'educació Infantil ambients d'aprenentatge i de convivència, interpretar les pràctiques educatives segons els marcs teòrics de referència, reflexionar sobre aquests i actuar en conseqüència.
- **CE7** : Potenciar l'evolució dels diferents llenguatges de l'educació infantil, identificar possibles disfuncions i vetlar per la seua correcta evolució. Afavorir el desenvolupament de les habilitats comunicatives.
- **CE9** : Reconèixer les implicacions educatives de les tecnologies de la informació i la comunicació i, en particular, de la televisió en la primera infància.

## Optional Module

### Competences:>>Mention in Foreign

Language: English.

- **M.ING.02** : Conocer el currículo escolar de inglés, desarrollar y evaluar sus contenidos mediante recursos didácticos apropiados y promover las competencias correspondientes entre los alumnos.
- **M.ING.03** : Reflexionar sobre la enseñanza del inglés en el aula para innovar y mejorar la práctica docente.
- **M.ING.04** : Conocer y valorar la cultura inglesa y las formas de vida de los principales países de habla inglesa.
- **M.ING.05** : Ser capaz de ofrecer al alumnado modelos correctos de pronunciación, ritmo y entonación en inglés.

## Exclusive skill taught in this course

---

No data

## Learning outcomes (Training objectives)

---

No data

## Specific objectives stated by the academic staff for academic year 2023-24

---

- Know and practice phonetic methods of teaching and learning L2 literacy.
- Assess the importance of oral and written texts of the English Language as part of compulsory education.
- Analyse the applications of oral and written texts in the teaching of English for Pre-primary L2 curriculum.
- Know and implement appropriate measures and strategies to integrate theories and texts in the foreign language class.
- Know the oral tradition, written texts and other manifestations in English.
- Analyse and understand the importance of proper sequencing of the phases of the teaching and learning of reading and writing in L2.
- Be able to select appropriate oral and written texts for foreign language class.
- Know and apply knowledge and teaching resources needed to teach the subject.
- Possessing extensive information on techniques and resources for innovative English oral and written texts teaching in primary education.
- Learn strategies and evaluation techniques related to the subject taught.
- Being able to transcode L. literary works in English to audio-visual format.
- Apply ICTs in teaching oral and written texts in L2.

### Content for academic year 2023-24

---

#### Unit 1

##### **Introduction to English phonology: the sounds of English**

- Introduction to the recognition and production of sounds.
- Combination of global and phonetic techniques for the teaching of literacy in L2.

#### Unit 2 What is literacy?

- Characteristics of the learning based on oral and written texts in English.
- Work with the oral and written text in Pre-primary education.
- Creative writing: the process of literary creation.

#### Unit 3 Phonics in the pre-primary classroom

- Introduction to pre-reading and pre-writing.
- Games, rhymes and songs in the teaching of L2.
- Techniques for the exploitation of literary resources in Pre-primary education.
- Assessment of text-based teaching. Types and assessment criteria.

#### Unit 4 Phonics and the CANON

- Introduction to the oral and written popular tradition in the teaching of a foreign language.
- Traditional literature versus literature applied to the teaching of foreign languages in Pre-Primary education.
- Typology of texts in English. Selection criteria for Pre-primary education.

### Related links

---

No data

### **Adventures in literature : new pathways in reading**

**Author(s):** Kay, Judith; Gelshenen, Rosemary

**Issue:** Ann Arbor : University of Michigan Press, 2007;

**ISBN:** 0-472-03006-X

**Category:** Complementario

### **Cooperative learning and second language teaching**

**Author(s):** DaSilva Iddings, Ana Christina; McCafferty, Steven; Jacobs, George M.

**Issue:** Cambridge : Cambridge University Press, 2006;

**ISBN:** 0-521-60664-0

**Category:** Complementario

### **Essential linguistics : what you need to know to teach reading, ESL, spelling, phonics, and grammar**

**Author(s):** Freeman, David E.; Freeman, Yvonne S.

**Issue:** Portsmouth, NH : Heinemann, 2014;

**ISBN:** 978-0-325-05093-5

**Category:** Complementario

### **Jolly Jingles : Book & CD in Print Letters**

**Author(s):** Grierson, Arlene

**Issue:** Chigwell : Jolly Phonics, 2000;

**ISBN:** 9781844141067

**Category:** Complementario

### **Language assessment : principles and classroom practices**

**Author(s):** Brown, H. Douglas; Abeywickrama, Priyanvada

**Issue:** White Plains, NY : Pearson Education, 2010;

**ISBN:** 978-0-13-814931-4

**Category:** Complementario

**Longman dictionary of language teaching and applied linguistics**

**Author(s):** Richards, Jack C.; Schmidt, Richard W.

**Issue:** Harlow : Longman, 2010;

**ISBN:** 978-1-4082-0460-3

**Category:** Complementario

**Multiple intelligences and language learning : a guidebook of theory, activities, inventories, and resources**

**Author(s):** Christison, MaryAnn

**Issue:** Burlingame, CA : Alta Book Center , 2005;

**ISBN:** 978-1-882483-75-4

**Category:** Complementario

**Reading in a second language : moving from theory to practice**

**Author(s):** Grabe, William

**Issue:** New York : Cambridge University Press, 2009;

**ISBN:** 978-0-521-72974-1

**Category:** Complementario

**Task-based language teaching : a reader**

**Author(s):** Branden, Kris van den; Bygate, M.; Norris, John M.

**Issue:** Amsterdam : John Benjamins Publishing, 2009;

**ISBN:** 978-90-272-0718-0

**Category:** Complementario

**Teaching languages to young learners**

**Author(s):** Cameron, Lynne

**Issue:** Cambridge : Cambridge University Press, 2002;

**ISBN:** 978-0-521-77434-5

**Category:** Complementario

### Teaching pronunciation: A course book and reference guide

**Author(s):** Celce-Murcia, Marianne

**Issue:** New York : Cambridge University, 2014;

**ISBN:** 978-0-521-72976-5

**Category:** Complementario

### Vocabulary in language teaching

**Author(s):** Schmitt, Norbert

**Issue:** New York : Cambridge University Press, 2000;

**ISBN:** 978-0-521-66938-2

**Category:** Complementario

## Assessment

### Assessment procedures and criteria 2023-24

Assessment will be global and continuous, having a formative and a guideline character. It will serve to analyse the individual and collective learning processes.

Marks will reflect the individual learning understood not only as the procedure of acquiring knowledge, but also as a procedure concerning the intellectual and personal growth of the students for they will be exposed to new situations that will require from them new reasoning and comprehensive abilities.

The information to proof the learning will be collected mainly by means of

- Systematic monitoring of the progress of the students, both in the classroom and in private or group tutorials.
- Assessing of the compulsory activities, including the analysis, evaluation and observation of essays done by others.
- Assessment of the individual and group participation both in the classroom as in the required tasks performed out of the classroom.
- Oral and written examinations.
- The process of assessing the students may include the performing of a report regarding the different degrees of individual learning.
- The new curriculum requires a system of on-going assessment. Therefore, since the student must acquire part of the skills as a consequence of the development of the planned teaching activity, in those cases in which there is a final examination, it cannot exceed a 50 percent of the final mark.











Description	Criteria	Type	Weighting system
Continuous Evaluation	<p>The evaluation is formative and it is performed throughout the course. Regular course attendance is compulsory and the delivery of practical assignments must be done within the time limits to qualify for assessment.</p> <p>Attendance to classes, both theoretical and practical is mandatory. Daily attendance will be controlled. To qualify for continuous evaluation, it is essential to accredit 80% attendance.</p> <p>The final mark is obtained by applying the following ratios:</p> <p>Section 1- 40% theoretical part. A multiple-choice test based on the content taught in the course. Three wrong answers deduct one correct.</p> <p>Section 2- Practical activities accounting for 60% of the final mark:</p> <p>Oral presentations 25%</p> <p>Assignment produced under the guidance and guidelines provided in the course 25%</p> <p>Level of interest in attending and participating in tasks performed in class 10%</p> <p>Attendance below 20%, even when justified, involve the waiver of continuous assessment.</p>	ACTIVITIES OF EVALUATION DURING THE SEMESTER	50

---

Final Exam	<p>In the event of loss or waiver of the continuous assessment, the student's mark will be assessed according to the final exam which will take place the day indicated in the Syllabus.</p> <p>This test will last four hours and comprise three parts:</p> <p>1- theoretical issues accounting for 50% of the final grade. A multiple-choice Test with questions based on the content taught in the course. Three wrong answers deduce a correct one.</p> <p>2-practical issues corresponding to 20% of the final grade. Contact the tutor, as practical work must be submitted in the final exam to be assessed for the practical part.</p> <p>3- Oral interview on theoretical and practical course content accounting for 30% of the final grade.</p> <p>To obtain the final mark of the subject in both modes, it will be necessary to achieve a minimum of 4 out of 10 in each of the two parts of the subject (theory and practice).</p>	FINAL TEST	50
------------	--	------------	----

## Official exam dates for academic year 2023-24

Exam session	Date	Time	Group - Classroom(s) allocated	Comments
(C3) Periodo ordinario para asignaturas de segundo semestre y anuales	31/05/2024	09:00 - 12:00	GROUP 1 (THEORY CLASS)	<a href="#">ED/2-26</a>  <a href="#">ED/2-27</a>  <a href="#">ED/2-28</a> 
			GROUP 2 (THEORY CLASS)	<a href="#">ED/2-26</a>  <a href="#">ED/2-27</a>  <a href="#">ED/2-28</a> 
(C4) Pruebas extraordinarias para asignaturas de grado y máster	04/07/2024	17:30 - 20:30	<a href="#">ED/1-20</a>  <a href="#">ED/1-21</a> 	

## Academic staff



### FERNANDEZ MOLINA, JAVIER

Lecturer responsible

THEORY CLASS: Groups: 2 , 1

PROBLEM PRACTICALS / WORKSHOP: Groups: 2 , 1



### MIRALLES ALBEROLA, DOLORES

PROBLEM PRACTICALS / WORKSHOP: Groups: 2 , 1

## Groups

### THEORY CLASS




















Group	Semester	Morning or afternoon session	Language	No. of enrolled students	
Gr. 1 (THEORY CLASS) : 1	2S	Morning	English	40	<ul style="list-style-type: none"><li>Allowed DEGREE IN PRIMARY SPECIALITY</li><li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li><li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li></ul>
Gr. 2 (THEORY CLASS) : 2	2S	Morning	English	45	<ul style="list-style-type: none"><li>Allowed DEGREE IN PRIMARY SPECIALITY</li><li>Allowed INTERNATIONAL MOBILITY PROGRAMME</li><li>Allowed DEGREE IN PRE-SCHOOL SPECIALITY</li></ul>



### PROBLEM PRACTICALS / WORKSHOP

Group	Semester	Morning or afternoon session	Language	No. of enrolled students
Gr. 1 (PROBLEM PRACTICALS / WORKSHOP) : 1	2S	Morning	English	40
Gr. 2 (PROBLEM PRACTICALS / WORKSHOP) : 2	2S	Morning	English	45














# Timetables





## THEORY CLASS

Group	Start date	End date	Day	Start time	End time	Lecture room
1	04/03/2024	08/03/2024	LUN	10:00	12:00	<a href="#">ED/1-18</a> 
1	04/03/2024	08/03/2024	MAR	10:00	12:00	<a href="#">ED/1-18</a> 
1	04/03/2024	08/03/2024	MIE	10:00	12:00	<a href="#">ED/1-18</a> 
1	04/03/2024	08/03/2024	JUE	10:00	12:00	<a href="#">ED/1-18</a> 
1	04/03/2024	08/03/2024	VIE	10:00	12:00	<a href="#">ED/1-18</a> 
1	11/03/2024	15/03/2024	LUN	10:00	12:00	<a href="#">ED/1-18</a> 
1	11/03/2024	15/03/2024	MAR	10:00	12:00	<a href="#">ED/1-18</a> 
1	11/03/2024	15/03/2024	MIE	10:00	12:00	<a href="#">ED/1-18</a> 
1	11/03/2024	15/03/2024	JUE	10:00	12:00	<a href="#">ED/1-18</a> 
1	11/03/2024	15/03/2024	VIE	10:00	12:00	<a href="#">ED/1-18</a> 
1	18/03/2024	22/03/2024	LUN	10:00	12:00	<a href="#">ED/1-18</a> 
1	18/03/2024	22/03/2024	MIE	10:00	12:00	<a href="#">ED/1-18</a> 
1	18/03/2024	22/03/2024	JUE	10:00	12:00	<a href="#">ED/1-18</a> 
1	25/03/2024	26/03/2024	LUN	10:00	12:00	<a href="#">ED/1-18</a> 
1	25/03/2024	26/03/2024	MAR	10:00	12:00	<a href="#">ED/1-18</a> 
2	04/03/2024	15/03/2024	LUN	12:00	14:00	<a href="#">ED/1-18</a> 
2	04/03/2024	15/03/2024	MAR	12:00	14:00	<a href="#">ED/1-18</a> 
2	04/03/2024	15/03/2024	MIE	12:00	14:00	<a href="#">ED/1-18</a> 
2	04/03/2024	15/03/2024	JUE	12:00	14:00	<a href="#">ED/1-18</a> 
2	04/03/2024	15/03/2024	VIE	12:00	14:00	<a href="#">ED/1-18</a> 

Group	Start date	End date	Day	Start time	End time	Lecture room
2	18/03/2024	22/03/2024	LUN	12:00	14:00	ED/1-18 
2	18/03/2024	22/03/2024	MIE	12:00	14:00	ED/1-18 
2	18/03/2024	22/03/2024	JUE	12:00	14:00	ED/1-18 
2	25/03/2024	26/03/2024	LUN	12:00	14:00	ED/1-18 
2	25/03/2024	26/03/2024	MAR	12:00	14:00	ED/1-18 

## PROBLEM PRACTICALS / WORKSHOP

Group	Start date	End date	Day	Start time	End time	Lecture room
1	27/03/2024	27/03/2024	MIE	10:00	12:00	ED/1-18 
1	15/04/2024	26/04/2024	LUN	10:00	12:00	ED/1-18 
1	15/04/2024	26/04/2024	MAR	10:00	12:00	ED/1-18 
1	15/04/2024	26/04/2024	MIE	10:00	12:00	ED/1-18 
1	29/04/2024	03/05/2024	LUN	10:00	12:00	ED/1-18 
1	29/04/2024	03/05/2024	MAR	10:00	12:00	ED/1-18 
1	06/05/2024	17/05/2024	LUN	10:00	12:00	ED/1-18 
1	06/05/2024	17/05/2024	MAR	10:00	12:00	ED/1-18 
1	06/05/2024	17/05/2024	MIE	10:00	12:00	ED/1-18 
2	27/03/2024	27/03/2024	MIE	12:00	14:00	ED/1-18 
2	15/04/2024	26/04/2024	LUN	12:00	14:00	ED/1-18 
2	15/04/2024	26/04/2024	MAR	12:00	14:00	ED/1-18 
2	15/04/2024	26/04/2024	MIE	12:00	14:00	ED/1-18 

Group	Start date	End date	Day	Start time	End time	Lecture room
2	29/04/2024	03/05/2024	LUN	12:00	14:00	ED/1-18.. 
2	29/04/2024	03/05/2024	MAR	12:00	14:00	ED/1-18.. 
2	06/05/2024	17/05/2024	LUN	12:00	14:00	ED/1-18.. 
2	06/05/2024	17/05/2024	MAR	12:00	14:00	ED/1-18.. 
2	06/05/2024	17/05/2024	MIE	12:00	14:00	ED/1-18.. 