

READING PROMOTION IN ENGLISH IN PRIMARY EDUCATION (MASTED-01-04)				
DEGREE PROGRAM:		Master in integrated STEAM Education (MASTED)		
SEMESTER: First	TYPE: Basic	CREDITS: 5 ECTS	WORKLOAD: 125 hours	MENTORING: 3.5 hours/week
LANGUAGE: English/Spanish				

OBJECTIVES	
General	To understand the value of children’s literature in Foreign Language teaching in Primary education
Specific	<ul style="list-style-type: none"> • To develop the imagination and dramatic sense through the different ways of telling a story in English. • To motivate and encourage reading in a foreign language. • To use and value stories as a motivation for reading promotion in a foreign language. • To recognize the importance of reading learning as well as strategies for the promotion of reading in FL. • To identify the value of storytelling for STEAM teaching in bilingual primary education. • To elaborate and display interdisciplinary projects based on stories, poetry, rhymes, etc. through student’s collaboration and teamwork.
SUBJECT MATTER	
<p>During the module, students will deepen the familiarity with a range of children’s literature in English as an effective tool to teach a foreign language in preschool and primary education. Students will develop a detailed knowledge of the didactic use of the different texts from children’s literature as they provide teachers with an attractive and effective resource for language learning and also for Content and Language Integrated Learning. Students will learn how to plan story-based lesson for the different educational contexts (foreign language learning and bilingual context). This module provides students with a practical insight into working in a primary educational setting with a focus on understanding how story-based approach is implemented in a Foreign Language and CLIL classroom. The module will offer opportunities to students to acquire and develop these practical skills as they will plan and create their own interdisciplinary projects based on the story-based methodology. So, students are expected to take an active role as they will be asked to participate and /or be involved in group discussions to share and present their ideas, activities, experiences upon the practical activities done in class.</p>	
COMPETENCES	
<ul style="list-style-type: none"> • C1: Developing knowledge and understanding in the value of literature in English teaching in Primary Education. • C2: Developing advanced cognitive and procedural skills associated with knowledge development and creation. • C11: Developing multilingual competence. • C13: Developing citizenship competence. • C19: Developing competences for intercultural communication. 	
LEARNING OUTCOMES	
Knowledge	<ul style="list-style-type: none"> • Knowledge of societal conventions, and the cultural aspect and variability of languages. • Knowledge of the children’s literature as a tool to teach English in Primary Education. • Knowledge about different language teaching methodologies, and state-of-the-art classroom techniques and activities. • Knowledge about how planning story-based lesson for different educational contexts.
Skills	<ul style="list-style-type: none"> • Ways of adapting teaching approaches to the educational context and individual needs of learners.

	<ul style="list-style-type: none"> • Ability to do critical evaluation, development and practical application of teaching materials and resources. • Leadership skills ability to reflect on and evaluate one's own performance. • Ability to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way. • Solution of problems in new environments within multidisciplinary contexts related to Education. • Ability to work in interdisciplinary teams or from the same field of knowledge.
Attitudes/values	<ul style="list-style-type: none"> • Development of epistemological awareness (i.e. about children's literature in foreign language learning in Primary; storytelling in primary STEAM teaching and learning in bilingual contexts). • Commitment for promoting the learning of all students. • Disposition to examining, discussing, questioning one's own practices. • Improvement of attitudes of research, innovation, collaboration, autonomous learning.
TEACHING METHODS	
Reflective teaching, case studies and microteaching activities will be used to acquire theoretical and practical knowledge regarding the use of literature in English and CLIL lessons in Primary Education. .	
EVALUATION	
The students will carry out a portfolio and a joint interdisciplinary final project among the two Modules <i>Research and innovation in the teaching and learning of Natural and Social Sciences</i> and the subject of <i>Promoting reading in English as a foreign language in Primary Education</i> .	
PRECONDITIONS	
None	
DEPARTMENT	Specific Didactics
LECTURERS	Esther Sanz de la Cal
LITERATURE	<ul style="list-style-type: none"> • Albaladejo Albaladejo, S. Coyle, Y, & de Larios, JR. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. <i>System</i>, 76, 116-128, https://doi.org/10.1016/j.system.2018.05.002. • Birketveit, A. & Rimmereide, H.E (2017) Using authentic picture books and illustrated books to improve L2 writing among 11-year-olds, <i>The Language Learning Journal</i>, 45:1, 100-116, DOI: 10.1080/09571736.2013.83328 • Durán, A. & Cruz, M. (2013). How to integrate stories and ICT in Content - based units of work for English learning. <i>Porta Linguarum</i>, 19, 219-237. • Ellis, G. & Brewster, J. (2014). Tell it again! The Storytelling handbook for Primary English language Teachers. British Council. • Kirsch, C. (2016) Using storytelling to teach vocabulary in language lessons: does it work? <i>The Language Learning Journal</i>, 44:1, 33-51, DOI: 10.1080/09571736.2012.733404 • Luque Agulló, G. (2011). Cómo explotar textos para trabajar la lectura en el aula de lengua extranjera (inglés). Ejercicios para fomentar la creatividad e imaginación. <i>Porta Linguarum</i>, 15: 233-245. • Ruiz Calatrava, M^a C. (2008). Uso de técnicas humanísticas -afectivas en la enseñanza de idiomas: la literatura. <i>Innovación y experiencias educativas</i>, 1-9.