

## 26560 - Learning and teaching EFL

### Información del Plan Docente

<b>Academic Year</b>	2018/19
<b>Subject</b>	26560 - Learning and teaching EFL
<b>Faculty / School</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	302 - Degree in Nursery School Education 301 - Degree in Nursery School Education 303 - Degree in Nursery School Education
<b>ECTS</b>	6.0
<b>Year</b>	4
<b>Semester</b>	Half-yearly
<b>Subject Type</b>	Optional
<b>Module</b>	---

### 1.General information

#### 1.1.Aims of the course

The objective of this subject is for students to learn the theoretical foundations of the teaching and learning of English as a foreign and second language, as well as the implications which these theories have for the context of the Pre-Primary Education classroom as well as to prepare future teachers to use teaching strategies effectively.

#### 1.2.Context and importance of this course in the degree

This subject will enable future teachers of EFL in Pre-Primary Education to be aware of the need to know and understand the theoretical foundations upon which effective teaching in this stage are built, as well as the need to update knowledge and innovate through class action research within life-long learning. Furthermore, this subject will enable students to critically analyze the classroom context in which the L2 teaching and learning processes will take place.

#### 1.3.Recommendations to take this course

To be able to complete this course it is necessary to have an English language level of B2 (Common European Framework of Reference for Languages). Students are encouraged to attend classes and actively participate in the activities proposed. Students are advised to also take "English in Infant Education III".

### 2.Learning goals

#### 2.1.Competences

Upon completing the subject, the student will be more competent to ...

Know the objectives, content and evaluation criteria of Pre-Primary Education.

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Promote and facilitate learning in early childhood years from a global and integrated perspective of the different cognitive, emotional, psychomotor and volitional dimensions.

Know the evolution of language in early childhood years, be able to identify possible disfunctions and ensure its correct development.

Effectively take on language learning situations in multicultural and multilingual contexts.

Express themselves orally and in writing in a foreign language with accuracy and dominating the use of different techniques for communication in the areas of knowledge.

Reflect on teaching practices in order to innovate and improve. Acquire habits and skills for autonomous and cooperative learning in teachers and students.

Select the most effective learning resources for each situation.

Develop the communicative competence to teach in their own language and in other European languages.

Know and apply the processes of interaction and communication in the classroom, and master the skills and social abilities needed to promote a classroom climate that facilitates learning and coexistence.

### 2.2.Learning goals

In order to pass this subject, the student must demonstrate achievement of the following learning outcomes:

1. Understands and can explain the basic theoretical foundations in the teaching and learning of a foreign and second language, specifically in the early childhood years.
2. Knows and interprets the theoretical foundations of the approaches and methods for the teaching of English as a foreign language in the Pre-Primary stage.
3. Can establish an effective connection between theory and teaching practice and can critically analyze the context in which the learning and teaching of a foreign language takes place.
4. Can select and evaluate in a critical way learning resources identifying the theoretical principles on which they are grounded and can use these resources effectively.
5. Knows the characteristics of classroom interaction and the elements which affect the acquisition of a second language in early childhood years

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### 2.3.Importance of learning goals

Future teachers will be more aware of the value of knowing the fundamental theoretical principles on which good teaching practice is based, as well as the need to update their knowledge and innovate in their practice through action research throughout their lifelong professional careers.

### 3.Assessment (1st and 2nd call)

#### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

Students must demonstrate that they have achieved the expected learning outcomes through the following assessment activities.

Option A:

1 A written test where the students will need to demonstrate their understanding of the theoretical concepts as well as the pedagogical skills necessary to analyze and evaluate aspects related to classroom implementation. (40%).

2 A portfolio that will contain five activities with a two to five page length each, carried out by the student inside and outside the classroom that demonstrates their ability to analyze critically. These will be defined by the teacher. (30%).

3 An oral presentation to their classmates that may consist in the presentation of a topic related to the contents of the subject, or in the implementation of a teaching activity to be determined by the teacher. (30%).

Option B:

A global test, which will be the same as the one specified in section 1, with a value of 100% of the final mark.

Evaluation criteria

In the evaluation activities, the following aspects will be evaluated

1 The comprehension and ability for analysis of the knowledge acquired as well as the rigor in the presentation of concepts. An adequate use of foreign language, as well as an appropriate expository structure and use of terminology will be highly valued.

2 Reflection on the analysis of the learning materials used, creativity and effectiveness in the design of learning activities and in the application of teaching strategies.

To pass the evaluation activities, both written and oral, the student must demonstrate appropriate and accurate use of English, commensurate with a B2 level of the Common European Framework of Reference for Languages.

Requirements to pass the subject

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The student must reach a minimum score of 50% in the written assessment (section 1).

Final Assessment and Second call:

The final assessment which pertains to Option B will be the same as that specified in section 1 of the assessment activities with a value of 100% of the final mark.

The assessment of the second call will have the same content and percentages as the final assessment of Option B.

Fifth and sixth call:

In fifth and sixth call the tests, the percentages and the minimum requirements are the same as in the rest of the calls for this course. The tests will be evaluated by a panel of examiners.

### **4.Methodology, learning tasks, syllabus and resources**

#### **4.1.Methodological overview**

The teaching and learning process designed for this subject is based on lectures by the teacher, followed by group work and individual work. Observation and analysis of classes to help identify the necessary connection between theory and teaching practice. Analysis and evaluation of activities and didactic materials following the criteria set out by the teacher. Understanding of selected readings about the subject.

#### **4.2.Learning tasks**

The program offered to the students to help them achieve the expected results includes the following activities...

The students will attend teacher's lectures, which will be followed by clarification of key concepts and interaction with students.

In these lectures the students will have written documents where they will have a summary of the topic presented by the teacher.

Students will also be provided with a selection of texts from the list of recommended readings that they should read and use in later debate during class.

The practical activities will consist in the selection, adaptation and evaluation of materials, analysis of the possible tasks used in the Pre-Primary classroom and analysis of the resources that promote the use of the English language.

#### **4.3.Syllabus**

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1 Theoretical foundations of SLA and foreign language teaching.

2 Theoretical Perspectives and Pedagogical Implications: Different Approaches and Methods for Teaching English as foreign language in the Pre-Primary classroom.

3 Language and interaction in the Pre-Primary classroom.

4 Analysis of the classroom, resources and activities for the teaching of English in the Pre-Primary classroom.

### 4.4.Course planning and calendar

The calendar for lectures, tutorials and submission deadlines will be published in writing at the beginning of the course shared by the teacher and/or on the ADD platform.

### 4.5.Bibliography and recommended resources

Cameron, Lynne. Teaching languages to young learners / Lynne Cameron . 1st publ. Cambridge : Cambridge University Press, 2001

Harmer, Jeremy. The practice of English language teaching / Jeremy Harmer. 4th ed., 8th imp. Harlow : Longman, 2013

Kagan, Spencer. Cooperative Learning / Spencer Kagan. San Clemente (California): Kagan, 2001

Lightbown, Patsy.. How languages are learned / Patsy M. Lightbown and Nina Spada. . 4th. ed. Oxford : Oxford University Press, 2013.

Mitchell, Rosamond. Second language learning theories / Rosamond Mitchell, Florence Myles, Emma Marsden . 3a ed. London [etc.] : Routledge, 2013

Reilly, Vanessa. Very young learners / Vanessa Reilly and Sheila M. Ward . Oxford : Oxford University Press, 1997

Vale, David. Teaching children English : a training course for teachers of English to children / David Vale, with Anne Feunteun. 1st ed., 14th print. Cambridge : Cambridge University Press, 2008