

Teaching guide

IDENTIFICATION DETAILS

Degree:	Primary Education
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Field of Knowledge:	Arts and Humanities
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Faculty/School:	Education and Psychology
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Course:	FOREIGN LANGUAGE AND ITS TEACHING
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Type:	Compulsory
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ECTS credits:	6
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Year:	2
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Code:	3509
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Teaching period:	Third semester
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Area:	Language teaching and learning
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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

The subject, 'Foreign Language and Its Teaching', reminds us of the narrow relationship that exists between language and communication, both defining characteristics of human nature, distinguishing human beings both as individuals and as communities, which together constitute the whole of humanity. Language is the vehicle through which we humans come to know and understand ourselves and others in all our human commonality and diversity.

On a more concrete note, this subject provides students with the opportunity to consolidate and expand their

understanding and knowledge of language acquisition and learning, and of how a foreign/second language is taught and learnt throughout the different stages of childhood. This understanding and knowledge in turn aids them in gaining an overall perspective of the many different approaches and methods which have evolved regarding language teaching-learning over the past century, thus increasing awareness of the evolution of foreign language teaching-learning in Spain, and thereby providing a greater understanding of the situation and circumstances existing today.

Second language acquisition will be compared with mother-tongue acquisition and learning; teaching-learning approaches and methods will be explored from an historical and current perspective; the 5 language skills as defined in the CEFR: Spoken Interaction, Spoken Production, Listening, Reading and Writing will be studied from the communicative approach point of view; a variety of resources and teaching techniques will be explored; and the concept of 'bilingualism' will be challenged and expanded upon. Students will become familiarized with the curricular organization of the teaching of a foreign language in the Spanish school system. In addition, students will create their own materials and put them into practice in a simulated language classroom environment, providing the opportunity to experiment with and experience techniques and concepts learnt herein.

GOAL

The intention underlying the subject matter of 'Foreign Language and Its Teaching' is to create an awareness and appreciation of the role and value in knowing more than one language in our world today, a role which is not only useful and practical for one's future professional career, but also for one's own personal life, especially regarding personal growth and development as well as understanding, empathy and communication with others. With this in mind, we also seek to equip learners with further 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.

This course intends to awaken interest and curiosity in the world of teaching English as a foreign/second language. It also aspires to foster favorable attitudes towards language teaching-learning in future teachers. More specifically, the goal is to increase the understanding of the organization of English language teaching-learning within the Spanish education system; of the processes involved in foreign language teaching-learning, of different approaches and methods which can be applied; and finally to provide the opportunity to explore, experiment with and experience some of the different methods and best practices which encourage foreign/second language learning. It is through exploration, experimentation, experience and reflection that learning takes place and teachers are formed.

In a more global sense, in the field of Primary 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 their 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 them at that moment, together with the full reality and lifetime project enclosed within that person.

PRIOR KNOWLEDGE

It is highly recommended that the student have a B1+/ B2 level of English. (See the Common European Framework of Reference for Languages)

COURSE SYLLABUS

1. Language and Communication (ages 6-12)
 - Fostering curiosity and positive motivation
 - Fostering context, meaningfulness and real-life communication
2. An Historical Perspective: The Evolution of English Language Teaching-Learning in the Spanish Education

System

- Bilingualism
 - From non-bilingual education to bilingual education
 - The CEFR
 - Concept of 'lingua-franca'
3. Curricular Organization in Primary Education
- Different types of schools
 - Legislation: BOE + BOCM + schools
 - Testing and certification
4. Teaching-Learning *of* or *in* the foreign language.
- Foreign Language classroom vs Science and other subjects taught in L2
 - Approaches & methods to foreign/second language teaching-learning: an historical perspective and overview
 - Theories influencing language teaching approaches & methods
 - The communicative approach
 - Classroom atmosphere and rapport
5. CLIL: Content & Language Integrated Learning
- Basic principles of CLIL
 - Materials adaptation
 - Planning a CLIL lesson & expressing objectives
 - Presentations: a simulated CLIL lesson
6. Practical teaching techniques
7. Introduction to Literacy Training
- Learning to read and write in a foreign language
 - Mother-tongue vs foreign language (Spanish/English)
 - Fostering reading

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.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
<ul style="list-style-type: none">• Expository lectures with active participation• Workshops• Student led presentations• Discussion and reasoning• Individual, pair and group work• Assessment and feedback• Individual and/or group tutorials	<ul style="list-style-type: none">• Reading• In advance preparation for on-site classes• Subject related vocabulary and language study• Independent work and study• Active participation in Virtu@I and /or other multimedia platform activities

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 syllabus areas for primary education, the interdisciplinary relationship between them, assessment criteria and the body of didactic knowledge applicable to teaching and learning procedures.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To develop an ability for interpersonal and intercultural communication.

To efficiently address language learning situations in multicultural and multilingual contexts. To promote reading and critical commentary of texts in various scientific and cultural spheres included in the school syllabus.

Specific skills

To understand the basic principles of language and communication sciences.

To be familiar with the school syllabus for languages and literature.

To be familiar with the learning and teaching processes regarding written language.

To be familiar with the difficulties that foreign students may have learning official languages.

To face language learning situations in multilingual contexts.

To express oneself orally and in writing in a foreign language.

LEARNING RESULTS

Manifest a favorable and positive attitude towards foreign/second language learning.

Analyse the current context of foreign language teaching-learning in Spain, based on an understanding of the historical evolution thereof.

Locate and identify those aspects which a teacher must be aware of and apply with regards to foreign language teaching-learning according to current legislation.

Distinguish the basic concepts and methodologies that pertain to different theoretical approaches to foreign/second language teaching and learning.

Justify and discuss the current dominance of the Communicative Approach to foreign/second language teaching-learning.

Outline and provide examples of the basic principles of CLIL.

Design and simulate an interactive CLIL lesson.

Demonstrate a foreign/second language teaching technique.

Compare and contrast the main differences and challenges in literacy acquisition between the Spanish and English languages.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION: (There are 3 MAIN AREAS.)

55% FORMAL WRITTEN & ORAL ASSESSMENT

WRITTEN EXAMS – 40%

ORAL ASSESSMENT - 15%

40% PRACTICAL IN-DEPTH ACTIVITIES AND EXERCISES. INDIVIDUAL & GROUP WORK

5% ON-SITE & VIRTUAL PARTICIPATION. ATTITUDE

NOTE: Students must obtain an overall PASS (5/10) in EACH PART OF AREA 1- (5/10 in the written assessment and 5/10 in the oral assessment), and 5/10 in AREA 2, in order to calculate an overall final grade average.

NOTE: Within the modality of in-person education, the Primary 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 on-site. 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.

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 AREAS will be transferred from the ordinary to the extraordinary exam period.
 2. Within one academic period, only those AREAS 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.
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ALTERNATIVE EVALUATION: (There are 2 MAIN AREAS.)

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.

60% FORMAL WRITTEN & ORAL ASSESSMENT

WRITTEN EXAMS – 40%

ORAL ASSESSMENT - 20%

40% PRACTICAL IN-DEPTH ACTIVITIES AND EXERCISES. INDIVIDUAL WORK.

NOTE: Students must obtain an overall PASS (5/10) in EACH PART OF AREA 1- (5/10 in the written assessment and 5/10 in the oral assessment), and 5/10 in AREA 2, in order to calculate an overall final grade average.

NOTE: **ORDINARY and EXTRAORDINARY EXAM PERIODS for an Alternative Evaluation are 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.
6. Exams will take place on-site.
7. 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**

Cameron, L. Teaching Languages to Young Learners 2001

Richards, J.C. & Rodgers, T.S. Approaches and Methods in Language Teaching 2014
3rd Ed. Cambridge University Press

Additional

Brewster, J., Ellis, G. & Gerand, D. The Primary English Teacher's Guide 2004
Pearson Education

Cant, A. & Superfine, W. Developing Resources for Primary. 1997
Richmond Publishing

Larsen-Freeman, D. & Anderson, M. Techniques & Principles in Language Teaching 2011
3rd Ed. Oxford University Press

O'Grady, W. How Children Learn Language 2005
Cambridge