Teaching guide

IDENTIFICATION DETAILS

Degree: Child Education
Field of Knowledge: Social and Legal Science
Faculty/School: Education and Humanities
Course:
Type: Compulsory  ECTS credits: 6
Year: 4  Code: 7338
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

Teaching staff
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SUBJECT DESCRIPTION

Teaching Foreign Languages is a course which aims to demonstrate and propose English language teaching methods, including those factors which intervene in the English teaching-learning process in the field of early childhood education. The student will learn to search for resources and create materials, as well as perform practical and motivating activities which aim to encourage and promote second language learning within an early childhood context.

It also seeks to equip learners with the 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 by improving their language skills.
In the area of early childhood 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 his or her 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 him or her at that moment, together with the full reality and lifetime project enclosed within that person.

GOAL

To consolidate the future teacher's knowledge and understanding of basic approaches and methods applied to second language teaching, in particular in the context of early childhood. To acquire skill in applying a communicative, interactive approach to teaching.

Furthermore, to develop and improve the learner's overall communicative skills in English through active listening and speaking, and in particular, to increase the learner's understanding and use of vocabulary and language structure as well as reading and writing skills within this particular field of study.

Finally, to become more autonomous and effective language learners, assuming responsibility for one's own learning process.

PRIOR KNOWLEDGE

This course recommends a B1+/B2 level of English. (See: the Common European Framework of Reference for Languages)

COURSE SYLLABUS

1. Language and Language Acquisition
   - Reflecting on language & communication
   - Recalling and discussing theories of developmental psychology on language learning
2. Approaches and Methods to Language Learning & Teaching
   - Gaining an historical perspective of second language teaching/learning approaches & methodologies
   - Considering and evaluating what approaches, methods and techniques are applicable to early childhood
3. Current Trends: Communicative Language Learning
   - Defining the communicative approach
   - Exploring various tendencies and techniques arising from this approach
4. Listening & Speaking Skills
   - Focusing on the two main skills developed in early childhood
   - Exploring, selecting and designing materials and activities suitable for early childhood
5. Materials & Resources
   - Exploring and experimenting with a variety of teaching/learning materials and resources
   - Critically analysing and discussing the selection and use of new technologies
6. Assessment and Evaluation
   - Discussing why, what and how to assess
7. Language Work II
   - Improving one's level of English through independent study and practice
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.

This communicative, eclectic, collaborative methodology implies,

IN CLASS:
• Interactive class lectures
• Student presentations and student-led discussions
• Group and pair activities: role-plays, simulations, interviews, research, project work, online forums, etc.
• Feedback mechanisms
• Midterm and final written and/or oral exams

OUTSIDE OF CLASS:
• Independent study and preparation of class/group/pair work
• Online task completion and participation
• Individual and group tutorials
• Self-assessment

TUTORIALS:
Tutorial hours will be announced on the first day of class. As well, tutorials may be requested by sending an e-mail to the teacher.

The focus of this subject is on content, knowledge and skills relevant to the chosen degree area.

DISTRIBUTION OF WORK TIME

<table>
<thead>
<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>69 hours</td>
<td>81 hours</td>
</tr>
<tr>
<td>Interactive Theoretical/Practical Classes 30h</td>
<td>Pair/Group Work 25h</td>
</tr>
<tr>
<td>Pair/Group Presentations and Discussions 22h</td>
<td>Individual Research/Study 40h 35h</td>
</tr>
<tr>
<td>Individual/Group Tutorials 6h</td>
<td>Assignment Completion / UFV Virtu@l Participation 21h</td>
</tr>
<tr>
<td>Feedback Sessions 6h</td>
<td></td>
</tr>
<tr>
<td>Written/Oral Assessment 5h</td>
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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 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 able to face language learning situations in multilingual contexts.

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

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

LEARNING RESULTS

Demonstrate understanding of the principles which govern second language learning and their implications in regards to teaching/learning outcomes in early childhood.

Select and analyze teaching resources from various sources to create suitable material for subsequent presentation and/or discussion.

Identify a second language-related topic of interest, prepare appropriate materials and teach it in a 20 minute oral presentation.

Create and lead a meaningful discussion on a second-language teaching/learning issue.
Write short essays expressing thought and opinion on given course related topics.

Recognise and use precise terminology to write and talk about second language teaching/learning processes.

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION:

BLOCK 1: WRITTEN EXAMS – 40%
-10% - Mid-term Exam. If a student does not sit the mid-term exam and does not present a formal excuse IN DUE TIME AND IN PROPER FORM, authorized by the PEC or the Director of the Degree, he/she loses this 10%.
-30% - Final Exam. To calculate an average with the Mid-term Exam, the student must obtain a minimum of 5/10 on the Final Exam. The average between the two marks will be taken into account only if it is to the student’s benefit. On the contrary, the Final Exam mark will carry the full weight of BLOCK 1, i.e., 40%.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1, to calculate an overall grade average with BLOCKS 2, 3 and 4.

BLOCK 2: ORAL ASSESSMENT- 25%
-Evaluated ORAL tasks completed in class throughout the semester, individually, in pairs and/or in groups (presentations, debates, discussions, simulations, interviews, etc).
-Minimum 2 evaluated tasks.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2, to calculate an overall grade average with BLOCKS 1, 3 and 4.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 25%
-Completion of minimum 2-3 evaluated pieces of work, as stipulated by the teacher.
-Completion of regular homework assignments
-Completion of and participation in any online tasks.
-Attendance to tutorials when required.

NOTE: All tasks and assignments must be handed in IN DUE TIME AND PROPER FORM, as stipulated in the course calendar uploaded to Aula Virtual. If tasks and assignments are not handed in IN DUE TIME AND PROPER FORM, the mark for aforementioned tasks and assignments will be ‘zero’ (0). They will NOT be marked within the ordinary exam period if handed in after the deadline.

BLOCK 4: ATTITUDE AND PARTICIPATION – 10%
NOTE: Students who do not attend class on a regular basis and who do not have a formal “dispensa” authorized and communicated by the Degree automatically lose this 10%.

CONTINUOUS EVALUATION:
ORDINARY EXAM PERIOD: Dec-Jan (1st SEMESTER) – May (2nd SEMESTER)

CONTINUOUS EVALUATION:
EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTERS)
NOTE:
1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have been failed 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.

BLOCK 1: WRITTEN EXAM – 40%
-If BLOCK 1 has been failed, the student will be required to sit one written exam based on the contents covered throughout the course.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2, 3 and 4.

BLOCK 2: ORAL ASSESSMENT- 25%
-If BLOCK 2 has been failed, the student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course topics. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
- The ORAL ASSESSMENT will take place on or before the officially published extraordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1, 3 and 4.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 25%
- If BLOCK 3 has been failed, the student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

BLOCK 4: ATTITUDE AND PARTICIPATION – 10%
- The mark for this BLOCK will be transferred from the ordinary period to the extraordinary period.

ALTERNATIVE EVALUATION:
NOTE: This system only applies for those students who are: repeating the course; have an official ‘dispensa’ signed by the dean of the corresponding faculty; or are on an international exchange program, therefore automatically having a ‘dispensa’. It is the student's responsibility to be informed regarding course requirements, deadlines and exam dates, as well as to contact his/her teacher.

BLOCK 1: WRITTEN EXAM – 40%
- The student will be required to sit one written exam based on the contents covered throughout the course.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2 and 3.

BLOCK 2: ORAL ASSESSMENT- 25%
- The student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course topics. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
- The ORAL ASSESSMENT will take place on or before the officially published ordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1 and 3.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 35%
- Completion of minimum 2-3 evaluated pieces of work, as stipulated by the teacher.
- Completion of regular homework assignments (to be handed in through the Aula Virtual or by email).
- Completion of and participation in any online tasks.
- Attendance to tutorials when required.

NOTE: All tasks and assignments must be handed in BY OR BEFORE THE LAST CLASS DAY ACCORDING TO THE OFFICIAL COURSE CALENDAR. If tasks and assignments are not handed in by or before this date, the mark for aforementioned tasks and assignments will be ‘zero’ (0). They will NOT be marked within the ordinary exam period if handed in after this deadline.

ALTERNATIVE EVALUATION:
ORDINARY EXAM PERIOD: Dec-Jan (1st SEMESTER) – May (2nd SEMESTER)

ALTERNATIVE EVALUATION:
EXTRAORDINARY EXAM PERIOD: June-July (1st and 2nd SEMESTERS)
NOTE:
1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have been failed 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.

BLOCK 1: WRITTEN EXAM –40%
- The student will be required to sit one written exam based on the contents covered throughout the course.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2 and 3.

BLOCK 2: ORAL ASSESSMENT- 25%
- The student will be required to carry out two ORAL tasks: Task One is a prepared piece of work based on the course content. Task Two is an open question / interview related to the course content, to be announced at the time of the oral assessment.
- The ORAL ASSESSMENT will take place on or before the officially published extraordinary exam date, unless indicated otherwise by the teacher.
NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1 and 3.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT – 35%
-The student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

FURTHER NOTES:
1. Coursework deadlines are established at the beginning of the course. No work will be accepted after the due date.
2. Plagiarism is penalized with a FAIL grade, taking the student directly to the extraordinary exam period.
3. Students are responsible for contacting their subject teacher within the first week after receiving notification of having obtained a 'dispensa'. Students are also responsible for being informed regarding and complying with the course requirements.
4. Honorable Mention: 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.
5. All degree students are subject to the rules of coexistence (la normativa de convivencia) of the university, with special attention to any infraction attributed to plagiarism and/or cheating on an exam which will be considered as serious faults in agreement with Article 7 in the aforementioned rules.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic
Coursepack: TEACHING FOREIGN LANGUAGES - 4th Year - Early Childhood Education

Additional
Cameron, Lynne. 2001. Teaching Languages to Young Learners. Cambridge.