Teaching guide

IDENTIFICATION DETAILS

Degree:	Child Education
Field of Knowledge:	Arts and Humanities
Faculty/School:	Education and Psychology
Course:	TEACHING FOREIGN LANGUAGES
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	E-mail
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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.

The subject 'Teaching Foreign Languages' reminds us of the narrow relationship that exists between language and communication. It provides the opportunity to consolidate our understanding and knowledge of how a second language is taught and learnt throughout the different stages of childhood. This understanding and knowledge in turn aids us in gaining an overall perspective of the many different approaches and methodologies which have evolved with regards to language teaching and learning over the past century, thus increasing our awareness of how a foreign language is taught and learnt in our current era.

In a more global sense, 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 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.

GOAL

The intention behind 'Teaching Foreign Languages' 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.

This course intends to awaken interest and curiosity in the world of teaching English as a second/foreign language. It also aspires to foster favorable attitudes towards second/foreign language teaching and learning in future teachers; to familiarize them with the processes involved; with different approaches and methodologies which can be applied; and to explore, experience and experiment with some of the different methods and best practices which encourage second/foreign language learning.

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
2. Language and Foreign Language Acquisition
3. Evolution of Approaches and Methods to 2nd Language Learning & Teaching

4. Communicative Language Teaching and Learning 5. Lesson Planning and Objectives
6. The 4 Skills: Focus on Listening & Speaking
7. Literacy
8. Educational Resources

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
Theoretical Classes / Lectures Workshops, projects, presentations, discussions. Individual, pair and group work Assessment and Feedback Individual or group tutorials	Individual, pair and group work Theoretical and practical study Completion of assignments on UFV Virtu@l and /or other multimedia platforms.

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 familiar with and master oral and written expression techniques.

To be familiar with the learning and teaching process in reading and writing.

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

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

Describe the learning processes of a second/foreign language from 0-12 years of age, including the role of the four language skills and the introducion to literacy.

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

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

Demonstrate a second/foreign language teaching technique.

Design and simulate an interactive 10-15 minute foreign language lesson.

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

LEARNING APPRAISAL SYSTEM

CONTINUOUS EVALUATION: (There are 4 main blocks.)
65% (WRITTEN EXAMS + ORAL ASSESSMENT)
BLOCK 1: WRITTEN EXAMS – 40%
BLOCK 2: ORAL ASSESSMENT - 25%
25% (INDEPENDENT WORK ASSESSMENT)
BLOCK 3: INDEPENDENT WORK ASSESSMENT - 25%
10% (ATTITUDE AND PARTICIPATION)
BLOCK 4: ATTITUDE AND PARTICIPATION – 10%
NOTE: Within the modality of in-person education, the Early Childhood 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, whether on-site or on the virtual campus. 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. NOTE: Students must obtain an overall PASS (5/10) in EACH of BLOCKS 1,2 and 3 in order to calculate an overall final grade average.

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 BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS 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.

ALTERNATIVE EVALUATION:
NOTE: 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.
NOTE: The Alternative Evaluation is in essence the same as the Continuous Evaluation.
NOTE: The ORDINARY and the EXTRAORDINARY EXAM PERIODS and indications for the Alternative Evaluation are exactly 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 plagarism 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.
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

Gretchen Obernyer TEACHING FOREIGN LANGUAGES 2023-2024
Course Manual

Additional

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching / 3th ed. Cambridge :Cambridge University Press,2014.

Lynn Cameron Teaching Languages to Young Learners 2001

W. O'Grady How Children Learn Language 2005