

Academic Year/course: 2021/22

26545 - Language and communication in the bilingual classroom

Syllabus Information

Academic Year: 2021/22

Subject: 26545 - Language and communication in the bilingual classroom

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

1.1. Goals

The subject aims to meet the following principles and objectives:

Language and oral communication in the bilingual classroom must take account of both segmental (i.e. pronunciation) and suprasegmental features of speech (i.e. rhythm, stress and intonation), as present in materials from the oral tradition which may be useful, culture-relevant and understandable to nursery school pupils, such as poems, short stories and tales.

The module also involves the acquisition of procedures and strategies useful for the development of communicative competence, with a special emphasis on the strategic sub-competence and on all those aspects relevant to the acquisition of the foreign language and some of its basic communicative functions at an early age.

1.2. Context and importance of this course in the degree

1.2. Context and scope of the module within the degree

This module aims to provide future nursery school teachers not only with the essential tools to do their job, but also with skills to actively and critically reflect on the range of uses to which oral texts and tasks may be put in the classroom. In this way, students will become acquainted with the pedagogical options offered by these materials while getting ready to devise their own proposals.

1.3. Recommendations to take this course

This module requires a B2 level of communicative competence in English (according to the Common European Framework of Reference for Languages; CEFR). Students enrolled in this module are also advised to take "English in Infant Education III".

2. Learning goals

2.1. Competences

2.1. Competences

On passing the module, students will be more competent to...

1. Understand how language develops in early childhood; to identify certain language-related disorders and to monitor their correct evolution.
2. Manage efficiently the language teaching- learning process in multicultural and multilingual environments by using oral English.

3. Express orally and in written with accuracy and master the use of different expression techniques in the different fields of knowledge.
4. Analyse teaching practices to learn how to innovate and improve their own teaching skills. Develop autonomous and cooperative learning skills and habits that may then be promoted in the teaching community. Select the optimal educational resources for each situation. (CG11)
5. Recognize and assess the adequate use of verbal and non-verbal language. (CE48)
6. Use the ICTs in academic and educational settings. (CE66)

2.2. Learning goals

2.2. Learning outcomes that define the subject

In order to pass this module, students should demonstrate achievement of the following learning outcomes:

1. Ability to communicate in English, and particularly to understand and make themselves understood orally.
2. Ability to interpret and make use of the range of communicative strategies and functions useful for EFL teaching in nursery education.
3. Knowledge about the features of students' language development in early childhood and their effect on the teaching-learning process in EFL nursery classrooms.
4. Ability to foster interaction and the use of formulaic language.
5. Use of the ICTs to practice the language orally and to develop their autonomous learning skills both inside and outside the classroom.

2.3. Importance of learning goals

2.3. Importance of learning outcomes

It is essential for future nursery school teachers in an English-Spanish bilingual context to express themselves appropriately and fluently in English, and to show a good command of oral discourse in classroom-related communicative situations, as teachers are models that pupils will imitate.

3. Assessment (1st and 2nd call)

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

Assessment tasks

The following assessment activities will be used to test attainment of the objectives proposed:

1: Assessment type A (requirement: attending at least 85% of the teaching hours):

1. Monologue and interaction in class:

1. **Oral presentation in class** on a topic of general interest for the students' personal and professional development, with an approximate duration of 10 minutes, followed by a short debate with the class **[AT THE END OF THE SEMESTER]**.
2. **Simulations and role-plays** based on situations in EFL nursery school contexts.

2. **Continuous assessment activities** involving, among others, phonetic transcription, phonetic reading, identification of phonemes, reading or short texts, etc.

3. **Final oral exam [OFFICIAL EXAMINATION PERIOD]**, consisting of:

1. **Pronunciation test** (e.g. reading of short texts, stories or poems in both phonetic symbols and in Roman characters).
2. **Short oral theoretical questions** on the module's contents (e.g. phonology, communicative strategies, etc.).

2: Assessment type B:

Those students opting for assessment type B (or those who, having chosen assessment type A, do not comply with the attendance requirement) will have to sit a global test during the official examination period consisting of:

1. **Oral presentation** on a topic of general interest for the students' personal and professional development, with an approximate duration of 10 minutes, followed by a short debate with the class.
2. **Simulation or role-play** based on a given communicative situation.
3. **Pronunciation test** (e.g. reading of short texts, stories or poems in both phonetic symbols and in Roman characters).

characters).

4. **Short oral theoretical questions** on the module's contents (e.g. phonology, communicative strategies, etc.).

They will have no right to enter the continuous assessment.

The students who have chosen assessment type A (complying with the attendance requirement) can change to assessment type B after informing the lecturer.

Assessment criteria in each test

1. **English oral presentation:** pronunciation, emphasis, rhythm, intonation; projection of the voice; body language fluency, independence from a script; grammatical accuracy and understandability; organization.
2. **Pronunciation test:** acceptable production of the most troublesome phonemes for native speakers of Spanish; appropriate stress, rhythm and intonation.
3. **Simulation or role-play based on a given communicative situation :** use of adequate communicative resources; pronunciation, emphasis, rhythm, intonation; grammatical, lexical and discourse accuracy; fluency; appropriate use of language functions and speech acts (definitions, descriptions, instructions) in the language classroom.
4. **Short questions on the module's contents :** understanding of the phonetic features and structure of speech; accurate analyses of communication strategies given specific contexts and situations; the answers given by students will have to be phonetically, lexically and grammatically accurate in a coherent discourse.

Grading criteria, weightings and requirements for passing

Students must achieve at least 60% of the total final mark, and at least 50% in each of the assessment activities, to pass this module.

1: Assessment type A (requirement: attending at least 85% of the teaching hours):

1. **Monologue and interaction in class:**

1. **Oral presentation in class (20%)**
2. **Simulations and role-plays** based on situations in EFL nursery school contexts **(20%)**

2. **Continuous assessment activities** involving, among others, phonetic transcription, phonetic reading, identification of phonemes, reading of short texts, etc. **(20%)**

3. **Final oral exam [OFFICIAL EXAMINATION PERIOD]**, consisting of:

1. **Pronunciation test** (e.g. reading of short texts, stories or poems in both phonetic symbols and in Roman characters). **(20%)**
2. **Short oral theoretical questions** on the module's contents (e.g. phonology, communicative strategies, etc.). **(20%)**

2: Assessment type B:

1. **Oral presentation (25%)**
2. **Simulation or role-play (25%)**
3. **Pronunciation test (25%)**
4. **Short oral theoretical questions (25%)**

Global assessment (Assessment type B students) and second sitting (segunda convocatoria)

For both Assessment type B students and those resitting the module in June, the exam format and weightings applied are those of Assessment type B students. No marks will be kept from the first sitting (primera convocatoria), which means that, should students fail the module (with less than 60%) in February, they will have to resit all four parts of the Global assessment in June.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

4. Methodology, Learning Activities Programme

4.1. General methodological presentation

The learning process designed for this module tends to be inductive

4.2. Learning tasks

4.2. Learning activities.

- The programme offered to students to achieve the intended learning outcomes consists of the following activities
- Exposition analysis and debate on the contents of the module.
- Listening activities of oral discourse to identify segmental and suprasegmental features of pronunciation.
- Oral language production activities focused on the self-improvement of the difficulties in the pronunciation of a Spanish speaker.
- Oral language production and activities based on rhymes, rhymes games, pronunciation guessing-games, phonetic children jokes, easy tongue-twisters, rhythm chants, traditional and modern songs, tales ...
- Analysis and discussion of oral and written texts on the different communicative functions of English.
- Students' simulations on verbal and non-verbal communicative strategies in nursery classrooms.
- Oral presentations and posterior debates

4.3. Syllabus

4.3. Program

1. Pronunciation: phonetics, phonology, stress, rhythm, intonation
2. Classroom management: teacher talk, teacher and learner roles, classroom interaction.
3. Young learners' language.

4.4. Course planning and calendar

4.4. Planning and scheduling

Session calendar and submission deadlines for assignments will be agreed among Students and Teacher(s).

The schedule of theoretical and practical sessions will be established by each of the three faculties involved. The deadlines for assignments will be agreed on with the students at the beginning of the teaching period.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26545>