

Academic Year/course: 2021/22

## 26560 - Learning and teaching EFL

### Syllabus Information

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**Academic Year:** 2021/22

**Subject:** 26560 - Learning and teaching EFL

**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

The objective of this subject is for students: a) to learn the theoretical foundations of the teaching and learning of English as a foreign and second language; b) to reflect upon the implications which these theories have for the context of the Pre-Primary Education classroom; and c) 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 analyse 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 also advised to 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.

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.

Help learners express themselves orally and in writing in a foreign language with appropriateness and master the use of different techniques for communication in the different areas of knowledge.

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

Select the most effective learning resources for each situation.

Develop their 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, students must demonstrate their achievement of the following learning outcomes:

1. Ability to understand and explain the basic theoretical foundations in the teaching and learning of a foreign and second language, specifically in the early childhood years.
2. Knowledge and interpretation of the theoretical foundations of the approaches and methods for the teaching of English as a foreign language in the Pre-Primary stage.
3. Establishment of an effective connection between theory and teaching practice and ability to critically analyze the context in which the learning and teaching processes of a foreign language takes place.
4. Selection and evaluation in a critical way of learning resources, identifying the theoretical principles on which they are grounded, and use of these resources effectively.
5. Knowledge of the characteristics of classroom interaction and the elements which affect the acquisition of a second language in early childhood years

## 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 analyse 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, which will demonstrate the learner's capacities of critical analysis. 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 agreed upon with the teacher beforehand (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.

Optionally, and if agreed upon between the teacher and learners, a midterm exam may be considered. If students pass that exam, they will not need to sit for those contents again.

### **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, an appropriate expository structure and use of terminology will be highly valued.
- 2 Reflection on the analysis of the learning materials used, the learner's 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, corresponding to a B2 level of the Common European Framework of Reference for Languages.

### **Requirements to pass the subject**

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 the lessons.

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

### **4.3. Syllabus**

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 classroom resources and activities for the teaching of English as a foreign language 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 and shared by the teacher and/or on the ADD platform.

### **4.5. Bibliography and recommended resources**

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26560>