

<b>Course</b>	<b>Code</b>	<b>Academic year</b>
FOREIGN LANGUAGE TEACHING II	141237	2020-2021
<b>Degree</b>	<b>Year</b>	<b>Semester</b>
PRIMARY EDUCATION	4	2
<b>Course type</b>	<b>ECTS credits</b>	<b>Language</b>
ELECTIVE	6 ECTS	ENGLISH
<b>Lecturer(s)</b>		
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Description
<p>The current challenges of Basque education, which include as a major aim the development of trilingual children in Basque, Spanish and English, and the objectives and guidelines of the Basque Curriculum for Languages (2007), demand professionals with a comprehensive and sound preparation in L2 and L3 teaching, professionals who are not only excellent teachers of English, but are also able to teach other curricular subjects through the medium of English and engage in integrated curriculum design for all the school languages.</p> <p>The courses <i>Foreign Language Teaching I and II</i> have been designed to provide the student with the opportunity to build his/her expertise by means of reflective observation of good practice in L2 teaching -local as well as those found in other countries-, a knowledge of the theoretical and practical issues regarding L2 teaching and learning, sound criteria for analyzing, selecting and designing teaching units and materials, and guided practice developing teaching units and projects.</p>

Requirements
<p>The students should note that the reference level of English for this course is <b>C1</b> according to the Common European Framework of Reference for Languages.</p>

## Competences

### **SUBJECT-SPECIFIC COMPETENCE 1 (S-S.C.2.):**

S-S.C.2. Designing successful FL teaching and learning tasks and teaching units in contexts of diversity, taking into account the real conditions and problems in the English classroom.

- Successfully develops FL methodological strategies, using coherent effective teaching resources to achieve the intended language competences.
- Designs teaching and learning activities in contexts of diversity, bearing in mind real conditions in the classroom.
- Effectively boosts the classroom interactions required for FL learning making use of the communicative skills needed for this.
- Promotes multicultural education and carries out activities aimed at appreciating the wealth of cultural differences.

### **SUBJECT-SPECIFIC COMPETENCE 2 (S-S.C.4.):**

S-S.C.4. Effectively advising and guiding students, individually and as a group, particularly those with difficulties or special needs, to help their comprehensive (personal, social, academic) development:

- Guides and supports students to tackle and manage their own learning through appropriate activities and checklists which allow students to reflect on their own skills and their own learning process.

### **GENERIC COMPETENCE (G.C.3.2.):**

**G.C.3.2. CRITICAL THINKING (Level 2). Analysing the logic of own and others' judgements, weighing their personal and social implications. Having positive impact on team with a systemic, dynamic vision.**

- Formulates own judgements and evaluations.
- Considers others' judgements.
- Makes judgements based on internal criteria (internal consistency, logic, congruency, reliability, etc.).
- Weighs the practical implications of decisions and proposals.
- Identifies the human rights implications of a problem or proposal (dignity, self-esteem, etc.).

## Contents

**Foreign Language Teaching II** is a course designed to provide the students with sound knowledge, criteria and skills for effective intervention in L2 process of learning of Primary school children.

- **Unit 1:**
  - Teaching foreign languages communicatively-A common European Framework approach.
  - English teaching programs at Basque schools.
  - Analyzing, evaluating and comparing English textbooks and Teaching Units for language learning at Primary School.
- **Unit 2: Practical skills and techniques for teaching English at Primary:**
  - Presenting and practising vocabulary and structures;
  - Asking questions and questioning strategies;
  - Eliciting;
  - Pairwork and groupwork;
  - Role plays;
  - Communicative activities;
  - Using visual aids effectively;
  - Interaction strategies;
  - Correcting errors;
  - Classroom Tests;
  - Lesson Planning;
  - Planning a week's teaching...

## Teaching and learning strategies

- The student's **experiential context** will be worked through questionnaires and interactive activities for the activation of own experience and previous knowledge in foreign language learning, own learning styles, and skills and competences developed in previous courses. Approx. 5% ECTs.
- **Reflective observation** will be developed through questioning and systematic observation, typically of teaching units, case studies and, models, such as those provided by professionals at work, teaching materials, audiovisual materials, peer work, own practice and own productions. Approx. 30% ECTs.
- **Conceptualizing** will be worked through lectures, guided reading of reference texts and class-discussions, followed by reflective and theory-building activities. Approx. 15% ECTs.
- **Experimentation** will be mainly developed designing , adapting and evaluating authentic teaching units and by hands-on practical activities in the form of powerpoint presentations, projects, complex tasks, simulations and micro-teaching. Approx. 50% ECTs.

## Assessment

The following techniques and tools will be used for the assessment of this course:

- Analysis and evaluation of English programs, textbooks and teaching units for language learning.
- Design of Teaching Units/Teaching-Learning sessions.
- Oral presentations.
- Microteaching tasks.
- Coursework related to class activities (e.g. based on readings and class discussions, analysis of activities, teaching units and teaching models, case studies, observation sheets...).
- Group and individual written assignments.

**-On-going assessment** during the learning process and final mark given at the end of the course.

**-Assessment elements:**

- Presenting an English program/textbook (based on students' experience during Practicum II) (Unit 1): **25%**
- Analysis, evaluation and comparison of English textbooks and Teaching Units (Unit 1): **25%**
- Design of authentic Teaching/Learning sessions (Unit 2): **25%**
- Final Exam (Units 1 & 2): **25%**

**- It is compulsory to pass the 4 assessment elements above to pass this course.**

**- All competences must be passed in order to pass this course.**

- The reference level of English for this course is **C1** of the EFRL.

- All tasks must be submitted at due time.

- **Class attendance is a requirement.** Students who are unable to attend class must tell the lecturer.

- The work presented will in every occasion follow the academic conventions for the type of piece involved.

- Presentation and linguistic accuracy will be taken into account, and no-sub-standard piece of work will be admitted, and therefore, marked.

- Plagiarism of part or the whole of a piece of work leads to automatic failing of the course with a 0 result on the official academic records.

- In the event of the student not passing the course, s/he has the right to resit, where s/he will just have to repeat or submit the assessment pieces related to the failed competences.

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