

COURSE SYLLABUS

DEGREE		Academic Year
PRE-SCHOOL EDUCATION		2021-2022
Code	Subject	Year - Semester
151342	L3 teaching	4 - 2
Subject Type	ECTS Credits	Language
ELECTIVE	6	ENGLISH
Teacher		
MAIDER HUARTE ABASOLO		

Description

The main aim of this course is to provide undergraduate students with a general perspective of the implications of teaching a third language in Pre-School in a context such as Basque Education System. Students will analyze the features of Basque trilingual education model in depth and they will look at the results of previous research on the early introduction of English as a third language in some Basque Schools.

In addition to this, students will acquire the basic skills in designing, adapting and evaluating teaching and learning materials suitable for children in different sociolinguistic educational settings. Focus will be put on comprehension strategies, since this will undoubtedly help children in the acquisition of English and the development of its grammatical structures and its lexicon.

Finally, students will deeply analyze the assessment of language in Pre-School. They will acquire the basic skills in order to create effective tools that inform about the students' progression in the development of English as well as about the suitability of the learning-teaching strategies selected by teacher.

Requirements

None

Learning outcomes in terms of general and specific competences

- S.C.1. Planning, developing teaching and learning processes in order to help the children develop English as a third language.

LEARNING OUTCOMES.

- Shows the ability to select the appropriate methodologies to help children learn in an active and autonomous way.
 - Selects and creates learning units or projects that reinforce the transfer of children's L1 knowledge to the situations created.
 - Selects and creates learning units that train children in the activation of comprehension strategies.
- S.C.3. Developing tools that effectively assess the progress of the infant school children in the development of English as an L3, as well as the suitability of the materials and teaching strategies used.

LEARNING OUTCOMES:

- Designs assessment tools that help children think about their own learning process.
 - Designs assessment tools that help the teacher evaluate his own teaching process.
- G.C. TEAM WORK. *2nd level of mastery*: Contributing to the consolidation and development of the team, fostering communication, balanced distribution of work, good team atmosphere and cohesion.

LEARNING OUTCOMES:

- Accepts and respects the group's norms.
- Acts constructively to resolve team conflicts
- Helps to bring the group together through way of communicating and interacting.

Contents

1 Trilingual education model

- Understanding the implications of a trilingual model of Education in the Basque context
- Pros and cons of learning English L3 at an early age
- Collecting teachers' perceptions and experiences on the introduction of English at an early age

2 Teaching and learning English L3 at school: the importance of comprehension

- Young learners transfer their L1-L2 knowledge
- Learn English by using
- Selecting appropriate materials

3. The importance of comprehension: design of a unit

- The importance of activating the appropriate comprehension strategies

3 Teaching and learning English L3 at school: the importance of assessment

- Formative assessment
- Assessment tools: the use of portfolios

Teaching and learning strategies

The students' **experiential context** will be worked through questionnaires and interactive activities. We aim at the activation of their own experience as learners of English. We also want students to relate what they have observed in their Practicum II, what they have worked in other courses such as "Early introduction to the English Language", "Early Acquisition of Basque" to what they will be working on in the present course.

Conceptualizing will be worked through guided reading of selected papers, class-discussions, lectures. Students will be asked to sum up the pros and cons of introducing English as a third language in Infant School. They will also read and discuss about the importance of transferring children's knowledge of their L1 in the acquisition of a third language. Students will finally learn how to train children in comprehension strategies and how to assess their acquisition of English as a third language.

Reflective observation will be worked through personal interviews with teachers in active. Students will elaborate a questionnaire that will help them collect the data needed in order to incorporate this knowledge into their teaching duties (selecting appropriate materials, adapting them to their classroom's needs, elaborating efficient assessment tools which will help them change their teaching strategies / materials, etcetera). Reflective observation will also be worked through the thorough analysis of the materials that are used in pre-schools in order to teach English as a foreign language.

Active Experimentation will be developed by guided activities on material evaluation as well as autonomous work leading to the development of a comprehension unit for pre-school children.

Assessment. Formative assessment will be carried out through class activities, as well as through feedback on the students' work. A final written test will also be carried out as detailed below.

Assessment

Specific competences (%85)

Generic competences (%15)

Evaluation tools

- Team work: %70
 - The early introduction of English in Infant School: research on results and school experiences 25%
 - Teaching Speaking and Listening to very young children: criteria to select materials: 15%
 - Design of a comprehension unit: 20%
 - The importance of assessment in the learning process of a L3: 10%
- Several individual tasks: %30

Bibliography / References

- Alario, M.C. (coord.) (2004) Portfolio Europeo de las Lenguas. Mi primer portfolio: 3-7 años. Ministerio de Educación, Cultura y Deporte.
- Cameron, L. (2001) Teaching languages to Young learners. Cambridge University Press, London.
- Cenoz, J. (2003) "El aprendizaje del inglés desde Educación Infantil: efectos cognitivos, lingüísticos y afectivos". Revista Forum sobre Plurilingüismo y Educación.
- Cenoz, J. (2004) "Teaching English as a third language: the effect of attitudes and motivation". IN Ch. Hoffman & J. Ytsma (eds.) Trilingualism in Family, School and Community. Clevedon: Multilingual Matters.
- Cenoz, J. (2005) "English in bilingual programs in the Basque Country", International Journal of the Sociology of Language 171, 41-56.
- Edelenbos, P. et al. (2006) The main pedagogical principles underlying the teaching of languages to very young learners. Languages for the children of Europe. Published Research, Good Practice and Main Principles. European Commission.
- Etxebarria, F. (2004) "Trilinguals at four? Early trilingual education in the basque country". In Ch. Hoffman & J. Ytsma (eds.) Trilingualism in Family, School and Community. Clevedon: Multilingual Matters.
- Jessner, U. (2008) "Teaching third languages: findings, trends and challenges" in Lang.Teach. 41:1, 15-56.
- Lasagabaster, D. (2008) "Trilingüismo escolar: sobre la presencia del inglés en el sistema educativo vasco". http://www.euskara.euskadi.net/r59-3693/es/contenidos/informacion/artik20_1_trilinguismoa_07_06/es_trilingu/adjuntos/Trilinguismoescolar.pdf
- Lasagabaster, D. (2005) "La presencia de tres lenguas en el currículo: multilingüismo en los contextos canadiense y español". Revista de Educación 337, 405-426.

- Lightbown, P. & Spada, N. (2006) How languages are learned. New York: Oxford University Press.
- Lindsay, C. & Knight, P. (2006) Learning and teaching English. Oxford University Press, Oxford.
- Meisel, J.M. (2011) First and second language acquisition: parallels and differences. Cambridge University Press, New York.
- Pérez Esteve, P. & Roig Estruch, V. (2004) Enseñar y aprender inglés en Educación Infantil y Primaria. ICE-Horsori, Barcelona.
- Pinter, A. (2006) Teaching young language learners. New York: Oxford University Press.
- Reilly, V. & Ward, S.M. (1997) Very young learners. Oxford University Press, Oxford.
- Ruiz Bikandi, U. (2011) "La introducción temprana del inglés en pequeñas dosis supone un costo enorme sin un rendimiento claro", Cuadernos de pedagogía 400, 40-45.

Preschool teaching materials

Oxford University Press. *Splash Plus Starter*

Richmond. *Big Jungle Fun*

Macmillan. *Hello Jack*

Macmillan. *Hello Cheeky*

Express Publishing. *Happy Hearts*

Anaya. *Twinkles*.

Eusko Jaurlaritz. *DIP DIP DIP Haur Hezkuntza*. (<http://nagusia.berritzeguneak.net/hizkuntzak/dipdipdip-1-1.php>)

Tale:

Chih-Yuan Chen (2004) Guji-Guji. Kane/Miller Book Publishers, Inc. La Jolla, CA. (First American Edition)