

<b>Course</b>	<b>Code</b>	<b>Academic year</b>
<b>FOREIGN LANGUAGE TEACHING I</b>	<b>141233</b>	<b>2023-24</b>
<b>Degree</b>	<b>Year</b>	<b>Semester</b>
<b>PRIMARY EDUCATION</b>	<b>3</b>	<b>2</b>
<b>Course type</b>	<b>ECTS credits</b>	<b>Language</b>
<b>Elective</b>	<b>6</b>	<b>English</b>
<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 who are also able to teach other 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</i> and <i>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 selecting and designing teaching units and materials, and guided practice developing teaching units and projects.</p>
Requirements
None. However, the students should note that the reference level of English for this course is <b>B2+</b> .

Competences
<p><b>General competences:</b></p> <p><b>Critical Thinking (Level 2):</b> Analysing the logic of own and others' judgements, weighing their personal and social implications.</p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Formulates own judgements and evaluations.</li> <li>• Considers the judgements of others.</li> <li>• Makes judgements based on internal criteria (internal consistency, logic, congruency, reliability, etc.)</li> <li>• Weighs the practical implications of decisions and proposals</li> </ul> <p><b>Specific competences:</b></p> <p><b>SC1 (re. Curriculum Design):</b> Making sound contributions to the design of the FL curriculum and designing</p>

effective teaching methods that ensure the learning of the Basque Curriculum competences, fostering active and autonomous learning, equal opportunities and respect for diversity.

#### Learning outcomes:

- Demonstrates knowledge of the Basque Curriculum for Foreign Languages.
- Is aware of the existence of different approaches to foreign language learning and teaching.
- Selects effective methods for the learning of the target competences, fostering in the students autonomous and active learning strategies.
- Develops learning tasks that foster equal opportunities and a respectful and positive attitude towards diversity.

**SC2 (re. Teaching strategies and materials).** Developing sound and effective teaching strategies for the development of the students' communicative and intercultural competences in the foreign language, taking into account the real class conditions.

#### Learning outcomes:

- Selects and designs FL learning tasks that successfully develop the competences of the Basque Curriculum for Foreign languages
- Selects and designs FL learning tasks relevant to the children's communicative needs in different social contexts.
- Develops FL tasks suitable for the Primary FL classroom conditions and difficulties, taking into account the diverse needs and characteristics of the children and the specific conditions of multilingual settings.

**SC3 (re. Assessment).** Selecting and designing assessment strategies and tools for the evaluation of the students' learning and the learning process itself, and using the results for improvement.

#### Learning outcomes:

- Selects and designs tools and processes that collect relevant and precise data.
- Describes assessment criteria as discursive skills suitable for the age group and text diversity.
- Designs tools and processes to efficiently inform the children of assessment criteria, thus fostering the metacognitive reflection that leads to learning autonomy and the transfer of learning to new contexts.
- Makes a diagnostic use of previous knowledge and systematic observation of the learning process in order to adapt the learning tasks to the needs and difficulties of the students.
- Uses effective procedures to inform the students of their results.



### Sustainable Development Goals and Laudato si' Goals



#### **SDG no. 4. Quality Education. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

This course develops cognitive learning objectives no. 2 and 3, and socioemotional objective no. 1 from the point of view of language education. This course focuses on the effective teaching of the foreign language as L3 within the framework of a multilingual minority-language based education system. The learning of foreign languages, English in the case of Primary Education, is essential to achieve the multilingual competence of Basque children. And it is the school that has to ensure the learning of the FL, which all too often is left to extracurricular classes, with the obvious inequalities that this practice creates between children. A sound education in FL teaching in mainstream education is crucial to guarantee equal opportunities of learning among children, as well as the benefits that knowing the FL will bring them in the future.

## Contents

**Foreign Language Teaching I** is the first of two courses designed to provide the students with sound knowledge, criteria and skills for effective intervention in L2 process of learning of primary school children.

1. Principles of FL learning. Children learning FLs.
2. The Primary Education Basque curriculum for Foreign Languages.
3. Foreign language methodology. The Communicative approach. The Common European Framework of Reference for Languages
4. Skills development: Listening, speaking, reading, writing and interaction.

## 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 Year 1 and 2 courses. Approx. 5%-10% ECTS.
- **Reflective observation** will be developed through questioning and systematic observation, typically of case studies and, models, such as those provided by professionals at work, teaching materials, peer work, own practice and own productions. Approx. 25%-35% ECTS.
- **Conceptualizing** will be worked through lectures, guided reading of reference texts and class-discussions, followed by reflective and theory-building activities, and the creation of a glossary. Approx. 15%-25% ECTS.
- **Experimentation** will be developed by hands-on practical activities in the form of projects and complex tasks, portfolio work, simulations, role-plays and micro-teaching. Approx. 25%-35% ECTS.

## Assessment

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

- Coursework related to class activities (e.g. based on readings and class discussions, analysis of case studies, learning units and teaching models, observation sheets, and the like),
- Group and individual projects and assignments.
- Final exam.

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