## Course Syllabus

### IDENTIFICATION DETAILS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Degree in Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branch of Knowledge:</td>
<td>Legal and Social Sciences</td>
</tr>
<tr>
<td>Faculty/School:</td>
<td>Legal and Social Sciences</td>
</tr>
<tr>
<td>Course Subject:</td>
<td>Teaching English as a Foreign Language</td>
</tr>
<tr>
<td>Type:</td>
<td>Compulsory</td>
</tr>
<tr>
<td>ECTS Credits:</td>
<td>6</td>
</tr>
<tr>
<td>Year:</td>
<td>4th</td>
</tr>
<tr>
<td>Code:</td>
<td>7338</td>
</tr>
<tr>
<td>Teaching Period:</td>
<td>7th Semester</td>
</tr>
<tr>
<td>Subject:</td>
<td>Language Learning and Literacy</td>
</tr>
<tr>
<td>Module:</td>
<td>Teaching and Disciplinary</td>
</tr>
<tr>
<td>Teaching modality:</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>Language:</td>
<td>Spanish / English</td>
</tr>
<tr>
<td>Total number of hours</td>
<td>150</td>
</tr>
<tr>
<td>undertaken by pupil:</td>
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</table>
DESCRIPTION OF THE COURSE

The objective of the course subject Teaching English as a Foreign Language is to show and propose English language teaching methods including all the intervening factors in the English teaching-learning process in the scope of Childhood Education. Students will learn to seek the necessary resources and to create materials, as well as to perform practical and motivational activities to promote second language acquisition in early childhood.

SKILLS

Basic / General / Transversal Skills

Students must prove to possess and to understand knowledge of a study area based on general secondary education. Although its level relies on advanced textbooks, this study area also includes some aspects implying knowledge at the forefront of their field of study.

Students must know how to apply their knowledge to their jobs or vocations in a professional way. Students must also have those skills for the elaboration and defence of principles, and problem-solving in their field of study.

Students must have the capacity to gather and interpret relevant information (usually within their field of study) to deliver judgements including a reflection on relevant social, scientific, or ethical topics.

Students must be capable of transmitting information, ideas, problems, and solutions to a specialized and a non-specialized audience.

Students must develop those necessary learning skills to pursue postgraduate studies with a high degree of autonomy.

To understand language evolution during early childhood, to identify possible malfunctions and to watch over their adequate progress. To efficiently approach language learning situations in multicultural and multilingual contexts. To use oral and written skills, and the handle the use of different communication techniques.

To develop analytical, synthetic, reflective, critical, theoretical and practical thinking skills.

To develop the necessary skills for interpersonal and intercultural communication.

Specific Skills

To be able to foster a first approximation to a foreign language.

To promote speaking and writing skills.

To know and master oral and written communication techniques.

To recognize and evaluate a suitable use of verbal and non-verbal language.

To be proficient, in speaking and writing, in a foreign language.

WORK-TIME DISTRIBUTION

<table>
<thead>
<tr>
<th>CONTACT HOURS</th>
<th>REMOTE STUDY HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 hours</td>
<td>81 hours</td>
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</table>

OBJECTIVE

To be familiar with the basic concepts of foreign language teaching; to acquire the skills to apply a communicative methodology; to select and develop materials to encourage and promote foreign language-learning and to apply the knowledge acquired to teaching activities. In addition, to improve the different aspects of English communication skills: grammatical, sociolinguistic, discursive, strategic and sociocultural. To cultivate an interest in keeping up with theories and resources on foreign language teaching.
LEARNING OUTCOMES

To discuss the ruling principles of second language acquisition and their implications in teaching.
To use accurate terminology to describe second language teaching and learning processes.
To recognize the different existing methods for language teaching.
To review English teaching materials to select the most appropriate for a specific teaching scenarios.
To identify some of the most popular resources: webpages, articles, publications, etc.
To personally compose materials for English classes in Early Childhood Education.
To plan a teaching unit revolving around a specific topic.
To compare evaluation processes.
To use the English language to learn about language teaching methods.
To determine an individual plan for improving English language command.
To discuss innovations in the English teaching community.

INDEX OF SUBJECTS

1. Introduction
2. Methods and Approaches to Language Teaching & Learning
3. Current Trends: Communicative Language Learning
4. Listening & Speaking
5. Materials & Resources
6. Assessment and Evaluation

METHODOLOGY/TEACHING-LEARNING ACTIVITIES

The methodology will be active, participative, and collaborative, based on a communicative approach of English teaching with face-to-face activities: lectures, in-class practical exercises, class presentations, group dynamics, individual and group tutoring sessions; and students’ independent work activities: study of theory, performing assignments in virtual classes, design of class presentations and preparation of class activities (readings, search for information, preparing individual assignments).

EVALUATION SYSTEM

A continuous evaluation system will be applied. The students’ learning process will be assessed based on the continuous monitoring of the work performed and the acquired knowledge. The evaluation will be aimed at the verification of skills (in the sense of “proving to be proficient in something”) obtained by students themselves in this subject. Therefore, some of the procedures and techniques used will be the following, among others: short-answer, long-answer or developing-answer tests, oral tests (individual, group, work presentations, etc.), assignments and projects.

BIBLIOGRAPHY

Basic bibliography

Materials created ad-hoc with a special focus on this course subject: Coursepack on Teaching English as a Foreign Language.