

## 26675 - Learning and teaching EFL

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26675 - 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:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

The aim is to provide students with the fundamental theoretical knowledge of the teaching-learning process of the English language in the context of Primary Education as well as to enable them to effectively use the appropriate teaching strategies.

The future English language teacher at the Primary Education stage must have theoretical knowledge about the acquisition of the foreign language and its teaching, since these underpin his or her ability to make conscious decisions. They must also acquire the pedagogical skills necessary for good practice.

This subject is instrumental in the formation of an English specialist. The contents of this subject are related to those of other subjects of the mention, with the internships, with the Degree Final Projects.

In order to take this subject it is necessary to have at least a B2 level of English. The students are encouraged to attend classes and actively participate in the proposed activities.

### 2. Learning results

**The student, in order to pass this subject, must demonstrate the following results...**

1. Knows, analyzes and exposes the basic theoretical foundations of foreign language acquisition and learning.
2. Knows, analyzes and exposes the main approaches and methods for foreign language teaching and has developed a reflective and critical attitude on the bi-directional relationship between theory and practice.
3. Knows the principles of the communicative approach and can make use of them in their teaching practice.
4. Can adapt current didactic approaches to the educational context and the needs of your students.
5. It can carry out a reflective teaching practice inspired by the principles of action research.

### 3. Syllabus

1. -Theoretical foundations of second and foreign language acquisition and learning.
2. Theoretical perspectives and pedagogical implications: different approaches and methods for teaching English as a foreign language.
3. *Input, output* and interaction. Classroom discourse. Classroom management.
4. Individual differences in foreign language learning.
5. The communicative approach: communicative competence and its implications for language teaching.

In this subject we will work on the development of the following SDGs: "Quality education" (Goal 4) and "Gender equality" (Goal 5). The acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement.

### 4. Academic activities

**The learning process designed for this subject is based on the following:**

- Lectures by the teacher followed by group and individual work by the students.
- Observation and analysis of classes to establish the necessary connection between theory and teaching practice.
- Analysis and evaluation of activities and didactic materials following the criteria set forth by the teacher.
- Comprehension of selected readings within the subject literature.

**The program offered to the student to help their achieve the expected results comprises the following activities...**

Students will listen to the teacher's presentations, which will be followed by a question and answer session.

Students will be provided with a selection of texts from the selected bibliography that they will have to read and then discuss in the classroom as a seminar.

Practical activities will consist of the selection, adaptation and evaluation of materials, analysis of possible tasks used in the primary classroom and analysis of classroom discourse through transcriptions.

## **5. Assessment system**

It is possible to opt for Modality B even if the activities of Modality A have already been carried out.

Modality A:

1. -Written test where students demonstrate understanding of the theoretical knowledge and pedagogical skills necessary to analyze and evaluate aspects of classroom implementation (40%).
2. -Presentation of a portfolio containing different activities performed by the student inside and outside the classroom -(30%).
3. -Directed work of individual character where the assimilation and integration of the learning is demonstrated, being able to include an oral presentation to their peers (30%).

The student must achieve a minimum score of 4 on each of the evaluation activities in order for them to be compensated.

Optionally, and with previous agreement between the professor and the students, a partial exam may be contemplated if passed, it would mean the elimination of the subject included in the midterm exam.

Modality B:

Global test, which will be the same as the one specified in section 1, with a value of 100%.

Second call:

The test of the second round coincides in content and percentages with the overall test of Modality B. In this call, no work or marks from the first call will be kept.

### **Assessment criteria**

#### **In the evaluation activities the following aspects will be assessed**

1. -Understanding and analysis of the knowledge acquired and rigor in the presentation.
2. -Reflection in the analysis of the didactic materials used, creativity and effectiveness in the design of didactic activities and in the application of teaching strategies.

In order to pass the assessment activities, both written and oral, the student must demonstrate an adequate and correct use of the English language corresponding to level B2 of the EQARF.

*Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.*