Course Syllabus

Course		Code	Academic year
L3 teaching		151342	2025-2026

Degree		Year	Semester
Preschool Education		4	2

Course type		ECTS credits	Language
Mention. Early Introduction Of Languages		6	English

Lecturer(s)
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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 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 the teacher.

Requirements

There are no prerequisites.

Competences

General competences (GC):

- **GC 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 communication and interaction.

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Specific competences (SC):

- **SC1**: Planning and 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.
- **SC3**: 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.

Sustainable Development Goals and Laudato Si' Goals

4. SDG. Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Education and knowledge of languages are fundamental for the development of society. Moreover, the link between language and society is important because it implies an integral development of the community. In this case, English teaching is an essential tool to perform correctly in a global world, and it also helps students in their personal, social and professional development. Therefore, this subject deals indirectly with the following SDGs:

In the same way, this subject deals indirectly with the following LSG:

6. LSG. Ecological education.

A good school education plants seeds when we are young, and these continue to bear fruit throughout life.

Contents

UNIT 1: Trilingual education model
- Understanding the implications of a trilingual model of Education in the Basque context
- English L3 at an early age: pros and cons

UNIT 2: Teaching and learning English L3 at school
- Young learners transfer their L1-L2 knowledge to the L3 learning process
- Learn English by using: situations and activities for the early introduction of English. Analyzing materials

UNIT 3: The importance of comprehension: design of a unit
- The importance of activating the appropriate comprehension strategies. Design of a comprehension unit.

UNIT 4: 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. Individual tasks as well as team projects will be assessed as detailed below.

Assessment

Evaluation tools:

1.   Individual tasks (20%)
2.   Team projects (30%)
3.   Exam (50%)

If students fail any of the items listed, the final grade of the subject will be fail. Students will have the opportunity to pass the failed item(s) in the extraordinary call.

Grades will not be saved from one school year to another. If the students fail to pass the items in the extraordinary call, they will have to repeat the whole subject in the following year.

Use of artificial intelligence:

The use of artificial intelligence tools or content generated through them. will be regulated in the specific guidelines for the tasks and assignments of the course. As long as it is not stated which tools and in what way they can be used, their use is not authorized.

Grades and feedback:

Grades will be available depending on the teacher's ability to provide it. Feedback will be generally given in class before finishing or while working on each task to ensure the final task is on the right track.

Bibliography
Alario, M.C. (coord.) (2004). Portfolio Europeo de las Lenguas. Mi primer portfolio: 3-7 años. Ministerio de Edcuación, Cultura y Deporte.
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Cenoz, J. (2003). El aprendizaje del inglés desde Educación Infantil: efectos cognitivos, lingüísticos y afectivos.
Revista Forum sobre Plurilingüismo y Educación, 5(1), 1-11.
Cenoz, J. (2004). Teaching English as a third language: the effect of attitudes and motivation. In C. Hoffman &
J. Ytsma (eds.) Trilingualism in Family, School and Community. Multilingual Matters.
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Jessner, U. (2008). Teaching third languages. Findings, trends and challenges. Language Teaching, 41(1), 15-56.
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Lindsay, C. & Knight, P. (2006). Learning and teaching English. Oxford University Press.
Meisel, J.M. (2011). First and second language acquisition: parallels and differences. Cambridge University Press. Pérez Esteve, P. & Roig Estruch, V. (2004). Enseñar y aprender inglés en Educación Infantil y Primaria. ICE-Horsori.
Pinter, A. (2006). Teaching young language learners. Oxford University Press. Reilly, V. & Ward, S.M. (1997). Very young learners. Oxford University Press.
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.
Other materials and articles that can be used to think about the topic will be available throughout the course in the ALUD platform.
<u>Preschool teaching materials.</u>
Oxford University Press. Splash Plus Starter Richmond. Big Jungle Fun
Macmillan. Hello Jack Macmillan. Hello Cheeky
Express Publishing. Happy Hearts Anaya. Twinkles.
Eusko Jaurlaritza. DIP DIP DIP Haur Hezkuntza.
<u>Tale</u>.
Chih-Yuan Chen (2004) Guji-Guji. Kane/Miller Book Publishers, Inc. La Jolla, CA. (First American Edition)

*Changes may be applied in some sections of the program before starting the semester. These changes will in all cases adapted to the needs of the students or the teacher with the aim of improving the contents of the subject and the learning process.