**SYLLABUS**

**regarding the qualification cycle FROM …2023……TO…2026..**

1.Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | Pedagogical foundations of teaching a foreign language to young learners |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *Institute of Pedagogy* |
| Name of the unit running the course | *Institute of Pedagogy* |
| Field of study | Pedagogy |
| Qualification level  | Bachelor |
| Profile |  |
| Study mode | Traditional, hybrid |
| Year and semester of studies | *I year, II semester* |
| Course type | *Lecture and recitation classes* |
| Language of instruction | English |
| Coordinator | *Liliya Morska* |
| Course instructor | *Liliya Morska* |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| II | 20 | 10 |  |  |  |  |  |  | 5 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance educationmethods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

Exam, pass without a grade

2.Prerequisites

|  |
| --- |
| Basic knowledge of general pedagogy, introduction to didactics, target language competence (level B1/B2)The lectures will focus on theoretical aspects, key notions and concepts, as well as principles underlying various early yearslanguage teaching approaches. The emphasis will be placed on contemporary developments in young learner second/foreign language instruction. The underlying aim is to introduce students into the theory and practice of teaching English as a foreign language to young learners from the perspective of Pedagogy. |

3.Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1.Course/Module objectives

|  |  |
| --- | --- |
| O1 | To provide a pedagogical framework forearly age foreign language instruction theory and the standards of foreign language teacher education. |
| O2 | To develop in students a fundamental insight into foreign language teacher education for pre school and primary school educational settings |
| O3 | To integrate young learner foreign language instruction practices into the overall pedagogical system of foreign language teacher education. |

3.2.Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Students can define basic notions in the field of young learner foreign language instruction, relate the knowledge inearly second language instruction to the general pedagogical expertise.  |  |
| LO\_02 | Students understand the specificity of foreign language instruction approaches, methods and techniques and can use them to solve the appropriate practical tasks in pre-school and primary school educational settings. Students comply with the main components and standards in foreign language teacher preparation.  |  |
| LO\_03 | Students can design the pedagogical process in young learner foreign language instruction according to the definite students’ needs |  |
| LO\_04 | Students understand the application of a variety of assessment strategies used in foreign language instruction in pre-school and primary school educational settings |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

|  |
| --- |
| ***Content outline*** |
| 1. The evolution of syllabus design for young language learners.  |
| 2. The young language learner: socio-cognitive perspective.  |
| 3. Theories of learning a language at an early age. |
| 4. Foreign language teacher portfolio for the pre-school and primary school educational environments  |
| 5. Favourable learning environment for young language learners |
| 6. Communicative competence of young language learners |
| 7. Interaction methods of foreign language teaching to young learners |
| 8.Language learning and dyslexia.  |
| 9. Video and visuals in language teaching. |
| 10. Textbook analysis and application in young learner foreign language education. |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

|  |
| --- |
| **Content outline**  |
| 1. Principles of lesson planning for early language learning. |
| 2. How to design a syllabus in language learning at an early age: syllabus framework based on needs analysis |
| 3. Pedagogical grammar for younger learners.Development of foreign language cultural competence in young language learners. |
| 4. IT in language learning and teaching for younger learners. |
| 5. Elaborating and adapting learning material for young language learners. |
| 6. Language games. Songs and rhymes in language learning in early years.  |
| 7. Children's books. Formative assessment in young learner foreign language instruction. |
| 8. Fairy tales and story-telling in early foreign language education. |

3.4.Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

Lecture: a problem-solving lecture; a lecture supported by a multimedia presentation; hybrid learning lecture (involving distance participation)

Classes: flipped-up classroom (for selected lectures, the participants will be asked to preform pre-class research at home, whose outcomes are to be presented during the lecture (in a group-work format, or in discussion format).)

4. Assessment techniques and criteria

Oral presentations. Active participation in class discussions.

Written tests in lecture topics.

Final written exam

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO\_01 | Mid-term and end-term written tests; written exam | Lecture; classes; self-reparation  |
| LO\_o2 | Flipped-up lecture discussions; written exam; class presentations | Lectures; classes; self-preparation  |
| LO\_03 | Flipped-up lecture discussions; class presentations; active participation in class discussions | Lectures; classes; self-preparation |
| LO\_04 | written exam; active participation in class discussions | Lectures; classes; self-preparation |

4.2 Course assessment criteria

|  |
| --- |
| EVALUATION: the final grade is allocated as follows: written tests in lecture topics (mid-term and end-term, 30%, 15% each), two oral presentations of the elaborated class topics (20%, 10% each), participation in class discussions (20%), final written exam (30%).CUT-OFF POINT and POTENTIAL RE-TAKES: the cut-off point is 60% for the course. In case of scoring less than 60%, the course needs to be re-taken. |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 30 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 115 |
| Total number of hours | 150 |
| Total number of ECTS credits | 5 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

Does not apply

7. Instructional materials

|  |
| --- |
| Compulsory literature:1. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education Inc.
2. Cameron, L. (2014). *Teaching Languages to Young Learners*. Cambridge: CUP
3. Liddicoat, A.J. and Scarino, A. (2013). *Intercultural language teaching and learning*. WileyBlackwell: New York & Oxford.
4. Pinter, A. (2011). *Children Learning Second Languages*. New York: Palgrave Macmillan.
 |
| Complementary literature: 1. Ellis, R. (2005). *Instructed Second Language Acquisition: A Literature Review*. Wellington: Ministry of Education.
2. Halliwell, S. (2010). *Teaching English in the Primary Classroom*. Harlow: Longman.
3. Ioannou-Georgiou, S., Pavlou, P. (2003). *Assessing Young Learners*. Oxford: Oxford University Press.
4. Johnson, K. (Ed.). (2005). *Expertise in second language learning and teaching*. London: Palgrave Macmillan.
5. Newton, J. et al. (2010). *Intercultural Communicative Language Teaching (iCLT): Implications for Effective Teaching and Learning*. Wellington: Ministry of Education.
6. Shintani, N. (2016). *Input-based tasks in foreign language instruction for young learners*. John Benjamins.
 |

Approved by the Head of the Department or an authorised person