**SYLLABUS**

**regarding the qualification cycle FROM …2023……TO…2028**

1. Basic Course/Module Information

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| --- | --- |
| 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 | *II year, IV semester* |
| Course type | *Lecture and recitation classes* |
| Language of instruction | English |
| Coordinator | *Dr. Jakub Czopek, PhD* |
| Course instructor | *Prof dr hab. Liliya Morska, PhD* |

\* - 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**  |
| IV | 20 |  |  |  |  |  |  |  | 1 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

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

Pass with a grade

2. Prerequisites

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| 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 years language 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

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| --- | --- |
| O1 | To provide a pedagogical framework for early 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 preschool 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 in early 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 preschool 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 preschool and primary school educational settings |  |

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

1. Lectures

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| ***Content outline*** |
| 1. The evolution of syllabus design for young language learners.  |
| 2. The young language learner: socio-cognitive perspective. Pedagogical grammar for younger learners. Development of foreign language cultural competence in young language learners. |
| 3. Theories of learning a language at an early age. |
| 4. Foreign language teacher portfolio for the pre-school and primary school educational environments. Principles of lesson planning for early language learning. Types of lessons and lesson plans. |
| 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. Elaborating and adapting learning material for young language learners.  |

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), flipped-up classroom

4. Assessment techniques and criteria

Participation in lecture discussions (flipped-up lectures).

Written tests in lecture topics.

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| 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;  | Lecture; self-reparation  |
| LO\_o2 | Flipped-up lecture discussions; Mid-term and end-term written tests | Lectures; self-preparation  |
| LO\_03 | Flipped-up lecture discussions; Mid-term and end-term written tests | Lectures; self-preparation |
| LO\_04 | Flipped-up lecture discussions; Mid-term and end-term written tests | Lectures; self-preparation |

4.2 Course assessment criteria

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| EVALUATION: the final grade is allocated as follows: written tests in lecture topics (mid-term and end-term, 80%, 40% each), participation in flipped-up lecture discussions (20%). 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 | 20 |
| Other contact hours involving the teacher (consultation hours, examinations) | 4 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 20 |
| Total number of hours | 40 |
| Total number of ECTS credits | 1 |

\* 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

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| Compulsory literature:1. Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). White Plains, NY: Pearson Education Inc.
2. Cameron, L. (2014). *Teaching Languages to Young Learners*. Cambridge: CUP
3. Halliwell, S. (2010). *Teaching English in the Primary Classroom*. Harlow: Longman.
4. Lightbown, P., & Spada, N. (2017). *How Languages Are Learned*, 4th ed. Oxford: Oxford University Press.
5. Pinter, A. (2011). *Children Learning Second Languages*. New York: Palgrave Macmillan.
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| Complementary literature: 1. Ellis, R. (2005). *Instructed Second Language Acquisition: A Literature Review*. Wellington: Ministry of Education.
2. Ioannou-Georgiou, S., Pavlou, P. (2003). *Assessing Young Learners*. Oxford: Oxford University Press.
3. Johnson, K. (Ed.). (2005). *Expertise in second language learning and teaching*. London: Palgrave Macmillan.
4. McCallum, Lee, eds. (2022). *English Language Teaching. Policy and Practice across the European Union*. Springer.
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.
7. Skrinda, A., eds. (2019). *Teaching English: Perspectives, Methods, and Challenges*. Nova.
8. Widdowson, H. G., Knapp, E. & Seidhofer, E. (Eds.). (2009). *Handbook of foreign language communication and learning*, De Gruyter Mouton.
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Approved by the Head of the Department or an authorised person