DEGREE CURRICULUM

CURRICULAR DESIGN, PROGRAMMING AND MATERIALS DEVELOPMENT

Coordination: IRUN CHAVARRIA, MARIA MONTSE

Academic year 2021-22

Subject's general information

Subject name	CURRICULAR DESIGN, PROGRAMMING AND MATERIALS DEVELOPMENT
Code	12350
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION

Typology				
	Degree	Course	Character	Modality
	Master's Degree in Applied Languages (M2016)	1	COMPULSORY	Virtual learning

Course number of credits (ECTS)	5

Type of activity, credits, and groups			
	Activity type	PRAULA	TEORIA
	Number of credits	2.4	2.6
	Number of groups	1	1

Coordination	IRUN CHAVARRIA, MARIA MONTSE
Department	ENGLISH AND LINGUISTICS
Teaching load distribution between lectures and independent student work	Hours of autonomous work to develop the modules with the help of the activities suggested Module 1 - 20 hours Module 2 - 15 hours Module 3 - 20 hours Module 4 - 20 hours Module 5 - 15 hours Module 6 - 15 hours Course project - 20 hours Face to face sessions - 5 hours (opcional, but they should be useful to help value and focus autonomous work)
Important information on data processing	Consult this link for more information.
Language	Catalan Spanish English
Distribution of credits	Module 1 - 0.8 CA Module 2 - 0.6 CA Module 3 - 0.8 CA Module 4 - 0.8 CA Module 5 - 0.6 CA Module 6 -0.6 CA Preparation of the learning unit - 0.8 CA

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BORRAS RIBA, EULALIA	eulalia.borras@udl.cat	2,5	
IRUN CHAVARRIA, MARIA MONTSE	montse.irun@udl.cat	2,5	With previous appointment

Subject's extra information

The aim of this subject is to familiarise participants with the components of syllabus design for language teaching and for CLIL (Content language integrated learning), and the characteristics of language as a means of communication. As a result, students will acquire the tools to assess and design learning materials for language teaching.

Learning objectives

The student has to be able to:

- Apply the characteristics of the oral and written language in the design of learning activities
- Assess the efectivity of a number of language learning activities.
- Design and assess an effective learning unit for CLIL or for language learning

Competences

KEY COMPETENCES

CB6 Adquirir i comprendre coneixements que aportin una base o oportunitat de ser originals en el desenvolupament i/o aplicació d'idees, sovint en un context d'investigació

CB 7 Saber explicar els coneixements adquirits i tenir capacitat de resolució de problemes en entorns nous o poc conegut dins de contextos més amplis (o multidisciplinars) relacionats amb la seva àrea d'estudi

CB 8 Ser capaç d'integrar coneixements i enfrontar-se a la complexitat de formular judicis a partir d'una informació que, sent incomplerta o limitada, inclogui reflexions sobre les responsabilitats socials i ètiques vinculades a l'aplicació dels seus coneixements i judicis

CG 1 Liderar el treball d'un grup

CG 2 Implementar metodologia d'aprenentatge col·laboratiu atenent als possibles conflictes que puguin sorgir

SUBJECT SPECIFIC

- CE 8 Dissenyar un pla docent d'una llengua i portar-lo a la pràctica de manera efectiva i eficient

  CE 9 Definir, programar i avaluar el propi aprenentatge d'una llengua estrangera

Subject contents

Module 1. Curriculum, syllabus design and learning units

1.1. Definition and elements in the curriculum and in the syllabus

1.2 Objectives, contents and competences

1.3 General considerations to design a learning unit

 1.4. Learning unit planning

 Module 2. Content and Language Integrated Learning (CLIL)

2.1. Definition. Advantages and disadvantages

2.2. Essential concepts in AICLE. The 4 Cs

2.3. Scaffolding in a foreign language

Module 3. Oral skills

3.1. Spoken language

3.2. Teaching the spoken language

3.3. Teaching listening

Module 4. Written skills

4.1. Raising awareness about the processes of reading and writing

4.2. Features of the effective reader and writer

4.3. Analysing reading and writing activities

Module 5. Language awareness

5. 1. Key concepts in the teaching and learning of grammar

5.2. Key concepts in the teaching and learning of vocabulary

5.3. Analysing grammar and vocabulary activities

Module 6. Evaluation in a learning unit

 6.1. Definition and key conceptes in the evaluation ina learning unit

 6.2 Assessment instruments

 COURSE PROJECT: Planning and design of a learning unit

7.1 Characteristics of an effective learning unit in a foreign language

Methodology

The subject is based on a task based approach where students have a final objective where they set in motion all the ideas and concepts learnt in the different modules. That means that students need to investigate by means of the different activities suggested in the modules (see activities section) to be able to design and evaluate a learning unit for a specific group of learners.

The doubts that may arise in the different modules will be solved in a cooperative way through the use of the forum as a digital tool that promotes cooperation.

Development plan

MODULES	ACTIVITIES (hours, weeks and hand-in dates)	END OF MODULE
Module 1	*Face to face tracking session 21 de febrer* **Currículum, planning and learning units** (20 h.) Weeks 1 and 2	7 March
Module 2	**CLIL** (15 h) Weeks 3 and 4	21 March
Module 3	**Oral language skills** (20 h.) Weeks 5 and 6 *Face to face tracking session 1 April*	4 April
Module 4	**Written langauge skills** (20 h.) Weeks 7 and 8	25 April
Module 5	**Linguistic Conscience** (15 h.) Weeks 9 and 10	9 May
Module 6	**Evaluation** (15 h.) Weeks 11 and 12 *Face to face Tracking session 16 May*	23 May
PROJECT	**Planning and design of a learning unit** (20 h.) Weeks 13 and 14	5 June

Evaluation

Percentages assigned to the course components

Activities in Module 1 (20 hours)	15%
Activities in Module 2 (15 hours)	15%
Activities in Module 3 (20 hours)	15%
Activities in Module 4 (20 hours)	15%
Activities in Module 5 (15 hours)	10%
Activities in Module 6 (15 hours)	15%
COURSE PROJECT (20 hours)	15%

Supplementary evaluation criteria

Course participants are to carry out all modules and the course project.

The language used in all the activities has to be appropriate to an academic register.

The subject includes a proof of student's authentification, which is live video recording of one of the activities.

Any activity or evaluation test that includes evidence of plagiarism or fraudulent action will be rated 0. The student who submits an evaluation test of dubious authorship must take a similar test in the presence of the teacher. In the event that the result proves a different level from that shown in the first activity delivered, or substantial differences in performance, the teacher may decide to apply the grade of the second activity or any other grade that includes a

penalty for fraudulent action of the student.

Bibliography

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