



DEGREE CURRICULUM

COMPLEMENTS FOR TRAINING - FOREIGN LANGUAGES (ENGLISH)

Coordination: CASADO GUAL, NURIA

Academic year 2022-23

Subject's general information

Subject name	COMPLEMENTS FOR TRAINING - FOREIGN LANGUAGES (ENGLISH)			
Code	14309			
Semester	ANUAL CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Blended learning
Course number of credits (ECTS)	8			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	2	6	
	Number of groups	1	1	
Coordination	CASADO GUAL, NURIA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	<p>GLOBAL DSITRIBUTION:</p> <p>1) 80h teaching (60% face-to-face in classroom and online synchronous sessions + 40% synchronous online work) 2) 120h student autonomous work</p> <p>MAIN LEARNING ACTIVITIES - SUMMARY:</p> <p>1) Lectures and seminar sessions: 15%, 30 hours 2) Practical activities in face-to-face sessions or online: 20%, 40 hours 3) Reading and analysis of documents: 20%, 40 hours 4) Preparing assignments or study time: 20%, 40 hours 5) Preparing oral presentations: 25%, 50 hours</p> <p>TOTAL 100%, 200h</p>			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	Module 1 (Josep Maria Cots) = 3,5 ECTS Module 2 (Anna Marsol) = 2 ECTS Module 3 (Núria Casado) = 2,5 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CASADO GUAL, NURIA	nuria.casado@udl.cat	3	
COTS CAIMONS, JOSEP MARIA	josepm.cots@udl.cat	3	
MARSOL JORNET, ANNA	anna.marsol@udl.cat	2	

Subject's extra information

Information on data protection in the audiovisual register in the subject

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).

- The recorded images and voices shall be used exclusively for teaching purposes.

- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).

- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.

- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.

- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

Development plan

Module 1

SESSION	MODE	PROF.	CONTENTS	LECTURER'S TASK	STUDENTS' TASK	ASSESSMENT
19 Oct	Face-to-face	Cots	Plurilingualism and interculturality in the curriculum	Activation of prior knowledge through questions Presentation of the topic. Moderation of the debate around the reading made by the students	Prior familiarization with the subject program.	Understanding the elements that characterize plurilingualism and interculturality. Ability to manage information from bibliographic sources Ability to argue points of view..
26 Oct	Face-to-face	Cots	Plurilingualism in the EFL classroom: The role of the L1	Activation of prior knowledge through questions Presentation of the topic. Moderation of the debate around the reading made by the students	Prior familiarization with the subject program.	Understanding the elements that characterize plurilingualism and interculturality. Ability to manage information from bibliographic sources Ability to argue points of view..

2 Nov	Face-to-face	Cots	Plurilingual and intercultural education	Activation of prior knowledge through questions Presentation of the topic. Moderation of the debate around the reading made by the students	Prior familiarization with the subject program.	Understanding the elements that characterize plurilingualism and interculturality. Ability to manage information from bibliographic sources Ability to argue points of view.
7 Nov	Online synchro	Cots	A plurilingual and intercultural perspective on ELT	Activation of prior knowledge through questions Presentation of the topic. Moderation of the debate around the reading made by the students	Prior familiarization with the subject program.	Understanding the elements that characterize plurilingualism and interculturality. Ability to manage information from bibliographic sources Ability to argue points of view.
10 Nov	Face-to-face	Cots	Intercultural communicative competence: teaching components	Activation of prior knowledge through questions Presentation of the topic. Moderation of the debate around the reading made by the students	Prior familiarization with the subject program.	Understanding the elements that characterize plurilingualism and interculturality. Ability to manage information from bibliographic sources Ability to argue points of view.
14 Dec	Face-to-face	Cots	Intercultural communicative competence: developing materials	Activation of prior knowledge through questions Presentation of the topic. Moderation of the debate around the reading made by the students	Prior familiarization with the subject program.	Understanding the elements that characterize plurilingualism and interculturality. Ability to manage information from bibliographic sources Ability to argue points of view.

Mòdul 2

Sessió	Mod.	Prof.	Continguts	Tasca professorat	Tasca alumnat	Avaluació
2 des	In-class	A. Marsol	The classroom context: English as a foreign language (EFL) and Content and Language Integrated Learning (CLIL). Teacher input: characteristics.	To activate previous knowledge. To reflect on the classroom conditions in the EFL and the CLIL context. To present and explore the main characteristics of teacher input through audiovisual material and to support a class discussion on the importance of teacher input in the teaching/learning process.	To identify and analyse the characteristics of teacher input.	Participation in class discussion and completion of the tasks assigned by the teacher.
9 des	In-class	A. Marsol	Classroom management and teacher roles.	To activate previous knowledge. To explore and analyse a range of classroom management techniques and the roles of the teacher.	To reflect on the use and effectiveness of an array of classroom management techniques and the different roles adopted by the teacher.	Participation in class discussion and completion of the tasks assigned by the teacher.

14 des	Online	A. Marsol	Classroom interaction: The use of questions and other elicitation techniques.	To activate previous knowledge. To present and analyse different types of teacher questions and other eliciting techniques to stimulate students' output.	To examine the form and function of teacher questions and their role in fostering students' language production.	Participation in class discussion and completion of the tasks assigned by the teacher.
16 des	In-class	A. Marsol	Classroom interaction: students' language production.	To activate previous knowledge. To present and analyse the characteristics of students' scaffolded and free language production. To explore the use and effectiveness of a range of scaffolding techniques and tools.	To examine the way the teacher provides scaffolding to support students' language production.	Participation in class discussion and completion of the tasks assigned by the teacher.
13 gen	In-class	A. Marsol	Classroom interaction: teacher's provision of feedback.	To activate previous knowledge. To present and analyse whether the teacher provides feedback and how s/he does it by resorting to more explicit/implicit techniques.	To examine whether the teacher provides some feedback and how s/he does it.	Participation in class discussion and completion of the tasks assigned by the teacher.
25 gen	Online	A. Marsol	Teacher input and classroom interaction: a comparison of EFL and CLIL contexts.	To explore the nature of interaction in EFL and CLIL contexts in terms of their similarities and differences. To present research studies which have yielded some evidence on the similarities and differences between these two contexts.	The reflect on the nature of interaction in EFL and CLIL contexts and to explore their similarities and differences by reading about current research on the topic.	Participation in class discussion, readings and completion of the tasks assigned by the teacher.

Mòdul 3

11 Jan	Face-to-face	Casado	Introduction to Module 1 (Literature and Art for Education)	Examination of the students' prior knowledge and exploration of their beliefs around considering literature as a potential resource for the ESL classroom Presentation of the module's contents and methodologies, including its final assessment.	Examination of the main themes and theoretical issues related to this module. Class debates.	Beginning a reflective diary and/or personal notes which will serve as the basis for their final essay. Related competencies: G4. Planning and organizing skills G6. Critical thinking skills G11. Use of a foreign language E13. To know the formative and cultural value of English in its communicative, social and aesthetic dimensions.
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16 Jan	Online synchro	Casado	Literature and creative writing as educational resources for the SL classroom: Focus on Poetry	Revision of poetry through texts, authors and creative-writing techniques that can be potentially used in the ESL classroom	Development of creative-writing tasks, exercises of close reading and class debates that enable a re-consideration of poetry as a useful resource for the ESL teacher. Reading assignments (complementary sources)	Development of a reflective diary and/or personal notes which will serve as the basis for their final essay. Related competencies: G4. Planning and organizing skills G6. Critical thinking skills G11. Use of a foreign language E13. To know the formative and cultural value of English in its communicative, social and aesthetic dimensions.
18 January	Face-to-face	Casado	Literature and creative writing as educational resources for the SL classroom: Life-Writing	Revision of life-writing as an eclectic genre through texts, authors and creative-writing techniques that can be potentially used in the ESL classroom	Development of creative-writing tasks, exercises of close reading and class debates that enable a re-consideration of life-writing as a useful resource for the ESL teacher. Reading assignments (complementary sources)	Development of a reflective diary and/or personal notes which will serve as the basis for their final essay. Related competencies: G4. Planning and organizing skills G6. Critical thinking skills G11. Use of a foreign language E13. To know the formative and cultural value of English in its communicative, social and aesthetic dimensions.
23 January	Online synchro	Casado	Literature and creative writing as educational resources for the SL classroom: YAL Fiction	Revision of fiction as an eclectic genre and YAL literature in particular through texts, authors and creative-writing techniques that can be potentially used in the ESL classroom	Development of creative-writing tasks, exercises of close reading and class debates that enable a re-consideration of fiction as a useful resource for the ESL teacher. Reading assignments (complementary sources)	Development of a reflective diary and/or personal notes which will serve as the basis for their final essay. Related competencies: G4. Planning and organizing skills G6. Critical thinking skills G11. Use of a foreign language E13. To know the formative and cultural value of English in its communicative, social and aesthetic dimensions.
1 February	Virtual I asíncrona	Casado	Literature and creative writing as educational resources for the SL classroom: Visual Literacy	Exploration of visual literacy through texts and visual artistic resources, as well as through creative-writing techniques that can be potentially used in the ESL classroom	Development of creative-writing tasks, exercises of close reading and class debates that enable a re-consideration of visual texts as a useful resource for the ESL teacher. Reading assignments (complementary sources)	Development of a reflective diary and/or personal notes which will serve as the basis for their final essay. Related competencies: G4. Planning and organizing skills G6. Critical thinking skills G11. Use of a foreign language E13. To know the formative and cultural value of English in its communicative, social and aesthetic dimensions.
8 February	Face-to-face	Casado	Revision of drama through texts, authors and creative-writing techniques that can be potentially used in the ESL classroom	Revision of drama through texts, authors and creative-writing techniques that can be potentially used in the ESL classroom	Development of creative-writing tasks, exercises of close reading and class debates that enable a re-consideration of drama as a useful resource for the ESL teacher. Reading assignments (complementary sources)	Development of a reflective diary and/or personal notes which will serve as the basis for their final essay. Related competencies: G4. Planning and organizing skills G6. Critical thinking skills G11. Use of a foreign language E13. To know the formative and cultural value of English in its communicative, social and aesthetic dimensions.

16 February	Face-to-face	Casado	Literature and creative writing as educational resources for the SL classroom: Theatre & Creative Writing for All Genres	Revision of theatre as a potential resource for the ESL classroom through the exploration of drama games, acting techniques and various forms of performance.	Development of creative-writing tasks, exercises of close reading and class debates that enable a re-consideration of poetry as a useful resource for the ESL teacher. Reading assignments (complementary sources)	Development of a reflective diary and/or personal notes which will serve as the basis for their final essay. Related competencies: G4. Planning and organizing skills G6. Critical thinking skills G11. Use of a foreign language E13. To know the formative and cultural value of English in its communicative, social and aesthetic dimensions.
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