DEGREE CURRICULUM

COMPLEMENTS FOR TRAINING - FOREIGN LANGUAGES (ENGLISH)

Coordination: CASADO GUAL, NURIA

Academic year 2023-24

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	FOREIGN LANGUAGES AND LITERATURES

Teaching load distribution between lectures and independent student work

GLOBAL DISTRIBUTION:

1) 80h teaching (48h face-to-face in classroom and 32h of asynchronous work online)
2) 120h of student autonomous work

MAIN LEARNING ACTIVITIES - SUMMARY:

1) Lectures and seminar sessions: 30 hours
2) Practical activities in face-to-face sessions or online: 50 hours
3) Reading and analysis of documents: 50 hours
4) Preparing assignments or study time: 40 hours
5) Preparing oral presentations: 30 hours

TOTAL: 200h

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

This is an attendance-based course. Attending a minimum of 80% of the sessions will be considered a course requirement.

Learning objectives

The general goal of this course is to complement the students' academic background by reinforcing aspects of their BA degrees and suggesting the potential implementation of their knowledge and skills to their future teaching practice. The specific objectives of the course are:

1. To activate and increase the students' knowledge of applied linguistics so that they are capable of connecting the processes of teaching and learning a language with their sociocultural context in an increasingly plurilingual and intercultural world.

2. To promote reflection on the importance of interaction in the SL classroom and the teacher's central role in facilitating the learning process.

3. To present literature in English, understood in a broad sense, as a pedagogical resource for the SL classroom.

Competences

Specific competences

E13. To know the formative and cultural value of English through its communicative, social and aesthetic dimensions.

E14. To know the history of the study of English and its recent developments in order to convey a dynamic view about its role as a subject and recognize it as a tool of social and cultural progress.

E15. To know contexts and situations in which recent developements in English language teaching are used or applied by taking into account the adjustments and transformations required by the teaching practice.

E19 To promote class dynamics that foster learning and that take into account the students' contributions.

Generic competences

G2 Oral and written communication

G3. Capacity of analys and synthesis

G4. Capacity of organization and planning

G5. Capacity of managing information

G6. Capacity of critical and self-critical reflection

G11. Use of a foreign language

Subject contents

Module 1: Language, society and culture

      1.1. Plurilingual English language teaching

      1.2. Intercultural English language teaching

Module 2: Teacher input and classroom interaction in EFL contexts

      2.1. Teacher input characteristics

      2.2. Classroom interaction: eliciting techniques, language production and provision of feedback

Module 3: Literature in English as a resource in the SL classroom

      3.1 Pedagogical approaches to literature in English in a SL context

      3.2 Literary genres and creative-writing as educational tools

Methodology

LEARNING ACTIVITIES AND METHODS	APPROXIMATE NUMBER OF HOURS FOR THE STUDENT'S WORK
Lectures and seminar sessions	30h
Practical activities in face-to-face sessions or online	50h
Reading and analysis of documents	50h
Preparing assignments or study time	40h
Preparing oral presentations	30h

TOTAL OF HOURS: 200h (80h in face-to-face or asynchronous class + 120h of autonomous study time)

Development plan

Module 1

SESSION	MOD.	PROF.	CONTENTS	LECTURER'S TASK	STUDENTS' TASK	ASSESSMENT
9 Oct	Face-to-face session (+ 2h of asynchronous learning)	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. Ability to manage information from bibliographic sources Ability to argue points of view
11 Oct	Face-to-face session (+ 2h of asynchronous learning)	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 Ability to manage information from bibliographic sources Ability to argue points of view
16 Oct	Face-to-face session (+ 2h of asynchronous learning)	Cots	Plurilingualism in the EFL classroom: pedagogical translanguaging	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 Ability to manage information from bibliographic sources Ability to argue points of view.
18 Oct	Face-to-face session	Cots & González/Davies	An intergrated plurilingual approach	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 Ability to manage information from bibliographic sources Ability to argue points of view.
25 Oct	Face-to-face session (+ 1h of asynchronous learning)	Cots	Lesson design from a plurilingual perspective: a practical session	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 Ability to apply the theory to the design of specific teaching intervention Ability to argue points of view

8 Nov	Face-to-face session (+ 2h of asynchronous learning)	Cots	Defining intercultural communicative competence (ICC)	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 interculturality Ability to manage information from bibliographic sources Ability to argue points of view.
13 Dec	Face-to-face session (+ 2h of asynchronous learning)	Cots	Developing materials to promote ICC	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 interculturality. Ability to manage information from bibliographic sources Ability to argue points of view
18 Dec	Face-to-face session (+ 1h of asynchronous learning)		Lesson design from a plurilingual perspective: a practical session	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 apply the theory into a specific teaching intervention Ability to argue points of view
20 Dec		Cots	Written assessment exercise		Revision of the contents of the Module 1	Showing capacity to design a specific teaching intervention in line with the concepts and ideas discussed in the Module

Module 2

SESSION	MODALITY	PROF.	CONTENTS	LECTURER'S TASK	STUDENTS' TASK	ASSESSMENT
14 Dec	Face-to-face session (+ 1h of asynchronous learning)	Marsol	The classroom context: English as a Foreign Language (EFL) and Content and Language Integrated Learning (CLIL). Teacher input characteristics.	Activation of prior knowledge. Guidance of class discussion on the classroom conditions of formal foreign language learning contexts (EFL/CLIL). Guidance of class discussion on the characteristics of teacher input to enhance students' learning process.	Sharing of students' previous knowledge. Participation in class discussion on the characteristics of formal foreign language learning contexts and teacher input.	Understanding the conditions of formal language learning contexts and the characteristics of teacher input. Ability to examine and describe key concepts. Ability to express well-supported arguments.
21 Dec	Face-to-face session (+ 2h of asynchronous learning)	Marsol	Classroom management and teacher roles.	Activation of prior knowledge. Guidance to explore different classroom management techniques and teacher roles. Guidance of class discussion on the effectiveness of different classroom management techniques and the importance of adopting varying teacher roles.	Sharing of students' previous knowledge. Participation in a class exploration and discussion on classroom management techniques and the adoption of varying teacher roles.	Understanding key concepts in the analysis of classroom managemetn techniques and teacher roles. Ability to express well-supported ideas and arguments.

8 Jan	Face-to-face session (+ 1h of asynchronous learning)	Marsol	Classroom interaction: The use of questions and other elicitation techniques.	Activation of prior knowledge. Presentation of the topic and guidance of class discussion on different types of teacher questions and other eliciting techniques.	Prior familiarization with the session's contents through previously assigned readings. Participation in a class exploration and discussion on the role teacher questions in interaction. Analysis of teaching materials in relation to the use of teacher questions.	Understanding key concepts in the analysis of teacher questions in interaction. Ability to manage information from bibliographic sources. Ability to express well-supported ideas and arguments.
11 Jan	Face-to-face session (+ 2h of asynchronous learning)	Marsol	Classroom interaction: The students' language production.	Activation of prior knowledge. Presentation of the topic and guidance of class discussion on a range of scaffolding techniques and tools to support students' language production.	Prior familiarization with the session's contents through assigned readings. Participation in a class exploration and discussion on the effectiveness of a range of scaffolding techniques and tools in supporting students' language production. Analysis of teaching materials in relation to the provision of scaffolding.	Understanding key concepts in relation to the analysis of students' language production and provision of scaffolding. Ability to manage information from bibliographic sources. Ability to express well-supported ideas and arguments.
15 Jan	Face-to-face session (+ 1h of asynchronous learning)	Marsol	Classroom interaction: teacher's provision of feedback.	Activation of prior knowledge. Presentation of the topic and guidance of class discussion on the provision of different types of feedback in interaction.	Prior familiarization with the session's contents through previously assigned readings. Participation in a class exploration and discussion on the provision of different types of feedback in interaction. Analysis of teaching materials in relation to the provision of feedback in interaction.	Understanding key concepts in relation to the provision of different types of feedback in interaction. Ability to manage information from bibliographic sources. Ability to express well-supported ideas and arguments.
18 Jan	Face-to-face session (+ 1h of asynchronous learning)	Marsol	Classroom interaction: an exploration of EFL and CLIL contexts.	Activation of prior knowledge. Guidance of class discussion on the commonalities and differences of EFL and CLIL contexts and how each context contributes to learners' foreign language learning process.	Prior familiarization with the session's contents through previously assigned readings. Participation in a class exploration and discussion on what characterizes EFL and CLIL contexts and how each conext contributes to learners' foreign language learning process.	Understanding key concepts in relation the learning of a foreign language in EFL and CLIL contexts, respectively. Ability to manage information from bibliographic sources. Ability to express well-supported ideas and arguments.

Module 3

18 Dec	Face-to-face session (+1h of asynchronous learning)	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 competences: 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.
10 Jan and 17 Jan	Face-to-face session (+ 2h of asynchronous learning)	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 competences: 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.

22 and 24 January	Face-to-face session (+2h of asynchronous learning)	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 competences: 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.
29 January	Face-to-face learning (+ 2h of asynchronous learning)	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 competences: 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.
31 January	Face-to-face session (+ 2h of asynchronous learning)	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 competences: 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.
7 February	Face-to-face session (+2 hours of asynchronous learning)	Casado	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 competences: 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.
14 February	Face-to-face session (+ 1h of asynchronous learning)	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 competences: 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.

Evaluation

All the assessment activities will be in English. The students' performance in their use of English is considered part of their evaluation and must correspond to at least level C1. Any activities of assessment reflecting a lower level will not receive a pass mark.

The evaluation of the course is based on continuous assessment (excepting those students who follow alternative evaluation: please see the corresponding description at the end of this section). The course evaluation is based on the fulfillment of the corresponding objectives and competences, and will be based on the following blocks:

EVALUATION BLOCK 1:

Assessment activity 1:

Written assignment related to the contents of Module 1.

Competences to be evaluated:

G3. Capacity of analys and synthesis

G5. Capacity of managing information

G11. Use of a foreign language

E14. To know the history of the study of English and its recent developments in order to convey a dynamic view about its role as a subject and recognize it as a tool of social and cultural progress.

E15. To know contexts and situations in which recent developements in English language teaching are used or applied by taking into account the adjustments and transformations required by the teaching practice.

Value of the activity in the final mark: 38%

Deadline: 20 December 2023

Evaluation criteria for this assessment activity:

a. Comprehension of the elements that characterize multilingualism and interculturality as collective and individual phenomena

b. Capacity to manage information from bibliographic sources in order to identify and explain the practical implications of multilingualism and interculturality for the teaching practice

c. To give arguments in an appropriate and concise way, founded in practical and theoretical criteria and with an advanced level of expression.

EVALUATION BLOCK 2:

Assessment activity 2:

Written assignment and proposal of didactic implementation related to the contents of Modue 2.

Competences to be evaluated:

G3. Capacity of analys and synthesis

G5. Capacity of managing information

G11. Use of a foreign language

E19 To promote class dynamics that foster learning and that take into account the students' contributions.

Value of the activity in the final mark: 25%

Deadline: 21 February 2024

Evaluation criteria for this assessment activity:

a. Comprehension of the elements that chacterize the teacher's discourse and class-based interactions.

b. Capacity to manage information from bibliographic sources in order to identify and analyse teaching practices.

c. To give arguments in an appropriate and concise way, founded in practical and theoretical criteria and with an advanced level of expression.

EVALUATION BLOCK 3: This block will consist of two assessment activities.

Assessment activity 3: Oral presentation in groups based on a literary text discussed in Module 3 (section on fiction).

Competences to be evaluated:

G2. Oral and written communication

G6. Capacity of critical and self-critical reflection

G11. Use of a foreign language

E13. To know the formative and cultural value of English through its communicative, social and aesthetic dimensions.

Value of the assessment activity in the final mark: 17%

Deadline: 29th or 31st of January 2024 (depending on the organization of the groups).

Evaluation criteria for this assessment activity:

a. Identification of the cultural, social and formative value of literature as a pedagogical instrument in the ESL classroom.

b. Capacity to create didactic activities based on literary texts and/or genres in English, or to relate didactic activities to certain literary texts or genres.

    c. To give arguments in an appropriate and concise way, with efficiency and an advanced level of expression.

Assessment activity 4: Written assignment and proposal of didactic implementation related to the contents of Module 3

Competences to be evaluated:

    G4. Capacity of organization and planning

    G6. Capacity of critical and self-critical reflection

    G11. Use of a foreign language

    E13. To know the formative and cultural value of English through its communicative, social and aesthetic dimensions.

    E15. To know contexts and situations in which recent developements in English language teaching are used or applied by taking into account the adjustments and transformations required by the teaching practice.

Value of the activity in the final mark: 20%

Deadline: 6 March 2024

Evaluation criteria for this assessment activity:

    a. Identification of the cultural, social and formative value of literature as a pedagogical instrument in the ESL classroom.

    b. Capacity to create didactic activities based on literary texts and/or genres in English, or to relate didactic activities to certain literary texts or genres.

    c. Capacity to foresee learning outcomes through the use of literary and dramatic texts as a didactic tool in the ESL classroom.

PASSING THE COURSE AND RE-SUBMISSION OF ASSESSMENT ACTIVITIES

The course can only be passed if the 4 tasks have been fulfilled and the 3 blocks of evaluation have received a pass mark. If a block of evaluation does not receive a pass mark, the student can re-submit the corresponding activity within a period of 3 weeks after the first deadline. The second deadline will be agreed upon in due course with the students who need to have a resit of that part of the assessment, which will consist of a variation of the activity that was failed.

Plagiarism:

In case of academic fraud or detection of any deceitful practice in any part of the evaluation, the procedure established by the university's norms for the assessment and qualification of its BA and MA degrees will be applied.

Alternative evaluation:

Students with a work contract or having to reconcile their studies with a situation of care can ask for 'alternative evaluation'. Students with any of these circumstances will have to present a copy of their contract or justify their request for alternative evaluation with a written document addressed to the Dean within five days after the beginning of the semester. For more information, please send an email to the faculty's Administration Office at: fepts.secretariacentre@udl.cat

The alternative evaluation of this course will consist of:

1) The acceptable realization of the tasks corresponding to the asynchronous sessions online and those derived from face-to-face sessions of the course. This part of the assessment will be a requirement to sit the final exam. **Value of the tasks of the three modules: 20% of the final mark.**

2) Final exam of the three modules, which will consist of a written part and an oral part and will take place at the Universitat de Lleida on a date agreed among the teachers and students taking this form of assessment. If a student fails to pass the exam, they will have a resit exam on a date agreed upon in due course and only based on the modules for which the student did not obtain a pass mark in the first exam. **Value of the final exam: 80%.**

Bibliography

Core Bibliography:

Birkeitvett, A. (2013). *Literature for the English Classroom: Theory into Practice*. Fakbogforlaget.

Council of Europe(2001)*Common European Framework of Reference for Languages*. Cambridge:CambridgeUniversityPress.UP.Retrievablefrom http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Cots,J.M.,A.Ibarraran,M.Irun,D.Lasagabaster,E.Llurda,andJ.M.Sierra(2010). *Plurilingüismo e interculturalidad en la escuela: reflexiones y propuestas didácticas*. Barcelona: Horsori.

Dalton-Puffer, C. (2007). *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam: John Benjamins.

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Kennedy-Scanlon,M.etal.(2009) *Guided error correction.Exercises for Spanish-speaking studentsofEnglish.Level C1-Book1.*Barcelona:ServeidePublicacionsdelaUAB

McDonough, K. & Mackey, A. (2013). *Second Language Interaction in Diverse Educational Contexts*. Philadelphia, PA: John Benjamins.

Romo-Mayor, P. & Pellicer-Ortín, S. (2020). *Using Literature in the EFL Classroom: Guide for Secondary Education Teachers.* Prensas de la Universidad de Zaragoza.

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Complementary Bibliography:

Bland, Janice (2018). *Using Literature in Engish Language Eduation: Challenging Reading for 8-18 year-olds.* London, New York: Bloomsbury Academic.

Byram, M. (2008) *From foreign language education to education for intercultural citizenship:essays and reflections.*Clevedon: Multilingual Matters.

Flood, J.,et al. (2008). *Handbook of Research on Teaching Literacy through the Communicative and Visual Arts.* New York:LawrenceErlbaumAssociates.

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Loveday, L. (1982) *The sociolinguistics of learning and using a non-native language*. Oxford:Pergamon.

Preston, D. (1989) *Sociolinguistics and second language acquisition*. Oxford: Basil Blackwell.