



DEGREE CURRICULUM

TEACHING AND LEARNING - FOREIGN LANGUAGES (ENGLISH)

Coordination: IRUN CHAVARRIA, MARIA MONTSE

Academic year 2021-22

Subject's general information

Subject name	TEACHING AND LEARNING - FOREIGN LANGUAGES (ENGLISH)			
Code	14310			
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)	12			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	2	10	
	Number of groups	1	1	
Coordination	IRUN CHAVARRIA, MARIA MONTSE			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	23% class work and virtual work (69 hours) 77% student's autonomoous work (231 hours)			
Important information on data processing	Consult this link for more information.			
Language	A level of C1 in English is necessary to pass the course.			
Distribution of credits	Module 1 and 2: Montse Irún Module 3: Robert Izquierdo Module 4: Àngels Llanes			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Subject's extra information

This subject tries to overlook the English classroom and make students reflect on what the secondary student needs to be able to do in English and how the teacher can help them attain that aim.

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Learning objectives

The objective is to learn how to teach foreign languages in a more effective way and more specifically how to develop learners' communicative competences in English.

With this aim, three specific **objectives** have been set:

1. To acquire an overview of methods and approaches to learn a foreign language along history.
2. To understand how the classroom may become a learning community as a social space it is.
3. To know and assess what oral and written communicative and linguistic competences are, how they can be assessed and to design a learning unit where they are developed.

Resultats d'aprenentatge

1. Dissenyar una unitat didàctica competencial en llengua anglesa que introduïxi la perspectiva de gènere i el disseny universal de l'aprenentatge, i avaluar la seva efectivitat.
2. Desenvolupar estratègies metodològiques que promoguin que l'aula es converteixi en una comunitat d'aprenentatge com espai social que es.
3. Implementar i avaluar les competències lingüístiques i comunicatives orals i escrites de l'alumnat mitjançant activitats que promoguin un ús competencial de la llengua anglesa

Competences

COMPETENCIES

- E16 Theoretical and practical knowledge of the learning and teaching English
- E17 Adapt curricula in teaching syllabi and activities.
- E18 Acquire criteria to select and design appropriate learning resources.
- E19 Encourage a classroom atmosphere that enhances learning and values students' participations.
- E20 Integrar la formació en la comunicació audiovisual i multimèdia en el procés de l'ensenyament-aprenentatge.
- E21 Conèixer estratègies i tècniques d'avaluació i entendre l'avaluació com un instrument de regulació i estímul per l'esforç.

CROSS CURRICULAR COMPETENCIES

- G2 Oral and written communication.
- G3 Analysis and synthesis ability.
- G4 Organizational and planning capacity.
- G6 Criticism i self criticism capacity.
- G8 ICT use professionally.

- G10 Respect to the equality rights between men and women, promotion of the Human rights and the values that belong to the peace culture and democratic values.
- G11 Foreign language use.
- G12 Project design and management capacity

Subject contents

I.- The Curriculum and how learning is organised

- 1.1. English in the ESO and Batxillerat curriculum
- 1.2. Syllabus Design
- 1.3. Competency-based learning units

II.- Learners' competences

- 2.1. Oral and Written Competences
- 2.2. Linguistic competence.

III.- Evaluation as a regulating instrument

- 3.1. The European Language Framework and the ELP
- 3.2. The evaluation as a regulating element in the teaching-learning process
- 3.3. Initial, formative and sumative evaluation.
- 3.4. Evaluation instruments
- 3.5. Competency-based assessment
- 3.6. Teacher evaluation.

IV.- Gender perspective in EFL

- 4.1 Introduction to gender perspective: Basic Issues
- 4.2. How to integrate gender perspective in EFL

Methodology

The subject is focused on students and, as the main agent of the learning process, must have an active participation at all times. The subject will be developed combining face-to-face sessions in the classroom and synchronous and asynchronous non-face-to-face sessions.

The methodology of the face-to-face sessions will be a reflection of the methodology that must be followed in order to make a competency-based curriculum effective and, therefore, there will be classes that will be based on problems, others in projects, others in cooperative groups, etc. There will be expository sessions and practical workshops and debates. Students must prepare the sessions with readings of articles and, in some cases, present some topics orally. The materials will also have a varied format both digitally and on paper. Peer assessment is promoted as a way to enhance assessment for learning. In short, the classroom of the master's sessions will be a mirror of what must be an ESO or baccalaureate classroom of the 21st century. In the case of face-to-face sessions, it is mandatory to attend at least 80% of the sessions as long as there are no health impediments on the part of the students and / or on the part of the university.

In the case of virtual sessions, videoconferencing and other teaching and learning strategies of flipped classroom, problem-based learning, case study, collaborative and cooperative learning, group work or reading are planned. This methodological approach means that students take responsibility for their own learning process by acquiring a high commitment in the follow-up of the subject, participation in communication spaces and carrying out learning and evaluation activities.

Both face-to-face and virtual sessions are detailed in the development plan.

AUTONOMOUS WORK

<i>Digital Breakout & Treasure Hunt</i>	10 hours
Rubric and test design	10 hours
Unit planning and design	80 hours
Essay on <i>classroom assessment</i>	20 hours
Assessment of a learning unit	20 hours
Critical reading of articles	30 hours
Syllabus design	20 hours
Portfolio planning and design	20 hours
Oral defense of the learning unit	11 hours
	231 hours

Development plan

PLA DE DESENVOLUPAMENT

SESSIÓ	PROFES	CONTINGUTS
13/Oct	IZQUIERDO	Introducing Module 3 The Common European Framework
14/Oct	IRUN	Introduction to the ESO and BAT curriculum
20/Oct	IZQUIERDO	Introductory Task: Defining errors and mistakes
21/Oct	IRUN	Introduction to the ESO and BAT curriculum
25 / Oct (V. A.)	IRUN	Syllabus components
27/ Oct	IZQUIERDO	Functions of assessment
28/ Oct	IRUN	ESO and Bat Syllabus Design
3 / Nov	IZQUIERDO	Assessment definition and correction techniques
4 / Nov	IRUN	Analysis Course Planning
11 / Nov	IRUN	Les seqüències didàctiques. Activitats competencials
PRÀCTIQUES (16 / Nov – 3 Dec)		
9 / Dec	IRUN	Les seqüències didàctiques. Activitats competencials
15 / Dec	IZQUIERDO	Qualitative & quantitative assessment. Key concepts in evaluation and assessment
16 / Dec	IRUN	Anàlisi de una activitat i una unitat competencial
20 / Dec V. A.	IRUN	Les seqüències didàctiques. Activitats competencials. How to design a teaching unit
VACANCES DE NADAL		
12 /Gen	IZQUIERDO	Assessment types & feedback
13 /Gen	IRUN	La competència comunicativa oral i escrita
19 /Gen	IZQUIERDO	Avaluació formativa vs formadora
20 /Gen	IRUN	La competència comunicativa oral i escrita
21 / Gen V. A.	IZQUIERDO	Classroom Assessment
26 /Gen	MAS	El concepte de gènere
27 /Gen	IRUN	La competència comunicativa oral i escrita
2 / Feb	IZQUIERDO	Assessment Instruments
3 / Feb	MAS	Perspectiva de gènere en la docència
7 / Feb V. A.	MAS	Perspectiva de gènere en la docència
9 / Feb	IZQUIERDO	Assessing competences
10 / Feb	MAS	Anàlisi crítica de llibres de text en anglès
14 / Feb V. A.	IZQUIERDO	Quiz and rubrics with Google forms and Classroom
16 / Feb	IZQUIERDO	Alternative assessment: self-assessment and peer assessment. Advantages and disadvantages. Portfolio Assessment.
17/ Feb	MAS	Estratègies per a l'elaboració de materials amb perspectiva de gènere
PRÀCTIQUES (21 / Feb – 29 Abr)		
4 / Maig	IZQUIERDO	Sessió amb l'inspector d'anglès

V. A.= Virtual asíncrònic 5 h.

Evaluation

It is compulsory to attend 80% of the sessions. If you don't, you will have to take a test to pass the subject.

It is compulsory to hand in all the activities in order to pass the subject. Once this condition has been fulfilled, the final mark will be based on the following percentatges and evidences:

- Design of a learning unit (8-10 h.) which includes the learning activities, the assessment instruments and the planning.(30%)
- Tutorial with two teachers where the student will be asked questions on the unit. (20 %).
- Teaching Portfolio where students have to include the first and the second version of the activities carried out outside the classroom together with a reflection. (50%)

ASSESSMENT EVIDENCE 1:

Description of the evidence:

Design of a learning unit (8-10 h.) which includes the learning activities, the assessment instruments and the planning. the student's and the teacher's versions have to be handed in.

Competences that are assessed:

- E6 Theoretical and practical knowledge of the learning and teaching English
- E7 Adapt curricula in teaching syllabi and activities.
- E8 Acquire criteria to select and design appropriate learning resources.
- E9 Encourage a classroom atmosphere that enhances learning and values students' participations.
- E0 Integrate audiovisual and multimedia communication in the learning process.
- E1 Get to know assessment strategies and instruments and understand assessment as an instrument of regulation and stimulus
- G4 Organizational and planning capacity.
- G8 Professional ICT use .
- G11 Foreign language use.
- G12 Project design capacity

Mark: 30%

Dateline: outline 22 Decembre. 1st Version: 20 January. Final Version 25 February.

No units will be accepted after the dateline.

Resitting: 15 April

Indicators and assessment criteria evidence 1:

Students have a checklist with the indicators in "Resources" in sakai. The indicators deal with these three aspects:

- a. Presentation, use of a variety of materials and the language used
- b. Planning bearing in mind the key aspects of the ESO or batxillerat curriculum.
- c. Use of an active methodology which develops not only the key competences but the English competences as well

ASSESSMENT EVIDENCE 2:

Description of the evidence:

Tutorial with two teachers where the student will be asked questions on the unit and the methodology used.

Competences that are assessed:

- E1 Theoretical and practical knowledge of the learning and teaching English
- E3 Acquire criteria to select and design appropriate learning resources.
- E4 Encourage a classroom atmosphere that enhances learning and values students' participations.
- E21 Conèixer estratègies i tècniques d'avaluació i entendre l'avaluació com un instrument de regulació i estímul per l'esforç.
- G2 Oral and written communication.
- G6 Criticism i self criticism capacity.

Mark: 20%

Dateline: 9th March

Indicators and assessment criteria evidence 2:

Students have a rubric with the indicators in "Resources" in sakai. The indicators deal with these three aspects:

- a. Use of an active methodology which develops not only the key competences but the English competences as well.
- b. Justification and argumentation of the methodology and pedagogy behind the activities in the unit with evidences from specific examples and references to the contents of the master subjects

ASSESSMENT EVIDENCE 3:

Description of the evidence:

Teaching Portfolio where students have to include the first and the second version of the activities carried out outside the classroom together with a reflection.

Competences that are assessed:

- E16 Theoretical and practical knowledge of the learning and teaching English
- E17 Adapt curricula in teaching syllabi and activities.
- E18 Acquire criteria to select and design appropriate learning resources.
- E20 Integrar la formació en la comunicació audiovisual i multimèdia en el procés de l'ensenyament-aprenentatge.
- E21 Conèixer estratègies i tècniques d'avaluació i entendre l'avaluació com un instrument de regulació i estímul per l'esforç.
- G2 Oral and written communication.
- G3 Analysis and synthesis ability.

- G4 Organizational and planning capacity.
- G6 Criticism i self criticism capacity.
- G8 ICT use professionally.
- G11 Foreign language use.
- G12 Project design capacity

Mark: 50%

Dateline: 9th March. No portfolios will be accepted after the deadline.

Resitting: 15th April. If the portfolio is not awarded a mark above 5, students will be able to hand it in again and the maximum mark will be 5 points. No portfolios will be accepted after the deadline.

Indicators and assessment criteria evidence 3:

Students have a checklist with the indicators in "Resources" in sakai. The indicators deal with these three aspects:

- a. Presentation and use of the ICT
- b. Capacity of reflection bearing in mind the contents of the master subjects
- c. Capacity of synthesis of the key aspects of the issues and questions observed.
- d. Justification and argumentation of the opinions and provision of examples. The use of language is professional.
- e. Each activity has a list of indicators to assess their quality. These activities are stated in the developmental plan and each one has its own rubric.

If a student does not attend 80% of the class sessions, he will lose the right to continuous assessment and will have to take an exam apart from handing in all the assessment evidences as the rest of the students.

Students are asked to write a sentence where they state explicitly that the paper is original and that all references and sources are listed.

Tota la informació i les idees de l'evidència són originals i no han estat copiades de forma literal de cap altre recurs. Les idees i informació construïdes a partir d'altres s'han citat correctament.

According to the UdL regulations:

L'estudiant que utilitzi qualsevol mitjà fraudulent relacionat amb la prova i/o porti aparells electrònics no permesos, haurà d'abandonar l'examen o la prova, i quedarà subjecte a les conseqüències previstes en aquesta normativa o en qualsevol altra normativa de règim intern de la UdL. Aquest fet significarà una nota de zero en la prova en qüestió. En aquest sentit, el professor o professora responsable de l'assignatura podrà retenir qualsevol objecte involucrat en la incidència, sense destruir-lo i deixant-ne constància per escrit –mitjançant una acta–, i haurà de traslladar l'evidència i la notificació dels fets al professor o professora responsable de la coordinació del grau o màster.

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.

A student that takes the alternative evaluation will have to hand in the three assessment evidences and take a face to face exam.

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