



Universitat de Lleida

DEGREE CURRICULUM  
**TEACHING AND LEARNING -  
FOREIGN LANGUAGES  
(ENGLISH)**

Coordination: IRUN CHAVARRIA, MONTSERRAT

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	TEACHING AND LEARNING - FOREIGN LANGUAGES (ENGLISH)			
<b>Code</b>	14310			
<b>Semester</b>	ANUAL CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Blended learning
<b>Course number of credits (ECTS)</b>	12			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	2		10
	<b>Number of groups</b>	1		1
<b>Coordination</b>	IRUN CHAVARRIA, MONTSERRAT			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	120h lectives (60% face-to-face sessions and synchronous sessions + 40% asynchronous work)			
	180h autonomous work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	A level of C1 in English is necessary to pass the course.			
<b>Distribution of credits</b>	Module 1 and 2: Montse Irún Module 3: Robert Izquierdo Module 4:Sònia Mas			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IRUN CHAVARRIA, MONTSE RRAAT	montse.irun@udl.cat	5	
IZQUIERDO SANTAULARIA, ROBERT	robert.izquierdo@udl.cat	5	
MAS ALCOLEA, SONIA	sonia.mas@udl.cat	2	

## 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.

## Learning Outcomes

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 &amp; 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
	<b>231 hours</b>

## Development plan

### PLA DE DESENVOLUPAMENT

SESSIÓ	PROFES	CONTINGUTS
13/Oct	IRUN	Introduction to the ESO and BAT curriculum
19/ Oct	IZQUIERDO	Introducing Module 3 The Common European Framework
20/Oct	IRUN	Introduction to the ESO and BAT curriculum
26/Oct	IZQUIERDO	Introductory Task: Defining errors and mistakes
27 Oct	IRUN	ESO and Bat Syllabus Design
31 Oct (V. A) 9:-13h	IRUN	Syllabus components
2/ Nov	IZQUIERDO	Functions of assessment
3/ Nov	IRUN	ESO and Bat Syllabus Design
11 / Nov	IRUN	Les seqüències didàctiques. Activitats competencials
<b>PRÀCTIQUES (14 / Nov – 2 Dec)</b>		
12 Dec (V. A.) 12-14h	IRUN	Anàlisi de una activitat i una unitat competencial
14 / Dec	IZQUIERDO	Assessment definition and correction techniques
15 / Dec	IRUN	Analysis Course Planning
21 / Dec (V.A.) 9-13h	IZQUIERDO	Assessment types and feedback
22/ Dec (V.A) 9-11	IRUN	Les seqüències didàctiques. Activitats competencials
22/ Dec	IRUN	Les seqüències didàctiques. Activitats competencials
<b>VACANCES DE NADAL</b>		
11 / Gen	IZQUIERDO	Qualitative & quantitative assessment. Key concepts in evaluation and assessment
12 / Gen	IRUN	Les seqüències didàctiques. Activitats competencials. How to design a teaching unit
18 /Gen	IZQUIERDO	Assessment formativa i formadora
19 / Gen	IRUN	La competència comunicativa oral i escrita
23 / Gen V. A. 12-14h	IRUN	La competència comunicativa oral i escrita
25 /Gen	MAS	El concept de gènere
26 /Gen	IRUN	La competència comunicativa oral i escrita

1 /Feb	IZQUIERDO	Avaluació formativa vs formadora
2 / Feb	MAS	Perspectiva de gènere en la docència
3/ Feb V. A. (10-13h.)	IZQUIERDO	Classroom Assessment
6 / Feb V.C. 8-12h	MAS	Estratègies per a l'elaboració de materials amb perspectiva de gènere
8 / Feb	IZQUIERDO	Assessment Instruments
9 / Feb	MAS	Perspectiva de gènere en la docència
10 / Feb V. A. (10-13h.)	IZQUIERDO	Quiz and rubrics with Google forms and Classroom
15 / Feb	IZQUIERDO	Assessing competences
16 / Feb	MAS	Alternative assessment: self-assessment and peer assessment. Advantages and disadvantages. Portfolio Assessment.
<b>PRÀCTIQUES (20 / Feb – 28 Abr)</b>		
3 / Maig	IZQUIERDO	Sessió amb l'inspector d'anglès

V.A. = Synchronous sessions.

## 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 percentages 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: 22 January. Final Version 15 February.

No units will be accepted after the dateline.

**Resitting:** 13 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:** 16th 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:** 16th March. No portfolios will be accepted after the deadline.

**Resitting:** 13th 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, they 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.*

Plagiarism, which consists of the direct or INDIRECT copying from unacknowledged (online) sources, will result in the failure of the subject, with no possibility for the resit examination. In accordance with art. 3.1 of the UdL evaluation regulations, the student cannot use, in any case, during the evaluation tests, devices which are fraudulent or are not allowed. Any activity or evaluation test that includes evidence of plagiarism or fraudulent action will follow the [Regulations for the Assessment and Grading of Student Learning in UdL](#).

Students who work full time and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information, please contact the office. A student that takes the alternative evaluation will have to hand in the three assessment evidences and take a face-to-face exam.

## Bibliography

### Basic Bibliography:

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