Universitat de Lleida

DEGREE CURRICULUM

TEACHING AND LEARNING - FOREIGN LANGUAGES (ENGLISH)

Coordination: IRUN CHAVARRIA, MONTSERRAT

Academic year 2023-24

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, MONTSERRAT
Department	FOREIGN LANGUAGES AND LITERATURES
Teaching load distribution between lectures and independent student work	120 hours (60% face-to-face sessions + 40% autonomous work)
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: Montse Irún Module 2: Robert Izquierdo & Teacher Module 3: Sònia Mas

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IRUN CHAVARRIA, MONTSERRAT	montse.irun@udl.cat	5	
IZQUIERDO SANTAULARIA, ROBERT	robert.izquierdo@udl.cat	2,5	
LLADÓS PUIG, JÚLIA		2,5	
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.

Learning objectives

The objective is to learn how to teach foreign langauges 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 adquire 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 deisgn a learning unit where they are developed.

Learning Outcomes

1. Design a competency-based learning unit in English according to the Universal Design for Learning and gender perspective, and assess its efectivity.
2. Develop methodological strategies that promote the classroom to become a learning community as a social space that it is.
3. Implement and evaluate students' oral and written linguistic and communicative skills through activities that promote a competent use of the English language

Competences

COMPETENCIES

- E16 Theoretical and practical knowledge of the learning and teaching English
- E17 Adapt curricula in teaching syllabi and activities.
- E18 Adquire 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 comunication.
- 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 the organization of learning

1.1. Competence learning

1.2. English in the secondary school curriculum (ESO, high school, EOI and adults)

1.3. The didactic programming

1.4. Learning situations. Design, implementation and evaluation

II.- The skills of the 21st century

2.1. The European Language Framework and the ELP

2.2. The new teaching role: Teacher evaluation. co-teaching

2.3. Interdisciplinary skills

III.- 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.

In the case of autonomous work, 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.

AUTONOMOUS WORK

Digital Breakout	10 hours
Design of an assessment activity	10 hours
Planning and design of a unit	80 hours
Essay on *teaching roles*	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

SESSION	TEACHER	CONTENTS
11 Oct	IZQUIERDO	The Common European Framework
18 Oct	IZQUIERDO	The PEL
19 Oct	IRUN	Introduction to competency-based learning
25 Oct	IZQUIERDO	The new role of teachers
26 Oct	IRUN	Competency-based learning
2 Nov	IRUN	Syllabus components
PRÀCTIQUES (13 Nov – 1 Dec)		
9 Nov	IRUN	English in the ESO, Batxillerat, EOI and Adults' curriculum
13 / Dec	IZQUIERDO	Assessing teachers
14 / Dec	IRUN	English in the ESO, Batxillerat, EOI and Adults' curriculum

Date	Teacher	Topic
20 Dec	IZQUIERDO	Co teaching
21 Dec	IRUN	English in the ESO, Batxillerat, EOI and Adults' curriculum
VACANCES DE NADAL		
8 Jan	MAS	Introducing gender
10 Jan	LECTOR	Communicative competences
11 Jan	IRUN	Learning situations Syllabus Design
15 Jan	MAS	Introducing gender
17 Jan	LECTOR	Communicative competences
18 Jan	IRUN	Learning situations Syllabus Design
22 Jan	MAS	Gender perspective in teaching
24 Jan	LECTOR	Communicative competences
25 Jan	IRUN	Learning situations Syllabus Design
29 Jan	MAS	Gender perspective in teaching
31 Jan	LECTOR	Communicative competences
1 Feb	IRUN	Learning situations: implementation, design and assessment
2 Feb	IRUN	Learning situations: implementation, design and assessment
5 Feb	MAS	Gender perspective in teaching
5 Feb	LECTOR	Communicative competences
7 Feb	LECTOR	Cross curricular competences
8 Feb	IRUN	Learning situations: implementation, design and assessment
9 Feb	IRUN	Learning situations: implementation, design and assessment
12 Feb	MAS	Strategies to materials design with agender perspective
14 Feb	LECTOR	Cross curricular competencies
15 Feb	IRUN	Learning situations: implementation, design and assessment
16 Feb	MAS	Strategies to materials design with a gender perspective
PRÀCTIQUES (20 / Feb – 28 Abr)		
2 May	IZQUIERDO	Session with the English Inspectorate

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. You need to pass the exam but it will not affect the final mark

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 5 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 Adquire 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 estimulus

- 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
- E**3** Adquire criteria to select and design appropriate learning resources.
- E**4** Encourage a classroom atmosphere that enhances learning and values students' partiicpations.
- 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 comunication.
- 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 form specific examples and refrences 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 Adquire 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 comunication.
- 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 isuues 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.*

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For more information, please contact the office. A student that takes the alternative evaluation will have to hand in the three assessment evidences by the dateline, which will be taken into account for the final mark, and take a face-to-face exam, which has to be passed but is not accountable for the final mark.

Bibliography

Basic Bibliography:

Harmer, J. (2015)[5] *The Practice of English Language Teaching*, Longman.

Pla, L (2014) *Enseñar inglés entre dunas*. Barcelona: Horsori

Ur, P. (2012)[2] *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Bibliografy:

Barba, C. & Capella,S.(2010) *Ordinadors a les Aules. La clau és la metodologia*. Barcelona: Editorial Graó.

Bartram, M. & Walton,R. (2002) *Correction.* Thomson.

Bernaus, M. & Nussbaum, L. (2001) *Didáctica de las leng*uas extranjeras en la Educación Secundaria Obligatoria. Síntesis.

CIREL (2011) *La Mirada Experta: Ensenyar I Aprendre Llengües.* Col·lecció Innovació I Formació. Generalitat de Catalunya. Departament d'Ensenyament. Servei de Comunicació I publicacions.

Cots, J.M et al. (2007*) La conciencia lingüística en la enseñanza de lenguas*. Barcelona: Ed. Graó.

Dörnyei, Z. (2001) *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press (Traducció al català: Estratègies de motivació a l'aula de llengües. Barcelona: UOC, 2008).

Dörnyei, Z.; (2003) *Group Dynamics in the Language Classroom*. Cambridge: Cambridge University Press.

Estaire, S. & Zanón, J. (1994) *The Framework for Planning Units of Work Stage by Stage.* Macmillan.

Gower, R. (1995) *Teaching Practice Handbook.* Heinemann.

Gower, R. Phillips, D., Walters, S (2005) *Teaching Practice. A handbook for Teachers in Training*. Macmillan

Hedge,T. (2000) Teaching and Learning in the Language Classroom. Oxford.

Ion, G., Silva & Cano, E. (2013) El Feedback I el Feedforward en la Evaluación de las Competencias de estudiantes universitarios. Universitat de Barcelona.

Karlsson, M. (2019) An Analysis of the Relationship among Teacher Feedback, Feedforward and Grade on Swedish Universities Students' Compositions in ESL. Halsmtad University, Sweden.

Little, D. (2006) Language Teaching. Cambridge University Press.

MacConlogue, Teresa (2020) Assessment and Feedback in Higher Education. A Guide for Teachers. UCL Press.

Nation, I. (2009*) Teaching ESL/EFL Listening and Speaking*. New YorK: Routledge

Nuttall, C. (1996) *Teaching Reading Skills in a Foreign Language.* (2nd edition) London: Heinemann.

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.

Rost, M. (2002) *Teaching and Researching Listening*. Harlow, England: Pearson.

Sanmartí, N. (2010) *Avaluar para Aprendre*. Generalitat de Catalunya. Departament d'Ensenyament. Sevei de Comunicació I publicacions.

Sanmartí, N. (2020) *Avaluar és Aprendre*. Generalitat de Catalunya. Departament d'Ensenyament. Sevei de Comunicació i publicacions.

Scrivener, J. (2005) *Learning Teaching*. Cambridge: Macmillan

Tanner, R. & Green, C. (1998) *Tasks for Teacher Education.* Longman.

Tsui, A B. (1995) *Introducing Classroom Interaction.* Penguin

White, R, and Arndt V. (1991) *Process writing*. London: Longman.