



Course Syllabus

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|------------------------------------|---|----------------------|------------|
| Course | Teaching and learning languages | | |
| Module | MODULE # 01: Competences in communication | | |
| Degree | International Semester on Education | | |
| Plan Code | 904 | Course Code | 75041 |
| Teaching period | Second semester | Type | Compulsory |
| Level | Degree | Academic Year | 2019/2020 |
| ECTS | 2,5 ECTS | | |
| Language | English | | |
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1. General scope

The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighborhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

1.1 Context

In this globalized world, learning foreign languages has become increasingly important.

Attendants to this course are urged to develop in students skills regarding foreign languages that are necessary for school success and for critical thinking. Knowing languages is fundamental for participation in democratic societies, for social inclusion and cohesion.



We will focus on language acquisition process and teaching strategies to be used in the classes in order to reach the subject learning outcomes.

1.2 Relation with other courses

This course is included in the “set of subjects” oriented by the European Council Recommendation on key competences for lifelong learning (2018). The list of courses developed in this semester is interlinked, and everyone is part of the integrated project that every student has to develop as a whole. In this sense, this course is related into the international semester as a key competence for the building to the European citizenship through this integrated strategy of initial or permanent teacher training for the primary and/or secondary school.

1.3 Prerequisites

Fluency in English is expected (Level B2).

2. Competences

2.1 General

In the Recommendations on key competences for lifelong learning, these are defined as a combination of knowledge, skills and attitudes.

In this course, students will be trained on how to develop competences in communication on others. To be competent in a foreign language means to have developed a linguistic, a sociolinguistic and a pragmatic competence to be able to communicate in foreign languages.

Communication in foreign languages also calls for skills such as mediation and intercultural understanding. It is urged to take into account the individual's social and cultural background, environment, needs and/or interests.

2.2 Specific

The course will promote those competences that are specific to communication in foreign languages.

3. Learning Outcomes

The students will be able to:

- Know and analyze the theoretical framework of teaching and learning languages.
- Plan learning tasks from the communicative interaction.
- Handle information from diverse resources.
- Perform practical tasks related to the theoretical knowledge.
- Prepare critical reports on the theoretical knowledge and the practices carried out.
- Know and understand the current paradigms of the design of foreign language programs for a practical application.
- Be able to select, adapt and design didactic materials, to be used in the development of the different communicative activities.
- Be able to develop initiative and an attitude of innovation and creativity.
- Design different means to evaluate: forecast of what will be evaluated, criteria and assessment instruments, introducing different strategies for each level, student typology and characteristics of the educational context.



4. Contents

- Acquisition and Learning Processes in Foreign Languages.
- The development of the communicative competence in English as a Foreign Language teaching: analysis of curricular references.
- Developing oral communication skills in the Foreign Language classroom.
- Developing written communication skills in the Foreign Language classroom.
- The planning process in English as a Foreign Language: decision-making on program components.
- Ideas and organization of learning sequences: activities as a core component.
- Evaluation of the teaching/learning process of English as a Foreign Language: modalities and tools.

5. Methodology

The methodological procedures which will be using in this course are lectures, seminar classes, workshops, practical classes, cooperative learning and experiential learning.

Students will be engaged in:

- o Observation and analysis of didactic documents.
- o Identification of the problems in the foreign language classroom.
- o Problem-solving: Case study and problem solving in different situations arose in the classroom.
- o Designing different sequences adapted to the education level by identifying the curricular components.

6. Student dedication to the course

| Classroom activities | Hours | Outside the classroom | Hours |
|------------------------|-----------|-----------------------------|-------------|
| Lectures | 10 | Autonomous work. | 37,5 |
| Practice sessions | 15 | | |
| Total in the classroom | 25 | Total outside the classroom | 37,5 |

7. Grading criteria

| Evaluation | Percentage | Comments |
|--|------------|---------------------------|
| Participation in class dynamics | 25 | Attendance is compulsory. |
| Practice activities | 50 | |
| Contribution to the integrated project | 25 | |

| Spanish Scale | ECTS Scale | Definition |
|-----------------------------|------------|------------------------|
| 9.0-10.0 Matrícula de honor | A+ | Excellent with Honours |
| 9.0-10.0 Sobresaliente | A | Excellent |



| Spanish Scale | | ECTS Scale | Definition |
|---------------|----------|------------|--------------|
| 8.0-8.9 | Notable | B | VeryGood |
| 7.0-7.9 | Notable | C | Good |
| 6.0-6.9 | Aprobado | D | Satisfactory |
| 5.0-5.9 | Aprobado | E | Sufficient |
| 0.0-4.9 | Suspenso | FX/F | Fail |

8. Basic references

Coyle, D., Hood, Ph., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. New York: Cambridge University Press.

Krashen, S. (1981). Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press.

Newby, D. et al. (2007). *European Portfolio for Student Teachers of Languages*. Graz: ECLM. Council of Europe.

O'Malley, J.M. and Chamot, A.U. (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

Oxford, R. (1991). *Language learning strategies. What every teacher should know*. New York: Newbury House Publishers.

9. Final considerations

As said above, this semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy of teaching within the core curriculum of primary and secondary schools. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.