

Academic Year/course: 2022/23

63266 - Design of Learning Activities for EFL

Syllabus Information

Academic Year: 2022/23

Subject: 63266 - Design of Learning Activities for EFL

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

599 -

ECTS: 8.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The main objective of this subject is to provide students with well-founded criteria to analyse, select, develop and evaluate teaching-learning activities and situations following the indications of the official curricula for the Secondary Education stage: ESO, Baccalaureate and EOI. Likewise, the subject seeks to help students develop the competence to organize and manage the development of learning situations in the classroom as well as the student work process and its evaluation. In addition, students must reflect on the selection of motivating teaching resources that promote the development of both communicative competence and intercultural competence of their future students.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of learning of the subject provides training and competence to contribute to some extent to its achievement: SDG 4 (Quality Education); SDG 5 (Gender Equality); SDG 10 (Reduced inequalities); SDG 11 (Sustainable cities and communities); SDG 16 (Peace, justice and strong institutions); SDG 17 (Partnerships to achieve the goals)

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

1.2. Context and importance of this course in the degree

Within the set of subjects of the specialty of the Master, this subject must constitute a continuum with the subject 63265 Instructional and Curricular Design. On the other hand, the skills that the student acquires in this subject must be projected in the Practicum II of the Master and in those TFM related to the design of didactic units.

1.3. Recommendations to take this course

Since the subject will be taught in English, the teaching-learning materials will be based primarily on literature published in English. Likewise, English will be used in the activities, tasks and discussions developed in class, as well as to carry out all the learning evaluation tests. For a good performance of the student, a level of oral and written competence between B2+ and C1 of the Common European Framework of Reference for Languages is recommended.

2. Learning goals

2.1. Competences

CE40 - Analyze the criteria for the design of good learning activities and evaluation systems, based on the most accepted theories and models and the principles of the different learning methodologies. It includes: understanding and valuing the theoretical-practical developments of the teaching and learning of the subjects; identify and understand methodologies that encourage activity and collaboration, as well as the elements and techniques that put into practice the theoretical assumptions that support them; identify and understand different teaching strategies and teaching skills necessary to introduce such methodologies in the classroom; develop and apply teaching methodologies adapted to the diversity of students; analyze and assess strategies to promote autonomous learning in students; recognize and apply strategies to

stimulate student effort and develop thinking and decision skills that facilitate autonomy, confidence and personal initiative; know the most relevant elements to consider in the framework of learning evaluation; know and select different evaluation methods; plan learning assessment

CE41 - Assess the impact of the use of information and communication technologies as support for active and collaborative methodologies. Evaluate the most appropriate criteria for use based on the subjects, the learning objectives and the different contexts

CE42 - Assess the quality of different types and cases of learning activity designs based on previously developed criteria

CE43 - Transform curricula into didactic programs and these into activity and work programs through the practical design of learning activities in the specific subjects of the specialty, applying the criteria of quality and methodological variety, promoting educational processes that facilitate the acquisition of the competences of the subject, taking into account the level and previous training of the students and following the criteria derived from the knowledge of the characteristics and specific problems of learning these subjects and the different strategies and procedures to address them

CE44 - Analyze the keys to a good learning environment and evaluate practical cases based on the principles of accessibility and variety of information modalities, facilitation of collaboration and tutoring, promotion of intense cognitive activity, wealth of tools and experiences and attention to cognitive diversity. All this, using the potential of ICT, image, audiovisuals and multimedia applications. It includes: integrating training in audiovisual and multimedia communication in the teaching-learning process; analyze, assess and establish selection criteria and preparation of educational materials

CE45 - Analyze the criteria and procedures to organize and manage the activities taking into account the involvement of the students, tutoring of activities, promotion of collaborative work, expository quality and formative evaluation

CE46 - Prepare adequate learning environments in specific subjects and organize and manage the activities designed following the established quality criteria

2.2. Learning goals

In order to pass this subject, students must demonstrate the following results ...

1. Ability to critically analyze the role of the teacher and the student and the possible educational contributions of communicative approaches.
2. Ability to critically evaluate the activities or materials for teaching FL skills, as well as its lexicon, grammar and pronunciation, following the teaching and learning principles described in class.
3. Ability to evaluate, adapt, develop and implement materials and tasks for teaching oral and written comprehension and production skills, interaction and mediation in the LE, as well as its lexicon, grammar and pronunciation, following the principles of teaching and learning described in class.
4. Ability to critically evaluate the most relevant aspects and didactic principles of a sequence of activities or didactic unit.
5. Ability to plan and develop a learning sequence taking into account the communicative principles and work by tasks.
6. Ability to design activities, resources and different techniques to assess the written and oral skills of their future students.
7. Ability to efficiently organize class work, giving priority to collaborative work.
8. Ability to adapt and developing resources that facilitate attention to diversity.
9. Ability to select and design motivating resources and activities in the L.E. that promote the development of both communicative competence and intercultural competence.

2.3. Importance of learning goals

Students who demonstrate that they have obtained the learning outcomes outlined in the subject will be in a position to approach their future teaching in a well-founded, reflective, critical, collaborative and creative manner. Likewise, they will be able to apply the principles and skills acquired for the selection and design of materials and resources that facilitate the acquisition of the necessary skills to communicate in a foreign language and function in an intercultural society.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that they have achieved the intended learning outcomes through the following assessment activities:

For students who regularly attend class, the evaluation will consist of three activities described in more detail below:

Activity 1. Preparation of a portfolio of class assignments (20%)

Activity 2. Design of a sequence proposal or didactic unit (60%)

Activity 3. Presentation, defense and communication of your proposed sequence or didactic unit (20%)

Regular class attendance and the delivery of tasks that demonstrate the knowledge acquired will be a requirement for this evaluation model. If you do not attend class regularly and do not submit class assignments, it will be understood that you opt for the global assessment method described below in the section ?Global test and second call?.

Activity 1 Preparation of a portfolio of class assignments to be delivered throughout the course and that include:

- a. Design of oral and written communicative activities that require the planning of objectives, contents and learning results.
- b. Questionnaires for the review of theoretical-practical concepts treated in the readings and presentations of the class.
- c. Analysis and selection of materials for the development of communicative and intercultural skills in the L.E.

In assessing these tasks or activities, the student's contribution in class as well as their progress and effort will be taken into account. The evaluation criteria and structure of these evaluation activities, as well as their respective delivery dates, will be communicated through Moodle.

Activity 2. Design of a teaching unit proposal:

Students will be provided with an index to build their UD as well as a rubric for evaluation. This didactic unit, designed for between 6 and 8 class sessions in a Secondary Education Center, should propose activities to work on each of the five skills and to work on the skills of oral and written comprehension and production, interaction and mediation in the L.E., as well as the intercultural competence of the students. In addition, it must include a proposal to assess student learning. The teaching unit must be delivered after completing the Practicum II.

The U.D. It will be assessed according to the following aspects: Clarity and coherence in the description of the most relevant aspects of the context and justification of the decisions made in the planning of the instruction according to its context; Clarity and coherence of the proposed objectives and content, as well as the contribution to the development of basic skills; Clear, adequate and coherent description of the methodological principles; Coherence and effectiveness of the proposed activities; Adaptation and justification of the planning to validated didactic principles; Clarity and precision in the formulation of the evaluation criteria; Variety and reliability of learning assessment activities; General coherence of the evaluation proposal; Variety and reliability of the evaluation activities of the teaching-learning process. Depth and coherence of the reflections and conclusions on this process; Fluency, clarity, precision and efficiency in the use of the L2; Originality and quality of the materials and resources designed and adapted for learning.

Activity 3. Presentation, defense and communication of your proposed sequence or didactic unit.

This defense will be made after concluding the Practicum II. For the evaluation of this presentation, the following evaluation criteria will be taken into account: detailed and weighted in the rubric provided at the beginning of the course: Adequate description of the key aspects of the context and of the decisions made in the planning and implementation of the instruction; Clarity and coherence of the proposed objectives and content; Clarity, precision and amplitude in the formulation of the methodological principles. Evidence of its application in the didactic sequence; Adaptation of the selected activities to the didactic principles treated in the subject; Clear and effective explanation of activities. Interest and originality of activities and materials; Variety and adequacy of student learning assessment activities. Clarity of the evaluation and qualification criteria (assessment); Variety and adequacy of the evaluation activities of the teaching proposal and implementation (evaluation); Fluency, clarity, precision and efficiency in the use of the L2; adequate rhythm; Effectiveness and originality of the audiovisual resources used for communication

Global test and second call:

In compliance with articles 8.1 and 9.3 of the Learning Assessment Regulations of the University of Zaragoza, there is a global assessment test, to which all students will be entitled and which will be held on the date set in the official exam calendar.

The test will consist of the following activities

Activity 1. Written test on the contents of the subject (50% of the grade). It will consist of short and development questions to assess the acquisition of the content and the development of the skills of the subject.

Activity 2. Preparation and oral defense of a teaching unit (50% of the grade). The didactic unit will be prepared according to the indications that appear in this guide and will be evaluated according to the same evaluation criteria indicated above. The didactic unit will be delivered on the day of the test. The oral defense will consist of an interview of between 15 and 20 minutes that will be evaluated according to the same evaluation criteria indicated above. The defense will be held once the written test is over.

Evaluation criteria

The evaluation criteria for each of the activities will be made known to the student at the beginning of the course. To do this, an evaluation rubric will be provided that reflects the different aspects to be evaluated and their relative importance or weighting in the evaluation of the activity.

Following the evaluation regulations of the University of Zaragoza, fraud or total or partial plagiarism in any of the evaluation tests will lead to the failure of the subject with the minimum grade, in addition to the disciplinary sanctions that the center adopts, once informed by the faculty responsible for the subject.

Any student may be called for tutoring to fully or partially defend any of the evaluation tests presented, whether individual or group, in order to guarantee the original authorship and participation in all of them.

Fifth and sixth call

It will coincide with the global test described in the previous section.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

The methodology of the subject will combine theory and practice in such a way as to facilitate the application of theoretical principles to daily practice in the classroom.

An active and participatory methodology will be used in class that allows interaction with and between the students and prevents the teacher from becoming the only source of information.

In addition to exposing the contents with the support of multimodal supports (videos, powerpoint, written texts, hyperdocs, etc.), students must participate in different individual and group activities that facilitate the assimilation of concepts and allow them to relate them to the knowledge previous. Next, tasks will be designed in which the student must apply these concepts to evaluate activities, materials and teaching techniques, modify them if necessary and, finally, design and choose their own resources and teaching-learning techniques.

4.2. Learning tasks

The program offered to the student to help him achieve the expected results comprises the following activities:

In class (up to 80 hours):

1. Presentation of content by the teacher. (30 hours)
2. Activities of reflection, discussion and application of content. (40 hours)

Throughout the subject, activities will be carried out individually and in small groups that will then be discussed collectively, in such a way that they allow a better assimilation of the contents and that develop the student's capacity for critical reflection and creativity. Activities may include:

- ? Completion and sharing of reflection and analysis tasks on specific aspects of the course curriculum.
 - ? Analysis and evaluation of activities, curricular materials and textbooks.
 - ? Presentation by students of proposals for the creation or adaptation of materials/activities based on certain theoretical-practical principles discussed in class.
3. Collective evaluation of the programmed didactic units. Activities may include:
 - ? Presentation by the students of the U.D.
 - ? Discussion of the most frequent problems or doubts encountered by the students.

The organization of conferences or seminars with guest speakers that facilitate the acquisition of the skills of the subject will be contemplated.

Out of class:

1. Reading documentation and reference bibliography
2. Preparation of properly documented reflections, essays and critical reports on the tasks of the foreign language teacher in Secondary and Baccalaureate. Other aspects that can be analyzed include: methodological models/techniques used, teaching of the macro-skills of the foreign language, classroom management, specific interventions in the classroom, etc. These reflections may be based on the activities and contents covered during the course, as well as on the observation and analysis carried out during the internship period.
3. Critical analysis of activities and materials for teaching the foreign language. These materials include both those provided during the course, and those to which the student has access during the internship period.
4. Preparation of tasks and other activities for teaching the foreign language.

4.3. Syllabus

Unit 1: Role and competences of the teacher in the English language classroom: Communicative approaches & Task-based Learning

Unit 2: Strategies and resources for the development of oral reception (comprehension in listening)

Unit 3: Strategies and resources for developing receptive skills of written texts (comprehension in reading)

Unit 4: Strategies and resources for vocabulary learning

Unit 5: Strategies and resources to focus on form

Unit 6: Strategies and resources for developing written production and interaction skills (written communication)

Unit 7: Strategies and resources for the development of oral production, interaction and mediation (spoken communication)

Unit 8: Strategies and resources for evaluation and assessment

Unit 9: Inclusive education: Differentiated instruction, Intercultural competence, SDGs and European programs

Unit 10: Design of a learning unit. Analysis and assessment of the Learning Units designed by students.

4.4. Course planning and calendar

Before Practicum II, students must present the oral and written activities that are part of the portfolio of tasks according to the topics covered. Likewise, they must prepare the draft of the Didactic Unit proposal that they will deliver and defend orally after the Practices.

Students must deliver the different works on time and carry out the proposed and agreed activities on the dates established by the teachers throughout the course.

After Practicum II, the Didactic Units will be delivered and defended.

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching setting. They will be adjusted to the socio-sanitary conditions of at all times, as well as the indications given by the competent authorities.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63266>