

63266 - Design of Learning Activities for EFL

Syllabus Information

Academic year: 2024/25

Subject: 63266 - Design of Learning Activities for EFL

Faculty / School: 107 - Facultad de Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education
599 - Master's Degree in Foreign Language Teaching: English

ECTS: 8.0

Year: 1

Semester: Second semester

Subject type: Optional

Module:

1. General information

The main objective of this subject is to provide students with criteria, strategies and models to analyse, develop and evaluate teaching-learning situations, selecting and creating motivating teaching resources that promote the development of communicative and intercultural skills of their future students and in alignment with the official curricula for the Secondary Education stage: ESO, Bachillerato and EOI.

Since the subject will be taught in English, a level of oral and written proficiency between B2+ and C1 of the CEFR is recommended. Previously, students must have taken the subject 63265 *Instructional and Curricular Design*.

2. Learning results

Upon completion of the subject, the student will be able to:

1. Critically analyse the role of the teacher and the student and the possible didactic contributions of communicative approaches
2. Critically evaluate activities or materials for teaching F.L. skills and lexis, grammar and pronunciation, following the principles of teaching and learning described in class.
3. Evaluate, adapt, elaborate and implement materials and tasks for the teaching of comprehension, oral and written production, interaction and mediation skills in F.L., as well as lexis, grammar and pronunciation following the principles of teaching and learning described in class.
4. Critically evaluate the most relevant didactic aspects and principles of a sequence of activities or didactic unit
5. Plan and develop a learning sequence taking into account the communicative and task-based work principles
6. Design activities, resources and different techniques to assess the written and oral skills of their future students.
7. Efficiently organize class work, giving priority to collaborative work.
8. Adapt and develop resources to facilitate attention to diversity.
9. Select and design motivating resources and activities in the F.L. that promote the development of both communicative competence and intercultural competence.

3. Syllabus

Unit 1: Communicative approaches & Task-based Learning

Unit 2: Strategies and resources for developing receptive skills of written texts (comprehension in reading)

Unit 3: Strategies and resources for vocabulary learning

Unit 4: Strategies and resources for the development of oral reception (comprehension in listening)

Unit 5: Strategies and resources for developing written production and interaction skills (written communication)

Unit 6: Strategies and resources for the development of oral production and interaction (spoken communication) & mediation

Unit 7: Strategies and resources to focus on form

Unit 8: Design of a learning unit

Unit 9: Inclusive education: Differentiation, Intercultural competence, Film resources, SDGs and European programmes Unit 10: Analysis and assessment of the Learning Units designed by students

4. Academic activities

The methodology of the subject combines theory and practice, counting at all times with the active and collaborative participation of the students. The theoretical contents are presented in multimodal supports (hyper documents used in class, readings and videos accessible in Moodle) and students apply these concepts to evaluate activities and materials and design their own teaching-learning situations.

Face-to-face activities:

- Presentation of contents by the teaching staff
- Activities for reflection, discussion and application of content
- Presentation by the students of the didactic units

Non-face-to-face activities:

- Reading documentation and reference bibliography

Elaboration of tasks and other activities for foreign language teaching

5. Assessment system

For students who attend class regularly, turn in assignments and actively participate, the evaluation will consist of three activities:

1. Elaboration of a portfolio of class assignments (20%). These include:

- a. Design of communicative learning situations based on the task-based approach.
- b. Quizzes for review of theoretical-practical concepts covered in the readings and class presentations.
- c. Analysis and selection of resources and design of materials for the development of communicative and intercultural competences

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

Students will be provided with an index to elaborate their didactic unit as well as a rubric for its evaluation.

Designed for 6 to 8 class sessions in a Secondary School, the DU should propose activities to develop comprehension and oral and written production, interaction and mediation skills in English, as well as the intercultural competence of the students. . In addition, it should include a proposal for assessing the learning of the students. The didactic unit must be handed in after the conclusion of Practicum II.

They will be evaluated according to the following aspects of the designed DU: Clarity and coherence in the description of the context, pedagogical and methodological principles , learning objectives, scaffolding and contents; justification of the decisions taken; coherence and effectiveness of the proposed activities; adequacy and justification of the planning to validated didactic principles , the communicative and task-based approach; clarity and precision in the formulation of the evaluation criteria; originality and quality of the materials and resources designed and adapted for learning.

3. Presentation and defence of their didactic unit (20%)

The defence will take place after the conclusion of Practicum II. For the evaluation of this presentation, the following will be taken into account: Clarity and coherence in the description of the context, pedagogical and methodological principles, learning objectives, scaffolding and contents; Adequacy of the selected activities to the didactic principles covered in the subject; Interest and originality of the activities and materials; Fluency, clarity, precision and effectiveness in the use of L2; Adequate rhythm; Effectiveness and originality of the audiovisual resources used for the presentation.

The evaluation criteria and structure of these evaluation activities, as well as their respective due dates, will be communicated in class and via Moodle . Any student may be called to tutoring to defend all or partially any of the evaluation tests submitted, whether individual or group, in order to ensure original authorship and participation in all of them.

Global test and second call:

There is a global evaluation test, to which all students will be entitled and which will be held on the date set in the official examination calendar. Failure to attend class regularly and not hand in homework will be understood as opting for the global evaluation modality.

The test will consist of the following activities

1. Written test on the contents of the subject (50%). It will consist of short and developmental questions to evaluate the acquisition of the contents and the development of the competences of the subject.
2. Elaboration and oral defence of a didactic unit (50%). The didactic unit will be elaborated 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 defence will consist of a 15 to 20 minute interview, which will be evaluated according to the same evaluation criteria as mentioned above. . The defence will take place after the written test has been completed.

Fifth and sixth calls

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

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

- 4 - Quality Education
- 5 - Gender Equality
- 10 - Reduction of Inequalities