Màster de formació de professorat de secundària, batxillerat, EOI i mòduls professionals

Especialitat d'anglès

Aprenentatge i Ensenyament 1

AE1

- ★ SLA in formal instruction contexts
- ★ Content-based instruction
- ★ Curriculum & programming

Helena Roquet

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Helena is head of the Institute for Multilingualism at Universitat Internacional de Catalunya and an adjunct professor in the Department of Translation and Language Sciences at Universitat Pompeu Fabra. Before that, she taught English and German in public Secondary Education.

She completed her PhD in Second Language Acquisition at UPF in July 2011, which focussed on the integration of content and language in mainstream education. Helena is also collaborating with the consolidated research group ALLENCAM (Language Acquisition from Multilingual Catalonia) in UPF, a project granted by the Catalonian Government. Her main research interests lie within the field of second and third language acquisition, bilingualism and CLIL, and EMI (English Medium Instruction).

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Oriol Pallarès
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Oriol Pallarés started his teaching career as an English and music teacher in both primary and secondary education. Since then he has taught in plurilingual programs, been involved in various CLIL projects (Content and Language Integrated Learning) and worked in California as a high school Spanish teacher. He is currently a part-time lecturer at the UPF and the UAB, an English teacher with the Escola Oficial d'Idiomes, the EOI de Cornellà de Llobregat school principal, as well as an experienced teacher trainer. He has participated as a teacher trainer in a variety of in-service teacher development programs and is currently involved in the CLIL and Plurilingualism teacher-training program organized by the Departament d'Ensenyament.

Oriol is particularly interested in the fields of CLIL, oral interaction assessment and computer-mediated communication.

Mᵃ Teresa Galobardes

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Maria Teresa Galobardes Vosseler holds a degree in English and German Philology from the University of Barcelona. She has over twenty years of experience teaching English and German to students in many different kinds of secondary schools. She has been an inspector of education since 2001 and Deputy Chief Inspector of Barcelona since 2005. She has been involved in in-service and pre-service training of teachers for the last twenty years and has been a consulting professor at the Open University of Catalonia (UOC) since 2012. Her research interests include educational evaluation, curriculum development and ICT as a support for innovation in teaching.

Subject overview

This module is aimed at providing students with an overview of the theoretical foundations of the processes of acquisition and learning of English as a foreign language, in connection to the contents of the curriculum and communicative content-based approaches.

- ★ First year module
- ★ Nºof ECTS: 5
- ★ Subjects: **Second Language Acquisition**, **Content-based Approaches** and **Curriculum**.
- ★ Classroom hours: 30
- ★ Autonomous work hours: 95

Competences

By the end of this module, trainees should be able to:

- ★ Know the cultural and educational value of the corresponding specialisation and the contents that are taught in the respective areas
- ★ Know the history and recent developments of the subject and its perspective in order to convey a dynamic perspective
- ★ Be familiar with contexts and situations in which various curricular contents are used or applied
- ★ Know about the theoretical and the practical developments in current trends in teaching and their corresponding materials
- ★ Acquire criteria to select and create teaching materials
- ★ Know and apply innovative teaching proposals in the field of the specific specialisation
- ★ Identify problems related to the teaching and learning of English as a foreign language and articulate alternatives and solutions

- ★ Recognise the norms and institutional organisation of the educational system, as well as the models of quality improvement currently applied in schools
- ★ Express themselves correctly in English, both orally and in writing, in both colloquial and academic registers, and according to the C1 level of proficiency of the Common European Framework of Reference for languages
- ★ Recognise multiculturalism as present in both oral and written teaching materials, and design resources and strategies to develop students' cultural awareness
- ★ Analyse and reflect on the basic elements that characterise the process of acquiring and learning a foreign language
- ★ Analyse and reflect on the basic elements that characterise the teaching of a foreign language
- ★ Understanding the relationship between learning models, teaching methods and the selection and design of materials and tasks
- ★ Design curricular programmes and teaching units that integrate teaching and learning of foreign language and content, taking into account the four key principles of this approach: the progression in content learning and communicative language use, and the development of students' cognitive skills and of cultural awareness
- ★ Design curricular programming and design lesson plans taking into account students' social, educational and individual factors (age, attitude, aptitude, motivation, personality and cognitive style and learning) involved in the teaching and learning of a foreign language within secondary education
- ★ Adapt educational materials to students' needs and to the objectives of the curriculum plan and teaching units

★ Design and carry out critical observation of teaching and learning, including the implementation of curriculum and teaching programmes, classroom management, interactions among both students and teachers and their perceptions of teaching and learning, as well as the materials and activities used and their effect on teaching/learning processes

★ Relate the processes and attitudes observed in the foreign language classroom with the social context of the classroom and the personal characteristics of students

★ Design and develop innovative educational projects

★ Formulate suitable research questions within the field of learning and teaching a foreign language

AE1 - Second language acquisition in formal instruction contexts

- Theoretical foundations of the processes of acquisition and learning of EFL.
- Social, educational and individual factors involved in these processes, and their relationship with different models and experiences of teaching additional languages (bilingual programs, language immersion, etc).

Instructor: Helena Roquet
Nºof ECTS:2
Classroom hours:10
Autonomous working hours:40

Methodology

The methodology followed in the sessions will be:
- Required readings before each session (except for sessions 1 and 5).
- Explanation and discussion of main topics in each session.
- Some video presentations and other materials to further develop main topics.
- Instructional implications and discussion in groups.
- Group tasks dealing with instructional implications of the topics studied from an applied point of view.

Syllabus

Session	Contents
1	- Course presentation: syllabus and assessment. Questionnaire on second language acquisition and language teaching.
2	- Theories and foundations of SLA. - The interlanguage model. - The communicative approach.
3	- Learning contexts. - Input, interaction and output. - Error treatment. Error treatment task.
4	- Individual differences in SLA. A case study (introduction of task 1).
5	- Oral presentations (first part of task 2). - Course evaluation.

Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 40%	**Individual task.** Written assignment on the implications for formal instruction of one case study taking into account the individual differences affecting second language acquisition.
	25th January 50%: Task fulfillment. 30%: Language, Content organization. 20%: Theoretical framework.
Task 2 60%	**Group project.** Oral presentation and written assignment. Zooming into one of the course contents of the course and relating it to the course participants' teaching practice.
	18th April 50%: Task fulfillment. 30%: Language. Content organization. 20%: Theoretical framework.

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Required readings

- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richard and R. W. Schmidt (Eds.). Language and communication (pp. 2-27). London and New York: Longman.

- Dörnyei, Z. & Skehan, P. (2003). Individual differences in SLL. In C. J. Doughty and M. H. Long (Eds.). The handbook of second language acquisition (pp. 589-630). Oxford: Blackwell.

- Ellis, R. (2006). Researching the effects of form-focused instruction on L2 acquisition. In AILA Review 19 (pp. 18-41).

- Lightbown, P. & Spada, N. (2006). Factors affecting second language learning. In P. Lightbown and N. Spada. How languages are learned. (pp. 53-76). Oxford Handbooks for Language Teachers.

- Mitchell, R. & Myles, F. (1998). The recent history of SLL research. In R. Mitchell and F. Myles. Second language learning theories (pp. 22-41). New York: Routledge.

- Oxford, R. (1993). Second language research on individual differences. In Annual Review of Applied Linguistics 13 (pp. 188-205). Cambridge University Press.

- Pérez, C. (2002). An introductory note: input and interaction in language acquisition. In P. Safont and M. C. Campoy (Eds.). Oral skills: resources and proposals for the classroom (pp. 19-31). Castelló de la Plana: Universidad Jaume I.

- Pérez-Vidal, C. (2011). Language acquisition in three different contexts of learning: Formal instruction, stay abroad, and semi-immersion (CLIL)." In Y. Ruiz de Zarobe, J. M. Sierra and F. Gallardo del Puerto (Eds.). Content and Foreign Language Integrated Learning. Contributions to Multilingualism in European Contexts (pp. 103-127). Bern: Peter Lang.

Recommended readings

- Doughty, C.J. & Long, M.H. (2003). The handbook of second language acquisition. Oxford: Blackwell.

- Ellis, R. (2012). The Study of Second Language Acquisition. Oxford University Press.

- Gass, S. & Selinker, L. (2008). Second Language Acquisition. An introductory course. London: Routledge.

- Mitchell, R & Myles, F. (2004). Second language learning theories. New York: Routledge.

- Van Patten, B. & A.G. Benati (2010). Key Terms in Second Language Acquisition. London: Continuum.

AE1 - Content-based instruction

- Content and Language Integrated Learning
- Teaching strategies for the CLIL classroom.
- CLIL tasks and materials design

Instructor: Oriol Pallarés

Nºof ECTS:1.5

Classroom hours:10

Autonomous working hours:27.50

Methodology

The sessions will offer students plenty of opportunities to work and think in groups and engage in various classroom discussions.

Students will be expected to participate actively throughout the sessions and in the online and homework assignments.

Students will be expected to work in groups in the design and presentation of and end product.

Syllabus

Session	Contents
1	▪ Content and Language Integrated Learning: what and why.
2	▪ Guiding students understanding and production
3	▪ Identifying content-obligatory language.
4	▪ Task design, lesson planning and teaching materials design.
5	▪ Market display + microteaching

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 **40%**	**Individual tasks**: classroom active participation and completion of online and homework assignments	
	During and after each session	• Task fulfillment.
Task 2 **20%**	**Group task**: Task design	
	Februrary 1st	• Planning • Teaching materials design • Teaching strategies
Task 3 **40%**	**Group task**: Market display and micro-teaching	
	Februrary 1st	• Presentation • Contents • Appeal • Teaching strategies

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Required readings

- Dalton-Puffer, C. (2007) *Discourse in CLIL Classrooms*. (Language Learning and Language Teaching 20). Amsterdam etc.: Benjamins.
- Escobar Urmeneta, C. (2012). Content-Rich Language Learning in Content-Rich Classrooms, in Serra, N. and McCullough, J. (eds.) *APAC Quarterly Magazine*, 74.
- Escobar Urmeneta, C. & Nussbaum, L. (2008). Tasques d'intercanvi de informació i processos d'aprenentatge en l'aula AICLE. In: Camps and Milian: (coord.). (2008). Mirades i veus. Investigacions sobre l'educació lingüística i literària en entorns plurilingües. Barcelona: Editorial Graó: 167-187. ISBN: 978-84-7827-525-0.
- Escobar Urmeneta, C. (2009). "Cuando la lengua de la escuela es diferente de la lengua familiar" in Monográfico Aprender en ingles. Cuadernos de Pedagogía, 395: 46-51. ISSN: 0210-0630
- Nussbaum, L. (2009). Integrar lengua y contenido, con los andamios necesarios. En: Monográfico Aprender en inglés. Cuadernos de Pedagogía, ISSN 0210-0630. 395. pp. 56-58.
- Pallarés Monge, O. (2011). Crònica d'un projecte d'educació plurilingüe: Un estudi de cas. Bellaterra journal of teaching and learning language and literature. ISSN 2013-6196. Vol. 4 (2), pp. 57-70.
- Whaley, S. (2004). Making content comprehensible. In Fay & Whaley: Becoming one community: reading and writing with English language learners. Stenhouse Publishers: 105-132. Disponible a internet.

Recommended readings

- Bellaterra Journal of Teaching and Learning Language and Literature. *Edició Especial: Monogràfic CLIL / AICLE. Available at:* http://revistes.uab.cat/jtl3/issue/view/52/showToc
- Coyle, D., Hood, P. and Marsh, D. (2010). CLIL – Content and Language Integrated Learning. United Kingdom: Cambridge University Press *[selected chapters, but you may want to read the whole book!]*
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles: National Dissemination and Assessment Center.
- Cummins, J. (1984) *Bilingualism and Special Education: Issues in Assessment and Pedagogy.* Clevedon: Multilingual Matters.
- Dale, L., Van der Es, W., Tanner, R. (2011). *CLIL Skills.* European Platform.
- Dale, L. and Tanner, R. (2012) *CLIL Activities – A Resource for Subject and Language Teachers.* United Kingdom: Cambridge University Press.
- Krathwohl, D. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218.
- Infante, D., G. Benvenuto & E. Lastrucci (2009). The Effects of CLIL from the Perspective of Experienced Teachers. In D.Marsh, P. Meehisto, D. Wolff, R. Aliaga, T. Asikainen, M.J. Frigols-Martin, S. Hughes & G. Langé, eds., *CLIL Practice: Perspectives from the Field*. Internet document available at http://www.icpf.eu/?id=contents (chapter 20), [last accessed 25th May 2012].
- Pallarés Monge, O. i Petit Olivella, C. (2009). "Matemáticas e inglés, un tándem con objetivos comunes" en Monográfico Aprender en inglés. Cuadernos de Pedagogía, ISSN 0210-0630. 395: 46-51.

- Pérez-Vidal, C. (2013). Perspectives and Lessons from the Challenge of CLIL Experiences. In C. Abello-Contesse, P. M. Chandler, M. D. Lopez-Jimenez (Eds.), Bilingual and Multilingual Education in the 21st Century: Building on Experience (pp. 59-82). Clevedon: Multilingual Matters.
- Swain, M. (1998) Manipulating and complementing content teaching to maximize second language learning. *TESL Canada Journal* 6 (1), 68-83.

AE1 - Curriculum

- The contents of the curriculum for the subject of English for secondary school and EOI and their organisation in relation to aspects of planning and the evaluation of learning.

Instructor: MªTeresa Galobardes

Nºof ECTS:1.5

Classroom hours:10

Autonomous working hours:27.50

Methodology

The course will combine theoretical work and presentations with more practical activities, all involving analysis, reflection, discussion and debate. Students will be expected to do background reading at home which will be discussed during class.

Syllabus

Session	Contents
1	Curriculum development. From the curriculum to the classroom
2	Curriculum guidelines
3	Course Planning. Analysis of current course plans from schools
4	The EOI system in Catalonia. Curricula. Course plans
5	English in Vocational Education in Catalonia. Curricula. Course plans

Assessment

Task 1 **25%**	**Individual tasks**	
	After the sessions	• clarity, relevance and analysis
Task 2 **75%**	**Group task**: Written assignment	
	January 17th	• Show knowledge and understanding of curriculum and curriculum guidelines. • Analyse course plans in the light of the psychopedagogical principles of curriculum. • Analyse and reflect on a specific course plan as a plan of action. Identify its strengths and weaknesses. • Use of appropriate register and style.

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Required readings

- DECRET 187/2015, de 25 d'agost, d'ordenació dels ensenyaments de l'educació secundària obligatòria.
http://portaldogc.gencat.cat/utilsEADOP/PDF/6945/1441278.pdf

- DECRET 142/2008, de 15 de juliol, pel qual s'estableix l'ordenació dels ensenyaments de batxillerat
http://portaldogc.gencat.cat/utilsEADOP/PDF/5183/1011499.pdf
- DECRET 4/2009, de 13 de gener, pel qual s'estableix l'ordenació i el currículum dels ensenyaments d'idiomes de règim especial

http://www.gencat.cat/eadop/imatges/5297/09009001.pdf

- DECRET 186/2015, de 25 d'agost, de modificació del Decret 4/2009, de 13 de gener, pel qual s'estableix l'ordenació i el currículum dels ensenyaments d'idiomes de règim especial, per incloure l'idioma coreà.
http://portaldogc.gencat.cat/utilsEADOP/AppJava/PdfProviderServlet?documentId=701288&type=01&language=ca_ES

Recommended readings

- Departament d'Ensenyament (2015). Document d'identificació i desplegament de les competències bàsiques de l'àmbit lingüístic a l'Educació Secundària Obligatòria. Llengües estrangeres.
http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/
competencies-basiques/eso/eso-linguistic-estrangeres.pdf

- Departament d'Educació. Direcció General de l'Educació Bàsica i el Batxillerat (2009) Del currículum a les programacions. Una oportunitat per a la reflexió pedagògica a l'educació bàsica.
http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/1bc9a04d-7d32-4027-a1c0-fdd779a6e2f9/del_curriculum_a_les_programacions.pdf

- Departament d'Educació. Direcció General de l'Educació Bàsica i el Batxillerat. (2009). Orientacions per al desplegament del currículum. Àmbit de llengües a l'ESO.
http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/b2016c4a-f098-4566-aa2b-f720e53626a0/llengues_1.pdf

Aprenentatge i Ensenyament 2

AE2

★ Assessment and the CEFR
★ Designing lesson plans

Olga Esteve
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Olga holds a PhD in Additional Language Learning and Teaching from the University of Barcelona. She is a teacher/researcher at the Dept. of Translation and Language Sciences of the UPF. Her main line of research is set in the context of language classroom research and also in the field of language teachers' professional development. She has been involved in a number of international research and development projects, as well as to language teacher professional development. She has published extensively in the field of language teaching from a sociocultural perspective: self-regulation and the dialectical relationship between instruction and assessment, mediation skills and assessment, interaction and learning. Besides working for several educational institutions, she helps teachers at different educational levels develop professionally in their own school settings.

Mireia Trenchs
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Doctor in Applied Linguistics by Teachers College-Columbia University. Lead researcher of GREILI-UPF and member of the consolidated research group ALLENCAM. Her research interests include studies on language attitudes, ideologies and practices, teaching and learning languages in multilingual and study abroad contexts, reading processes, as well as educational technology applied to language learning and teaching. Author and editor of books (E-mails a una Mestra, Nuevas Tecnologías para el Autoaprendizaje y la Didáctica de Lenguas, and Developing Language and Literary Awareness: Reader's Companions to 'The Great Gatsby' and 'Catcher in the Rye'), as well as author of book chapters published by prestigious publishing houses and articles in scientific journals. UPF's Vicerector of Teaching and Academic Planning since 2013, she has been teaching at the Dep. of Humanities since 1993.

Subject overview

This module is aimed at providing students with a comprehensive introduction to assessment theories and procedures, to the CEFR and the ELP as formative assessment tools, and to different resources to develop communicative language skills. It is structured into two subjects: **Assessment and the CEFR** and **Designing Lesson Plans**.

★ First year module
★ Nºof ECTS: 5
★ Subjects: **Assessment and the CEFR** and **Designing Lesson Plans and the Four Skills.**
★ Classroom hours: 34
★ Autonomous work hours: 91

Competences

By the end of this module, trainees should be able to:

★ Be familiar with contexts and situations in which various curricular contents are used or applied
★ Transform curricula into activity and work programmes
★ Acquire criteria to select and create teaching materials
★ Integrate training in audiovisual and multimedia communication in the teaching-learning process
★ Learn strategies and assessment techniques and recognise assessment as a tool to regulate and encourage effort
★ Know and apply innovative teaching proposals in the field of the specific specialisation

- ★ Express themselves correctly in English, both orally and in writing, in both colloquial and academic registers, and according to the C1 level of proficiency of the Common European Framework of Reference for Languages
- ★ Critically analyse textbooks and both oral and written teaching materials using the tools and methods of discourse analysis, pragmatics and sociolinguistics
- ★ Use the methods and tools of discourse analysis, pragmatics and sociolinguistics in order to develop students' language awareness
- ★ Recognise multiculturalism as present in both oral and written teaching materials, and design resources and strategies to develop students' cultural awareness
- ★ Analyse and reflect on the basic elements that characterise the teaching of a foreign language
- ★ Understanding the relationship between learning models, teaching methods and the selection and design of materials and tasks
- ★ Understand the relationship between teaching models and assessment tools and models
- ★ Plan and implement lesson plans according to a task-based approach in order to develop students' language skills and their productive and receptive language skills
- ★ Plan and implement lesson plans with literary and non-literary texts that allow for the development of students' linguistic and cultural awareness
- ★ Design curricular programmes and teaching units that integrate teaching and learning of foreign language and content, taking into account the four key principles of this approach: the progression in content learning and communicative language use, and the development of students' cognitive skills and of cultural awareness

- ★ Design curricular programming and design lesson plans taking into account students' social, educational and individual factors (age, attitude, aptitude, motivation, personality and cognitive style and learning) involved in the teaching and learning of a foreign language within secondary education
- ★ Select and critically analyse educational materials, both textual, audiovisual and multimedia and evaluate their usefulness according to different objectives and educational contexts
- ★ Adapt educational materials to students' needs and to the objectives of the curriculum plan and teaching units
- ★ To evaluate the usefulness and quality of instruments used for the assessment of language skills and the four productive and receptive language skills
- ★ Develop and implement the most appropriate instruments and strategies for assessing students' language proficiency and their productive and receptive language skills
- ★ Conceptualise assessment as a tool to regulate learning and encourage student work
- ★ Identify problems related to the teaching and learning of English and articulate alternatives and solutions

AE2 - Assessment and the CEFR

- Theories related to the assessment of communication skills
- The Common European Framework and its application in the classroom both as assessment tool
- Assessment instruments: types and function

Instructor: Olga Esteve

Nºof ECTS:2

Classroom hours:14

Autonomous working hours:48.5

Methodology

The students are expected to participate actively in the sessions, which will consist of tutor's input plus hands-on work with the materials and documentation, relating their contents to compulsory official curricula and to classroom practice(s). Set tasks will be both individual and group.

Syllabus

Session	Contents
1	• Critical analysis of one's experiences and pre-understandings about 'assessment': what lies behind it?
2	• Assessment **for** learning and assessment **of** learning: Assessment as a tool to regulate and encourage effort. Assessment of productive and receptive language skills
3	• The Common European Framework of Reference: how to use it in curriculum development and assessment of communication skills
4	• Analysis of assessment tasks and instruments. The European Language Portfolio
5	• Development of assessment criteria and instruments: reception.
6	• Development of assessment criteria and instruments: production
7	• Course Teacher's mediation through dynamic assessment, meaningful feedback and error correction

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 **40%**	**Individual task.** Three visual narratives (*see further instructions in moodle*)	
	N1:October 28th N2: December 2nd N3:January 30th	• Detailed description of the development of one's personal understanding of 'assessment' • Informed critical analysis of the new concepts developed
Task 2 **50%**	**Individual task.** Description of the methodological assessment approach (both formative and summative) and its implementation in the Pedagogical Sequence	
	Same deadline as DS	• Contextualized description of the approach to assessment adopted for the DS • Informed justification of the decisions made through adequate quotations from the compulsory readings
Task 3 **10%**	**Group task.** Critical appraisal of one reading. Oral Presentation	
		• Justified connection between the content of the reading selected and the conceptual expansion of all group members

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Mandatory readings

- Alderson, J.C. et al (2006) Analysing Tests of Reading and Listening in Relation to the Common European Framework of Reference: The Experience of The Dutch CEFR Construct Project. Language Assessment Quarterly 3(1), 330.

- Escobar, C. (2009) ¿Por qué no te callas? o Avaluar, Ensenyar i Aprendre Comunicació Oral a l'educació secundària. Articles Didàctica de la Llengua i de la Literatura, 47:99-111

- Escobar Urmeneta, C. (2006). Una propuesta PEL de evaluación criterial para la educación secundaria. En: Cassany, D. (Ed.). Portfolio Europeo de las Lenguas de secundaria y su aplicación en el aula. Madrid: Instituto Superior de Formación del Profesorado del MEC de España: 77-108. [Descargar artículo.](#) [Descargar anexos.](#) [Download descriptors.](#)

- Esteve, O. & Fernández, F. (2013). "Evaluación y autonomía: caminos que convergen". En Esteve, O. & Martín-Peris, E. (eds.). Cuestiones de autonomía. Aprender a aprender en la clase de lengua extranjera. Barcelona: ICE-Horsori.

- Esteve,O.; Trenchs, M.; Pujolà, J.T.; Arumí, M. & Birello, M. (2012). The ELP as a mediating tool for the development of self-regulation in foreign language learning university contexts: an ethnographic study. En Kühn, B. & Cavana, M.L. (eds.). Perspectives from the European Language Portfolio - Learner autonomy and self-assessment. London / New York: Routledge

- Esteve, O. & Arumí, M. (2006). "Instruments per al foment dels procesos autoreguladors en situacions diverses d'aprenentatge". Actes de la XI. Trobada de Centres d'Autoaprenentatge: L'espai d'autoaprenentatge: les noves necessitats i els models de funcionament en la societat actual. Generalitat de Catalunya. Secretaria de Política Lingüística.

- Figueras, N. (2012). The Impact of the CEFR. English Language Teaching Journal Downloadable from:

http://eltj.oxfordjournals.org/content/66/4/477.full.pdf?keytype=ref&ijkey=iSnDZ74sW29UaEZ

- Figueras, N. y F. Puig (2013) Pautas para la evaluación del español. Edinumen.

- Lantolf, J. And Poehner, M.E. (2004). Dynamic assessment of L2 development: bringing the past into the future, Journal of Applied Linguistics, vol 1/1: 49-72. Downloadable

- Little, D. (2009) The European Language Portfolio: where pedagogy and assessment meet. Downloadable from:

http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Publications/ELP_pedagogy_assessment_Little_EN.pdf

- Teacher's Guide to the CEFR. Pearson Longman. Downloadable from:

http://www.pearsonlongman.com/ae/cef/cefguide.pdf

- Chapters 1 and 2 of Common European Framework of Reference for languages: Learning, Teaching, Assessment. downloadable from:

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

AE2 - Designing lesson plans

- The fundamentals in planning lessons so that students develop English language proficiency and the productive and receptive language skills.

Instructor: Mireia Trenchs

Nºof ECTS:2.5

Classroom hours:20

Autonomous working hours:42.5

Methodology

Classroom sessions will consist of presentations of theories and approaches, group discussion of practicum observations, and group work to analyze and design lessons and tasks while providing feedback to each other. Occasionally, students will be asked to hand in in-class work. Students should prepare readings before sessions, and brief assignments related to the final project and the final paper itself. Materials for the course will be provided either in class or in the virtual classroom except for Woodward's book (see Bibliography).

Syllabus

Session	Contents
1	• Planning your lesson: Setting learning goals, pre-planning considerations and lesson objectives. Most common instructional sequences
2	• Planning your lesson: Setting learning goals, pre-planning considerations and lesson objectives. Most common instructional sequences
3	• Sequencing tasks and integrating the four skills, language patterns and forms
4	• Sequencing tasks and integrating the four skills, language patterns and forms
5	• Sequencing tasks and the Task-Based Learning approach
6	• The receptive skills (I): Designing and sequencing materials and activities for the development of the reading skill. Most common instructional sequences
7	• The receptive skills (II): Designing and sequencing materials and activities for the development of the listening skill. Most common instructional sequences
8	• The productive skills (I): Designing and sequencing materials and activities for the development of the writing skill. Process/product approach and the writing process. Most common instructional sequences

Session	Contents
9	• The productive skills (II): Designing and sequencing materials and activities for the development of the speaking skill. Most common instructional sequences. The final project
10	• Wrapping up. The final project

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 **100%**	**Individual task.** Project including final paper with two formal one-hour sequenced lesson plans.	
	to be confirmed (extensions impossible)	• Detailed instructions for this project will be provided in class and in writing during the course • Appropriate contents as well as C2-level writing proficiency will be expected. No plagiarism will be allowed
Task 2 **0%**	**Individual task.** Brief assignments related to in-class work, the final project and compulsory readings.	
	to be handed in during the course	• These assignments are compulsory and necessary for the completion of the final project. No grade will be given but they will be a prerequisite to pass the course

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Required readings:

The course will include selected chapters, texts or materials which will be provided either in class or in the virtual classroom. These materials belong to the following books which will only be partially covered in the course.

The first two books will provide you with useful ideas, not only for this course, but also for other courses in this Master's degree and for your future practice:

- HARMER, J. (2001). The Practice of English Language Teaching. Longman.

- SCRIVENER, Jim. (2009). Learning Teaching. Oxford: Macmillan.

The third book is required as a course book. You may find it in the library but I strongly recommend you to buy it as it may also be useful for other courses in the Master's degree:

- WOODWARD, Tessa. (2001). Planning lessons and courses: Designing sequences of work for the language classroom. Cambridge University Press.

Some of the articles or book chapters in section 'Recommended Readings' below will also be required for specific sessions.

Recommended readings:

The following readings are not compulsory and will not be discussed in class unless required for a specific session during the course. These references are intended to be suggestions for those who want to do more reading on this topic now, during the writing of your Final Master's Paper or for future reference.

- BRUMFIT, Cristopher. "Problems in defining instructional methodologies." (pp. 133-144).

- CARTER, Ronald & NUNAN, David. (ed.) (2001). The Cambridge Guide to Teaching English to Speakers of Other Languages (chapters 1 through 9). Cambridge: Cambridge University Press.

- CELCE-MURCIA, Marianne, DÖRNYEI, Zoltan, & THURRELL, Sarah. (1997). "Direct approaches in L2 instruction: A turning point in communicative language teaching. TESOL Quarterly, 31(1), 141-152.

- CELCE-MURCIA, Marianne, DÖRNYEI, Zoltan, & THURRELL, Sarah. (1998). "On directness in communicative language teaching." TESOL Quarterly, 32(1), 116-119.

- COUNCIL OF EUROPE (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge, UK: Cambridge University Press, or http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

- FIELD, John. (2008). Listening in the language classroom. Cambridge University Press.

- GRELLET, F. (1987). Developing reading skills. Cambridge University Press.

- JAMES, Carl & GARRETT, Peter. (Ed.). (1992). Language awareness in the classroom. Longman.

- LAZAR, Guillian. (1993). Literature and language teaching: A guide for teachers and trainers. Cambridge University Press.

- NUNAN, D. (1989). Designing tasks for the communicative classroom. Cambridge University Press. The following is a revised version of the same book: NUNAN, D. (2004, 2010). Task-based language teaching. Cambridge: Cambridge University Press. (Strongly recommended).

- NUNAN, D. (1991). "Communicative tasks and the language curriculum." TESOL Quarterly, 25(2), 279-295.

- NUTTAL, C. (1996). Teaching reading skills in a foreign language. Heinemann.

- RIBÉ, R. & VIDAL, N. (1993). Project work step by step. Heinemann.

- RICHARD-AMATO, P. (2003). "Devising a plan (Chapter 15)," from Making It Happen. From Interactive to Participatory Language Teaching. (3rd edition). White Plains (NY): Pearson Education, Inc. (pp. 301-330).

- SAVINGON, Sandra J. (1987). Communicative Language Teaching. Theory into Practice, 26(4), 235-242.

- SCRIVENER, J. (1994, 2005). Learning teaching. Oxford: Macmillan.

- THOMPSON, Geoff. (1996). "Some misconceptions about communicative language teaching". ELT Journal, 50(1), 9-15.

- THORNBURY, Scott. (1997). "Reformulation and reconstruction: tasks that promote 'noticing'". ELT Journal, 51(4), 326-335.

- THORNBURY, Scott. (1998). "Comments on Marianne Celce-Murcia, Zoltan Dörnyei, and Sarah Thurrell's 'Direct approaches in L2 instruction: A turning point in Communicative language teaching?'". TESOL Quarterly, 32(1), 109-116.

- THORNBURY, Scott. (2004). How to teach writing. Pearson-Longman.

- THRONBURY, Scott. (2005). How to teach speaking. Pearson-Longman.

- THRONBURY, Scott. (2006). Conversation: from description to pedagogy. Cambridge: Cambridge University Press.

- WALLACE, Catherine. (1992). Reading. Oxford: Oxford University Press.

- WILLIAMS, Jessica. (1995). "Focus on form in communicative language teaching: Research findings and the classroom teacher. TESOL Journal, 12-16.

Aprenentatge i Ensenyament 3

AE3

★ Teaching methodology
★ Designing a didactic sequence

Philippa Davies
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Imma Boluña
iboluna@xtec.cat

Imma has 23 years' worth of experience as an EOI professor (currently in EOI Cornellà) and 7 years for Secondary education. She did a Post-Graduate course in Teacher Training and has been a teacher trainer, especially concerned with issues of Methodology and the use of ICT for collaborative learning. She has held a number of responsibilities within her institution: Pedagogical Advisor, Head of the English Department and Coordinator for English in the Self-Access Centre. At EOI Vall d'Hebron she was part of a team where an on-line multilingual teaching & learning platform was designed in cooperation with CNAI, Pamplona, from 2004 to 2011. She was awarded a sabbatical by the Departament d'Ensenyament to design on-line materials to help students with "Guided writings", materials that were awarded various prizes. Imma has been a member of various research groups on CLIL and Autonomous Learning. Since 2013 she has been a teacher and coordinator at the Master's for Teachers of English (UPF/UOC).

Subject overview

This module is aimed at guiding students through different models and paradigms of foreign language teaching and their application to the design of teaching units. It is structured into two subjects: **Teaching Methodology** and **Designing Didactic Sequences**.

- Second year module
- Nºof ECTS: 5
- Subjects: **Teaching Methodology** and **Designing Didactic Sequences.**
- Classroom hours: 32
- Autonomous work hours: 93

Competences

By the end of this module, trainees should be able to:

★ Know the history and recent developments of the subject and its perspective in order to convey a dynamic perspective

★ Be familiar with contexts and situations in which various curricular contents are used or applied

★ Know about theoretical and practical developments in teaching and their corresponding materials

★ Transform curricula into activity and work programmes

★ Acquire criteria to select and create teaching materials

★ Foster a climate that facilitates learning and recognises the values of students' contributions

★ Integrate training in audiovisual and multimedia communication in the teaching-learning process

★ Learn strategies and assessment techniques and recognise assessment as a tool to regulate and encourage effort

★ Know and apply innovative teaching proposals in the field of the specific specialisation

★ Identify problems related to the teaching and learning of English and articulate alternatives and solutions

★ Express themselves correctly in English, both orally and in writing, in both colloquial and academic registers, and according to the C1 level of proficiency of the Common European Framework of Reference for Languages

★ Critically analyse textbooks and both oral and written teaching materials using the tools and methods of discourse analysis, pragmatics and sociolinguistics

★ Use the methods and tools of discourse analysis, pragmatics and sociolinguistics in order to develop students' language awareness

★ Recognise multiculturalism as present in both oral and written teaching materials, and design resources and strategies to develop students' cultural awareness

★ Analyse and reflect on the basic elements that characterise the teaching of a foreign language

★ Develop and apply the tools and strategies that allow for the implementation in the classroom of different methodological approaches suitable to the needs of each context and educational level

★ Understand the relationship between learning models, teaching methods and the selection and design of materials and tasks

★ Plan and implement lesson plans according to a task-based approach in order to develop students' language skills and their productive and receptive language skills

★ Plan and implement lesson plans with literary and non-literary texts that allow for the development of students' linguistic and cultural awareness

★ Design curricular programmes and teaching units that integrate teaching and learning of foreign language and content, taking into account the four key principles of this approach: the progression in content learning and communicative language use, and the development of students' cognitive skills and of cultural awareness

★ Design curricular programming and design lesson plans taking into account students' social, educational and individual factors (age, attitude, aptitude, motivation, personality and cognitive style and learning) involved in the teaching and learning of a foreign language within secondary education

★ Select and critically analyze educational materials, both textual, audiovisual and multimedia and evaluate their usefulness according to different objectives and educational contexts

★ Adapt educational materials to students' needs and to the objectives of the curriculum plan and teaching units

★ Assess the usefulness and quality of assessment tools that evaluate linguistic competences and productive and receptive skills

★ Develop and implement the most appropriate instruments and strategies for assessing students' language proficiency and their productive and receptive language skills

★ Know about and use Virtual Learning Environments for collaborative learning

★ Design and carry out critical observation of teaching and learning, including the implementation of curriculum and teaching programmes, classroom management, interactions among both students and teachers and their perceptions of teaching and learning, as well as the materials and activities used and their effect on teaching/learning processes

★ Design and develop innovative educational projects

★ Formulate suitable research questions within the field of learning and teaching a foreign language

AE3 - Teaching methodology

- Models and methods of foreign language teaching, especially the communicative approach, the task-based approach, the promotion of learner autonomy and the collaborative learning approach.

Instructor: Philippa Davies

Nºof ECTS:2.5

Classroom hours:16

Autonomous working hours:46.5

Methodology

The sessions will be participative, with individual, pair and group work within the class hours.

During the module we will also be looking at websites for material and recommendations from other teachers.

Syllabus

Session	Contents
1	• Being a (language) teacher: what does it mean? A look at teachers both past and present and the physical changes in the classroom. Starting off on the right foot.
2	• Setting the context: a timeline of methodology from grammar translation to present day communicative approaches.
3	• Communicative Language Teaching: P.P.P. Task Based Learning. A closer look at Task-based teaching and learning: strong and weak versions.
4	• Communicative practices: Speaking activities and information gaps
5	• Communicative practices: songs leading to other activities
6	• Communicative practices: games – paper and online
7	• Learning strategies and autonomy
8	• Who does what in the classroom: a student centered class

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 %	**Individual task.** Personal reflections from the course after each session	
	February 19th	- I am looking for evidence that you are reflecting on what you believe teaching and learning is all about. - I am not looking for a repetition of what we cover in each session but how what we have talked about has challenged or confirmed your beliefs about teaching and learning
Task … %	**Individual/group task:** The second assignment will be related to your DS. It is an individual assignment based on two activities you have done during the sequence. You will be asked to justify the methodology used in each and reflect upon their outcome	
	April 15th	To demonstrate that you: - are aware of and justify the methodology used - Critically evaluate how the activity went – reflect upon the result. - Suggest changes to the activity based on this reflection.

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

- Cowley, S. (2010). *Getting the Buggers to Behave* (4th edition). Continuum International Publishing Group

- Williams, M. & Burden, R. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. CUP

- Scrivener, J. (2012). Classroom Management Techniques. CUP

- Dörnyei, Z. & Kubanyiova, M. (2014). Motivating Learners, Motivating Teachers. CUP

- Richards, J.C. & Rodgers, T.S. (2104). Approaches and Methods in Language Teaching (Third Edition). CUP

AE3 - Designing didactic sequences

Methodology

- Planning Didactic Sequences to develop language skills and students' productive and receptive language skills

Instructor: Imma Boluña

Nºof ECTS:2.5

Classroom hours:16

Autonomous working hours:46.5

In this module, the contents learnt in all the other modules (both UPF & OUC) converge and are applied. The module is organised in 8 hands-on sessions. Coursebooks will be looked into so as to see how the units in a given textbook can be reorganized from a task-based approach.

The instructor will present theoretical variables to be taken into account when designing a Didactic Sequence and then the student teachers will have to reflect, discuss and make decisions on their own DS, which will be implemented in phase II of their Practicum.

Syllabus

Session	Contents
1	- Get to know your teacher or the importance of icebreakers - Where this module stands in the Master's - Where a DS stands within a course program & the Curriculum - The task-based approach in teaching - How to make do with a set coursebook
2	- A DS and its contents: analysis of a grid - Relevant notions in the design of a DS - Competence-based goals
3	Hands-on session on the development of the DS
4	Hands-on session on the development of the DS
5	Hands-on session on the development of the DS
6	Hands-on session on the development of the DS
7	Hands-on session on the development of the DS
8	Hands-on session on the development of the DS

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 20%	Task 1. Scan the table of contents of the coursebook your mentor has asked you to use for your DS. Group the units in about 3 large blocks. Justify your grouping. Think of a productive competence-based final task for each block. This assignment can be done in pairs if you are designing the PS in the same school and for the same level.	
	11th December	• 40%: Task fulfillment. • 30%: Convincing justification of grouping. • 30%: Suitable task as specified in class. Note: grades will be taken down for language mistakes
Task 2 20%	Task 2. Part 1: Given the contents that your mentor has asked you to teach, go to the course programme of your school or, otherwise, to the curriculum, and come up with about three specific competence-based goals that your students will have to accomplish at the end of the 9hDS. Part 2: The specific goals of the DS must always be connected to curriculum's global goals, which cover a longer timespan. Go through the whole course programme and/or discuss this with your mentor and come up with about three global goals for the course. Phrase the global goals in curriculum competence-based type of language. Both part A and B must be expressed in an interrelated diagram.	
	8th January	• 50%: Tasks A&B are well interrelated in a diagram: the goals (specific & global) are coherent. • 30%: The goals are expressed in competence-based curricular language • 20%: The layout is neat, nice & free of mistakes
Task 3 60%	Task 3: The appointed sections of the DS must have been completed and sent in.	
	19th February	• 90%: Task fulfillment. • 10%: Language is free ofm errors; Content organization & Neat Layout

Bibliography

Mandatory bibliography: the following decrees:

- Decret 143/2007, de 26 de juny, pel qual s'estableix l'ordenació dels ensenyaments de l'educació secundària obligatòria. (Correcció d'errada en el DOGC núm. 5515, pàg. 89641, de 27.11.2009).

http://portaldogc.gencat.cat/utilsEADOP/PDF/4915/914193.pdf

- Decret 51/2012, de 22 de maig, de modificació del Decret 143/2007, de 26 de juny, pel qual s'estableix l'ordenació dels ensenyaments de l'educació secundària obligatòria.

http://portaldogc.gencat.cat/utilsEADOP/PDF/6135/1243802.pdf

- DECRET 187/2015, de 25 d'agost, d'ordenació dels ensenyaments de l'educació secundària obligatòria.

http://portaldogc.gencat.cat/utilsEADOP/PDF/6945/1441278.pdf

- DECRET 142/2008, de 15 de juliol, pel qual s'estableix l'ordenació dels ensenyaments de batxillerat

http://portaldogc.gencat.cat/utilsEADOP/PDF/5183/1011499.pdf

- Decret 4/2009, de 13 de gener, pel qual s'estableix l'ordenació i el currículum dels ensenyaments d'idiomes de règim especial

http://www.gencat.cat/eadop/imatges/5297/09009001.pdf

- Decret 186/2015, de 25 d'agost, de modificació del Decret 4/2009, de 13 de gener, pel qual s'estableix l'ordenació i el currículum dels ensenyaments d'idiomes de règim especial, per incloure l'idioma coreà.

http://portaldogc.gencat.cat/utilsEADOP/AppJava/PdfProviderServlet?documentId=701288&type=01&language=ca_ES

Recommended readings:

- Esteve, O. Entre la práctica y la teoría. Comprender para actuar (Between practice and theory. Understanding for acting) . BIBLID [ISSN: 1137-4446, eISSN: 2255-1069 (2013), 19; 13-36]

- Erickson, H.L. (2007). Concept-Based Curriculum and Instruction for the Thinking Class-room. California: Corwin Press.

- Methodology in Language Learning, T's kit. Council of Europe publishing. July 2000; www.training-youth.net

- Esteve, O. Enseñar la producción escrita. UPF. Grup de treball sobre el Portfolio Europeu de Llengues. http://blocs.xtec.cat/portfolio/materials-pel/

- Esteve, O.; Fernández, F. Evaluación y Autonomía, Caminos que convergen.

- Ur,P. (2016) Penny Ur's 100 Teaching Tips. CUP

- Esteve, O. et al. Los aprendices como analistas del discurso (UPF i EOI)

- Tyler, A. (2012). Cognitive linguistics and second language learning. Theoretical Basics and Experimental Evidence (Routledge)

- Departament d'Educació (2009) Currículum, educació secundària obligatòria.

- http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/fe124c3b-2632-44ff-ac26-dfe3f8c14b45/curriculum_eso.pdf

- Departament d'Educació. Direcció General de l'Educació Bàsica i el Batxillerat. (2009). Orientacions per al desplegament del currículum. Àmbit de llengües a l'ESO.

- http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/b2016c4a-f098-4566-aa2b-f720e53626a0/llengues_1.pdf

- Departament d'Educació. Direcció General de l'Educació Bàsica i el Batxillerat (2009) Del currículum a les programacions. Una oportunitat per a la reflexió pedagògica a l'educació bàsica.

- http://www.xtec.cat/alfresco/d/d/workspace/SpacesStore/1bc9a04d-7d32-4027-a1c0-fdd779a6e2f9/del_curriculum_a_les_programacions.pdf

Recommended readings for the TFM (arranged by topic)

- **On Learning processes see:**

M.Williams & R.Burden (1997): Psychology for Language Teachers: A Social Constructivist Approach (CUP)

- **On The role of input and output: fluency vs accuracy?, treatment of error, use of real materials.. :**

Ellis, R. 2003 *Task-based Language Learning and Teaching*. Oxford: Oxford University Press

Pérez, C. 2004/5 Analyzing Learner Language. Oxford: Oxford University Press (with Gary Barkhuizen)

Martínez, J.D. (2008) Linguistic risk taking and corrective feedback. In J.D. Martínez (Ed.) Oral communication in the classroom. (pp.165-193). Ediciones Alfar

Sheen, Y. (2010) The role of oral and written correction feedback in SLA. Studies in Second Language Acquisition, 32, (pp 169-179) Journal C.U.P.

- **On Learner styles: personality factors, cognitive types:**

Dörnyei, Z. & Skehan, (2003). *Individual differences in SLL*. In C. J. Doughty and M. H. Long (Eds.). The handbook of second language acquisition (pp. 589-630). Oxford: Blackwell

- **On Motivation:**

Dörnyei, Z. & Hadfield, J.(2013) Motivating Learning. Pearson. *Hadfield & Dornyei- Routledge.

Ur,P. (2016) Penny Ur's 100 Teaching Tips. CUP

- **On active approaches to TEFL:**

http://www.scottthornbury.com/articles.html

http://www.cambridge.org/elt/blog/tag/penny-ur/

Complements Formació Docent

CF

- ★ English for 21st century teachers
- ★ Literature and culture in TEFL
- ★ Using ICT in the English classroom

Isabel Tornero-Osmond
isabel.tornero@upf.edu

Isabel holds a degree in English Philology from the Universitat de Barcelona and completed doctorate studies in the Theory of Translation from the UAB. She has 30 years teaching experience having taught, as a Catedràtica d'Anglès, in both IES and EOI schools. She has spent the last 18 years teaching at the EOI Vall d'Hebron. She has also worked as teacher trainer at the UB. She has supervised practicum students of both the UB and UPF in secondary schools and at the EOI. She has recently collaborated as an author with Cambridge University Press on their Spanish Speaker edition of English Unlimited Pre-Intermediate (2010). She has also published articles about Virginia Woolf (BELLS Ed. P.P.U). Isabel is currently working as lecturer and co-coordinator of the Màster de Formació de Professorat de Secundària Obligatòria i EOIs at the UPF-UOC.

Anna Asian
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Anna studied English Philology at the *Universitat de Barcelona*, where she also did the doctorate courses on Literature and Cultural Pluralism. She holds a Diploma in Teaching English to Speakers of Other Languages (International House, Barcelona) and a Diploma in English Literature (British Council, Barcelona).

She has been teaching English language and literature at the UPF for the last 25 years. She also teaches English Language at the UOC. Anna is currently working as an instructor and co-coordinator of the Màster de Formació de Professorat de Secundària Obligatòria i EOIs.

Ricard Garcia
ricardgarcia5@gmail.com
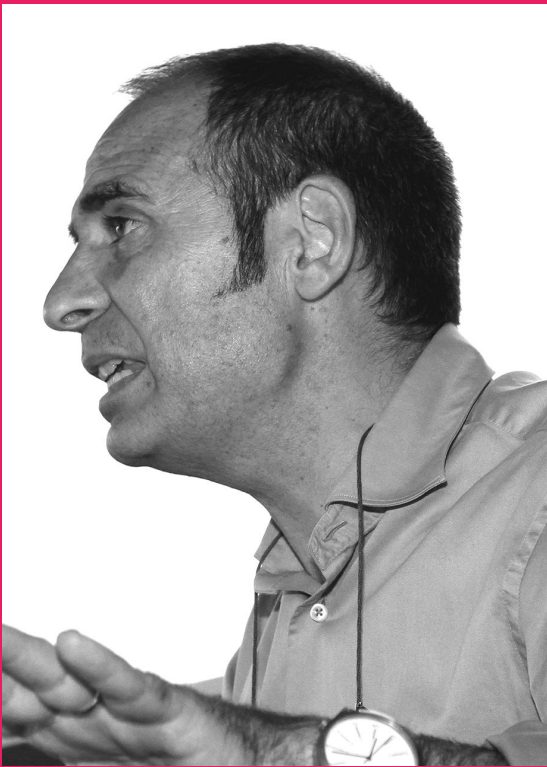
Ricard holds a degree in English and German Philology from the Universitat Autònoma of Barcelona. He's a teacher of English in secondary education. Currently, he is an educational advisor at the Service of Learning and Knowledge Technologies at the Catalan Ministry of Education, and also works as a teacher at the University of Barcelona. Editor of educational sites edu365.cat and Toolbox. Teacher trainer and author of the batxillerat textbook *Next Generation* (Cambridge University Press). Ricard is very keen on the use of new technologies in foreign language learning. He's the father of three girls.

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Subject overview

This module is aimed at providing students with different approaches to the nature of discourse, its role in teaching and learning processes, and regarding further connections between the classroom and the outside world via different platforms. It is structured into three subjects: **Literature and culture in TEFL**, **Using ICT in the English classroom**, and **Teaching English in the 21st century**.

★   First year module
★   Nºof ECTS: 5
★   Subjects: **Teaching English in the 21st century**, **Literature and culture in TEFL** and **ICT**
★   Classroom hours: 28
★   Autonomous work hours: 97

Competences

By the end of this module, trainees should be able to:

★   Know the cultural and educational value of the corresponding specialisation and the contents that are taught in the respective areas
★   Acquire criteria to select and create teaching materials
★   Integrate training in audiovisual and multimedia communication in the teaching-learning process
★   Know and apply innovative teaching proposals in the field of the specific specialisation
★   Critically analyse the performance of teaching, of good practice and of orientation using quality indicators

★ Identify problems related to the teaching and learning of English and articulate alternatives and solutions

★ Express themselves correctly in English, both orally and in writing, in both colloquial and academic registers, and according to the C1 level of proficiency of the Common European Framework of Reference for Languages

★ Analyse the linguistic elements and the discursive resources in any oral or written text in English in a variety of textual genres, colloquial, academic and literary

★ Use the methods and tools of discourse analysis, pragmatics and sociolinguistics in order to develop students' language awareness

★ Recognise multiculturalism as present in both oral and written teaching materials, and design resources and strategies to develop students' cultural awareness

★ Develop resources and strategies to enable students to autonomously further their knowledge of the English language and to develop productive and receptive language skills

★ Understanding the relationship between learning models, teaching methods and the selection and design of materials and tasks

★ Plan and implement lesson plans with literary and non-literary texts that allow for the development of students' linguistic and cultural awareness

★ Design curricular programmes and teaching units that integrate teaching and learning of foreign language and content, taking into account the four key principles of this approach: the progression in content learning and communicative language use, and the development of students' cognitive skills and of cultural awareness

★ Select and critically analyse educational materials, both textual, audiovisual and multimedia and evaluate their usefulness according to different objectives and educational contexts

★ Select literary and non-literary texts that allow for the development of students' linguistic and cultural awareness

★ Know about and use Virtual Learning Environments for collaborative learning

★ Know about and use Information and Communications Technology as a source of information for English teaching

★ Know about and use Information and Communications Technology for their personal and professional development within the discipline and its teaching

CF - English for 21st century teachers

- Metalinguistic reflections on teaching English as a foreign language and the role of English globally.

Instructor: Isabel Tornero-Osmond

Nºof ECTS:2

Classroom hours:10

Autonomous working hours:40

Methodology

Students will be expected to read/study relevant documents before each session and participate actively in the ensuing debates. They will be carrying out group and peer in-class activities in addition to on-line tasks. They will also prepare 2 class presentations for their students on topics discussed in class as well as handing a written assignment in on-line. All tasks will be submitted for assessment.

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Syllabus

Session	Contents
1	• **English in the 21st century. Needs, transformation and use.** Introduction and considerations on the position of English as a lingua franca for international communication.
2	• **Varieties of English: British and American models.** This session will begin with a discussion on the future of English. We will consider the subject of English in the context of cultural and linguistic diversity with a view to promoting awareness and recognising differences. American English will be analysed through both audiovisual and textual input.
3	• **Attitudes to English. Acceptability and approaches to right or wrong.** We will consider what forms of non-standard expression are acceptable in spoken and written English (what to teach, what to correct in the classroom...).
4	• **The role of the English teacher. Motivation and Global English.** After having observed the dynamics of an EFL classroom during phase 1 of the practicum, we will be considering the different prescriptive or descriptive attitudes of the teachers while discussing the problems of motivation in the classroom.
5	• **The student. Motivation and international posture.** We will be considering the necessity for fostering "international posture" and the importance of relating English to the global community.

Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 25%	**Pair task.** Motivation Tool: The creation of this tool will help to gauge students' degree of interest and the way in which they relate to the English language in the class	
	November 13th	• Suitability, coherence of content and creativity
Task 2 25%	**Individual task.** Essay on the use of course books: Reflections on the use and suitability of the appointed course book as well as students' and teachers' attitude towards the prescriptive content	
	December 18th	• Reflexive content and linguistic fluency and correction
Task 3 50%	**Pair Task.** Presentation for the English classroom. Students will create a visually attractive introduction to global English with a view to arouse students' interest in the language of our global community.	
	January 22nd	Correction, originality and capacity to create an interesting stimulus for an ELT classroom.

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Required readings

Compulsory selected readings will be provided in the virtual classroom.

Recommended readings

History of English:

- Burgess, A. (1992). A Mouthful of Air: Language and Languages especially English. London, UK: Vintage.

- Bryson, B. (2009). The Mother Tongue: The Story of the English Language. (2nd ed.). London, UK: Penguin.

- Crystal, D. (2004). The English Language: A guided tour of Language. London, UK: Penguin.

- Crystal, D. (2011). The Story of English in 100 Words. London,UK: Profile.

The Nature, evolution and pedagogy of English as an International Language:

- Alsagoff, L,. Lee McKay, S., Hu, G. & Renandya, W (2013). Principles and practices for Teaching English as an International Language. London, UK: Routledge.

- Canagarajah, S. 2013. Translingual Practice: Global Englishes and Cosmopolitan Relations. London, UK: Routledge.

- Crystal, D. (2003). English as a Global Language. (2nd edition) Cambridge, UK: Cambridge University Press

- Goodwyn. A., Durrant. C. & Reid.L. (2014). International Perspectives on Teaching English in a Globalised world. London, UK: Routledge

- Jenkins, J. (2013). English as a Lingua Franca in the International University. London, UK: Routledge.

- Marlina, R et alt. ((2014). The Pedagogy of English as an International Language. Marlina, R & Ashish Giri, R. (Eds.) Springer

- McCrum, R. (2010). Globish: How the English Language became the World's Language. London, UK: Penguin

- Nerrière, J.P. (2011). Parlez globish: L'anglais planétaire du troisième milléniare. Paris, France: Eyrolles

- Pennycook, A. (2012). Language and Mobility: Unexpected Places. Bristol, UK: Multilingual Matters.

- Widdowson, H (1993)."The ownership of English", reprinted in Jenkins, J. (2003) World Englishes: resource book for students. London, UK: Routledge

Motivation, International Posture and Willingness in Language Learning

- Dörnyei, Z. (2011). Teaching and Researching Motivation. London: Routledge

- Hadfield, J and Dörnyei, Z. (2013). Motivating Learning. London: Routledge.

- Lockley, T. (2015). Promoting international posture through history as CLIL in the Japanese context. Studies in Second Language Learning and Teaching. Kalisz, Poland.

- Norton, B. (2013). Identity and language learning: Extending the conversation. Bristol: Multilingual Matters.

- Wadell. E. & Shandor, April. (2012) "Changing views on Motivation in a Globalizing World". Tokyo: The Language Teacher Online (36.6). Retrieved from/jalt-publications.org/tlt/

- Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. In Z. Dörnyei & E. Ushioda (Eds.), Motivation, language identity and the L2 self (pp. 144-163). Bristol: Multilingual Matters.

- Yashima, T. (2013). Individuality, imagination and community in a globalising world: An Asian EFL perspective. In P. Benson & L. Cooker (Eds.), The applied linguistic individual: Sociocultural approaches to identity, agency and autonomy (pp. 46-58). Sheffield, UK: Equinox.

- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. Language Learning, 4, (pp.119-152). Michigan: University of Michigan

Use of the Coursebook in the ELT class:

- Criado, R., & Sáncez, A. (2009) English language teaching in Spain: Do textbooks comply with the official methodological regulation? A simple analysis. International Journal of English Studies, 9 (1) 1-28, 135,137. Retrieved from: http://revistas.um.es/ijes/article/view/90611/87421

- Gray, J. (ed.) 2013. "Resisting Coursebooks"Critical Perspectives on Language Teaching Materials, Houndsmill: Palgrave Macmillan

- Richards, J.C. (2006). Communicative Language Teaching Today. (1 ed.). New York, United States of America: Cambridge University Press.

CF - Literature & culture in TEFL

- Knowledge of cultural and discourse analysis as tools for the learning of English as a foreign language.

Instructor: Anna Asian

Nºof ECTS:1.5

Classroom hours:8

Autonomous working hours:29.50

Methodology

Through a series of hands-on sessions, students will reflect on the aims and suitability of different kinds of activities and tasks based on literary texts of various types. Students should read the relevant material (literary texts, course book activities as well as critical essays) and answer some brief questionnaires before each session so as to be able to contribute to the class discussions. They will also be expected to work collaboratively in class.

Syllabus

Session	Contents
1	• **Why literature?** How can we deal with literary texts in the English classroom?
2	• **Poetry.** We will work on how to sequence a series of activities based on different poems, and will analyse the aims of different types of activities.
3	• **Short stories.** We will go through the different styles of reading as well as learners' most common problems and will also discuss the distinctive features of short stories.
4	• **Mini-presentations in small groups.** In this session, in small groups, students will present a creative task based on a literary text of their choice.

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 15%	**Individual tasks.** Answers to questionnaires based on compulsory readings.	
	October 10th, November 4th & 11th	• Content, organisation of ideas, linguistic accuracy, register.
Task 2 40%	Individual task. Design and completion of a creative activity or task.	
	November 18th	• Activity design: suitability of text and activity, originality. • Activity fulfilment: content, linguistic accuracy and register.
Task 3 45%	Group task. Mini-Presentation of a creative task.	
	Part 1: December 12th Part 2: December 16th Part 3: December 23rd	• Suitability of text, variety and logical progression of activities, originality of task (general mark). • Accuracy and fluency (individual mark). • Self-appraisal and feedback on other presentations (individual mark).

Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Required readings

Compulsory selected readings will be provided in the virtual classroom.

Recommended readings

Dictionaries of Literary Devices

- Baldick, C. (2008). The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press.

- Carter, R. (1995). Keywords in Language and Literacy. New York: Routledge.

Literary Criticism

- Lodge, D. (1992). The Art of Fiction. London: Vintage Books.

- Tyson, L. (2006). Critical Theory Today. A User-Friendly Guide. New York: Routledge.

The History of English Literature

- Carter, R. & McRae, J. (1997). The Routledge History of Literature in English. London: Routledge.

The Reading / Writing Process: Pedagogical Implications

- Ellis, R. (1998). Research and Language Teaching. Oxford: OUP.

- Harmer, J. (2004). How to Teach Writing. London: Longman.

- Nunan, David. (1991). Language Teaching Methodology. A Textbook for Teachers. Hertfordshire: Prentice Hall International.

- Richards, Jack C. (2006). Communicative Language Teaching Today. Cambridge: CUP.

- Scrivener, Jim. (1994). Learning Teaching. London: Macmillan.

Discourse Analysis

- Carter, Ronald (1997). Investigating English Discourse: Language, Literacy, Literature. New York: Routledge.

- Fowler, R. (1981). Literature as Social Discourse. London: Batsford.

- Roberts, E.V and Zweig, R. (1992). Literature: An Introduction to Reading and Writing. New York: Prentice Hall.

- Thornbury, Scott. (2005). Beyond the Sentence: Introducing Discourse Analysis. London: Macmillan Books for Teachers.

- Widdowson, H.G. (1975). Stylistics and the Teaching of Literature. London: Longman.

- Puchta, Herbert and Schratz, Michael. (1993). Teaching Teenagers. Model Activity Sequences for Humanistic Language Learning. England: Longman.

Language and Literature in an EFL Context

- Bamford, J. and Day, R. (2004). Extensive Reading Activities for Teaching Language. Cambridge: Cambridge University Press.

- Brumfit C. J. and Carter R. (1986). Literature & Language Teaching. Oxford: OUP.

- Carter, R. and McRae, J. (1996). Language, Literature and the Learner: Creative Classroom Practice. New York: Routledge.

- Collie, J and Slater S. (1987). Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: Cambridge Handbooks for Language Teachers.

- Elliot, Roger. (1990). Encouraging Reader-Response to Literature in ESL Situations. E

- Lazar, G. (1993). Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge: CUP.

- Mahwah, N.J. (2000). Reader Response in Secondary and College Classrooms. Wisconsin: University of Wisconsin.

- Maley, A. and Duff, A. (2007) Literature. Oxford: OUP.

- McRae, J. (1991). Literature with a Small "l". London: Macmillan.

- McRae, J. (1998). The Language of Drama. New York: Routledge.

- Miller B., J. and Yaris, K. (2016). Who's Doing the Work? How to Say Less So Readers Can Do More. London: Stenhouse.

- Pope, Rob. (1995). Textual Intervention. Critical and Creative Strategies for Literary Studies. New York: Routledge

- Pryle, M. (2014). 50 Common Core Reading Response Activities: Easy Mini-Lessons and Engaging Activities to Help Students Explore and Analyze Literature and Informational Texts. London: Scholastic.

- Trenchs, M. (1997). "Bringing Literature back into the Language Classroom". Barcelona: APAC.

CF - Using ICT in the English classroom

Methodology

- ICT educational applications in the English classroom and the use of these tools according to diverse teaching methods.

Instructor: Ricard Garcia

Nºof ECTS:1.5

Classroom hours:10

Autonomous working hours:27.5

Sessions are based on practice. Students will deal with a different typology of the multiple possibilities that creative tools offer in ESL. Sessions offer an overview of webtools and apps related. Students will be able to try some of these tools and create their own materials. Both group and individual work are expected. Students will also learn how to be always up to date with the arrival of new tools and apps, becoming part of professional learning networks where they will share their experiences and benefit from others'. For some sessions, students may have to bring their own laptops.

Syllabus

Session	Contents
1	• The use of creative digital tools in ESL: Why? Description of the main features these tools share. Analysis of the required methodology when using them in our class. Overview of the most relevant typologies of webtools and apps related to the different communicative aspects in ESL. • Working with images: Tools that help us enrich ideas out of an image. Overview and practice. Creation of a digital poster (Task)
2	• Telling stories: Tools for storytelling. flipbooks, personal diaries, newspaper clippings… Overview and practice. • Animate your English: Speaking avatars and animation. Creation of an animated story (Task)
3	• Working with videos: Enriching videos with embedded tasks. Creation of a video activity (Task)
4	• Taking decisions and exploring opinions. Tools for surveys and debates. • Geolocalize your language: Placing your voice in the world. Geolocalized information and QR codes.
5	• Sharing what we learn: How to disseminate our resources and learn from our peers: Scoop.it • Conclusions and feedback

Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 25%	**Individual/pair/group task**. Creation of a digital poster	
	20th January	• Content, layout, methodology and goals
Task 2 25%	**Individual/pair/group task**. Creation of an animated story	
	25th January	• Content, layout, methodology and goals
Task 3 25%	**Individual/pair/group task**. Creation of a video activity	
	February 3rd	• Content, layout, methodology and goals
Task 4 25%	**Individual/pair/group task**. Justified use of ICT resources in didactic sequence	
	February 18th	• Justification of the use of tools, proper description of methodology

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Recommended readings:

- http://www.scoop.it/t/2-0-tools-and-esl

- http://www.scoop.it/t/web-2-0-tools-in-the-efl-classroom

- http://americancultures.pbworks.com/w/page/12559454/ICT%20Benefits%20in%20EFL

- Barnes, M. (2014) *Teaching the iStudent. A quick Guide to using mobile devices and social media in the K-12 Classroom*. USA, Corwin

- Peachey, N. Web 2.0 Tools for Teachers,

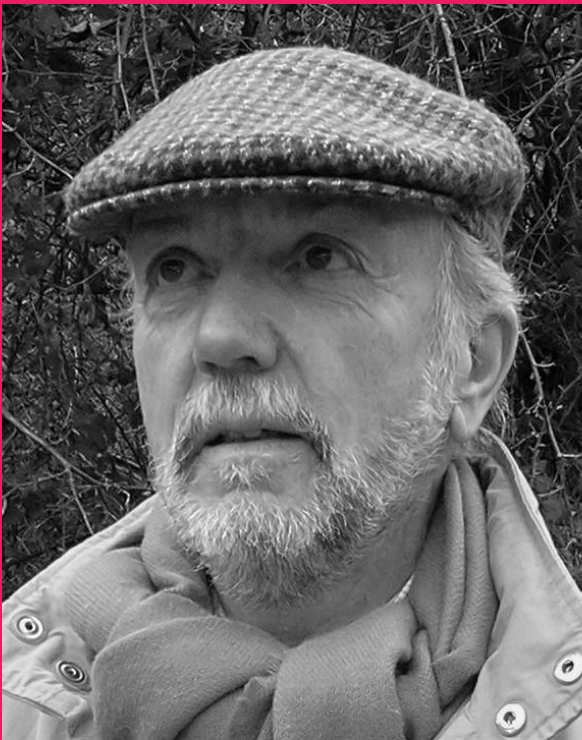- Korkut Uluc Isisag, *The Positive Effects of Integrating ICT in Foreign Language Teaching*. Available at:

http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/235-IBT107-FP-Isisag-ICT2012.pdf

Investigació i Innovació Docent

IID

★ Classroom observation
★ Class management

Tom Maguire
tom.maguire@upf.edu

Tom Maguire has degrees in English (Glasgow), French (Montpellier) and Philology (Santiago de Compostela). He is Master Practitioner in Neuro-linguistic Programming (Nlp) and is certified in Group Dynamics by Michael Grinder, author and expert in group mastery. He has over 30 years' experience training students and teachers. Tom is a member of the APAC board, and is currently in charge of the APAC's online presence.

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Àngels Oliva
angels.oliva@upf.edu

Àngels works at the faculty of Humanities at UPF, teaching English for specific purposes and literature. She has taught Content-based teaching at UIC and UPF, and general and professional English courses at the Faculty of Translation at UPF. Before, she used to work as a CLIL teacher of Humanities subjects at a private secondary school, designing materials and working alongside content teachers. At UPF, she has participated in a series of projects to improve the quality of teaching, including the development of ICT materials and the implementation of an English mentoring programme. Àngels finished her PhD at the UAB's Faculty of Education in 2012. Her main research interests lie in the field of education, literacies, and inter-cultural studies, particularly regarding the exploration of the connections between discourse and identity construction in the foreign language class. Àngels is a member of the APAC board, of the research groups GREILI and ALLENCAM, and a contributing writer for *Catalonia Today*.

Subject overview

This module is aimed at guiding and enhancing students' observation and analysis of the components and processes that are critical to teaching and learning processes.

★ Second-year module
★ Nºof ECTS: 5
★ Subjects: **Class management** and **Classroom Observation**.
★ Classroom hours: 26
★ Autonomous work hours: 99

Competences

By the end of this module, trainees should be able to:

★ Foster a climate that facilitates learning and recognises the values of students' contributions.

★ Critically analyse the performance of teaching, of good practice and of orientation using quality indicators.

★ Identify problems related to the teaching and learning of English and articulate alternatives and solutions.

★ Know about and apply methodologies and basic techniques of educational research and evaluation, and be able to design and develop research, innovation and educational evaluation projects.

★ Recognise the norms and institutional organisation of the educational system, as well as the models of quality improvement currently appied in schools.

★ Maintain a critical attitude towards the social and institutional context of work and towards their own professional practice; identify potential areas for professional development and autonomously organise their own professional training.

★ Express themselves correctly in English, both orally and in writing, in both colloquial and academic registers, and according to the C1 level of proficiency of the Common European Framework of Reference for Languages.

★ Analyse and reflect on the basic elements that characterise the process of acquiring and learning a foreign language.

★ Analyse and reflect on the basic elements that characterise the teaching of a foreign language.

★ Develop and apply the tools and strategies that allow for the implementation in the classroom of different methodological approaches suitable to the needs of each context and educational level.

★ Design curricular programmmes and teaching units that integrate teaching and learning of foreign language and content, taking into account the four key principles of this approach: the progression in content learning and communicative language use, and the development of students' cognitive skills and of cultural awareness.

★ Engage in systematic reflective teaching practices to propose innovative teaching experiences and to adapt to the needs of the students, the educational institution and the student education system.

★ Design and carry out critical observation of teaching and learning, including the implementation of curriculum and teaching programmes, classroom management, interactions among both students and teachers and their perceptions of teaching and learning, as well as the materials and activities used and their effect on teaching/learning processes.

★ Relate the processes and attitudes observed in the foreign language classroom with the social context of the classroom and the personal characteristics of students.

★ Use appropriate quality indicators to conduct critical analysis of teaching.

★ Design and develop projects of educational evaluation.

★ Design and develop innovative educational projects.

★ Formulate suitable research questions within the field of learning and teaching a foreign language.

★ Maintain an attitude of ethical commitment in any investigation conducted in educational contexts.

★ Develop the social skills necessary to perform research processes in educational contexts.

IID - Class management

- Identifying the components involved in the learning process in the classroom and defining its main features.

- Analysing the impact of their interactions in the learning process of students, based on case studies, observation and reflective practice.

Instructor: Tom Maguire

Nºof ECTS:2.5

Classroom hours:12

Autonomous work hours: 50.50

Methodology

The model Group Mastery will be applied within the framework of a standard class cycle:

- focusing the attention of the group,

- retaining their attention while the teacher gives explanations,

- managing individual seatwork in class.

The teacher will demonstrate and comment on the techniques, practice will ensue in groups, followed by feedback, with questions, clarifications and corrections.

Syllabus

Session	Contents
1	**Presentation of the Group Mastery model** ● Demonstration of techniques to focus the attention of the group, followed by a practice session and discussion. Background information on Nlp and its learning models. ● Understanding the integration of Key Competences in this management model.
2	**Presenting information** ● Practice and theory of the first aspects of non-verbal behaviour and calibrating student feedback. Mind maps and their uses in information presentation, memorisation, studying and their positive effect on group management. ● Demonstration of the use of a variety of visual techniques to maintain attention and calibrate feedback.
3	**Maintaining attention** ● Using the voice non-verbally to maintain focus and optimise communication. ● Positive verbal communication with practice based on Chomsky's analysis. ● Influencing behaviour through music. ● Practice and theory of the body language aspects of the Group Mastery and learning to calibrate their feedback.
4	**Attending to individuals** ● Understanding congruence and its importance in optimal communication. ● Demonstration and practice of gesturing and its influence in managing groups. ● The importance of breathing in management. ● Combining voice tone and gestures to manage content presentation and enhance memorisation.

Transitioning
- Effecting transitions between teacher and student centred learning and vice-versa.
- Demonstration and practice of how to manage individual students during seatwork Model and practice of how to discipline the whole group.

Charisma
- How to balance approachability and credibility.
- Review of assessment.
- Observation and commentary on clips of experienced teachers at work.

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 **24%**	**Moodle use:** One online exercise per class week. (Total 6)	
	End of Class Management Module	● Content previewing
Task 2 **16%**	**2 Management forum Registers**	
	End of Forum weeks in Practicum 1 & 2	● Written participation
Task 3 **60%**	**Film clip and analysis report**	
	One week after end of Practicum	15% for each of VAK/B item analysis

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Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Mandatory reading:

- Grinder M. (2007). The Elusive Obvious. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates (e-book format:http://tinyurl.com/oj28wz3)

- Grinder M. (2008). Managing Groups: Fast Track. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates (ebook version: http://surl.im/e0jMe)

Recommended reading:

Books

- Ambady N. & Rosenthal R. (1993). Half a Minute. In Journal of Personality and Social Psychology Vol. 64, No. 3, 431–441. *Students can predict teachers' end of term ratings based on viewing 5-second clips of their nonverbal behaviour.*

- Bandler. R.,(1985) Using your brain for a change NLP. *An entertaining and instructive introduction to Nlp by one of its founders.*

- Buzan T. (1996). The Mind Map Book. London: Plume/ Penguin. *A method for organising complex information in a simple format.*

- Chabris C. & Simons D. (2011) The Invisible Gorilla. London, UK : HarperCollins.*Two psychologists look at 6 illusionary tricks our brains play on us and which influence our lives. They suggest ways of becoming critically aware of intuition.*

- Damasio, A. (2010) Self Comes to Mind. USA: Pantheon Books. *A neurological investigation of what consciousness is. Chapter 3 is about how the brain understands external reality and itself by making maps, images, neural pathways.*

- De Bono, E., (1986) Six Thinking hats, Viking, England. *A thinking model using 6 different approaches symbolised by 6 hats and 6 colours. (Pdf format: http://tinyurl.com/jr2b2uz)*

- Dilts R. (1986). Dynamic Learning, PO Box 1910, Capitola, California 95010, USA: Meta publications. *There are a couple of interesting chapters on Language learning, one on spelling.*

- Eckman, P., (2013) Emotions Revealed. New York, USA: Times Books

- Gallo, C., (2009) The Presentation Secrets of Steve Jobs, USA: McGraw Hill. *Well narrated insights into how a master presenter went about the job. Useful tips on communicating applicable to class presentations.*

- Gladwell M. (2005) Blink: The Power of Thinking Without Thinking, USA, Time Warner, New York. *Thin-slicing is our ability to extract correct conclusions at practically first sight. However, the book warns that in order to trust our first impressions we must calibrate them. (Available from your local library: http://tinyurl.com/q3cmsc3)*

- Gardner H.,(1993)Frames of Mind: The Theory of Multiple Intelligences, Basic Books, NY, USA. *Only two intelligences—linguistic and logical mathematical—have been valued and tested for in modern schools. MI theory, represents a departure from traditional conceptions of intelligence measured by IQ tests. MI theory posits that individuals possess 8 or more intelligences.*

- Goleman D., (1996) Emotional Intelligence Bloomsbury Group, London.*The title is a combination of Gardner's interpersonal and intrapersonal intelligences. Goleman shows how through the application of these intelligences to emotion we can improve our lives. Emotions are habits, and like any habit can undermine our best intentions. We can unlearn some emotions and develop others to gain control of our lives.*

- Grinder M. (2000). Righting the Educational Conveyor Belt, 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates. *Helpful, practical teaching applications, explanations and worksheets on the Nlp model for learning strategies: VAK.* (e-book format:http://tinyurl.com/oj28wz3)(Paperback:https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=65)

- Grinder M. (1993). Envoy. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates. A practical and personal guide to classroom management with self-assessment worksheets (e-book: http://tinyurl.com/oj28wz3)(Paperback:https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=7)

- Grinder M. (2000). A Healthy Classroom. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates. *How to establish and preserve relationships between the students.* (e-book: http://tinyurl.com/oj28wz3)(Paperback: https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=67)

- Grinder M. (2004). Charisma. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates. *Charisma is 'the ability to influence groups through relationships'. Made very comprehensible and applicable to teaching through the cat/dog analogy.* (e-book: http://tinyurl.com/l6l4zyj)(Paperback:https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=31)

- Grinder M. (2007). The Elusive Obvious. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates. *The full background to non-verbal management strategies explained.* (e-book: http://tinyurl.com/ne6p82g) (Paperback:https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=51)

- Grinder M. (2008). Managing Groups: The Fast Track. 16303 NE 259th. St., Battle Ground, WA. USA: Grinder and Associates. *How to lead and maintain a healthy group through observable stages: formation, functional, dysfunctional. (e-book: http://tinyurl.com/oj28wz3)*(Paperback:https://nq168.infusionsoft.com/app/storeFront/showProductDetail?productId=35)

- Haddon M. (2003). The Curious Incident of the Dog in the Night-Time. UK: Random House. *Novel: the world seen through the eyes of a teenager with Asperger's syndrome. The story puts the reader into a different map of reality: the mindset of an autistic boy.* (Available from your local library: http://tinyurl.com/nbondyb)

- Jenkins,E. (1994) The Learning Brain. USA. Turning point for teachers. *Chapter 11 deals with music in learning in its varied facets. Many practical tips.*

- Millar, A. (1956). The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information. *Our conscious mind can only hold 5 to 9 items at a time. Above that number it tends to trance out. That means that teachers should to stack input information, not separate it. http://psychclassics.yorku.ca/Miller*

- Pentland A. (2008) Honest Signals. Cambridge, Massachusetts, USA: The MIT Press. *Scientific measuring of nonverbals. Watch the video explanation:* http://www.youtube.com/watch?v=VKGJ2tNnIBM&feature=related

- Pease A. & Pease B. (2006). The Definitive Book of Body Language. UK. Bantam Books.*Information based on anthropological studies and presented in a very digestible format.* (pdf Format: http://tinyurl.com/hjc9qe4)

- Rosen, S. (1982) My Voice will go with you. NY: Norton & Co.

- Sikes, R. (1997). NLP Home study Course. Ideas seminar e-book. (pdf at: http://tinyurl.com/nuy3lqt)

IID- Classroom observation

- Models and techniques for a critical observation of teaching and reflective practice, understood as tools for educational research and evaluation.

- Research experiences based on observation and reflective practice, plus teaching innovation proposals raised by the researchers on the grounds of these experiences.

Instructor: Àngels Oliva

Nºof ECTS:2.5

Classroom hours:14

Autonomous work hours:48.50

Methodology

This course is intrinsically connected to the TFM, both in terms of contents and timing. Lessons will be very practical and hands on, promoting group work and collective reflection and analysis, and hopefully crossing the classroom's boundaries into the practicum and in contact with previous student teachers and other practitioners.

Syllabus

Session	Contents
1	- Course presentation - Why should teachers do research? The different lenses a teacher wears - Research on what? Working out and refining research questions
2	- Reflective practice and the stages of an action/research cycle - Stage 1: Observing (with an insider's perspective) - Observation tools and resources - Ethical questions
3	- Connecting the dots: fields of educational research - Stage 2: Bibliographical research: tools and resources - Building a theoretical background: views on education and learning - Recap on observation tools before the first practicum phase
4	- Framing your A/R project: Writing your TFM proposal: Section-by-section - General and specific objectives - Theoretical framework - Critical incident: from private to public - Gap: so what? - Data gathering methods

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Check the live calendar for the updated rooms and sessions!

Session	Contents
5	- Fulfilling your research objectives: from what to how - Preparing for data gathering: sample, subjects, tools - Processing qualitative data
6	- Processing your data: results and analysis - Tools and resources - Phrasing and sharing your results
7	- Back to the lenses: The impact of action/research - Building a community of practice: channeling your inner researcher

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Check the live calendar for the updated rooms and sessions!

Assessment

Task 1 **25%**	**Individual task.** Research Proposal: First draft of the TFM proposal	
	to be determined	● Adequacy to the context of an AR cycle, soundness and feasibility
Task 2 **25%**	**Individual task.** Methodological justification:	
	to be determined	● Suitability of the tools, design & justification
Task 3 **30%**	**Individual task.** Becoming a reflective practitioner - justification of the impact of the AR cycle	
	to be determined	● Understanding what it means to be a RP, analysis of the impact and limitations of the AR cycle
Task 4 **20%**	**Group task.** Building a community of practice.	
	last session	● group coordination, materials developed, presentation

Your instructor will provide you with guidelines to hand in each task.

Bibliography

Mandatory and recommended bibliography, to be used in the course and for the theoretical framework of the TFM.

Required readings

- Allwright, D. (2001). Exploratory practice. Some Introductory readings.

http://www.letras.puc-rio.br/oldepcentre/readings/ep_reading_contents.htm

- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics.* Oxford: Oxford University Press. *(Selected chapters)*

- Esteve, O. (2011). Desarrollando la mirada investigadora en el aula: la práctica reflexiva: herramienta para el desarrollo profesional como docente. En Ruiz, U. (coord.), Lengua castellana y literatura. Investigación, innovación y buenas prácticas. Barcelona: Graó (Serie Formación del Profesorado).

- Paltridge, B. and Phakity, A. (eds.) Research Methods in Applied Linguistics. London and New York: Bloomsbury. (Selected chapters)

- Richards, J. C. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. London: Cambridge University Press.

Recommended readings

- Allwright, D. & Bailey, K. (1991). Focus on the language classroom. Cambridge: Cambridge Language Teaching Library. London: Cambridge University Press.

- Burns, A. (1999). Collaborative action researh for English language teachers. London: Cambridge University Press.

- Esteve, O. (2004). La observación en el aula como base para la mejora de la práctica docente. In Lasagabster, D. & Sierra, J.M. (Coord.), La observación como instrumento para la mejora de la enseñanza-aprendizaje de lenguas. Barcelona: ICE-Horsori (Cuadernos de Educación).

- Lasagabster, D. & Sierra, J. M. (2004). La observación como instrumento para la mejora de la enseñanza-aprendizaje de lenguas. Barcelona: ICE-Horsori.

- Wallace, M. (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.