



## COMPETENCES IN COMMUNICATION

<b>Title of the course</b>	Teaching and learning languages
<b>ECTS</b>	2,5
<b>Description</b>	You will get a broad view on the process of teaching and learning languages. We will compare educational systems and approaches from different countries. You will also develop competences for guiding the learning processes.
<b>Learning outcomes</b>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Know and analyze the theoretical framework of teaching and learning languages.</li> <li>• Plan learning tasks from the communicative interaction.</li> <li>• Handle information from diverse resources.</li> <li>• Perform practical tasks related to the theoretical knowledge.</li> <li>• Prepare critical reports on the theoretical knowledge and the practices carried out.</li> <li>• Know and understand the current paradigms of the design of foreign language programs for a practical application.</li> <li>• Be able to select, adapt and design didactic materials, to be used in the development of the different communicative activities.</li> <li>• Be able to develop initiative and an attitude of innovation and creativity.</li> <li>• Design different means to evaluate: forecast of what will be evaluated, criteria and assessment instruments, introducing different strategies for each level, student typology and characteristics of the educational context.</li> </ul>
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Acquisition and Learning Processes in Foreign Languages.</li> <li>2. The development of the communicative competence in English as a Foreign Language teaching: analysis of curricular references.</li> <li>3. Developing oral communication skills in the Foreign Language classroom.</li> <li>4. Developing written communication skills in the Foreign Language classroom.</li> <li>5. The planning process in English as a Foreign Language: decision-making on program components.</li> <li>6. Ideas and organization of learning sequences: activities as a core component.</li> <li>7. Evaluation of the teaching/learning process of English as a Foreign Language: modalities and tools.</li> </ol>
<b>Methodology</b>	<p>The methodological procedure, which will be using in this course, are lectures, seminar classes, workshops, practical classes, cooperative learning and experiential learning.</p> <p>Students will be engaged in observation and analysis of didactic documents.</p>



	<p>Identification of the problems of the foreign language classroom.</p> <p>Problem-solving approach: Case study and problem solving in different situations arose in the classroom.</p> <p>Design of different sequences adapted to the education level by identifying the curricular components.</p>
<b>Evaluation</b>	<p>Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.</p>
<b>Bibliography</b>	<p>Coyle, D., Hood, Ph., &amp; Marsh, D. (2010). <i>CLIL: Content and Language Integrated Learning</i>. New York: Cambridge University Press.</p> <p>Krashen, S. (1981). <i>Second Language Acquisition and Second Language Learning</i>. Oxford: Pergamon Press.</p> <p>NEWBY, D. et al. (2007). <i>European Portfolio for Student Teachers of Languages</i>. Graz: ECLM. Council of Europe. Available</p> <p>O´Malley, J.M. and Chamot, A.U. (1990). <i>Learning strategies in second language acquisition</i>. Cambridge: Cambridge University Press.</p> <p>Oxford. R. (1991). <i>Language learning strategies. What every teacher should know</i>. New York: Newbury House Publishers.</p>