

* M2 Final session

School Language Project and Plurilingualism
Group 71 Module II 2019



+ * HELP US IMPROVE YOUR LEARNING

Convocatòria UAB “Projectes de Millora de la Qualitat Docent”

“Projecte col·laboratiu entre docents-estudiants per a un veritable impacte en la millora dels aprenentatges en anglès”

* **Includes activities to collect students’ voices** and include them in the improvement of the subject (M2):

* **1) Knowing your expectations:**

* What do you expect to learn in this module? Why learning about teaching in English might be relevant / useful for you? What can we do to take maximum profit of 5 sessions (focus on...)?

* **2) Students as ‘ethnographers’ of out-of-class impressions:**

* class delegates or volunteers to collect, in audio or video, small-group informal conversations (+- 5 min.) about the subject once a week.

* **End of the module:**

3) Return to expectations & compare with final outcomes.

4) Final questionnaire to all students: ‘assessment’ of Module 2.

+ * Revisiting our expectations

- * Go back to our 1st session padlet (in the same groups):
- * Reflect and complete the padlet adding a new square:
 - * *Have your expectations been covered?*
 - * *Have you learned / gained anything that was NOT included in your initial expectations?*

FINAL QUESTIONNAIRE MODULE II

- * Individually, please complete the following questionnaire (it will only take you a couple of minutes):

<https://forms.gle/xu3vPywu6gmVveqB9>

THANKS!!!!

- * link & QR codes for **Sem. 1** padlet

* **Reminder M2 contents & activities**

- + * **M2 Expectations: voice + resources (Doughnut circle, snowball, padlet)**
- * **Evolution of LL: Theories and practice (methodologies: PPP, TPR...)**
- * **Hip Hop pedagogies for LL (real example of TBLL sequence)**
- * **CLT: Richards' text / students' agency & voice:**
 - * **Group work (chapters' reading experts)**
 - * **Scaffolding materials (PPTs)**
 - * **Proposing exam questions**
 - * **Clarifying concepts + concrete examples (battleship game, info.gap task, memory game...)**
- * **Working by tasks & projects:**
 - * **Theory + real examples (CLIL rainforests task sequence, Sirian refugees project...)**
- * **Students' agency:**
 - * **Transforming an activity into a CLIL, plurilingual, communicative project through task design (group work + presentation + collaborative feedback)**
 - * **Resources: case study, problem solving, online project repository, gigsaw, infographics, collaborative think tank...**
 - * **Practical activity: Assembling a TBLL sequence ("Going to the market").**
 - * **Classroom management & teacher talk (resources: songs, charts...)**
 - * **Support readings: scaffolding newcomers; CLIL principles and tips; assessment....**