

## INTEGRATED LANGUAGE AND COMPETENCY-BASED LEARNING:

the case of English Studies at UZ

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## A HOLISTIC APPROACH TO LEARNING

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Language-based      Competency-based

Language communication      Social communication

INSIDE THE FISH BOWL ...

## TARGET GROUP

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- 1<sup>st</sup> year Degree in English
- General English
- B2.1 level
- 2 groups, a total of 100 student
- G.E. textbook – *English Result*
- Moodle

## INSTRUCTIONAL APPROACH

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**Attitudes to knowledge**

- Conserving knowledge
- **Critiquing knowledge** ✓
- Extending knowledge

**Learning approaches**

- Reproductive
- **Analytical** ✓
- Speculative

(From Paltridge et al 2009, *Teaching Academic Writing*, Ann Arbor: Michigan U. Press)

## ACADEMIC ELP

**The learning 'product'**

Individual contributions + collaborative work  
Quality of lang. + quality of analysis and reflection


**The learning 'process'**

A reflective instrument  
progress in learning  
regulating teacher's support

(see, e.g., Belanoff & Dickson 1991, Hamp-Lyons & Condon 2000)

discussion on ideas and methods on individual basis; critical approach to knowledge; modelling of hypothetical and creative thinking

## LEARNING ACTIVITIES



Language tasks; collaborative tasks; awareness of genres; group dynamics; analysis of information and ideas within interpretive frameworks

Grading Criteria for the Dossier (40% of the final mark)

	Reading/Writing	Blended Learning	Project	Oral Presentation	Autonomous Work
<b>Grading Criteria B2.1</b> Excellent	I can understand newspaper articles and reports and identify the writer's attitude and opinion. I can understand some short stories and excerpts from modern literature. I can write detailed texts on different subjects I am interested in.	I can conduct and write up basic research using the required computer resources. I can understand the main points and details on radio and TV programmes.	I can pass on information and give reasons for or against a particular point of view. I can write a review of a film, book or play. I can work in a team, give and explain my opinions on most topics and make my contributions relevant to what somebody has said.	I can give clear, detailed descriptions on different subjects I am interested in. I can explain my views on a topical issue, and discuss the advantages and disadvantages of different options. I can conduct an oral debate without a lot of rehearsal.	I can organize and manage my own autonomous learning and keep a detailed record of work and study hours in a notebook, diary, spreadsheet, etc.
40	5	5	10	10	10
<b>Grading Criteria B1.2</b> There is room for improvement	I can follow the main points in newspaper articles and reports. I can find specific information in longer texts. I can write about a topic and explain my point of view.	I can conduct basic research using computer resources. I can understand the main points of many radio news and current affairs programmes and general interest facts.	I can write a report giving information. I can write about a topic and explain my point of view. I can exchange, check, and confirm information in a team when I need help.	I can talk about my interests and topics related to my interests and professional needs. I can talk about differences and give my opinions. I can exchange information on these topics.	I can organize and manage some of the required academic activities.
20	2.5	2.5	5	5	5

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20	2.5	2.5	5

## How to put it all together?

**Blended learning** combines:


- A "face to face" (F2F) component/ class **attendance and participation** ✓
- An **online collaborative** type of learning through CMC (Computer Mediated Communication) / (ICTs) ✓

Teaching is driven by the pedagogy and supported by the technology: "It's not so much the program, more what you do with it" (Jones, 1986)

## Autonomous Work and Control

Types of access to the materials:


- True self-access
- Recommended self-access
- Required self-access.
- Class access.

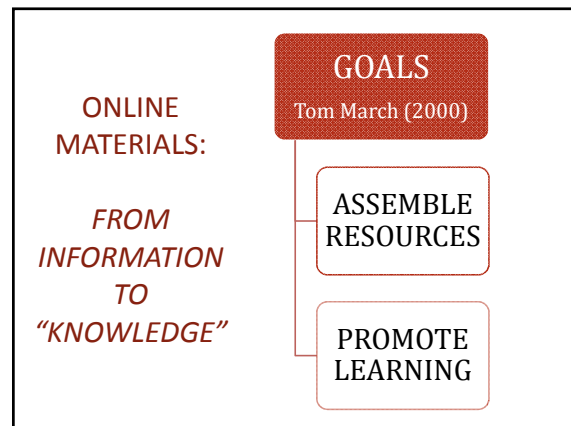
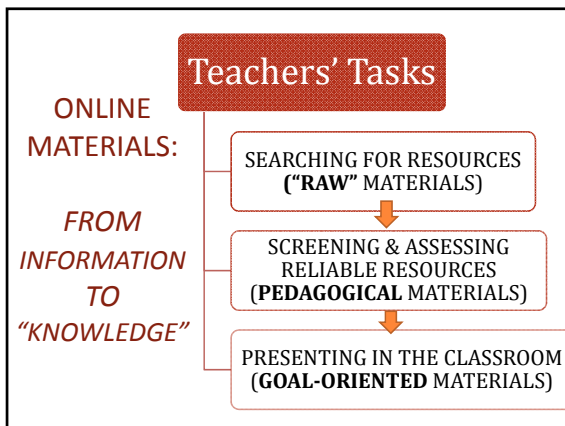


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- **Required self-access.**
- Class access.






**Assemble Resources**

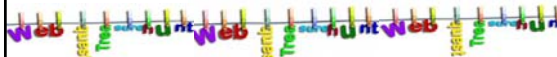
- 1. HOTLIST → Internet Links



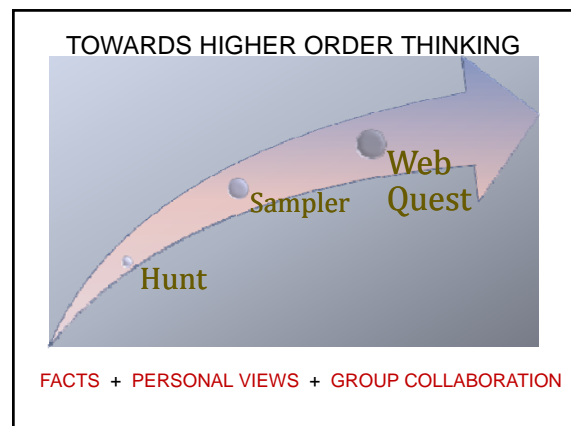
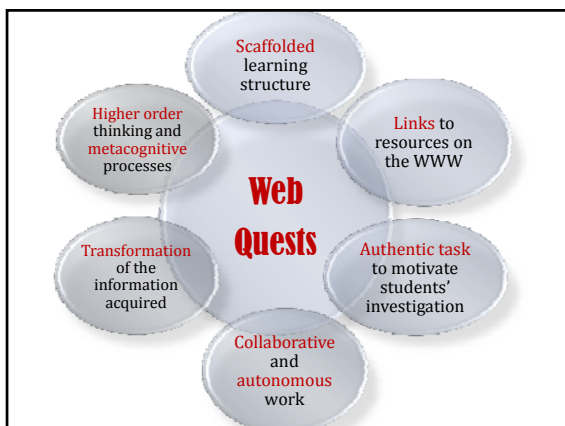
- 2. SCRAPBOOK → Multimedia Collections



**Promote Learning**



- 3. HUNT → Knowledge Building
- 4. SAMPLER → Attitudinal Change
- 5. WEBQUEST → Problem Solving



### Creating our own Item List.

### FACTS


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**Item 1.**

- What is a “cognate” and a “false friend”? Give **5 examples** of each **(1 point)**





**Item 4.**


- Name **2 dictionaries**, **2 encyclopedias** and **1 glossary** related to your field of study **(1 point)**



(From: *Treasure Hunt Item List, English Studies, English Language II Assignment 2*)


### INTERRELATED FACTS


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**Item 4.**


- How many *Sonnets* did Shakespeare write? What is the **first line of Sonnet XVIII?** **(1 point)**





**Item 19.**


- Listen to the following 5 excerpts from **famous poems** and try to identify their authors **(1 point)**



(From: *Treasure Hunt Item List, English Studies, English Language II Assignment 2*)


### PERSONAL VIEW / ATTITUDE


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**Item 7.**


- Find 3 famous **scholars from your own country** related to the study of literature or (applied) linguistics. What was their contribution to the field? **(1,5 points)**





**Item 12.**

- Visit the blog by Prof. Sara Martin (UAB), read the entry “Class etiquette” and **give your personal opinion** on the subject **(100 words) (2 points)**



(From: *Treasure Hunt Item List, English Studies, English Language II Assignment 2*)

**12. Visit the following blog by Prof. Sara Martín (UAB), read the entry “Class etiquette” and give your personal opinion on the subject.**

- In my opinion the Professor Sara Martín exaggerates some of the reactions of the first year students. I do not want to mean that I disagree with her at all.
- On the one hand, I agree that sometimes our behaviour is not good enough because we talk too much, we use sometimes the mobile phone although the majority of times we use it to look the hour or something similar (...).
- On the other hand, the ideal you have when you pass to the University is freedom. Freedom in all senses and not only in the senses the teacher wants. I mean, why you cannot drink a coffee during a class? It is the same action of drink water and we understand that a teacher could drink or even eat. The use of the computer or bring or not the material are our responsibility. In the University you should learn to look after yourself alone, it is one of the best knowledge the University could give you for your future life.
- Our behaviour can be better understood if people think that we are still adolescents, everything is new for us and we have really stressed lives. In addition, in some countries like Sweden, which has an excellent education, eat and drink in class or pick up the phone and go out of class to talk is permitted and it is not seen as a disrespect.

December 2010

### AFFECT. ENGAGEMENT / COLLABORATION

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**Item 9.**

- Watch the documentary “48 hours in **Zaragoza**”. Give the name of a famous singer alluded to in the documentary and... **(1 point)**







**Item 11.**

- Provide a description (both physical and a personality profile) **of the person(s) you are doing this work with.** **(1 point)**



(From: *Treasure Hunt Item List, English Studies, English Language II Assignment 2*)

## Integrating Written / Oral / ICT Skills

- Student's self-description  
<http://www.voki.com/mywebsite.php>

- Text to speech


## HIGHER ORDER THINKING

**Item 17.**

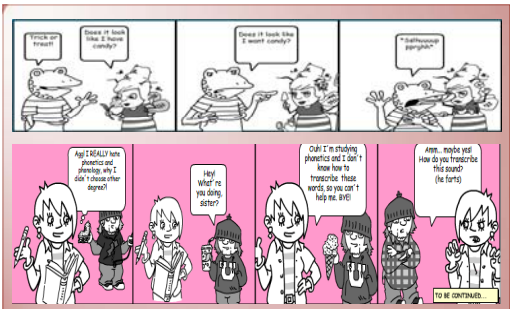
- Create a comic strip representing a conversation using one of these websites. Save or print the result (**1.5 points**)

**Item 20.**

- Create your own treasure hunt items from your field of interest. Provide the URL of the Web sites where information about this item may be found (**1 point**)

(From: *Treasure Hunt Item List, English Studies, English Language II Assignment 2*)

**17. Create a comic strip representing a conversation using one of these websites... Save or print the result.**



## Self- and Peer Assessment

**Do you think that you all pulled your weight/contributed in the same way? Give a mark out of 10 and justify it.**

Student X	Mark: 8
Student Y	Mark: 8
Student Z	Mark: 9


I think we have done the same work more or less according to the divisions we made. The reason why have put myself one more point than to my mates is because I think that **they have less initiative**. They know that they have to do the project but they are **unable to divide the questions**, or to say let's do the project, just because they tend to think that the **deadline** is far away. Once this work is done they work well.

Another bad thing is that we decided to do the project through the Internet, exchanging the information and the exercises, but my mates tend to **forget reading the email**, so sometimes this is a problem.

In my opinion they need a **bit more of discipline and initiative** but I really get on well with them and I'm happy with them as work mates.


## ASSESSMENT

independent research and autonomous field work



recall and practical demonstration of skills;  
emphasis on originality, quality of analysis and interpretation

## Online support



- Monitoring
- Guiding
- Critiquing
- Counselling

- Teaching materials and tasks
- Supplementary material

- Ongoing feedback
- Teacher's assessment
- Self-assessment
- Peer-assessment

Cf. van Lier L. 1996. *Interaction in the Language curriculum. Awareness, autonomy and authenticity.*

### A 'SWIM' (and not a 'SINK') APPROACH



### TEACHING/LEARNING TARGETS ACHIEVED



**SUPERVISE**

- Organise and control language/competency acquisition

**ENGAGE**

- From reactive to proactive
- Engaged collaborators (or co-producers of learning)

### TEACHER'S ROLE



more experienced colleague and collaborator; preliminary critic and advisor; patron

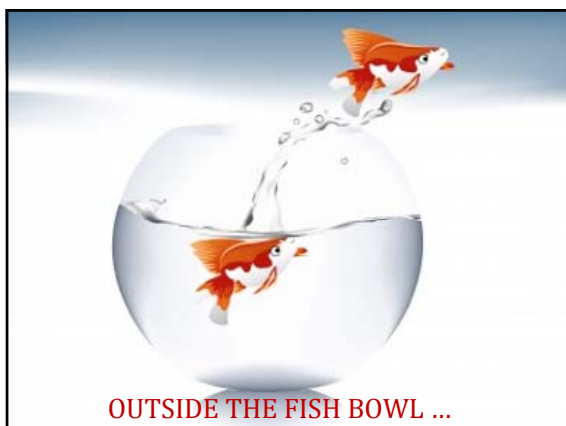
coordinator of learning resources; questioner, critical guide, gadfly; principal source of assessment

### OUTCOME OF THE GOOD PRACTICE



development of speculative, critical intelligence

independent analytical and critical styles of thinking



OUTSIDE THE FISH BOWL ...

### PROFESSIONAL NETWORKING

Higher education

- Integrated language and competency-based instruction in language learning

Secondary education

- Link with professional language teachers

Professional networking

- Other joint activities: GRUNDTVIG



**A TEACHERS NETWORK**

**Why a network?**

from individual practices

↓

to a structured and continuous initiative

As a team we can create problems none of us could cause as individuals!

**A TEACHERS NETWORK**

**University of Zaragoza**

quality improvement & innovation plan

strategic institutional support

quality & innovation workshop

funding

**A TEACHERS NETWORK**

**A network is ...**

an opportunity

**A TEACHERS NETWORK**

**Why an ESL network?**

a time of educational challenges

**In secondary education ...**

- ✓ reassessment
- ✓ CLIL
- ✓ new university-entry exam

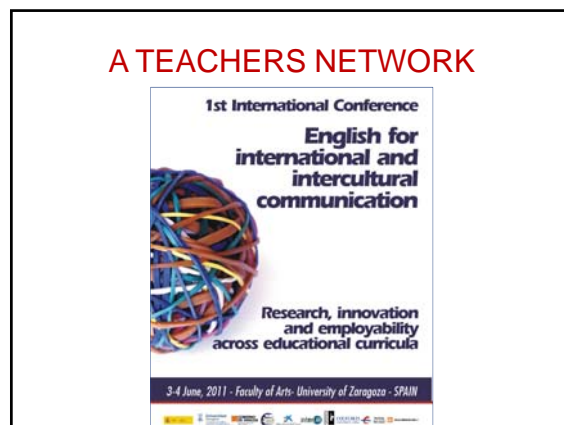
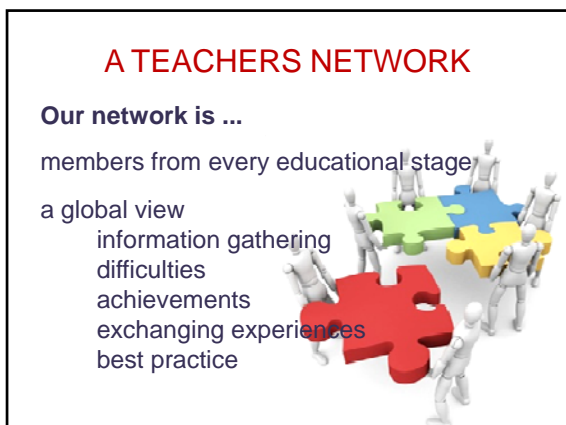
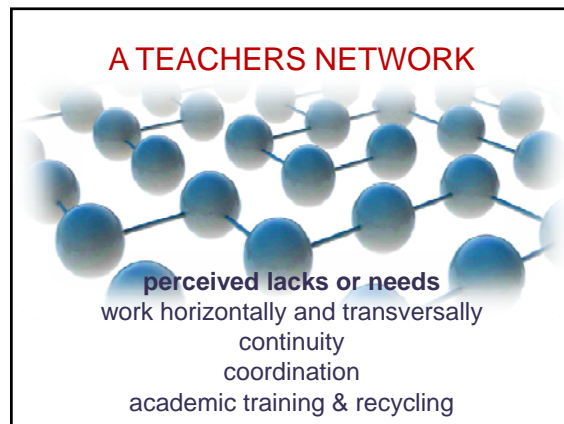
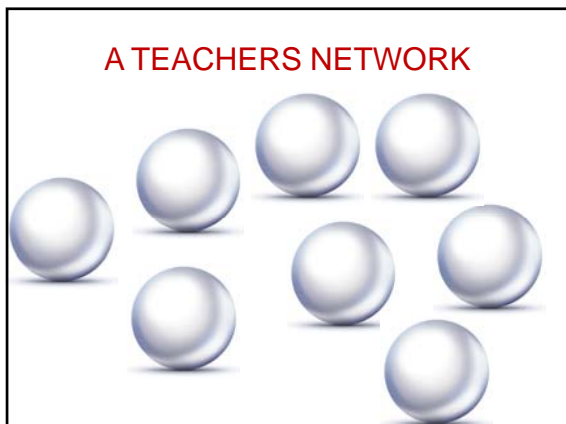
**A TEACHERS NETWORK**

**Why an ESL network?**

a time of educational challenges

**At the university ...**

- ✓ quality degree methodologies ICTs
- ✓ teacher training transferability accountability



Thank you very much for your attention!