



**Florida**

**Universit ria**

Aprendizaje y Ense anza de la Lengua  
Inglesa / Teaching English as a  
Foreign Language

# **Module Guide 2023-2024**

Titulaci n adscrita a



**M ster Universitario en Profesorado de Educaci n Secundaria**

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## 1. Module Information

<b>Subject:</b>	<b>40515 Aprenentatge i Ensenyament de la Llengua Anglesa</b> Teaching English as a Foreign Language (in Secondary Education & Vocational Training)
<b>Module:</b>	Subject / Foreign Language Teacher
<b>Type of module:</b>	Elective subject
<b>ECTS:</b>	16 ECTS
<b>Course:</b>	MA in Secondary Education
<b>Term:</b>	1 <sup>st</sup> & 2 <sup>nd</sup> term
<b>Department:</b>	Education
<b>Teachers:</b>	<b>Charo López Contreras</b> <a href="mailto:chlopez@florida-uni.es">chlopez@florida-uni.es</a> Office D.3.7. Ext. 427 Office hours: check Florida Oberta <b>Always by appointment</b>
<b>Module leader</b>	Jordi Tordera Juan
<b>Language</b>	English
<b>Exam</b>	21 <sup>st</sup> May 2024 (First call) 27 <sup>th</sup> June 2024 (resit)

## 2. Competences

COMPETENCES
BASIC & GENERAL
GC1. Ability to work in and with teams; develop attitudes of participation and collaboration with the educative community.
GC2. Ability to generate proposals which are innovative and competitive in the professional activity and in educative investigation.
GC3. Ability to effectively communicate, verbally and non-verbally.
GC4. Ability to use and integrate information and communication technology tools.
BC7. The students must be able to apply the acquired knowledge as well as their problem-solving skills in new or unknown environments inside wider contexts related to their study area.
BC8. The students must be able to integrate knowledge and face the complexity of formulating opinions from information which, being incomplete

or limited, includes reflections about the social and ethic responsibilities linked with the application of their knowledge.
BC9. The students must communicate their conclusions and the ultimate knowledge and reasons which underpin specialized and non-specialized public in a clear way.
BC10. The students must have learning skills which enable them for a lifelong learning, usually self-directed.
<b>SPECIFIC COMPETENCES</b>
SC1. Knowing the curricula form the subjects related to the teaching specialization, as well as didactic knowledge around the teaching and learning processes.
SC2. Planning, developing and assessing the teaching and learning process fostering educational processes which enable the acquisition of the specific competences of each stage, paying attention to their students' prior level and training, as well as their orientation, both individually and in collaboration with other teachers or staff members.
SC3. Searching, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimodal), transforming it into knowledge and apply it in the teaching and learning processes in the specific subjects.
SC4. Concreting the school curricula participating in its planning; develop and implement didactic methodologies, both in group and personalized, adapted to the students' diversity.
SC5. Designing and developing learning environments with special attention to equity, emotional and moral education, gender equality, citizenship and respect to human rights that enable living in society, making decisions and building a sustainable future.
SC6. Acquiring strategies to stimulate the student's effort and promote their ability to learn by themselves and with others, as well as develop thinking and decision-making skills that enable their autonomy, self-confidence and personal effort.
SC7. Knowing the processes of interaction and communication inside the classroom, master the skills needed to foster learning and harmony, and handle discipline problems and conflicts resolution.
SC8. Design and implement formal and non-formal activities which contribute to transform the school into a place of participation and culture in its environment; developing functions of mentorship and students' orientation in their area in a coordinated and collaborative way; participating in the assessment, investigation and innovation of the teaching and learning processes.
SC9. Knowing the rules and regulations in the educative system and models of quality improvement applied to educative institutions.
SC11. Informing and advising families about the teaching and learning processes and about their children's personal, educational and professional orientation.
SC12. Acquiring knowledge and strategies needed to plan their subjects and modules.
SC13. Mastering strategies and procedures to assess the process of learning, as well as evaluate the teaching processes.

SC14. Knowing the mentorship procedures for their students; orientating their learning and supporting their educative process.

SC15. Knowing general programmes of students' educative, academic and professional orientation.

### 3.- Learning outcomes

Learning outcomes
LO1. To identify and describe different methods, approaches and techniques aimed at teaching English as a foreign language in secondary education.
LO2. To get to know the regulations and the curriculum of secondary and upper-secondary education, and vocational training in the Valencian territory.
LO3. To design and plan sessions or teaching units selecting the appropriate materials and resources according to the different teaching methods.
LO4. To be aware of one's own learning processes and own knowledge in order to make it available be transferred to their future students.
LO5. To use different digital tools for learning languages as well as planning life-long learning activities in teacher education.

### 4.- Syllabus

#### Section 1. Teaching and learning a foreign language as communication

##### 1.1. Linguistic theories

###### 1.1.1. Structuralism

###### 1.1.2. Generativism

###### 1.1.3. Functionalism

###### 1.1.4. Cognitivism

###### 1.1.5. Textual linguistics

##### 1.2. Psycholinguistics

###### 1.2.1. Behaviourism

###### 1.2.2. Mentalism

###### 1.2.3. Interactionism - psychopragmatics

##### 1.3. Individual differences in the acquisition of a foreign language

###### 1.3.1. Internal factors (learners' factors)

###### 1.3.2. External factors socio-affective factors

## **Section 2. Methods, curriculum and planning**

### **2.1. Methods**

2.1.1. Grammar-translation, Direct Method, Natural Method, Audiolingualism, TPR, Suggestopedia

2.1.2. Communicative Language Teaching: Notional-Functional

2.1.3. Task-based language teaching

2.1.4. Content-Based Instruction & CLIL

2.1.5. Pluriliteracies

2.1.6. The communicative intercultural competence

### **2.2. Planning in TEFL in Secondary Education**

2.2.1. Local curriculum and regulations (Plurilingual act)

2.2.2. Assessment in language teaching: forms and tools

2.2.3. Designing syllabus, courses, and lessons.

2.2.4. Curriculum adaptations

### **2.3. The CEFRL**

2.2.1. The language levels and descriptors

2.2.2. The E-PEL

## **Section 3. Teaching and learning strategies in TEFL**

### **3.1. Learner Strategies**

3.1.1. Cognitive

3.1.2. Metacognitive

3.1.3. Affective

### **3.2. Teaching language skills**

3.2.1. Pronunciation

3.2.2. Grammar

3.2.3. Vocabulary

3.2.4. Receptive Skills

3.2.4.1. Oral comprehension

3.2.4.2. Written Comprehension

### **3.2.5. Productive Skills**

3.2.5.1. Oral expression and interaction

3.2.5.2. Written expression and interaction

### 3.2.6. Mediation

#### 3.2.6.1. Translation

#### 3.2.6.2. Interpretation

## 5. Activities and methodology

The students' workload in this particular subject is equivalent to 25 hours per credit. According to this amount, the workload is 400 hours in total; distributed as follows:

5.5.1.6 ACTIVIDADES FORMATIVAS		
ACTIVIDAD FORMATIVA	HORAS	PRESENCIALIDAD
Clases teórico-prácticas	108	100
Estudio y trabajo autónomo	272	0
Tutorías	20	100

### 1. In-class activities (108 hours):

Classes are designed to focus on a learning by doing approach. The activities are arranged in three different challenge-based learning (CBL) experiences, nevertheless, students should also expect theoretical classes in which the basic contents of the main topics will be covered, reflected upon and put into practice. There will also be seminars on issues such as digital tools, managing exchanges or organisational issues in a secondary school.

The coursework include three different CBL projects in which students will develop their teaching skills. The assignments include research processes, presentations and discussions on their learning process.

The guidance and materials necessary for the development of these activities will be provided to students either during the classes or uploaded on FloridaOberta.

Students are also expected to READ THE ASSIGNMENTS AND BORROW BOOKS WHEN TOLD SO since most activities will be based on them.

### 2. Self-study activities (272 hours)

The model of the teacher as researcher in the classroom focuses the student individual activity in the asking of relevant questions and the search, analysis, processing and later conveying of information. In this sense, cooperative teamwork will be promoted. These projects will be oriented, supervised and assessed by the teacher.

As stated above, the workload is split into the following activities and these are the approximate percentages of each kind:

IN-CLASS ACTIVITIES		
Teaching Model	Methodology	%

<b>Theoretical Lectures</b>	Brief glance on course contents, debates, problem-solving and activity setting.	15%
<b>Practical Lectures</b>	Analysing and composing texts on language learning and language teaching. Carrying out activities relating theoretical basis with real cases or research.	20%
<b>SEMINARS / WORKSHOPS</b>	Class sessions by different experts on specific topics to have a wider perspective on ELT or educational issues related to teaching in Secondary education.	15%
<b>TEAM WORK</b>	Students will take part in three cooperative projects.	50%
Total (30% of the whole subject hours)		100%

<b>SELF-STUDY ACTIVITIES</b>		
<b>Teaching model</b>	<b>Methodology</b>	<b>%</b>
<b>TEAM WORK</b>	Doing research on the contents. Developing criteria to find out the most suitable teaching method with regard to the educational setting.	70%
<b>INDIVIDUAL WORK</b>	Students' own work and study.	30%
Total (70% of the whole subject hours)		100%

## 6. Syllabus

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##### 1.1.1. Structuralism

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##### 1.1.3. Functionalism

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3.2.5. Productive Skills

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3.2.5.2. Written expression and interaction

3.2.6. Mediation

3.2.6.1. Translation

3.2.6.2. Interpretation

Coursework	Digital Tools	Section	Time
Project 1. The Advisory Team	Padlet, Youtube, MOOC, VLE – Moodle: fora, glossary, tests, Kahoot, Socrative, Plickers...	Section 1	32 hours
Project 2. Teaching me softly	Padlet, Youtube, MOOC, VLE – Moodle: fora, glossary, tests, Kahoot, Socrative, Plickers...	Section 2	24 hours
The CEFRL & the intercultural communicative competence	E-PEL, Padlet, Padlet, Youtube, VLE – Moodle: fora, glossary, tests, Kahoot, Socrative,	Sections 2 & 3	14 hours
Project 3. Designing and planning a lesson	VLE – Moodle: fora, glossary, tests, Kahoot, Socrative, Plickers...	Section 3	34 hours

## 8. Assessment

Assessment Methods	
Assignments	Percentage

<b>Learning monitoring:</b> -Learning diary (Padlet): 5% -Active participation, positive attitude and respect: 10% -Personal time ( <i>tutoría</i> ): 5%	20%
<b>Work evaluation:</b> -Elaboration of different project tasks	20%
<b>Assessment of individual and group participation:</b> -Seminars 15% -co-evaluation 5%	20%
<b>Oral and written tests:</b> -Oral presentations of contents related to projects carried out in class 15% -Declarative written test 25%	40%

#### **IMPORTANT NOTICE ABOUT PLAGIARISM**

Plagiarism is the deliberate and significant insertion in your own work of material from someone else, for instance, a published source such as a book or article, or another student's piece of work, without stating the extent or source or quoting in inverted commas.

Should any instance of plagiarism spotted, the student/s would have to resit the subject.

The final mark of this module will depend mostly on the degree of involvement of the students in class, particularly in seminars, projects and virtual exchanges. Participation is mostly welcome since it is essential in order to develop the specific competences and improve your proficiency in the language.

Students will be assessed on the basis of continuous evaluation. If a student fails to attend a minimum of 80% of complete (from the beginning to the end) lectures, they will have to take a final written (80%) and oral (20%) exam on practical and theoretical aspects of the module.

Assignments will have to be uploaded on FloridaOberta and failing to meet the deadline will mean a fail in that particular procedure.

**IMPORTANT!** Students who may be absent from those classes in which theoretical tests are held will NOT be able to take them in other moment.

Students will be given the chance to obtain UP TO 1 extra point to add to their final mark if they are available to act as mediators in the virtual exchange organised by Florida Universitària.

#### **Summer Resit**

Students who should take the resit examination will have to face a written and an oral exam. The written part will stand for 80% of the final mark and the oral part the 20%.

## 9. Students in Special Situations

Attendance is compulsory. Nevertheless, all those students who cannot attend lectures should let the teacher know in advance. Students will be assessed on the basis of continuous evaluation. If a student fails to attend a minimum of 80% of lectures, and s/he can justify with a contract or doctor's note, they will have to contact the teacher before October in order to arrange a "learning plan".

If the student does not contact the teacher and does not attend classes, they will have to take a test about all the contents in the course at the end of the module.

Students can have tutorials with the teacher via:

- Email.
- In-office, by appointment only.

Students in special situations must:

- Contact the lecturer/s at the beginning of the term or as soon as possible so that they are aware you will not be able to attend the course.
- Carry out all the activities done in classes.
- Meet the rest of the students outside lectures for teamwork projects.

## 10. References

In addition to all the services available from the CRAI-Library, available from <https://biblioteca.florida-uni.es>, students are attached to the University of Valencia, so they have access to the databases of the University of Valencia library. This access is independent, and therefore, you will have different passwords, which will be granted to you at the time of registration from Florida. The CRAI-Library, among the different training workshops on information sources, will explain how to use them, how to connect to them remotely, as well as suggestions and tips for use. In any case, they can also answer any questions individually when they try to use them, by visiting the library or contacting the other channels, such as [bibliote@florida-uni.es](mailto:bibliote@florida-uni.es).

In this link you can see the bibliography of the subject available in the CRAI-Library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_levantamento=1543](https://biblioteca.florida.es/sophia/index.asp?codigo_levantamento=1543)

### Annotated references:

Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL*. Cambridge University Press.

The theoretical support and explanation for CLIL practice are widely provided by the authors. The section devoted on how to deal with the cultural issues is compulsory for trainees.

Available in Florida Universitària's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=2577](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=2577)

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.

As Caudery (2001) put it "*Teaching and learning in the language classroom* is aimed primarily at language teachers with some experience, and though it could be very useful for teachers to explore on their own, its main use is likely to be as a core textbook on in-service training courses. Throughout, it encourages teachers to reflect on issues in language teaching and learning on the basis of their own experience."

Not available in Florida Universitària's library.

**ESSENTIAL!** Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned*. Oxford University Press.

A "must" for future teachers and scholars who have just started to deal with SLA. This manual includes clear and state-of-the-art theories on learning a first, second or foreign language theory. A simple and comprehensible glance at the factors affecting SLA or FLA. A review on clichés related to learning languages.

Available in Florida Universitària's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=7119](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=7119)

Marsh, D. Mehisto, P. and Frígols, M.J. (2008). *Uncovering CLIL*. Macmillan.

It is an essential reader for CLIL implementers. It will help teachers and trainees to find their way through to put CLIL into practice and assess their lessons.

Available in Florida Universit ria's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=13602](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=13602)

Pachler, N., Evans, M., Redondo, A., & Fisher, L. (2014). *Learning to teach foreign languages in the secondary school: A companion to school experience*. Routledge.

A very complete and well-organised guide for pre-service practitioners. It covers a wide variety of methodological aspects regarding the teaching and learning of a foreign language. It also provides useful insights into the role educator in this educational stage.

Not available in Florida Universit ria's library.

**ESSENTIAL!** Richards, J. C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

This FLT best-seller has become a reference book for practitioners, trainees and researchers in TEFL. It provides thorough information with respect to language and learning theories supporting approaches and methods as well as the roles of teachers and students.

Available in Florida Universit ria's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=8406](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=8406)

Witte, A., & Harden, T. (2011). *Intercultural Competence: Concepts, Challenges, Evaluations. Intercultural Studies and Foreign Language Learning*. Peter Lang Publishers.

A book that explores the meaning of the concept "Intercultural Competence" and its implications from different perspectives in the foreign language classrooms.

Not available in Florida Universit ria's library.

#### **Basic references:**

Brown, H. D. (2006). *Principles of language learning and teaching*. Longman.

Not available in Florida Universit ria's library.

Byram, M., & Golubeva, I. (2020). Conceptualising intercultural (communicative) competence and intercultural citizenship. In *The*

*Routledge handbook of language and intercultural communication* (pp. 70-85). Routledge.

Not available in Florida Universit ria's library.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Council of Europe.

Not available in Florida Universit ria's library.

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume with new descriptors*. Council of Europe.

Not available in Florida Universit ria's library.

Long, M. (2015) *Second language acquisition and task-based language teaching*. Wiley Blackwell

Not available in Florida Universit ria's library.

Ellis, R. (2015) *Understanding second language acquisition*. Oxford University Press.

Not available in Florida Universit ria's library.

Gonz lez, M., Guill n, C., & Vez, J. M. (2010). *Did ctica de las lenguas modernas: competencia pluriling e e intercultural*. S ntesis.

Available in Florida Universit ria's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=19575](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=19575)

Lorenzo, F., Trujillo, T., & Vez, J. M. (2011). *Educaci n biling e: integraci n de contenidos y segundas lenguas*. S ntesis.

Available in Florida Universit ria's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=3516](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=3516)



Meyer, O. & Coyle, D. (2017). Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development. *European Journal of Applied Linguistics*, 5(2), 199-222.

Not available in Florida Universit ria's library.

Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education.

Not available in Florida Universit ria's library.

Ur, P. (2000). *A course in language teaching: Practice and theory*. Cambridge University Press.

Available in Florida Universit ria's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=25714](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=25714)

Van Patten, B., & Benati, A. (2010). *Key Terms in Second Language Acquisition*. Continuum.

Not available in Florida Universit ria's library.

### Complementary references:

Byram, M., Gribkova, B., & Band Starkey, H. (2002). *Developing the Intercultural Dimension in Language Learning*. Council of Europe.

Not available in Florida Universit ria's library.

Cassany, D., Luna, M., & Sanz, G. (2006). *Ensenyar llengua*. Gra .

Available in Florida Universit ria's library:

[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=22695](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=22695)

Dale, L., & Tanner, R. (2012). *CLIL Activities: a resource for subject and language teachers*. Cambridge University Press.

Available in Florida Universit ria's library:



[https://biblioteca.florida.es/sophia/index.asp?codigo\\_sophia=7654](https://biblioteca.florida.es/sophia/index.asp?codigo_sophia=7654)

Deardorff, D. K. (2011). Assessing intercultural competence. *New directions for institutional research*, (149), 65-79.

Not available in Florida Universit ria's library.

Fields, D. L. (2016). *Echando una mano: 101 t cnicas de andamiaje para el profesorado de lenguas*. Octaedro Editorial.

Not available in Florida Universit ria's library.

**Laws and regulations** (new regulations will be posted on Florida Oberta as soon as they are issued)

DECRETO 107/2022, de 5 de agost del Consell, per la qual se establix el curr culum de la Educaci  Secund ria Obligat ria en la Comunidad Valenciana.

DECRETO 102/2008, de 11 de julio del Consejo, por el cual se establece el curr culum del Bachillerato en la Comunitat Valenciana. (DOCV 15/07/2008).

ORDEN de 14 diciembre de 2007, de la Conselleria de Educaci n, sobre evaluaci n en Educaci n Secundaria Obligatoria DOCV 21/12/2007).

ORDEN de 24 de noviembre de 2008, de la Conselleria de Educaci n, sobre evaluaci n en Bachillerato en la Comunitat Valenciana (DOCV 15/12/2008).

ORDEN de 17 de junio de 2009, de la Conselleria de Educaci n, por la cual se regulan las materias optativas en el bachillerato (DOCV 07/07/2009).

LLEI 4/2018, de 21 de febrer, per la qual es regula i promou el pluriling isme en el sistema educatiu valenci . Generalitat Valenciana.

### On-line References

LOMLOE: <https://educagob.educacionyfp.gob.es/inicio.html>

### CLIL references

- <http://www.isabelperez.com/clil.htm>

- <http://www.ccn-clil.eu/>
- <http://www.upc.edu/slt/classtalk/>

### **OAPEE – Portfolio**

- <https://www.oapee.es/e-pel/>
- <http://epostl2.ecml.at/>

### **Online Teaching Resources**

- Pixton: <https://www.pixton.com/es/> - Create comics online.
- Educaplay: <https://es.educaplay.com/> - Manage and create learning activities
- Paper.li: <https://paper.li> - Create your own stories from documentaries to newspapers or magazines
- Genially: <https://genial.ly/> - Generate presentations, games and much more.
- Jeopardy.rocks: <https://www.playfactile.com/> - Create games online for factfile information.

## **11. Specific regulations**

- Being PUNCTUAL will be most appreciated.
- Students MUST bring to class all the necessary resources.
- Students may well use their mobile phones, tablets and laptops in class but only when told to do so by the teacher.

## **12. Office hours**

Office hours are designed to be a time when students can come to a teacher to ask questions, get additional help or turn in/pick up work from absences. Office hours provide a tool for teaching student's responsibility, accountability and independent learning.

**Students are kindly requested to set an appointment via email. The following tools will be used:**

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- **Email:** Lecturer must be contacted through this mean preferentially.
- **Florida Oberta:** Resources, materials and fora are to be used. Project assignment will be submitted via this Moodle-based VLE.
- **Microsoft Teams:** synchronous and asynchronous tuition will take place via this tool. No messages will be answered unless the student has emailed the lecturer previously.

**Students will be able to gain access to FO only by using Florida's email address and this will be the valid mean to contact the lecturer and any other member of staff.**