

An abstract graphic consisting of several thick, colorful ribbons in shades of yellow, pink, blue, green, red, and dark purple. The ribbons are intertwined and flow from the top left towards the right side of the image, creating a sense of movement and connection.

University of York
Learning and Teaching Conference 2015
10 June 2015

*Diversity and mixed ability
at modular and programme level.*

Supporting

*Ab Initio language students'
transitions.*

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Outline



- Programme context
- Mixed ability & diversity in languages
- Portfolio learning in Year 1
- Fostering a learning community
- Flexible teaching: mixed ability in Year 2
- Questions

The language programmes



Outcomes

- Presentation, critical analysis and contextualisation of information
- Critical thinking & analytical skills
- High language proficiency
- Knowledge of historical, social, political and cultural issues & of language system
- Awareness of language learning process

Teaching & Learning

- Content and language integrated learning
- Target language use
- Clear progression
- Small group teaching
- Collaborative learning
- Independent study & autonomy

The language programmes



- Joint honours programmes
 - 1 Language and linguistics
 - 1 Language and history/philosophy
 - 2 Languages with linguistics
- Within languages: 2 routes:
 - “Legacy”: A level route: French, German, Spanish
 - New: Ab Initio route: Spanish & German (from 2012/13) & Italian (from 2014/15)

Curricular structure

Year 1

Ab Initio Language and Society (30 credits)

Ab Initio Language Skills (30 credits)

Language and Society I (20 credits)

Grammar (20 credits)

Year 2

Language and Society II (20 credits)

Language choice module(s) (20 credits)

Year 3

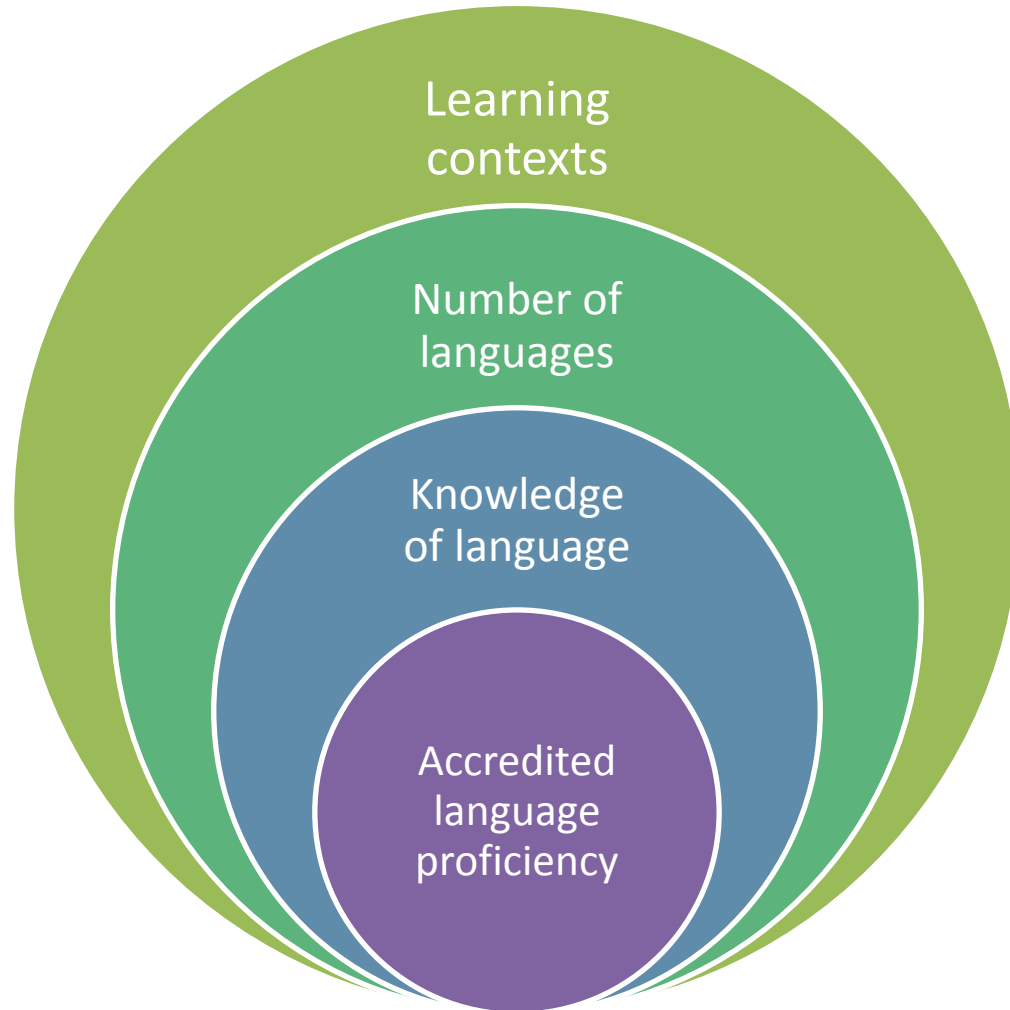
Year Abroad

Year 4

Language and Society III (20 credits)

Language choice module(s) (20 credits)

Layers of mixed ability



Our approach



Year 1 – Portfolio learning



- Definition (Klenowski 2003)
 - “Purposeful collection of student work”
 - “Involves selection / choice”
 - “Includes student reflection on learning”
- Benefits
 - Motivation & student engagement, development of reflective skills/independent learning/autonomy
 - High formative potential while being close to learning process itself (Williams 2014)
- Autonomy (Holec, 1980; Little 2000)
- Reflection (Moon, 2004)

Modular context

- Ab Initio Language Skills (30 credits)
- 3 weekly hours
- Year long module
- Assessment
 - 60% Portfolio
 - 40% Written exam
- 2014/15 cohort:
7 German, 6 Italian, 7 Spanish students

Aims and Outcomes

- communicate in the foreign language using grammar appropriately
- show an understanding of key aspects of target language structures
- analyse language in context including grammatical concepts and terminology
- reflect on the skills required for effective language learning
- acquire language independently through personal reading and listening

Overall portfolio structure



- Structured language learning tasks
- Focus on language skills & aspects of language knowledge (grammar, vocabulary)
- 3 submission points across term 1&2
- Each submission included a reflective task
- Mark and individual feedback for each submission

German portfolio design

A. Generic language learning tasks with points

B. Total of portfolio 150 points

- Each skill addressed
- 2 to 3 tasks per submission

C. Students select material

- No progression
- List of short films/books

D. Feedback and feed forward

- Individual written feedback on content, language & reflection
- One to one feedback session after first submission

Language learning tasks

- Watching/listening radio/TV news
- Reading a children's book
- Listening to German speaking songs
- Watching narrative short films
- Tandem exchange with native speaker
- Travel to German speaking country

Portfolio-Feedback

Name: XXXXXXXXXXXX Portfolio Teil: 1

Das Beste am Portfolio

Du hast einen Kurzfilm gewählt, das ist super! Du hast wichtige und relevante Aspekte des Films beschrieben. Du hast auch gezeigt, dass du das Kinderbuch gut verstanden hast. Du hast eine ausgezeichnete Wortlisten geschrieben und gezeigt, dass du das Vokabular gut recherchiert hast. Du kannst sehr gut Geschichten schreiben. Du hast eine gute Struktur und deine Geschichten sind sehr kohärent. Du hast die Nebensatzstruktur gut recherchiert. Deine Reflexion ist gut gestaltet und du beschreibst gut, wie du gelernt hast. Du hast auch dein Vorgehen gut begründet.

Das kann besser gemacht werden:

Beantworte noch etwas genauer die Fragen (z.B. Handlungsort des Films, Grammatikanalyse) Verbessere die Analyse der Präpositionen, wiederhole, was genau eine Präposition ist und welche Präpositionen es gibt. Versuche korrekter zu schreiben. Trainiere vor allem die Bedeutung und den Gebrauch von Präpositionen. Recherchiere, welchen Kasus du nach einer Präposition schreiben musst. Verbessere auch die Wortstellung. Das Verb kann nicht am Anfang eines Hauptsatzes stehen (gibt es...). Achte genau auf die richtigen Verbformen. Versuch die Wortstellung mehr zu variieren und benutze nicht so oft das Subjekt am Beginn des Satzes. Versuche noch besser zu evaluieren, was du gelernt hast, aber auch wie du die Probleme gelöst hast. Schreibe mehr Beispiele (z.B. online Wörterbücher) und sage wie du genau weiter lernen willst.

1. Sprache

	High First	First	2.1	2.2	3	Weak	Ext Weak
Vokabular			x				
Komplexität				x			
Korrektheit				x			
Flüssigkeit			x				
Aussprache n/a							

2. Inhalt

	High First	First	2.1	2.2	3	Weak	Ext Weak
Aufgabe erfüllt				x			
Inhalt				x			
Struktur				x			

3. Reflexion

	High First	First	2.1	2.2	3	Weak	Ext Weak
Beschreibung			x				
Begründung			x				
Evaluierung				x			

Note: 58/100



communication with people and they will help me on my year abroad. The activity that involved listening to music allowed me to practice two new and transferable skills: translation and transcription. I did not cover these skills in the previous portfolio and for this reason I thought it would be a good idea to do something new. The song "Die Katze", which I found on the internet on the list of most popular songs in Germany, is quite calm, but transcription of it was still pretty challenging. I had to listen to it a few times before I could even attempt the tasks from the task sheet.

Autonomes Lernportfolio

Fertigkeiten / Skills	Punkte / Points
Hören (Listening)	20
Schreiben / Sprechen (Writing/Speaking)	

Arbeitsblatt: Radio-/Fernsehnachrichten

Bearbeite alle nummerierten Aufgaben.
Task sheet: Radio / TV News
Please complete all questions

Student-ID: XXXXXX

2pm

Titel/Thema	Punkte/points
„Getürkt“	20
„Die Katze“	10
Verschiedene News-Artikel	20
Total	50

and consider the aspects below. (Continue on a

arn. Please make sure you cover all skills involved. choices and also how you proceeded. at have you learnt and how well? What would you do achievements and remaining challenges. your future learning.

d to listen carefully to what the characters were ng of their relaxed speech. For me, watching the ity because the characters were speaking very fast, n, and the language they used differed a lot from the mple, they used a lot of swear words and colloquial of).

peaking and listening skills are very important in

chtingsendungen (Fernsehen oder Radio).
ams (TV or radio)
Tabelle mit mindestens 6 Nachrichten aus

with at least 6 news items from 3 different

Wann?	Wo?	Wie?	Warum/Wie?

Gruppe „Deutsch in York“. Das Thema: „Neuigkeiten vom Campus in

on the topic "News from the University of York Campus". Create a headline and add a photo.

rafe.

ntenZimmer in

gemacht hatte.

n.

gt dass die

es Feuer in

ndenZimmer

rwehrmänner

Rauch mittels

mindestens

impfung ab,

hlen. Die Kosten für dem Zimmer ist derzeit ungenannt. Außerdem,

£200 Geldstrafe für jeder Zimmer bezahlen muss.



Nach der Vorfall, sagten die Campussicherheit dass sie untersuchen müssen weil man in Studentenwohnheim nicht rauchen darf, entsprechend die Universität Regeln.

Ein Studentin hat sich ihrem Knie abgeschürft aber niemand waren ernsthaft verwundet.

Student evaluation




- Survey questionnaire (6 of 7 students)
- Positives
 - Variety and choice of tasks
 - Discover new ways of learning
 - Confidence about approaching more complex language
 - Reflection has encouraged students to think about their learning, BUT
- To consider
 - Impact of reflection
 - Reflection is difficult
 - More guidance with tasks

Italian portfolio design

Assessment of four skills in a progressive learning path

A. Portfolio Tasks:

- 
- | | |
|-----------------------------------|--|
| • Task 1 (listening and speaking) | Interview with Italian native speakers |
| • Task 2 (reading and writing) | 2 articles from a given news website |
| • Task 3 (speaking) | Oral presentation on given personal info |
| • Task 4 (listening and writing) | Choice between 2 videos on syllabus topics |
| • Task 5 (reading and writing) | Continuing a given story (Italian folklore fairy tale) |
| • Task 6 (speaking) | Video presentation on grammar topic |

B. Feedback on portfolio activities

1. 1:1 meeting after each submission to discuss feedback and feed forward
2. Key points: written feedback submitted via digital portfolio



Pitti Uomo 87: la moda italiana riparte da Firenze

Intoscana
 Subscribe 1,029
 51 views
 Add to Share More

Published on Jan 15, 2015
 Oltre mille brand da tutto il mondo e tante anteprime internazionali al salone fiorentino che si apre con dati incoraggianti per la ripresa del settore.

Try to answer the following questions:
 - How did you decide on the topic?
 - Did you focus on the language?
 - What did you learn from the video?
 - What would you do differently?

	Data / Date	
1		
2		
3		
4		
5		

2. Esercizio lessicale: Crea una lista di vocaboli nuovi

Vocabulary exercise: make a list of at least 20 new words



MATURITA' 2015

Con 100 alla Maturità niente tasse all'Università
 Maturità, alle riunioni dei studenti

Con 100 alla Maturità Molti atenei italiani hanno



Condividi

ROMA

Quest'anno un cento o 100 e lode dovrebbero spendere per il primo "maturi" e decisi a proseguire gli studi.

Molti atenei italiani hanno scelto studenti meritevoli che alla maturità Tante le opportunità che avranno secondo una ricognizione di Scuol

Secondo l'articolo 16 del Manifesto per studenti meritevoli è riservata magistrale a ciclo unico che con nell'anno di immatricolazione alla 100 e il 100 e lode sul diploma: regionali e l'imposta di bollo. Per chi che seguono corsi di durata semestrale febbraio. Chi frequenta corsi di dentro giugno almeno 30 crediti. Se ottenere esenzioni anche per gli essere in regola con gli esami.

Mantenersi agli studi può essere di Bologna: «gli studenti diplomati 100 e lode hanno l'esonero tot contribuzione del primo anno d'intero anno, solo la tassa regional questa opportunità è completame conta è l'impegno che lo studente

Anche a Milano esistono agevolazioni parziali dal pagamento del 50%

FAVOLA 1

La camicia dell'uomo contento (favola friulana)

Un Re aveva un figlio unico e gli voleva bene come alla luce dei suoi occhi. Ma questo Principe era sempre scontento. Passava giornate intere affacciato al balcone, a guardare lontano.

- Ma cosa ti manca? - gli chiedeva il Re. - Che cos'hai?

- Non lo so, padre mio, non lo so neanche io.

- Sei innamorato? Se vuoi una qualche ragazza dimmelo, e te la farò sposare, fosse la figlia del Re più potente della terra o la più povera contadina!

- No, padre, non sono innamorato.

E il Re a riprovare tutti i modi per distrarlo! Teatri, balli, musiche, canti; ma nulla serviva, e dal viso del Principe di giorno in giorno scompariva il color di rosa.

Il Re fece un annuncio e da tutte le parti del mondo venne la gente più istruita: filosofi, dottori e professori. Gli mostrò il Principe e domandò consiglio. Quelli si ritirarono a pensare, poi tornarono dal Re. - Maestà, abbiamo pensato, abbiamo letto le stelle; ecco cosa dovete fare: cercate un uomo che sia contento, ma contento in tutto e per tutto, e cambiate la camicia di vostro figlio con la sua.

Quel giorno stesso, il Re mandò gli ambasciatori per tutto il mondo a cercare l'uomo contento.

Gli fu condotto un prete: - Sei contento? - gli domandò il Re. - Io sì, Maestà!

- Bene. Ti piacerebbe diventare il mio vescovo?

- Oh, magari, Maestà!

- Va' via! Fuori di qua! Cerco un uomo felice e contento del suo stato; non uno che voglia star meglio di com'è.

C'era un altro Re suo vicino, gli dissero, che era proprio felice e contento: aveva una moglie bella e buona un mucchio di figli, aveva vinto tutti i nemici in guerra, e il paese stava in pace. Subito, il Re pieno di speranza mandò gli ambasciatori a chiedergli la camicia.

Il Re vicino ricevette gli ambasciatori, e gli disse:

- Sì, sì, non mi manca nulla, peccato però che quando si hanno tante cose, poi si debba morire e lasciare tutto! Con questo pensiero, soffro tanto che non dormo la notte! -

E gli ambasciatori pensarono bene di tornarsene indietro.

Per sfogare la sua disperazione, il Re andò a caccia. Tirò a una lepre e credeva d'averla presa, ma la lepre, zoppicando, scappò via. Il Re le tenne dietro, e s'allontanò dal seguito. In mezzo ai campi, sentì una voce d'uomo che cantava una canzone. Il Re si fermò. " Chi canta così non può che essere contento! " e seguendo il canto s'infilò in una vigna, e tra i filari vide un giovane che cantava potando le viti.

- Buongiorno, Maestà, - disse quel giovane. - Così presto lei è già in campagna?

Evaluation



Module evaluation and 1:1 feedback meeting:

- E-portfolio as a personalized space similar to that of social media: student's engagement on certain type of activities differs from class participation
- Use of technology as transferable skills for students: positive and negative aspects
- Reflection component: similarities between submissions
- The predicted level of difficulties or engagement not always reflected in the student's performance
- Autonomy: time management for the portfolio tasks and submission

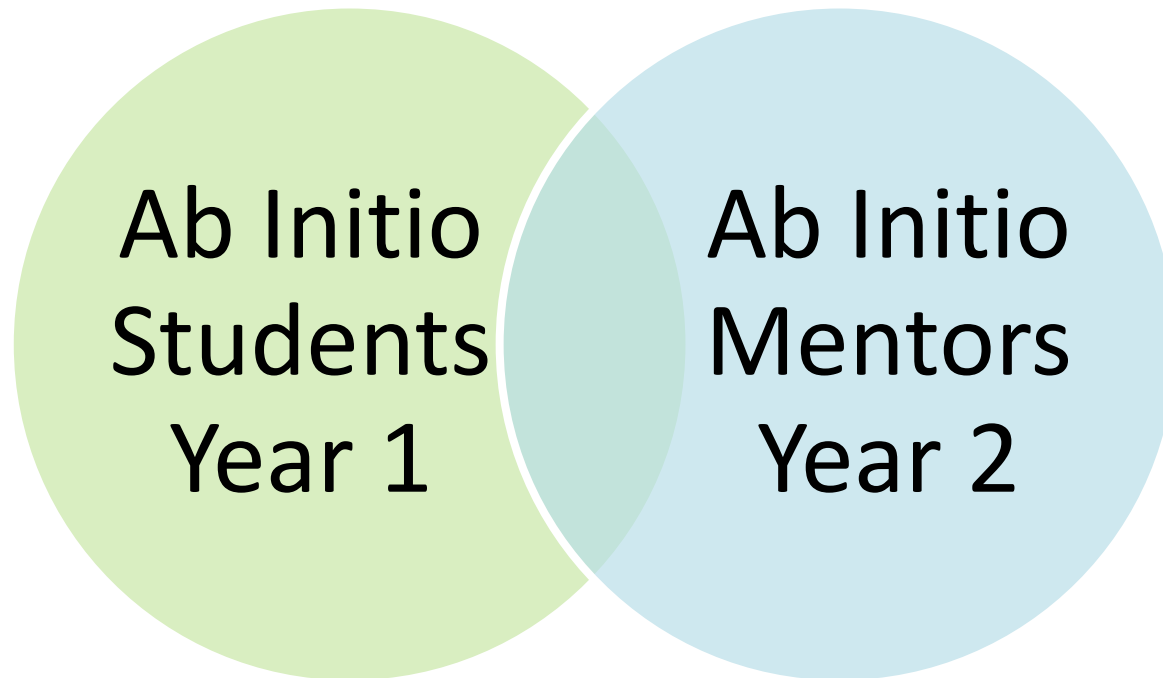
Insights

German portfolio	Italian portfolio
<i>Autonomy</i>	
more guidance on how to approach tasks	more guidance on how to approach tasks
researching & selecting material challenging and time consuming	time management and task selection
<i>Feedback</i>	
German only	mixed: English and Italian
<i>Student engagement</i>	
high in line with overall engagement	higher than in other areas
<i>Reflection</i>	
perceived difficult and ineffective evidence of progress	perceived repetitive

Ab Initio Peer Mentoring Scheme

"I think we both benefited and learnt things."

"a valuable experience" "generally useful for us both"



The strongest single source of influence on cognitive and affective development is the student's peer group. (Astin 1996, 126)

Aims and objectives

- development of a strong learning community → positive role models
- a different perspective → insight from non-native speakers of the language
- contact time → language immersion outside of the classroom
- a more “relaxed” learning environment → motivation and enthusiasm
- a bridge between Ab Initio Students and post-A-Level students → 2nd year

Benefits for the mentors:

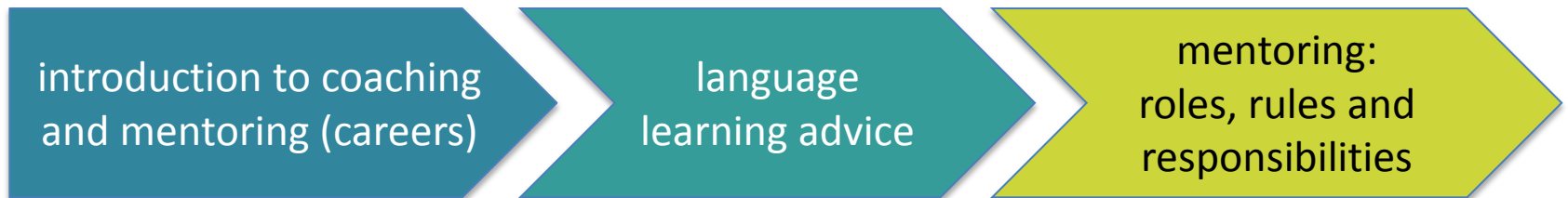
- key transferable skills such as leadership, teamwork, interpersonal communication, and coaching skills
- awareness of the language learning process
- confidence in managing and communicating their language learning strategies
- valuable experience to enhance their CV
- 5 + points towards the York Award

*Peer mentoring aids content mastery and supports the orientation to studying in a new environment.
(Salinitri, 2005; Topping, 1996)*

Organisation

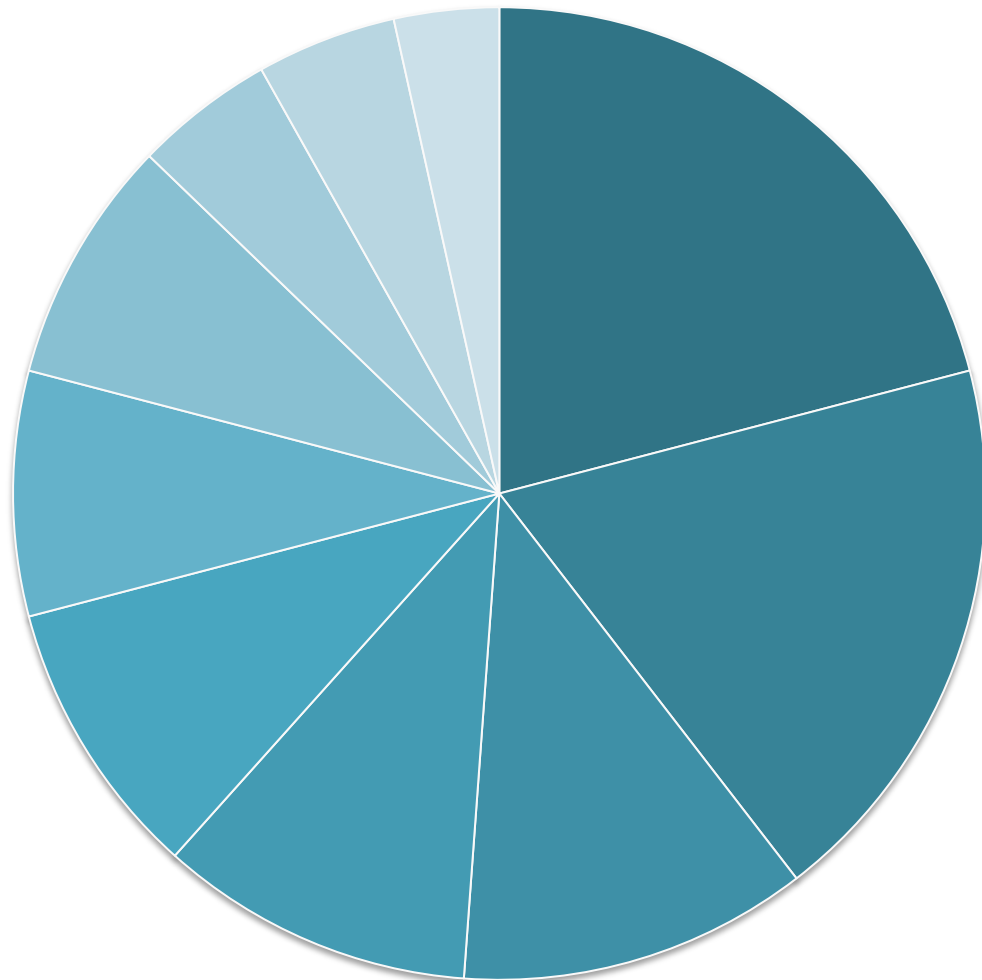
- **recruitment of mentors:** self-selection or nomination
- **training and evaluation:**

3-day workshop at the end of year one



- a clear framework for running mentoring sessions
- at the beginning of the academic year:
 - refresher training/welcome session for mentors and mentees
- monitoring
- evaluation/survey throughout and at the end of the year

Mentoring sessions



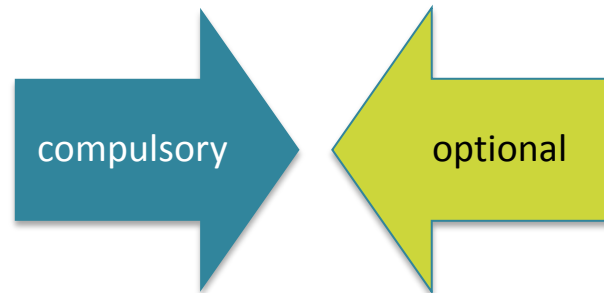
- discuss what has been done in the seminars
- explain/practice grammar
- conversation/speaking practice
- personal/emotional support
- advice on resources/language learning
- discussion of content (society, culture, politics, history)
- listening practice
- writing practice
- help with homework
- reading comprehension

Students' experience

Successful mentoring relationships:

- emphasize language practice and contact
- establish a routine and meet regularly
- have a clear understanding of roles/expectations
- develop in a more relaxed and informal environment
- focus on encouragement, reassurance and practice

Points raised: - negative experiences: some mentees were not engaged
→ relationship not established



- difficulties in arranging times to meet and keeping in touch
- planning what to do in mentoring sessions
- some preference for groups rather than pairs
- communicating/initiating conversations in the target language

Feedback

Ab Initio Students

“It was comforting to have another student help you.”

“Overall it was a positive experience. It was useful to have someone to talk to who’s already gone through year 1 of the course.”

“somebody I felt understood what it was like” “an enjoyable experience”

“I felt supported from the start” “ a relaxed atmosphere”

“It gives us time to go over and fully understand issues we have.”

Mentors

“Helped me improve my language skills.

It gave me confidence in the language.”

“I enjoyed it, a great way to get in contact with other language students.”

“It improved my own speaking abilities.” “Recapping grammar/topics”

Points to consider

- **Why do some Ab Initio students engage more with the scheme than others?**
 - further surveys on student motivation and engagement with the scheme
- **How can we monitor mentoring sessions more closely?**
 - online log to record sessions, regular support meetings, surveys 1x/term
- **How can we make the process easier for both mentees and mentors?**
 - further information for mentors on course outline and content

Creating a community of practice.

Lave & Wenger (2001)

Mixed ability in Year 2

“Historical memory in the Spanish speaking world”

- 2nd year choice module
- 26 students – 10 Post-Ab-Initio; 16 Post A-level
- 2 weekly contact hours; terms 1, 2 and 3
- (1 lecture – 26 students; 1 seminar – 13 students per seminar)
- 20 credits

Description

- This is a history based module; focus on human rights and social justice in the Spanish speaking world
- The teaching is done using a variety of resources (literature, music, film, painting, newspaper articles, authentic materials, etc.)
- Students reflect on the importance of the historical memory in the transitioning from dictatorships into democracy

Reflecting on curriculum enhancement



- 2013-2014 Ab-initio students joining A-level students – different language skills and abilities.

challenges:

How to maximise the learning experience in the content and language integrated class with mixed abilities?

bridging the gap:

- Effective learning for all
- Materials
- Oral participation
- Flexibility in teaching
- Foster retention, self-esteem and responsibility of their own learning of Spanish.

“The module topic was made accessible to all the students, helping us focus on the important bits of material”

Differentiated instruction



**student learning needs
at the front of
curriculum design**
(Tomlinson, 1999)

Student as primary focus of instruction;
teacher becomes a facilitator

**content must focus on
the topics most relevant
and essential
components**
(Berger, 1991)

Flexibility in teaching

**authentic materials
increase and motivate
the student's learning**
(Guariento & Morley,
2001)

More creativity in the class

**flexible grouping
strategies** (Lazear, 2000)

Interaction is of primary importance

Interactive lectures



- Modifying lectures – more visuals that allow for language inferences
- Using a greater quantity of cognates to facilitate understanding
- Student interaction with the lecture – reflective questions on lecture, recapping activities, assignment based on lecture

“The presentation of new information was fun and interesting”.

Memoria histórica en el mundo hispano

objetivos

HABLAR DE LA IMPORTANCIA DE LA MEMORIA HISTÓRICA A TRAVÉS DE :

LA REFLEXIÓN HISTÓRICA, CULTURAL Y SOCIAL

EL COMPROMISO SOCIAL Y SU IMPORTANCIA EN LAS DEMOCRACIAS

LOS DERECHOS HUMANOS Y LA JUSTICIA SOCIAL

María F. Muradé Casal

MEMORIA HISTÓRICA

DEFINICIÓN:

La memoria histórica: es un concepto ***historiográfico** que designa el *esfuerzo* consciente de los grupos humanos por ***entroncar** con su pasado, sea *éste* real o imaginado, *valorándolo* y tratándolo con especial respeto.

*Historiográfico: el registro escrito de la historia, la memoria fijada por la propia humanidad con la escritura de su propio pasado.
* entroncar: unir

Da dos razones sobre la importancia de la memoria histórica.

Derechos Humanos

Definición:

Los derechos humanos son derechos ***inherentes** a todos los seres humanos, sin distinción alguna de nacionalidad, lugar de residencia, sexo, origen nacional o étnico, color, religión, *lengua*, o cualquier otra condición. Todos tenemos los mismos derechos humanos, sin discriminación alguna. Estos derechos son interrelacionados, interdependientes e **indivisibles**.

* inherente: esencial y permanente en un ser o en una cosa o no se puede separar de él por formar parte de su naturaleza y no depender de algo externo

HACED UNA LISTA DE LOS DERECHOS HUMANOS

DERECHOS HUMANOS

CIVILES Y POLÍTICOS	ECONÓMICOS, SOCIALES Y CULTURALES
<ul style="list-style-type: none"> - Derecho a la vida - Derecho a la integridad personal - Derecho a la igualdad - Derecho a la libertad (Libertades públicas) - Derecho al honor, a la vida privada y la información - Derechos políticos - Derechos frente a las Administraciones - Asilo, nacionalidad, migraciones y extranjería - Derechos en relación a la Administración de JUSTICIA - Derechos de los detenidos y presos y de los inculcados en procesos penales 	<ul style="list-style-type: none"> - Seguridad social - Salud - Educación - Nivel de vida adecuado y medios de subsistencia (vivienda, alimentación, agua) - Familia - Medio Ambiente - Derechos en relación al EMPLEO (Derechos laborales) - Derechos de LOS PUEBLOS - Derechos de las VÍCTIMAS DE VIOLACIONES de derechos humanos

La República: educar para ser libres

- una escuela pública, obligatoria, laica, mixta
- inspirada en el ideal de la solidaridad, la actividad era el eje de la metodología
- La escuela se convirtió en un espacio de aprendizaje para los alumnos a aprender



Expliquen de que manera afectó la educación franquista a la mujer en comparación de la educación republicana.

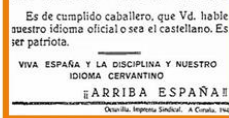
La escuela debía adoctrinar todas las partes de la vida basadas en el nacionalcatolicismo.

- Rechazo a todo lo extranjero
- Ultraconservador en las costumbres y usos sociales
- Ultracatólico en todas las facetas de la escuela y la sociedad
- Patriotismo imperialista



colegio franquismo

<http://www.youtube.com/watch?v=3Zlzia3hchw>



película "La lengua de las mariposas"

en EL FRANQUISMO

...ra vez a manos de la iglesia - los maestros sabios".

...dora de los maestros.
...n excluidos del servicio. -debían pedir ser
...os y someterse para ellos a un expediente de

...as apartadas de sus lugares de origen y de sus
...ituaciones indignas, que en muchos casos
...no de la profesión.

- ✓ Muchos **fueron apartados definitivamente de su vocación.**
- ✓ Muchos otros **fueron asesinados** durante y después de la guerra civil a causa de su ideología .

"The lecture has evoked strong emotions and thoughts about the subject"

Collaborative learning



Rethinking the purpose of individual, pair and group work - how they feed into each other and to the overall learning process

Exposing and increasing a deeper understanding of material taught

Tasks differentiated by outcome - challenging students according to their ability

“The module was very interesting and from a post Ab-Initio student point of view I felt it was a bit challenging, but at the same time the module definitely improved my Spanish”

Student assignment: Personal reflection about the Spanish Civil War

Reflexión personal sobre la Guerra Civil Española

- Escoge una foto que, según tú, mejor represente la guerra civil española y escribe un párrafo, explicando las razones por las que has elegido esa foto.
- Elige un cartel de cada bando y descríbelos (50 palabras/cada)
- Escribe un análisis personal de la guerra civil española (200 palabras) Ten en cuenta lo que has estudiado en clase y tu propia exploración sobre el tema y los documentales que has visto.

Un portafolio sobre mis observaciones sobre la Guerra Civil



Para mí, esta foto representa mejor la guerra civil española. Se muestra la escena en Guernica en abril de 1937, justo después de los bombardeos de los aviones alemanes como una prueba de la guerra de aéreo, así como de psicológica.

He elegido esta imagen por numerosas razones. En primer lugar, se puede representar al 600.000 que murieron en la guerra, como podemos ver los cuerpos de algunas de las víctimas. No sólo esto, sino que muestra cómo la guerra destruye la vida del día a día de la gente, les privó de sus hogares y sus medios de vida. El bombardeo de Guernica fue uno de los actos más horribles de la guerra ya que su objetivo era afectar a ciudadanos inocentes de España.

Por último, creo que esta foto mejor demuestra que la guerra civil española fue un preludio de la segunda guerra mundial. Los primeros bombardeos aéreos por parte de Alemania ocurrieron aquí. Este presagia la importancia de este tipo de guerra en la Segunda Guerra Mundial.



Un cartel de la Republica
 Esto cartel es de Cataluña. El objetivo es animar a los hombres a ayudar a la gente del País vasco.
 La mujer que pide ayuda es una característica emotiva para persuadir a los hombres. (Explica!!)
 Fue pintado en 1937, después del bombardeo de Guernica.
 Se puede ver la influencia germánica en los colores y los aviones. ¿De qué manera se ve esa influencia germanica?



Un cartel de los Nacionalistas
 El cartel de los nacionalistas se une con mucha claridad las dictaduras de Europa con España, Alemania, Italia y Portugal.
 Esto le da a la extrema derecha la sensación de poder e influencia en Europa, así como la esperanza más país se convertiría en dictaduras.
 Se muestra también la posibilidad de alianzas en una guerra mundial. Por lo tanto el cartel podría tener el objetivo de asustar a potencias como Inglaterra, Francia, EE.UU y URSS.

Un análisis personal de la guerra civil española

La guerra civil española se libró entre 1936 y 1939. La guerra dividió a la sociedad en los que apoyó a los republicanos, es decir, la segunda república, y los que apoyaron a los nacionalistas. Afectó a todo el mundo y todas las piezas de la vida cotidiana en España. El resultado fue una victoria nacionalista sin embargo, otros resultados de la guerra incluyen la muerte de 600.000 personas y la huida de otras 400.000.

En el momento la sociedad española era realmente dividida. La izquierda siguió a los republicanos, esto por lo general incluye los pueblos y ciudades donde las personas tenían acceso a una mejor educación. El derecho siguió a los nacionalistas, con el apoyo de las áreas rurales, las autoridades religiosas y los conservadores que deseaban regresar a una España más tradicional. Esta amplia brecha en la sociedad significaba que la guerra civil era inevitable.

La sociedad estaba rota aún más durante la guerra. Los hombres dejaron sus hogares para luchar por su causa, y muchos no regresaron - muerto en acción o parte de las "sacas" como prisioneros de guerra. Los civiles inocentes murieron también tales como en el ataque a Guernica. Además, algunos niños, en especial de País Vasco estaban separados de sus familias y evacuados a otros países, por ejemplo Gran Bretaña, México, Francia y Rusia. Muchos de estos niños no regresaron a España hasta la vejez.

En conclusión, la guerra civil española rompió la sociedad que la segunda república española había tratado de construir. Dividió las familias a través de la política, de la evacuación y de la muerte. Se volvió en sí mismo contra y España se dañó a sí mismo.

Student feedback

Post Ab-Initio student

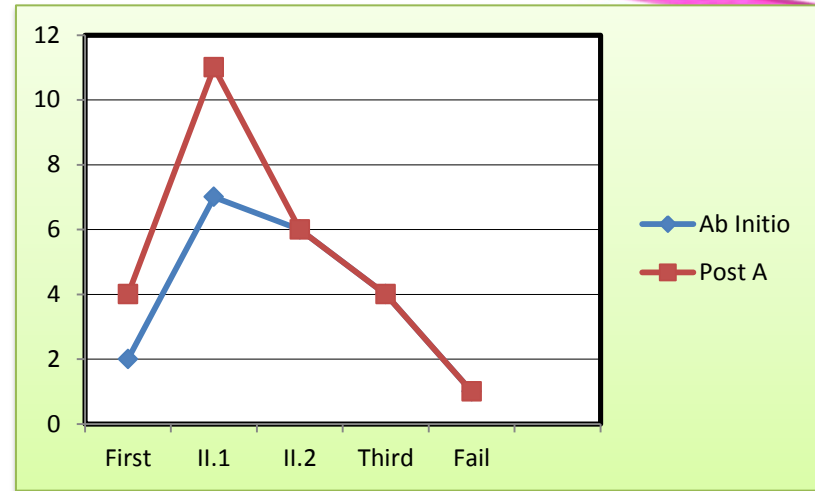
“At the beginning of the year, the experience was quite overwhelming especially in the lectures. I felt more and more comfortable as the year went on and the majority of post a-Level students were helpful and encouraging. I never felt pressured to do what I didn't feel comfortable doing in the class. I believe the level of the language of teaching was a very good level to be beneficial to both ab initio and post a level students.”

Post A-level student

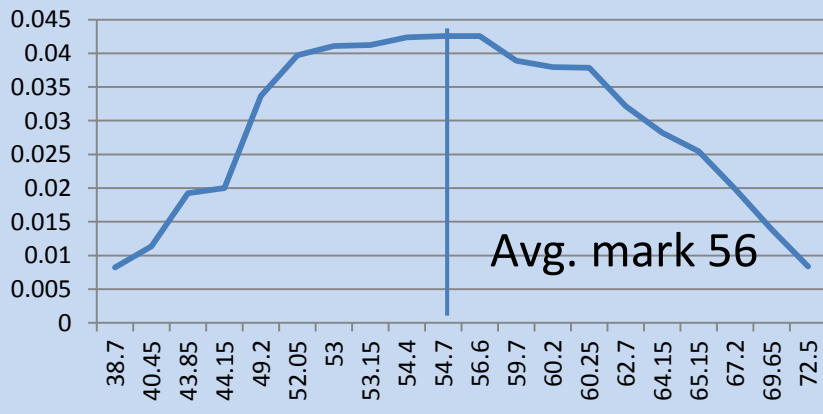
“I feel that it didn't negatively impact my learning in any way; in fact, I think it helped. Because the ab initio students had learned all of their Spanish last year, certain information and knowledge was fresher in their minds than for post A-level students, and this meant we were able to help each other with gaps in our knowledge!”

Module results

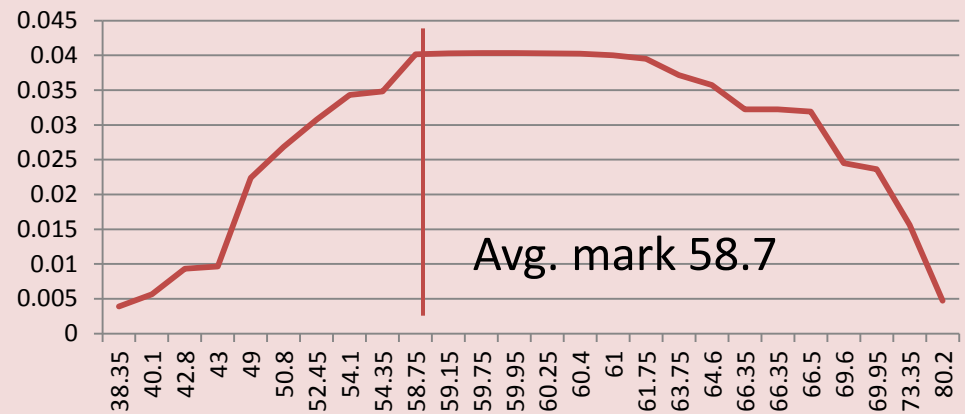
- Cohort 13/14 & 14/15
- 46 students in total



Ab Initio cohort



Post A level cohort



Discussion questions



- How could you implement a portfolio component in your programme.
- How could a mentoring scheme across year groups improve the learning experience?
- How would you see collaborative learning fit into your teaching?
- How do you see reflection fit into your programme?

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