

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

Contact

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Use of languages

Principal working language: catalan (cat)

Other comments on languages

Catalan will be used, as well as English, French and Spanish.

Teachers

María Josefa Lobo Virseda

Maria Andria

Javier Pascual Calvo

Oriol Pallarés Monge

Prerequisites

An advanced level of communication skills in the target language, equivalent to C1 of the CEFR or higher, is required to take this course. For example, students who enrol in this programme are expected to be able to express themselves fluently and accurately in any type of situations that is related to the teaching profession and should be able to read and comprehend informative, literary and professional texts.

This Master's Degree is aligned with the European policies of promotion of plurilingual competences. For this reason, it is expected that students show a receptive, appreciative and open attitude to the use of languages other than English. Students in one branch will not be assessed by means of production tasks in any other foreign language.

Objectives and Contextualisation

This programme is oriented to future teachers of English as a Foreign Language (TEFL) so that they may become familiar with basic teaching strategies for TEFL to teenagers and adults in institutional contexts and acquire basic knowledge and skills to help them continue to improve as teachers of English throughout their professional lives. These goals are based on the following learning objectives:

- To become familiar with the basic principles underlying the Catalan language policy concerning foreign languages in the curriculum.
- To become familiar with the basics of psycho-sociolinguistic principles of learning foreign languages in institutional environment, supported by research in the field.

- To develop strategies for teaching foreign languages that is coherent with current research about language learning, student needs and the learning context.
- To design and select materials, activities and teaching sequences that are appropriate for the learners, according to the principles established in Catalan curriculum concerning foreign languages in secondary education and (Escola Oficial d'Idiomes (EOI).
- To identify and analyze the characteristics of good teaching practices in foreign language classrooms.
- To assess their own teaching, to identify strengths and weaknesses in their own teaching and to propose a concrete and realistic plan for improvement.

Content

Block 1: Innovation in teaching and introduction to educational research in foreign language teaching

1.1. Introduction to Action Research (AR)

- Observation in the classroom
- The teacher as researcher in the classroom
- Research in action: theoretical and research design in the classroom
- Methods of data collection and management

1.2. Exploring data and communicating the results

- Data analysis
- Links between theory and data
- Reporting

1.3. Access to the teaching profession

Block 2: The teaching and learning of foreign languages and literature

2.1. Organization of teaching

- European, national and local policies related to the promotion of multilingualism
- Language education in a comprehensive and inclusive school
- Languages across the curriculum
- Foreign language curricula: Secondary education and EOI
- The transition between educational stages
- The European Language Portfolio (ELP)
- Introduction to technology in teaching languages
- Career options

2.2. Planning

- Design, implementation and evaluation of teaching sequences
- Short and long term planning
- Working through tasks and projects

- Content and Language Integrated Learning (CLIL)
- Tools and tasks for assessing competences in foreign languages
- Managing time and space

2.3. Classroom activities

- Types of tasks and communication activities
- Selection, analysis and adaptation of teaching proposals and curricular materials
- Teaching literature for learning foreign languages
- Using games, songs and drama techniques in the classroom

2.4. Teaching English as a Foreign Language

- Approaches to teaching English: Historical perspectives
- The development and evaluation of receptive, productive and interactive competences in the English classroom
- The balanced integration of different skills in teaching sequences
- Techniques to stimulate autonomy and cooperation among learners in face-to-face and digital classrooms: Individual, pair and group work
- Technology-enhanced language teaching and learning (telecollaboration)

Block 3. Specialized Training (12 ECTS) has the following configuration:

4 Transversal ECTS (Language of instruction: Catalan):

- Conversation analysis applied to the classroom (2 credits)
- Model for Intercomprehension and the CEFR (2 credits)

6 ECTS in the language of specialization (English). Language of instruction: English:

- English Literature and culture (2 ECTS)
- Academic writing skills in English (2 ECTS)
- Oral academic skills in English (2 ECTS)

2 ECTS in a foreign language (French). Language of instruction: French

- French culture and literature (2 ECTS)