

**Teaching English as a Foreign Language**

Code: 42092  
ECTS Credits: 27

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

## Contact

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## Teachers

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## Use of languages

Principal working language: english (eng)

## 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 Foreign Language teaching and an introduction to classroom-based research (6 ECTS)**

#### 1.1. Foreign Language Learning

- Theoretical models and approaches of the teaching and learning of foreign languages to the classroom. Historical perspective.

#### 1.2. The dialectical interrelation between theory and educational practice

- Communicative competence and interactional competence
- Talking to learn foreign languages
- Classroom Interactional Competence

#### 1.3. Evidence-based teacher development

- Classroom observation
- The teacher as a researcher
- Introduction to action research: theoretical background, and methodology the design of action-research projects.
- Methods of data collection and data processing

#### 1.4. Exploring data and communicating the results

- Data analysis
- Links between theory and data
- Reporting

#### 1.5. Access to the teaching profession

### **Block 2: Teaching and learning foreign languages (9 ECTS)**

#### 2.1. Organization of teaching. Curricular design

- European, local and school policies leading to the promotion of multilingualism. The European Language Portfolio (ELP)
- Language education in a comprehensive and inclusive school.
- Foreign languages across the curriculum.
- Foreign Language curricula (ESO, Batxillerat and EOI).
- Transition between educational stages
- The external testing system
- Curricular resources

## 2.2. Organizing and planning teaching and learning

- Design, implementation and evaluation of teaching sequences. Task based and project based learning.
- Short and long term planning
- Task design and project design.
- Integrated content and language learning (CLIL)
- Tools and tasks for foreign language competence-based assessment.
- The lesson. Managing time and organizing space management
- ICT enhanced learning
- Learning activities. Typology of tasks and communicative activities
- Selection, analysis and adaptation of teaching proposals and learning materials Innovative approaches to foreign language learning

## 2.3. Strategies and resources for the teaching of English as a foreign language

- Communication in the foreign language classroom: the development of receptive, productive and interactive foreign language competences, and the assessment of communicative skills.
- The integration of skills in well balanced teaching sequences
- Techniques to stimulate autonomy and cooperation among learners in face-to-face and digital classrooms: Individual, pair and group work
- The role of literature in foreign language learning.
- Gaming, songs and drama in the foreign language classroom.
- ICT to promote foreign language learning.

### **Block 3. Complementary training (12 ECTS)**

2.1. The Common European Framework of Reference (CEFR) for languages: learning, teaching, evaluation. European language policy for the promotion of plurilingualism. Strategies for inter-comprehension among speakers of different languages. Communicative competence. Language activities in the CEFR: production, reception and interaction. Common reference levels: descriptors of competences. Pragmatic and intercultural competence. Evaluation scales based on the on the MEQR and European certification systems.

2.2. Analysis of classroom discourse. Conversation in a foreign language. Structure and opening, extension, derivation and closing rituals. The principle of collaboration. The "dialogical laws". Interaction in the foreign language classroom. IRF sequences. Repair in the foreign language classroom. Transcription and analysis of conversational sequences in the foreign language classroom.

2.3. Academic oral and written skills: Analysis and production of explanations and effective oral presentations in English in academic fields. Fluency, accuracy and effective communication in a foreign language. Discussion and debate in academic contexts. Communication strategies. Text and context. Linguistic and discursive characteristics of school genres and scientific dissemination texts: narrative, argumentative, descriptive, explanatory, descriptive texts. Cohesion and Coherence. The production of academic texts of research and dissemination: its structure and style. The APA standard. Plagiarism.

2.4. Literary and audio-visual production, and popular culture for teenagers and adults. Analysis of literary texts, printed and audio-visual documents from the universal literary tradition, the media, such as cinema, radio and television, newspapers, Internet, lyrics, comics, etc. relevant for adolescent learners. The choice of the literary text: canon vs. reader's needs. Literary texts and audio-visual products as triggers for oral and written communication activities in the foreign language classroom.