

Teaching English as a Foreign Language

Code: 44310
ECTS Credits: 15

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Cristina Escobar Urmeneta
Email: Cristina.Escobar@uab.cat

Use of Languages

Principal working language: english (eng)

Teachers

Berta Torras Vila
Maria Nieves Lorenzo Gales
Oriol Pallarés Monge
Ana Corredera Capdevila

Prerequisites

Advanced communicative competence in English, equivalent to level C2 of the CEFR.

Objectives and Contextualisation

This subject is aimed at future teachers of English as a Foreign Language (TEFL) so that they may become familiar with basic teaching strategies for teaching English 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 Catalan language policies relating to foreign languages in educational curricula.
- To become familiar with the basics of the psycho-sociolinguistic principles of learning foreign languages in institutional environments, supported by research in the field.
- To develop strategies for teaching foreign languages that are coherent with current research about language learning, student needs and the learning context.
- To design and select materials, activities and lesson/unit plans that are appropriate for the learners, according to the principles established in Catalan curricula concerning foreign languages in compulsory and post-compulsory secondary education and Official Language Schools (*Escola Oficial d'Idiomes, EOI*).
- To design and select teaching and assessment materials that are appropriate for students and based on evidence-based pedagogical principles and recommendations from the CEFL and the Catalan foreign languages curricula.
- To identify and analyse the characteristics of good teaching practices in foreign language classrooms.
- To be able to assess one's own teaching, to identify strengths and weaknesses and to establish a concrete and realistic plan for improvement.

- To become familiar with oral and written text genres taught in schools and their characteristics.
- To use advanced didactic, linguistic and discursive knowledge to write, adapt and edit oral and written texts adapted to students' needs.
- Collaborate with other student-teachers to achieve the training objectives by cooperating in the completion of the learning tasks.

Regardless of the language certificates handed in at the pre-enrolment stage, students taking this subject are reminded that on completing all course requirements they are eligible to be English teachers, meaning that they need to be strong language models for students. Students who enrol in this subject are expected to be able to express themselves fluently, accurately and appropriately in English - in terms of grammar, vocabulary and pronunciation - in everyday situations and in all situations related to the teaching profession (debates, reports, oral presentations, classroom management, etc.). They should also be able to read and comprehend informative, literary and professional texts without difficulty.

This Master's Degree is aligned with European policies and guidelines promoting plurilingual competences. For this reason, it is expected that students display a receptive, appreciative and open attitude to the use of languages other than English in this course, whether known to the student or otherwise.

Competences

- "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"
- "Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students."
- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Generate innovative and competitive professional activities and research.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of English in the classroom.

3. Demonstrate ability to efficiently manage classroom activities in English as a foreign language, and flexibility in the use of other languages ??if the situation so advised.
4. Demonstrate ability to plan and execute activities learning English as a Foreign Language learners focused on raising awareness about the use of discriminatory language and developing communication strategies for productive discussion and mediation.
5. Demonstrate initiative and ability to find new educational strategies that respond to the educational challenges that arise and adapt to the characteristics of the students.
6. Demonstrate knowledge and apply innovative teaching proposals in the field of English, tailored to the needs of students.
7. Demonstrate knowledge of Angles resumes of Secondary Education and Baccalaureate.
8. Demonstrate knowledge of cultural and educational value of the English language and contents of the discipline taught in Secondary Education and Baccalaureate, and integrate this content in the framework of science and culture.
9. Demonstrate knowledge of teaching strategies and the ability to organize and manage spaces and autonomous forms of learning such as classroom learning.
10. Demonstrate knowledge of the history and recent developments of English, and his prospects, to convey a dynamic view of the same.
11. Demonstrate sensitivity and respect for all languages learners and use appropriate resources in the management of multilingualism leading to the valuation of all languages present in the classroom and promote the use of English as the language of communication within the scope of the English classroom.
12. Demonstrate that it is aware of the theoretical bases that sustain current approaches me teaching English as a foreign language and know how to apply it to practical situations of teaching and learning.
13. Demonstrate the use of assertive strategies in conflict resolution in the classroom.
14. Identify problems related to teaching and learning of English and suggest possible alternatives and solutions.
15. Interpret the different educational needs of students in order to propose the most appropriate educational activities.
16. Participate in improvement proposals in different areas from reflection based on practice.
17. Possess learning skills necessary to carry out continuous training in both content and didactics of english, as well as general aspects of teaching.
18. Select and read critical information relating to language teaching.
19. Select, use and develop materials for teaching English Language.
20. Show that a configuration of contexts and situations that favor the use of English in Secondary Education, emphasizing its functional character as a tool for information and communication drives.
21. Transform the english curriculum in sequences of learning activities and programes of work.
22. Understand the evaluation as an instrument of regulation and to encourage the effort, and meet and develop strategies and techniques for the evaluation of english learning.
23. Use information and communications technology and integrate them into the teaching and learning of English.

Content

The module is organised into two blocs of contents:

BLOCK 1: Innovation and an Introduction to Classroom-based Research (6 ECTS)

1.1. Foreign language acquisition

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

1.2. The dialectical relationship between educational theory and practice

- Communicative competence, interactional competence and classroom interactional competence.
- Conversations that generate learning in the foreign language classroom.
- School interactional competence. Turn taking and turn management. Critical analysis of the opportunities for boys and girls to participate.

1.3. Teacher education and evidence-based professional development

- Observation in the classroom.
- Teacher-student interaction.
- The teacher as a researcher in the classroom. The classroom as a space for inquiry.
- Introduction to action-research: theoretical approaches and design of a small research project in the classroom.
- Methods for collecting and processing classroom data.

1.4. Exploration of data and communication of results.

- Data analysis.
- Links between theory and data.
- The research report as an inquiry into teaching practice.

BLOCK 2: Teaching English as a Foreign Language (9 ECTS)

2.1. Organisation of teaching. Curricular design

- European, local and school policies linked to the promotion of plurilingualism. The European Language Portfolio (ELP)
- Language areas and comprehensive and inclusive language education at school.
- The foreign language across the curriculum.
- The foreign language curriculum for compulsory and post-compulsory secondary education and Official Language Schools.
- The transition between school stages.
- Evaluation in the classroom. Official standardised English tests
- Access to the teaching profession.

2.2. Organisation of teaching. Planning for teaching and learning

- Innovative approaches to foreign language teaching.
- Task-based and project-based work.
- Content and Language Integrated Learning (CLIL).
- Design, implementation and evaluation of teaching sequences. Learning through tasks and projects. Short and long term planning.
- Learning activities. Typology of tasks and communicative activities.
- Instruments for the assessment of foreign language skills.
- The class session: Managing time and space.
- The integration of technology in teaching planning. Digital technologies in the foreign language classroom.
- Individual work, peer and small group-work. Cooperative learning. Autonomy and cooperation among learners in face-to-face and virtual classrooms.
- Selection, analysis and adaptation of curricular proposals and materials. A gender perspective in the selection and planning of teaching materials.

2.3. Teaching strategies and resources.

- Communication in the foreign language classroom: development and evaluation of receptive, productive and interactional skills.
- Strategies and resources for competence development. The integration of various skills into balanced teaching sequences.
- Strategies and resources for the assessment of competencies.
- Stories, games, songs, etc. for the foreign language classroom.

Methodology

The methodology of face-to-face sessions will combine lectures and teacher-led activities with student-led work, pair and groupwork, presentations, debates and project-based learning. This requires active participation

on behalf of students and the sustained use of the target language. English is the language in which the great majority of teaching and learning and assessment activities will be carried out.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
On-campus instructor-led activities (lectures, classroom practice, examples, case studies)	97.5	3.9	1, 3, 4, 9, 5, 13, 7, 6, 12, 20, 11, 22, 14, 15, 16, 18, 19, 23
Type: Supervised			
Specialized or on-campus conferences: attention to groups or individuals	75	3	1, 2, 3, 4, 9, 5, 13, 7, 6, 12, 20, 11, 22, 14, 15, 16, 17, 19, 21, 23
Type: Autonomous			
Distance and autonomous learning activities	202.5	8.1	1, 2, 3, 4, 9, 5, 7, 6, 12, 20, 11, 22, 14, 17, 18, 19, 21, 23

Assessment

In order to pass the module it is necessary to meet the following requirements:

In order to pass Teaching English as a Foreign Language it is necessary to have passed each and every one of the two blocs of contents that it is divided into. To pass each of these blocks it is necessary to obtain the grade of PASS in the accurate, fluent and adequate use of the language of specialisation. That is to say, to pass the module it is necessary to accredit:

1. A PASS in English, which requires demonstrating the efficient, fluent, adequate and accurate use (pronunciation, grammar, vocabulary, spelling, text organization, etc.) of the language of specialisation in any situation related to academic and/or teaching tasks, demonstrating a C2 level of general communicative competence based on the CEFR as well as School interactional competence, which includes being a good language model and an effective and efficient manager of communication in English in order to teach this language.
2. Minimum attendance at face-to-face sessions of 80%.
3. A pass in all individual assessment tasks.
4. A pass in each and every one of the two blocks that make up the module.
5. Demonstrate at all times an ethical commitment to the deontological principles of the profession. The lack of this commitment automatically leads to failing the module.

Calculation of the overall grade of the module:

Each instructor will explain the tasks and evaluation criteria for the content block for which they are responsible. As a general rule, the final grade for the subject is the weighted average obtained from all the evaluation tasks in the subject. See Table 1.

Therefore, once the requirements indicated in the previous section have been met, the overall grade for Teaching English as a Foreign Language is the result of calculating the weighted average of each of the blocs, according to the relative value of each block so that the Teaching and learning block has a weight of 60% of the final grade, and the Innovation and research in the classroom block has a weight of 40%.

Table 1 presents the formal evaluation tasks to be completed throughout the course, with the specific value of each activity within the block as a whole and the scheduled date for the activity or the delivery of the corresponding assignment.

Once officially communicated to the students, the scheduled dates can only be modified by reasons of a higher power. If this is the case, the change of date will be announced through the virtual portal of the subject.

Block 1. Innovation and initiation to classroom-based research

ACTIVITY / EVALUATION EVIDENCE	%	DATE
Shared reading. Teamwork and oral presentation	40	October-November
Validation test block 1	50	December-January
Active participation in learning tasks and collaboration with peers	10	October-May

Block 2. Teaching and learning English

	%	DATE
Design of teaching materials and oral presentation	25	January - February
Validation test block 2	50	Enero-Febrero
Class digital portfolio	25	Abril-Mayo
TOTAL	100	

Table 1. Demonstration of formal assessment, specific weight and scheduled date.

Exceptions:

- Grades earned on group assessment tasks will average with those earned on individual tasks only if the individual tasks have been passed. If there is a significant difference between the grades obtained in individual assessment tasks and group assessment tasks, the weighted average according to the criteria specified in Table 1 will not be applied automatically.
- Quality of academic activity requires active, informed, respectful and purposeful participation of students, both in large group and small group activities, which goes far beyond bonus results in the formal evaluation of activities. Students who show a high level of quality in the following indicators, may see their final grade for the subject/module increased by up to 1.5 points on the final grade.
 - Rigorous punctuality.
 - Active and respectful listening to classmates and instructors.
 - Relevant and informed contributions to classroom discussions in the form of questions, facts, opinions, etc.
 - Contributions aimed at achieving a balanced and harmonious participation by all the people who make up work groups at any given time.

Contributions for the professional improvement of classmates, such as relevant presentations, compilations of readings, activities or resources to improve one's own English, activities or resources for teaching English, communication of events of interest to the profession, etc. Other indicators of active, informed, respectful and adequate participation.

- Copying or plagiarism, both in the case of graded work and of examinations, constitutes a crime that may result in failing the course. An assignment, activity or exam is considered to be "copied" when it reproduces all or part of the work of a peer. An assignment or activity is considered to be "plagiarised" when part of an author's text is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format. (more information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Review:

As well as the communication of the evaluation of assignments to the students, the instructor is also responsible for providing the date, time and place of review.

Appeals:

Requests for clarification or appeals about the grades received will be made in writing through the Virtual Campus in the mailbox created for this purpose. The student must use the form provided in due course.

Make-up examinations:

Students are expected to do continuous work to pass each one of the evaluation tasks and, consequently, of the two blocks that make up the module. Students who have failed a block may take an overall second-chance test in May.

IMPORTANT NOTICE: Our teaching approach and assessment procedures maybe altered if public health authorities impose new restrictions on public gatherings for COVID-19.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Innovation and Research	6 ECTS	0	0	1, 3, 4, 5, 8, 6, 10, 12, 22, 14, 15, 16, 18, 23
Teaching and learning English	9 ECTS	0	0	1, 2, 3, 4, 9, 5, 13, 7, 20, 11, 14, 16, 17, 18, 19, 21, 23

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