

**Professional and Academic Uses of English**

Code: 103582  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	2

### Contact

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### Use of Languages

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Teachers

Sonia Oliver Del Olmo

### Prerequisites

To take this course students must demonstrate a C1 level in English. This is a requirement for all the courses that make up the specialization (menció) in English language teaching. Students in 3rd year will have to provide evidence that they comply with this requirement by the date indicated on the Faculty of Education webpage in order to be able to take any course in the specialization in the fourth year, including this one. Students who are taking this course as an elective but not enrolled in the specialization (menció) must also document a C1 by that indicated date in order to enrol. Further consultations can be made at the academic management office of the Faculty of Education Sciences, UAB.

### Objectives and Contextualisation

By the end of this course students should be able:

1. To produce quality oral and written productions within the academic and professional fields.
2. To become familiar with self-assessment and peer-assessment and be able to work with language registers and textual typologies.
3. To work efficiently both individually and in groups and deal with theory and practice equally (searching the best strategies and available resources).
4. To use virtual tools and ICTs in the design, development and self-assessment activities.
5. To show communicative proficiency in English in international and multilingual settings (oral and written).
6. To critically analyze professional and academic discourses (formal register of the English language).
7. To apply the theoretical framework into the communicative practice (oral and written) from a contrastive and multilingual approach.

8. To show linguistic and communicative skills in English equivalent or superior to a C1 level of the Common European Framework of Reference for Languages (CEFR).

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be familiar with the languages and literature curriculum.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Foster reading and encourage writing.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the basic principles of the sciences of language and communication.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Analyse and identify education and communication needs to design strategies for teaching and learning of the English language that are supported by the development of communication skills through ICT and technologies for learning and knowledge.
2. Analyse communication needs and control the process of learning the English language.
3. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Apply the theoretical framework on effective communicative both on a written and oral level, and from a multilingual and contrastive perspective.
6. Assessing the value of Spanish language learning strategies and techniques appropriate to primary education.
7. Communicate using language that is not sexist or discriminatory.
8. Consider how gender stereotypes and roles impinge on the exercise of the profession.
9. Critically analyse and discuss theoretical texts from different fields of linguistics.
10. Critically understand and analyse, from a formal register of the English language, professional and academic discourse in English.
11. Demonstrate effective communication skills of at least level B2 of CEFR in situations of multilingual interaction and international contexts both orally and in writing.
12. Develop linguistic and literary competence using the English language in a fun and creative way.
13. Develop reading skills in English to be able to analyse the practical implications of carrying out theoretical proposals in the field of language teaching.
14. Establish relations between the language curriculum of primary education and that of other curricular areas.
15. Establish relations between the nursery and primary foreign language curriculum and that of the first language.
16. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
17. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
18. Incorporating appropriate CMO activities for the development of CLIL units in the context of national and international programmes (Comenius, etc.).

19. Present products (teaching units, class analyses, etc.) produced in teams with people from different degree courses and levels of expertise.
20. Produce didactic sequences for teaching and learning English in primary education.
21. Produce structured teaching sequences in projects that promote both the integrated learning of the school's languages and the development of digital learning and intercultural skills.
22. Produce structured teaching sequences in projects that promote both the integrated learning of the school's languages and the development of linguistic, audiovisual and digital skills.
23. Propose projects and actions that incorporate the gender perspective.
24. Propose viable projects and actions to boost social, economic and environmental benefits.
25. Propose ways to evaluate projects and actions for improving sustainability.
26. Self-assess one's own level of knowledge of English and analyse one's own communication needs and establish improvement plans.
27. Using ICTs in the design, development and self-evaluation of self-learning activities in English.
28. Using texts from children's literature in Spanish in order to develop English language learning activities in primary education.
29. Using the most cutting-edge resources and the most advanced consultation tools in the English language.
30. Using virtual environments as tools for written communication that respond to a variety of functions (recreational, academic, transactional, etc.) among learners.
31. Using virtual platforms as a communication and management tool for directed and supervised activities.
32. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
33. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

## Content

1. Discourse genres and textual typologies applied to professional and academic settings.
2. Objectivity and subjectivity in the text. The author's visibility in discourse.
3. Critical discourse analysis in English.
4. Organization and presentation techniques for effective oral and written productions in English.
5. English language use for specific purposes: English for Specific Purposes (ESP) and English for Academic Purposes (EAP).

## Methodology

In this subject there will be face-to-face classes in addition to face-to-face or virtual tutorials. Students must carry out tasks and do exercises inside and outside the classroom.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
In-class activities	20	0.8	2, 10, 11, 12, 15, 16, 18, 33, 29, 27, 31, 28
Theory classes	25	1	5, 10, 11

Type: Supervised

Group discussions	15	0.6	5, 10, 11
Tutorials	20	0.8	5, 11, 33, 29
Type: Autonomous			
Exercises and assignments	35	1.4	1, 2, 5, 26, 10, 11, 21, 15, 16, 18, 33, 30, 29, 27, 32
Readings	35	1.4	3, 4, 10, 7, 11, 13, 17, 16, 19, 23, 24, 29, 8, 32, 6

## Assessment

This subject assessment with 80% of compulsory attendance will consist of 4 parts:

- a) Written assignment 1 - (15%) March 2023
- b) Group project - (35%) April 2023
- c) Written assignment 2 - (15%) May 2023
- d) Written assignment 3 - (35%) June 2023

- If a student hands in 30% of the exercises (continuous assessment) he/she will have the corresponding mark in the academic records not a Non Presented.

- Students need a minimum 3.5 in the continuous assessment to opt for reassessment. The project cannot be reassessed. Reassessment will be on July 6, 2023.

- Plagiarism will be considered a great offence and treated accordingly.

- If plagiarism is detected in any exercise or activity, the student will fail the course. Plagiarism is considered a serious offense and treated in accordance with the regulations of the university.

### Review

The teacher will inform the students (Moodle) of the procedure and date of revision of the grades at the time each evaluation activity is carried out.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group project	35%	0	0	3, 9, 1, 4, 2, 5, 26, 10, 7, 11, 13, 12, 20, 21, 22, 15, 14, 17, 16, 18, 19, 25, 23, 24, 33, 30, 29, 27, 31, 28, 8, 32, 6
Individual written assignment 1	15%	0	0	9, 2, 5, 10, 11, 13, 14, 33, 30, 29, 28
Individual written assignment 2	15%	0	0	9, 1, 2, 5, 26, 10, 11, 13, 12, 20, 21, 22, 15, 14, 18, 19, 33, 30, 29, 27, 31, 6
Individual written assignment 3	35%	0	0	1, 2, 5, 10, 11, 13, 12, 15, 33, 30, 29, 27, 31, 6

## Bibliography

<https://advice.writing.utoronto.ca/>

<https://www.phrasebank.manchester.ac.uk/>

<https://dornsife.usc.edu/writingcenter/>

## **Software**

Text editor

Powerpoint