## UAB
Universitat Autònoma de Barcelona

**English**

Code: 44327
ECTS Credits: 10

**2024/2025**

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

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the end of this
document.

## Prerequisites

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

## Objectives and Contextualisation

This subject is aimed at future teachers of English as a Foreign Language (TEFL) 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 recommendations of the CEFR regarding levels of competences.
- To self-assess one's own language competences, identify strengths and weaknesses and propose a plan for self-development.
- To engage with literature and audiovisual productions in English as teaching resources.
- To become familiar with written and oral academic texts.
- To use advanced linguistic and discursive knowledge to write, adapt and edit oral and written texts adapted to students' needs.

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, vocaulary 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.

## Competences

- 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.
- 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.
- 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 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.
6. Demonstrate knowledge of teaching strategies and the ability to organize and manage spaces and autonomous forms of learning such as classroom learning.
7. Demonstrate knowledge of the history and recent developments of English, and his prospects, to convey a dynamic view of the same.
8. 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.
9. 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.
10. Demonstrate the use of assertive strategies in conflict resolution in the classroom.
11. Participate in improvement proposals in different areas from reflection based on practice.
12. Possess learning skills necessary to carry out continuous training in both content and didactics of english, as well as general aspects of teaching.
13. Select and read critical information relating to language teaching.
14. 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.
15. Use information and communications technology and integrate them into the teaching and learning of English.

# Content

1) Common European Framework of Reference (CEFR) for languages

- Language activities in the CEFR: production, reception and interaction.
- Common reference levels: descriptors of competence.
- Evaluation scales and European certification systems based on the CEFR.

2) Literary and audiovisual production, and popular culture for adolescent and adult learners

- Analysis of literary texts, printed and audiovisual documents from the universal literary tradition, media, such as cinema, radio and television, press, Internet, song lyrics, comedians, etc. relevant to adolescent and adult learners.
- The choice of the literary text: the canon vs. the needs of the reader.
- The literary text, audiovisual productions, etc. as triggers for oral and written communication activities.

3) Second language acquisition (SLA) theory and practice

- Research in SLA applied to English as a foreign language (EFL) teaching and learning.
- Individual differences in SLA: age, language aptitude, learning styles and affective filters (anxiety, self-confidence, motivation).
- Application of SLA theories to class organization, materials and activities.

4) Oral and written academic skills

- Analysis and production of effective oral explanations and presentations in English in academic settings. Fluency, pronunciation and effective communication in a foreign language.
- Use of inclusive language. Alternatives to common expressions that may be discriminatory due to gender, cultural group, etc.
- Analysis and production of academic research and dissemination texts: their structure and style. APA 7th edition. Plagiarism. Artificial intelligence.

## Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Directed | | | |
| On-campus instructor-led activities (lectures, classroom practice, examples, case studies) | 62.5 | 2.5 | 1, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15 |
| Type: Supervised | | | |
| Specialized or on-campus conferences: attention to groups or individuals | 50 | 2 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15 |
| Type: Autonomous | | | |
| Distance and autonomous learing activities | 137.5 | 5.5 | 1, 2, 3, 4, 6, 8, 9, 12, 13, 14, 15 |

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.

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.

## Assessment

### Continous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|---|---|---|---|
| Academic oral presentation, individual (February, not re-assessable) | 15% | 0 | 0 | 1, 3, 8, 10, 15 |
| English - Diagnostic Tests, individual (October, 5%, not re-assessable; February, 20%, re-assessable) | 25% | 0 | 0 | 1, 8, 12, 15 |
| Learning diary, individual (January, not re-assessable) | 10% | 0 | 0 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| Literature paper, pairs (November, re-assessable) | 15% | 0 | 0 | 1, 3, 4, 5, 7, 8, 9, 10, 13, 15 |
| Project, group (January, not re-assessable) | 15% | 0 | 0 | 1, 3, 4, 6, 7, 9, 11, 12, 13, 14, 15 |
| Written Academic paper, individual (February, re-assessable) | 20% | 0 | 0 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |

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

1. A PASS in English, which requires demonstrating the efficient, fluent, adequate and accurate use (pronunciation, grammar, vocabulary, spelling, text organisation, etc.) of the language in academic and teaching tasks, demonstrating a C2 level of general communicative competence based on the CEFR as well as classroom 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 in face-to-face sessions of 80%.
3. A pass in all individual assessment tasks.
4. 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.
5. It will be necessary to show an attitude compatible with the teaching profession, such as: commitment, responsibility, respect, participation, active listening, cooperation, empathy, kindness, punctuality, not judging, reasoning, etc.
6. It is also essential to show appropriate use of electronic devices (mobile, computer, tablet, etc.) in the classroom. These devices can ONLY be used for activities related to the subject.

Assessment activities and dates:

A full program will be provided the first day of class and through the subject's Virtual Campus. The instructor will explain the tasks and evaluation.

Assignments will be delivered in the module's Virtual Campus. Assignments delivered in incorrect formats, which do not include the names of the authors, or which are delivered after the deadline will not be accepted. The student is responsible for ensuring that the format of the files is compatible with the vitual classroom.

Calculation of the overall grade of the module:

As a general rule, the final grade for the subject is the weighted average obtained from all the assessment tasks in the subject.

Once officially communicated to students through the course program, assessment dates can only be modified by reasons of *force majeure*. If this is the case, the change of date will be announced through the subject's Virtual Campus.

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 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 beyond getting good grades on assessed tasks. Students who show a high level of quality in the following indicators may see their final grade for the subject/module increased by upto 1 point (see 10% of final grade for participation).
  Rigorous punctuality.
  Active and respectful listening to classmates and instuctors.
  Relevant and informed contributions to classroom discussions in the form of questions, facts, opinions, etc.
  Contributions aimed at achieving balanced and harmonious participation by all the people who make up work groups at any given time.
  Other indicators of active, informed, respectful and purposeful participation.
- Copying or plagiarism, both in the case of graded work and of examinations, constitutes a crime that may result in failing thecourse. 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 anauthor'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. Tasks done using artificial intelligence will be considered plagiarised.

Single assessment:

Although due to the characteristics of the subject this option is not advisable, this subject includes the single assessment modality. To qualify, it is necessary to request it within the deadline and following the procedures established by Gestió Acadèmica.

It is necessary to attend a minimum of 80% of the hours assigned to the subject.

The assessment activities are the same and have the same weight as in continuous assessment, with the exception of group work, which will be presented individually if it is not possible to form a group. In addition, an individual interview will be held to confirm that the work submitted is the student's own.

The date for single assessment is Friday February 21, 2025. This day all the work and tests will be submitted.

Revision:

The communication of grades to students will be accompanied by the date, time and place of review.

Claims:

Demands for clarification or claims about the grades received will be formulated in writing through the Virtual Campus within a week after the review.

Re-sit:

Students are expected to keep up with the pace of the subject, which includes passing each of the assessment tasks. Students who have handed in 2/3 of the tasks with a minimum average grade of 3.5, will be able to re-take the eligible activities failed on Friday February 28, 2025. The grade for each of these activities will not exceed 5 points out of 10.

In case of attendance below 80%, an additional individual assignment will be required that must be submitted in writing and orally in the re-sit period (in addition to the other re-sit assignments). The maximum overall grade for the subjectin this case will be a 5 out of 10.

Not assessable:

A grade of not assessed will be obtained if 1) 66% of the assessment activities are not submitted and therefore the student has no right to re-sit, 2) 80% of the classes have not been attended and a pass grade is not obtained in the re-sit period. In all other cases a numerical grade will be assigned.

## Bibliography

Bibliography will be assigned in the program.

## Software

No specific software is required.

## Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.