

Degree	Type	Year
Primary Education	OT	4

Contact

Name: Àngel Barranqueras Martínez
Email: angel.barranqueras@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

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 text types applied to professional practice and the academic field.
2. Effective reading techniques in academic texts.
3. Written and oral expression in English in academic and professional contexts.
4. Techniques for organizing and presenting oral and written production in English.
5. Uses of English for specific purposes: English for Specific Purposes (ESP) and English for Academic Purposes (EAP).

Activities and Methodology

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

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.

Assessment

Continuous Assessment Activities

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

The evaluation for this course, with 80% mandatory attendance, consists of the following 4 parts:

- Writing Task 1 (individual) - (15%) March 2026
- Project (individual) - (35%) April 2026
- Writing Task 2 (individual) - (15%) May 2026
- Oral Task 3 (individual)- (35%) June 2026

- If the student submits at least 30% of the assignments (continuous assessment), they will receive a corresponding grade on their transcript and will not be marked as "Absent".
- Students must achieve a minimum average of 3.5 in the course to be eligible for resit. Non-recoverable activity: the project. The resit will take place on 6 July 2026.
- Plagiarism detected in any assignment or activity will result in failing the entire course. Plagiarism is considered a serious offense and will be dealt with according to university regulations.

Grade Review

When each assessed activity takes place, the instructor will inform students via Moodle of the review procedure and date.

Single assessment: Wednesday, 15 June 2026

Covers ALL course content and ALL continuous assessment tasks, with the following weightings:

- Academic writing task (25%)
- Theoretical-practical exam (1h 30 min)
- Oral presentation of an academic article (50%) (20 min)

- Written exercise (25%) - To be submitted on the same day as the written and oral exams.

Resit: 29th of June 2026

Resit for Single Assessment: 29th of June 2026

In this subject, there is no synthesis assessment option.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Bibliography

Kennedy-Scanlon, Michael, Juli Cebrian & John Bradbury (2009) *Guided Error Correction: Exercises for Spanish-Speaking Students of English. C1 Level, Book 1*. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

McCarthy, Michael & Felicity O'Dell (2016) *Academic Vocabulary in Use* (2nd ed.). Cambridge: Cambridge University Press.

Hewings, Martin. (2023) *Advanced Grammar in Use*. (4th ed.). Cambridge: Cambridge University Press.

Baker, Lida, Robyn Brinks Lockwood & Kristin Donnalley Sherman (2018) *Grammar for Great Writing*. Boston, MA: National Geographic Learning.

Hewings, Martin & Haines, Simon. (2015) *Grammar and Vocabulary for Advanced*. Cambridge: Cambridge University Press.

Powell, Debra. (2005) *Common mistakes at CAE... and how to avoid them*. Cambridge: Cambridge University Press.

Hewings, Martin & Craig Thaine (2012) *Cambridge Academic English. An Integrated Skills Course for EAP. C1 level*. Cambridge: Cambridge University Press.

Kennedy-Scanlon, Michael, Elisabet Pladevall & Juli Cebrian (2012) *Guided Error Correction: Exercises for Spanish-Speaking Students of English. B2 Level*. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

Swan, Michael (2016) *Practical English Usage* (4th ed.). Oxford: Oxford University Press.

Recommended Websites:

English for Academic Purposes:

<https://www.academic-englishuk.com/>

<https://www.eapfoundation.com/>

Writing websites:

<https://www.grammarly.com/>

<https://writeandimprove.com/>

<https://owl.purdue.edu/owl/index.html>

<https://owl.excelsior.edu/>

Online dictionaries

<https://www.ldoceonline.com> (Longman Dictionary of Contemporary English)

<https://www.merriam-webster.com> (Merriam-Webster dictionaries on line)

<https://dictionary.cambridge.org/> (Cambridge dictionaries on line)

<http://www.freecollocation.com/> (Oxford Collocations Dictionary for Students of English)

<https://www.lexilogos.com/english/dictionary.htm> (A comprehensive set of resources for the study of the English Language)

Online Pronunciation Dictionaries

<https://voicecup.com/>

<https://howjsay.com/>

Software

Text editor

Powerpoint

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	90	English	second semester	afternoon