

**Official Master in Training Teachers for Secondary Education, Vocational Training and
Language Teaching**

COORDINATOR:

• **Dr. María González Davies (coordinator of the MA Programme in English)**

PhD in English Studies from the University of Barcelona (UB) and Associate Professor of Foreign Languages and Education at the Faculty of Psychology, Education and Sport Sciences, Blanquerna-URL. Professional experience as a teacher of English and translation, and as coordinator of the department of languages in primary and secondary education, and the School of Modern Languages (EIM, UB), where she co-directed the English section. She was director of the Department of Translation of the University of Vic (UVic). She has published mainly on translation and language learning.

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FACULTY FOR THE SPECIFIC MODULE: ADVANCED TRAINING FOR TEACHING ENGLISH

• **Dr. María González Davies**

PhD in English Studies from the University of Barcelona (UB) and Associate Professor of Foreign Languages and Education at the Faculty of Psychology, Education and Sport Sciences, Blanquerna-URL. Professional experience as a teacher of English and translation, and as coordinator of the department of languages in primary and secondary education, and the School of Modern Languages (EIM, UB), where she co-directed the English section. She was director of the Department of Translation of the University of Vic (UVic). She has published mainly on translation and language learning.

• **Dr. David Soler Ortíz**

Degree in English Philology from the Autonomous University of Barcelona. He obtained an MA Degree in Secondary Education, Vocational Training and Language Teaching as well as an MA Degree in Socio-educational Leadership at the Faculty of Psychology, Education and Sport Sciences, Blanquerna-URL. Professional experience as a lecturer at the Faculty and as a consultant for educational innovation at ESADE (URL). He teaches at the School of Carmen de Sabadell, where he teaches first to fourth ESO, and has collaborated with several institutes within the framework of his doctoral research.

• **Dra. Caterina Riba**

Associate lecturer of English at the Faculty of Psychology, Education and Sport Sciences, Blanquerna-URL. She has also taught the course in Information and Computer Technology at the Master Programme for Secondary Education, Vocational Training and Language Teaching at the University Pompeu Fabra (UPF). She previously worked as an English teacher at the High School Frederic Mistral (Barcelona) and the Institute of El Carmen community in Suchitepequez (Guatemala).

• **Tom Maguire**

Degree in English Language (University of Glasgow, UK), French Language (University of Montpellier) and Philology (University of Santiago de Compostela). He is Master Practitioner in Neuro-Linguistic Programming (NLP) and holds a diploma in Group Dynamics by Michael Grinder. Professional experience of over 30 years as a teacher and trainer of university and high school

teachers in France and Spain. He has participated in the Master in Teacher Training in Secondary Education of the Faculty of Psychology, Education and Sport Sciences, Blanquerna-URL since its inception. He is the webmaster of the English Teachers Association of Catalonia (APAC).

- **Jaclyn Wilson**

Degree in Modern Languages from the University of Glasgow (Scotland) and MA Degree in Secondary Education, Vocational Training and Language Teaching as well as an MA Degree in Educational Innovation and ICT, Faculty of Psychology, Education Sciences and Sport Blanquerna-URL. Work Experience: translator and English teacher at the Open University of Catalonia, Official School of Languages and secondary schools. She has also worked in the field of educational innovation and e-learning in ESADE (URL). She recently collaborated with the English Department of the Escola Pia San Antonio in a multilingual project for students of ESO.

- **Educational Innovation Team:**

This is a space in which different educational professionals who carry out innovative actions in secondary schools participate.

MÒDUL ESPECÍFIC: ANGLÈS		
MATÈRIA 4.1 Història i evolució de les teories sobre adquisició de llengües i els principals enfocaments i mètodes de la didàctica de l'anglès	1S	Jaclyn Wilson
MATÈRIA 4.2 Llengües en contacte: bilingüisme i plurilingüisme, la influència de la L1, la traducció i la multiculturalitat a l'aula	2S	Dra. Maria González Davies, Jaclyn Wilson
MATÈRIA 5.1 La programació i avaluació segons diferents enfocaments i mètodes d'E-A	1S	Dr. David Soler
MATÈRIA 5.2 Habilitats i bones pràctiques del docent: gestió de l'aula i recursos didàctics	2S	Tom Maguire, Dra. Caterina Riba
MATÈRIA 6 Innovació docent i iniciació a la investigació educativa en anglès	2S	Professorat expert en innovació i recerca educativa

SEMINARI, PRACTICUM I TFM

SEMINARI_TFM i PRACTICUM	1S i 2S	Dr. David Soler (Seminari generic i Practicum) Dra. Maria González Davies (TFM)
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STUDIES PROGRAMME: ENGLISH

Semester: Second

Advanced training for the teaching of English

Optional 25.00

LANGUAGE: English

COMPETENCIES THAT STUDENTS ACQUIRE IN THE MODULE

Generic

G1) Know the curricular content and didactics related to appropriate teaching. Vocational training for the knowledge of the respective professions will be included.

G2) 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 and guiding them, both individually and in collaboration with other teachers and school professionals.

G3) Search for, obtain, process and communicate information (oral, printed, audio-visual, digital or multimedia), transform it into knowledge and apply it to the teaching and learning materials.

G6) Acquire strategies to encourage student effort and enhance their capacity for autonomous and peer learning, and develop thinking and decision-making skills to facilitate autonomy, confidence and personal initiative.

G7) 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.

Specific

E.4) Identify and plan educational proposals and learning situations that include students with different abilities and different learning rates

E12) Know the history and the recent development of the teaching and learning approaches and methods.

E21) Acquire selection criteria and development of teaching materials for English.

E23) Know and apply innovative approaches to teaching and learning English

E.37) Know the evolution of the main methodologies of teaching and learning of foreign languages, namely English, and the latest research applied to classroom practice.

E38) Understand and analyse the cognitive, metacognitive and social-emotional features that characterize a situation of language contact and its most common manifestations: bilingualism, multilingualism, influence of the mother tongue (L1) in the acquisition of other languages and the use of translation as a factor of positive transfer between languages.

E.39) Describe, develop and evaluate meaningful learning of English in contexts of multicultural classrooms.

E.41) Know the different perspectives from which curricula and evaluation can be designed according to various approaches and methods.

E.43) Design activities, tasks and projects for the English class.

E.44) Know the characteristics of a subject taught in CLIL format and answer and solve the most common questions about its implementation.

PREREQUISITES

Not required

CONTENTS

Subject 4.1: History and evolution of the theories on language acquisition and of the main approaches and methods in teaching English as an additional language

- Learner Styles
 - First, Second and Foreign Language Acquisition
 - Approaches and Methods to Language Learning
 - L3 in schools in Catalonia: State of the Art
- Approaches and Methods in Language Learning

Subject 4.2. Languages in contact: bilingualism and plurilingualism, influence of L1, translation and multiculturalism in the classroom (5 ECTS)

- Relating First, Second and Foreign Language Acquisition
- Bilingualism: approaches, types, domains, educational programmes
- Multicompetence
- The use of the L1 in the classroom
- Developing Intercultural competence

Subject 5.1 Programming and assessing according to different approaches and methods

- School projects as guidelines for the development of classroom programming.
- Objectives, content and skills to the class of foreign languages.
- Attention to diversity in schools and classrooms.
- Methods and approaches useful for teaching English as a foreign language.
- Spatial, material and human resources in the school and classroom.
- Activities, Tasks and creative projects for English class.
- Evaluation: What? When? Who? ...

Subject 5.2 Good practices and abilities for teaching: phonetics, discourse analysis, ICT, classroom management and didactic resources

- Understand different ICT resources as sources of information and classroom materials, support, etc. (Web pages, Wikipedia, blogs, webquests, etc.)
- Learn techniques to foster collaboration rather than confrontation and maintain emotional control under the premise of NLP
- Learn to make fluid and positive transitions between tasks and between classroom agents' interventions (teacher / student /, etc.)

Subject 6. Educational innovation and initiation into research in English (5 ECTS)

- AICLE / CLIL (Content and Language Integrated Learning)
- ILT (Integrated Language Treatment)
- Investigation in educational contexts

LEARNING METHODOLOGY

The learning methodology for this module is mainly based on collaborative and project based learning.

ASSESSMENT SYSTEM FOR THE ACQUISITION OF SKILLS AND CREDIT RECOVERY

Assessment of the level of mastery of the competencies is based on the successful achievement of the tasks in each of the subjects that make up the module. Should one or more competencies not be met successfully, specific itineraries will be marked to overcome the performance deficiencies observed for the students involved, indicating in each case the procedure to be followed to re-sit the failed competencies.

Evaluation is continuous and takes into account activities done outside or inside the classroom, always in relation to the competences worked on in every subject. Evaluation methods are individual (reports) and team-based activities.

BASIC BIBLIOGRAPHY

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- House, Juliane. "Moving across Languages and Cultures in Translation and Intercultural Communication". In Bührig, K., House, J. and ten Thije, J. D. (eds.) *Translational Action and Intercultural Communication*. Manchester: St Jerome Publishing, 2009.
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Williams, D. (1983). Developing criteria for textbook evaluation. ELT Journal, 37(2), 251-255.

MODULE PRACTICUM AND FINAL MA DISSERTATION

E.23) Know and apply innovative approaches to teaching and learning English.

E.26) Gain experience in planning, implementation and evaluation of programs and activities of the relevant specialty (English).

E.27) Demonstrate a good command of oral and written expression in professional practices.

E.28) Master the social skills necessary to foster a good environment to facilitate communication between teachers, students and families, learning and coexistence.

E.29) Know the working areas, the diversity of the centers and the various organizational systems

El calendari de Pràctiques és totalment personalitzat per a cada estudiant.

El Treball de Final de Màster (TFM) és autònom i serà guiat per la tutora de TFM.

Inici de curs: dia 6 octubre – 18h

Mòdul Genèric: oct – gen

Mòdul Específic: oct – maig

Mòdul Seminari, Pràcticum i TFM: - octubre-juny

DEDICACIÓ:

Matèria o assignatura: 5 ECTS = **40h docents presencials**

Treball de l'estudiant: 2 h de treball individual i/o de petit grup (de 15.30 a 17.30h) i 4,5 h de classe presencial (de 17.30 a 22h)