

63264 - Communicating in English

Syllabus Information

Academic year: 2023/24

Subject: 63264 - Communicating in English

Faculty / School: 107 - Facultad de Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education

590 - University Master's Degree in Teaching, specializing in Geography and History

591 - Master's Degree in Teaching, specializing in Philosophy

592 - Master's Degree in Teaching, specializing in Business and Economics

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

599 - Master's Degree in Foreign Language Teaching: English

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-food

ECTS: 6.0

Year: 1

Semester: Second semester

Subject type: Optional

Module:

1. General information

Prospective teachers of English as a foreign language in the secondary classroom must be aware of the importance of medium, mode and context in communication through different genres and discursive practices, be able to analyse these in order to exploit them in the classroom and develop communicative competence, as well as other 21st century skills and multiple literacies of their students in this global and digital world.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement: 4 Quality Education (more specifically, with objective 4.1. Ensure the quality of primary and secondary education and 4C Improve the qualification of teachers); and Goal 10 Reducing inequalities.

Given that the subject will be taught in English and will be the language used in class for activities, assignments and discussions, as well as for all tests to assess learning, it is recommended a level of oral and written proficiency of at least C1 of the European Framework, as well as a high level of academic discourse for a correct development of the subject

2. Learning results

Upon completion of instruction the student will be able to:

1. compare and describe the differences between the traditional view of communication in English and communication in English as a lingua franca in today's global and multimodal world
2. identify, analyse and use new media and ways of communicating in English.
3. analyse and describe the characteristics of communication through different genres and multimodal texts (*multimodal ensembles*) understanding the influence of the environment and the context on them.

4. evaluate its implications for foreign language teaching within a communicative approach.
5. know and apply different frameworks, models and approaches for the linguistic, discursive, pragmatic and visual analysis of oral, written and multimodal English
6. analyse, evaluate, select and exploit oral, written and multimodal texts in the English language in terms of their suitability for the secondary classroom
7. adapting and designing materials and resources for the teaching of oral, written and multimodal discourse in an international English language communication context and the development of students' multimodal communicative competence and 21st century competencies
8. know and critically evaluate different strategies and resources to respond to the learner's output assessing its implications for the teaching and learning process.
9. identify and formulate criteria for the evaluation of different reception, production and mediation activities based on the use of multimodal and digital texts
10. develop their own multimodal communicative competence as well as 21st century competencies and their multiple literacies.

3. Syllabus

Unit 1. Introduction

Motivations, preconceptions and attitudes in teaching and learning English in the 21st century.

Unit 2. Understanding English in the 21st Century

English as a Lingua Franca / in a global world; Communication in ELF;
Digitally mediated, multimodal communication; digital genres and practices;
21st century skills; key competences; multiliteracies.

Unit 3. Analysing English Communication in Our Globalised World

Multimodality and multimodal ensembles;
Linguistic and discursive analysis of oral, written and multimodal texts;
Pragmatic analysis of oral, written and multimodal texts;
Visual analysis of oral, written and multimodal texts.

Unit 4. Teaching English Communication in 21st Century Schools

Selecting and analysing multimodal texts for the EFL secondary classroom;
Adapting and exploiting multimodal texts for the EFL secondary classroom;
Planning and designing activities and tasks to develop students' multimodal communicative; competence in the L2, their multiliteracies and their multiliteracies and 21st century skills;
Giving feedback and assessing students' multimodal outputs.

4. Academic activities

Participative master classes:

Sessions of exposition, analysis and debate on the contents of the subject

Video viewing

Problem solving and case studies:

Individual and group activities that make learning visible (comprehension and application of the contents of the subject): analysis of activities, types of texts, etc

Self-assessment and co-assessment activities of the tasks carried out or presented in class

Study and personal work:

Reading of documentation and reference bibliography.

Completion of tasks of comprehension and application of the key concepts and contents of the program.

Search, selection and analysis of English texts representative of a digital or multimodal genre or discursive practice

Design of a sequence of activities for the teaching of the selected texts, genres or discursive practices and their corresponding rubrics or checklists to guide the learning process and evaluate the performance of the students and the teacher.

Preparation of a multimodal presentation to share the work carried out in the compilation, analysis and exploitation of a corpus of multimodal texts for the English secondary classroom.

5. Assessment system

MODALITY A

For students who **attend classes regularly**, the evaluation will consist of the following activities: **Activity 1 (20%)**. Participation in practical classes and practical portfolio. Individual or group activities carried out in the classroom or outside it, of understanding and application of the contents developed in the subject

Activity 2. Directed work 1 (45%). Design and elaboration of a corpus of a textual genre or oral, written, digital or multimodal discursive practice that could be exploited in the English classroom of secondary education. Analysis of its main characteristics (lexical-grammatical, discursive, pragmatic, multimodal) . Proposal for exploitation in the English classroom through the design of a sequence of activities that develop students' communicative competence, literacies and 21st century skills.

Activity 3. Directed work 2 (15%). Design of rubrics or checklists based on the characteristics of the genre or discursive practice to guide the teaching-learning process and serve for self-evaluation, co-evaluation and evaluation of the teacher.

Total activities 2 and 3 (directed work). 60% of the final grade

Activity 4. Multimodal presentation (20%) of the design, compilation and analysis of the corpus and presentation of activities and tasks designed according to the analysis of the texts extracted from the compiled corpus.

MODALITY B

In compliance with articles 8.1 and 9.3 of the Regulations of the Learning Assessment Standards of the University of Zaragoza, there is a global assessment test, to which all students are entitled and which will be held on the date set in the official exam calendar

The overall test will consist of two evaluation activities that are mandatory of an individual nature: **Activity 1 (50%)**: Written test that will contain short and developmental questions to evaluate the acquisition of the contents and the development of the competences of the subject.

Activity 2 (50%): Design and elaboration of a corpus of a textual genre or oral, written, digital or multimodal discursive practice that could be exploited in the English classroom of secondary education. Analysis of its main characteristics (lexical-grammatical, discursive, pragmatic, multimodal). Proposal for exploitation in the English classroom through the design of a sequence of activities that develop students' communicative competence, literacies and 21st century skills . Oral defence of the analysis and sequence of activities based on it. The student should present orally, making use of visual aids and other means of communication, both the results of the analysis and the activities, establishing their objectives, describing the steps to be followed for their implementation in the classroom.

Criteria

The student will have to demonstrate knowledge and understanding of the concepts, approaches and models covered in class. They should demonstrate that they have done the proposed readings and/or that they have carried out the relevant reflections on the different topics of the program.

Requirements

The student must obtain a grade of at least **5/10** in each of the tests in both Mode A and Mode B

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

Second and other calls

They coincide in format and criteria with the global evaluation of the first call.