

Certificat de capacitació del personal acadèmic per a la docència en anglès

Guia del candidat



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Informació general

Quin és l'objectiu de l'examen?

L'examen té com a objectiu principal avaluar si l'examinand té la capacitat lingüística necessària per portar a terme la tasca docent en anglès.

Les competències lingüístiques que s'avaluaran es troben, en alguns casos, a la franja del B2 del nivell del MECR i, en altres casos, en el nivell C1 del MECR (Marc europeu comú de referència per a les llengües).

Descripció de l'examen

L'examen consta de dues proves:

Prova escrita

La prova escrita consta de dues tasques representatives del món acadèmic.

Es demana un mínim de 200 paraules a cada tasca.

La prova té una durada de 90 minuts.

Prova oral

La prova oral, que es fa individualment, consta de cinc parts:

- Preguntes sobre el perfil acadèmic i professional de l'examinand.
- Monòleg sostingut sobre un tema preparat (15 minuts de preparació previs a la prova).
- Interacció amb el tribunal. L'examinand ha de respondre 3 o 4 preguntes sobre el tema exposat en la part 2 (monòleg sostingut).
- Monòleg relacionat amb una activitat pròpia d'una classe.
- Tasca de mediació. El candidat ha d'informar sobre una activitat o esdeveniment a partir d'una notícia en català o castellà.

La prova té una durada total aproximada de 30 minuts (15 minuts de preparació i 15 minuts de prova).

Avaluació de l'examen

Prova escrita

Dos examinadors avaluen les dues tasques escrites seguint els criteris establerts per a les categories següents: impressió general; organització, coherència i cohesió; i competència lingüística i precisió.

Prova oral

Dos examinadors avaluen la prova oral. Un examinador avalua seguint els criteris analítics establerts per a les categories següents: fluïdesa; coherència i cohesió i interacció; competència lingüística i precisió; i intel·ligibilitat. L'altre examinador avalua seguint uns criteris holístics.

Criteris de superació

L'examen se supera si s'obté un mínim del 50% a cada prova i una nota global del 55%.

Exemples de tasques

Prova escrita

You have **90 minutes** to complete 2 writing tasks.

You must answer both task 1 and task 2.

Both tasks carry **equal weight**.

All your answers must be transferred to the corresponding **Answer Sheet**. Only the Answer Sheets will be marked

Write your answers in **black ink preferably**.

The **Writing Paper**, its corresponding **Answer Sheets** and any **rough paper** you may have used **must be handed in together**.

TASK 1

Here you have a post on the *Course Reading Forum*.

Question 1: Course reading forum??

by J Garcia - Friday, 7 January 2022, 14:22

Hello,

I do not understand what we have to write in the forum about the reading. Do we have to write a summary or ask questions? Is it obligatory to participate? Can I just participate once or must we respond to our classmates? Will we get a grade?

Have a good weekend!

You decide to write a response to the post in the forum in which you:

- justify why course readings are important
- explain how students should interact and how they will be graded
- detail what type of information they should include in their contributions

Write a minimum of 200 words.

TASK 2

You have received the following email from a student of yours:

You have received an email from an internship supervisor complaining about one of your students. The main concerns are that the student arrives late, does not respond to constructive criticism and unfortunately, the supervisor is not impressed with the general training the student received prior to the placement.

You decide to write an email to the internship supervisor in which you:

- acknowledge the seriousness of the complaints
- explain what immediate action the university is going to take
- describe what measures will be taken to prevent similar problems in the future

Write a minimum of 200 words.

Prova oral

PART 1 BIODATA Questions

You will be asked a minimum of 2 questions and a maximum of 3 from a minimum of 2 different blocks.

PROFESSIONAL ACTIVITY

- Why did you decide to become a university teacher?

UNIVERSITY TEACHING

- What courses do you teach at your university?

ACADEMIC RESEARCH

- Could you tell us about another area research you might be interested in exploring in the future?

PROFESSIONAL DEVELOPMENT

- What courses should the university offer to help academic members develop professionally?

PART 2 MONOLOGUE (4-5 minutes)

As a member of your department, you have been asked to participate in an international Round Table Session on Sharing Teaching Experiences.

Please prepare an approximately four-minute discourse in which you:

- highlight the positive aspects of your last academic year
- analyze the negative aspects of your last academic year
- suggest measures for improvement

You have 15 minutes to prepare your monologue. You may use a written outline for your presentation. During the interview you may refer to your notes, but you cannot read them aloud.

PART 3 FOLLOW-UP Questions (3-4 minutes)

You will be asked a minimum of 3 and a maximum of 6 questions.

1. What challenges do you see in Higher Education in the next few years?
2. What advice would you give to a new teacher?
3. Could you please clarify what you said about...

PART 4 MICRO-TEACHING activity (3-4 minutes)

Here you have a post on the *Course Reading Forum*.

In today's class, you are talking about **a finding/theory that has been rejected in your field**.

Make sure to:

- describe a finding/theory that has been rejected
- explain the reasons for rejecting it
- describe the consequences of these changes

You should speak for about 3-4 minutes.

PART 5 MEDIATION Task (2 minutes)

Comunicat de presentació del TFG en anglès

Please communicate the following information in English to inform your students about the Final Degree Project.

El treball de final de grau és un exercici de síntesi, integració i aprofundiment de tots els coneixements i competències adquirits durant el grau. Consisteix en el desenvolupament d'un tema en profunditat i de manera exhaustiva. El treball té un màxim de 8.000 paraules i s'estructura de la manera següent: presentació general del treball, marc teòric en relació amb la temàtica, metodologia, desenvolupament de la temàtica i conclusions.

WRITING CRITERIA

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		Unsatisfactory		Satisfactory		Very satisfactory
Overall impression		<p>Ideas are introduced, but not fully developed. Not full command of appropriate register and style for the task. Language used simplistically.</p> <p>Task is not completed satisfactorily.</p>		<p>Develops an argument with appropriate highlighting of significant points and relevant supporting detail. Can write clear and detailed texts. Language is accurate and effective. Appropriate register and style.</p> <p>Good realisation of the task with no significant omissions and/or a few irrelevances. Leaves positive effect on the reader.</p>		<p>Writes clear, well-structured text, highlighting the relevant salient issues succinctly and effectively. Natural use of language.</p> <p>Full realisation of the task and fully achieves desired effect.</p>
Organisation, coherence and cohesion		<p>Limited organisation which does not facilitate understanding.</p> <p>Limited or inappropriate use of cohesive devices. There might be disconnected sentences.</p>		<p>Good organisation at both sentence and textual levels with a logical use of layout, paragraphing and punctuation.</p> <p>Uses a variety of cohesive devices to mark clearly the relationships between ideas.</p>		<p>Very good organisation at both sentence and textual levels, with a helpful use of layout, paragraphing and punctuation.</p> <p>Uses a wide range of cohesive devices, showing smooth and logical transition between ideas.</p>
Linguistic range and accuracy		<p>Narrow range of language displayed restricts effective communication. L1 influence is evident.</p> <p>General grammatical control of basic structures with systematic errors occurring frequently. Mistakes lead to misunderstanding.</p>		<p>Commands good range of language, allowing gaps to be readily overcome with circumlocutions. Accurate use of technical terms in their field. Spelling is accurate with only a few minor slips.</p> <p>Shows good grammatical control; occasional slips or non-systematic errors and minor flaws may still occur, but they are rare.</p>		<p>An excellent command of a very broad range of language with no sign of having to restrict what they want to say. Spelling is accurate.</p> <p>Consistently maintains a high degree of grammatical accuracy. Errors are difficult to spot.</p>
Score	0	1	2	3	4	5

ANALYTIC SPEAKING CRITERIA

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CANDIDATE'S ID:	Set number:
ASSESSOR:	INTERVIEWER:

		Unsatisfactory	Satisfactory	Very satisfactory	Analytic score	
Fluency, coherence & cohesion and Interaction		<p>Speaker maintains communication, but pausing to search for language is evident and frequent. Difficulty in repairing communication.</p> <p>Ideas are not always connected and sometimes may be difficult to follow. Understanding of ideas becomes more difficult.</p> <p>Miscomprehension of contributions and underdeveloped responses may hinder appropriate interaction. Relevant specific information not clearly conveyed, and with some difficulty.</p>	<p>Fluent with relatively little pausing when dealing with conceptually difficult subjects or extended stretches. Can repair communication.</p> <p>Maintains a coherent, logical discourse, using some cohesive devices. Facilitates understanding by highlighting key points, presenting them in a logical order and repeating key aspects.</p> <p>Displays comprehension of contributions and develops appropriate relevant responses. <i>Provides relevant specific information (and details) found in text of their professional field.</i></p>	<p>Expresses themselves fluently, smoothly and effortlessly. Pauses are limited to reflection on content.</p> <p>Produces very well-structured discourse, using a wide variety of cohesive devices. Explains the relationships of parts to the whole and approaches the topic in different ways.</p> <p>Develops full, relevant responses with no evidence of having to restrict what they want to say. <i>Provides fluent relevant specific information and details found in text of their professional field.</i></p>		
Linguistic range and accuracy		<p>The range of language displayed restricts effective communication.</p> <p>General grammatical control of basic structures with systematic errors occurring frequently. Mistakes may lead to misunderstanding.</p> <p>Linguistic limitations make the topic less accessible.</p>	<p>Shows good range of language, allowing gaps to be readily overcome with circumlocutions. Accurate use of technical terms in their field.</p> <p>Shows good grammatical control; occasional slips or non-systematic errors and minor flaws may still occur, but they are rare. Mistakes do not cause misunderstanding.</p> <p><i>Adapts their language to make a specialist topic accessible to target audience.</i></p>	<p>An excellent command of a very broad range of language with no sign of having to restrict what they want to say.</p> <p>Consistently maintains a high degree of grammatical accuracy. Errors are difficult to spot.</p> <p><i>Adapts their language (register, detail and degree of sophistication) to the audience concerned.</i></p>		
Intelligibility		<p>Considerable L1 interference may cause misunderstanding. Key terms and related lexis occasionally pronounced inaccurately.</p> <p>Some degree of strain on a general international audience.</p>	<p>Pronunciation is generally comprehensible. L1 influence does not impede communication. Key terms and related lexis are pronounced with accuracy.</p> <p>Little or no strain on a general international audience.</p>	<p>Pronunciation and intonation are clear and natural, with little L1 interference. Attempts to use intonation to express finer shades of meaning.</p> <p>Easy to understand in any context.</p>		
Score	0	1	2	3	4	5

✓	X	HOLISTIC SCORE



HOLISTIC SPEAKING CRITERIA

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Overall impression	Language non-assessable	Unsatisfactory		Satisfactory		Very satisfactory
		<p>Can keep going comprehensibly, but frequently pauses to repair or search for language. At times ideas are difficult to follow.</p> <p>General control of basic language structures but with frequent errors which may lead to misunderstanding.</p> <p>Pronunciation makes speech difficult to follow.</p> <p>Interaction is simple and contributions are limited and sometimes incomplete. Speaker may display miscomprehension.</p>		<p>Speaks with relative ease although may be more hesitant when using more complex structures or dealing with more abstract topics.</p> <p>Has a good range of language, uses some complex structures and cohesive devices. Can repair occasional errors.</p> <p>Language and pronunciation do not cause misunderstanding. Pronunciation of key terms is accurate.</p> <p>Interaction is appropriate and contributions are full and developed.</p>		<p>Can express themselves fluently, spontaneously and in a structured way. Pauses are limited to reflection on content.</p> <p>Has a good command of a broad linguistic repertoire.</p> <p>Interaction is skillful and natural and contributions are spontaneous and fully developed with no evidence of restriction of what they want to say.</p> <p>Discourse has an overall positive effect on the listener.</p>
SCORE	0	1	2	3	4	5