

# Teaching guide

## IDENTIFICATION DETAILS

|                                      |   |               |      |
|--------------------------------------|---|---------------|------|
| Degree:                              | University Master's Degree in Teaching Obligatory Secondary Education |               |      |
| Field of Knowledge:                  | Social and Legal Science  |               |      |
| Faculty/School:                      | Postgraduate School and Vocational Training                           |               |      |
| Course:                              | CURRICULAR DEVELOPMENT OF ENGLISH                                     |               |      |
| Type:                                | Compulsory Speciality   | ECTS credits: | 8    |
| Year:                                | 1   | Code:         | 8318 |
| Teaching period:                     | First-Second semester   |               |      |
| Area:                                | Complements fComplements for Disciplinary Training                    |               |      |
| Module:                              | Specific  |               |      |
| Teaching type:                       | Classroom-based   |               |      |
| Language:                            | English   |               |      |
| Total number of student study hours: | 200   |               |      |
| Teaching staff                       | E-mail  |               |      |
| Patricia Enjuto Quinn                | patricia.enjuto@ufv.es  |               |      |

## SUBJECT DESCRIPTION

The subject of curriculum development in English aims to equip students with the necessary knowledge of the curriculum of English foreign language subject in the secondary education stage. To this end, we will study the characteristics of English language subjects in compulsory secondary education and the Baccalaureate, taking into account not only the planning of the stage but also the objectives, competences, contents and evaluation criteria to be developed according to LOMCE and to the prescriptive curricular design established by the corresponding Autonomous Communities.

The curricular development course in English will also equip students with the necessary knowledge of the curriculum of the subject of English foreign language in the stage of Baccalaureate, Vocational studies and

teaching of languages.

## GOAL

The main objective of this subject is that the students know the curriculum of the subject of English foreign language in the stage of secondary education Baccalaureate, Vocational studies and Language Schools, being able to recognize, work with and relate to each stage objectives and specific objectives (assessment criteria in LOMCE), competences (general and specific), contents, learning outcomes and assessment system marked by current legislation and prescriptive curricular design.

Our objective is, therefore, that future teachers, knowing the curriculum of their subject, apply it in their future educational centers, adapting their teachings to the diversity and needs of the students.

## PRIOR KNOWLEDGE

Students must demonstrate mastery of the foreign language (English) equivalent to level B1 of the Common European Framework of Reference for Languages, in accordance with Recommendation No. R (98) 6 of the Committee of Ministers of Member States of October 17 2000

## COURSE SYLLABUS

1. Analysis of personal interests, aptitudes and motivations to study this Degree.

2. Levels of curricular concretion. Programming, structure and curricular organization: -Identification of the corresponding stage -Identification of general / specific and transversal competences that are reflected in the official curriculum of the different stages. - Identification of stage objectives. - Description of the material of the specialty. -Identification of the four content blocks, evaluation criteria (objectives in LOE) and learning outcomes in the different stages. - Identify contents within the content blocks of the subject, distinguishing which are concepts, procedures or attitudes. - Relationship between specific competences - specific objectives and learning outcomes - Assessment types: formative and accumulative.

3. Curricular Design analysis task.

4. Apply the regulations learned to the Didactic techniques that are offered in the classroom which will enable the student to design, organize and give a lesson for one of the stages, or centers chosen

## EDUCATION ACTIVITIES

Firstly, we will use a methodology of class lectures for the explanation of theoretical aspects and of the activities in order to cover all the cycles (Secondary- Baccalaureate, Vocational Studies and Language Schools) and to provide a general overview of English specialty subject . In order to review each stage's main features, students will work in groups. In addition, each student must hand in an autonomous work as a practical application of the content seen in class.

We will be working using a cooperative methodology to encourage interpersonal relationships among the students in our classroom, provide contrast of opinion and contribute to reach optimal choices. We will also develop the Flipped classroom methodology of teaching to provide a dynamic and further a collaborative environment with the aim of enhancing interaction among students and encourage creativity.

The teacher will support the students' work with face-to-face or virtual tutorials.

Teaching activities and work time distribution may be subject to changes, depending on legislation and advice issued by the pertinent health and education authorities.

## DISTRIBUTION OF WORK TIME

| CLASSROOM-BASED ACTIVITY | INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY |
|--------------------------|---|
| 80 hours                 | 120 hours                                   |

## SKILLS

### Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

### General Skills

To be familiar with the syllabus content of subjects relating to the specific teaching specialisation, as well as the body of teaching knowledge centred on education and learning processes. In the case of professional training, this will include knowledge of the various professions.

To plan, develop and evaluate teaching and learning processes, promoting education processes that encourage the acquisition of skills linked to the various areas of teaching, according to the students' level and prior education as well as their orientation, both individually and in cooperation with other teachers and school professionals.

To seek out, obtain, process and convey (oral, printed, audio-visual, digital or multimedia) information, to transform it into knowledge and to apply it to teaching and learning processes in the specific subjects in the specialisation being taught.

To define the syllabus to be implemented in a teaching centre, taking part in its collective planning. To develop and apply teaching methodologies for groups and individuals, adapted to the various student backgrounds.

### Specific skills

To be familiar with the educational and cultural value of subjects linked to the specialisation and content followed in the respective teachings.

To identify problems linked to teaching and learning of subjects in the specialisation and to suggest alternatives and solutions.

In the case of psychopedagogical and professional orientation, to be familiar with the processes and resources for preventing learning and coexistence problems, as well as assessment, academic and professional orientation processes.

To be familiar with the theoretical and practical developments of teaching and learning the various subjects.

To transform syllabi into activity and work programmes.

To acquire criteria for choosing and preparing educational materials.

## LEARNING RESULTS

Completes continuous assessment class activities/tasks.

Develops assessment systems (formative-accumulative) marked by LOMCE (Organic Law 8/2013) or LOE (in the case of Vocational Studies and Language Schools) and incorporates them within the curricular design.

Connects the formative and cultural value of the subject of English as a Foreign Language with emphasis on values and a person-centered education.

Designs, develops and evaluates the teaching and learning process, taking into account the general / specific competences and objectives / evaluation criteria established at each educational level.

Relates the curricular contents of English as a foreign language, being able to recognize and work with the evaluation objectives / criteria, general / specific competences, contents, blocks and learning outcomes marked by LOMCE (Organic Law 8/2013) or LOE (in the case of Vocational Studies and Language Schools) in its correspondent curricular design.

Demonstrates knowledge about the regulations, reference documents and organization of the Spanish educational system.

## LEARNING APPRAISAL SYSTEM

### ORDINARY CALL:

We will carry out a continuous and formative evaluation in which we will take into account the following aspects:

- Individual work, through a common evaluation rubric for all specialties: 90%
- Participation in activities and attitude shown: 10%.

Exceeding 20% of attendance (attendance that must be justified) will imply the loss of the right to continuous assessment and the student must submit the work in the September.

### .EXTRAORDINARY CALL:

The student will produce a complete "programación docente" of the subject as requested by the teacher. 100%

The student will have access to 100% of the grade.

### ALTERNATIVE EVALUATION SYSTEM:

In the event of a health emergency, the evaluation system will be maintained while the paper to be evaluated will be turned in online and evaluated with the support of the tools that guarantee the authenticity of the paper.

**SECOND AND CONSECUTIVE SITTINGS:** The ordinary and extraordinary evaluation system will be maintained for these students. Those students who are unable to comply with the attendance requirements established by the university, as long as it is duly authorized by the Direction of this Masters, will be subject to the following evaluation system: The student will be required to turn in the a complete "programación docente" of the subject as requested by the teacher.

#### FURTHER NOTES:

All the evaluable activities will be subject to the UFV Normativa de Evaluación de la Escuela de Postgrado y Formación Permanente and the University's Normativa de Convivencia . In the event of plagiarism or other dishonest activity related to the evaluation process, the UFV regulations to the effect will be applied. Every lecturer has access to an antiplagiarism tool that he/she may use whenever deemed necessary. The student is obliged to accept the use of such tool to allow the lecturer to evaluate activities.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Council of Europe, Common European Framework of Reference for Languages (2001): learning, teaching, assessment. Cambridge.

Heinemann.-Gómez Morón, R. et alii (Eds.) 2009 : Pragmatics Applied to Language Teaching and Learning. Newcastle upon Tyne: Cambridge Scholars Publishing.

House, S. (ed.) (2011): Teacher Development. Barcelona. Ministerio de Educación y Editorial Graó.

Moreno, J; García, R. (2008): Profesorado y la secundaria: ¿Demasiados retos?, Naullibres.

REAL DECRETO 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.

Scrivener, J. (2005): Learning Teaching. London. Heinemann.

Spratt, M. et alii (2006): The TKT Course. Cambridge: Cambridge University Press.

### Additional

Garton-Sprenger, Judy and Philip Prowse New Inspiration 4. Macmillan (2012)

Treloar. GATEWAY B2 .Macmillan (2012)