

Teaching guide

IDENTIFICATION DETAILS

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|--------------------------------------|---|---------------|------|
| Degree: | University Master's Degree in Teaching Obligatory Secondary Education | | |
| Field of Knowledge: | Social and Legal Science | | |
| Faculty/School: | Education and Humanities | | |
| 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 | | |
| Xiana Sotelo García | x.sotelo@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 other 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, would 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.

EDUCATION ACTIVITIES

Firstly, we will use a methodology of class lectures for the explanation of theoretical aspects and of the activities. Furthermore, 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.

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

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%
- Attendance and participation in class activities: 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:

- Individual work, by means of a common evaluation rubric for all specialties: 90%

When losing 10% of the attendance and participation in the class activities that is contemplated in the continuous evaluation, in this extraordinary call the student will get a maximum score of 9.

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)