

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	University Master's Degree in Teaching Obligatory Secondary Education		
Faculty/School:	Postgraduate School and Vocational Training		
Course:	TEACHING ENGLISH		
Type:	Compulsory Speciality	ECTS credits:	8
Year:	1	Code:	8319
Teaching period:	First-Second semester		
Area:	Learning and Teaching of the Respective Subjects		
Module:	Specific		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	200		

Teaching staff	E-mail
Camino Ruiz Rodríguez	camino.ruiz@ufv.es
Laura Gómez Macho	laura.gomezmacho@ufv.es

## SUBJECT DESCRIPTION

The subject of Didactics of English Language aims at teaching students different existing methodologies in the teaching of foreign languages knowing how to discern the positive and negative characteristics of each of them. The future teachers must master the different didactic resources and methodological strategies, knowing how to use the most appropriate ones for different teaching contexts. Likewise, we will study the competences, objectives and different techniques and instruments in the evaluation processes in order to be able to develop coherent and appropriate didactic units for each level.

We will place special emphasis on the teaching and evaluation of critical thinking skills (Critical Thinking), attention to diversity, emotional intelligence (intercultural empathy) within the field of ethics and social responsibility, in order to promote an education in humanistic values, integral, person- centered.

## GOAL

The main objective of this subject is that the student knows the different methodological strategies, didactic resources and evaluation tools in the teaching of English as a foreign language, knowing how to discern the positive and negative characteristics of each of them. It also aims to provide students with the skills that enable the use of this knowledge and tools to give structured, motivating and high quality lessons.

The future teachers must be able to put into practice this theoretical knowledge, creating coherent teaching units with the level of the students in each formative stage, taking into account the diversity and the needs in the classroom. Likewise, emphasis will be placed on intercultural interaction, emotional Intelligence (intercultural empathy) and the promotion of an education in humanistic values, in the field of ethics and social responsibility, within a comprehensive person-centered approached in education.

## PRIOR KNOWLEDGE

Students must prove proficiency in the foreign language (English) equivalent to level B1 of the Common European Framework of Reference for languages, in accordance with Recommendation nr (98) 6 of the Committee of Ministers of Member States of 17 October 2000

## COURSE SYLLABUS

UNIT 1. Actual landscape of ESL to teenagers in Spain.

UNIT 2. Second language acquisition: methodologies, techniques, and strategies. Integrating Technology in Teaching English as a Second Language

UNIT 3. Designing units and learning sequences according to LOMLOE. Assessment.

UNIT 4. Developing Reading and Writing Skills. Teaching Grammar.

UNIT 5. Developing Oral and Listening Skills. Teaching vocabulary.

UNIT 6. Teaching English as a Second Language to Students with Special Educational Needs. Approaches to Teaching Culture and Intercultural Awareness

## EDUCATION ACTIVITIES

Firstly, there will be lectures to explain the theoretical aspects and the activities programmed throughout the different sessions.

Students will perform a class session(Mock Class- 20 min) in which they will put into practice the different methodologies seen in units 1-2 and 3

### MOCK CLASS PRESENTATION:

The purpose of this activity is to give a mini-class (20 minutes long) incorporating teaching resources seen in class (or those of your own ) trying to be creative, innovative, motivating and interactive with your "students".

Please follow the following steps:

1. -Introduce the class
2. -present the activity (activities)
3. -give instructions to complete the task-s
4. -monitor, correct and supervise "your students"
5. - finish the class

The sessions will be recorded, projected and commented in class

After the Mock Class, students must submit a Good Practices Dossier. This Dossier will consist of:

- script followed in the presentation (lesson plan)
- Materials used in the preparation of the session
- Class presentation (powerpoint) and support materials used during the session

In addition to the oral presentation of a classroom simulation, students will also develop an autonomous methodology, having readings and activities on the virtual campus with which to prepare and deepen the subject. The teacher, meanwhile, will support the work of students with face-to-face or virtual tutorials.

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 colaborative environment with the aim of enhancing interaction among students and encourage creativity.

## 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.

## **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**

Develops critical thinking skills and Emotional Intelligence (intercultural empathy) within the field of ethics and

social responsibility.

Develops assessment tools (continuous, formative and cumulative) as an instrument of regularization and encouragement to the effort, not only for the students but also for the teaching staff.

Uses innovative teaching proposals and the use of ICT in the classroom.

Employs strategies to motivate the student and promote their ability to learn on their own, from an integral, person-centered approach.

Develops learning spaces attending to democratic values like equality between man and woman, respect to the human rights and the construction of a sustainable society emphasizing i ethics and social responsibility in the language classroom.

Design, plan and evaluate the teaching and learning process, taking into account the competences, objectives / evaluation criteria and evaluable learning outcomes established in each educational level.

Solves problems related to the teaching of English as a foreign language and seeks solutions from an integral, person-centered approach.

States the curricular contents of the subjects of English as a foreign language, being able to recognize and work with the objectives / evaluation criteria, general / specific competences, contents, blocks and learning outcomes evaluable by the LOMCE (Organic Law 8/2013) o LOE (in the case of vocational training and language schools).

Adapts the regulations and organization of the Spanish educational system in different contexts in which the different curricular contents are applied.

## **LEARNING APPRAISAL SYSTEM**

#### ORDINARY CALL:

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

- The student will carry out an individual task that will account for 65% of the final grade. This task will be an English Mock Class for ESO, Bachillerato, Professional Training, or Language Schools. The class will be given orally in the classroom following a rubric previously given to students and uploaded to Canvas (Virtual Campus). This class will be assessed: 50% Peer's evaluation feedback + 50% Teacher's evaluation feedback

-- Dossier class activities: In it the student will produce a written document with a summary of all that learnt along with the design and development of the Mock Class as well as any documents used for the class. This Dossier will be assessed: 25%.

-Participation in class activities: 10%.

#### EXTRAORDINARY CALL:

Students will do all the tasks needed as in the Ordinary call however, the Mock class will be given exclusively before the teacher.

-Mock class: 75%.

-Dossier: 25%.

**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 give the English Mock Class for ESO, Bachillerato, Professional Training, or Language Schools required for the completion of this course together with the Dossier that must include the design and development of the Mock Class as well as any documents used for the class.

#### 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**

Buhigas Tallón, Jaime El noble oficio de la educación 2023

Council of Europe Common European Framework of References for Languages 2001

Crystal, David The Cambridge Encyclopedia of the English Language Cambridge University Press

Garner, H. Multiple Intelligences: The theory in Practice New York: Basic Books (1993)

Harmer, J. The Practice of English Language Teaching Pearson (2007)

Parrott, M. Grammar for English Language Teachers Cambridge University Press (2000)