

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 |
|-------------------|--|
| 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.

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.

In addition, in order to properly prove mastery in lesson planning, specific knowledge to do with the education laws from either Spanish Government and Comunidad de Madrid are required.

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 lesson and its learning objectives.
2. Account of the activity or activities to be carried out during the session.
3. Give instructions to complete the task/s.
4. Monitor, correct and supervise “your students”
5. Finish the lesson.

The sessions will be commented in class so as to provide students with feedback and constructive criticism in order to boost and improve their teaching skills.

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 (Power Point, Canva, Genially...) 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 collaborative 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 |
|--------------------------|---|
| 150 hours | 50 hours |

LEARNING RESULTS

To transform syllabi into activity and work programmes.

To acquire criteria for choosing and preparing educational materials.

To integrate training in audio-visual and multimedia communication into the teaching-learning process.

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

To be familiar with assessment strategies and techniques and to deem assessment as an instrument for supervision and for the fostering of endeavour.

To foster an atmosphere promoting learning and lending value to contributions from students.

SPECIFIC LEARNING RESULTS

Transformar los currículos en programas de actividades y de trabajo.

Adquirir criterios de selección y elaboración de materiales educativos.

Integrar la formación en comunicación audiovisual y multimedia en el proceso de enseñanza-aprendizaje.

Conocer los desarrollos teórico-prácticos de la enseñanza y el aprendizaje de la lengua inglesa.

Conocer estrategias y técnicas de evaluación y entender la evaluación como un instrumento de regulación y estímulo al esfuerzo.

Fomentar un clima que facilite el aprendizaje y ponga en valor las aportaciones de los estudiantes.

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

Gardner, Howard Multiple Intelligences: The theory in Practice New York: Basic Books (1993)

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

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