

**COURSE DATA****Data Subject**

<b>Code</b>	40515
<b>Name</b>	Learning and teaching foreign languages
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	16.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>	<b>year</b>
2024 - Master's Degree in Secondary Education	Faculty of Teacher Training	1	Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2024 - Master's Degree in Secondary Education	23 - Learning and teaching english	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
ALCANTUD DIAZ, MARIA	80 - Language and Literature Education
SOLER PARDO, MARIA BELEN	80 - Language and Literature Education

**SUMMARY**

This subject aims to provide the student with a detailed vision of the different theories and theoretical principles related to the learning and teaching of a foreign language, as well as the didactic methods, learning strategies, and the different resources for it in the field of Secondary Education teaching.

**PREVIOUS KNOWLEDGE**

**Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.

**Other requirements**

Los conocimientos previos para cursar esta asignatura son los propios de un licenciado en áreas como la filología en una lengua extranjera, las Ciencias de la comunicación o las Humanidades. Se requiere el nivel B2 de dominio de la lengua extranjera.

**COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)****2024 - Master's Degree in Secondary Education**

- Saber comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- Poseer las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.
- Be able to integrate knowledge and handle the complexity of formulating judgments based on information that, while being incomplete or limited, includes reflection on social and ethical responsibilities linked to the application of knowledge and judgments.
- Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad del alumnado.
- Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción de un futuro sostenible
- Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.
- Conocer los procesos de interacción y comunicación en el aula, dominar destrezas y habilidades sociales necesarias para fomentar el aprendizaje y la convivencia en el aula, y abordar problemas de disciplina y resolución de conflictos
- Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza.
- Diseñar y realizar actividades formales y no formales que contribuyan a  
?hacer del centro un lugar de participación y cultura en el entorno donde esté  
?ubicado.
- Participar en la evaluación, investigación y la innovación de los procesos  
?de enseñanza y aprendizaje. Dominar estrategias y procedimientos de  
?evaluación de los procesos de aprendizaje del alumnado, así como los  
?propios para la evaluación de los procesos de enseñanza.



- Adquirir criterios de selección y elaboración de materiales educativos.
- Fomentar un clima que facilite el aprendizaje y ponga en valor las aportaciones del alumnado de la etapa o área correspondiente.
- Integrar la formación en comunicación audiovisual y multimedia en los procesos de enseñanza y de aprendizaje.
- Conocer estrategias y técnicas de evaluación y entender la evaluación como un instrumento de regulación y estímulo al esfuerzo.
- Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de una lengua extranjera, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.
- Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias de lengua extranjera. Adquirir los conocimientos y las estrategias para poder programar las áreas, materias y módulos propios de su responsabilidad docente.
- Conocer los desarrollos teórico-prácticos de los procesos de enseñanza y aprendizaje de una lengua extranjera.
- Conocer los currículos de las materias de lengua extranjera, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje correspondientes. Saber convertir los contenidos de los currículos en herramientas ? programas de actividades y de trabajo? al servicio de los objetivos educativos y formativos de las materias. Identificar los problemas de aprendizaje básicos y comunes de las materias e idear estrategias para superarlos.
- Saber aplicar los conocimientos adquiridos y ser capaces de resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con la lengua extranjera

### LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- To know different methods, approaches and techniques for teaching English as a foreign language in Secondary education.
- To know the legislation and curriculum of Compulsory Secondary Education and Bachelor in the Valencian Community.



- To be able to program didactic units and sessions by selecting the precise material incorporating the different approaches learned.
- To be aware of their own learning processes and then facilitate those of the students.
- To have developed an environment of communication and participation facilitating the teaching-learning process.
- To reflect on what has been learned and take it into account for later use.
- To have acquired and developed the concept of what the communicative approach means as a way of learning the language.
- To have acquired the necessary knowledge for the appropriate analysis of teaching material.

## DESCRIPTION OF CONTENTS

### 1. Block A. The teaching/learning of the foreign language as communication

- 1.1. Linguistics and language teaching/learning.
  - 1.1.1. The structuralist approach.
  - 1.1.2. The generative approach.
  - 1.1.3. The pragmatic approach.
- 1.2. Psychology and language teaching/learning.
  - 1.2.1. The behaviourist approach.
  - 1.2.2. The mentalist approach.
  - 1.2.3. The psycho-pragmatic approach.
- 1.3. Pedagogy and language teaching/learning.
  - 1.3.1. Product-oriented approaches.
  - 1.3.2. Process-oriented approaches.
- 1.4. From linguistic competence to pragmatic competence.

### 2. Bloc B. Methodology and curriculum design

- 2.1. Methods: method in the post-method era.
  - 2.1.1. Historical review: Grammar Translation Method; Direct Method; Natural Method; Audio-Lingual Method; Total physical response.
  - 2.1.2. Communicative Language Teaching
  - 2.1.3. Task-Based Learning; Problem solving; Service-learning; Project work
  - 2.1.4. Content-based instruction and content and language integrated learning: CLIL Tool Kit
  - 2.1.5. Literacy-approach through genres
- 2.2. Designing a didactic unit in TEFL in Secondary Education
  - 2.2.1. Legislation. Legal bases for English: ESO and Bachillerato
  - 2.2.2. Assessment in language teaching: forms and tools
  - 2.2.3. Designing syllabus, courses, and lessons.



2.2.4. Curricular adaptations

**3. Block C. Strategies, techniques, and didactic resources**

C.1. Teaching strategies to learn a foreign language

1. Introduction: what is challenging about teaching a foreign language? Teachers roles and responsibilities.

1.1 Class interaction

1.2 Cooperation and motivation

2. What do we know about how languages are learned?

2.1 What is a skill?

2.2 Teaching skills and strategies.

3. Strategies and techniques for teaching/learning a foreign language: learning difficulties and evaluation

3.1. Pronunciation

3.2. Grammar

3.3. Lexis

3.4. Receptive skills

3.4.1. Listening comprehension

3.4.2. Reading comprehension

3.5. Productive skills

3.5.1. Speaking

3.5.2. Writing

C.2. Teaching materials: design, lesson planning, and resources

4.1 The role of games.

4.2 The role of drama.

4.3. ICTs in foreign language teaching

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	50,00	100
Theory classes	50,00	100
Tutorials	20,00	100
Group work	20,00	100
Other activities	8,00	100
Development of group work	142,00	0
Development of individual work	24,00	0
Study and independent work	60,00	0
Preparation of evaluation activities	6,00	0
Preparing lectures	40,00	0
<b>TOTAL</b>	<b>420,00</b>	

**TEACHING METHODOLOGY**

To achieve the objectives of this subject, an interactive and theoretical-practical methodology will be used. A critical approach to the theoretical topics provided will be encouraged.

Academic practice in this subject is structured on several levels:

**In-class activities.**

Theoretical-practical classes.

Theoretical-practical in-class classes in which the contents of the subject will be worked. These contents will also be discussed and different activities will be carried out using various teaching resources.

Group work.

The purpose of carrying out works is to highlight the importance of cooperative work and reinforce learning, in addition to initiating the student in the activity of investigation, analysis and internalization of information, fostering personal relationships, and sharing situations to get closer to the contents and to the debate.

The students will do search-work in small groups that will be guided and supervised by the teacher.

Tutorials.

The individual and collective tutorials will serve to coordinate students in individual and group tasks, as well as to evaluate individual progress, activities and teaching methodology.



The tutorials will also be used to monitor oral expression, essential to pass the subject.

Evaluation.

Oral and written tests for the evaluation of the theoretical-practical contents, self-evaluation and presentation of individual and group works.

### **Non-presential activities**

Autonomous study and work

Preparation of the assigned tasks (summaries, critical reviews, etc.) and carrying out the specific guided work. The student will focus on the search, the location, the analysis, the manipulation, the elaboration and the return of the information.

## **EVALUATION**

The evaluation of the subject will be evidenced by:

- Attendance and participation in 70% of the face-to-face sessions and delivery of the activities proposed in them. This participation will be essential to overcome each of the blocks of the subject.
- Completion of at least one test (oral and/or written) or a work carried out for each of the blocks of the subject, which will award 60% of the grade.
- Carrying out the preparatory activities for the face-to-face sessions and the activities carried out in them, which will award 40% of the final grade.

To pass the subject it is necessary to pass each and every one of its parts, namely, AEM1, AEM2 and AEM3.

## **REFERENCES**

### **Basic**

- Bloque A

BROWN, D. (2014). Principles of language teaching and learning (6th ed.). London: Pearson.

ELLIS, R. (2008). The study of second language acquisition (2nd ed.). Oxford: Oxford University Press.

ELLIS, R. y SHINTANI, N. (2014). Exploring language pedagogy through second language acquisition research. New York: Routledge.

GASS, S., BEHNEY, J. y PLONSKY, L. (2020). Second language acquisition: An introductory course (5th ed.). New York: Routledge.



LARSEN-FREEMAN, D. y LONG, M. H. (2014). An introduction to second language acquisition research. London: Routledge.

LIGHTBOWN, P. y SPADA, N. (2013). How languages are learned. Oxford: Oxford University Press.

RICHARDS, J. (2015). Key issues in language teaching. Cambridge: Cambridge University Press.

UR, P. (2012). A course in language teaching: Practice and theory (2nd ed.). Cambridge: Cambridge University Press.

VANPATTEN, B. y WILLIAMS, J. (2014). Theories in second language acquisition: An introduction. London: Routledge.

- Bloque B

BROWN, D. y LEE, H. (2015). Teaching by principles: An interactive approach to language pedagogy. London: Pearson.

KUMARAVEDIVELU, B. (2005). Understanding language teaching: From method to post-method. London: Routledge.

RICHARDS, J. (2015). Key issues in language teaching. Cambridge: Cambridge University Press.

RICHARDS, J. (2017). Curriculum development in language teaching (2nd ed.). Cambridge: Cambridge University Press.

RICHARDS, J. y RODGERS, T. S. (2014). Approaches and methods in language teaching. Cambridge: Cambridge University Press.

RICHARDS, J. y RENANDYA, W. A. (2002) Methodology in language teaching: An anthology of current practice. Cambridge: Cambridge University Press.

UR, P. (2012). A course in language teaching: Practice and theory (2nd ed.). Cambridge: Cambridge University Press.

- Bloque C

BROWN, D. (2014). Principles of language teaching and learning (6th ed.). London: Pearson.

BROWN, D. y LEE, H. (2015). Teaching by principles: An interactive approach to language pedagogy. London: Pearson.

CHAPELLE, C. y SAURO, S. (2019). The handbook of technology and second language teaching and learning. London: Blackwell.

HARMER, J. (2016). The Practice of English Language Teaching. London: Longman.





RICHARDS, J. (2015). Key issues in language teaching. Cambridge: Cambridge University Press.

UR, P. (2012). A course in language teaching: Practice and theory (2nd ed.). Cambridge: Cambridge University Press.

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**NORMATIVA LEGAL**

**Sobre ESO y Bachillerato**

DECRETO 112/2007, de 20 de julio del Consejo, por el cual se establece el currículum de la Educació Secundària Obligatòria en la Comunidad Valenciana (DOCV 24/07/2007).  
[http://www.docv.gva.es/portal/portal/2007/07/24/pdf/2007\\_9717.pdf](http://www.docv.gva.es/portal/portal/2007/07/24/pdf/2007_9717.pdf)

DECRETO 102/2008, de 11 de julio del Consejo, por el cual se establece el currículum del Bachillerato en la Comunidad Valenciana (DOCV 15/07/2008).  
[https://www.docv.gva.es/portal/portal/2008/07/15/pdf/2008\\_8761.pdf](https://www.docv.gva.es/portal/portal/2008/07/15/pdf/2008_8761.pdf)

ORDEN de 14 diciembre de 2007, de la Conselleria de Educació, sobre evaluación en Educación Secundaria Obligatòria (DOCV 21/12/2007).  
[http://www.docv.gva.es/portal/portal/2007/12/21/pdf/2007\\_15520.pdf](http://www.docv.gva.es/portal/portal/2007/12/21/pdf/2007_15520.pdf)

ORDEN de 24 de noviembre de 2008, de la Conselleria de Educació, sobre evaluación en bachillerato en la Comunidad Valenciana (DOCV 15/12/2008).  
[http://www.docv.gva.es/portal/portal/2008/12/15/pdf/2008\\_14480.pdf](http://www.docv.gva.es/portal/portal/2008/12/15/pdf/2008_14480.pdf)

ORDEN de 17 de junio de 2009, de la Conselleria de Educació, por la cual se regulan las materias optativas en el bachillerato (DOCV 07/07/2009).  
[https://www.docv.gva.es/portal/portal/2009/07/07/pdf/2009\\_7863.pdf](https://www.docv.gva.es/portal/portal/2009/07/07/pdf/2009_7863.pdf)

**Additional**

- Bloque A.

BEACCO, Jean-Claude et al. (2007) L'approche par compétences dans l'enseignement des langues: Enseigner à partir du Cadre européen commun de référence pour les langues. Paris: DIDIER.

CARTER, Ronald y NUNAN, David (2001) The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.

CELCE-MURCIA, Marianne (2001) Teaching English as a second or foreign language. Boston: Heinle & Heinle.

DEKEYSER, R. (2007). Practice in a second language: perspectives from Applied Linguistics and Cognitive Psychology. Cambridge: Cambridge University Press.

LOWEVEN, S. (2020). Introduction to Instructed Second Language Acquisition (2nd ed.). London: Routledge.



- Bloque B.

BRONCKART, Jean-Paul et al. (2005) Repenser l'enseignement des langues: comment identifier et exploiter les compétences. Villeneuve de l'Ascq: Septentrion.

CARTER, Ronald y NUNAN, David (2001) The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.

CELCE-MURCIA, Marianne (2001) Teaching English as a second or foreign Language. Boston: Heinle & Heinle.

COURTILLON, Janine (2003) Élaborer un cours de FLE. Paris: Hachette.

CROOK, Graham (2003) A Practicum in TESOL: Professional development through teaching practice. Cambridge: Cambridge University Press.

- Bloque C.

ANTÚNEZ, Serafí et al. (1991) Del projecte educatiu a la programació d'aula. Barcelona: Graó.

BACHMAN, Lyle (1990) Fundamental considerations in language testing. Oxford: Oxford University Press.

BRONCKART, Jean-Paul et al. (2005) Repenser l'enseignement des langues: comment identifier et exploiter les compétences?. Villeneuve d'Ascq: Presses Universitaires du Septentrion.

BROWN, Gillian y YULE, George (1993) Teaching the spoken language: An approach based on the analysis of conversational english. Cambridge: Cambridge University Press.

CARTER, Ronald y MCCARTHY, Michael (1997) Exploring spoken English. Cambridge: Cambridge University Press.

CARTER, Ronald y MCCARTHY, Michael (1999) Vocabulary and language teaching. London: Longman.

WILLIAMS, J. (2005) Teaching writing in second and foreign language classrooms. New York: McGraw-Hill.

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Sobre Enseñanzas de idiomas

DECRETO 155/2007, de 21 de septiembre, por el cual se regulan las enseñanzas de idiomas de régimen especial y se establece el currículum del nivel básico y del nivel intermedio (DOCV 24/09/2007). [https://www.docv.gva.es/portal/portal/2007/09/24/pdf/2007\\_11678.pdf](https://www.docv.gva.es/portal/portal/2007/09/24/pdf/2007_11678.pdf)

DECRETO 119 /2008, de 5 de septiembre del Consejo, por el cual se establece el currículum del nivel avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad Valenciana (DOCV



17/09/2008). [http://www.docv.gva.es/portal/portal/2008/09/17/pdf/2008\\_10421.pdf](http://www.docv.gva.es/portal/portal/2008/09/17/pdf/2008_10421.pdf)

Corrección de errores del Decreto 119 /2008, de 5 de septiembre del Consejo, por el cual se establece el currículum del nivel avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad Valenciana. [http://www.docv.gva.es/portal/portal/2008/09/23/pdf/2008\\_10973.pdf](http://www.docv.gva.es/portal/portal/2008/09/23/pdf/2008_10973.pdf)

Sobre atención a la diversidad

ORDEN de 18 de junio de 1999, de la Conselleria de Cultura, Educación y Ciencia, por la cual se regula la atención a la diversidad en la Educación Secundaria Obligatoria (DOCV 29/06/1999). [http://www.docv.gva.es/portal/portal/1999/06/29/pdf/doc/1999\\_6082.pdf](http://www.docv.gva.es/portal/portal/1999/06/29/pdf/doc/1999_6082.pdf)

Programa de Diversificación Curricular: ORDEN de 16 de junio de 2008, de la Conselleria de Educación, por la cual se regula el programa de diversificación curricular en la Educación Secundaria Obligatoria (DOCV 20/06/2008). [http://www.docv.gva.es/portal/portal/2008/06/20/pdf/2008\\_7629.pdf](http://www.docv.gva.es/portal/portal/2008/06/20/pdf/2008_7629.pdf)

Sobre organización de centros

DECRETO 234/1997, de 2 de septiembre, del Gobierno Valenciano, por el cual se aprueba el Reglamento de Educación Secundaria Obligatoria (DOCV 08/09/1997). [http://www1.pre.gva.es/L/BASIS/DOCV/WEBBDLGV/TEXTO\\_INSERTION\\_DOGV\\_C/DDW?W=CO](http://www1.pre.gva.es/L/BASIS/DOCV/WEBBDLGV/TEXTO_INSERTION_DOGV_C/DDW?W=CO)

**ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

**1. Contents**

AEM1, AEM2, AEM3: The contents included in the original teaching guide of the subject are maintained.

**2. Workload and temporary teaching planning**

Given the hybrid modality of teaching development approved by the CCA of the master's degree, the time spent by students in the development of non-face-to-face activities will be increased compared to that considered in the original teaching guide. In this way, given that the student will attend 50% of the face-to-face classes provided for in the original guide, the volume of non-face-to-face work will increase by 50 hours with respect to what is highlighted in the latter, being distributed as a whole as follows:

Activity	Syllabus Addendum	
	Horas	In-class practice
	%Presenciales	



25	100	Theoretical classes
25	100	Tutoring assistant
20	0	Group work
20	100	Other activities
8	100	Creation of projects in group
142	0	Creation of individual projects
24	0	Autonomous work and study
85	0	Preparation of activities for assessment
6	0	Preparation of theoretical classes
65	0	Total

Always respecting the basic principles highlighted in the original teaching guide, given the hybrid teaching model based on alternate sessions proposed for the first semester of the 202021 academic year, in each class session half of the students will attend in person. The classes of the subjects AEM1, AEM2, AEM3 can be done following one of these modalities:

### 3. Teaching Methodology



(1) Each session, half of the students in the group will attend the classes in person, while the other half will work independently at a distance / online developing the activities and tasks prepared by the teachers. The following week the face-to-face / online dynamic between them will be reversed. Cada sesión la mitad de los alumnos del grupo asistirá presencialmente a las clases, mientras que la otra mitad podrá seguir la clase de manera síncrona de manera no presencial.

For the development and supervision of online activities, the tools available in the Virtual Classroom of the University of Valencia will be used. The corresponding materials will be uploaded (and / or a link to them will be provided) to the Virtual Classroom, as well as the activities and their corresponding instructions for carrying them out. Among the potential teaching materials to consider for the development of activities are (1) working documents prepared by the teaching staff, (2) links to materials, readings, videos and other web resources, (3) spoken presentations or with complementary information, (4) documents with activities and jobs / projects to be developed, as well as (5) models that serve as a guide / orientation for the development of jobs, (6) questionnaires available in the virtual classroom to carry out complementary exercises.

The system of individual / group virtual tutorials is maintained through the institutional email of the university, and / or by videoconference at the time previously specified by the teaching staff.

For the development and supervision of online activities, the tools available in the Virtual Classroom of the University of Valencia will be used. The corresponding materials will be uploaded (and / or a link to them will be provided) to the Virtual Classroom, as well as the activities and their corresponding instructions for carrying them out. Among the potential teaching materials to consider for the development of activities are (1) working documents prepared by the teaching staff, (2) links to materials, readings, videos and other web resources, (3) spoken presentations or with complementary information, (4) documents with activities and jobs / projects to be developed, as well as (5) models that serve as a guide / orientation for the development of jobs, (6) questionnaires available in the virtual classroom to carry out complementary exercises.

In the event that it was necessary to modify the development conditions of the subject from a hybrid modality to a totally remote modality based on the safety guidelines stipulated by the health authorities in the face of a possible situation of health regression, the same resources would be used as those highlighted in the hybrid model for the development and supervision of non-face-to-face activities, although the development of synchronous sessions with the students will be prioritized at the time specified for the group presence (at least one weekly session).

#### **4. Evaluation**

The requirements or conditions established in the original teaching guide are maintained.

#### **5. References**

The bibliography established at the beginning of the course is accessible to students and is completed with materials created by the teachers themselves.