

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

Code	40514
Name	Complements for disciplinary instruction of the speciality of foreign languages
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	Faculty of Teacher Training	1	Annual

Subject-matter

Degree	Subject-matter	Character
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	22 - Additional training for the specialty of english	Optional

Coordination

Name	Department
GARCIA PASTOR, MARIA DOLORES	80 - Language and Literature Education

SUMMARY

This course attempts to provide the student with an overview of the history and epistemology of the teaching of English as a foreign language. It also aims to delve into the educational and cultural value of this language and its didactics, and consequently, its implications in social and cultural construction, and its value and application in everyday situations. These issues are dealt with from current European trends and approaches, which contemplate cross-cutting issues in the teaching and learning of the foreign language. The subject introduces the student to the legal framework which guides the profession of Secondary Education teacher through the study of the curriculum of this educational stage, focusing on its implications at a general level in different areas. The subject also addresses the profession of foreign language teacher in Secondary Education, taking applied professional ethics into account.



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.

OUTCOMES

2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1

- 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 su área de estudio.
- 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.
- 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
- Conocer y analizar las características históricas de la profesión docente, su situación actual, perspectivas e interrelación con la realidad social de cada época.
- Adquirir estrategias para estimular el esfuerzo del alumnado de la etapa o área correspondiente 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.
- 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.
- Desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.



- Participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.
- Conocer la historia y los desarrollos recientes de las materias y sus perspectivas para poder transmitir una visión dinámica de las mismas
- Conocer el valor formativo y cultural de las materias de lengua extranjera y los contenidos que se cursan en las respectivas enseñanzas.
- Conocer contextos y situaciones en que se usan o aplican los diversos contenidos curriculares.
- 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.

LEARNING OUTCOMES

- To acquire general knowledge regarding foreign language teaching in Secondary Education, taking into account the current European context.
- To know, understand, and appreciate the formative and cultural value of the foreign language and its teaching-learning at a sociocultural level and in daily life.
- To know in general the legal framework in which the competences, contents and learning objectives for foreign language teaching and learning in Secondary Education are established, and its application in different fields.
- To know and appreciate the profession of foreign language teacher in Secondary Education considering professional ethics.

DESCRIPTION OF CONTENTS

1. Language sciences and communicative competence: a historical and epistemological approach

**2. Plurilingual education.****3. adaptative education in language learning.****4. The foreign language teacher in Secondary Education and classroom management****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	48,00	100
Attendance at events and external activities	10,00	0
Study and independent work	60,00	0
Preparation of evaluation activities	32,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

In order to achieve the objectives of this course, an active methodology will be used in which the involvement of students is essential. A critical approach to course contents will be encouraged without excluding master sessions that the subject may require.

Academic performance in this subject is structured as follows:

IN-CLASS ACTIVITIES (45% OF WORKLOAD)**1. Theoretical-practical sessions (30%)**

Theoretical-practical classes, in which the contents of the course will be discussed and debated, and activities will be done using different materials and teaching resources.

2. Group work (10%)

Course assignments intend to highlight the importance of cooperative work and reinforce learning, as well as introducing the student in the practice of conducting research, analysis and internalization of information. They also intend to foster personal relationships, and situations the students share to further discuss course contents.



Students will do a small group research project that will be guided and supervised by the teacher.

3. Tutorials (5%)

Individual and group tutorials will serve to coordinate students in individual and group tasks, and to assess individual progress, activities, and teaching methodology.

Tutorials will also be used to monitor oral expression, which is essential to pass the course.

OFF-SITE ACTIVITIES (55% OF WORKLOAD)

4. Independent study and work (55%)

Preparation of the assigned tasks (summaries, critical reviews, etc.) and performance of the specific guided work. The student will focus on searching, locating, analyzing, manipulating, processing, and delivering information.

EVALUATION

Evaluation of the course will be based on the following:

Attendance and participation in face-to-face sessions. Attendance at 80% of the face-to-face sessions is an indispensable requirement to pass the course.

Written tests on the contents of the course.

Completion of assigned activities, tasks and assignments.

To pass the course it is necessary to pass each and every one of the activities, tasks and assignments established in the course.

REFERENCES

Basic

- Gordon, J. (2015). Teaching English in Secondary Schools. London: Sage.
- 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.



- Ur, P. (2012). *A Course in English Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- McLaren, N., Madrid Fernández, D. y Bueno González, A. (2014) (Eds.). *TEFL in Secondary Education* (2nd. ed.). Granada: Universidad de Granada.
- Council of Europe (2018). *CEFR Companion Volume with New Descriptors*. Strasbourg: Council of Europe Publishing.
- Newby, D. et al. (2007). *European Portfolio for Student Teachers of Languages. A Reflection Tool for Language Teacher Education*. Strasbourg: Council of Europe Publishing.
- Pachler, N. et al. (2014). *Learning to Teach Foreign Languages in the Secondary School* (4th ed.). London: Routledge.
- Howat, A.P.R. & Widdowson, H.G. (2018). *A History of English Language Teaching*. Oxford: Oxford University Press.
- DECRETO 104/2018 de 27 de julio, del Consell por el que se desarrollan los principios de equidad e inclusión en el sistema educativo valenciano.
- DECRETO 51/2018, de 27 de abril, del Consell, por el que se modifica el Decreto 87/2015, por el que establece el currículo y desarrolla la ordenación general de la educación secundaria obligatoria y del bachillerato en la Comunitat Valenciana.
- DECRETO 87/2015, de 5 de junio, del Consell, por el que establece el currículo y desarrolla la ordenación general de la Educación Secundaria Obligatoria y el Bachillerato en la Comunitat Valenciana.
- REAL DECRETO 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.
- REAL DECRETO 1041/2017, de 22 de diciembre, por el que se fijan las exigencias mínimas del nivel básico a efectos de certificación, se establece el currículo básico de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2, de las Enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, y se establecen las equivalencias entre las Enseñanzas de idiomas de régimen especial reguladas en diversos planes de estudios y las de este real decreto.
- DECRETO 242/2019, de 25 de octubre, de establecimiento de las enseñanzas y del currículum de idiomas de régimen especial en la Comunitat Valenciana.
- REAL DECRETO 1/2019, de 11 de enero, por el que se establecen los principios básicos comunes de evaluación aplicables a las pruebas de certificación oficial de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2 de las enseñanzas de idiomas de régimen especial
- ORDEN 73/2014, de 26 de agosto, de la Conselleria de Educación, Cultura y Deporte, por la cual se regulan los programas formativos de calificación básica de la Comunitat Valenciana. (DOGV núm 7349 de 29.08.2014)



Additional

- González Nieto, L. (2001). Teoría lingüística y enseñanza de la lengua. Lingüística para profesores. Cátedra. Madrid.
- Hinkel, E. (2016). Handbook of Research in Second Language Teaching and Learning (vol. I, II & III). New York: Routledge.
- LEGISLACIÓN E.O.I.: <http://www.eoi.gva.es/es/curriculums/legislacio>
- LEGISLACIÓN ESO Y BACHILLERATO: <http://www.ceice.gva.es/es/web/ordenacion-academica/bachillerato/normativa>
- LEGISLACIÓN F.P.B: <http://www.ceice.gva.es/va/web/formacion-profesional/normativa-sobre-ordenacion-y-organizacion-academica-de-los-ciclos-formativos>

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

The contents initially established in the subject are maintained, since the course ended in the first week of lockdown in group 2 and in the second week in group 1.

2. Workload

The workload initially established in the teaching guide of the subject is maintained for the same reason stated above: only 1 of the sessions in group 2 and 2 sessions in group 1 were affected by the health crisis..

The course schedule has been maintained in both groups.

3. Methodology

When emergency measures were taken, there were 3 sessions left in group 1 and 1 session in group 2. These were replaced by online work modalities, mainly, recorded classes (narrated powerpoint documents) and tasks to be carried out. by students uploaded on Moodle such as written reflections. Students' questions in both groups have been responded by email and there have been no incidents. The tasks will be evaluated according to the initial planning.



4. Evaluation

Course evaluation is maintained as it had been initially planned for the subject, since the written tests on the contents of the course have been carried out in the face-to-face sessions through the different group and individual assignments established in the course.

5. Bibliography

Both the basic bibliography and the recommended bibliography are maintained. Part of it are readings provided by the teaching staff of the subject, which the students have already done in the face-to-face sessions. The bibliography established at the beginning of the course is accessible to students