Máster en Profesorado de Educación Secundaria

Complements for the Disciplinary Training of the English Language

Florida
Universitària

**Course Guide
2023 - 2024**

ÍNDICE

1.- Module Information

Subject	**Complementos para la Formación Disciplinar de la Especialidad de Lengua Inglesa** Complements for the Disciplinary Training of the English Language
Character / Type of module	Elective Subject
ECTS	6 ETCS
Term	2nd term
Profesorado	Name: Jordi Tordera Mail: jtordera@florida-uni.es Office: D.2.1. Ext. 407 Office hours*: https://www.floridauniversitaria.es/estudiante Groups: A *(*)It is recommended to make an appointment via email.*
Module Leader	Jordi Tordera
Language	English

2.- Competences

BASIC AND GENERAL
GC1. Know how to apply acquired knowledge and be able to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
GC2. Be able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
GC3. Know how to communicate their conclusions and the knowledge and ultimate reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.
GC4. Possess the learning skills that will enable them to continue studying in a way that will be largely self-directed or autonomous.
SPECIFIC
SC1. Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes. For professional training, knowledge of the respective professions will be included.
SC2. Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies of the respective teachings, taking into account the level and previous training of the students, as well as

the orientation of these, both individually and in collaboration with other teachers and professionals of the center.
SC3. Search, obtain, process, and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization studied.
SC4. Specify the curriculum to be implemented in an educational center, participating in its collective planning; develop and apply didactic methodologies, both group and personalized, adapted to the diversity of students.
SC5. Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision making and the construction of a sustainable future.
SC6. Acquire strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills that facilitate autonomy, confidence and personal initiative.
SC7. Know the processes of interaction and communication in the classroom, master skills and social skills necessary to promote learning and coexistence in the classroom, and address problems of discipline and conflict resolution.
SC8. Design and carry out formal and non-formal activities that contribute to make the center a place of participation and culture in the environment where it is located; develop the functions of tutoring and guidance of students of the corresponding stage or area, in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes.
SC9. Know the regulations and institutional organization of the educational system and models of quality improvement with application to schools.
SC10. Know and analyze the historical characteristics of the teaching profession, its current situation, perspectives, and interrelation with the social reality of each era.
SC11. Inform and advise families about the teaching and learning process and about the personal, academic and professional orientation of their children.
SC12. Acquire the knowledge and strategies to be able to program the areas, subjects and modules they have been assigned.

3.- Competencias transversales Modelo Florida Universitària

La presente asignatura, es **punto de control** de la titulación, para la adquisición de la certificación competencial del Modelo Educativo de Florida Universitària.

Competencia Nº
G1. Comprensión e integración
G2. Aplicación y pensamiento práctico
G3. Análisis y resolución de problemas
G4. Innovación, creatividad y emprendimiento
G5. Diseño y proyecto
G6. Trabajo en equipo y liderazgo
G7. Responsabilidad ética, medioambiental y profesional
G8. Comunicación efectiva

G9. Pensamiento crítico
G10. Conocimiento de problemas contemporáneos
G11. Aprendizaje permanente
G12. Planificación y gestión del tiempo
G13. Instrumental específica
Resultado de Aprendizaje

4.- Learning Outcomes

LEARNING OUTCOMES
LO1. To identify and describe different methods, approaches and techniques aimed at teaching English as a foreign language in secondary education.
LO2. To get to know the regulations and the curriculum of secondary and upper-secondary education, and vocational training in the Valencian territory.
LO3. To design and plan sessions or teaching units selecting the appropriate materials and resources according to the different teaching methods.
LO4. To be aware of one's own learning processes and own knowledge in order to make it available be transferred to their future students.
LO5. To use different digital tools for learning languages as well as planning life-long learning activities in teacher education.

5.- Contents

1. The use of ICT in the English classroom.
2. WebQuests.
3. Teaching English in Secondary Education.
4. CLIL in Secondary Education.

6.- Learning activities and methodology

IN-CLASS LEARNING ACTIVITIES		
Organizational Modality	**Methodology**	**Percentage**
THEORETICAL CLASS	Brief glance on course contents, debates, problem-solving and activity setting.	20%

PRACTICAL CLASSES	Analysing and composing texts on language learning and language teaching. Carrying out activities connecting theoretical contents with practical sessions.	20%
TEAMWORK	Students will take part in four cooperative projects.	30%
SEMINARS / WORKSHOP	Class sessions by different experts on specific topics to have a wider perspective on ELT or educational issues related to teaching in Secondary education.	20%
TUTORSHIP	Personalized and small group attention. Instruction carried out with the objective of revising, redirecting class materials, learning and carrying out work, etc. Occasional student consultations. Scheduled tutorships	10%
TOTAL *(40% of total)*		**100%**

SELF-STUDY ACTIVITIES		
Teaching Model	**Methodology**	**Percentage**
TEAMWORK	Doing research on the contents. Developing criteria to find out the most suitable teaching method regarding the educational setting.	70%
INDIVIDUAL WOKR	Students' own work and study.	30%
TOTAL *(60% of total)*		**100%**

Time Planning

TRAINING ACTIVITIES	ICT TOOLS	NUMBER OF SESSIONS (hours)
Creating a session using ICT	Use of different ICT	1 (4.5 hours)
Creating a WebQuest	Use of WebQuest creator.	1 (4.5 hours)
Creating an English session in the Secondary context	Implementation of the different methodologies learned.	1 (4.5 hours)
Teaching a content subject through the CLIL approach	Implementation of the CLIL methodology	2 (9 hours)

7.- Learning Assessment

Assessment criteria

ASSESSMENT AND MARKING SYSTEMS	
Assessment tools	**Percentage**
• **Regular monitoring:** - Attendance at classroom sessions. Participation in the dynamics and individual and group activities carried out in the classroom.	20%
• **Paper assessment:** - Individual and teamwork.	20%
• **Assessment of individual and group participation:** - Participation in complementary seminars	20%
• **Oral and written tests**	40%

Assessment system

The final mark of this module will depend mostly on the degree of involvement of the students in class, particularly in seminars, projects and virtual exchanges. Participation is mostly welcome since it is essential in order to develop the specific competences and improve your proficiency in the language.

Students will be assessed based on continuous evaluation. If a student fails to attend a minimum of 80% of complete (from the beginning to the end) lectures. Students can compensate by attending the observation sessions in different contexts: secondary, vocational training and language school.

Assignments will have to be uploaded on Florida Oberta and failing to meet the deadline will mean a fail in that particular procedure.

IMPORTANT! Students who maybe absent from those classes in which theoretical tests are held will NOT be able to take them in other moment.

The students' final marks will be obtained from mean of all the assignments no matter if any of them is below 5.

Students will be given the chance to obtain UP TO 1 extra point to add to their final mark if they are available to act as mediators in the virtual exchange between Florida Universitària and any other university.

Summer Resit

Students who should take the resit examination will have to face a written and an oral exam. The written part will stand for 80% of the final mark and the oral part the 20%.

8.- Specific actions proposal

Specific situations are considered those cases in which the student is unable to attend class regularly and affect his/her academic performance (work circumstances, health, or other specific personal situations). All these situations must be duly justified by the student. In these cases, a series of **actions** will be followed:

1.- The student must inform the professor responsible for the subject of his/her situation within the first 15 days of class or the 15 days following the occurrence of any of the situations considered specific, providing the corresponding supporting documents that accredit such situation.

2.- Depending on the particular casuistry of the student, a calendar and system of monitoring and evaluation of the course will be established in writing.

Availability of work materials: The work materials will be made available to the student through Florida Oberta.

Academic follow-up and means of communication. The student must deliver the activities, questions and materials required by the professor within the agreed deadlines. The doubts and questions related to the course will be solved in person or online, during the office hours or by appointment, if the student cannot attend the teacher's office hours,

Evaluation criteria 1st and 2nd Call. Evaluation criteria will be established according to the particular situation of the student.

9. Annotated bibliography

In addition to all the available services of the CRAI-Library, students enrolled at the University of Valencia have access to the databases of the library of the University of Valencia. In order to access these databases, students will be provided with the corresponding passwords at the time of registration from Florida. The CRAI-Library, through the training workshops on information sources, will explain how to use them, how to connect to them remotely, as well as tips and tricks. In any case, any doubt can also be solved individually when trying to use them, by dropping by the library or contacting through e-mail: bibliote@florida-uni.es.

Basic references:

- LOMAS, C. OSORO, A. y TUSÓN, A. (1993); *Ciencias del lenguaje, competencia comunicativa y enseñanza de lenguas.* Paidós. Barcelona.

- LORENZO BERGILLOS, F. J. (ED.) (2000); *Didáctica del inglés para profesores de educación secundaria.* MAD. Madrid.

- NUSSBAUM, L. et al. (2001); *Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria.* Síntesis. Madrid.

- PACHLER, N., EVANS, M., REDONDO, A., FISHER, L. (2013), *Learning to Teach Foreign Languages in the Secondary School.* Routledge. New York.

- RICHARDS, J., RODGERS, T. (2014); *Approaches and Methods in Language Teaching* (Third Edition). Cambridge University Press. Cambridge.

Complementary references:

- GONZÁLEZ NIETO, L. (2001); *Teoría lingüística y enseñanza de la lengua. Lingüística para profesores.* Cátedra. Madrid.

- GONZÁLEZ PIÑEIRO, M., GUILLÉN DÍAZ, C., VEZ, J. (2014); *Didáctica de las lenguas modernas. Competencia plurilingüe e intercultural*. Editorial Síntesis. Madrid.

Links:

- Isabel's ESL Site: English as a Foreign/Second Language in Secondary Education: http://www.isabelperez.com/
- CLIL Matters Materials: https://clilmatters.com/clil-resources/
- Role of ICT in Education: https://blog.teachmint.com/role-of-ict-in-education/

10. Specific rules about the subject

- Being PUNCTUAL will be most appreciated.
- Students MUST bring to class all the necessary resources.
- Students may well use their mobile phones, tablets and laptops in class but only when told to do so by the teacher.

11. Office hours for students

Due to the multiple scenarios that we may encounter during this course, we will detail the various possible communication channels to make good use of each of the corporate tools available:

- E-mail: this is the main mean of communication with the teaching staff. This is the way to check the time availability, to arrange tutorship (face-to-face or on-line).
- **Florida Oberta:** this is where the teaching material is located; repository for submitting assignments or homework; for taking exams or questionnaires.
- **Microsoft Teams:** allows us to communicate in a network (either group-class or individual tutorials), synchronously or asynchronously. The chat of these channels should not be the way of communication with the faculty.

Florida Universitaria students will only be able to access and use the corporate tools through their e-mail and, in addition, they must use it as a communication channel via e-mail both with the faculty and with any other service or staff of the center.