



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
 PROFESORADO DE ENSEÑANZA
 SECUNDARIA OBLIGATORIA Y
 BACHILLERATO, FORMACIÓN PR**



2024/25 YEAR

**APRENDIZAJE Y ENSEÑANZA EN LAS
 MATERIAS CORRESPONDIENTES EN
 LENGUA EXTRANJERA: INGLÉS**

Course details

Course name: APRENDIZAJE Y ENSEÑANZA EN LAS MATERIAS CORRESPONDIENTES EN LENGUA EXTRANJERA: INGLÉS

Code: 16768

Degree/Master: MÁSTER UNIVERSITARIO EN PROFESORADO DE ENSEÑANZA SECUNDARIA OBLIGATORIA Y BACHILLERATO, FORMACIÓN PR **Year:** 1

ECTS Credits: 12.0

Classroom hours: 90

Face-to-face classroom percentage: 30.0%

Study hours: 210

Online platform: <https://moodle.uco.es/>

Coordinating teacher

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Brief description of the contents

The contents addressed are intended to help students to achieve the following objectives:

- To know the regulatory framework governing the teaching of English as a Foreign Language in Secondary Education in the Spanish and Andalusian education system.
- To reflect on the change of educational paradigm and education based on key competences in the Knowledge Society.
- To review the profile of language teachers in the European and Spanish contexts.
- To become familiar with the epistemological aspects of the teaching and learning processes specific to the subject and the processes of second language acquisition in order to assess the foundations of the different approaches to foreign language learning.
- To analyse the role of the most influential variables in language learning.
- To know the theoretical and practical developments in the teaching and learning of the subject of Foreign Language in both Compulsory Secondary Education and Post-Compulsory Secondary Education.
- To acquire knowledge of pedagogical principles and curricular design models and to analyse stage objectives, key competences, specific competences, assessment criteria, methodology, attention to diversity and assessment in detail.
- To promote the European dimension of education in schools through the Erasmus+ programme.
- To offer students a global perspective of what Official Language Schools are and the role they play

in the educational system.

- To familiarise students with the different levels and certificates of the Official Language Schools, as well as their relationship with the Common European Framework of Reference for Languages.
- To introduce students to the most relevant aspects of the methodology used in Official Language Schools.
- To know the basic elements of evaluation in Official Language Schools.
- To analyse Content and Language Integrated Learning (CLIL) approach.
- To know and use the electronic version of the European Language Portfolio (e-PEL) as a tool for reflection, learning and self-assessment.
- To consider the importance and scope of the School Language Project in the development of pupils' overall linguistic competence.
- To identify key elements for the design of materials for bilingual teaching.
- To become familiar with the concept of teaching programme with all the elements that comprise it according to the current guidelines of the current regulation.
- To know the concept of a task and its typology.
- To outline the design of a teaching unit and learning situations.
- To know, analyse and assess the effectiveness of different methodological strategies.
- To acquire the appropriate knowledge for the assessment and design of specific teaching materials.
- To know the regulations applicable to assessment in Compulsory Secondary Education and in Post-Compulsory Secondary Education, as well as basic elements such as assessment criteria, procedures, techniques and instruments.
- To understand the assessment of communicative competence and its component elements as a global phenomenon.
- To understand the evolution of the bilingual programme in Andalusia and the management of Andalusian bilingual schools.

Prerequisites

Prerequisites established in the study plan

None

Recommendations

None

Study programme

1. Theory contents

Unit 1: Legal framework and curriculum design

- The regulatory framework at national and regional level: from the LOE/LOMLOE to the Educational Project; Royal Decrees.
- Decrees; Orders and Instructions on teaching in Compulsory Secondary Education and Post-Compulsory Secondary Education.
- The concept of curriculum: its elements.
- The concept of curricular specification: from the regulatory framework (stage objectives, key competences, performance descriptors and the competence profile in Secondary Education) to the

curriculum planning and its elements.

- Specific competences in "Foreign Language: English" in Compulsory Secondary Education and Post-Compulsory Secondary Education and their contribution to the competence profile.
- Pedagogical principles and Universal Design for Learning (UDL) for inclusive education.
- Basic knowledge and assessment criteria in the teaching-learning of "Foreign Language: English" in Compulsory Secondary Education and Post-Compulsory Secondary Education.
- Transposition of the regulations into the curriculum planning, cross-curricular topics and interdisciplinarity as a holistic approach.

Unit 2: Teaching competences, methodology and resources

- Factors influencing learning from the learner's point of view: learning styles, strategies, motivation.
- Classroom management and management of classroom problems.
- The professional competences of the European language teacher.
- Teacher profile and roles in the English language classroom.
- Methodology or the art of teaching: principles and methodological guidelines for teaching English as a foreign language.
- Most influential methodologies to date. New emerging active methodologies.
- Competence development and teaching aspects of linguistic competence.
- The textbook and the development of materials.
- Feedback, error handling and interaction.
- The place of culture in the foreign language classroom.
- Developing intercultural communicative competence.
- The use of television for cultural learning in the foreign language classroom.

Unit 3: European Guidelines and Official Language Schools

- The CEFRL as a key reference in the foreign language curriculum and the European Language Portfolio.
- The teaching of the five CEFR skills: identification, characteristics, difficulties, planning, materials and resources.
- The European dimension of education: the Erasmus+ programme. Key Action 1 (KA1) and Key Action 2 (KA2).
- Official Language Schools: basic legislation and distribution in Spain. Brief history.
- Languages and courses taught. Levels and qualifications. Teaching modalities. Admission requirements and student profile. Organisation and running. Relevant methodological aspects and teaching skills. Resources and use of ICT. Assessment: the Specific Terminal Certification Tests. Good practice. Teacher profile and access to the teaching profession.

Unit 4: Bilingual Education

- Fundamentals of bilingual education in Andalusia
- Basic concepts: Plurilingualism, multilingualism and bilingualism)
- Evolution of the bilingual programme in Andalusia
- Management of a bilingual school: instructions for bilingual schools in Andalusia; organisation and running of a bilingual school.
- Teachers' training and how to teach a content area: the CLIL approach; materials for bilingual teaching, communicative activities based on the ELP and integrated teaching units.
- Language assistants.
- The School Linguistic Project and the Integrated Language Curriculum.

Unit 5: Teaching Unit

- Specification of the curricular elements in the teaching unit.
- Design of learning situations: final products, sequencing of activities, integration of the UDL principles to cater diversity, pedagogical principles and assessment.

Unit 6: Assessment

- The assessment process in the Spanish educational system, especially in Compulsory Secondary Education and Post-Compulsory Secondary Education.
- Assessment: meaning and types.
- Conceptual clarification: criteria, techniques, strategies, tools, instruments.
- Evaluation criteria as a reference for evaluation.
- Elaboration of tests and rubrics.

2. Practical contents

Case studies and analysis of materials, resources and examples of each of the topics included in the different units.

Bibliography**Basic bibliography:**

- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th Ed.)*. Longman/Pearson Education.
- Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching*. Prentice Hall.
- Mumby, J. (1988). *Communicative Syllabus Design*. Cambridge University Press.
- O'Malley, J.M, Valdez, L. (1996). *Authentic Assessment for English Language Learner: Practical approaches for teachers*. Longman/Pearson Education.
- Richards, J.C., Renandya W.A. (Eds.) (2002). *Methodology in Language Teaching: An anthology of current practice*. Cambridge University Press.
- Richards, J.C., Rodgers T.S. (2003). *Enfoques y métodos en la enseñanza de idiomas*. Cambridge University Press.
- Scrivener, J. (2011). *Learning Teaching: An Essential Guide to English Language Teaching (3rd Ed)*. Macmillan.
- Wallace, M.J. (1991). *Training Foreign Language Teachers*. Cambridge University Press.

Normativa:

- Decreto 102/2023, de 9 de mayo, por el que se establece la ordenación y el currículo de la etapa de Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía. (2023, 15 de mayo). *Boletín Oficial de la Junta de Andalucía, 2023(90)*, Texto núm. 8471, 1-35. <https://www.juntadeandalucia.es/boja/2023/90/3>
- Decreto 103/2023, de 9 de mayo, por el que se establece la ordenación y el currículo de la etapa de Bachillerato en la Comunidad Autónoma de Andalucía. (2023, 15 de mayo). *Boletín Oficial de la Junta de Andalucía, 2023(90)*, Texto núm. 8469, 1-29. <https://www.juntadeandalucia.es/boja/2023/90/4>
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. (2020, 30 de diciembre). *Boletín Oficial del Estado, 2020(340)*, 122868-122953. <https://www.boe.es/eli/es/lo/2020/12/29/3>

Ley 17/2007, de 10 de diciembre, de Educación de Andalucía. (2007, 26 de diciembre). *Boletín Oficial del Estado*,

Orden de 30 de mayo de 2023, por la que se desarrolla el currículo correspondiente a la etapa de Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía, se regulan determinados aspectos de la atención a la diversidad y a las diferencias individuales, se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado y se determina el proceso de tránsito entre las diferentes etapas educativas. (2023, 2 de junio). *Boletín Oficial de la Junta de Andalucía*, 2023(104), Texto núm. 9727, 1-535. <https://www.juntadeandalucia.es/boja/2023/104/36>

Orden de 30 de mayo de 2023, por la que se desarrolla el currículo correspondiente a la etapa de Bachillerato en la Comunidad Autónoma de Andalucía, se regulan determinados aspectos de la atención a la diversidad y a las diferencias individuales y se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado. (2023, 2 de junio). *Boletín Oficial de la Junta de Andalucía*, 2023(104), Texto núm. 9728, 1-578. <https://www.juntadeandalucia.es/boja/2023/104/37>

Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. (2022, 30 de marzo). *Boletín Oficial del Estado*, 2022(76), 41571-41789. <https://www.boe.es/eli/es/rd/2022/03/29/217>

Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato. (2022, 6 de abril). *Boletín Oficial del Estado*, 2022(82), 46047-46408. <https://www.boe.es/eli/es/rd/2022/04/05/243>

Further reading:

Dellar, H. (2003). Grammar is dead! Long live grammar! (part 2). *TESOL-SPAIN Newsletter*, 28, 5-6.

Marsland, B. (1998). *Lessons from Nothing*. Cambridge University Press.

Mckay, P. J. (2007). *Five Minute Activities for Young Learners*. Cambridge University Press.

Nunan, D. (1996). *El diseño de tareas para la clase comunicativa*. Cambridge University Press.

Amengual, M., Juan, M., Salazar, J. (eds.). Adquisición y enseñanza de lenguas en contextos plurilingües: Ensayos y propuestas aplicadas. *AESLA-Universitat de les Illes Balears*, 417-431.

Richards, J.C., Rodgers, T.S. (2003). *Enfoques y métodos en la enseñanza de idiomas*. Cambridge University Press.

Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge University Press.

Methodology

Clarifications

The methodology will interrelate the transmission of information with practical solutions. Lectures will be devoted to the presentation of the theoretical, conceptual and methodological framework of the subject by lecturers, with interactive and participative activities to ensure students' involvement, favour active learning, encourage critical reflection and positive attitudes, and stimulate the elaboration of their own conclusions. In short, classes will be based on the alternation of a double methodology: on the one hand, the explanations of the teacher, who will encourage dialogue and fluid communication with the students, and, on the other hand, the interventions of the students. The aim is to ensure that the students' interventions form the basis of the practical sessions.

The use of technological resources such as tablets, computers, smartphones for academic purposes will be allowed, provided that the teaching staff has explicitly indicated their use for class activities.

Plagiarism and/or cheating during the performance of ANY of the assignments carried out during the course will entail instant failure. This also includes the use of any artificial intelligence tools. The

professor reserves the right to conduct a personal interview with the students about any of the assignments carried out in the course to clarify originality or any other relevant aspect.

Given the face-to-face nature of the master's degree, class attendance is compulsory. However, a maximum of 20% of classes may be missed for reasons of illness or force majeure, provided that such absences are duly documented and justified. Absence from class for work-related reasons cannot be justified.

Face-to-face activities

Activity	Total
<i>Assessment activities</i>	10
<i>Information processing activities</i>	40
<i>Oral communication activities</i>	20
<i>Summary and consolidation activities</i>	10
<i>Written expression activities</i>	10
Total hours	90

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	60
<i>Information processing activities</i>	100
<i>Information search activities</i>	50
Total hours	210

Results of the training and learning process

Knowledge, competencies and skills

- CG1 Knowledge of the curriculum content of the topic areas appropriate to the teaching specialisation, and the body of knowledge on teaching methods regarding teaching and learning processes.
- CG2 Plan, develop and assess the teaching and learning proces and promote educational processes that facilitate the acquisition of the competences that are core to the respective subjects, based on the level and previous training of students and guiding them, both individually and in collaboration with other teachers and school professionals.
- CG3 Search for, obtain, process and communicate information (oral, print, visual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own subjects, crediting proper management of TICs and mastering a second language in communication processes.

- CG4 Develop the school curriculum, participate in the collective planning of the curriculum, and develop and implement both group-based and personalised teaching methods.
- CG5 Design and develop spaces of learning with a focus on equity, emotional education, values??, equal rights and opportunities for men and women, training citizenship and respect for human rights that facilitate life in society, making decisions and building a sustainable future.
- CG8 Design and conduct formal and informal activities that contribute to making the school a place of participation and culture in the environment where it is located, perform tutorial duties and the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning.
- CG12 Foster a critical, reflective and entrepreneurial spirit and promote habits to actively seek employment.
- CG13 Foster and ensure respect for human rights and the principles of universal accessibility, equality, non-discrimination and promote democratic values ??and a culture of peace.
- CG14 Develop students learning skills that allow them to continue studying in a way that is largely self-directed and autonomous.
- CE33 Knowledge of the theoretical and practical developments for the teaching and learning of the relevant topic areas.
- CE34 Transform curricula into programmes of activities and work.
- CE35 Acquire criteria for the selection and development of educational materials.
- CE36 Foster a climate that facilitates learning and values students contributions .
- CE37 Integrate training in audiovisual and multimedia communication in the teaching-learning process.
- CE38 Knowledge of strategies and techniques for assessing and understanding assessment as a tool to regulate and encourage effort.

Assessment methods and instruments

Tools	Percentage
Group or individual globalizing projects	60%
Oral means	10%
Students assignments	30%

Period of validity for partial qualifications:

1 semester

Clarifications:

Given the face-to-face nature of the master's degree, class attendance is compulsory. However, a maximum of 20% of classes may be missed for reasons of illness or force majeure, provided that such absences are duly documented and justified. Absence from class for work-related reasons cannot be justified.

Active methodology focused on dialogical learning, cooperative teamwork, reflection and critical analysis of the different contents under study. Students who are not eligible for the continuous assessment system should contact the coordinator of the speciality to arrange a specific assessment system (exam and/or in-depth work) with the teaching team of the subject for September Call. It will not be possible to pass the Master's degree with subjects pending, as, in accordance with Royal Decree 1393/2007, it is compulsory to pass 60 ECTS credits in order to obtain the Master's degree.

Sustainable development goals

Good health and well-being
Quality education
Gender equality
Affordable and clean energy
Sustainable cities and communities
Responsible consumption and production
Climate action
Peace, justice and strong institutions

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
