



Universidad
de Alcalá

GUÍA DOCENTE

COMPLEMENTOS PARA
LA FORMACIÓN EN INGLÉS

COMPLEMENTARY
TRAINING IN ENGLISH
STUDIES

Máster en Formación del Profesorado

Universidad de Alcalá

Curso Académico 2023/2024

GUÍA DOCENTE

Nombre de la asignatura:	Complementos para la formación disciplinar en inglés
Código:	200990
Departamento:	Filología Moderna
Área de Conocimiento:	Filología Inglesa
Carácter:	Obligatoria
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Isabel de la Cruz Cabanillas
Correo electrónico:	isabel.cruz@uah.es
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course provides an introduction to English teaching training, focusing on various key issues, such as the position of the English language in the world, the methodological approaches to language teaching, the relevance of exploring the cultural dimension in the classroom and the resources for the teaching of English with special focus on the teaching of the vocabulary.

2. COMPETENCES¹

Basic competences

CB6. Develop and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.

CB7. Know how to apply the acquired knowledge and show ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their field of study.

CB9. Know how to communicate conclusions, knowledge and final reasoning to specialist and non-specialist audiences clearly and unambiguously.

Generic competences

CG1. Know the content of the curriculum in the corresponding teaching speciality, and be familiar with relevant teaching and learning processes.

¹ These competences have been adapted from the *Memoria de Verificación* of the Master's Degree

CG3. Seek, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CG8. Design and carry out formal and informal activities that contribute to making the centre a place of participation and culture within the environment where it is located. Develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of learning and teaching processes.

Specific competences

CE 13 – Know the cultural and formative value of the subjects related to the speciality and the contents that are covered in those courses.

CE. 14 – Know the history and recent development and approaches of the subjects to be able to transmit a dynamic vision of them.

CE.15 – Know the contexts and situations in which the curricular contents are used and applied.

CE22 – Know and apply innovative teaching proposals in the field of teaching English as a foreign language.

3. MODULE CONTENTS

Units	Credits
Unit 1. English as a global language	0.75
Unit 2. Teaching awareness towards culture and artistic expression: the Intercultural Competence	1
Unit 3. Methodological approaches in teaching English as a foreign language	1
Unit 4. Teaching vocabulary in English	0.75
Unit 5. Resources in the second language classroom	0.5

4. TEACHING AND LEARNING METHODS

4.1. Student's workload (100 hours)

Class-contact hours: 25 hours	There will be <ul style="list-style-type: none"> • 21 scheduled face-to-face sessions • 4 group tutorials
Autonomous work: 75 hours	This time includes studying class notes, reading materials, critical writing and materials design.

4.2. Learning activities

This course will consist of:

- Class-sessions: Teacher's presentation and group discussion of theoretical and practical issues; practical written exercises; practical work on topics from the contents; students' oral presentations of activities and assignments.
- Besides, students will be requested to read some set texts and to study the contents of the subject in order to be able to write essays and prepare several activities. Students will have access to the virtual learning environment, Blackboard, in order to prepare for the submission of assignments.

5. ASSESSMENT

Assessment criteria

Due to the characteristics of this module, the whole assessment process requires the continuous assessment of the student; therefore, students cannot request assessment through the final assessment option during the University exam period. This measure has been approved by the Master's Degree Academic committee in its ordinary session of 17th February, 2020.

Reassessment (*convocatoria extraordinaria*):

There will be a reassessment opportunity at the end of the second semester. **The same evaluation criteria will be applied** for the extraordinary call. The assessment will consist of a 2-hour written exam (50%), as well as an oral presentation of a topic covered in the course contents (50%). The dates for the final exam will be announced on the Master's web page.

Students will be assessed on their ability to:

- 1) Show their understanding of the different approaches to language teaching, strategies and techniques.
- 2) Demonstrate their knowledge and awareness to cultural and artistic expression.
- 3) Raise prospective students' awareness towards the intercultural competence
- 4) Solve tasks that aim to assess their understanding of the topics covered in the course.
- 5) Design innovative material for the English classroom.
- 6) Plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials and oral presentations.
- 7) Participate consistently and effectively in all learning activities.
- 8) Reflect on their performance, learn to accept feedback and take responsibility for their own learning.
- 9) Present a position, construct an argument and discuss issues, using coherent, accurate oral and written expression.

Assessment and marking procedures

The assessment of the students' achieved learning outcomes will be based on the following elements:

- Meaningful participation with valuable contributions in the face-to-face sessions
- Submission of activities/assignments and oral presentations
- Final paper

Students are required to attend all the face-to-face sessions. Attendance will be monitored and repeated absence without good reason may result in failure. A minimum of 80% attendance at teaching sessions will be required to achieve a pass in this module. The class participation component will be assessed in terms of the level of students' engagement in the face-to-face sessions, the quality of their contributions, their preparation for class activities and their attitude.

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks (clear aims, appropriate correction criteria, ...).
- Quality in their tasks: the activities are valid and adequately reflect the objectives, the length is appropriate for the time available, the material is suitable for the target audience.
- Knowledge, understanding and appropriate application of the theoretical and practical principles discussed in this course.
- Originality, in going beyond simple reliance on material provided in the contents of the course, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation.
- High standards of presentation, in terms of written expression, and/or audio-visual material, if required, and in the combination of the two.

Marking weighting

- Participation in the face-to-face sessions: 20%
- Assignments and oral presentations: 45%
- Final paper: 35%

Marking descriptors

- Outstanding (MH): Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion in seminars.

- Excellent (SS): Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion in seminars.
- Very Good (N): Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate in seminars and have done most of the preparation.
- Satisfactory (A): Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in seminars and occasionally contribute to discussions.
- Fail (S): Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared, or they do not say much.

Students are warned that plagiarism will not be tolerated. Plagiarism consists of using someone else's ideas without acknowledging the author. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. It is the students' responsibility to make themselves aware of the University regulation on evaluation and plagiarism (see article 34 of Normativa de evaluación de los aprendizajes). Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

Assessment activities must follow the guidelines set in the Universidad de Alcalá Regulations on Coexistence Rules. Regarding the implications of irregularities committed during the assessment, there are consequences for committing academic fraud as outlined in the Regulation of the Disciplinary Student Regime of Universidad de Alcalá.

6. BASIC BIBLIOGRAPHY

- Byram, M., Gribkova, B. & H. Starkey (2002) *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Strasbourg: Council of Europe.
- Cook, V. (2016). *Second Language Learning and Language Teaching*. London: Hodder Education. 5th edn.
- Corbett, J. (2003) *An Intercultural Approach to English Language Teaching*. Clevedon: Multilingual Matters.
- Council of Europe (2014) *Developing intercultural competence through education*. Council of Europe Pestalozzi Series, No. 3 Strasbourg: Council of Europe Publishing.

- Crystal, D. (2003) *English as a Global Language*. Cambridge: Cambridge University Press.
- Galloway, N. & H. Rose (2015) *Introducing Global Englishes*. London: Routledge.
- Hall, K. (2003) *Teaching and Researching: Language and Culture*. London: Longman.
- Hartmann, R. R. K. (2001) *Teaching and Researching Lexicography*. Harlow, England: Longman.
- Howat, A. P. R. (1984) *A History of English Language Teaching*. Oxford: Oxford University Press.
- Jenkins, J. (2009) *World Englishes*. London/New York: Routledge.
- Nation, I. S. P. (2017) *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Richards, J. C. & T. S. Rodgers (1996/2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Thornbury, S. (2002) *How to Teach Vocabulary*. Harlow, Essex: Pearson Longman.