



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 2024/205

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
Horario de tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

1.a. PRESENTACIÓN

Esta asignatura constituye una introducción a la enseñanza de la lengua inglesa con especial atención a diversos aspectos clave, como son la posición del inglés en el mundo, los enfoques metodológicos en la enseñanza de idiomas, la relevancia la expresión artística y cultural en la clase de idiomas y las dificultades que presenta el aprendizaje del inglés centrándonos en la enseñanza del vocabulario, así como los recursos tecnológicos disponibles para la enseñanza de la lengua inglesa. Al ser un curso impartido íntegramente en inglés, se requiere que los estudiantes tengan un nivel mínimo de C1 (MCER).

1.b. 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 culture and artistic expression in the language classroom and the resources for the teaching of English with special focus on the teaching of the vocabulary, as well as techological resources available for the teaching of the English language.

2. COMPETENCES¹ AND LEARNING OUTCOMES

Basic and general competences 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.

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

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.

CB8. Be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

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

CB10. Acquire the learning skills that will enable the student to continue studying in a largely self-directed or autonomous manner.

General competences

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

CG2. Plan, develop and evaluate the learning and teaching process with a view towards enhancing educational processes that facilitate the acquisition of the competences of the teaching of English as a foreign language, all based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals.

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.

CG4. Make decisions on the curriculum to be taught at a school, participating in the group planning of said curriculum; develop and use teaching methodologies for groups and individuals, adapting them to student diversity.

CG5. Design and develop learning environments, focusing particularly on equality, emotional education and values, equal rights and opportunities between men and women, citizen training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.

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.

Learning outcomes

By the end of the course, students are expected to be able to:

- Know the formative and cultural value of the English language, as well as the contents covered in the subject “English language”.
- Know the history and recent developments of English as a Foreign Language to be able to communicate a dynamic vision of the subject to be taught.
- Know the environments and situations that are used or applied to the various contents of this subject, as well as the basic terminology used in the English classroom.
- Know the learning resources used in English language teaching, with special attention to those linked to ICT and its use as support to the learning and teaching activities.

3. CONTENTS

This course covers all the contents included in the verification report approved by the National Agency for Quality Assessment and Accreditation of Spain (ANECA). These contents are structured in the following units, which also cover some other aspects of assessment according to current regulations:

Units	Credits
Unit 1. English as a global language and its relevance in the academic instruction and development of students.	0.75
Unit 2. The cultural dimension in the language classroom. (Use of literature in the English classroom)	1
Unit 3. Methodological approaches in teaching English as a foreign language: Historical Perspective	1
Unit 4. Learning difficulties of the English language focusing on the teaching of vocabulary.	0.75
Unit 5. Other aspects of English language teaching: 5.1. Interdisciplinarity of the contents 5.2. Language use in the process of English teaching and learning. 5.3. Communication and interaction in the English classroom	0.1
Unit 6. The new technologies in the process of English teaching and learning: Resources in the second language classroom with special attention to internet.	0.4

4. TEACHING AND LEARNING METHODS

4.1. Student's workload (100 hours)

Learning activities	Hours
Face-to-face sessions (theoretical and practical classes and formative evaluation)	25 21 scheduled face-to-face sessions 4 group tutorials
Autonomous work	75
Total hours	100

4.2. Learning activities: Methods, materials and didactic resources

Theoretical lessons	<p>Theoretical lessons will consist mainly of 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.</p> <p>These activities will involve pair or group discussions, research, question answering based on different texts, and others, all aimed at consolidating the theoretical contents, and applying them to a practical context. Students will be requested to reflect on different methods and techniques explained and experienced during the course.</p>
Practical activities	<p>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.</p> <p>Activities will imply working individually, in pairs and in small groups for the analysis and interpretation of documents or other materials.</p>

5. ASSESSMENT: procedure and grading criteria

Continuous assessment

The whole assessment process will be inspired by the continuous evaluation of the student to guarantee the acquisition of both the contents and the competences of the subject. The assessment is adapted to the UAH learning evaluation regulation.

Continuous call (convocatoria ordinaria)

Assessment criteria

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: 20%.
- Submission of activities/assignments and oral presentations: 50%
- Final paper: 30%

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.

Assessment procedure and criteria

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.

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.

Final assessment (convocatoria ordinaria)

Due to the characteristics of this module, the whole assessment process requires the continuous assessment of the student; therefore, students cannot request to be assessed by means of the final assessment option in the “convocatoria ordinaria”. This has been approved by the Master Academic committee (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.

Grading 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

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Richards, J. C. & T. S. Rodgers (1996/2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Singh, A. (Ed.). (2001). *Classroom management: A reflective perspective*. New Delhi: Kanishka.

Thornbury, S. (2002) *How to Teach Vocabulary*. Harlow, Essex: Pearson Longman.