

1. BASIC INFORMATION

Course	Learning and Teaching of English (itinerary)
Degree Program	MA programme in Secondary Education Teaching
School/Faculty	Social Sciences
Year	-
ECTS	8
Credit type	Optional - Specialization
Language(s)	Spanish - English
Delivery mode	Semi-presential
Semester	2
Academic year	2023 - 2024
Coordinating professor	Dr. Laura Barboyon (laura.barboyon@universidadeuropea.es)
Professor	_____

2. PRESENTATION

This course will explore the pedagogical aspects within the specialization of English, adopting a theoretical-practical lens that aligns with contemporary educational environments. The primary aim is to cultivate initial training, fostering critical thinking and equipping learners with essential tools to optimize their pedagogical roles.

The curriculum is structured into 5 distinct modules. Module V, predominantly focused on the conception and execution of Learning Units, maintains a transversal theme throughout the course. Consequently, the blueprint for designing learning situations will be introduced during the inaugural weekend. Subsequent modules will incrementally populate this framework, culminating in a comprehensive learning scenario by the final weekend. This scenario will serve as a pivotal assessment tool for the module.

For the remaining modules, our initial focus will be on teaching-learning processes across varying degrees of generality. Additionally, we will delve into the examination of multiple didactic methodologies, including those grounded in task-based and project-oriented approaches. Furthermore, we will scrutinize potential challenges faced by students within the English classroom and investigate various forms of assessment that stimulate student learning enhancement.

3. COMPETENCES AND LEARNING OUTCOMES

Basic Competences:

- **CB6:** To possess and understand knowledge that provides a foundation or opportunity for being original in the development and/or application of ideas, often within a research context.
- **CB7:** That students know how to apply the knowledge acquired and their problem-solving ability in new or less known environments within broader (or interdisciplinary) contexts related to their area of study.
- **CB8:** students are capable of integrating knowledge and confronting the complexity of making judgments based on information that, while incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

Transversal Competences:

- **CT3:** Ethical awareness: The student's ability to feel, judge, argue, and act according to moral values in a consistent, persistent, and autonomous manner.
- **CT8:** Initiative: The student's capacity to proactively anticipate, proposing solutions or alternatives to the presented situations.
- **CT9:** Planning: The student's ability to effectively determine their goals and priorities, defining the actions, deadlines, and optimal resources required to achieve these goals.

General Competences:

- **CG1:** Knowledge of the curricular contents of subjects related to the corresponding teacher specialization, as well as the body of didactic knowledge around the respective teaching and learning processes. For professional training, the knowledge of the respective professions will be included.
- **CG2:** Plan, develop, and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies proper to the respective teachings, taking into account the level and previous training of the students, as well as the orientation of the same, both individually and in collaboration with other teachers and professionals of the center
- **CG5:** Design and develop learning spaces with special attention to equality, emotional education and values, equal rights and opportunities between men and women, citizenship formation and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future
- **CG10:** Know and analyze the historical characteristics of the teaching profession, its current situation, perspectives, and interrelation with the social reality of each era.

Specific Competences:

- **CE18:** Know the spaces of pedagogical, curricular, and management and organization of educational centers to participate in them through measures and actions aimed at defining and implementing an educational project adjusted to the environment and culture of the center and committed to its progress and improvement
- **CE19:** Know and analyze the idiosyncrasy of centers and classrooms to propose actions for managing coexistence that facilitate learning, emotional development, and the acquisition of civic values.
- **CE20:** Acquire the knowledge, skills, and attitudes necessary for the exercise of the tutoring function of the Secondary Education teaching staff.

- **CE21:** Propose, organize, and carry out tutoring action actions in accordance with the different functions assigned to the teachers in their role as tutors, and collaboration with the Orientation Departments.

Learning Outcomes:

- **RA27:** Analyze the elements that intervene in the learning and teaching process.
- **RA28:** Develop discipline approaches oriented towards achieving optimal learning results.
- **RA29:** Study the main methodological currents and the different teaching techniques that can be used in the classroom.
- **RA30:** Face the learning difficulties of students in order to address their diversity.
- **RA31:** Analyze and design appropriate evaluation instruments according to the employed methodology.
- **RA32:** Collect knowledge on the subject and focus it on the design of innovative Didactic Units.

The table below illustrates the relationship between the competencies developed in the course and the learning outcomes sought:

Competences	Learning Outcomes
CB6, CB7, CT9, CG1, CG2, CG19, CE19	RA27: Analyze the elements that intervene in the learning and teaching process.
CB6, CB7, CT8, CG2, CG5, CE20, CE21	RA28: Develop discipline approaches oriented towards achieving optimal learning results. .
CB6, CB8, CT8, CT9, CG1, CG10, CE19, CE20	RA29: Study the main methodological currents and the different teaching techniques that can be used in the classroom.
CB8, CT3, CT9, CG2, CG5, CE19, CE20	RA30: Face the learning difficulties of students in order to address their diversity
CT9, CG2, CG5, CE21	RA31: Analyze and design appropriate evaluation instruments according to the employed methodology
CB6, CB8, CG1, CG18	RA32: Collect knowledge on the subject and focus it on the design of innovative Didactic Units.

4. CONTENT

The course is organized into the following 5 modules:

- **Block I.** Teaching and learning processes. The disciplinary teaching approach in the English itinerary.
- **Block II.** Methodological strategies and teaching techniques in English.
- **Block III.** Learning difficulties in the English itinerary.
- **Block IV.** Evaluation in the English itinerary.
- **Block V.** The disciplinary approach in the education system: levels of curricular concretization. Design and development of Didactic Units in the English itinerary.

5. TEACHING-LEARNING METHODOLOGIES

Hereunder, the types of teaching-learning methodologies that will be applied are indicated:

- Case method.
- Problem-based Learning (PBL).
- Lectures.
- Project-based learning.
- Cooperative work.

6. FORMATIVE ACTIVITIES

Next, the types of formative activities that will be carried out and the student's dedication in hours to each of them are identified:

Semi-presence mode

Formative Activity	Number of Hours
Lectures	70
Preparation of reports and/or essays	15
Oral presentations	25
Virtual seminar (100% synchronous activity)	25
Tutoring	15
Development of individual projects - Case Method	30
Autonomous work	20
TOTAL	200

7. EVALUATION

Therefore, the evaluation system is introduced, as well as its weight on the total grade of the subject.

Semi-presence mode

Evaluation System	Weight
Theoretical exam	40%
Report	35%
Oral presentation of the learning situation	25%

In the Virtual Campus, upon accessing the subject, you will be able to consult in detail the evaluation activities you need to perform, as well as the delivery dates and the evaluation procedures for each of them.

The knowledge test of the subject consists of **two parts**: test type questions (which account for 70% of the grade) and short answer questions (which account for 30% of the grade). The score obtained can vary between 0 and 10 points. The time to take the test will be 60 minutes. The test type questions section will consist of 30 questions, with 4 answer options where only 1 is true. The following criteria should be taken into account:

- Correct answers score 0.233 points.
- Incorrect answers subtract 0.077 points from the final score.
- Unanswered questions neither score nor subtract points.

The short answer questions section will consist of 2 practical questions (case methodology) on content worked on in class. The following criteria should be taken into account:

- Question 1 scores 1.5 points.
- Question 2 scores 1.5 points.

To pass the subject, all proposed evaluable activities (knowledge test, written report, and oral presentation) must be performed and approved, with a grade of at least 5.0 out of 10.0 in each of them. Despite being conducted through the virtual classroom, the exam will have to be taken physically at one of the sites authorized by the university.

7.1. Continuous Evaluation (ordinary)

This is the evaluation that takes place during the course of teaching. During the academic period of each of the subjects, periodic tests and evaluable activities will be carried out to assess learning achievements and improve them. This evaluation requires student responsibility, which is why it is required that there be an 80% mandatory attendance in the classroom to be able to opt for this method of evaluation. Activities not delivered or delivered without meeting the established requirements will be graded as failed: 0 to 4.9 points.

- To pass the subject, you must obtain a grade of at least 5.0 out of 10.0 in the final grade of the subject.
- To pass the subject, all proposed evaluable activities (knowledge test, written reports, and presentation) must be approved, with a grade higher than 5.0 out of 10.0 in each of them.
- It is necessary to meet the attendance requirement of 80% of the hours to pass in continuous evaluation.

7.2. Final evaluation (ordinary and extraordinary)

Extraordinary evaluation in ordinary call during first and second semester

Students who choose this final evaluation must deliver and carry out the activities and evaluation tests on the dates determined in this call. See the subject's schedule.

Extraordinary evaluation in extraordinary call

Evaluation aimed at students who have not passed the continuous evaluation or the ordinary call final evaluation. It is determined that the extraordinary call will take place on **September 13 and 14**. These dates may undergo changes. Therefore, students who fail the continuous evaluation will have the opportunity to participate in the official call for exams and work submissions. The dates of these calls will be set in the study program schedule once the course starts.

7.1.3. Calls

Students are entitled to **two evaluation calls**.

Students who are excluded from the continuous evaluation, either due to lack of attendance or by failing some of the subject's evaluation tests or activities, will have the option to take a final evaluation in an extraordinary call (see schedule).

It is necessary to meet the attendance **requirement of 80% presence in the classroom** to pass the subject through continuous evaluation. If this requirement is not met, the student will have to take the entire subject through a final evaluation in an extraordinary call, carrying out all evaluable activities described in the learning guides. The grades of the completed and approved activities will be saved.

In both the ordinary and extraordinary final evaluations, the student will have to overcome all the tests and evaluation activities detailed in the subject's learning guide and performed throughout the module. In case, due to its definition, any of the tests or evaluation activities cannot be carried out in the final evaluation, the head teacher of the subject will adapt these activities ensuring that the learning results and competencies appearing in the teacher's guide are met.

7.1.4. Attendance

To pass the module, all evaluable activities that contribute to the final grade (exams, oral presentations, and work submissions) must be handed and passed. Only exceptions established within the regulations for changing evaluation tests will be accepted. Students who fail to meet an 80% attendance rate in class will be excluded from continuous assessment and will have to take the final examination in an extraordinary call in each of the modules. Check the dates of the final examination in the schedule. The ordinary and extraordinary final examinations are conducted in person at each of the campuses enabled by the university.

8. SCHEDULE

In this section, the schedule is indicated with the due dates for the deliverable evaluable activities of the subject:

Continuous Evaluation

Evaluable activities	Deadline
Report	2025 May 25 th
Oral presentation	2025 May 25 th
Theoretical exam	2025 May 25 th

Final evaluation (ordinary)

Evaluable activities	Deadline
Report	2025 July 12-13
Oral presentation	2025 July 12-13
Theoretical exam	2025 July 12-13

This schedule may undergo changes due to logistical reasons of the activities. Any modification will be notified to the student in time and manner.

9. BIBLIOGRAPHY

Some bibliography is hereunder recommended for the course:

- Fernández, I. (2018). Diseño universal para el aprendizaje de idiomas en personas con diversidad funcional. *Revista Nacional e Internacional de Educación Inclusiva*, 11(1), 251-266.
- González, J. L. y Asensio, M. (1996). Las teorías sobre el aprendizaje de segundas lenguas. *Babel - AFIAL*, 3-4-5, 155-185.
- Martín, M. A. (2001). El enfoque cognitivo en la enseñanza de idiomas. *Didáctica*, 13, 215-234.
- Rakhimovna, A. S., Nargiza Akmalovna, T., Yusupovna, A. K., Irkinovna, D. N., & Mirhaydarovna, D. S. (2019). Effective teaching methods in teaching English. *Religación. Revista De Ciencias Sociales Y Humanidades*, 4(20), 230-232.

10. THE EDUCATION ORIENTATION AND DIVERSITY UNIT (ODI)

The Education Orientation and Diversity Unit (ODI in Spanish) provides support to our students throughout their university journey to help them achieve their academic goals. Other pillars of our work include supporting students with specific educational needs, ensuring universal accessibility across all university campuses, and promoting equal opportunities.

From this Unit, we offer students:

1. Accompaniment and tracking through the provision of personalized advice and plans to students who need to improve their academic performance.
2. In terms of diversity support, we make non-significant curricular adjustments, i.e., at the level of methodology and evaluation, for students with specific educational support needs, thereby promoting equal opportunities for all students.
3. We provide students with various extracurricular resources for learning to develop various skills that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or those who believe they have made a mistake in choosing their degree.

Students who need educational support can contact us at: orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to identify strengths and areas for improvement regarding faculty, degree, and teaching-learning process.

The surveys will be available in your campus virtual survey space or via your email.

Your valuation is needed to improve the quality of the degree.

Thank you for your participation.