COURSE DATA

DATA SUBJECT

Code: 40515
Name: Learning and teaching foreign languages
Cycle: Master's Degree
ECTS Credits: 16
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Facultat de Formació del Professorat	1	Annual

SUBJECT-MATTER

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	Learning and teaching english	ELECTIVES

COORDINATION

ALCANTUD DIAZ MARIA

SOLER PARDO MARIA BELEN

SUMMARY

This subject aims to provide the student with a detailed vision of the different theories and theoretical principles related to the learning and teaching of a foreign language, as well as the didactic methods, learning strategies, and the different resources for it in the field of Secondary Education teaching.
As in all courses of the Master's programme, students will develop the ability to prevent, identify, and respond to sexual violence in educational settings, in accordance with Organic Law 10/2022. Furthermore, this course contributes to the advancement of the Sustainable Development Goals (SDGs), particularly those related to Quality Education (SDG 4), Gender Equality (SDG 5), and Reduced Inequalities (SDG 10), promoting teacher education that is committed to inclusion and equity.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

The prior knowledge required to take this course corresponds to that expected of graduates in fields such as Foreign Language Philology, Communication Sciences, or the Humanities. Students are also required to demonstrate a B2 level of proficiency in the foreign language.

COMPETENCES / LEARNING OUTCOMES

2024 - Master's Degree in Secondary Education

Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.

Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.

Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad del alumnado.

Conocer la normativa y organización institucional del sistema educativo y modelos de mejora de la calidad con aplicación a los centros de enseñanza.

Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.

Conocer los contenidos curriculares de las materias relativas a la especialización docente correspondiente, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos. Para la formación profesional se incluirá el conocimiento de las respectivas profesiones.

Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.

Conocer los procesos de interacción y comunicación en el aula, dominar destrezas y habilidades sociales necesarias para fomentar el aprendizaje y la convivencia en el aula, y abordar problemas de disciplina y resolución de conflictos

Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción de un futuro sostenible

Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.

Dominar estrategias y procedimientos de evaluación del proceso de aprendizaje del alumnado, así como de la evaluación de los procesos de enseñanza.

Informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.

It generates innovative and competitive proposals in professional activity and in educational research.

It is effective to communicate in both verbal and nonverbal terms.

Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.

Know how to communicate your conclusions (and the underlying knowledge and reasons) to both specialist and non-specialist audiences in a clear and unambiguous way.

Make effective and integrated use of information and communication technologies.

Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

Possess the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.

To 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.

Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.

DESCRIPTION OF CONTENTS

1. Block A. The teaching/learning of the foreign language as communication

1.1. Linguistics and language teaching/learning.
1.1.1. The structuralist approach.
1.1.2. The generative approach.
1.1.3. The pragmatic approach.
1.2. Psychology and language teaching/learning.
1.2.1. The behaviourist approach.
1.2.2. The mentalist approach.
1.2.3. The psycho-pragmatic approach.
1.3. Pedagogy and language teaching/learning.
1.3.1. Product-oriented approaches.

1.3.2. Process-oriented approaches.
1.4. From linguistic competence to pragmatic competence.

2. Bloc B. Methodology and curriculum design

2.1. Methods: method in the post-method era.
2.1.1. Historical review: Grammar Translation Method; Direct Method; Natural Method; Audio-Lingual Method; Total physical response.
2.1.2. Communicative Language Teaching
2.1.3. Task-Based Learning; Problem solving; Service-learning; Project work
2.1.4. Content-based instruction and content and language integrated learning: CLIL Tool Kit
2.1.5. Literacy-approach through genres

2.2. Designing a didactic unit in TEFL in Secondary Education
2.2.1. Legislation. Legal bases for English: ESO and Bachillerato
2.2.2. Assessment in language teaching: forms and tools
2.2.3. Designing syllabus, courses, and lessons.
2.2.4. Curricular adaptations

3. Block C. Strategies, techniques, and didactic resources

C.1. Teaching strategies to learn a foreign language

1. Introduction: what is challenging about teaching a foreign language? Teachers' roles and responsibilities.
1.1 Class interaction
1.2 Cooperation and motivation

2. What do we know about how languages are learned?
2.1 What is a skill?
2.2 Teaching skills and strategies.

3. Strategies and techniques for teaching/learning a foreign language: learning difficulties and evaluation
3.1. Pronunciation
3.2. Grammar
3.3. Lexis
3.4. Receptive skills
3.4.1. Listening comprehension
3.4.2. Reading comprehension
3.5. Productive skills
3.5.1. Speaking
3.5.2. Writing

C.2. Teaching materials: design, lesson planning, and resources

4.1 The role of games.
4.2 The role of drama.
4.3. ICTs in foreign language teaching

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	128,00
Total hours	**128,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	166,00
Independent study and work	60,00
Preparation of lessons	40,00
Preparation for assessment activities	6,00
Resolution of case studies	0,00
Total hours	**272,00**

TEACHING METHODOLOGY

To achieve the objectives of this subject, an interactive and theoretical-practical methodology will be used.
A critical approach to the theoretical topics provided will be encouraged.
Academic practice in this subject is structured on several levels:
In-class activities.
Theoretical-practical classes.
Theoretical-practical in-class classes in which the contents of the subject will be worked. These contents will also be discussed and different activities will be carried out using various teaching resources.
Group work.
The purpose of carrying out works is to highlight the importance of cooperative work and reinforce learning, in addition to initiating the student in the activity of investigation, analysis and internalization of information, fostering personal relationships, and sharing situations to get closer to the contents and to the debate.
The students will do search-work in small groups that will be guided and supervised by the teacher.
Tutorials.
The individual and collective tutorials will serve to coordinate students in individual and group tasks, as well as to evaluate individual progress, activities and teaching methodology.
The tutorials will also be used to monitor oral expression, essential to pass the subject.

Evaluation.
Oral and written tests for the evaluation of the theoretical-practical contents, self-evaluation and presentation of individual and group works.
Non-presential activities
Autonomous study and work
Preparation of the assigned tasks (summaries, critical reviews, etc.) and carrying out the specific guided work. The student will focus on the search, the location, the analysis, the manipulation, the elaboration and the return of the information.

EVALUATION

The evaluation of the subject will be evidenced in the first call by means of:
- Attendance and participation in 80% of the face-to-face sessions and delivery of the activities proposed in these. This participation will be essential to pass each of the blocks of the subject.
- Completion of at least one individual test (oral and/or written) or a paper for each of the blocks of the subject, which will give 60% of the grade.
- Completion of the preparatory activities in the classroom sessions, which will award 40% of the final grade (non-recoverable activity).
To pass the subject it is necessary to pass each and every one of its parts, namely AEM1, AEM2 and AEM3.
The evaluation of the subject will be evidenced in the second call by means of:
An individual test on the contents of the recoverable part of the subject, which will be graded with a maximum of 6 out of 10.
This course has an attendance requirement in order to be eligible to sit the first examination session (Article 6.9). Students will have fulfilled this requirement if they attend at least 80% of the hours scheduled for this activity and have duly justified their inability to attend the remaining sessions due to force majeure. The attendance requirement is a non-recoverable activity.
Students are advised to follow the document "Guide for the Responsible Use of Artificial Intelligence (AI) in Teaching and Assessment Activities at the University of Valencia, Faculty of Teacher Training":
https://www.uv.es/magisdire/Calidad/Guia_actuacio_IA_UV_FFP.pdf
The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on 30 May 2017 (ACGUV 108/2017).

Teaching staff will allocate time during the final face-to-face sessions of the course for students to complete the institutional teaching evaluation surveys.
Any type of plagiarism in assignments or tests will result in failure of the subject. The improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the Reglament on evaluation and qualification of the University of Valencia. Students retain the intellectual property rights to all work they produce. Any reproduction or use of such work by teaching staff requires the students' informed consent.

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NORMATIVA LEGAL
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Complementarias
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