



Information about the subject

Degree: Master's Degree in Teacher Training for Secondary Education, Baccalaureate, Vocational Training and Language Teaching

Faculty: Teaching and Educational Sciences

Code: 1020007 **Name:** Didactic Resources for the Teaching of English Language and Literature

Credits: 6 ECTS

Year: 2024-2025

Semester: 2

Module: Specific Module

Subject Matter: English

Type: Basic formation

Department: English

Type of learning: On Site

Language(s) in which it is taught: English

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Didactics	12	Didactics of a Foreign Language	6	1
		The English Curriculum	6	1
Classroom resources	6	Didactic resources for the teaching of Language and Literature.	6	2
Research	6	Innovation and Research in Language and Literature Didactics.	6	2



Recommended Knowledge

Previous studies in English philology or specialisation in English.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	Students integrate information and communication technologies by participating in a large-scale simulation synchronously and asynchronously
R2	Students write a report on their own learning in the subject, the objectives achieved, the simulation experience and its potential in secondary school
R3	Students demonstrate critical thinking about different methodologies for teaching English and English literature, and technological resources in the secondary school classroom through class discussions



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
CG1	- 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.				X
CG2	- Be able to integrate knowledge and deal with the complexities of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements				X
CG3	- Be able to communicate their conclusions (and the knowledge and rationale underpinning them) to specialist and non-specialist audiences in a clear and unambiguous way				X
CG4	- Possess the learning skills to enable them to continue studying in a largely self-directed or autonomous way.				

Code	Specific	Weighting			
		1	2	3	4
CE16	- To know the theoretical and practical foundations of the teaching and learning practices of the corresponding subjects				X
CE18	- To acquire criteria for the identification and creation of educational materials				X
CE20	- To integrate training in audiovisual communication and multimedia in the teaching-learning process.				X
CE21	- Know assessment strategies and techniques and understand assessment as an instrument for regulating and stimulating effort;				X
CE22	- Know and apply innovative initiatives within the educational context; - Demonstrate a good command of oral and written expression in teaching practice; - Know and apply innovative initiatives within the educational context;				X
CE27	- Demonstrate a good command of oral and written expression in teaching practice; - Know and apply innovative initiatives within the educational context.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R-1 Students integrate information and communication technologies by participating in a large-scale simulation in a synchronous and asynchronous manner.	50%	Rubric Structured Direct Observation
R-2 Students write a report on their own learning in the subject, the objectives achieved, the simulation experience and its potential in secondary school.	40%	Rubric
R-3 Students demonstrate critical thinking about different methodologies for teaching English and English literature, and technological resources in the secondary classroom through class discussions.	10%	Direct Observation

Mention of Distinction: In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

Single assessment: Exceptionally, students may opt for this assessment system if, for a justified and accredited reason, they are unable to undergo the continuous assessment system and request it to the Coordinator within the first month of teaching. In this case, the evaluation will be as follows:

- 1. Video Lesson: a lesson must be recorded in which simulation is used as a classroom technique in the teaching of English in secondary education together with other active methodologies.
- 2. Defence: The student will present their video and will make an oral defence with a panel of judges on the methodologies used.
- 3. Final written report: The student will produce a structured written report on the course and their intervention in the classroom using simulation and other active methodologies.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Student study: Individual preparation of readings, essays, problem-solving, seminars, papers, reports, etc., to present or submit in theoretical classes, practical classes, and/or small group tutorials. Work carried out on the university platform (www.plataforma.ucv.es).
M2	Teacher-led content presentation, competency analysis, explanation, and demonstration of skills, abilities, and knowledge in the classroom. Meaningful construction of knowledge through student interaction and activity.
M3	Supervised group work sessions led by the teacher. Case studies, diagnostic analysis, problem-solving, field studies, computer labs, visits, data research, libraries, online resources, Internet, etc.
M4	Personalized and small-group attention. Instruction and/or guidance period conducted by a tutor to review and discuss materials and topics presented in classes, seminars, readings, completion of assignments, etc.



IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
Presentation of contents by the teacher, analysis of competences, explanation and demonstration of abilities, skills and knowledge in the classroom.	R1,R2,R3	0,6
Group work sessions in groups supervised by the teacher. Classroom simulation and telematic simulation. Intercultural dialogue. Synchronous and asynchronous interaction. Large-scale COIL. Meaningful knowledge construction through interaction and activity with other students, practising teachers and academics.	R1,R2,R3	1,8
Total		2,4

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Learning Outcomes	ECTS
TEAMWORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es)	1,2
AUTONOMOUS WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the university platform (www.plataforma.ucv.es).	2,4
Total		3,6



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
BLOCK I-VI	<p>BLOCK I Active learning methodologies. Simulation. Paradigm shift in language teaching and learning.</p> <p>BLOCK II Phases of simulation in detail. Team building. Flipped classroom, its effectiveness, potential and limitations in education.</p> <p>BLOCK III COIL-Virtual exchange as a pedagogical approach. Cultural awareness. Training for intercultural dialogue.</p> <p>BLOCK IV Analysis of resources for teaching literature at secondary level.</p> <p>BLOCK V Participation in a large-scale simulation. Debriefing of the simulation: reflection on its phases, usefulness in language learning and promotion of values.</p> <p>BLOCK VI Methodology of simulation and game. Designing scenarios.</p>



Temporary organization of learning

BLOCK OF CONTENT/DIACHTIC UNIT	Number of sessions	Hours
BLOCK I Active learning methodologies. Simulation. Paradigm shift in language teaching and learning.	2	5
BLOCK II Phases of simulation in detail. Team building. Flipped classroom, its effectiveness, potential and limitations in education.	2	5
BLOCK III COIL-Virtual exchange as a pedagogical approach. Cultural awareness. Training for intercultural dialogue.	2	5
BLOCK IV Analysis of resources for teaching literature at secondary level.	2	5
BLOCK V Participation in a large-scale simulation. Debriefing of the simulation: reflection on its phases, usefulness in language learning and promotion of values.	4	20
BLOCK VI Methodology of simulation and game. Designing scenarios.	2	5

References

- Alam, A. (2022). Mapping a sustainable future through conceptualization of transformative learning framework, education for sustainable development, critical reflection, and responsible citizenship: an exploration of pedagogies for twenty-first century learning. *ECS Transactions*, 107(1), 9827.
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- Barach, P. (2021). Designing and integrating purposeful learning in gameplay: What will it take to ensure sustainable learning and effectiveness outcomes?. *Educational Technology Research and Development*, 69(1), 161-166.
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