

TEACHING GUIDE

COMPLEMENTOS PARA LA FORMACIÓN DISCIPLINAR I: EL INGLÉS ACTUAL

MÁSTER U. EN PROF. EDUC. SECUND. BACH., FP E IDIOMAS (LENGUA INGLESA)

ACADEMIC YEAR 2025-26

I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	1 course, 2S semester
Nº of credits	3
Language in wich the subject is taught	English

II.-Presentation
<p>This subject aims to provide an overview of English as a global language of international communication, its importance in present-day societies, and its impact on education and inclusion in the secondary academic curriculum in terms of contemporary literature and culture. The approach implemented is both theoretical and practical, so that students are required to process the knowledge and information acquired and apply them to the teaching-learning process, with a special emphasis on the correct use of English in the classroom.</p> <p>The English level required/recommended to understand, develop and assimilate the contents of the subject successfully is a B2 (Common European Framework of Reference for Languages).</p>

III.-Learning outcomes



CG01. Integrar los contenidos curriculares de las materias relativas a la especialización docente correspondiente en las respectivas programaciones didácticas. Emplear el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos para mejorar la calidad docente.

CG03. Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia). Dominar las correspondientes habilidades que permitan su transformación en conocimiento y aplicar dicha información en los procesos de enseñanza y aprendizaje en las materias propias de la especialización que se cursa.

CG04. Implementar el currículo que se vaya a implantar en un centro docente mediante la participación en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas y adaptarlas a la diversidad de los estudiantes.

CG05. 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.

CG06. Dominar estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros. Poder desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza y la iniciativa personal.

CG08. 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; así como desarrollar la acción tutorial y la orientación personal, académica y profesional de un grupo de alumnos.

CE03. Elaborar propuestas basadas en la adquisición de conocimientos, destrezas y aptitudes intelectuales y emocionales.

CE08. Promover acciones de educación emocional, en valores y formación ciudadana. Participar en la definición del proyecto educativo y en las actividades generales del centro atendiendo a criterios de mejora de la calidad, atención a la diversidad, prevención de problemas de aprendizaje y convivencia.

CE09. Relacionar la educación con el medio y comprender la función educadora de la familia y la comunidad, tanto en la adquisición de competencias y aprendizajes como en la educación en el respeto de los derechos y libertades, en la igualdad de derechos y oportunidades entre hombres y mujeres y en la igualdad de trato y no discriminación de las personas con discapacidad.

CE11. Valorar la importancia que posee el nivel formativo y cultural de las materias correspondientes a la especialización, así como a los contenidos que se cursan en las respectivas enseñanzas.

CE12. Dominar la historia y los desarrollos recientes de las materias y sus perspectivas para poder transmitir una visión diacrónica y dinámica de las mismas.

CE14. Manejar y actualizarse en relación con los desarrollos teórico-prácticos de la enseñanza y el aprendizaje de las materias correspondientes.

CE15. Transformar los currículos en programas de actividades y de trabajo.

CE16. Implementar criterios de selección y elaboración de materiales educativos.

CE17. Fomentar un clima en el aula que facilite el aprendizaje y ponga en valor las aportaciones de los estudiantes.

CE24. Mejorar la experiencia de manera progresiva en la planificación, la docencia y la evaluación de las materias correspondientes a la especialización.

CONESP289. English around the World: Geo-Historical Reasons. Colonialism and the British Empire. The spread of English and its varieties.

CONESP290. English around the World: Social, Cultural and Political Reasons. The Industrial Revolution, the World Wars, and the rise of the USA and American culture. English as a global language.

CONESP291. English as an International Language. Defining an international language. Achieving cross-cultural understanding. Teaching English as a lingua franca.

CONESP292. Teaching English through Literature and Culture. Using literature and cultural resources in the English classroom. The importance of teachers' knowledge and beliefs.

HAB1. Capacidad para observar, analizar y valorar el entorno educativo en el que imparte la docencia.

HAB13. Desarrollo de la capacidad de análisis de las diversas metodologías, herramientas, técnicas y estrategias de aprendizaje que el futuro profesor puede incluir en su aula.

HAB16. Capacidad de aplicar las TIC en el aula y fomentar su uso ético y responsable

HAB17. Capacidad de resolución de problemas relativos al contenido de la materia a impartir.

HAB21. Consecución de habilidades comunicativas que le permitan realizar intercambios comunicativos (ya sea mediante comunicación oral u escrita) con su entorno, de manera asertiva y académica, así como resolver conflictos que puedan producirse en el centro por diversas circunstancias.



- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents	
IV.A.-Syllabus	
Units	Contents
Unit 1 –English around the world: geo-historical reasons	The spread of English and its varieties.
Unit 2 –English around the world: social, cultural and political reasons	English as a global language.
Unit 3 –English as an international language	Defining an international language. Achieving cross-cultural understanding. Teaching English as a lingua franca.
Unit 4 –Teaching English through literature and culture	Using literature and cultural resources in the English classroom. The importance of teachers´ knowledge and beliefs

IV.B.-Training activities	
Type	Title
Other activities	OthersTutorías individuales y/o grupales a petición del alumnado.
Lectures	ReadingClases magistrales sobre la historia de la lengua inglesa, sus orígenes y desarrollo como lengua franca, y su impacto en la sociedad y educación actuales.
Theoretical sessions	Unit 1 English around the world: geo-historical reasonsThe spread of English and its varieties.
Theoretical sessions	Unit 2 English around the world: social, cultural and political reasonsEnglish as a global language.
Theoretical sessions	Unit 3 English as an international languageDefining an international language. Achieving cross-cultural understanding. Teaching English as a lingua franca.
Theoretical sessions	Unit 4 Teaching English through literature and cultureUsing literature and cultural resources in the English classroom. The importance of teachers' knowledge and beliefs.
Practical sessions	Practical / resolution of exercisesPrácticas semanales de los temas incluidos en el programa (de carácter individual o en grupo). Preparación de actividades didácticas (en grupo). Resolución de problemas, desarrollo de preguntas, debates, etc.
Other activities	OthersPresentación práctica del trabajo grupal de los alumnos.
Other activities	OthersExamen de los contenidos teóricos de la asignatura.



V.-Student workload	
Theoretical sessions	12
Resolution of exercises, problems, case studies, etc.	6
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	6
Related activities: conferences, seminars, etc.	0
Preparation of theoretical sessions and self-study	15
Preparation of practical tasks, exercises, case studies, projects, etc.	15
Preparation for tests and/or exams	15
Total student workload	75

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 7	Theory and practical classes. The lecture will have a theoretical/practical approach to encourage active student participation. In addition, students will be provided with audio-visual support resources and different materials to work on the contents of each topic. The active participation of the student will be positively valued through the resolution of questions posed and the exposition of doubts, as well as through the completion of a practical task.
Group work	Week 8 to Week 10	Presentation of group work. Students will present and develop relevant onsite English language activities based on literary and cultural resources, applying the didactic contents seen during the course.
Tests and/or exams	Week 10 to Week 11	Exam. Multiple choice test on the theory seen during the course.



Academic tutorials	Week 1 to Week 10	Tutorials. Students will be able to request a tutorial to ask those questions which have not been solved during the lecture sessions, as well as request more specific bibliography and/or any type of information related to the subject.
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VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities



-Assessment methods

-Assessment weighting

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorization of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 40% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment: Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

Description of the tests for assessment and their weights.

• Description of ordinary assessment items:

1. GROUP-WORK PRESENTATIONS: (re-assessable, 50% of the final grade). Minimum mark: 5.0. Elaboration, development and onsite presentation of practical English language activities based on literary and cultural resources.
2. THEORY TEST: (re-assessable, 40% of the final grade) Minimum mark: 5.0. Multiple-choice test on the theoretical contents established in the teaching guide. The test modality will be explained at the beginning of each academic year. Students who obtain a grade lower than 5 out of 10 in the exam will be able to retake the test in the extraordinary session in June.
3. PARTICIPATION AND PRACTICAL ASSIGNMENTS (non-re-assessable, 10% of the final grade). Minimum mark: 5.0. Attendance, participation and completion of practical tasks.

• Description of extraordinary assessment items:

1. GROUP-WORK PRESENTATIONS: (re-assessable, 50% of the final grade). Minimum mark: 5.0. Elaboration, development and onsite presentation of practical English language activities based on literary and cultural resources.
2. THEORY TEST: (re-assessable, 40% of the final grade) Minimum mark: 5.0. Multiple-choice test on the theoretical contents established in the teaching guide. The test modality will be explained at the beginning of each academic year. Students who obtain a grade lower than 5 out of 10 in the exam will be able to retake the test in the extraordinary session in June.

VII.B. Assessment of students with an academic exemption

Student who wish to opt for this assessment will have to get an academic exemption for the subject, which they will have to request from the Dean or Director of the Centre which teaches their course. An academic exemption may be granted where the subjects own characteristics allow for it.

Subject with the possibility of an exemption: Yes

Review of assessment tests

In accordance with the exam appeal regulations of the Universidad Rey Juan Carlos.

Students with a disability or special educational needs

Curricular adaptations for students with a disability or special educational needs will be determined by the Disabled Students Support Department, in accordance with the regulations governing the Disabled Students Support service approved by the Universidad Rey Juan Carlos Council, in order to guarantee equal opportunities, inclusive treatment, universal accessibility and a greater guarantee of academic success.

For this purpose, this Department will have to issue a curricular adaptation report, therefore students with disabilities or special educational needs must contact the Department to analyse the different alternatives together.

VII.E.-Academic behaviour, academic integrity and honesty

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The Universidad Rey Juan Carlos is completely committed to the highest standards of academic integrity and honesty. Therefore, studying at the URJC means you accept and agree to the academic integrity and honesty values described in the University's Code of Ethics. In order to monitor this procedure, the University has Regulations on academic behaviour at the Universidad Rey Juan Carlos and uses different tools (anti-plagiarism, supervision) which provides a collective assurance that these essential values are completely developed.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.

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VIII.-Teaching resources and materials

Basic bibliography

Aikin, H (2008). *New trends in English Teacher Education*. Universidad Castilla- La Mancha. Barbero, J. (2004). *Lengua Inglesa y Sociedad Española: 1970-2000*. Universidad de Salamanca. Burns, A & Coffin, C. (2001). *Analysing English in a Global Context*. Routledge.

Byram, M, Gribkova, B, & Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching*. Strasbourg, France: Council Of Europe Language Policy Division.

Crystal, D. (2003b). *English as a global language*. Cambridge University Press.

Jenkins, J. (2009). *World Englishes: a resource book for students, 2nd Edition*. London, Routledge. Kirkpatrick, A. (2007). *World Englishes*. Cambridge University Press.

Lee Mc Kay, S. (2006). *Teaching English as an International Language*. Oxford University Press. Mc Arthur, T. (2002). *The Oxford Guide To World English*. Oxford University Press.

Pennycook, A. (1994). *The cultural Politics Of English as an International language*. Longman.

Ronowicz, E. & Yallop, C. (eds.) (1999). *English: one language, different cultures*. Cambridge University Press.

Consultation bibliography

IX.-Professors

Name and surname	JONATHAN TEUMA
E-mail address	jonathan.teuma@urjc.es
Department	Filología Extranjera, Traducción e Interpretación
Campus	Fuenlabrada
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	2
Number of sexennia	0
No. of positive evaluations by Docencia	1

