

**TEACHING GUIDE**  
**DIDÁCTICAS DE LA LENGUA INGLESA**

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

**ACADEMIC YEAR 2025-26**

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 **Q2803011B UNIVERSIDAD REY JUAN CARLOS**  
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<b>I.-Subject Identification</b>	
<b>Type</b>	OBLIGATORIA
<b>Teaching period</b>	1 course, annual
<b>Nº of credits</b>	9
<b>Language in wich the subject is taught</b>	English

<b>II.-Presentation</b>
<p>The subject Didactics of the English Language offers a set of concepts and materials to train future secondary school, Vocational Training, Schools of Languages teachers in the knowledge and use of the techniques and strategies necessary for the teaching of the English language. It will offer the students the knowledge, techniques and resources that will allow them to effectively face the teaching-learning process of English in the secondary classroom, develop active participation and a sense of responsibility in the teaching-learning process. In-depth knowledge of the different language teaching methodologies, as well as current trends in foreign language teaching is essential, as they are elements that will greatly contribute to the students' learning process. The contents of the subject are presented in a theoretical / practical way highlighting, not so much on the acquisition of only conceptual knowledge, but on training future teachers, through the design of lesson plans to perform different tasks to teach the English language. Likewise, other fundamental topics, such as the role of the teacher, the autonomy of the student and other key aspects within the teaching-learning process will be addressed.</p>

<b>III.-Learning outcomes</b>
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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.

CG02. 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 estudiantes, así como a la orientación de estos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

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.

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.

CE19. Manejar las estrategias y técnicas de evaluación más adecuadas en su especialidad y entender la evaluación como un instrumento de regulación y estímulo al esfuerzo.

CE23. Dominar y aplicar metodologías y técnicas básicas de investigación y evaluación educativas y ser capaz de diseñar y desarrollar proyectos de investigación, innovación y evaluación.

CONGEN34. La didáctica en la Enseñanza Secundaria.

CONGEN35. Elementos básicos de la acción didáctica: la programación, las actividades de enseñanza y aprendizaje y la evaluación.

CONGEN36. Estrategias metodológicas y actividades de enseñanza-aprendizaje

CONGEN37. Instrumentos de evaluación

HAB3. Capacidad para realizar un estudio de las características del alumnado con el que trabaja, así como la capacidad de realizar un análisis de necesidades pormenorizado del entorno del centro que le permita mejorar su práctica diaria.

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

HAB2. Capacidad lógica para analizar la realidad que le rodea y poder desarrollar una toma de decisiones adecuada tanto para sus alumnos, como para el centro docente donde ejerce la profesión.

CONESP43. La elaboración de unidades didácticas de la Lengua Inglesa

CONESP44. Las técnicas didácticas empleadas en la didáctica de la Lengua Inglesa

CONESP45. Recursos didácticos y herramientas TIC aplicadas a la didáctica de la Lengua Inglesa

HAB4. Destreza para extraer conclusiones sobre su práctica docente con la finalidad de poder realizar mejoras a futuro.

HAB6. Capacidad para desarrollar la creatividad en diversos planos de actuación: creación de unidades didácticas, materiales y sistemas de evaluación, así como en la resolución de conflictos dentro del aula.

HAB8. Habilidad de adaptarse a situaciones educativas cambiantes y a las diferentes situaciones del aula y el alumnado

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.

HAB14. Capacidad para evaluar a su alumnado mediante una evaluación continua, equitativa y justa.

HAB15. Capacidad de análisis de la bibliografía académica y/o científica de las materias en las que se está habilitando para ejercer la docencia.

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.

- 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.



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**IV.-Contents**

**IV.A.-Syllabus**

**1st TERM**

**MARÍA JOSÉ LUELMO DEL CASTILLO**

**Thematic Units**

**Topics**

**I.- El currículo de Inglés en Educación Secundaria**

**Unit 1:** La programación anual (PGA); lesson plans and assessment in the esl class.

The curriculum and its application in the anual classroom planning.  
Evaluation and assessment: concept, range and techniques.

**II. Introduction to Active Learning Methodologies in the ESL class**

**Unit 2:** Cooperative learning  
**Unit 3:** Project Based learning.  
**Unit 4:** Problem Based learning  
**Unit 5:** Flipped classroom  
**Unit 6:** Gamification

Definition of each methodology. Origins. Characteristics. Examples. Benefits and challenges.

**1st TERM**

**PROF. MARÍA TERESA FRAILE CALVIÑO/NURIA GARCÍA MANZANARES**

**Thematic units**

**Topics**

**I.- History of English Language Teaching**

**Unit 1:** History of English Language Teaching: Principles and Methodology

Introduction to the history of English Language Teaching. General aspects of the different methodologies and approaches, as well as the most outstanding methodological principles in the learning of a second language will be analysed and studied.

**II. The Practice of English Language Teaching. How to develop the different communication skills.**

**Unit 2:** Productive and Receptive Skills

Theoretical and practical aspects of the teaching and integration of productive and receptive skills in the L2 classroom

**Unit 3:** Effective Grammar Teaching

Grammar teaching as a tool to achieve communicative competence in the foreign language classroom. Theoretical and practical criteria

**Unit 4:** Vocabulary Instruction

Theoretical and practical principles for enhancing vocabulary instruction in the L2 classroom.

**Unit 5:** Error Correction in the classroom

Errors as a natural part of the L2 learning process. Different error correction models in the classroom of English as a second language. The use of Artificial Intelligence.



<b>2nd TERM</b>	<b>PROF. ANDREA MARTÍNEZ CELIS</b>	
<b>Thematic units</b>	<b>Topics</b>	
<b>I. Conceptualising Intercultural Competence and Intercultural Communication</b>	<b>Unit 1:</b> Intercultural Competence	Defining the concept of culture throughout history, and the role of stereotypes. Exploring the phenomenon of intercultural competence and its different models.
	<b>Unit 2:</b> Developing Intercultural Competence	The Process Model of Intercultural Competence, and the UNESCO Story Circle methodology.
	<b>Unit 3:</b> Cultural Dimensions	The Silent Language, and the Cultural Dimensions theory.
	<b>Unit 4:</b> Assessing Intercultural Competence	Tools for assessing intercultural and global competence.
<b>II. Application of Intercultural Competence and Intercultural Communication to English Teaching and Learning</b>	<b>Unit 5:</b> Intercultural Competence in the English Classroom	World Englishes, and English Language Teaching in the "Post-Method" Era.
	<b>Unit 6:</b> Intercultural pragmatics	Pragmatic Failure, Politeness Theory, and Gricean Maxims.
	<b>Unit 7:</b> Managing Rapport across Cultures	Rapport Management, Nonverbal Communication across cultures, and Communication/Speech Accommodation Theory.

<b>IV.B.-Training activities</b>	
<b>Type</b>	<b>Title</b>
Resolution of exercises, problems, case studies	A wide variety of practical class activities focusing on a specific or several aspects on the subject content to be applied to the secondary education curriculum
Oral presentations	Class group oral presentations dealing with topics. related to the content specified in this guide.
Group work	Group projects carried out during the sessions and out of class
Individual work	Elaboration of an individual written project to be submitted at a specified time through the Virtual classroom.
Theoretical sessions	Attendance to theoretical lectures

Lectures	Critical reading of press articles, reports, manuals and / or academic articles for class discussion to consolidate assimilation of knowledge.
Other activities	Students' autonomous work

V.-Student workload	
Theoretical sessions	56
Resolution of exercises, problems, case studies, etc.	10
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	6
Related activities: conferences, seminars, etc.	12
Preparation of theoretical sessions and self-study	70
Preparation of practical tasks, exercises, case studies, projects, etc.	30
Preparation for tests and/or exams	35
<b>Total student workload</b>	<b>225</b>

VI.-Methodology and academic programme		
Type	Period	Content
Practical sessions	Week 2 to Week 1	Practical activities related to the content studied in previous lectures, as well as discussion and debate on documents, articles, news, manuals, and the audiovisual support provided to the students through the virtual classroom
Group work	Week 4 to Week 7	Students will carry out a group work on a topic selected from the subject content.
Group work	Week 7 to Week 8	Students will carry out a group work on a topic selected from the subject content.
Individual work	Week 3 to Week 10	Students will carry out an individual project whose theme fits one of the topics established in the teaching guide.
Theoretical sessions	Week 1 to Week 10	Theoretical-practical lectures to encourage active student participation. The teacher will explain the main contents of each topic, present practical activities, answer the questions asked, give directions on how to find additional information and promote open, critical and constructive debate.



Academic tutorials	Week 1 to Week 10	Tutorials where students will be able to ask those questions that have not been solved during the lecture sessions, as well as request a 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

The assessment system is the following:

**Prof. MARÍA JOSÉ LUELMO DEL CASTILLO :**

**Group works: Weight: 30%** ( re- assessable)

**Practices: Weight: 30%: Oral presentation (20%)** non-reassessable; **Written part (10%)** non- reassessable.

**Written test : Minimum mark: 5.0. Weight: 40% (re-assessable)** Written test format: Multiple choice and/or short questions and/or case study questions. 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 take a reevaluation test in the extraordinary session in June.

**Prof. MARÍA TERESA FRAILE CALVIÑO/NURIA GARCÍA MANZANARES:**

**Group work: Weight: 30%** ( re- assessable)

**Practices: Weight: 30%; Oral presentation (15% )** non-reassessable; **Written part (15%)** non-reassessable.

**Written test : Minimum mark: 5.0. Weight: 40% (re-assessable)** Written test format: Multiple choice and/or short answer questions ad/or case study. 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 take a reevaluation test in the extraordinary session in June.

**Prof. ANDREA MARTÍNEZ CELIS:**

**Group work: Weight: 30%** (re- assessable) •

**Practices: Weight: 30%** Oral presentation ( non-reassessable)

**Written test : Minimum mark: 5.0. Weight: 40%** (re-assessable) Written test format: 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 take a reevaluation test in the extraordinary session in June. •Each teacher will sit their exam in the corresponding term.

### 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](mailto: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.



**VIII.-Teaching resources and materials**

**Basic bibliography**

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**Consultation bibliography**

- Eckerth, J., & Siekmann, S. (2008). *Task-based language learning and teaching: Theoretical, methodological and pedagogical perspectives*. Peter Lang.
- Kyriacou, C. (2007). *Essential teaching skills*. Nelson Thornes.
- Murillo García, J. L. (2020). *Metodologías activas. Recursos para el aula: Qué podemos hacer en el cole sin libros de texto, exámenes ni notas*. Independently Published.
- Spencer-Oatey, H. (2005). *Rapport management theory and culture*. *Intercultural Pragmatics*, 2(3), 335–346.  
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- Zamborlin, C. (2007). *Going beyond pragmatic failures: Dissonance in intercultural communication*. *Intercultural Pragmatics*, 4(1), 21–50. <https://doi.org/10.1515/IP.2007.002>

**IX.-Professors**

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<b>Campus</b>	Fuenlabrada

<b>Category</b>	Profesor/a Ayudante Doctor/a
<b>Academic degree</b>	Doctor
<b>Person responsible for the subject</b>	No
<b>Tutorial timetable</b>	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
<b>Number of quinquennia</b>	1
<b>Number of sexennia</b>	0
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<b>Academic degree</b>	Doctor
<b>Person responsible for the subject</b>	Yes
<b>Tutorial timetable</b>	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
<b>Number of quinquennia</b>	4
<b>Number of sexennia</b>	1
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<b>Academic degree</b>	Doctor
<b>Person responsible for the subject</b>	No
<b>Tutorial timetable</b>	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico



<b>Number of quinquennia</b>	1
<b>Number of sexennia</b>	0
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	Fuenlabrada
<b>Category</b>	
	Titular de Universidad interino
<b>Academic degree</b>	
	Doctor
<b>Person responsible for the subject</b>	
	No
<b>Tutorial timetable</b>	
	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
<b>Number of quinquennia</b>	3
<b>Number of sexennia</b>	0
<b>No. of positive evaluations by Docentia</b>	3

