



## English Teaching Training Programme (Secondary Education)

<b>FIRST YEAR</b>
<b>Pedagogy</b>
This subject introduces students to the critical analysis of education as a complex phenomenon, integrating theory and practice to substantiate their pedagogical decisions. It explores the impact of current conditions on education and provides theoretical frameworks to foster debate about its role in society, linking theory and practice within its historical context.
<b>Curriculum and Teaching Theory</b>
This subject studies teaching as a social science, emphasising on the fact that not all teaching methods are equally effective, and not all influences are educational. Didactics supports teachers in making pedagogical decisions and in planning instruction, preparing future educators to address teaching challenges with a well-founded approach. The subject aims to make students understand didactic concepts, express themselves clearly, and work responsibly, enabling them to apply this knowledge in their future teaching practice.
<b>Educational Psychology (1st semester)</b>
The subject of study is the learner, approached from psychological, philosophical, and social perspectives in order to achieve a comprehensive understanding of the learning process in both its personal and sociocultural dimensions. Through a broad theoretical framework, future teachers are expected to develop a critical and engaged perspective that goes beyond simplistic interpretations of learning.
<b>Secondary School Students' Psychology and Culture (2nd semester)</b>
This subject seeks to provide future teachers with a comprehensive framework for understanding students' physiological, psychological, and sociocultural characteristics, thereby adapting their educational approach. It will address aspects of emotional, cognitive, and cultural development, enabling teachers to promote learning, manage conflict, and encourage students' critical thinking. Additionally, the subject aims to develop committed and critical educators within their specific teaching contexts.
<b>English Language I</b>
The teaching of English aims to foster meaningful learning, focusing on students' knowledge construction and the integration of a new culture. Social interaction is promoted as essential for linguistic development, progressing from practical uses to more complex forms. Linguistic proficiency will include coherence, cohesion, and grammatical accuracy, promoting both cognitive and communicative development.
<b>English Grammar I</b>
This subject introduces the language sciences, focusing on the morphological and syntactic processes of English. It aims to foster meaningful learning by making the content relevant and connecting it to students' prior knowledge. Grammar is taught as a language organization system, first as something intuitively and then systematically.
<b>Phonology and Diction I</b>
Learning a foreign language involves mastering sound production and intonation, which are essential for accurate diction and effective communication. Emphasis will be placed on practising models, analysing sounds, and using them appropriately in context, with the aim of enhancing the communicative effectiveness of the student.
<b>Social Studies I</b>
This subject provides access to English-speaking cultures and offers a different perspective on the world, shaping a critical individual capable of understanding and sharing both the language and the culture of English-speaking peoples, as well as analysing the differences and similarities with our own country.
<b>Teaching Practicum: Teaching Workshop I</b>
This subject seeks to make students understand the complexity of educational practice, combining theory and, especially, practice. It allows students to engage with the reality of the school setting,



addressing the subjective and historical formation of the educational task, and promoting a dialectical relationship between theory and practice through teaching experiences.

## **SECOND YEAR**

### **Argentine History and Political Education (1st semester)**

This subject analyses the historical evolution of Argentina's educational policy, its connection with the state, and its impact on educational institutions. The aim is to make future educators understand the system as a historical process that generates change, and act critically in their professional practice. The approach includes the transformations of the educational system from colonisation to the present day.

### **Organizational and Institutional Management (2nd semester)**

This subject focuses on the analysis of educational institutions, critically evaluating educational policies and school structures. The aim is to recognise the influence of institutional life on the development of subjectivities, providing conceptual tools to understand how these institutions organise knowledge and learning.

### **Psycholinguistics**

This discipline studies the complexity of the comprehension and production of language. It allows the analysis of human mental processes, using speech and language as tools to understand the structure of the mind. In the past fifty years, it has emerged as a key field of research, providing answers about how the human mind is organised and functions through language.

### **English Language II**

The teaching of English aims to develop communicative competence through strategies that integrate what is learned with the real-world context. It promotes interaction, autonomous learning, and mutual respect, using literature and cultural resources. Additionally, there is an asynchronous period dedicated to online learning and self-study.

### **Phonology and Diction II**

This subject deepens the study of English intonation, tone, and rhythm, examining their communicative functions and contextual use. Emphasis will be placed on the analysis and production of these prosodic features to enhance students' fluency, confidence, accuracy, and expressive competence.

### **Social Studies II**

This subject, taught in English, explores the historical traditions of the Anglo-Saxon peoples, their evolution, and the political, socioeconomic, and cultural processes that have shaped the Western world. The aim is to understand their characteristics and impact on the present, focusing on key events of the 19th century to contextualise the 20th century.

### **English Grammar II**

The functional approach to grammar, based on Michael Halliday's theory, focuses on how language expresses meaning according to communicative purposes. Students learn to organise and express ideas coherently, seeing grammar as a system of choices that shape meaning.

### **English Literature I**

This subject approaches literature as a cultural phenomenon that enriches our understanding of reality, viewing it not merely as information but as a communicative and aesthetic experience. The analysis integrates linguistic aspects with their moral, philosophical, and social dimensions, fostering critical reflection and genuine appreciation of literary art.

### **Teaching Practicum: Teaching Workshop II**

The approach is based on the reflective model, in which knowledge is integrated with practice and ongoing self-evaluation to develop professional competence. The aim is to train critical and effective educators who can adapt to new roles and educational contexts, fostering reflection to generate new teaching strategies.

## **THIRD YEAR**

### **Philosophy (1st semester)**

The subject of Philosophy for teachers seeks to promote critical thinking through the study of Western philosophy. It focuses on the anthropological, gnoseological, and metaphysical foundations of the human being, promoting debate and reflection on education and thought. In addition, it addresses



philosophical problems in dialogue with other disciplines, such as art, to show that human issues transcend philosophy and manifest themselves in various forms of expression.

## **Professional Ethics (2nd semester)**

This subject explores philosophy as a non-systematic field that rejects definitive causes and focuses on constant change. The student is expected to reflect critically on philosophical concerns, developing argumentative skills. In addition, topics are approached from an intertextual perspective, connecting philosophy with other forms of thought, such as art, to illustrate the universality of human issues.

## **English Language III**

This subject is essential for the training of teachers and translators, focusing on language skills and autonomous learning. It fosters critical thinking and communicative competence, providing tools to teach and translate effectively.

## **Phonology and Diction III**

This subject provides further information on the study of English intonation, tone, and rhythm, examining their communicative functions and contextual use. Emphasis will be placed on the analysis and production of these prosodic features to enhance students' fluency, confidence, accuracy, and expressive competence.

## **English Literature II**

This subject seeks to develop cultural awareness and critical reading skills through the study of the literature and culture of the 19th and 20th centuries. Topics such as the social role of literature, neoclassicism, romantic subjectivity, the Gothic, Victorian poetry, and the Jazz Era are addressed.

## **Discourse Linguistics**

This discipline studies natural languages and their manifestations. Given the complexity of language, linguistics is multidisciplinary, with diverse paradigms and theoretical approaches. The future professional must develop a reflective linguistic awareness to deepen the theoretical analysis of this area.

## **Teaching and Learning Process I (in English)**

This subject focuses on teaching English as a foreign language, distinguishing between the teaching and learning processes. It analyses the context and interdependent factors, and seeks to develop the ability to reflect on theory and practice. Active participation and student motivation are key to learning.

## **Teaching and Learning Process II (in Secondary Education)**

This subject is understood not as a set of fixed methods, but as a research field that informs and supports teaching practice, distinct from both methodology and psychology. The teacher is conceived as a facilitator who guides learning processes, adapts the lessons to students' needs, and promotes their overall personal and intellectual development rather than just a transmitter of knowledge.

## **Institutionally Defined Space**

This curricular unit complements the historical and cultural contents, highlighting the importance of a solid cultural awareness in foreign language teachers. Within this framework, the study of musical theatre, which combines music, songs, dialogues, and dance, provides insight into historical events, literature, and human experience, fostering empathy and tolerance. Students will analyse plays based on literature and historical facts, appreciating their aesthetic beauty and the context that surrounds them, supported by a theoretical framework that covers various social, political and cultural aspects.

## **Teaching Practicum: Teaching Workshop III**

It provides an in-depth analysis of the lessons and the participants involved in the educational process. Through observations, students link theory with practice, reflecting on teaching and questioning educational practice. The aim is to prepare the students to face the challenges of teaching after their observations.

## **FOURTH YEAR**

### **English Language IV**

The teaching of English should promote meaningful learning, with students actively involved in constructing their own knowledge. It focuses on social interaction, which facilitates linguistic and cognitive development, and starts from the most immediate uses of the language, introducing more complex forms. The proposal emphasises linguistic appropriacy, coherence, cohesion and grammatical correctness.

### **Phonology and Diction IV**

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This subject builds upon the knowledge acquired in previous years, focusing on the study of English dialects from around the world and their phonetic and phonological features. It also introduces a contrastive analysis with Spanish phonetics, aimed at identifying and understanding the most common pronunciation difficulties faced by learners of English.

## **English Literature III**

The objective of this subject is to provide future teachers with a theoretical framework and tools to analyse cultural phenomena, artistic expressions and literary theories of the 20th and 21st centuries. The aim is to develop a critical understanding of the present, the writer's task and language. Through an approach based on otherness and identity, students learn to analyse literary texts from diverse perspectives, such as tradition and rupture in literature, minority literature, and the deconstruction of traditional narratives.

## **Institutionally Defined Space**

This curricular unit seeks to train reflective and critical foreign language teachers, using theoretical and methodological tools from the discipline History. It focuses on linking knowledge of art and literature, reviewing them and reflecting on them in terms of teaching. Through collaborative work and dialogue, students are motivated to design plans that delve deeper into the proposed topics. The objective is to train autonomous teachers committed to social reality, developing a critical reflection that allows transforming teaching and questioning the educational experience.

## **Elective Subject (1st semester)**

- Teaching assistance; - Educational Technology.

## **Elective Subject (for Secondary Education) (2nd semester)**

- English History 18th and 19th centuries; - Intercultural practice.

## **Teaching Practicum: Integration and Synthesis Seminar (2nd semester)**

This seminar promotes the integration of new knowledge with the experiences of future teachers, focusing on analysis and reflection on teaching and learning processes. Student responsibility in learning, the use of diverse sources, and the practice of research are encouraged. There will be group and individual work, with a mandatory schedule for progress and final dissertation.

## **Teaching Practicum: Teaching Workshop IV (2nd semester)**

Teacher education follows three models: technical-practical, applied science and reflective. Our proposal is reflective, combining knowledge, practice, and reflection to develop professional competence. Teaching practice is a continuous and dynamic process that goes beyond the classroom. The objective is to train critical and effective teachers, ensuring the integration of theories and practices to enhance teaching quality.