



## Teaching Guide

Identifying Data					2015/16
<b>Subject (*)</b>	Contidos no ensino-aprendizaxe dunha lingua estranxeira	<b>Code</b>	652609911		
<b>Study programme</b>	7 Mestrado Universitario en Profesorado de Educación Secundaria: Linguas Extranxeiras				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	Yearly	First	Obligatoria	4	
<b>Language</b>	English				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Filoloxía Inglesa				
<b>Coordinador</b>	Barros Grela, Eduardo	<b>E-mail</b>	eduardo.barros@udc.es		
<b>Lecturers</b>	Barros Grela, Eduardo	<b>E-mail</b>	eduardo.barros@udc.es		
<b>Web</b>	campusvirtual.udc.es/moodle/				
<b>General description</b>	This course focuses on the study and assessment of the contents of English subjects in Secondary Education.				

## Study programme competences / results

Code	Study programme competences / results
A1	(CE-G1)Coñecer as características dos estudantes, os seus contextos sociais e motivacións
A2	(CE-G2)Comprender o desenvolvemento da personalidade destes estudantes e as posibles disfuncións que afectan á aprendizaxe.
A3	(CE-G3)Elaborar propostas baseadas na adquisición de coñecementos, destrezas e aptitudes intelectuais e emocionais.
A4	(CE-G4)Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes
A5	(CE-G5)Coñecer os procesos de interacción e comunicación no aula e no centro, abordar e resolver posibles problemas
A16	(CE-E2)Coñecer os contidos que se cursan nos respectivos ensinós.
A18	(CE-E4)Coñecer contextos e situacións en que se usan ou aplican os diversos contidos curriculares
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

## Learning outcomes

Learning outcomes	Study programme competences / results	
Analizar a adecuación dos contidos en linguas estranxeiras (inglés).	AJ1	CC2
	AJ2	CC3
	AJ3	CC4
	AJ4	CC5
	AJ5	CC6
	AJ16	CC7
	AJ18	CC8



Coñecer os contidos relevantes na especialidade de LEs.	AJ1	CC2
	AJ2	CC3
	AJ3	CC4
	AJ4	CC5
	AJ5	CC6
	AJ16	CC7
	AJ18	CC8

Contents	
Topic	Sub-topic
Contents from the curricula in Foreign Language Teaching.	<ul style="list-style-type: none"> <li>- Topics from the official list of subjects in the foreign languages public examinations.</li> <li>- Oral and written performance and practice.</li> </ul>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Directed discussion	A1 A2 A4 A5	3	26	29
Oral presentation	A3 A16 A18 C2 C3	4	40	44
Long answer / essay questions	C2 C6	1	20	21
Guest lecture / keynote speech	A3 A4 A16 C4 C5 C6 C7 C8	2	2	4
Personalized attention		2	0	2

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Directed discussion	Discussion and assessment of subjects and student presentations.
Oral presentation	Each student will deliver at least one oral presentation on one topic of their choice from the official list of subjects for the public examination in Foreign Language teaching. Professors will explain in detail the strategies and dynamics to deliver a successful presentation, including content development and organization, and also the specific mechanics of a presentation: organization, coherence, language proficiency, and body language among many other aspects).
Long answer / essay questions	Every student will write an essay in the official exam date about one topic from the official list of subjects (it should be a different topic from those presented in class).
Guest lecture / keynote speech	Professors will discuss the different topics and presentations, and might be able to invite a keynote speaker to discuss relevant topics with students.

Personalized attention	
Methodologies	Description
Directed discussion	After each presentation, the professor will open a debate to the class in order to analyze its organization, development and accuracy. Each student will receive input from fellow students and professors about his or her performance.
Oral presentation	

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Directed discussion	A1 A2 A4 A5	Students are required to participate at all times and to maintain a critical attitude towards topics and presentations.	20



Oral presentation	A3 A16 A18 C2 C3	Contents and performance will be assessed on a qualitative basis, paying particular attention to aspects of organization, coherence, delivery, language proficiency, and body language among other aspects.	50
Long answer / essay questions	C2 C6	Final exam. The professor will look at parameters of written expression and coherence.	30

### Assessment comments

### Sources of information

<b>Basic</b>	Council of Europe (2001). The Common European Framework of Reference for Languages . Cambridge: CUP. Dinçay, T. (2010). A Quick Chronological Review of the ELT Methods along with their Techniques and principles: Choosing Eclecticism from along Language Teaching Methods. Ocak-Subal-Mart,147. Ankara University: Dil Dergisi. Maicusi, T., Maicusi, P. & Carrillo López, M.J. (1999-200). The Error in the Second Language Acquisition. Encuentro. Revista de investigación e innovación en la clase de idiomas, 11, pp.168-173. McLaughlin, B. (1987). Theories of second-language learning . London: Arnold. Mitchell, R. & Myles, F. (1998). Second language learning theories . London: Arnold. Richards, J.C. & Rodgers, T.S. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press. Sánchez-Reyes, S. (2011). The Common European Framework of Reference. In House, S. (coord.), Ingles Complementos de formación disciplinar. Theory and Practice in English Language Teaching. Vol.9, ( pp.85-100). Barcelona: Grao
<b>Complementary</b>	

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.