



Teaching Guide

Identifying Data					2019/20
Subject (*)	Research and Innovation in the Didactics of Foreign Language and their Literatures (English/French)		Code	652534013	
Study programme	Mestrado Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil e Primaria				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Optional	3	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas Específicas Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador	Couto Cantero, Pilar	E-mail	pilar.couto@udc.es		
Lecturers	Couto Cantero, Pilar	E-mail	pilar.couto@udc.es		
Web					
General description					

Study programme competences / results

Code	Study programme competences / results
A4	E4 - Desenvolver a competencia lingüística en lingua estranxeira orientada cara á docencia nas áreas específicas.
A10	E10 - Coñecer os fundamentos teóricos que sustentan a investigación e innovación no ámbito das Didácticas Específicas.
A12	E12 - Identificar as principais liñas de investigación e innovación e a súa evolución nas Didácticas Específicas.
A13	E13 - Analizar e valorar criticamente investigacións e proxectos de innovación en ámbitos disciplinares específicos.
A14	E14 - Coñecer diferentes tipos de metodoloxía que se empregan na investigación educativa considerando a súa pertinencia para a resolución de problemas concretos.
A15	E15 - Identificar criterios de calidade e control tanto na investigación como na práctica docente, fomentando o espírito crítico, reflexivo e innovador.
A16	E16 - Diseñar, xustificar, organizar e avaliar propostas para a investigación e a innovación no ámbito das Didácticas Específicas.
A17	E17 - Seleccionar, adaptar e aplicar materiais e recursos TIC e doutra índole, para mellorar o ensino e aprendizaxe dos diferentes ámbitos disciplinares.
B1	CB6 - Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, a miúdo nun contexto de investigación.
B4	CB9 - Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B7	G2 - Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
B8	G3 - 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.
B11	G6 - Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
B13	G8 - Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
C1	T1 - Capacidade de análise e síntese.
C3	T3 - Traballar de forma autónoma e con iniciativa.
C6	T6 - Capacidade de innovar (creatividade) dentro de contextos educativos escolares e non escolares.
C9	T9 - Incorporar as TIC no proceso de investigación e a xestión da información, a análise de datos e a difusión e comunicación de resultados.

Learning outcomes

Learning outcomes	Study programme competences / results



Value the importance of the innovation and research as strategies to improve the educational quality in the area of Teaching and Learning Foreign Languages and Cultures.	AC12	BC13	CC1 CC3
Develop the key aspects of the initial teacher training for teachers of Foreign Languages and Cultures.	AC10 AC12 AC17	BC8 BC13	CC3 CC9
Analyse with constructive criticism the curriculum of Teaching and Learning Foreign Languages and Cultures, the teaching practices and the ordinary didactic materials.	AC13 AC15 AC17	BC1 BC7	CC1 CC3
Prepare, plan and implement (if possible) proposals of research and educational innovation in school and out-school contexts in the area object of study.	AC4 AC14 AC15 AC16	BC1 BC4 BC8 BC11	CC1 CC3 CC6

Contents	
Topic	Sub-topic
I. RESEARCH IN LINGUISTIC & LITERARY EDUCATION IN FL.	1. Concepts, characteristics and paradigms. 2. Main lines and fields of research.
II. INNOVATION FOR THE IMPROVEMENT OF THE EDUCATIONAL PROCESS IN LINGUISTIC & LITERARY EDUCATION IN FL.	3. Fundamental concepts in educational innovation. 4. Models and trends. 5. Analysis of effective practices. 6. Design of tools and resources for innovation.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A4 B1 B13	20	10	30
Document analysis	A10 A12 A13 A15	0	10	10
Student portfolio	A4 A16 A17	0	5	5
Research (Research project)	A14 B11 C6	7	15	22
Oral presentation	B4 B7 B8 C1 C3 C9	2	5	7
Personalized attention		1	0	1

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

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	.
Document analysis	.
Student portfolio	.
Research (Research project)	.
Oral presentation	.

Personalized attention	
Methodologies	Description
Research (Research project) Student portfolio	Some projects or tasks imply specific observation and guiding so personal attention is required.



Assessment

Methodologies	Competencies / Results	Description	Qualification
Research (Research project)	A14 B11 C6	.	45
Student portfolio	A4 A16 A17	.	20
Oral presentation	B4 B7 B8 C1 C3 C9	.	35

Assessment comments

Regular attendance assessment

items.

- I.1. Student

portfolio. 20.

- I.2. Project or

Research. 45.

- I.3. Oral

presentation. 35.

Non regular attendance assessment items. (If applicable).

Non regular attendance

students (if applicable) will be assessed with an extra item of assessment fixed on the official calendar.

- I.1. Student

portfolio. 10.

- I.2. Project or

Research. 45.

- I.3. Oral

presentation. 20.

- I.4. Mixed Test. 25.

All items are

compulsory. A failing grade means that all items must be repeated for the next opportunity.

Sources of information



<p>Basic</p>	<p>CASANOVA FUENTES, Andrea (2012): ?Estrategias metodológicas para la enseñanza del inglés como lengua extranjera: La dramatización de textos en el aula?. TFM del Máster Oficial en Innovación, Orientación y Evaluación Educativa Facultad Ciencias de la Educación. UDC. Dirigido por: Pilar Couto Cantero y Mercedes González Sanmamed. COUTO-CANTERO, Pilar & FERNÁNDEZ MACEIRAS, Tanya (2011): ?Implementing and Supporting Drama in the EFL Early Childhood Classroom through Storybooks ? A Classroom Action-Research in a Bilingual School in Spain? in Proceedings of the 3rd Paris International Conference on Education, Economy and Society, TCHIBOZO, G., Ed. Strasbourg (France), Analytrics155-162.En http://analytrics.org/Documents/Actes%20-%20Proceedings%202011.pdf 30 de junio de 2011. COUTO-CANTERO, Pilar (2011), ?Teaching and Learning EFL through PBL?, Sociology Study, September 2011, Volume 1, Number 4, 272-281. DODSON, Sarah. L. (2000): FAQs: Learning languages through drama. Texas Papers in Foreign Language Education, 5(1), 129-141. DÍAZ CORRALEJO, Joaquín (2002): ?Reflexiones sobre la Didáctica de la enseñanza/aprendizaje de la Lengua y la Literatura? en ARBOR CLXXIII, 681, septiembre, 129-152. EL-NADY, M. (2000): Drama as a teaching technique in the Second Language classroom, Dialog on Language Instruction, 14(1, 2), 41-48. FERRER, Carolina, ALGÁS, Pilar, y MARTOS, Juan M. (2007): ?Valoramos el trabajo por proyectos?, Aula de Innovación Educativa, 166, 71-75. FRIED-BOOTH, Diana (1997): Project work. (8th Ed.) Oxford, Oxford University Press. FURMAN, Lou (2000): ?In Support of Drama in Early Childhood Education, Again?, Early Childhood Education Journal, Vol. 27, Nº 3, 2000. GÓMEZ MENDOZA, Miguel A. (2005): ?La transposición didáctica: historia de un concepto? en Revista Latinoamericana de Estudios Educativos, Volumen 1, Julio - Diciembre, 83-115. HEARN, Izabella y GARCÉS Antonio (coords.) (2003): Didáctica del Inglés para Primaria, Madrid, Pearson Educación. HERRERO FIGUEROA, Araceli (2000): "Los estudios de Literatura Infantil en la Diplomatura de Maestro. Un ejemplo de transposición didáctica?, Literatura Infantil y Juvenil. Tendencias actuales en investigación, Servicio de Publicaciones de la Universidad de Vigo, 59-67. KERMAN, Gertrude L. (1961): Plays and Creative Ways with Children, New York, Harvey House. LIU, J. (2002): Process drama in second-and foreign-language classrooms. In Gerd Bräuer (Ed.), Body and language. Intercultural learning through drama (pp. 51-70), Westport, Connecticut & London: Ablex Publishing. MALEY, A. & DUFF, A. (1978): Drama Techniques in Language Learning. Cambridge, Cambridge University Press. MENDOZA FILLOLA, Antonio (Coord.) (1998): Conceptos Clave en Didáctica de la Lengua y la Literatura, Barcelona, SEDLL - ICE- Horsori. NUSSBAUM, Lucy y BERNAUS, Mercedes (2001): Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria, Madrid, Síntesis. MOSS, Donna (1998): Project-based learning and assessment: A resource manual for teachers, Arlington, VA, The Arlington Education and Employment Program (REEP). PÉREZ VALVERDE, Cristina (2002): ?Theatre in Education (TIE) in the Context of Educational Drama?, Lenguaje y Textos, 20, 7-20. RICHARDS, Jack and RODGERS, Theodore (1986): Approaches and Methods in Language Teaching, Cambridge, Cambridge University Press. RODRÍGUEZ LÓPEZ-VÁZQUEZ, Alfredo (1997): ?Elementos didácticos del teatro? en Didáctica de la Lengua y la Literatura para una sociedad plurilingüe del siglo XXI, CANTERO, F. J., MENDOZA, A. y ROMEA C. (Eds.): Barcelona, Publicaciones de la Universidad de Barcelona, 401-404. RUIZ BIKANDI, Uri (ed.) (2000): Didáctica de la segunda lengua en educación infantil y primaria, Madrid, Síntesis. TEJERINA, Isabel (1994): Dramatización y teatro infantil. Dimensiones psicopedagógicas y expresivas, Madrid: Siglo XXI. - - - (2000): "La literatura dramática infantil. Luces y sombras", ADE Teatro. Revista de la Asociación de Directores de Escena de España, 80; pp. 102-107. TRUJILLO SÁEZ, Fernando (2012): ?Enseñanza basada en proyectos: una propuesta eficaz para el aprendizaje y el desarrollo de las competencias básicas?, Eufonía - Didáctica de la Educación Musical, 2012, num. 55, 7-15. VEZ JEREMÍAS, José M. y MONTERO MESA, Luis (1993): Las Didácticas Específicas en la formación del profesorado, (2 vols.), Santiago, Tórculo. WESTBROOK, Robert (1991): John Dewey and American democracy, Ithaca, Cornell University Press.</p>
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Complementary	<p>Buck Institute of EducationPBL Explainedhttp://bie.org/objects/cat/videosProject-Based Learning for Adult English Language LearnersDonna Moss, Arlington (VA) Education and Employment Program (REEP)http://www.cal.org/caela/esl_resources/digests/ProjBase.htmlProject Work to promote English Language Learning<i>Submitted by Rama Meganathan on 17 March, 2011 - 02:57</i>http://www.teachingenglish.org.uk/blogs/rama-meganathan/project-work-promote-english-language-learningProjectshttp://www.ehow.com/way_5786725_high-school-english-projects.htmlE Pals Global Communityhttp://www.epals.com/#!/global-community/video informativo http://www.epals.com/host-project.php#commoncore=0&p=1&project_type=0&search_text=AllEnglish LLChttp://www.allenglish.org/index.html13 personal Projects Ideas for English Language Studentshttp://allenglish.org/blog/?p=3108Making Groupwork WorkColin NevilleLearnhigher CETL at the University of Bradfordhttp://archive.learnhigher.ac.uk/resources/files/Group%20work/groupwork_booklet_200109.pdfWebinarshttp://www.teachingenglish.org.uk/webinarsBuck Institute of EducationPBL Explainedhttp://bie.org/objects/cat/videosProject-Based Learning for Adult English Language LearnersDonna Moss, Arlington (VA) Education and Employment Program (REEP)http://www.cal.org/caela/esl_resources/digests/ProjBase.htmlProject Work to promote English Language Learning<i>Submitted by Rama Meganathan on 17 March, 2011 - 02:57</i>http://www.teachingenglish.org.uk/blogs/rama-meganathan/project-work-promote-english-language-learningProjectshttp://www.ehow.com/way_5786725_high-school-english-projects.htmlE Pals Global Communityhttp://www.epals.com/#!/global-community/video informativo http://www.epals.com/host-project.php#commoncore=0&p=1&project_type=0&search_text=AllEnglish LLChttp://www.allenglish.org/index.html13 personal Projects Ideas for English Language Studentshttp://allenglish.org/blog/?p=3108Making Groupwork WorkColin NevilleLearnhigher CETL at the University of Bradfordhttp://archive.learnhigher.ac.uk/resources/files/Group%20work/groupwork_booklet_200109.pdfWebinarshttp://www.teachingenglish.org.uk/webinars</p>
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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.