



## Teaching Guide

Identifying Data					2020/21
Subject (*)	History of the education - learning of Foreign Languages		Code	652609912	
Study programme	7 Mestrado Universitario en Profesorado de Educación Secundaria: Linguas Extranxeiras				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	Yearly	First	Obligatory	4	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Dopico Garcia, Alberto	E-mail	alberto.dopico@udc.es		
Lecturers	Dopico Garcia, Alberto	E-mail	alberto.dopico@udc.es		
Web					
General description	Esta asignatura abarca la evolución de los métodos de enseñanza y el aprendizaje de las lenguas extranjeras. Se identificarán y analizarán los métodos más importantes así como los marcos teóricos en los que se encuadran.				
Contingency plan	1. Modifications to the contents No major modifications. 2. Methodologies *Teaching methodologies that are maintained Maintenance of all in principle *Teaching methodologies that are modified If teaching switches to online, electronic means will be used (Teams, Moodle, email). Lectures, directed debate and class participation. Tasks will be individually assessed and will count towards the grade. 3. Mechanisms for personalized attention to students Through platforms established for this purpose, as often as necessary, responding to students' needs. Email, Moodle and Teams. 4. Modifications in the evaluation. Supervised tasks subject to continuous assessment. *Evaluation observations: Supervised tasks will represent 100% of final grade assessment. Assessment will take into account: depth of content, appropriate use of applications, adequate register and language use, use of up-to-date additional sources, clarity and presentation. 5. Modifications to the bibliography or webgraphy No modifications. Electronic files will be provided on Moodle for students' tasks.				

## Study programme competences / results

Code	Study programme competences / results
A1	(CE-G1)Coñecer as características dos estudantes, os seus contextos sociais e motivacións
A3	(CE-G3)Elaborar propostas baseadas na adquisición de coñecementos, destrezas e aptitudes intelectuais e emocionais.
A8	(CE-G8)Promover accións de educación emocional, en valores e formación cidadá
A9	(CE-G9)Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia
A10	(CE-G10)Relacionar a educación co medio e comprender a función educadora da familia e a comunidade, tanto na adquisición de competencias e aprendizaxe como na educación no respecto dos dereitos e liberdades, na igualdade de dereitos e oportunidades entre homes e mulleres e na igualdade de trato e non discriminación das persoas con discapacidade
A11	(CE-G11)Coñecer a evolución histórica da familia, os seus diferentes tipos e a incidencia do contexto familiar na educación.
A13	(CE-G13)Comprender as implicacións educativas da situación lingüística galega e adquirir e aplicar criterios, estratexias e recursos pedagóxicos para participar na planificación e desenvolvemento do plano lingüístico do centro.
A15	(CE-E1)Coñecer o valor formativo e cultural das materias correspondentes á especialización.
A17	(CE-E3)Coñecer a historia e os desenvolvementos recentes das materias e as súas perspectivas para poder transmitir unha visión dinámica das mesmas
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.
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.
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Learning outcomes			
Learning outcomes	Study programme competences / results		
Ao termo do curso, o alumno deberá ser capaz de comprender as competencias necesarias implicadas na aprendizaxe dunha lingua.	AJ3 AJ15 AJ17		CC2 CC3 CC6
Desenvolver materiais que promovan determinadas competencias lingüísticas.			CC3
Fomentar un clima que facilite a aprendizaxe e poña en valor as achegas dos estudantes.	AJ8		
Coñecer e aplicar propostas docentes innovadoras no ámbito da especialización cursada.	AJ11 AJ15		
Integrar a formación en comunicación audiovisual e multimedia no proceso de ensino-aprendizaxe.	AJ9		
Coñecer estratexias e procedementos de avaliación e entender a avaliación como un procedemento de regulación da aprendizaxe e estímulo ao esforzo.	AJ1 AJ10		
Identificar os problemas relativos ao ensino e a aprendizaxe das materias da especialización e expor alternativas e solucións.	AJ13 AJ15 AJ17		
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.			CC4
Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.			CC7

Contents	
Topic	Sub-topic
Language, Learning and Teaching	1 Questions about Second Language Acquisition ? Learner Characteristics ? Learning Processes ? Age and Acquisition 2 Language 3 Learning and Teaching 4 Schools of Thought in Second Language Acquisition ? Structural Linguistics and Behavioral Psychology ? Generative Linguistics and Cognitive Psychology ? Constructivism: A Multidisciplinary Approach 5 Nineteen Centuries of Language Teaching ? The Grammar-Translation Method
First Language Acquisition	Age Factors 1 First Language Acquisition ? Theories and Approaches 2 First Language Acquisition Insights Applied to Language Teaching ? The Direct Method ? The Gouin Series



Human Learning Styles and Strategies Personality Factors	Psychological Factors 1 Human Learning ? Learning and Training ? Types of Learning ? The Audio-Lingual Method 2 Styles and Strategies ? Learning Styles ? Strategies ? The Silent Way 3 Personality Factors ? Affective Factors in Second Language Acquisition ? Motivation ? Desuggestopedia 4 Two more Language Teaching Methods ? Community Language Learning ? Total Physical Response
Communicative Competence	Sociocultural Factors 1 Communicative Competence ? Language Functions ? Communicative Language Teaching ? Concept-Based, Task-Based, and Participatory Approaches
Toward a Theory of Second Language Acquisition	Linguistic Factors 1 Krashen's Input Hypothesis ? The Natural Approach
The Post-Method Era	Putting everything together ? Learning Strategy Trainig ? Cooperative Learning ? Multiple Intelligences

**Planning**

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Collaborative learning	A1 A8 A10 A11 C2	10	10	20
Student portfolio	C4 C7	2	6	8
Oral presentation	A15 A17 C2 C3 C6	3	17	20
Workshop	A3 A9 A13 A15 A17	10	25	35
Objective test	A15 A17 C2	3	12	15
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
Collaborative learning	Traballo en parellas ou grupos reducidos para optimizar a aprendizaxe.
Student portfolio	O alumno elaborará un portafolios que inciurá: ? diversos cuestionarios ? fichas de sobre os distintos métodos de ensino de idiomas ? glosario
Oral presentation	Ao longo do curso, cada alumno terá que facer unha presentación oral individual que consistirá na demostración dun dos métodos estudados en clase.



Workshop	Taller orientado a identificar os diferentes estilos de aprendizaxe.
Objective test	Exame final.

### Personalized attention

Methodologies	Description
Workshop Student portfolio	Os alumnos que necesiten atención personalizada serán atendidos nas horas de tutorías.

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Workshop	A3 A9 A13 A15 A17	Taller práctico.	20
Collaborative learning	A1 A8 A10 A11 C2	Participación en los trabajos en grupo y exposición de los mismos en el aula.	15
Student portfolio	C4 C7	Cuestionarios, fichas y glosario.	15
Objective test	A15 A17 C2	Examen final	35
Oral presentation	A15 A17 C2 C3 C6	Presentación de trabajo individual.	15

### Assessment comments

Students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. Students should be aware, however, that not attending certain classroom sessions may affect their final grades.

Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity.

Students who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NP: no presentado).

Students who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills for each module via two types of assessment: a supervised project with the same percentage value and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer(s) as a substitute for the other activities of the module.

### Sources of information

Basic	
	<ul style="list-style-type: none"> <li>- Atkinson, Dwight (2011). Alternative approaches to second language acquisition . New York: Routledge</li> <li>- Brown, Douglas H. (2007). Principles of Language Learning and Teaching. White Planes, NY, Pearson</li> <li>- Brown, Douglas H. (2007). Teaching by Principle. White Planes, NY, Pearson</li> <li>- Kumaravadivelu, B (2004). Beyond Methods. New Haven, Yale University Press</li> <li>- Kumaravadivelu, B (2008). Understanding Language Teaching. New Jersey, Lawrence Erlbaum Associates</li> <li>- Larsen-Freeman, Diane (2004). Techniques and Principles in Language Teaching. Oxford, OUP</li> <li>- Littlewood, William (2002). Communicative Language Teaching. Cambridge, CUP</li> <li>- Nunan, David (2004). Task-based Language Teaching. Cambridge, CUP</li> <li>- Richards, Jack (2001). Approaches and Methodos in Language Teaching. Cambridge, CUP</li> <li>- Thornbury, Scott (2006). An A?Z of ELT. Macmillan Books for Teachers</li> <li>- Thornbury, Scott (). An A?Z of ELT. <a href="http://scottthornbury.wordpress.com/index/">http://scottthornbury.wordpress.com/index/</a></li> <li>- Tanner, Rosie &amp; Catherine Green (2009). Tasks for Teacher Education. London, Longman</li> </ul> <p>Proporcionarase bibliografía específica adicional para cada método.</p>



Complementary	
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<b>Recommendations</b>
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<b>Subjects that it is recommended to have taken before</b>
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<b>Subjects that are recommended to be taken simultaneously</b>
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Curriculum development and didactics of the foreign language/652609921
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Resources, strategies and didactic materials in the classroom of foreign languages/652609922
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Methodology of the education - learning of the foreign language/652609923
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Evaluation of the education - learning of the foreign language/652609924
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Proxectos de innovación e investigación educativa en linguas estranxeiras/652609E31
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<b>Subjects that continue the syllabus</b>
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<b>Other comments</b>
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(*)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.
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