



## Teaching Guide

Identifying Data					2020/21
<b>Subject (*)</b>	Resources, strategies and didactic materials in the classroom of foreign languages		<b>Code</b>	652609922	
<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	Obligatory	3	
<b>Language</b>	English				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
<b>Coordinador</b>	Bobadilla Pérez, María	<b>E-mail</b>	m.bobadilla@udc.es		
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<b>Web</b>					
<b>General description</b>	The aim of this module is to introduce resources, strategies and teaching materials regarding Teaching Foreign Languages in Secondary Education which will guide the teaching and learning process from a critical and reflective perspective. These resources, strategies and teaching materials will revise the use of English as a tool, not only for this university module, but also for their future career in a plurilingual teaching context. Besides, they will contribute to students' continuous training, use in the classroom and research.				
<b>Contingency plan</b>	<p>1. Modifications to the contents</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained all of them.</p> <p>*Teaching methodologies that are modified</p> <p>In-class methodologies will be carried out on-line.</p> <p>3. Mechanisms for personalized attention to students</p> <p>Continuous contact through telematic means.</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations: Oral presentations will be carried out through digital resources.</p> <p>5. Modifications to the bibliography or webgraphy</p>				

## Study programme competences

Code	Study programme competences
A21	(CE-E7) Adquirir criterios de selección e elaboración de materiais educativos.
A22	(CE-E8) Fomentar un clima que facilite a aprendizaxe e poña en valor as achegas dos estudantes.
A23	(CE-E9) Integrar a formación en comunicación audiovisual e multimedia no proceso de ensino-aprendizaxe.
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.

## Learning outcomes

Learning outcomes	Study programme competences



Adquirir criterios de selección y elaboración de materiales educativos.	AJ21		CC2 CC3
Fomentar un clima que facilite el aprendizaje y ponga en valor las aportaciones de los estudiantes.	AJ22		CC2
Integrar la formación en comunicación audiovisual y multimedia en el proceso de enseñanza-aprendizaje.	AJ23		CC2 CC3

Contents	
Topic	Sub-topic
1. Proposals and didactic resources to favor communicative situations.	.
2. Communicative environments and contents in Foreign Language.	.
3. Setting up the environment for teaching foreign languages.	.
4. Organizational modalities in foreign languages.	.
5. Communication techniques and strategies for teaching-learning foreign languages.	.
Life-long learning resources for the foreign language teacher.	.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	A21 C2	0	18	18
Case study	A21 A22 C3	1	5	6
Oral presentation	A22	1	0	1
Guest lecture / keynote speech	A21 A22 A23 C2 C3	19	30	49
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
Document analysis	Son un conjunto de textos y documentación escrita que se han recogido y editado como fuente de profundización en los contenidos trabajados.
Case study	Diseño e implementación dun recurso innovador para a aula de LE.
Oral presentation	Presentación individual dun recurso innovador para a aula de LE.
Guest lecture / keynote speech	Exposición oral complementada con el uso de medios audiovisuales y la introducción de algunas preguntas dirigidas a los estudiantes, con la finalidad de transmitir conocimientos y facilitar el aprendizaje.

Personalized attention	
Methodologies	Description
Case study Document analysis Oral presentation	The direction of all supervised work necessarily entails the possibility for the student to receive personalized attention. The works will be reviewed by the teacher at least once during tutorials and as long as the student deems it appropriate.

Assessment			
Methodologies	Competencies	Description	Qualification



Case study	A21 A22 C3	Design and application of an innovative teaching material for or use in the FL classroom	30
Document analysis	A21 C2	Five case studies should be critically analysed. An analysis of each article will consist of two pages in Times New Roman font and double space, and it will be organized in: 1. Title, source and summary of the work; Sections of the work; and critical analysis.	50
Oral presentation	A22	Analysis and presentation in class of innovative teaching material for use in the FL classroom.	20

### Assessment comments

In order to pass the subject, students must attend 80% of the attendance sessions.

Those students with an academic exemption with attendance exemption, formally requested in time and form, will be evaluated through the following components:

Analysis of documentary sources-Analysis of 8 articles: 5 points.

Case study- Design of two didactic materials: 5 points.

The final mark will be the result of the addition of the grades obtained.

### Sources of information

<b>Basic</b>	Didáctica: Bestard Monroig, J. y Pérez Martín, M <sup>a</sup> C. (1992): la Lengua Inglesa. Fundamentos lingüísticos y metodológicos. Madrid. Síntesis. Bronckart, J. P. & Plazaola Giger, I. (1996): ?Théorie des actes de langage et enseignement de Un exemple de transposition didactique?. Diálogos Hispánicos, 18. 13-35. Brown, G. (1996): Performance and Competence in Second Language Acquisition. (edited by Gillian Brown, Kirsten Malmkjaer and John Williams). New York. Cambridge University Press. Cantero, F. J., Mendoza, A. y Romea, C. (Eds.)(1997): Didáctica de la Literatura para una sociedad plurilingüe del siglo XXI. Barcelona. Martín Vegas, R. A. (2009): Manual de didáctica de la lengua y la literatura. Madrid. Síntesis. Nussbaum, L. y Bernaus, M. (2001): Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria. Madrid. Síntesis. Vez Jeremías, J. M. y Montero Mesa, L. (1993): Las Didácticas Específicas en la formación del profesorado. (2 vols.) Santiago. Tórculo.
<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

It is recommended to submit &nbsp;the works electronically and, if this is not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts. Sustainable use of resources and the prevention of negative impact &nbsp;on the natural environment must be made. The importance of ethical principles related to the values ??of sustainability in personal and professional behaviours should be taken into account&nbsp;



(\*)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.