



## Teaching Guide

Identifying Data					2021/22
Subject (*)	Contents in the education - learning of a Foreign Language		Code	652609911	
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	Barros Grela, Eduardo	E-mail	eduardo.barros@udc.es		
Lecturers	Barros Grela, Eduardo	E-mail	eduardo.barros@udc.es		
Web	campusvirtual.udc.es/moodle/				
General description	This course focuses on the study and assessment of the contents of English subjects in Secondary Education.				
Contingency plan	<p>1. Content adaptation</p> <ul style="list-style-type: none"> <li>- No modification will be necessary.</li> </ul> <p>2. Methodologies</p> <p>*Teaching methodologies to be adapted:</p> <ul style="list-style-type: none"> <li>- Oral Presentation: Same presentation format to be delivered from home, using Teams.</li> <li>- Written paper: Students will be expected to write their papers at home and submit them via Moodle. Deadline: official examination day.</li> <li>- Lectures: The professor will deliver these sessions via Teams.</li> <li>- Open debates: Students will discuss class topics using Teams.</li> </ul> <p>3. Office hours</p> <ul style="list-style-type: none"> <li>- Office hours will be offered via Teams.</li> </ul> <p>4. Assessment adaptation</p> <p>No modifications will be applied.</p> <p>*Observacións de avaliación:</p> <p>5. Bibliography access:</p> <p>In the case of a health emergency, materials will be sent off to students by email or uploaded to Moodle.</p>				

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

Contents	
Topic	Sub-topic
ESL major topics.	Attention to specific themes from the set of subjects in the ESL public examination.
Critical analysis of contents in foreign language teaching.	Critical discussion about methodology and the teaching of a foreign language.
Knowledge of relevant contents in foreign language teaching.	Critical discussion about the students' class presentations (simulations of real classes in secondary education).
Models and guidelines in SLA.	Discussion and development of models and guidelines in SLA.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Directed discussion	A1 A2 A4 A5	10	0	10
Oral presentation	A3 A16 A18 C2 C3	10	60	70
Long answer / essay questions	C2 C6	1	3	4
Guest lecture / keynote speech	A3 A4 A16 C4 C5 C6 C7 C8	7	7	14
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 Oral presentation	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.

### 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.	30
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.	20

### Assessment comments

<p>-All essays, activities and exercises must be submitted in due time and proper form.</p> <p>-Students who violate University rules on academic dishonesty (plagiarism, cheating, etc) will be subject to disciplinary penalties, including failing that exam or activity, or even failing the course.</p> <p>-Regular attendance and active participation is very important for the study of this subject, and will be assessed as part of the Directed Discussion grade.</p> <p>-Students who do not attend the official exam will obtain a "Non Presentado" (absent from assessment) mark.</p> <p>-In the July and subsequent opportunities students will have to take the Final Exam, an equivalence to the oral presentation, and they will have to submit all other activities determined by the professor (a long essay, a PDF or PPT printed presentation, etc). These items will have to be submitted by the end of the official exam day.</p> <p>-Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.</p> <p>-ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to the coordinator for more information, or contact ADI directly at <a href="http://www.udc.es/cufie/adi/">http://www.udc.es/cufie/adi/</a>, or by phone ext. 5622, or via email: <a href="mailto:adi@udc.es">adi@udc.es</a>.</p> <p>- Students who are in a situation of vulnerability (including harassment or abuse due to their gender, sexuality, ethnicity or social class) should contact the teaching staff or the Office for Gender Equality (<a href="mailto:directora.oix@udc.gal">directora.oix@udc.gal</a>).</p>
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### Sources of information



<b>Basic</b>	<p>Council of Europe (2001). The Common European Framework of Reference for Languages . Cambridge: CUP.</p> <p>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.</p> <p>Maicusi, T., Maicusi, P. &amp; 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.</p> <p>McLaughlin, B. (1987). Theories of second-language learning . London: Arnold.</p> <p>Mitchell, R. &amp; Myles, F. (1998). Second language learning theories . London: Arnold.</p> <p>Richards, J.C. &amp; Rodgers, T.S. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.</p> <p>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</p> <p>FRAMEWORK OF REFERENCE1. Organic Law 8/2013 (LOMCE): <a href="https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886">https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886</a> Referencia general y punto de partida para la programación.</p> <p>2. Royal Decree 1105/2014: <a href="https://boe.es/diario_boe/txt.php?id=BOE-A-2015-37">https://boe.es/diario_boe/txt.php?id=BOE-A-2015-37</a> Referencia básica para el Currículo de ESO y Bachillerato (especial atención págs.. 422+).</p> <p>3. 2006/962/EC (Council of Europe). <a href="http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&amp;from=EN">http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0962&amp;from=EN</a> Información sobre las key competences.</p> <p>4. Decree 86/2015 Galicia <a href="http://www.xunta.gal/dog/Publicados/2015/20150629/AnuncioG0164-260615-0002_es.html">http://www.xunta.gal/dog/Publicados/2015/20150629/AnuncioG0164-260615-0002_es.html</a> Datos sobre el currículo de ESO y Bachillerato en el ámbito gallego.</p> <p>5. Order ECD/65/2015 <a href="https://www.boe.es/boe_gallego/dias/2015/01/29/pdfs/BOE-A-2015-738-G.pdf">https://www.boe.es/boe_gallego/dias/2015/01/29/pdfs/BOE-A-2015-738-G.pdf</a> Relación entre key competences, contents y assessment criteria.</p> <p>6. Resolution of the 27th July 2015 <a href="http://www.xunta.gal/dog/Publicados/2015/20150729/AnuncioG0164-240715-0003_es.html">http://www.xunta.gal/dog/Publicados/2015/20150729/AnuncioG0164-240715-0003_es.html</a> Instrucciones para la implementación del currículo en Galicia.</p> <p>7. Decree 79/2010: <a href="http://www.edu.xunta.gal/portal/sites/web/files/protected/content_type/advertisement/2010/05/25/20100525_decreto_plurilinguismo.pdf">http://www.edu.xunta.gal/portal/sites/web/files/protected/content_type/advertisement/2010/05/25/20100525_decreto_plurilinguismo.pdf</a> Atención a plurilingüismo/ lenguas de instrucción</p> <p>8. Common European Framework of Reference (CEFR: 2001) <a href="https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf">https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf</a> Guías enseñanza lenguas extranjeras y niveles</p>
<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**

Se recomienda los envíos de los trabajos telemáticamente y, si no es posible, no utilizar plásticos, elegir la impresión a doble cara, emplear papel reciclado y evitar imprimir borradores. Se debe hacer un uso sostenible de los recursos y la prevención de impactos negativos sobre el medio natural. Se debe tener en cuenta la importancia de los principios éticos relacionados con los valores de la sostenibilidad en los comportamientos personales y profesionales.

(\*)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.