



| Teaching Guide | | | | |
|--------------------------|--|--------|-----------------------|---------|
| Identifying Data | | | | 2021/22 |
| 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 | SpanishEnglish | | | |
| 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 | |
|-----------------------------|--|
| Code | Study programme competences |
| 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. |



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| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
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| Learning outcomes | | | |
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| Learning outcomes | Study programme competences | | |
| 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 |



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|--|---|
| 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 | Ordinary class hours | 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. |



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| 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 titorías. |

Assessment

| Methodologies | Competencies | 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.

To pass the subject in the ordinary session, students must attend 80% of the face-to-face sessions. Those students with an academic exemption for the exemption of attendance formally requested in a timely manner will be evaluated in the ordinary call through the works that are entrusted to the students. In this case, the final grade will be the sum of the qualifications obtained in each job.

Those students who do not attend 80% of the face-to-face sessions or do not pass the subject in the common call, in the extraordinary call in July will be evaluated by the same method proposed for those with an academic exemption.

Sources of information



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

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Curriculum development and didactics of the foreign language/652609921

Resources, strategies and didactic materials in the classroom of foreign languages/652609922

Methodology of the education - learning of the foreign language/652609923

Evaluation of the education - learning of the foreign language/652609924

Proxectos de innovación e investigación educativa en linguas estranxeiras/652609E31

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.