



Teaching Guide

Identifying Data					2023/24
Subject (*)	Resources, strategies and didactic materials in the classroom of foreign languages		Code	652609922	
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	3	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador	Bobadilla Pérez, María	E-mail	m.bobadilla@udc.es		
Lecturers	Bobadilla Pérez, María Galán Rodríguez, Noelia María	E-mail	m.bobadilla@udc.es noelia.galan@udc.es		
Web					
General description	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.				

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. Didactic resources to favor communicative situations.	
2. Design of activities and resources for the FL classroom following the curricular guidelines.	.
3. Strategies and techniques in FLT.	.
4. Resources and strategies for FL teachers' lifelong-learning.	.

Planning

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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	Deseño 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. Students with partial enrollment and/or academic exemption will complete their assignments and tasks individually, with submissions on the dates set by the instructor. Like all students, they will receive personalized attention during tutoring hours to clarify any doubts regarding the assignments, as well as the theoretical and practical framework of the subject.

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	Four 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. Deadline: date of the official exam.	50
Oral presentation	A22	Analysis and presentation in class of innovative teaching material for use in the FL classroom.	20

Assessment comments



Those students with an academic exemption that exempts them from attendance, formally requested in a timely manner, will be evaluated through the following components:

Analysis of documentary sources: analysis of 6 articles - 5 points. Case study: design of two didactic materials - 3 points. Oral presentation: presentation of the two didactic materials during the official examination schedule - 2 points. In this case, the final grade will be the result of adding the obtained grades.

Those students who do not attend 80% of the sessions or do not pass the subject in the first call will be evaluated in the extraordinary July session using the same method proposed for those with an academic exemption.

The works must be submitted electronically through the virtual campus, and if not possible, avoid using plastics, choose double-sided printing, and use recycled paper.

Students with recognition of academic exemption

According to the provisions of the "REGULATION THAT REGULATES THE REGIME OF DEDICATION TO STUDY AND ATTENDANCE AND PROGRESSION OF STUDENTS IN UNDERGRADUATE AND MASTER'S DEGREE PROGRAMS AT THE UNIVERSITY OF A CORUÑA (approved by the Social Council on 04/05/2017):

1. They must inform the teacher in the first week of class or, if not possible, within a maximum period of 7 days from when the recognition was granted.
2. They must individually complete all the activities/assignments proposed throughout the course and submit them on the dates established by the teacher. Failure to submit the assignments on the specified date will be considered a fail and will receive a grade of 0.
3. The final grade will be the weighted average of the grades obtained in the activities and assignments completed during the course and the grade of the exam taken on the official exam date. To pass the subject, an approved grade (5 out of 10) must be obtained in each of the components. If any of the components are not passed on the first attempt, the student must retake the failed parts (activities/assignments and/or exam) in the second attempt.

IMPORTANT: Engaging in fraudulent behavior during exams or assessment activities, once confirmed, will result in an automatic fail for the corresponding exam session. The student will be graded as "fail" (numerical grade of 0) in the respective academic year's examination session, whether the offense occurs in the first or second attempt. In such cases, the student's grade in the first attempt will be modified in the record, if necessary.

Sources of information

Basic	Didáctica: Bestard Monroig, J. y Pérez Martín, M ^a 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.
Complementary	

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



In order to contribute to the development of the Green-Campus program for the delivery of works, it is recommended to eliminate the use of plastics, choose double-sided printing, use recycled paper and avoid printing drafts. - A sustainable use of resources and the prevention of negative impacts on the natural environment must be made. - The importance of ethical principles related to the values of sustainability in personal and professional behavior must be taken into account. Regarding the legislation on gender issues: - As established by the legislation concerning university education, gender perspective should be introduced in this course (non sexist language, bibliography of different gendered authors, classroom participation of all genders, etc.) - Prejudices and sexist attitudes will be identified and modified using this particular context. Respect and equality values will be encouraged. - Discrimination situations concerning gender will be detected and measures to deal with this will be proposed.

(*)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.