



Teaching Guide

Identifying Data					2023/24
Subject (*)	Methodology of the education - learning of the foreign language		Code	652609923	
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 Letras				
Coordinador	Galán Rodríguez, Noelia María	E-mail	noelia.galan@udc.es		
Lecturers	Galán Rodríguez, Noelia María	E-mail	noelia.galan@udc.es		
Web					
General description	This course focuses on the methodologies, techniques and strategies related to the foreign language teaching and learning process.				

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.
A5	(CE-G5)Coñecer os procesos de interacción e comunicación no aula e no centro, abordar e resolver posibles problemas
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
A18	(CE-E4)Coñecer contextos e situacións en que se usan ou aplican os diversos contidos curriculares
A19	(CE-E5)Coñecer os desenvolvementos teórico-prácticos do ensino e a aprendizaxe das materias correspondentes.
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.
A27	(CE-E13)Identificar os problemas relativos ao ensino e a aprendizaxe das materias da especialización e expor alternativas e solucións.
A28	(CE-E14)Coñecer e aplicar metodoloxías e técnicas básicas de investigación e avaliación educativas e ser capaz de deseñar e desenvolver proxectos de investigación, innovación e avaliación.
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.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

Learning outcomes

Learning outcomes	Study programme competences	
To analyse critically studies and works related to foreign language teaching and learning methodologies	AJ17 AJ19	CC2
To know different approaches, models and strategies related to foreign language teaching and learning methodologies.	AJ17 AJ19	CC2 CC6



To analyse and propose classroom management strategies and lesson planning.	AJ1 AJ3 AJ19 AJ22 AJ27	CC2 CC3 CC6
To present orally sound results after studying several methodologies, strategies and didactic approaches.	AJ19 AJ21 AJ22	CC2
To explain matters related to foreign language teaching and learning methodologies in written format.	AJ5 AJ15 AJ17 AJ18 AJ19 AJ21 AJ22 AJ23 AJ27 AJ28	CC2

Contents	
Topic	Sub-topic
1. Introduction to FL teaching and learning methodologies	Intruduction: "From the teacher-centred classroom to the student-centred classroom" Methods and strategies in FL teaching and learning: from Grammar-Translation to Humanistic Language Teaching
2. Evolution of FL Teaching Methods.	Motivation in the FL classroom: definition and strategies. Cooperative Learning. The Communicative Approach. Integrated Language Skill Approaches: TBLT and CBI. Gamification and GBL. CLIL.
3. ICT use in the FL classroom	Blended Learning and Flipped Classroom.
4. Creating resources for the FL classroom.	Classroom management and lesson planning in FL teaching and learning. Didactics of grammar and vocabulary in FL teaching and learning. Culture in FL teaching and learning.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Collaborative learning	A5 A15 A17 A19 A21 A23 A28 C2 C3	4	22	26
Directed discussion	A5 A19 A27 C2	3	0	3
Guest lecture / keynote speech	A1 A3 A5 A15 A17 C2 C6	8	10	18
Workbook	A17 A19 C2 C6	0	7	7
Student portfolio	A3 A19 A27 A28 C2 C6	2	9	11
Oral presentation	A5 A15 A17 A18 A19 A22 A27 C2	4	2	6
Personalized attention		4	0	4



(*)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	Groupwork inside and/or outside the classroom (also in the virtual realm).
Directed discussion	Group dynamic technique involving free, informal, spontaneous debate among members of group; may also take form of coordinated discussion in presence of moderator. There will be a debate on each FL teaching and learning methods.
Guest lecture / keynote speech	Teacher's lecture on theoretical issues and practical activities about FL methodologies.
Workbook	Mandatory or voluntary reading that students must/should do outside the classroom (it will be specified in due time).
Student portfolio	Folder or binder divided into clearly marked or labelled sections containing record or products of learning activities performed over a given period.
Oral presentation	Individual or group (no more than 4 students) oral task which is part of the course's final mark. It must be carried out in English as well as with visual support (e.g. Powerpoint or Prezi presentations).

Personalized attention	
Methodologies	Description
Collaborative learning Oral presentation	Both the oral presentations as well as the tasks carried out throughout the course (portfolio included) could lead to personalised attention during office hours or by digital means (e.g. Teams or e-mail). 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
Collaborative learning	A5 A15 A17 A19 A21 A23 A28 C2 C3	Guided teaching-learning procedures (overseen in person and/or using ICT methods) based on organisation of class into small groups in which students work together to solve tasks assigned by teacher, with aim of optimising their learning experience and that of other members of group.	30
Oral presentation	A5 A15 A17 A18 A19 A22 A27 C2	Oral presentation of a methodology-related topic (theories, research, strategies, practical aspects, role-plays, etc.).	30
Directed discussion	A5 A19 A27 C2	Participation during the classroom debates showing critical and reflective thinking.	10
Student portfolio	A3 A19 A27 A28 C2 C6	Folder or binder divided into clearly marked or labelled sections containing record or products of learning activities performed over a given period. It is to be done individually.	30

Assessment comments



In order to pass the course, students must attend at least 80% of the face-to-face lessons.

All the assessment items are mandatory in order to pass the subject. The final mark will be the addition of the marks of each item.

Those students who do not attend at least 80% of the face-to-face lessons or do not pass the course in the ordinary opportunity will be evaluated following the same criteria as part time and "dispensa académica" students in the July opportunity.

Assessment criteria concerning part-time and "dispensa académica" students

Part-time and "dispensa académica" students must contact the course coordinator before the start of the course to set the dates for the oral presentation and individual work.

- Oral presentation: 30%
- Individual work: 30%
- Exam on the official date: 40%

All the assessment items are mandatory in order to pass the subject. The final mark will be the addition of the marks of each item.

The July opportunity will follow the same assessment criteria.

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 opportunity. The student will be graded as "fail" (numerical grade of 0) in the respective academic year's opportunity, 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	<ul style="list-style-type: none"> - Richards, Jack C & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching. 3rd edition. Cambridge: CUP - Ur, Penny (2012). A Course in English Language Teaching. Cambridge: CUP - O'Malley, J. Michael & Uhl Chamot, Anna (1990). Learning Strategies in Second Language Acquisition. Cambridge: CUP - Macaro, Ernesto (2003). Teaching and Learning a Second Language. A Guide to Recent Research and Its Applications. London: Continuum - Gebhard, Jerry G. (2006). Teaching English as a Foreign or Second Language. A Self-Development and Methodology Guide. Ann Arbor: The University of Michigan Press - Larsen-Freeman, Diane & Anderson, Marti (2011). Techniques & Principles in Language Teaching. Oxford: OUP - House, Susan, coord. (2011). Didáctica del inglés. Classroom Practice. Barcelona: Graò - Kapp, Karl (2012). The Gamification of Learning and Instruction. Pfeiffer Wiley - Galán-Rodríguez, Noelia Mª (2020). Motivation in CLIL: Research in Secondary Education in the Galician Context. Peter Lang
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.