



## Teaching Guide

| Teaching Guide           |                                                                                                             |        |                       |           |
|--------------------------|-------------------------------------------------------------------------------------------------------------|--------|-----------------------|-----------|
| Identifying Data         |                                                                                                             |        |                       | 2019/20   |
| 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. |        |                       |           |

## Study programme competences

| Code | Study programme competences                                                                                                                                                                                                                            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 ensinos.                                                                                                                                                                                      |
| 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 |  |     |
|----------------------------------------------------------------------|-----------------------------|--|-----|
| Analizar a adecuación dos contidos en linguas extranxeiras (inglés). | AJ1                         |  | CC2 |
|                                                                      | AJ2                         |  | CC3 |
|                                                                      | AJ3                         |  | CC4 |
|                                                                      | AJ4                         |  | CC5 |
|                                                                      | AJ5                         |  | CC6 |
|                                                                      | AJ16                        |  | CC7 |
|                                                                      | AJ18                        |  | CC8 |



|                                                         |      |  |     |
|---------------------------------------------------------|------|--|-----|
| Coñecer os contidos relevantes na especialidade de LEs. | AJ1  |  | CC2 |
|                                                         | AJ2  |  | CC3 |
|                                                         | AJ3  |  | CC4 |
|                                                         | AJ4  |  | CC5 |
|                                                         | AJ5  |  | CC6 |
|                                                         | AJ16 |  | CC7 |
|                                                         | AJ18 |  | 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                | Ordinary class hours | 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<br>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    | 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. |
| Oral presentation      |                                                                                                                                                                                                                                          |

| Assessment    |              |             |               |
|---------------|--------------|-------------|---------------|
| Methodologies | Competencies | 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.                                                                                     | 20 |
| 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.                                                                                                                      | 30 |

#### Assessment comments

- All essays, activities and exercises must be handed in in due time and proper form.
- Students who violate University rules on academic dishonesty (plagiarism, cheating, etc) will be subject to disciplinary penalties, including failure of that exam, activity or failure of the whole subject.
- Regular attendance and active participation is very important for the study of this subject.
- Students who do not attend the official exam will obtain a "Non Presentado" (absent from assessment) mark.
- In the July and December opportunities students will have to take the Final Exam, and they will also have to hand in an essay (8 pages long) and a Power Point-or PDF-presentation.
- 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.
- ADI is a university office specialised in attending to members of the university with special needs due to discapacity 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 <http://www.udc.es/cufie/adi/>, or by phone ext. 5622, or via email: [adi@udc.es](mailto:adi@udc.es).

#### Sources of information



|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Basic         | <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. 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> |
| 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

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.