UNIVERSIDADE DA CORUÑA

Teaching Guide

Identifying Data				2023/24
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	GalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Puente Castelo, Luís Miguel		E-mail	luis.pcastelo@udc.es
Lecturers	Puente Castelo, Luís Miguel		E-mail	luis.pcastelo@udc.es
Web				
General description	This subject studies the evolution of foreign language teaching and learning method. The most important methods, as well as the theoretical approaches on which they are based, will be identified and analysed.			

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.
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
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.
A14	(CE-G14) Respectar e promover os dereitos humanos, os valores da cultura da paz e dos valores democráticos, e o recoñecemento dos principios e fundamentos da atención á diversidade.
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.
A27	(CE-E13)Identificar os problemas relativos ao ensino e a aprendizaxe das materias da especialización e expor alternativas e solucións.
A33	(CE-P2) Acreditar un bo dominio da expresión oral e escrita na práctica docente
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.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes	
Learning outcomes	Study programme competences

To know the history of foreign language teaching and learning fron the Ancient Era to the present.	AJ15 AJ17 AJ18		CC2 CC6
To know the main foreign language teaching and learning methods, the historical context in which they emerged, the factor influencing their emergence and the theoretical approach on which they are based.	AJ10 AJ13 AJ14 AJ15 AJ17 AJ18 AJ19		CC2 CC4 CC6
To be able to critically assess the different foreign language teaching and learning methods and their role in present-day foreign language teaching processes.	AJ10 AJ13 AJ14 AJ15 AJ19 AJ27		CC2 CC4 CC6
To be able to take advantage of elements from the different foreign language teaching and learning methods for their teaching practice and, particularly, for their lesson design.	AJ1 AJ3 AJ10 AJ13 AJ14 AJ15 AJ18 AJ27 AJ33		CC2 CC3 CC4 CC6 CC7

Contents	
Topic	**Sub-topic**
0. Introduction	Questions, Concepts and Definitions.
1. Teaching language before the 18th Century	1.1 The Beginning: Mesopotamia, Egypt, Greece, Rome 1.2 Medieval Language Teaching: Scholasticism and Language. 1.3 The Renaissance 1.4 Post-Renaissance: Grammatical vs. Conversational Tradition.
2. The Classical Period (1750s-1880s)	2.1 The Grammar-Translation Method
3. The Reform Period (1880s-1920s)	3.1 Historical Context and the necessity of reform 3.2 Pre-reformers 3.3 The European Reform Movement 3.4 The Natural Approach 3.5 The Direct Method
4. Towards a science-based teaching (1920s onwards)	4.1 Context and Palmer's Oral Method 4.2 Structuralist Methods and the SLT 4.3 The Audio-lingual Method.
5. Communicative Methods	5.1 Emergence. The Threshold level project and Notional-Functional Syllabuses 5.2 Communicative Language Teaching 5.3 Task Based Language Teaching 5.4 Content and Language Integrated Learning.
6. Humanistic Methods	6.1 General principles 6.2 Total Physical Response (TPR) 6.3 The Silent Way 6.4 (De)Suggestopedia

7. Wrapping up	7.1 The Post Method Era

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Collaborative learning	A1 A3 A10 A13 A15 A18 A27 C2 C3 C4 C6 C7	10	20	30
Oral presentation	A1 A3 A10 A13 A15 A18 A27 A33 C2 C3 C4 C6 C7	6	17	23
Student portfolio	A15 A17 A19 C2 C4 C6 C7	2	8	10
Workshop	A3 A13 A14 A15 A17 A18 A27 C2 C4 C6	10	25	35
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	Work in pairs or small groups to boost learning.
Oral presentation	Every student will take part in a group oral presentation about one of the methods under study.
Student portfolio	Every student will complete a portfolio which will contain a file for every foreign language teaching method under study in the subject.
Workshop	A workshop to identify the different learning styles.

Personalized attention	
Methodologies	Description
Collaborative learning	Students needing personalized attention will be received during tutorial hours. As part of the assessment for the group project (Collaborative Learning), every group will have a Personalized Attention session.

Assessment			
Methodologies	Competencies	Description	Qualification
Workshop	A3 A13 A14 A15 A17 A18 A27 C2 C4 C6	Set of small tasks to be completed during the course.	30
Collaborative learning	A1 A3 A10 A13 A15 A18 A27 C2 C3 C4 C6 C7	A group project about the utility and the applicability of the different methods to teaching practices nowadays.	30
Student portfolio	A15 A17 A19 C2 C4 C6 C7	An individual portfolio which will contain a file for every foreign language teaching method under study in the subject	20
Oral presentation	A1 A3 A10 A13 A15 A18 A27 A33 C2 C3 C4 C6 C7	Oral presentation of the Group Project, to be marked individually.	20

Assessment comments

Submitting tasks:

Late submissions with no justification will be applied a 25%
penalty. Plagiarised tasks will be given a 0 automatically. Plagiarism
detection tools can be used. Any fault against academic integrity (plagiarism,
copying a task or an exam...) will be penalised, according to the Regulamento
Disciplinar do Estudantado da UdC, articles 10.3.f and 11.4.b, with a
Qualification of Fail (Suspenso) for both opportunities in the Course.

Non Presentado (NP) Qualification:

To be able to obtain the Non Presentado (NP) qualification,
students must not have handed in the group project (Collaborative Learning) or done their Oral Presentation.

Linguistic correctness

Written activities must meet the minimum requirements of
linguistic correctness (spelling and grammar, punctuation, syntax, lexical
precision, or formal register) students are assumed to have for this level.
Mistakes WILL be penalized.

JULY OPPORTUNITY:

Students not able to pass the subject in the first opportunity
must sit the second opportunity in July. The proportion of each assessment item
will be the same, although the different tasks will be
changed for new, specific ones. Those parts of the subject that students have
already passed (more than 50% of the marks) in the first opportunity cannot be repeated
for July.

DISPENSA ACADÉMICA:

Students will an officially recognised "dispensa
académica" will be assessed following the instructions for the July
opportunity, maintaining the same proportion for the assessment items and
adapting the tasks so that they can be completed asynchronously. Students in
this situation must contact the teachers as soon as they become aware of it.

Sources of information

Basic	- 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
	Proporcionarase bibliografía específica adicional para cada método.
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

Measures in favour of diversity

The subject could be adapted for students requiring the adoption
of specific measures in favour of diversity, according to the instructions of
the Unidade de Atención á Diversidade (https://www.udc.es/cufie/ADI/), with
which you can contact during the periods established by this Unit. You can also
count with the advice from the ADI tutor&amp;nbsp;(pat.filoloxia@udc.gal).

Measures in favour of equality

In accordance with the various regulations governing university
teaching, it is necessary to incorporate a gender perspective into this
subject. This includes, among other measures, the use of non-sexist language,
bibliographies that are inclusive from a gender perspective, and encouraging
participation from all students in class, regardless of their gender.

We will pay particular attention to identifying and addressing
sexist prejudices and attitudes. We will actively work towards the modification
of this environment and the promotion of values of respect and equality.

Our efforts will focus on detecting cases of gender
discrimination and implementing appropriate actions to rectify such cases.