UNIVERSIDADE DA CORUÑA

Teaching Guide					
Identifying Data					2022/23
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 EducaciónLetras				
Coordinador			E-mail		
Lecturers			E-mail		
Web					
General description	This course focuses on the methodologies, techniques and strategies related to the foreign language teaching and learning process.				

Study programme competences / results	
Code	Study programme competences / results
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 / results		
To analyse critically studies and works related to foreign language teaching and learning methodologies	AJ17 AJ19		CC2
To knwo 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 foreing language teaching and learning methodologies in written format.	AJ5 AJ15 AJ17 AJ18 AJ19 AJ21 AJ22 AJ23 AJ27 AJ28		CC2

Contents	
Topic	**Sub-topic**
Foreing language teaching and learning methodologies	1. Intruduction: "From the teacher-centred classroom to the student-centred classroom" 2. Methods and strategies in foreing language teaching and learning. 3. Classroom management and lesson planning in foreing language teaching and learning. 4. Integrated foreign language learning: strategies and techniques. 5. Didactics of grammar and vocabulary in foreing language learning. 6. Culture in foreing language teaching and learning.
Creating resources for the FL classroom.	
ICT use in the FL classroom	
Critical analysis of academic sources on FL.	

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**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).

Assessment			
Methodologies	**Competencies / Results**	**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 attent 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.

Important: Plagiarism or

any other form of academic dishonesty will result in a mark of '0' in

the course in the corresponding opportunity, invalidating any mark

obtained during all assessment activities for the 'extraordinaria'

opportunity.

Sources of information	
Basic	- 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

Oral presentations, activities, tasks and the

portfolio done throughout the module may need individual support during office

hours.

Resources must be used sustainably in order to avoid negative effects

on the environment. Therefore, it is recommended to send activities, projects

and task online. Otherwise, it is preferable that plastic is not used,

double-page printing, recycled paper and avoid printing drafts.

It is

crucial to remember the ethical principles regarding sustainability values in

professional and personal behaviour.