



Teaching Guide

Identifying Data					2014/15
Subject (*)	Deseño curricular e didáctica da lingua estranxeira		Code	652609921	
Study programme	7 Mestrado Universitario en Profesorado de Educación Secundaria: Linguas Extranxeiras				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	Yearly	First	Obligatoria	3	
Language	SpanishGalicianEnglish				
Prerequisites					
Department	Filloxía Inglesa				
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Lecturers	Alonso Giraldez, Jose Miguel		E-mail	miguel.giraldez@udc.es	
Web					
General description	Esta asignatura pretende achegar ao alumno/a as destrezas fundamentais de como deseñar o currículo e como levar a cabo as diferentes estratexias didácticas no Ensino Secundario e nas Escolas Oficiais de Idiomas nas materias de Linguas Extranxeiras.				

Study programme competences

Code	Study programme competences
A3	Coñecer a historia e os desenvolvementos recentes das materias e as súas perspectivas para poder transmitir unha visión dinámica das mesmas.
A4	Coñecer contextos e situacións en que se usan ou aplican os diversos contidos curriculares.
A5	Coñecer os desenvolvementos teórico-prácticos do ensino e a aprendizaxe das materias correspondentes.
A6	Transformar os currículos en programas de actividades e de traballo.
A7	Adquirir criterios de selección e elaboración de materiais educativos.
A9	Integrar a formación en comunicación audiovisual e multimedia no proceso de ensino-aprendizaxe.
A10	Coñecer estratexias e procedementos de avaliación e entender a avaliación como un procedemento de regulación da aprendizaxe e estímulo ao esforzo.
A11	Coñecer e aplicar propostas docentes innovadoras no ámbito da especialización cursada.
A14	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.

Learning outcomes

Subject competencies (Learning outcomes)	Study programme competences		
Saber estruturar axeitadamente un currículo docente dentro dos ámbito do ensino secundario ou nas EOI.	AJ3		
	AJ4		
	AJ6		
	AJ7		
	AJ9		
	AJ10		
Coñecer o desenvolvemento das diferentes estratexias para realizar un currículo docente	AJ3		
	AJ5		
	AJ6		
	AJ7		
Coñecer os diversos achegamentos técnicos e teóricos para a onstrución dun currículo docente.	AJ4		
	AJ5		
Coñecemento do Common European Framework for Languages	AJ3		
	AJ4		
	AJ5		



Entender a trascendencia sociolóxica na elaboración do currículo docente	AJ4		
	AJ5		
Coñecer as diferentes escolas e teorías para o desenvolvemento do aprendizaxe das linguas estranxeiras	AJ11		
	AJ14		

Contents	
Topic	Sub-topic
1.What do we mean by learning a foreign language or a L2?.	Practical and theoretical work. Teaching a non-native language
2. The Common European Framework of Reference of Languages.	Documents. Description Different features Levels of foreign language acquisition according to the Common European Framework.
3.-Curriculum development models.	A Study of the different approaches to EFL curriculum design. Designing curriculum through Tasks. Designing curriculum through Projects.
4.- From the communicative competence to effective language teaching.	Main Teaching Competences. Curriculum development through skills.
5.- Communicative competence acquisition.	Communicative competence and its types. Examples of communicative competence to be developed in the classroom. Other models of curriculum construction (constructivism, etc.).
6. Integration and attention to diversity in the curriculum.	Models of school integration. Mixed-ability classes. Diversification. Special needs in education.
7.- The European Language Portfolio.	Description. Main features. Examples. Development in the classroom context.
8.- Other key skills integrated in the curriculum.	Discursive competences. Developing strategies in the classroom. Grammatical competences. The importance of crosscurricular (transversal) education.
9. New Trends in the teaching-learning process.	The new role of the teacher as a facilitator in the classroom context. The importance of the media. Technological elements in the classroom. The integration of ICTs in the educational process.
10.- Teaching syllabus and curriculum design.	Examples of curriculum design. The language-integrated curriculum. Recent trends in curriculum design.
11. The concept of 'learning sequence' within the curriculum.	Methodology and parts of a 'learning sequence'.
12.- Curriculum design and schools.	Individualized Educational Project. Curriculum adaptations and syllabus. The educational context. Designing activities for competence development.

Planning			
Methodologies / tests	Ordinary class hours	Student?s personal work hours	Total hours



Student portfolio	0	8	8
Oral presentation	2	10.5	12.5
Document analysis	0	10	10
Supervised projects	0	8	8
Objective test	2	5.5	7.5
Workshop	10	11	21
ICT practicals	2	0	2
Directed discussion	4	1	5
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
Student portfolio	Written exercises. Class activities. Homework.
Oral presentation	Students' oral delivery of verbal and visual information about any aspect of the programme, specifically elaborated for the subject.
Document analysis	Study of papers or official documents related to the Education System.
Supervised projects	Student's assignments (essays, activities, ppt presentations, etc)
Objective test	Practical and theoretical exam.
Workshop	Educational classes and seminars emphasizing students and teacher's interaction.
ICT practicals	Practical classes involving ICTs and their use in the classroom.
Directed discussion	The teacher conducts discussion in the classroom.

Personalized attention	
Methodologies	Description
Supervised projects	Some students' activities will be guided and supervised (and also graded) by the teacher during the course.

Assessment		
Methodologies	Description	Qualification
Oral presentation	Oral presentation in the classroom (individual or in pairs)	30
Supervised projects	Special assignments, either groupal or individual, guided and supervised by the teacher.	30
Objective test	Practical and theoretical exam.	40

Assessment comments
Classes will be delivered mostly in English language.

Sources of information	
Basic	
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
Classes will be mostly delivered in English language.



(*)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.