



Teaching Guide

| Identifying Data | | | | | 2021/22 |
|--------------------------|---|--------|--|-----------|---------|
| Subject (*) | Curriculum development and didactics of the foreign language | | 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 | Obligatory | 3 | |
| Language | SpanishGalicianEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Letras | | | | |
| Coordinador | Barros Grela, Eduardo | E-mail | eduardo.barros@udc.es | | |
| Lecturers | Barros Grela, Eduardo Keane , Sean | E-mail | eduardo.barros@udc.es sean.keane@udc.es | | |
| Web | | | | | |
| General description | This course aims to convey the students the basic elements for the construction of the Educational curriculum in order to make them capable of carrying out different teaching strategies for Secondary education and for the Official Language Schools, in the specific areas of foreign languages. | | | | |
| Contingency plan | <p>1. Modifications to the contents No change.</p> <p>2. Methodologies *Teaching methodologies that are maintained All maintained, but adapted to other formats (Moodle / Microsoft Teams). *Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students 1. E-mail. Daily (from Monday to Friday) 2. Moodle. Class hours. 3. Microsoft Teams. Class and office hours.</p> <p>4. Modifications in the evaluation The percentages originally allocated for each section would remain unchanged, but with the following changes in the assessment procedure: ?Supervised Project. Students would be required to send their projects via e-mail or to upload them onto Moodle. ?Oral Presentation. Students would be required to send an audiovisual file via e-mail or Moodle. ?Student portfolio. Students would be required to send their assignments via Moodle or email.</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy No change.</p> | | | | |

Study programme competences

| Code | Study programme competences |
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| 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 |
| A6 | (CE-G6) Coñecer a evolución histórica do sistema educativo no noso país |
| A7 | (CE-G7)Coñecer e aplicar recursos e estratexias de información, tutoría e orientación académica e profesional |



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| A9 | (CE-G9) Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia |
| 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 |
| A19 | (CE-E5) Coñecer os desenvolvementos teórico-prácticos do ensino e a aprendizaxe das materias correspondentes. |
| A20 | (CE-E6) Transformar os currículos en programas de actividades e de traballo. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| 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 | |
| Know how to properly structure a teaching curriculum in the areas of secondary education or in the EOI. | AJ4 AJ5 AJ6 AJ7 AJ9 AJ10 AJ19 AJ20 | | CC2 |
| To know the development of the different strategies to build up a teaching curriculum | AJ3 AJ4 AJ5 AJ6 AJ7 | | CC2 CC6 |
| To know the different technical and theoretical approaches for the construction of a teaching curriculum. | AJ5 AJ6 AJ19 | | CC2 |
| To know the Common European Framework for Languages. | AJ5 AJ6 AJ19 | | CC2 |
| To understand the sociological relevance of elaborating a teaching curriculum | AJ5 AJ6 AJ19 | | CC6 |
| To know the different schools and theories for the development of the learning process of foreign languages | AJ5 AJ6 | | |

| Contents | |
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| Topic | Sub-topic |
| The Common European Framework of Reference of Languages. | Documents. Description and different features. |
| Curriculum development models. | A Study of the different approaches to EFL curriculum design. Designing curriculum through Tasks. Designing curriculum through Projects. |
| Communicative competence acquisition. | Examples of the communicative competence. Other models of curriculum production (constructivism, etc.). |
| From the communicative competence to effective language teaching. | Teaching Competences. Curriculum development through skills. |



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|---|---|
| Teaching syllabus and curriculum design. | Examples of curriculum design. The language-integrated curriculum. |
| The concept of 'learning sequence' within the curriculum. | Methodology and practice. |
| Curriculum design and schools. | Individualized Educational Project. Curriculum adaptations and syllabus. The educational context. |

| Planning | | | | |
|------------------------|------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Student portfolio | A19 A20 C2 | 0 | 8 | 8 |
| Oral presentation | A3 A5 A19 A20 C2 | 2 | 11 | 13 |
| Document analysis | A6 A7 A19 C2 | 0 | 10 | 10 |
| Supervised projects | A4 A5 A7 A9 A19 A20 C2 C6 | 0 | 15 | 15 |
| Workshop | A3 A4 A7 A10 A20 C2 | 10 | 11 | 21 |
| ICT practicals | C2 C6 | 2 | 0 | 2 |
| Directed discussion | A3 A4 A5 A10 A19 C2 C6 | 5 | 0 | 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, in-class activities and critical analysis of readings set by the teacher. |
| 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) |
| 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 | In-class supervision. Online supervision is also provided. |

| Assessment | | | |
|---------------------|------------------------------|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Student portfolio | A19 A20 C2 | Analysis of readings set by the teacher. | 15 |
| Oral presentation | A3 A5 A19 A20 C2 | Oral presentation in the classroom based on the supervised project. | 35 |
| Supervised projects | A4 A5 A7 A9 A19 A20 C2 C6 | Assignment guided and supervised by the teacher. | 40 |
| Directed discussion | A3 A4 A5 A10 A19 C2 C6 | Active participation in in-class activities, discussions and debates. | 10 |



Assessment comments

In order to pass this course, students must complete at least 50% of the assessment tasks. Students who do not complete at least 50% of the assessment tasks or who do not submit the supervised project or the oral presentation will be given a grade of NP (absent).

Students are expected to complete all the assignments and readings suggested by the lecturer(s), and to come to the sessions prepared to discuss them. Students must visit the eLearning platform for the course regularly. Students are expected to check their university email on a regular basis: announcements and last-minute changes will be notified via email.

Academic misconduct (including cheating, plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised. Essays and written assignments may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on the Internet.

All the written activities must meet the minimum requirements of linguistic correctness (spelling and grammar, punctuation, syntax, lexical precision, or formal register).

Students who fail to pass the subject in January will be required to take the 'second opportunity' in July, with the following distribution of percentages:

1) supervised project (40%); 2) oral presentation (35%); 3) take-home activity/ies (25%). The same percentages apply to the december opportunity.

Students who are officially registered as part time, 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.

ATTENTION TO DIVERSITY

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 contact ADI directly at <http://www.udc.es/cufie/uadi/>, or by phone ext. 5622, or via email: adi@udc.es.

Sources of information



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| <p>Basic</p> | <p>-CANDLIN, C.N. (ed.), The Communicative Teaching of English: Principles and an Exercise Typology, Longman, Londres, 1981.- CANDLIN, Ch., Hacia la enseñanza de lenguas basada en tareas en Comunicación, Lenguaje y Educación, 7-8, pp.33-53, 1990.- ELLIS, R., Instructed second language acquisition: learning in the classroom, Cambridge, Basil Blackwell, Ma, 1990.- ELLIS, R., Understanding Second Language Acquisitionm O.U.P., Oxford, 1986. - ESTAIRE, S. e ZANÓN, J., El diseño de unidades didácticas mediante tareas: principios y desenvolvemento, en - GALISSON, R., D'hier à aujourd' hui, la didactique générale des langues, CLE International, París, 1980.- GALISSON, R. (ed.), Lignes de force du renouveau actuel en didactique des langues étrangères, Clé International, París, 1980.- GAONAC'H, D. (Coord.) Acquisition et utilisation d'une langue étrangère. L'approche cognitive, Hachette, París 1990.- GIACOBBE, J. "Le recours à la langue première (une approche cognitive)", en - GAONAC'H (ed.), Acquisition et utilisation d'une langue étrangère, Hachette, París, 1990.- KRASHEN, S. D., The Input Hypothesis: Issues and Implications, Longman, Londres, 1985.- VEZ, J. M., Pensar la innovación en el aula de lengua extranjera en Aula de Innovación Educativa, nº 33, pp. 5-11, 1994.- VEZ, J. M., Le véhicule de culture de proximité en J.-P. Atal et al. (coord.), Comprendre les langues, aujourd'hui, pp. 95-108, La TILV, París, 1995.- VEZ, J. M., Perspectives communicatives et développement des curricula des langues européennes en E.L.A. (Etudes de Linguistique Appliquée), nº 100, pp. 55-66, 1995.- VEZ, J. M., Planificar na aula de lingua inglesa en ADAXE, nº 11, pp. 153-164, 1995.- VEZ, J. M., Aspectos innovadores en el área de lengua extranjera en C. Rosales et al., I Congreso de Innovación Educativa, Tórculo, Ed. Santiago de Compostela, pp. 69-89, 1996.- VEZ, J. M., La intercomprensión (aprender a comprender las lenguas): Una autopista comunicativa para Europa en J. M. Oro e J. Varela (eds.), Adquisición e Aprendizaxe das linguas Segundas e as súas Literaturas, Deputación Provincial, Lugo, 1996 (en prensa).- VEZ, J. M., Mujer y desarrollo profesional: estudio de caso de una maestra de lengua inglesa en A. Marco (coord), Estudios sobre mujer, lengua y literatura, Servizo de Publicacións, Universidade de Santiago de Compostela, pp. 57-97, 1996 (en prensa).- VEZ, J.M. (dir.), English Language Modular Packs for ESO, vols. I-VII, M.E.C.-Edelvives, Zaragoza, 1995.- VEZ, J. M., As aprendizaxes de linguas estranxeiras. Avances da investigación no marco dunha dimensión europea en Revista Galega do Ensino (Xunta de Galicia), 23, pp. 115-145, 1999.- VEZ, J. M., Argumentos favorables a un pacto curricular en las áreas lingüísticas en J. A. González Riaño (coord.), Enseñances Llingüísticas y Competencias Educatives, pp. 15-39, Academia de la Llingua Asturiana, Oviedo, 2001a. - VEZ, J. M., Formación en Didáctica de las Lenguas Extranjeras.), Ed. Homo Sapiens, Rosario, Argentina, 2001b.- VEZ, J. M., TEFL as a learning profession en E. García Sánchez (ed.), Present and Future Trends in TEFL, pp. 15-30, Servicio de Publicaciones de la Universidad de Almería, Almería, 2001c..</p> |
| <p>Complementary</p> | <p>CABERO, J. (2001). ¿Tecnología educativa. Diseño y utilización de medios en la enseñanza?. Barcelona, Paidós. COM. (2000). ¿Designing Tomorrow's Education. Promoting Innovation with New Technologies?. Informe de la Comisión para el Consejo y el Parlamento Europeo, Bruselas, 27/1/2000. GISBERT, M. (2001). ¿Nuevos Roles para el profesorado en entornos digitales?. En SALINAS, J. y BATISTA, A. (Coord.) ¿Didáctica y tecnología educativa para una Universidad en un mundo digital?. Ciudad de Panamá: Facultad de Ciencias de la Educación de la Universidad de Panamá. ICC (2002). ¿The Impact of Information and Communications Technologies on the Teaching of Foreign Languages and on the Role of Teachers of Foreign Languages?. Directorio General de Educación y Cultura, Unión Europea. LUFTI, T.; GISBERT, M. y FANDOS, M. (2001). ¿El ciberprofesor, formador en la aldea global?. En ¿Las ciencias sociales en Internet?. Mérida: Consejería de Educación, Ciencia y Tecnología. pp. 59-76. _____ Ali, I./Ganuzo, J.L. (1997) Internet en la educación, Anaya Multimedia, Madrid. Andrieu, O. (1997) Cómo buscar y encontrar en Internet, Ediciones Gestión 2000, Barcelona. Arnanz, C. (22/04/1998) Enredar en Inglés, Aprender Idiomas sin esfuerzo, ABC Informática, pp. 30-31. Barron, A. (1998) "Designing Web-based Training", en British Journal of Educational Technology, Vol. 29, no.4, pp. 355-370, Blackwell, London (UK). Collis, B. (1996) Tele-learning in a Digital World: The Future of Distance Learning. Thomson Computer Press, Oxford (UK). Kearsley, G./Hunter, B./Furlong, M. (1992) We teach with Technology: New Visions for Education, Franklin, Beedle & Associates, Oregon (EEUU)</p> |

Recommendations

Subjects that it is recommended to have taken before

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| Subjects that are recommended to be taken simultaneously |
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| Subjects that continue the syllabus |
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| Other comments |
| Classes will be mostly delivered in English language. Students who are unable to attend one of the sessions must justify their absence properly.It is recommended to send the work electronically and if it is not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts.Sustainable use of resources and prevention of negative impacts on the natural environment are highly recommended.The importance of ethical principles related to the values of sustainability in personal and professional behavior must be taken into account. |

(*)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.