



Teaching Guide

Identifying Data					2023/24
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	Amenedo Costa, Mónica María	E-mail	monica.amenedo@udc.es		
Lecturers	Amenedo Costa, Mónica María	E-mail	monica.amenedo@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.				

Study programme competences

Code	Study programme competences
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
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		CC2
	AJ5		
	AJ6		
	AJ7		
	AJ9		
	AJ10		
	AJ19		
	AJ20		



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	
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.
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 / Results	Teaching hours (in-person & virtual)	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	<p>In-class supervision. Online supervision is also provided.</p> <p>Students who are officially registered as part time and/or have been granted permission not to attend classes will carry out the required practical work individually and hand it in before the deadline. The lecturer is available in weekly tutorial office hours to provide advice on lesson plans and assignments.</p>

Assessment

Methodologies	Competencies / Results	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.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accordance with article 11, section 4b, of the "Regulamento disciplinar do estudiantado da UDC":

Cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese: o/a estudante será cualificado con suspenso (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.

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 (approved by the Consello Social on 4 May 2017), will notify the instructor in the first week of clases and, if that proves impossible, within seven days from the date of acknowledgement. They will carry out the required practical work individually and hand it in before the deadline. Late submissions will not be accepted unless duly justified. The final mark will be the weighted average grade of the assessed work carried out during the course and the exam that takes place on the date fixed in the academic calendar. In order to pass this subject, a mark of 5 out of 10 is the minimum required in each section of the assessment. Students will also be required to take the second opportunity in July if they fail to pass the first opportunity. They will have to re-sit the parts of the assessment they failed and will not need to re-sit the parts they have previously passed.

ATTENTION TO DIVERSITY

ADI is a university office specialised in attending to members of the university with special needs due to disability 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.

GENDER EQUALITY:

A gender perspective will be incorporated into this subject. This will include, among other measures, the use of non-sexist language, the selection of books and articles written by men and by women, as well as encouraging participation from all students in class, regardless of their gender. In addition, sexist prejudices and attitudes will be addressed and efforts will be directed towards the modification of this environment and the promotion of values of respect and equality. In the event of gender discrimination, appropriate actions will be implemented to rectify such cases.



<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 Acquisition 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, Paris 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

