



Teaching Guide

Teaching Guide				
Identifying Data				2022/23
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	E-mail	eduardo.barros@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	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

Basic	-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.), Enseñanzas Lingüísticas y Competencias Educativas, 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..
Complementary	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)

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. 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.