

Syllabus Information

Academic Year: 2021/22

Subject: 63265 -

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

599 -

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Optional

Module:

1. General information

2. Learning goals

2.2. Learning goals

1. Describe the provisions of the Spanish and Aragonese curriculum for the subject of English as a Foreign Language (EFL) as key frames of reference for course planning
2. Critically comment on these provisions, identifying the curricular and psychoeducational principles on which they are based, the options they make and the margin of decision they leave at lower levels of curricular specification and adaptation.
3. Describe and analyze the different teaching-learning methodologies of English as a Foreign Language, placing them in the corresponding epistemological framework.
4. Recognize teaching-learning methodologies, assessing their relevance in terms of the specific context in which they are applied and, where appropriate, adapting them to achieve more effective teaching.
5. Design a basic but principled course plan for the subject of English as a Foreign Language in Secondary Education.

2.3. Importance of learning goals

The curricular design of a subject constitutes a key and complex task in the programming of the teaching-learning processes and therefore it must be done in a principled, critical way. On the other hand, the acquisition of theoretical foundations for instructional and curricular design is key for the Specialty Practicum of the preservice secondary school teacher.

3. Assessment (1st and 2nd call)

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

Theory and practice will be integrated, in such a way that a practical activity can lead to a short theoretical presentation and a short theoretical presentation can be the basis of a practical activity. Students are expected to take required and suggested reading according to the schedule provided at the beginning of the course. In general, each face-to-face session will require a previous reading by the students of selected texts.

Attendance to classes will require the active participation of students. It will also be necessary to carry out reflection activities and other practices out of class. Failure to attend class requires a predictably much higher amount of autonomous work on the part of students.

4.2. Learning tasks

Brief presentation of the theoretical foundations, interspersed with the activities described below.

Reading and analysis of documents that show key principles and different approaches to learning and teaching foreign languages, especially the communicative approach, and different models of foreign language curriculum design. The readings will be carried out mainly out of class, according to the calendar provided at the beginning of the course.

Reading and critical analysis of the current curriculum and other relevant regulations.

Application of the principles, approaches and models analyzed in tasks of reflection and analysis of materials.

Elaboration of a course plan for the subject of English as a Foreign Language for an ESO, Baccalaureate or EOI course.

Mandatory and optional individual or group tutorials.

The organization of seminars with guest speakers that facilitate the acquisition of the competences of the subject will be considered.

4.3. Syllabus

1. Second Language Acquisition: linguistic, psychological, and sociocultural aspects, as well as individual differences (fundamentally, affective factors, learning strategies and motivation) that condition the learning of a second language.

2. English Language Teaching methodology: brief review of the main teaching methods of Foreign Languages prior to the communicative paradigm. Analysis of traditional teaching materials and sequences. The Communicative Approach and its different methodologies. Task-based Language Teaching and Learning. Critical analysis of communicative didactic materials and sequences. Current methodological trends: post-method pedagogy.

3. Current models and trends in curriculum design for Foreign Languages. Epistemological framework of curriculum design in secondary education: the Competence-based model. Implications for course planning. Course planning: legislation for Aragon, contextualization, design and evaluation.

4.4. Course planning and calendar

The most important activities and dates will be communicated to the students at the beginning of the school period of the subject or, where appropriate, they can be found on the official calendar. The delivery date for other critical analysis, reflection and concept review activities will be communicated to students through Moodle.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63265&Identificador=C71811>