

63265 - Instructional and Curricular Design in EFL

Syllabus Information

Academic year: 2024/25

Subject: 63265 - Instructional and Curricular Design in EFL

Faculty / School: 107 - Facultad de Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education
599 - Master's Degree in Foreign Language Teaching: English

ECTS: 6.0

Year: 1

Semester: First semester

Subject type: Optional

Module:

1. General information

In this subject, students learn and critically evaluate the current curriculum of the area of English as a Foreign Language in Secondary Education as a fundamental reference framework for didactic programming at this stage

The subject provides students with the relevant theoretical foundation to implement the current curriculum in a didactic program that prioritizes active and collaborative methodologies, as well as autonomous and reflective learning.

It is recommended that students possess a general oral and written proficiency level of a minimum of C1 according to the descriptors of the Common Frame of Reference, as well as a high level of academic discourse. In the case of those students whose first language is not Spanish, it should be noted that the reading and critical analysis of the current curriculum requires a high level of proficiency in the Spanish language.

2. Learning results

1. Acquire basic principles of foreign language learning and identify and apply the specific competencies of the subject English as a foreign language
2. Describe and critically analyse activities and didactic sequences that correspond to different methodologies of teaching-learning of this subject, placing them in the epistemological framework that corresponds to them
3. Critically analyse didactic materials currently in use in educational centres and propose possible improvements
4. Know elements and models of curriculum design in foreign languages, identifying those that are compatible with the action-oriented approach to the teaching-learning of a foreign language
5. Identify, describe and apply the current curricular provisions and guidelines that constitute the fundamental reference framework for programming in English as a foreign language in secondary education
6. Critically comment on these provisions and guidelines, identifying the principles on which they are based, the choices that make and the margin of decision that they leave for subsequent levels of curricular specification and adaptation
7. Elaborate a didactic program for an ESO, Bachillerato or EOI from the perspective of training in competences and the analysis of the curriculum context and its sequencing

3. Syllabus

1. Linguistic, psychological, sociocultural aspects, and individual differences (affective factors, learning strategies and motivation) that condition the acquisition of the foreign language. Input, output and interaction. Explicit instruction.

Validated principles for foreign language instruction.

2. Methodology: Traditional methods, situational teaching and PPP (presentation-practice-production). What to teach: program types. The communicative approach and the action-oriented approach: teaching-learning by tasks or learning situations and didactic sequence models. The Common European Framework of Reference: the communicative, intercultural and multilingual competence. The pedagogy of post-methods.

3. Current models and trends in foreign language curriculum design. Epistemological framework of curriculum design in secondary education: key competencies and specific competencies. Implications for didactic programming. The didactic programming: legislation for Aragon, contextualization, development and evaluation.

4. Academic activities

Presentation of the theoretical fundamentals, interspersed with the activities described below.

- Reading and analysis of documents showing key principles and different approaches to foreign language learning and

teaching , especially the action-oriented communicative approach, and different models of foreign language curriculum design . The readings will be done mainly outside the classroom, according to the calendar provided at the beginning of the term.

- Reading and critical analysis of the current curriculum and other relevant regulations.
- Application of the principles, approaches and models analysed in tasks of reflection and analysis of materials.
- Elaboration and oral defence of a didactic program of English as a Foreign Language for a course of ESO.
- Mandatory and optional individual or group tutorials.
- The organization of conferences or seminars with guest speakers will be considered to facilitate the acquisition of the competences of the subject.

5. Assessment system

Evaluable activities developed during formal teaching:

For students who regularly attend class the evaluation will consist of:

1.- Participation in practical classes and elaboration of a practical portfolio (40%). The portfolio will include individual and/or group activities, both face-to-face and non-face-to-face, of application of the contents developed in the subject. Because of its facilitating nature, carrying out these activities is a prerequisite for developing the main practical activity , which consists of an analysis of materials currently used in Compulsory Secondary Education (ESO), which will include implications for the Secondary classroom and suggestions for improvement. The detailed specifications for its elaboration, which should be in groups of 2 or 3 students, are provided at the beginning of the term in Moodle, together with the calendar of activities. This practical activity may be presented orally or in writing.

2.- Directed work (60%). This work must be done in a group and consists of the elaboration of a didactic program for the subject of English as a Foreign Language for an ESO class. The structure of the didactic programming must contemplate, at least, the following aspects: context, competencies, objectives, contents, evaluation criteria and formative evaluation plan, methodological principles and competency sequencing.

Levels of demand (Grading criteria and requirements to pass the subject)

In order to be considered eligible for evaluation in this manner, a student must satisfactorily complete 85% of the facilitating activities that are part of the practices portfolio. As an exception to this requirement, only the cases included in Article 5 of the Evaluation Regulations of the University of Zaragoza will be considered.

Evaluation activity number 1 accounts for 40% of the final grade. Evaluation activity number 2 accounts for 60% of the final grade. A grade of at least 5 out of 10 must be obtained in each activity in order to average,

If a student chooses this modality but does not pass any of the evaluation activities, including the so-called facilitating tasks , they may choose to take only the corresponding part of the global test (facilitating tasks, analysis of materials, didactic programming). In this case the activities will be weighted with the percentage assigned in the global test (see below). More specific grading criteria are provided for each activity in Moodle.

Fraud or total or partial plagiarism in any of the evaluation tests will result in not passing the subject with the minimum grade, in addition to the disciplinary sanctions adopted by the Guarantee Committee for these cases.

Global test and second call

The overall test will consist of two evaluation activities that are mandatory of an individual nature:

1.- Written test of application of the contents of the subject (50% of the grade), which consists of the completion of between 3 and 5 short assignments and an analysis of materials

2.-Design, elaboration and oral defence in English of a didactic program of the subject of English as a Foreign Language of a class of Compulsory Secondary Education (ESO) (50% of the grade). The schedule must be submitted on the date indicated for the written test set by the examination calendar. The defence will take place after completion of the written test

The evaluation criteria are the same as above. In order to pass the subject, a minimum grade of 5 must be obtained in each of the two activities.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

Fifth and sixth calls

For the fifth and sixth calls, the same guidelines will be followed as those indicated for the global test and the second call.

6. Sustainable Development Goals

- 4 - Quality Education
- 5 - Gender Equality
- 10 - Reduction of Inequalities