



Communicative
Approach and Task-
Based Learning

**Master in Bilingual
Education**



UNIVERSIDAD
NEBRIJA

Teaching Guide

Subject: Communicative Approach and Task-Based Learning

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Semester: 1

Professors/Available teaching staff: Dra. Alicia Sola Prado/Miguel Gómez Jiménez

1. COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

Basic competencies

CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.

CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.

CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.

CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.

CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

General competencies

CG2 To know about the specific problems of foreign language teaching in both linguistic and cultural terms in a bilingual environment.

CG3 To apply the knowledge acquired in decision making in relation to the different factors involved in the teaching and learning of foreign languages.

CG4 To be capable of carrying out a critical analysis, evaluation, and synthesis of new and complex ideas that allow autonomy in training and the ongoing updating of knowledge in the area of foreign language training.

CG6 To know how to communicate with colleagues within the academic community and with society in general about their area of knowledge in an environment of bilingual education.

CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.

CG9 To analyse the psychological processes and factors applicable to the learning of a foreign language.

Specific competencies

CE4 To develop and apply didactic methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate linguistic as well as social and cultural content in bilingual English/Spanish teaching.

CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.

CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.

CE9 To be capable of evaluating, selecting, and using literary texts for the development of linguistic competence and their use in accessing the socio-cultural context of foreign language teaching (Spanish/English).

CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.

CE11 To be capable of applying different educational strategies of communicative abilities (interaction, production, and oral and written reception) in accordance with the characteristics of foreign language learner.

CE12 To know about the different variables in the process of foreign teaching/learning from the student's perspective and their communicative needs; both the process itself and their ongoing evaluation and certification.

CE13 To know and to know how to apply the advantages of the communicative approach and learning by tasks method for linguistic interaction in English and Spanish.

1.2 Learning outcomes

At the end of the subject, the student must:

- Be capable of communicating reasonably on themes related to their area of study.
- Be capable of acquiring new knowledge in an autonomous manner in their field of study, the teaching/learning of a foreign language
- Know how to communicate with the academic community and society in general on the teaching/learning of a foreign language.
- Know how to base their teaching practice in an informed manner according to the knowledge acquired.
- Be capable of incorporating new strategies, materials, and technology to activities in the bilingual classroom.
- Practice and acquire the skills necessary to reach C1 level of English.
- Know how to apply the advantages of a communicative focus and learning by tasks for linguistic interaction in English and Spanish.

2. CONTENTS

2.1. Previous requirements

None

2.2. Description of content

- Principles of communicative competence
- Linguistic competence, pragmatic competence and communicative competence.
- Dell Hymes and the components of communicative competence.
- Development of communicative macroabilities.
- Communicative skills and learning tasks.
- Planning of didactic units through tasks.

2.3. Detailed content

- 1. The development of language teaching.**
 - Different methods of language teaching throughout history.
 - New directions on language teaching
 - Language and Communication
 - Language as creation and as communication
 - Teaching for communicative purposes.

- 2. The communication.**
 - Verbal and Non-verbal Communication
 - Characteristics
 - Moments (psychological, physical and reception)
 - Processes; Components; Factors
 - Competence in theoretical linguistics: Chomsky
 - Competence in Sociolinguistics: Hymes
 - Competence in Applied Linguistics: Canale and Swain
 - The concept of Adjustment, Performance and Ability.

- 3. Communicative competence.**
 - Microcompetences: Grammatical; Sociolinguistic; Discourse; Strategic
 - Implications in foreign language teaching
 - Learner-centered teaching
 - Fundamentals and origins
 - Learner's autonomy
 - Teacher and learner in communicative approaches
 - Learner's and Teacher's role

- 4. Strategies**
 - Types: communication and learning
 - Categories
 - Influence in the learning process
 - Learners' needs and learning styles
 - Pedagogic implications
 - Didactic implications of the needs' analysis

- 5. Process-centered learning**
 - Process as the main focus
 - Displacement of the focus of attention
 - Learning process
 - Concept and treatment of error
 - Activities as part of the active and creative process
 - The concept of negotiation
 - Didactic implications of the negotiation
 - Notio-functional approach
 - Origins
 - The threshold ´
 - New contents, objectives and syllabi
 - Consequences

- 6. Development of principles of the communicative approach**
 - From lesson to didactic unit
 - From drills to communicative activities

<p>Principles of CLT & TBL: Tasks; learning by doing; rich and meaningful Input; corrective feedback Communicative Activities</p> <p>7. Task-based learning Instructor's roles Tasks as organization learning units Designing didactic units: components and planning Types of activities Learner's role</p>

2.4. Training activities

Blended modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Individual and group learning activities outside the teaching sessions	30	30%
AF3. Tutorials	10	10%
AF4. Complementary training activities	10	10%
AF7. Evaluation Activities	10	20%

Online modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	0%
AF4. Complementary training activities	10	0%
AF7. Evaluation Activities	10	20%

2.5 Teaching Methodologies

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

3. SYSTEMS OF EVALUATION

3.1. Grading

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Good (NT)
- 9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

3.2. Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in work groups and discussion	15%
Guided activities	25%
Final exam	60%

3.3. Restrictions

Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Attendance

Students who, without justification, fail to attend more than 75% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

3.4. Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4. BIBLIOGRAPHY

Basic Bibliography

- RICHARDS, J. C., & RODGERS, T.S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- NUNAN, D. (2004). *Task-Based Language Teaching*. Cambridge: University Press.
- LARSEN-FREEMAN, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.

Recommended Bibliography:

- ARNOLD, J.; DÖRNEY, Z.; PUGLIESE, C. (2015). *The Principled Communicative Approach*. Hebling Languages.
- BRYFONSKY, L., & MCKAY, T. H. (2019). TBLT implementation and evaluation: A meta-analysis. *Language Teaching Research*, 23(5), 603–632.
- COUNCIL OF EUROPE. (2001). (CEFR) Common European Framework of Reference for Languages: learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge.
- COUNCIL OF EUROPE. (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Strasbourg: Council of Europe Publishing. Authors: B. North, E. Piccardo, T. Goodier.
- COUNCIL OF EUROPE. (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment—Companion Volume. Council of Europe Publishing.
<https://www.coe.int/en/web/common-european-framework-reference-languages>
- ELLIS, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19, 221–245.
- HAMERS, J. F., & BLANC, M. (2004). *Bilinguality and bilingualism* [Recurso electrónico] (2nd ed.). Cambridge University Press.
- HOWAT, A.P. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- LEE, J.F Y B. VANPATTEN (1995). *Making communicative language teaching happen*. New York: McGraw-Hill.
- LITTLEWOOD, W. (1982). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- LITTLEWOOD, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58, 319–326.
- LITTLEWOOD, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40, 243–249.
- LITTLEWOOD, W. (2011). Communicative language teaching: An expanding concept for a changing world. In: E. Hinkel (Ed.), *Handbook of research in second language teaching and learning: Volume 2* (pp. 541–557). New York / London: Taylor & Francis.
- LLOBERA, M. (ed.) (1995). *Competencia comunicativa. Documentos básicos en la enseñanza de lenguas extranjeras*. Madrid: Edelsa.
- MUNBY, J. (1987). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- NUNAN, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle.
- NUNAN, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- SHEHADEH, A. (2012). Introduction: Broadening the perspective of task-based language teaching scholarship: The contribution of research in foreign language contexts. In: A. Shehadeh, & C.A. Coombe (Eds.), *Task-based language teaching in foreign language contexts: Research and implementation* (pp. 1–20). Amsterdam: John Benjamins.
- SIGUAN, M. (1995). *La enseñanza de la lengua por tareas*. Barcelona: Horsori.
- SKEHAN, P. (2003). Task-based instruction. *Language Teaching*, 36, 1–14.
- STERN, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- STEVICK, E. (1998). *Working with Teaching Methods: What's at Stake?* Boston: Heinle & Heinle.
- WILLIS, D., & WILLIS, J. (2007). *Doing task-based teaching: A practical guide to task-based teaching for ELT training courses and practising teachers*. Oxford: Oxford University Press.

5. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>