

Communicative  
Approach and TaskBased  
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

**Year:** 1

**Semester:** 1

**Professor:** Dr. 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

Principles of CLT & TBL:  
Tasks; learning by doing; rich and meaningful Input; corrective feedback  
Communicative Activities

7. **Task-based learning**  
 Instructor's roles  
 Tasks as organization learning units  
 Designing didactic units: components and planning  
 Types of activities  
 Learner's role

## 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. EVALUATION SYSTEM

### 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.

### 3.5. Use of AI

Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. Plagiarism is considered to be the reproduction of paragraphs taken from sources other than the student's own work (the Internet, books, articles, classmates' assignments, etc.) when the original source is not cited. The use of quotations may not be indiscriminate. Plagiarism is a criminal offense.

If such practices are detected, they will be considered a Serious Offense, and the sanction cited in the Student Regulations may be applied.

The adoption of AI tools in teaching must be based on a transparent, responsible, ethical, and safe approach that fosters the development of digital competencies among students.

The instructor will indicate in each learning activity whether the use of Generative AI is planned, for what purpose, and the requirements for its use.

It is the student's responsibility to demonstrate transparent, ethical, and responsible behaviour in the use of Generative AI and to adapt to the application criteria established by the instructor for each activity.

The detection of any fraudulent behaviour regarding the use of Generative AI, or failure to comply with the instructor's guidelines, will result in the application of the sanctions provided for in the Student Regulations.

#### 4. BIBLIOGRAPHY

##### Basic Bibliography

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## 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/ensenanzabilingue-profesores/#masInfo#profesores>