

A large, light gray, stylized profile of Nebrija, the founder of the University of Nebrija, is positioned in the background. The profile is facing right and is rendered in a minimalist, geometric style. It features a cap and a beard. The background is white.

Communicative
approach and Task-
Based Learning
**Master in Bilingual
Education 2021-2022**



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: 1st

Semester: 1st

Professor: Dra. Alicia Sola Prado

1. COMPETENCIES and LEARNING OUTCOMES

1.1. Competencies

Basic competencies

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

CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.

CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.

CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

General competencies

CG2 To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.

CG3 To apply the knowledge acquired in terms of making appropriate decisions regarding the different factors involved in FL learning and teaching processes.

CG4 To be able to carry out a critical analysis, evaluation and synthesis of new and complex ideas that allow autonomy in training and continuous updating of knowledge in the field of FL teaching.

CG6 To know how to communicate about their areas of knowledge in the field of bilingual education with colleagues in the academic community and with society in general.

CG7 To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.

CG9 To analyse the psychological processes and the factors intervening in FL learning.

Specific competencies

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

CE5 To evaluate both linguistic and socio-cultural contents in English/Spanish bilingual education.

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

CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.

CE9 To be able to assess, select and use appropriate literary texts for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).

CE10 To be able to communicate fluently at CEFR level C1.

CE11 To be able to apply different strategies for teaching communicative skills (interaction and production and oral and written reception) according to the characteristics of FL learners.

CE12 To know the different variables of FL teaching/learning process from the perspective of students and their communicative needs; of the process itself; of its continuous and certifying evaluation.

CE13 To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

1.2 Learning outcomes

Upon successful completion of this subject the student will have achieved the following learning outcomes:

That they know the linguistic and cultural problems of FL teaching/learning.

That they know how to apply the knowledge acquired when making decisions regarding the factors involved in bilingual teaching/learning processes.

That they must be able to carry out critical analysis, evaluation and synthesis of new ideas in this field.

That they must know how to communicate about FL teaching/learning with the academic community and society in general.

That they must know how to base their teaching practice in an informed manner according to the knowledge acquired.

That they must know how to develop and apply methodologies adapted to the diversity of the students in a bilingual environment.

That they must be able to incorporate new strategies, materials, and technologies into the activities of a bilingual English/Spanish classroom.

That they must be able to use specialized FL teaching/learning terminology.

That they must practice and acquire the necessary skills to reach level C1 in the English language.

That they know the cognitive and affective factors intervening in the FL appropriation process; the learning strategies of the different communicative skills (interpretation and oral and written production) and the characteristics of the interlanguages of FL learners.

That they know the different variables of the FL teaching/learning process from the perspective of the student, and their communicative needs; of the process itself; of its continuous and certifying evaluation.

That they know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

2. CONTENTS

2.1. Previous requirements

Demonstrate sufficient performance at level B2 in English

2.2. Description of content

This course presents an introduction to the communicative approach and task-based learning used nowadays in many teaching practices, academic curricula, individual methodologies and teaching/learning textbooks. Currently, the concept of communication has found its place not only when teaching foreign languages but also when learning the mother tongue. So, 'communication' is a concept that cannot be separated from the concept of 'language'. Furthermore, what does 'communication' stand for? How did we get to the current situation? Both questions could have an answer or, at least, could make us to think about in this course. A brief review of the history of the foreign languages methodology and the evolution of the foreign languages teaching since its origins will be provided.

In this course, we will meditate about what we do in our classrooms in order to check if we can consider ourselves 'communicative'.

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:

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

2.4. Assignments

Blended modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Learning activities, individual and in groups, outside the lecture session	30	30%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	10%
AF4. Complementary training actions	10	10%
AF7. Evaluation Activities	10	20%

Online modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Learning activities, individual and in groups, outside the lecture session	30	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	0%
AF4. Complementary training actions	10	0%
AF7. Evaluation Activities	10	20%

2.5 Methodology

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:

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

3.2. Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in working and discussion groups	15%
Activities (critical reading of texts, book reviews)	25%
Final exam	60%

3.3. Restrictions:

Minimum passing grade:

It is necessary to obtain a pass (5) in the final exam (either in the regular or repeat evaluation). Any grade under 5 is considered a fail.

Attendance:

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus. Otherwise he might not be allowed to sit the final exam (convocatoria ordinaria)

3.4. Plagiarism:

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade 0. Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else's (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the Reglamento del Alumno (Universidad Nebrija).

4. BIBLIOGRAPHY

Basic Bibliography

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Recommended Bibliography:

- ARNOLD, J.; DÖRNEY, Z.; PUGLIESE, C. (2015). *The Principled Communicative Approach*. Hebling Languages.
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- STEVICK, E. (1998). *Working with Teaching Methods: What's at Stake?* Boston. Heinle & Heinle.

5. PROFESSOR

All information on the teaching staff can be found in the official Web of the Master in Bilingual Education: <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>