



Educational Research  
and innovation with a  
focus on change  
management

Máster Universitario en  
Formación del  
Profesorado



UNIVERSIDAD  
NEBRIJA

## SYLLABUS

**Subject:** Educational Research and innovation with a focus on change management

**Degree:** Máster Universitario en Formación del Profesorado de Enseñanza Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas.

**Type:** Mandatory (English)

**Language:** English

**Modality:** Blended

**Credits:** 4

**Term:** 1st

**Teaching staff:** Dra. Dña. Carmen Gallego Domínguez

### 1. COMPETENCIES AND LEARNING OUTCOMES

#### 1.1. Competencies

CG1 Understand the content of curricula in the corresponding teaching area, and be familiar with relevant teaching and learning processes.

CG2 Plan, develop and assess the teaching/learning process by means of fostering the educational processes that facilitate the acquisition of the proper competencies of the corresponding teaching area, focusing on the level and former student's training as well as orientating them, both individually as in collaboration with other teachers and professionals of the center.

CG3 Search, obtain and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching/learning processes of the proper course of study within the undertaken area.

CG4 Set the curriculum that is going to be implemented in the center taking part in its collective planning; develop and apply didactic methodologies both in groups and personalized, adapted to the students' diversity.

CG5 Design and develop of learning environments focusing on fairness, emotional education and values, same gender rights and opportunities, respect human rights that facilitate life in society, decision making and the construction of a sustainable future.

CG8 Design and develop formal and non-formal activities that contribute to make the educational centre a place of participation and culture in the located setting; develop the functions of monitoring and orientation of students in a collaborative and coordinated manner; participate in the assessment, research and innovation of the teaching/learning processes.

CG12 Foster a critical, reflective and entrepreneurship approach.

CG13 Foster and promote greater respect for Human Rights and the principles embodied in the Universal Declaration of Human Rights, equity, non-discrimination, democratic values and peace culture.

CE46 Know the educational and cultural value of the subjects and the contents corresponding to the field of study.

CE47 Know the way the courses have been conducted and their perspectives in order to be able to convey a dynamic image of them.

CE48 Know the contexts and situations within the different curricular contents are applied.

CE49 In Vocational Training, know the evolution of the labor world, interaction among society, work and quality of life, as well as the need of acquiring the proper training when adapting to changes and transformations required by their professions.

## 1.2. Learning Outcomes

Upon successful completion of this subject the student will be able to:

- Understand that a language is acquired while developing a real communicative competence
- Learn to organize the teaching procedures in communicative activities.
- Understand the new roles of an approach based in the student.
- Design new programs of teaching based in tasks.
- Use an authentic and contextualized language that creates real process of communication.
- Develop the necessary skills to address the attention of the students when manipulating the information (meaning) and not the form (linguistic contents).

## 2. CONTENTS

### 2.1. Previous requirements

None.

### 2.2. Brief description of contents

- Cognitive and social dimension of languages.
- Didactics of Language and Literature as an academic discipline
- Methods and approaches in Language and Literature Didactics
- The communicative approach and task-based learning
- Linguistic theory and educational models of L2
- Communication skills

### 2.3. Detailed Contents

#### Unit 1. The development of language teaching

- Objectives
- Introduction
- History of English as a foreign language
- New directions on language teaching
- Conclusions
- Bibliography

#### Unit 2. Exploring teachers' beliefs. The nature of language learning activities

- Presentation
- Objectives
- Research on teachers' beliefs
- Teacher's beliefs roots
- Beliefs on the subject of English language

- Beliefs concerning learning procedures
- Beliefs regarding teaching practice
- Beliefs about the program and the curriculum
- Beliefs about language teaching as a vocational activity
- How will the purposes of an activity be communicated to the students?
- What procedures will students use in completing an activity?
- How will the activity be sequenced in relation to the other activities within the same lesson?
- What resources will be acquired?

### **Unit 3. The learner**

- Presentation
- Objectives
- Learner belief systems
- Beliefs
- Cognitive styles
- Learning strategies
- Bibliography

### **Unit 4. Process-centered teaching. Functional-notional approach**

- Presentation
- Objectives
- Process-centered teaching
- The functional-notional approach
- Bibliography

### **Unit 5. Principles of ca & tbl. Communicative activities.**

- Presentation
- Objectives
- Development of the principles of the communicative approach
- Principles of CLT & TBL
- Communicative activities
- Bibliography

### **Unit 6. Task-Based Learning**

- Presentation
- Objectives
- Task-Based Learning
- Task-Based didactic units
- Bibliography

### **Unit 7. ICT Applied to foreign language teaching.**

- Presentation
- Objectives
- Digital competence
- Bibliography

## **2.4. Learning activities**

TEACHING ACTIVITY	HOURS	PRESENIAL %
AF1. Teaching sessions	20	100%
AF2. Learning activities, individual and in groups outside the classroom sessions	44	0%
AF3 Tutorials	8	100%
AF4. Additional training activities	12	10%
AF7. Evaluation activities	16	10%
<b>HOURS</b>	<b>100</b>	

### 3. EVALUATION

#### 3.1. Evaluation

The system of final grades will be stated as it follows:

- 0 - 4,9 Suspenso (SS)
- 5,0 - 6,9 Aprobado (AP)
- 7,0 - 8,9 Notable (NT)
- 9,0 - 10 Sobresaliente (SB)

#### 3.2. Evaluation criteria

Assessment tools:

1. Attendance and participation in working groups and discussion.
2. Group and individual activities.

Evaluation Criteria:

- Ability for teamwork and problem solving.
- Ability to search information through various sources and resources, to judge it critically and use it appropriately for teaching or research purposes.
- Ability to relate the content to teaching practice and other areas of knowledge.
- Active participation in class discussions.
- Ability to argue, defend with relevant data and contrast topics proposed.

#### Ordinary evaluation

Grading System	Percentage
Final Exam / Project	60%
Online and in-campus lectures participation	15%
Mandatory Tasks	25%

#### Repeat Evaluation

Grading System	Percentage
Final Exam / Project	60%

Online and in-campus lectures participation	15%
Mandatory Tasks	25%

Please note that your final mark is the result of the average of your marks providing you have completed compulsory assignments and exam.

Students are expected to have all lessons and set tasks prepared on the dates indicated. Late work will not be accepted and will not receive a mark.

### **3.3. Restricciones**

#### Minimum 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

The student who does not attend more than 20% of the online sessions without justification can be deprived from the right to sit the ordinary exam.

#### Writing rules

Special attention will be given to papers, tasks and projects. It is essential to prepare a good final project in terms of grammar and spelling. Minimum standards must be accomplished in order to be evaluated.

### **3.4. Academic integrity and plagiarism.**

Antonio de Nebrija University will not tolerate in any case plagiarism. When writing a research paper or an essay exam you must identify your intellectual indebtedness to the authors you have read. This can be done through footnotes, bibliography, or by making a direct reference to the scholar or author in question. Failure to do so will be considered plagiarism. Plagiarism is the most serious academic offence you can incur in and could have serious consequences for you (Falta Grave) and it could be applied the sanction provided in the Reglamento del Alumno .

## **4. BIBLIOGRAPHY**

### Basic Bibliography

Brown, H.D. (1987). *Principles of language learning and teaching*. New Jersey: Prentice Hall.

Brumfit, C.J. (1984). *Communicative methodology language teaching*. Cambridge: Cambridge University Press.

### Recommended Bibliography

Byrne, D. (1981). *Integrating skills*. K. Johnson y K. Morrow (eds.).

Canale, M and M. Swain (1980). Theoretical bases of communicative approaches to second language teaching and testing, en *Applied Linguistics*, Vol. 1,1, (pp. 1-47).

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- Celce-Murcia, M. (ED.). (1991). *Teaching English as a Second or Foreign Language*. Boston: Newbury House.
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- Fernandez, C. y Sanz, M. (1997). *Principios metodológicos de los enfoques comunicativos*. Madrid: Ed. Fundación Antonio de Nebrija. Colección Experto en Enseñanza del Español como Lengua Extranjera
- Gattegno, C. (1972). *Teaching Foreign Languages in Schools: The Silent Way (2nd ed.)*. New York: Educational Solutions.
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- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Krashen, S.D., & Terrell, T.D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Englewood Cliffs, NJ. Prentice Hall.
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- 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. (1992). *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell.

## 5. LECTURER'S BRIEF CV

You can consult the e-mail addresses of the teachers and the academic and professional profile of the teaching team at <https://www.nebrija.com/programas-postgrado/master/profesorado-eso-bachillerato-fp/#masInfo#profesores>