



Communicative
Approach and Task-
Based Learning

**Máster en Formación
del Profesorado
2018-19**



UNIVERSIDAD
NEBRIJA

SYLLABUS

Subject: Communicative Approach and Task-Based Learning

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

Academic Course: 2018-19

Type: Mandatory (English)

Language: English

Modality: Blended

Credits: 6

Term: 1st

Professor: D. Rubén D. Alves López

1. COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

General 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.

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.

Specific competencies

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

Demonstrate sufficient performance at level B2 in English.

2.2. Brief description of contents

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 discuss about what we do in our classrooms in order to check if we can consider ourselves 'communicative'.

2.3. Detailed Contents

1. Introduction.

General review of the course.
Presentation of contents.
Reading and forum participation.

2. Language Teaching.

The development of Language Teaching (LT).
Different methods of LT throughout history.
Systematization of methods.
Identification of tasks with a communicative purpose.
New directions on LT.

3. Teachers' beliefs.

The source of teachers' beliefs.
Beliefs about the teaching learning process.
Language teaching as a profession.
The learner.
Cognitive styles.
Learning strategies.

4. Process-centered teaching.

Process as the main focus.
Displacement of the focus of attention.
Learning process.
Concept of error and its treatment.

5. Notio-functional approach.

Tasks as part of the active and creative process.
The concept of negotiation.
Didactic implications of the negotiation.

6. Principles of the Communicative Approach (I).

Development, objectives and contents.
From lesson to didactic unit.
From drills to communicative tasks.

7. Principles of Communicative Approach (II).

Tasks: learning by doing; rich and meaningful input; corrective feedback.
Communicative tasks: requirements; real language.
Contextualized tasks.
Emphasis on meaning: real information gap.
Design.

8. Task-Based Learning

Instructor's roles
Tasks as organizational learning units.
Designing didactic units (DU): components and planning.
Learner's role.
Didactic exploitation of texts.
Planning DU based on tasks.

9. The digital competence (DC) and the role of the Second Language (L2) teacher.

Digital competence and digital literacy.

Key concepts to understand DC: ICT literacy; Internet literacy; Information Literacy; Media Literacy.

Computer Assisted Language Learning.

Digital natives.

The role of the L2 teacher: shift in education paradigm; roles adopted; integration of ICT in the curricula.

10. Didactic exploitation of ICT tools applied to L2 teaching.

ICT tools Workshop.

2.4. Learning activities

TEACHING ACTIVITY	HOURS	PRESENTIAL %
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%
HOURS	100	

Mandatory tasks:

Mandatory Task 1 (MT1): *The English Communicative Approach: The Death of Grammar. Communicative Approach, Strategies and Techniques Used In Training Speaking Skills of Students Non-Linguists*. Students, individually, will read these two articles in order to review their background knowledge regarding the Communicative Approach applied to the L2 teaching and learning process. Once they read them, they will answer questions regarding the contents and relevant ideas mentioned in these papers.

Mandatory Task 2 (MT2): *CLT – Beliefs and Practices*. Students, individually, will read this article in order to have a general idea of what communicative language teaching is. Once they read it, they will answer questions regarding the misconceptions about how to apply the CLT in the language classroom.

Mandatory Task 3 (MT3). *Wordcloud and its implementation in the L2 classroom*. Students, individually, will create their own wordcloud. Different online tools are offered in order to do so. Video tutorials are also available in order to understand how these tools work. Students will choose any topic regarding ESL classroom from grammar to lexical contents or even cross-

curricular. They will design a didactic exploitation of this wordcloud where they must describe the target audience, English level according to the CEFR, main objective, etc.

Mandatory Task 4 (MT4). *Infographics and its implementation in the L2 classroom*. Students, individually, will create their own infographics using Easel.ly. Students may also choose any other online tool in order to do so. Video tutorials are also available in order to understand how this tool works. Students will choose any topic regarding ESL classroom from grammar to lexical contents or even cross-curricular. They will design a didactic exploitation of this infographics where they must describe the target audience, English level according to the CEFR, main objective, etc.

2.5. Teaching methodology

The teaching methodology combines online teaching and autonomous work which rely on the use of Blackboard to support collaborative work (forums, chat, videoconference meeting) the guidance of the Professor (calendar, bulletin board, folder, links) and the delivery of jobs (tasks and tool box to work).

The program combines various elements to develop methodological reflection on Language Teaching and Learning. This is specified in an interactive methodology that requires the participation of students and teacher in the discussion of issues. Class participation is a key aspect of this course which is based on a communicative approach. Participation means being able to ask questions, answer questions when called upon, volunteering to answer to questions and actively listening to others.

Previous reading of the texts proposed for discussion and further consideration will allow students to seek information through the resources available and be able to judge it critically for use in further learning and research processes.

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).
 Candlin, C.N. (1987). *The Communicative Teaching of English*. London: Longman.
 Candlin, C.N. y D. Murphy (eds.) (1987). *Language Learning Tasks*. Englewood Cliffs: N.J. Prentice-Hall.
 Celce-Murcia, M. (ED.). (1991). *Teaching English as a Second or Foreign Language*. Boston: Newbury House.
 Curran, C.A. (1976). *Counseling-Learning in Second Languages*. Apple River, IL. Apple River Press.
 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.
 Gattegno, C. (1976). *The Common Sense of Teaching Foreign Languages*. New York: Educational Solutions.
 Howat, A.P. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
 Johnson, K. (1982). *Communicative Syllabus Design and Methodology*. Oxford: Pergamon.
 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.
 Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching (2nd ed.)*. 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. (1992). *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell.

5. LECTURER'S BRIEF CV

Name and Last Name	Rubén D. Alves López
Department	Education
Academic Title	Degree in English Philology. Master in Bilingual Education.
Mail	ralves@nebrija.es
Campus	Campus de Princesa. Sala de Profesores
Tutorial	Appointment by email
Teaching and Research Expertise	<p>Teacher of English and also Spanish as a foreign language for 15 years, working as a translator for different companies and universities such as Antonio de Nebrija, San Pablo CEU, CEA in collaboration with UNH (University of New Haven), Universidade Atlántica (Lisbon), UNIPEGASO (Naples) and Carlos III (Madrid). He has taught several courses in grammar, history studies, and arts not only to students from all over Europe and the U.S but also to Spaniards. Being so closely involved in the Spanish university system.</p> <p>Participation in several congresses and has published a number of articles related to the teaching of foreign languages.</p> <p>Working experience that covers a wide range of academic and educational fields. Apart from having translated official documents and websites for different companies, he has been collaborating with different European academic projects such as the E-times Project developing new contents as well as assessing the results of the courses (in Madrid, London, Vienna, Sofia and Athens) for 2 years.</p> <p>Coordinator of ERASMUS Program. Member of the Board of Civil Service Examiners at MINECO (Spanish Ministry of Economy, Industry and Competitiveness).</p> <p>Last Scientific publications in 2018:</p> <p>Books: "Pantallas que educan" and "Tecnoaulas y nuevos lenguajes educativos". Editorial TECNOS</p> <p>Regarding the course: Alves López, R.D. (2018). <i>Las TIC como catalizador en la enseñanza de segundas lenguas</i>. Madrid: Revista Creatividad y Sociedad (ASOCREA). Alves López, R.D. (2017). <i>ICT Tools: Powerful Paths to Foster Different Learning Styles in IESL Teaching and Learning Scenarios</i>. IV Congreso Internacional de Enseñanza Bilingüe en Cnetros Educativos. Madrid. Universidad Rey Juan Carlos.</p>