

A large, light gray, stylized profile of a man wearing a cap and a fur collar, facing right. This is a reference to Nebrija, the author of the first grammar of Spanish.

English Culture
Didactics

Máster en Formación
del Profesorado
2018-19



UNIVERSIDAD
NEBRIJA

SYLLABUS

Subject: English Culture Didactics

Course: Master in Teacher Training: CSE, *Bachillerato*, Vocational Training and Language Teaching

Academic year: 2018-19

Type: Compulsory (English)

Language: English

Mode: semi-presential

Credits: 6

Semester: 2º

Professor: Dra. Dña. Lidia Mañoso Pacheco

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

General competences

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 centre.

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 centre 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.

Specific competences

CE34 Know the theoretical and practical fundamentals of the teaching/learning process corresponding to the field of study.

CE35 Transform the curricula in programs of activities and work.

CE36 Acquire selection and elaboration criteria regarding educational materials.

CE37 Foster a climate that facilitates the learning process and enhance the students' contributions.

CE38 Integrate training in audiovisual and multimedia communication in the teaching/learning process.

CE39 Know strategies and techniques of assessment and understand assessment as a tool of adjustment and incentive to effort.

1.2. Learning outcomes

- Know the linguistic and cultural problems of teaching and learning English and its literatures.
- Develop the capacity to base their teaching practice on an informed basis, according to the knowledge acquired.
- Know the assessment instruments needed in the process of teaching and learning English and its literatures, including linguistic and cultural contents.
- Have the capacity to incorporate new strategies, material and technology into the classroom activities.
- Know how to apply the advantages of the communicative approach and the task-based teaching to the linguistic interaction in English.
- Have the capacity to adapt the contents of language and literature to the diversity of the students.
- Acquire criteria to select material and resources in accordance with the classroom reality.

2. CONTENTS

2.1. Previous requirements

Knowing how to manage written and spoken English is a *sine qua non* condition to have a good outcome in this course. A B2 level is highly recommended.

2.2. Description of contents

This subject aims at creating awareness and introducing students into approaches on language education, focusing on techniques and methodologies to teach culture through language and language through culture. It also envisages discussing how culture can affect the process of learning and how it can interfere and intervene in the social relations.

The participants are expected to develop skills that will enable them to visualize and deal with cultural diversity, to design and apply activities and practices that foster the active participation of students and to use culture as a tool to teach language and to understand the world. In order to achieve it participants will first discuss and reflect on the current situation of schools and the problems they will likely find there.

In order to reach these objectives, this course provides students with a historical approach on how cultural studies on education evolved along time, then it goes on to discuss key terminology related to culture. The subject also deals with topics related methodologies, approaches, current trends and new tools.

2.3. Detailed course contents

Presentation of the course.
Explanation of the syllabus.

1. Block 1. Intercultural communication

UNIT 1. Intercultural communication and intercultural competence.

UNIT 2. British culture and society: a historical perspective.

UNIT 3. Irish culture and society: a historical perspective literary epochs and achievements.

UNIT 4A. American culture and society: a historical perspective.

2. Block 2. Literature and education.

UNIT 4B. Didactics of literature.

UNIT 5. Developing literary awareness in education: creative writing, storytelling and poetry.

UNIT 6. Developing literary awareness in education: using music, drama and painting in language education.

UNIT 7. Using the media in language education.

2.4. Learning activities

ACTIVIDAD FORMATIVA	HOURS	PRESENIAL %
AF1. Teaching sessions	30	100%
AF2. Learning activities, individual and in groups outside the classroom sessions	66	0%
AF3 Tutorials	12	100%
AF4. Additional training activities	18	10%
AF7. Evaluation activities	24	6%
HOURS	150	

Directed activities:

Directed activity 1. English culture didactics

Elaboration of an opinion essay stating the importance of the teaching of culture in foreign language instruction programmes. Students can base their task on unit 1.

Directed activity 2. Lesson plan (I)

Development of a 50-minute lesson plan based on the reading of an excerpt from *Romeo and Juliet* by William Shakespeare. The target group should gain sociocultural competence about the time it was written.

Directed activity 3. Lesson plan (II)

Development of a 50-minute lesson plan based on American culture. The activities planned for the session must comply with the requirements established in the Royal Decree 1105/2014.

Directed activity 4. Migration and education

Discussion on the extent to which migration flows and cultural issues affect the Spanish education system, and the way teachers need to cope with those issues in class.

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. ASSESSMENT AND EVALUATION CRITERIA

3.1. Assessment

- Attendance and participation in working groups and discussion.
- Group and individual activities.
- Development and delivery of presentation in the area of Communicative skills.

3.2. Evaluation criteria

Ordinary evaluation

Evaluation criteria	Porcentaje
Final project (oral)	60%
Participation in class (individual or in groups)	15%
Directed activities	25%

Repeat evaluation

Evaluation criteria	Porcentaje
Final project (oral)	60%
Participation in class (individual or in groups)	15%
Directed activities	25%

3.3. Restrincions

Minimum rating

In order to apply all the percentages to get the final mark, the student needs to obtain a minimum of 5 in the final (oral) project.

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.

Other notes

Those students who attend the lesson, but not participate in it, will not be graded in Participation. Plagiarism is penalised in the written tasks that will be set along the academic course.

4. BIBLIOGRAPHY

Basic bibliography

Benton, M. (1992). *Secondary Worlds. Literature Teaching and the Visual Arts*. Open University Press. Buckingham, U.K.

Collie, J., Slater, S. (1987). *Literature in the Language Classroom. A resource book of ideas and activities*. Cambridge University Press. Cambridge, U.K.

Collie, J., Slater, S. (1993). *Short Stories for Creative language Classrooms*. Cambridge University Press. Cambridge, U.K.

Myles, Horton (1990). *We Make the Road by Walking: Conversations on Education and Social Change*. Temple University Press. Philadelphia.

Richards, Jack C. (1990). *The Language Teaching Matrix*. Cambridge University Press, Cambridge. United Kingdom.

Richards, Jack C. and Nunan, David (1990). *Second Language Teacher Education*. Cambridge: University Press. Cambridge, United Kingdom.

Roberts, H et al. (1994). *Teaching From a Multicultural Perspective*. Sage Publications. London, United Kingdom.

Wayne Au et al. (2009). *Rethinking Multicultural Education. Teaching for Racial and Cultural Justice. A Rethinking Schools Publication*. Milwaukee, USA.

Recommended bibliography

Llavador, Francisco Beltrán (2000). *Pedagogías del Siglo XX*. CISS Praxis. Barcelona, España.

5. PROFESSOR'S CONTACT DETAILS

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Location	Princesa Campus. Staff room
Tutorials	Tutorials should be requested by appointment through e-mail
Teaching / research / working experience, as well as working and research projects applied to the subject.	<p>PhD in English Linguistics at the Complutense University of Madrid. The professor holds a Master Course in English Linguistics: New Applications and International Communication and she also has a university degree in English Studies at the University of Salamanca. Regarding her research experience, she has published in international editorials and journals such as <i>Peter Lang</i> or <i>BAS Journal</i>. The professor has also participated in several conferences in very well-established universities. Besides, she has more than 8 years of working experience teaching adults, and she has also worked for the editorial business and as a coordinator of teaching programmes abroad.</p>