

English Culture Didactics

ubject: English Culture Didactics	
ype: Compulsory	
redits: 6	
emester: 2 nd	
rofessor: Carlos Henrique Alves de Souza	
cademic year: 2014-2015	

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. SHORT DESCRIPTION OF THE 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.

3. COMPETENCES ACQUIRED BY THE STUDENT AND THE LEARNING OUTCOMES

General competences:

Participants acquire:

- Knowledge on the curricular content of the subjects related to the corresponding teaching specialization as well as the corpus of didactic knowledge concerning the corresponding teaching and learning process. Regarding professional information, knowledge of the respective professions will be included.
- Executive skills to plan, develop and evaluate the teaching and learning process, fostering educational practices which facilitate the acquisition of the competences which are particular to the respective areas, taking into account the students capacities

and formation, including their guidance, which can be individual as well as in collaboration with other teachers and other professionals of the educational centre.

- Tools to look up, obtain, process, communicate information (from oral, printed, audiovisual or multimedia source), and transform it into knowledge to be applied in the teaching and learning processes in English Culture Didactics.
- Skills to materialize the curriculum to be implemented in the educational centre, taking
 part in its collective construction, to develop and apply group and individualized
 didactic methodologies, adapted to the diversity found among students.
- Knowledge to design and develop learning spaces paying special attention to equity, values and emotional education, to the equity of rights and opportunities between men and women, to the formation for citizenship and to the respect of the human rights aiming at the facilitation of life in society, decision taking and the construction of a sustainable future.
- Strategies to stimulate students' effort, promoting their capacity to learn autonomously and in groups, developing intellectual and decision making capacities which promote their autonomy, confidence and personal initiative.
- Knowledge on the interaction and communication processes which take place in the classroom, mastering the social skills required for fostering learning and coexistence in the classroom and ability to tackle discipline problems and conflict solution.
- Skills to design and carry out formal or non-formal activities that collaborate in the task
 of making the educational centre a space of participation and cultural activity for the
 community. Skills to develop the duties of tutoring and guidance of the students in a
 collaborative and coordinated way, to participate in the evaluation, research and
 innovation of the teaching and learning processes.
- Knowledge of the regulations and institutional organization of the educational system and the models of quality improvement applied in the schools.
- Capacity to know and analyze the historical characteristics of the teaching profession, its current situation, future perspectives and interrelation with the social reality along time.
- Tools to inform and support families on the teaching and learning process and on the personal, academic and profession tutoring of their children.

- Instruments to foster critical and reflexive thinking and entrepreneurship.
- Instruments to foster and guarantee the respect to the Human Rights and the principles
 of universal accessibility, equity, non-discrimination and the democratic values of the
 culture of peace.

Specific competences:

Participants develop:

- Knowledge on the theoretical-practical developments of didactics applied to English cultural studies.
- Capacity to transform curricula into activity and work syllabi.
- Criteria to select and elaborate educational material.
- Capacity to foster a favourable environment that facilitates the process of learning and promotes students' contributions.
- Tools to integrate formation in audio-visual communication and multimedia in the process of teaching and learning.
- Knowledge on assessment strategies and techniques, and capacity to understand assessment as a tool for measuring and stimulating efforts.

Learning outcomes:

Participants will:

- 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.

4. LEARNING ACTIVITIES AND METHODOLOGY

The teaching methodology combines face to face and online teaching, so it will be a mixed methodology (blended learning), which relies 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 that is based on a *communicative* approach. Participation means being able to ask questions, answer questions when called upon, volunteering answers 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.

The training actions of this Master are specified as follows:

- Teaching sessions
 - 4 in-campus teaching sessions
 - 8 online teaching sessions
- Learning activities, individual and in groups outside the classroom sessions
- Tutorials
- Additional training activities

5. ASSESSMENT AND EVALUATION CRITERIA

Assessment tools:

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

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 items proposed.

5.1. Ordinary evaluation:

-	Participation in class (individual and in groups)	10%
-	Directed activities	40%
_	Final exam (Written)	50%

5.2. Repeat evaluation:

-	Exam (Written 50%, oral 10%)	60%
_	Directed activities	40%

5.3. Notes:

Only students who repeat the subject will have the possibility of redoing the directed activities. Tasks that are not sent on time will not be marked.

6. BIBLIOGRAPHY

Basic bibliography

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.

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

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.

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.

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

Recommended bibliography

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

7. PROFESSOR'S BRIEF CURRICULUM VITAE

Carlos Henrique Alves de Souza has a Bachelor degree in Languages (Portuguese/ English) and Literature from the Universidade Federal do Rio de Janeiro (UFRJ). He is a native Portuguese teacher and has a 20 year experience teaching English and Portuguese as second languages. Specialized in drama (especially British and Brazilian), his main projects at this moment are related to the use of art (drama, painting and poetry) in the classroom. Currently he teaches Communicative Skills in MEB (Master en Enseñanza Bilingüe) and Attention to Cultural Diversity in the degree in Infant and Primary Education.

8. PROFESSOR'S CONTACT

Tutorials (via videoconference or telephone) should be requested by appointment through the following email: calves@nebrija.es

9. DETAILED COURSE CONTENTS

TITLE: Máster l	Jniversitario en Formaci	ón del Profesorado de	Educación Se	cundaria O	bligatoria
y Bachillerato,	Formación Profesional y	Enseñanza de Idioma	ıs		

SUBJECT: English	Culture Didactics
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SEMESTER: SecondECT CREDITS: 6

Online sessions

session	Description of the session	Practical activity	online session	Number of recommended hours/week (1 st week+2 nd week)
1	UNIT 1- INTRODUCTION TO CULTURAL STUDIES: Intercultural communication and intercultural competence	Reading recommended texts and watching recommended audiovisual material.	2 hrs.	5 + 5 hrs.
2	UNIT 2 – BRITISH CULTURE AND SOCIETY – A HISTORICAL PERSPETIVE: Literary Epochs and Achievements	Reading recommended texts and watching recommended audiovisual material.	2 hrs.	5 + 5 hrs.
3	UNIT 3 – AMERICAN CULTURE AND SOCIETY – A HISTORICAL PERSPECTIVE: Literary Epochs and Achievements	Assignment 1: Written essay on a given topic.	2 hrs.	5 + 5 hrs. (5 extra hours for assignment 1)
4	UNIT4 – DIDACTICS OF LITERATURE	Reading recommended texts and watching recommended audiovisual material.	2 hrs.	5+ 5 hrs.
5	UNIT 5 – USING MUSIC, DRAMA AND PAINTING IN LANGUAGE EDUCATION	Assigment 2: Design of a specific given didactic activity	2 hrs.	5 + 5 hrs. (5 extra hours for assignment 2)
6	UNIT 6 – USING THE MEDIA IN LANGUAGE EDUCATION	Reading recommended texts and watching recommended audiovisual material	2 hrs.	5 +5 hrs.
7	UNIT 7 – DEVELOPING LITERARY AWARENESS IN EDUCATION: Creative writing, storytelling and poetry	Assignment 3: Design of a specific given didactic activity	2 hrs.	5 + 5 hrs. (5 extra hours for assignment 3)
8	UNIT 8 – ATTENTION TO CULTURAL DIVERSITY IN THE CLASSROOM: Taking advantage of students cultural background	Reading recommended texts and watching recommended audiovisual material	2 hrs.	5+ 5+ hrs.
	TOTAL		16 horas	95 horas
TOTAL			111 horas	

On campus sessions

Session	Description of the session	Trabajo práctico e individual del alumnado	Hours on campus	Recommended weekly hours
1	Review of concepts seen in online class	Watching recommended video and reading recommended texts	75 m	6 hrs.
2	Review of concepts seen in online class	Watching recommended video and reading recommended texts	75 m	6 hrs.
3	 Review of concepts seen in online class workshop – using literature in language classes 	Watching recommended video and reading recommended texts	75 m	6 hrs.
4	 Review of concepts seen in online class Workshop – using painting in language classes 	Watching recommended video and reading recommended texts	75 m	6 hrs.
5	 Review of concepts seen in online class workshop – using media in language classes 	Watching recommended video and reading recommended texts	75 m	6 hrs.
TOTAL			6,15 horas 36,15	30 hrs

TOTAL subject: 6 credits (150 hrs.) 111 hrs. + 36 hrs. 15 min. = 147 hrs. 15 min. 2 hrs. 45 min. (oral and written exams) 147 hrs. 15 min. + 1h. 45 min. = 150 hours	
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