



**Nebrija**  
Universidad

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

**MFPD14  
DIDACTICS OF ENGLISH  
LANGUAGE**



**Subject:** MUFP14 Didactics of English Language

**Credits:** 6

**Type:** Compulsory

**Academic Year:** 2014-2015

**Semester:** 2<sup>nd</sup>

**Lecturer:** Rubén D. Alves López

## 1. PREVIOUS REQUIREMENTS

Demonstrate sufficient performance at level B2 in English.

## 2. BRIEF COURSE DESCRIPTION

Didactics of English language teaching is a course designed for prospective English teachers who would like to ponder about the teaching/learning process of English as a Second Language/English as a Foreign Language.

The syllabus has been devised to raise prospective teacher's awareness regarding the didactics and its components envolved in the ESL/EFL class, and the use of materials and aids.

## 3. COMPETENCES & LEARNING OUTCOMES

In accordance to the Order ECI/3858/2007, of December 27, students will progressively acquire the following 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.

CG8 Design and develop formal and non formal activities that contribute to make the educational center 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.

Students will progressively acquire the following specific competencies:

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.

### **Learning outcomes:**

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

- Know the linguistic and cultural difficulties regarding the teaching/learning process of English language.
- Be able to lay the foundation of their teaching practice according to the acquired knowledge.
- Know the necessary assessment tools (both linguistic and cultural) related to the teaching/learning process of English language.
- Be able to incorporate new strategies, materials and technologies in the classroom activities.
- Know how to apply the advantages of the Communicative Approach and Task-Based Learning when they linguistically interact in the English language.



- Be able to adapt the contents to the students' diversity in the area of English language.
- Acquire materials and resources selection according to the reality of the classroom.

## 4. LEARNING ACTIVITIES & METHODOLOGY

The teaching methodology combines face and online teaching, so it will be a mixed methodology (blended learning), which relies on the use of ICT (Virtual Campus UNNE on Blackboard Collaborate platform) to support collaborative work (forums, chat, videoconference meeting), the guidance of 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 communicative approach and task-based 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 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
  - In-campus teaching sessions
  - Online teaching sessions
- Learning activities, individual and in groups outside the classroom sessions
- Tutorials
- Additional training activities

## 5. EVALUATION

### 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.

**5.1. Ordinary Evaluation:**

5.1.1	Directed Activities (practice, tutorials, exercises & on-line activities, final assignment, etc.)	25%
5.1.2	Online and in-campus classes participation	15%
5.1.3	Final Exam	60%

**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.**

**Plagiarism (illegal and unauthorised copying) is penalised with a zero grade 0 for the entire course.**

**5.2. Repeat Evaluation:**

5.2.1.	Repeat exam	60%
5.2.2.	The grades obtained in on-line exercises & activities (Written assignments and oral presentation are kept)	40%

**5.3. Restrictions:**

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus. Also, 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.

## 6. BIBLIOGRAPHY & REFERENCES

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## 7. LECTURER'S BRIEF CURRICULUM VITAE

Born and raised in Galicia, Rubén has always been interested in other cultures and languages. Rubén studied at Antonio de Nebrija University (Madrid), where he received two Masters Degree in Teaching Spanish as a Second Language and Bilingual Education. He also received a B.A. in English Language and Literature and a B.A. in Teacher Training (Foreign Languages) both from University of Vigo (Galicia).

Rubén has been a teacher of English and also Spanish as a foreign language for 12 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 (Lisboa) 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, he has participated in several congresses and has published a number of articles related to the teaching of foreign languages.

His working experience 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.

His interests are Bilingualism & Intercultural Communication, Cultural Shock and Teacher Training.

## 8. LECTURER'S CONTACT DETAILS

Dehesa Campus. c/ Pirineos n. 55. Office 420, Ext. 2581

Note: *It is always advisable to make an appointment with the lecturer beforehand in order to ensure he is available.* [rvalves@nebrija.es](mailto:rvalves@nebrija.es)



## 9. DETAILED COURSE CONTENTS

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

**SUBJECT:** Didactics of English Language

**TERM:** 2nd

**CREDITS:** 6

### ONLINE SESSIONS

Session	Contents	Activities	In Campus hours	Personal Work
1	<b>Describing language (I)</b>  Meaning in context The elements of language Forms and meanings Parts of speech	Review of contents  Reading and forum participation	2 hrs.	12 hrs.
2	<b>Describing language (II)</b>  Parts of speech Hypothetical meaning Words together Language functions Text and discourse Language variables	Review of contents  Reading and forum participation	2 hrs.	14 hrs.
3	<b>Teaching reading:</b>  Kinds Levels Skills Principles Sequences	<b>'Teaching reading comprehension to ESL/EFL learners'</b> <b>[Online Quiz]</b>	2 hrs.	14 hrs.
4	<b>Teaching writing:</b>  Issues Sequences Activities Corrections	<b>'Teaching Writing to ESL Students'</b> <b>[Online Quiz]</b>	2 hrs.	12 hrs.
5	<b>Teaching speaking:</b>  Sequences Activities Corrections Teacher's behaviour	<b>'The Teaching of Speaking'</b> <b>[Online Quiz]</b>	2 hrs.	12 hrs.



6	<b>Teaching listening:</b>  Kinds Levels Skills Principles Sequences	<b>'The Teaching of Listening'</b> [Online Quiz]	2 hrs.	14 hrs.
7	<b>Planning lessons</b>  Lesson shapes Planning questions Planning a sequence of lessons	Review of contents  Reading and forum participation	2 hrs.	12 hrs.
8	<b>Assessment</b>  Kinds Grading test Designing tests	Review of contents  Reading and forum participation	2 hrs.	14 hrs.
<b>TOTAL</b>			16 horas	104 hrs.

### IN-CAMPUS SESSIONS

<b>Session</b>	<b>Contents</b>	<b>Activities</b>	<b>In Campus hours</b>	<b>Personal Work</b>
1	Didactic exploitation of materials: topics	Review of contents Review of activities	75 m	4 hrs.
2	Didactic exploitation of materials: objectives and learning outcomes	Review of contents Review of activities	75 m	4 hrs.
3	Didactic exploitation of materials: activities	Review of contents Review of activities	75 m	4 hrs.
4	Didactic exploitation of materials: timing	Review of contents Design and development of activities	75 m	6 hrs.
5	Didactic exploitation of materials: assessment	Design and development of activities Exam preparation	75 m	6 hrs.
<b>TOTAL</b>			6,15 hrs	24 hrs.

<b>TOTAL subject - 4 credits (150 hours)</b>	
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