



Didactics of English  
Language

Máster en Formación del  
Profesorado  
2018-19



UNIVERSIDAD  
NEBRIJA

## GUÍA DOCENTE

**Subject:** Didactics of English Language

**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:** Dña. Silvia Villodre Ayuso

### 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.

### 6.1. 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.

## 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

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 involved in the ESL/EFL class, and the use of materials and aids.

In order to reach these objectives, this course provides students with a historical approach on how education and language education evolved along time, then it goes on to discuss key terminology related to language and language education. The subject also deals with topics

related methodologies, approaches, current trends and new tools. In the last part of the course, participants will discuss aspects concerning assessment of skills, proficiency and how language can be a useful tool to promote awareness, which will be crucial in the exercise of their profession.

### 2.3. Detailed course contents

Presentation of the course.  
Explanation of the syllabus.

#### Module 1

1. **Describing Language (I)**
  - Meaning in context
  - The elements of Language
  - Forms and meanings
  - Parts of speech
  
2. **Describing Language (II)**
  - Parts of Speech
  - Hypothetical meaning
  - Words together
  - Language functions
  - Text and discourse
  - Language variables

#### Module 2

3. **Teaching reading**
  - Kinds
  - Levels
  - Skills
  - Principles
  - Sequences
  
4. **Teaching Writing**
  - Issues
  - Sequence
  - Activities
  - Corrections
  
5. **Teaching Speaking**
  - Sequences
  - Activities
  - Corrections
  - Teacher's behaviour
  
6. **Teaching listening**
  - Kinds
  - Levels
  - Skills
  - Principles
  - Sequences

**Module 3**

**7. Assessment**

- Types of tests
- Test features
- Test types
- Marking test

**2.4. Learning activities**

ACTIVIDAD FORMATIVA	HOURS	PRESENTIAL %
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%
<b>HOURS</b>	<b>150</b>	

**Directed activities:**

Throughout the course students must do four activities related to the second module (units 3, 4, 5, and 6), which are detailed below:

- DA1 (unit 3): Students will be asked to read the article *Teaching Reading Comprehension to ESL/EFL Learners* by H. S. Alyousef, answer the questionnaire and summarise the text in no more than 2 pages.
- DA2 (unit 4): Students will be asked to read the article *Teaching Writing to ESL/EFL Learners* by Dawn Schmid and Jocelyn Steer, answer the questionnaire and summarise the text in no more than 2 pages.
- DA3 (unit 5): Students will be asked to read the article *Teaching Listening and Speaking: From Theory to Practice*, by Jack C. Richards, answer the questionnaire and summarise the text in no more than 2 pages.
- DA4 (unit 6): Students will be asked to read the article *Teaching Listening and Speaking: From Theory to Practice*, by Jack C. Richards and, answer the questionnaire.

## 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.

#### Ordinary evaluation

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

#### Repeat evaluation

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

### 3.2. Restrictions

#### 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.

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## 5. PROFESSOR'S CONTACT DETAILS

Name and Family Name	Silvia Villodre Ayuso
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E-mail	svillodre@nebrija.es
Location	Faculty of Languages and Education. Princesa Campus.
Tutorials	Arrange an appointment via email
Lecture's professional career	<p>Born in Madrid, Silvia has been passionate about English language and cultures in general. Her wanderlust has enabled her to meet lots of people all over the world and share its traditions of varied nature.</p> <p>Silvia studied English Philology in Universidad Complutense of Madrid. She also studied Infant Education and Foreign Language Teaching for Primary students, but she specialized through two Masters degrees in Bilingual Education and Language Teaching. Her working experience covers a wide range of Academic and Educational fields when teaching a foreign language. She has been an English teacher from Infant and Primary Education students in a variety of Public Bilingual schools in Madrid to University students in Camilo José Cela University and UEM. Her interests are Bilingualism and Teacher training.</p>