



Nebrija
Universidad

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

Design of didactic proposals in English
language and culture

Subject: Design of didactic proposals in English language and culture

Type: Compulsory

Credits: 6

Semester: 2nd

Professor: María Teresa Lamas Castro

Academic year: 2014-2015

1. PREVIOUS REQUIREMENTS

A B2 level is highly recommended. The student must be able to communicate in English and master the four skills: speaking, reading, writing and listening.

2. SHORT DESCRIPTION OF THE CONTENTS

This subject aims at acquiring the mechanisms of didactic innovation for the teaching of the English language and culture. The students will study models and techniques of evaluation, investigation and innovation in English.

They will work on the design, creation and evaluation of new proposals for the teaching of second languages as well as the literature and culture.

The students will obtain an overview of the CEFR (Common European Framework of Reference for Languages)

They will obtain a general outlook in investigation in the L2 classroom and the importance of TICS in the current ESL panorama.

3. COMPETENCES ACQUIRED BY THE STUDENT AND THE LEARNING OUTCOMES

General competences:

- GC1 Knowledge of 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.

- GC2 Executive skills to plan, develop and evaluate the teaching and learning process, fostering educational practice which facilitate the acquisition of the skills particular to the correspondent 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 center.
- GC3 Tools to look up, obtain, process and communicate information (from oral, printed, audiovisual or multimedia source) and transform it in knowledge to be applied in the teaching and learning processes in the subjects related to the specialization studied.
- GC4 Skills to materialize the curriculum to be implemented in the educational center, taking part in its collective construction, to develop and apply group and individualized didactic methodologies, adapted to the diversity found among students.
- GC5 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.
- GC8 Skills to design and carry out formal or non-formal activities that collaborate in the task of making the educational center a space of participation and cultural activity for the community, 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.

Specific competences:

- EC65 Knowing and applying innovative teaching proposals in the specialties of each sector.
- EC66 Identify the difficulties related to the teaching and learning of the subjects and suggest alternatives and solutions.
- EC67 Analyzing the teaching, good praxis and the orientation in a critical manner, using quality signs.
- EC68 Knowing and applying methodologies and basic investigation techniques and educational assessing and be able to design and develop investigation innovation and assessing projects.

Learning outcomes:

- Understand the linguistic and cultural problems of teaching and learning English, its literature and culture.
- Acquire the skills to base their teaching on an informed basis, using the knowledge acquired.
- Know the evaluation instruments needed in the process of teaching and learning English, including linguistic and cultural contents.
- Be able to include new strategies, material and technology into the classroom activities.
- Learn to apply the advantages of the communicative approach and the task-based teaching to the linguistic interaction in English.
- Be capable of adapting the contents of language and literature to the diversity of the students.

4. FORMATIVE ACTIVITIES AND METHODOLOGY

The training actions of this Master are specified as follows:

FA1 Teaching sessions

FA1.1 **Four** in-campus sessions

FA1.2 **Eight** online-sessions (Nebrija's Virtual Campus)

FA2 Learning activities, group and individual activities, outside the teaching sessions.

FA3 Tutorials

FA4 Complementary formative actions.

FA7 Evaluation activities.

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 assignments (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 has 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.

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

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

5.2. Repeat evaluation

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

5.3. Note

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

Darwin, C. (1877) *English: Article published by Charles Darwin in 1877 in the scientific journal Mind*. Available at:
http://commons.wikimedia.org/w/index.php?title=File:A_Biographical_Sketch_of_an_Infant.pdf&page=2 (Accessed: 25 January 2015).

Gardner, H. (1983) *Frames of mind: the theory of multiple intelligences*. New York: Basic Books.

Gardner, H. (1999) *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.

Gardner, H. (2006) *Multiple Intelligences: New Horizons*. Basic Books.

Gardner, H. (2011) *The Unschooled Mind: How Children Think and How Schools Should Teach*. Second Edition edition. New York: Basic Books.

Piaget, J. and Inhelder, B. (1969) *The Psychology Of The Child*. Basic Books.

Complementary bibliography

Cary, S. (1998) *Second Language Learners*. York, Me: Stenhouse Publishers.

Fried, R. L. (2001) *The Passionate Teacher: A Practical Guide*. 2nd edition. Boston: Beacon Press.

Mackey, A. and Gass, S. M. (2005) *Second Language Research: Methodology and Design*. 1 edition. Mahwah, NJ: Routledge.

Mackey, A. and Gass, S. M. (eds) (2011) *Research Methods in Second Language Acquisition: A Practical Guide*. 1 edition. Chichester, West Sussex ; Malden, Mass: Wiley-Blackwell.

7. PROFESSOR'S BRIEF CURRICULUM VITAE

Teresa Lamas has a Bachelor's degree in *Translation and Interpretation* and is currently finishing her Master's degree MULAEELE.

She has worked in *Nebrija Universidad* for 8 years in the areas of general English, English for Specific Purposes (ESP's). *Communicative Skills* in the Master's Degree in Bilingual Education, *Interculturality and Education* and *Early L2 Learning* in the degrees in Primary and Secondary Education.

She also specializes in the realization of level exams and oral skills.

She currently investigates on L2 teaching innovation and communicative approach.

8. PROFESSOR'S CONTACT

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

9. DETAILED COURSE CONTENTS

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

SUBJECT: Design of didactic proposals in English language and culture

SEMESTER: Second **ECT 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- LEARNING STYLES	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5 + 5 hrs.
2	UNIT 2 – CURRENT APPROACH TO LANGUAGE AND CULTURE TEACHING	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5 + 5 hrs.
3	UNIT 3 –NEW TENDENCIES IN LANGUAGE AND CULTURE EDUCATION	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5 + 5 hrs. (5 extra hours for assignment 1)
4	UNIT4 – TICS AND SECOND LANGUAGE EDUCATION	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5+ 5 hrs.
5	UNIT 5 – MATERIAL DEVELOPMENT I: READING AND WRITING	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5 + 5 hrs. (5 extra hours for assignment 2)
6	UNIT 6 – MATERIAL DEVELOPMENT II: SPEAKING AND LISTENING	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5 +5 hrs.
7	UNIT 7 – MCER	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5 + 5 hrs. (5 extra hours for assignment 3)
8	UNIT 8 – ASSESSMENT	Reading recommended texts. Practical activities related to the topic.	2 hrs.	5+ 5+ hrs.
TOTAL			16 horas	95 horas
			111 horas	

In-campus sessions

Session	Description of the session	Practical individual work of the students	Hours on campus	Recommended weekly hours
1	Review of concepts seen in online class Practical workshop	Watching recommended video and reading recommended texts	75 m	6 hrs.
2	Review of concepts seen in online class Practical workshop	Watching recommended video and reading recommended texts	75 m	6 hrs.
3	Review of concepts seen in online class Practical workshop	Watching recommended video and reading recommended texts	75 m	6 hrs.
4	Review of concepts seen in online class Practical workshop	Watching recommended video and reading recommended texts	75 m	6 hrs.
5	Review of concepts seen in online class Practical workshop	Watching recommended video and reading recommended texts	75 m	6 hrs.
TOTAL			6,15 horas	30 hrs
			36,15	

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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