



Design of Didactic
Proposals in English
Language and Culture

**Máster en Formación
del Profesorado
2018-19**



UNIVERSIDAD
NEBRIJA

SYLLABUS

Subject: Design of Didactic Proposals in English Language and Culture

Master's degree: Master in Teacher Training: CSE, *Bachillerato*, Vocational Training and Language Teaching

Academic year: 2018-19

Type: Compulsory (English)

Language: English

Modality: Blended

Credits: 6

Term: 2nd

Professor: Dña. María Teresa Lamas Castro

1. COMPETENCES ACQUIRED BY THE STUDENTS 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.

Specific competences

EC2 Promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.

EC5 Know the pedagogical dimension of interaction with peers and adults and know how to promote participation in collective activities, cooperative work and individual effort.

1.2 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.

2. CONTENTS

2.1. 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.

2.2 Brief 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.

They will have an overview on some of the latest intelligence theories and their applications on education and explains through some of the most important theorists how children's brain works.

It will provide them with some general ideas on the new tendencies in the classroom as well as advice for teachers and a compilation of hints on how to use these theories in the classroom.

The students will get an overview on the main SL teaching theories. They will learn about a variety of activities derived from such theories, organize their own activities based on different methods, and analyze the pros and cons of each approach.

They will view several bilingualism and multilingualism processes, at home and in schools, having an overview of the difficulties but also the advantages for children to become bilingual or multilingual. They will also examine CLIL, BEP and Immersion programs, opening the path to the new tendencies in teaching and learning a second language and culture.

Students learn about the importance of using ICT in the language classroom. Advantages and drawbacks of using ICT, debate about whether the future of teachers is compromised by technology and about the future of education related to technology. The use of technological tools for educational purposes

They will learn about the importance of reading and writing skills, they will have an introduction to several reading and writing techniques, learn how to improve our student's reading and writing. They will have a compilation of reading and writing sample activities

They will learn about the importance of speaking in SLE, gather some speaking techniques for teaching SL, reflect on how to improve SLS's speaking, learn about the importance of listening in SLE, see

different listening techniques for teaching SL, reflect about how to improve SLS's listening skills, and see different samples of speaking and listening activities.

2.3 Detailed contents

UNIT 1- LEARNING STYLES	Reading recommended texts. Practical activities related to the topic.
UNIT 2- LEARNING STYLES II	Reading recommended texts. Practical activities related to the topic
UNIT 3 – CURRENT APPROACH TO LANGUAGE AND CULTURE TEACHING	Reading recommended texts. Practical activities related to the topic.
UNIT 4 –NEW TENDENCIES IN LANGUAGE AND CULTURE EDUCATION	Reading recommended texts. Practical activities related to the topic.
UNIT 5 – TICS AND SECOND LANGUAGE EDUCATION	Reading recommended texts. Practical activities related to the topic.
UNIT 6 – MATERIAL DEVELOPMENT I (PART 1): READING	Reading recommended texts. Practical activities related to the topic.
UNIT 6 – MATERIAL DEVELOPMENT I (PART 2): READING AND WRITING	Reading recommended texts. Practical activities related to the topic.
UNIT 7 – MATERIAL DEVELOPMENT II (PART 1): SPEAKING	Reading recommended texts. Practical activities related to the topic.
UNIT 7 – MATERIAL DEVELOPMENT II (PART 2): LISTENING	Reading recommended texts. Practical activities related to the topic.
STUDENT'S ORAL PRESENTATIONS	Preparation, presentation of project. Listening and analyzing classmates' presentations
Didactic investigation project presentation	Project practical work

2.4. Learning activities

TRAINING ACTIVITY	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:

ASSIGNMENT 1:

PART 1

1.1. MI INTELLIGENCES

Take the survey on types of intelligences and find out your intelligence/s type (See ANNEX- UNIT 1 or any other survey that you know of). Mention your results in the assignment.

After seeing your result, think about:

- *A memorable lesson from school or university. Think about why you liked it so much. (about 80 w)*
- *A lesson you didn't like. Think about why you didn't like the lesson
In case you are teaching or you have taught in the past, think about a lesson of yours which you think went particularly well and why. (about 80 w)*

PART 2

2.1. CHILDREN'S BRAIN

Choose a kid from your environment and explain an experience that relates to the theory that children develop their own ideas about life and the world around them. (80-100 w)

ASSIGNMENT 2:

Read the text and answer the questions. Find everything on Virtual Campus on section: ASSIGNMENT 2.

ASSIGNMENT 3:

Think about a subject activity that you use in your classes (Maths, History, Music...) and adapt it to CLIL.

ASSIGNMENT 4:

You are an English teacher and you have decided to use the following episode to prepare your class: <https://www.dailymotion.com/video/x3un9gc> (The IT CROWD- 1X06-AUNT IRMA VISITS)

Think about the following issues:

- a) This is a face to face class (not online) and you have 15 students.
 - b) Duration of the class: 1:30h
3. Prepare a pre-teach (THINK THAT YOUR STUDENTS DON'T KNOW THE SERIES)
 4. Give your students instructions to watch the video (what type of instructions?, number of times to watch it, tips to watch a video with Spanish subtitles/English subtitles/no subtitles, is it advisable to pause it...? and your own ideas)
 5. Write 8 questions about the video (prepare a key also)

4.4. 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. EVALUATION SYSTEM

3.1. Qualification system

Final qualification system will be expressed in figures as follows:

- 0 - 4,9 Suspenso (SS)*
- 5,0 - 6,9 Aprobado (AP)*
- 7,0 - 8,9 Notable (NT)*
- 9,0 - 10 Sobresaliente (SB)*

3.2 Evaluation criteria

Ordinary

Evaluation	Porcentaje
Participation in class	15%
Directed activities	15%
Final project	70%

Extraordinary

Evaluation	Porcentaje
Participation	15%
Directed activities	15%
Final project	70%

3.3. 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.

4. BIBLIOGRAPHY

Recommended bibliography

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5. PROFESSOR'S CONTACT DETAILS

Full name	María Teresa Lamas Castro
Department	ILM Instituto de Lenguas Modernas
email	mlamas@nebrija.es
Location	Princesa Campus- Professor's room
Tutorials	<p>FINAL TUTORIAL SCHEDULE TO BE CONFIRMED FIRST DAY OF CLASS</p> <p>Note: It is always advisable to make an appointment with the teacher beforehand to make sure the scheduled time is appropriate for both parts.</p>
Professor's biodata	<p>Holds a degree in Translation and Interpretation in English, French, Spanish and Galician issued by Universidade de Vigo.</p> <p>English language teacher in the Modern Language Institute and the Applied Languages Department of Nebrija University since 2006, besides general English, she also teaches Interculturality and Education in the degree of Education; Design of Didactic Proposals in English Language and Culture in the Master's degree for Teachers; and Communicative Skills in English in the Master's degree in Bilingual Education. She focuses her research on the communicative approach of language teaching and innovation in second language education</p>