Design of Didactic Proposals in English Language

Máster en Formación del Profesorado
SYLLABUS

Subject: Design of Didactic Proposals in English Language
Master's degree: Master in Teacher Training: CSE, Bachillerato, Vocational Training and Language Teaching
Type: Compulsory (English)
Language: English
Modality: Blended
Credits: 6
Term: 2nd
Professor: Dra. Dña. Carolina Gonzalo Llera

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.
2.4. Learning activities

<table>
<thead>
<tr>
<th>TRAINING ACTIVITY</th>
<th>HOURS</th>
<th>PRESENTIAL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF1. Teaching sessions</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>AF2. Learning activities, individual and in groups outside the classroom sessions</td>
<td>66</td>
<td>0%</td>
</tr>
<tr>
<td>AF3 Tutorials</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>AF4. Additional training activities</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>AF7. Evaluation activities</td>
<td>24</td>
<td>6%</td>
</tr>
</tbody>
</table>

**HOURS** 150

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. 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

<table>
<thead>
<tr>
<th>Ordinary</th>
<th>Evaluation</th>
<th>Porcentaje</th>
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</thead>
<tbody>
<tr>
<td>Participation in class</td>
<td></td>
<td>15%</td>
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<tr>
<td>Directed activities</td>
<td></td>
<td>15%</td>
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<tr>
<td>Final project</td>
<td></td>
<td>70%</td>
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</tbody>
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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

UNIT 1:
Armstrong, T. (2009) Multiple Intelligences in the Classroom. ASCD.
Cherry, K. (no date) The 4 Stages of Cognitive Development in Children, About.com Education.

Darwin, C. (1877) English: Article published by Charles Darwin in 1877 in the scientific journal Mind. Available at:


McLeod, S. (2012) Jean Piaget, Simply Psychology. Available at:


Martin, A (no date) ‘Howard Gardner multiple intelligences’ Available at:

UNIT 2:

Campbell, B. (1991) Multiple Intelligences In The Classroom, Context Institute. Available at:

info@centerforschoolsuccess.org (2011) ‘The eight neurodevelopmental constructs’. Center for school success. Available at:

Kennedy, T. (no date) Language Study and the Brain, http://www.flbrain.org. Available at:


UNIT 3:


UNIT 4:


mr-eurodisco.com (no date) Looking for Google-Oversetter? - This is a better alternative to google translate. Available at: http://mr-eurodisco.com/ (Accessed: 29 November 2015).


UNIT 5:


UNIT 6:


Hoch, F. (no date) ‘Writing and English as a Second Language’.


UNIT 7:


5. PROFESSOR’S CONTACT DETAILS

   Carolina Gonzalo Llera: cgonzalo@nebrija.es