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

MFPD31
COMMUNICATIVE APPROACH & TASK-BASED LEARNING (II)
1. PREVIOUS REQUIREMENTS

Demonstrate sufficient performance at level B2 in English.

2. BRIEF COURSE DESCRIPTION

This course presents an introduction to the communicative approach and task-based learning used nowadays in many teaching practices, academic curricula, individual methodologies and teaching/learning textbooks. Currently, the concept of communication has found its place not only when teaching foreign languages but also when learning the mother tongue. So, ‘communication’ is a concept that cannot be separated from the concept of ‘language’. Furthermore, what does ‘communication’ stand for? How did we get to the current situation? Both questions could have an answer or, at least, could make us to think about in this course. A brief review of the history of the foreign languages methodology and the evolution of the foreign languages teaching since its origins will be provided.

In this course, we will meditate about what we do in our classrooms in order to check if we can consider ourselves ‘communicative’.

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.
- **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:

CE46 Know the educational and cultural value of the subjects and the contents corresponding to the field of study.
CE47 Know the way the courses have been conducted and their perspectives in order to be able to convey a dynamic image of them.
CE48 Know the contexts and situations within the different curricular contents are applied.
CE49 In Vocational Training, know the evolution of the labor world, interaction among society, work and quality of life, as well as the need of acquiring the proper training when adapting to changes and transformations required by their professions.

The student will progressively acquire in this course the following competences:

- Be able to communicate reasonably about topics related to their field of research.
- Be able to acquire new knowledge in an autonomous way in their field of study, the teaching/learning of a foreign language.
- Know how to communicate with the academic community and society in general about the teaching/learning of a foreign language.
- Know how to support their teaching methodology according to the acquired knowledge.
- Be able to incorporate new strategies, materials and technologies in the activities of the bilingual English/Spanish classroom.
- Practise and acquire the necessary skills to reach the level C1 in the English language.
- Know how to apply the advantages of the communicative approach and the task-based learning in the linguistic interaction in English and in Spanish.

Learning outcomes:

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

- Understand that a language is acquired while developing a real communicative competence
- Learn to organize the teaching procedures in communicative activities.
- Understand the new roles of an approach based in the student.
- Design new programs of teaching based in tasks.
- Use an authentic and contextualized language that creates real process of communication.
- Develop the necessary skills to address the attention of the students when manipulating the information (meaning) and not the form (linguistic contents).

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


**Communicative Approaches and Task-based Learning Resources on the Net:**


The mother tongue in the classroom, at [http://203.72.145.166/ELT/files/41-4-1.pdf](http://203.72.145.166/ELT/files/41-4-1.pdf)


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. ralves@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: Communicative Approach and Task-Based Learning (II)

TERM: First

CREDITS: 4

ONLINE SESSIONS

<table>
<thead>
<tr>
<th>Session</th>
<th>Contents</th>
<th>Activities</th>
<th>In Campus hours</th>
<th>Personal Work</th>
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<tbody>
<tr>
<td>1</td>
<td>The development of language teaching</td>
<td>Review of contents, Reading and forum participation, Systematization of methods, Identification of activities with communicative purpose Techniques and procedure of different methods</td>
<td>2 hrs.</td>
<td>8 hrs.</td>
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<td>Different methods of language teaching throughout history</td>
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<td>New directions on language teaching</td>
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<td>2</td>
<td>Teachers’ beliefs</td>
<td>Review of contents, Reading and forum participation, “The English Communicative Approach: The Death of Grammar”</td>
<td>2 hrs.</td>
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<td>The source of teachers’ beliefs</td>
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<td>Beliefs about English</td>
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<td>Beliefs about learning</td>
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<td>Beliefs about the program and the curriculum</td>
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<td>Beliefs about language teaching as a profession</td>
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<td>3</td>
<td>The learner</td>
<td>Review of contents, Reading and forum participation, “Learning Styles”, “Notions and functions”</td>
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<td>Learner belief systems</td>
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<td>Cognitive styles</td>
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<td>Learning strategies</td>
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<td>4</td>
<td>The teacher</td>
<td>Review of contents, Reading and forum participation, .</td>
<td>2 hrs.</td>
<td>8 hrs.</td>
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<td></td>
<td>The nature of the roles</td>
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<td>Roles reflecting:</td>
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<td>- Institutional factors</td>
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<td>- The Communicative Approach</td>
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<td>Cultural dimensions of roles</td>
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<td>5</td>
<td>The language lesson</td>
<td>Review of contents, Reading and forum</td>
<td>2 hrs.</td>
<td>8 hrs.</td>
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## IN-CAMPUS SESSIONS

<table>
<thead>
<tr>
<th>Session</th>
<th>Contents</th>
<th>Activities</th>
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<th>Personal Work</th>
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<tbody>
<tr>
<td>1</td>
<td>Chart: Methods How to become a communicative teacher</td>
<td>Instructor's planning: justified critique of the working method</td>
<td>75 m</td>
<td>3 hrs.</td>
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<td>2</td>
<td>Questionnaire design: learners' needs. Didactic exploitation of texts</td>
<td>Framework for planning and reviewing the teaching-learning cycle for effective learning</td>
<td>75 m</td>
<td>4 hrs.</td>
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<td>Communicative and Learning tasks.</td>
<td>What makes a good teacher?</td>
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<td>3</td>
<td>Didactic exploitation of texts Planning of didactic units Based on tasks.</td>
<td>Review of contents Review of activities</td>
<td>75 m</td>
<td>4 hrs.</td>
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<tr>
<td>4</td>
<td>Didactic exploitation of ICT tools applied to L2 teaching (I)</td>
<td>Review of contents Design and development of online activities</td>
<td>75 m</td>
<td>5 hrs.</td>
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<tr>
<td>5</td>
<td>Didactic exploitation of ICT tools applied to L2 teaching (II)</td>
<td>Design and development of online activities Exam preparation</td>
<td>75 m</td>
<td>5 hrs.</td>
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<td>TOTAL</td>
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<td>6.15 hrs</td>
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TOTAL subject - 4 credits (100 hours)