



Nebrija
Universidad

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

MFPD13
**LANGUAGE TEACHING AND
LEARNING**

Subject: Language Teaching and Learning.....
Type: Compulsory
Credits: 4
Semester: 1st
Professor: Carlos Henrique Alves de Souza
Academic year: 2014-2015

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. SHORT DESCRIPTION OF THE CONTENTS

This subject aims at creating awareness and introducing students into approaches on language education, focusing on what makes it different from learning and teaching other subjects. It also focuses on the amalgamating role of language regarding the other subjects, its social and cultural significance and its important role in modern society.

The participants are expected to develop skills which will enable them to visualize and deal with language diversity, to design and apply activities and practices which foster the active participation of students and to use language as a tool for understanding the world. In order to achieve it participants will first discuss and reflect on the current situation of schools and the problems they will likely find there.

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.

3. COMPETENCES ACQUIRED BY THE STUDENT AND THE LEARNING OUTCOMES

General competences:

- 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.
- Executive skills to plan, develop and evaluate the teaching and learning process, fostering educational practices which facilitate the acquisition of the competences

which are particular to the respective 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 centre.

- 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.
- Skills to materialize the curriculum to be implemented in the educational centre, taking part in its collective construction, to develop and apply group and individualized didactic methodologies, adapted to the diversity found among students.
- 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.
- Strategies to stimulate students' effort, promoting their capacity to learn autonomously and in groups, developing intellectual and decision making capacities which promote their autonomy, confidence and personal initiative.
- Knowledge on the interaction and communication processes which take place in the classroom, mastering the social skills required for fostering learning and coexistence in the classroom and ability to tackle discipline problems and conflict solution.
- Skills to design and carry out formal or non-formal activities which can contribute in the task of making the educational centre 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.
- Knowledge of the regulations and institutional organization of the educational system and the models of quality improvement applied in the schools.
- Capacity to know and analyze the historical characteristics of the teaching profession, its current situation, future perspectives and interrelation with the social reality along time.
- Tools to inform and support families on the teaching and learning process and on the personal, academic and profession tutoring of their children.

- Instruments to foster critical and reflexive thinking and entrepreneurship.
- Instruments to foster and guarantee the respect to the Human Rights and the principles of universal accessibility, equity, non-discrimination and the democratic values of the culture of peace.

Specific competences:

- Knowledge of the instructive and cultural value of languages and the contents which it imparts.
- Knowledge on the new trends related to language teaching and learning and its future outlook in order to be able to transmit a dynamic vision of it.
- Knowledge of the contexts and situation in which language teaching and learning contents are applied.
- Regarding the professional training, knowledge on the evolution of the labour market, the interaction between the society, work and welfare as well as the necessity to acquire the proper training which enables the adaptation to the changes and transformations which teaching may require.

Learning outcomes:

- Students identify problems concerning teaching and learning languages, literature and cultures.
- Students acquire tools to know and develop innovative projects and activities which involve knowledge related to teaching and learning languages and literatures.
- Students know methodologies, techniques and tools to acquire and handle information on the process of language teaching and learning.

4. LEARNING ACTIVITIES AND METHODOLOGY

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 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 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
 - 4 in-campus teaching sessions
 - 8 online teaching sessions
- Learning activities, individual and in groups outside the classroom sessions
- Tutorials
- Additional training activities

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 (Written 40%, oral 10%) | 50% |

5.2. Repeat evaluation:

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|--------------------------------|-----|
| - Exam (Written 50%, oral 10%) | 60% |
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5.3. Notes:

Only students who repeat the subject will have the possibility of redoing the directed activities.
Tasks which are not sent on time will not be marked.

6. BIBLIOGRAPHY

Basic bibliography

RICHARDS, Jack C. (1990). *The Language Teaching Matrix*. Cambridge University Press, Cambridge. United Kingdom.

RICHARDS, Jack C. and NUNAN, David (1990). *Second Language Teacher Education*. Cambridge University Press. Cambridge, United Kingdom.

MYLES, Horton (1990). *We Make the Road By Walking: Conversations on Education and Social Change*. Temple University Press. Philadelphia.

ROBERTS, H et al. (1994). *Teaching From a Multicultural Perspective*. Sage Publications. London, United Kingdom.

WAYNE Au et al. (2009). *Rethinking Multicultural Education. Teaching for Racial and Cultural Justice*. A Rethinking Schools Publication. Milwaukee, USA.

Recommended bibliography

LLAVADOR, Francisco Beltrán (2000). *Pedagogías del Siglo XX*. CISS Praxis. Barcelona, España.

7. PROFESSOR'S BRIEF CURRICULUM VITAE

Carlos Henrique Alves de Souza has a Bachelor degree in Languages (Portuguese/ English) and Literature from the Universidade Federal do Rio de Janeiro (UFRJ). He is a native Portuguese teacher and has a 20 year experience teaching English and Portuguese as second languages. Specialized in drama (especially British and Brazilian), his main projects at this moment are related to the use of art (drama, painting and poetry) in the classroom. Currently he teaches Communicative Skills in MEB (Master en Enseñaza Bilingue) and Attention to Cultural Diversity in the degree in Infant and Primary Education.

8. PROFESSOR'S CONTACT

Tutorials (via videoconference or telephone) should be requested by appointment through the following email:
calves@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: Language Teaching and Learning.....

SEMESTER: First **ECT CREDITS:** 4

Online sessions

session	Description of the session	Practical activity	online session	Number of recommended hours/week
1	UNIT 1- Language Teaching and Learning - Introduction	Reading recommended texts.	2 hrs.	5 hrs.
2	UNIT 2 – Key concepts on Language Teaching	Written essay: “Language Teaching policies in Spain”	2 hrs.	7 hrs.
3	UNIT 3 – Language and other social sciences – Designing a global curriculum	Reading recommended texts	2 hrs.	5 hrs.
4	UNIT4 – Teaching and Learning L1	Written essay: “PISA results – Spanish students language performance”	2 hrs.	7 hrs.
5	UNIT 5 – Teaching and Learning L2	Reading recommended texts.	2 hrs.	5 hrs.
6	UNIT 6 – Writing and reading in L1 and L2	Written essay: “Using literature to teach language”	2 hrs.	7 hrs.
7	UNIT 7 – Listening and speaking in L1 and L2	Reading recommended texts	2 hrs.	5 hrs.
8	UNIT 8 – Assessment in Language Teaching and Learning	Final essay: “Fostering active participation in Language classes”	2 hrs.	15 hrs.
TOTAL			16 horas	56 horas
			72 horas	

On campus sessions

Session	Description of the session	Trabajo práctico e individual del alumnado	Hours on campus	Recommended weekly hours
1	<ul style="list-style-type: none"> Review of concepts seen in online class workshop – promoting discussions in class 	Watching recommended video and reading recommended texts	75 m	4 hrs.
2	<ul style="list-style-type: none"> Review of concepts seen in online class workshop – using literature in language classes 	Watching recommended video and reading recommended texts	75 m	4 hrs.

3	<ul style="list-style-type: none"> Review of concepts seen in online class workshop – using audiovisuals in language classes 	Watching recommended video and reading recommended texts	75 m	4 hrs.
4	<ul style="list-style-type: none"> Review of concepts seen in online class workshop – promoting equality through language 	Watching recommended video and reading recommended texts	75 m	4 hrs.
5	<ul style="list-style-type: none"> Review of concepts seen in online class workshop – research in language education. 	Watching recommended video and reading recommended texts	75 m	4 hrs.
TOTAL			6,15 horas	20 hrs
			26,15	

TOTAL subject 4 créditos (100 horas)	72hrs + 26 hrs. 15 min.= 98 hrs. 15 min. 1hr. 45 min. (oral and written exams) 98h. 15 min. + 1h. 45 min. = 100 hours
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