



Language Teaching and
Learning

Máster en Formación del
Profesorado
2018-19



UNIVERSIDAD
NEBRIJA

GUÍA DOCENTE

Subject: Language Teaching and Learning

Course: Master in Teacher Training: CSE, *Bachillerato*, Vocational Training and Language Teaching

Academic year: 2018-19

Type: Compulsory (English)

Language: English

Mode: semi-presential

Credits: 4

Semester: 1º

Professor: Dra. Dña. Lidia Mañoso Pacheco

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

General competences

- CG1. 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.
- CG2. 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.
- CG3. Tools to look up, obtain, process and communicate information (from oral, printed, audio-visual 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.
- CG4. 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.
- CG5. 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.
- CG8. 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.
- CG12. Instruments to foster critical and reflexive thinking and entrepreneurship.
- CG13. 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

- CE46. Knowledge of the instructive and cultural value of languages and the contents which it imparts.
- CE47. 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.
- CE48. Knowledge of the contexts and situation in which language teaching and learning contents are applied.
- CE49. 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.

1.2. 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.

2. CONTENTS

2.1. 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.

2.2. Description of 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.

2.3. Detailed course contents

Presentation of the course.

Explanation of the syllabus.

- 1. Language Teaching and Learning - Introduction**
 - 1.1. Brief history of education
 - 1.2. Teaching and learning
- 2. Key concepts on Language Teaching**
 - 2.1. KEY CONCEPTS ON LANGUAGE TEACHING
 - 2.1.1. On the origin of language
 - 2.1.2. Language
 - 2.2. GLOSSARY OF LINGUISTIC TERMS
 - 2.2.1. General Linguistics
 - 2.2.2. Sociolinguistics
- 3. Language and other social sciences – Designing a global curriculum**
 - 3.1. Language and other social sciences
 - 3.1.1. Language in anthropology and sociology
 - 3.1.2. Sociology and social psychology
 - 3.1.3. Sociolinguistics
 - 3.1.4. Psycholinguistics
 - 3.1.5. Designing a global curriculum - CLIL
 - 3.2. GLOSSARY OF LINGUISTIC TERMS
 - 3.2.1. Psycholinguistics
 - 3.2.2. Anthropological linguistics
- 4. Teaching and Learning L1**
 - 4.1. Introduction
 - 4.2. L1 teaching – a theoretical background
 - 4.3. Grammar
- 5. Teaching and Learning L2**
 - 5.1. L2 ACQUISITION
 - 5.2. L2 TEACHING METHODS
 - 5.2.1. Grammar-Translation Approach
 - 5.2.2. The Direct Approach
 - 5.2.3. The Reading Approach
 - 5.2.4. The Audiolingual Method
 - 5.2.5. The Silent Way
 - 5.2.6. The communicative approach
 - 5.2.7. Functional-Notional Approach
 - 5.2.8. Total Physical Response (TPR)
 - 5.2.9. The Natural Approach
 - 5.2.10. Suggestopedia
- 6. Writing and reading in L1 a L2**
- 7. Listening and speaking in L and L2**
 - 7.1. INTRODUCTION
 - 7.2. SPEAKING
 - 7.2.1. Pronunciation
 - 7.3. LISTENING

2.4. Learning activities

| ACTIVIDAD FORMATIVA | HOURS | PRESENIAL % |
|---|------------|-------------|
| AF1. Teaching sessions | 20 | 100% |
| AF2. Learning activities, individual and in groups outside the classroom sessions | 44 | 0% |
| AF3 Tutorials | 8 | 100% |
| AF4. Additional training activities | 12 | 10% |
| AF7. Evaluation activities | 16 | 10% |
| HOURS | 100 | |

Directed activities:

Directed activity 1: Victor, the wild child of Aveyron

Elaboration of a critical essay explaining the inability to speak of this wild child, with a reference to learning skills, language acquisition processes and the critical period.

Directed activity 2. Mother tongue instruction

Discussion on the benefits and drawbacks of the use of the teacher's own mother tongue in the teaching of English as a foreign language considering new trends in education.

Directed activity 3. Bilingualism in Spain

Evaluation of the positive aspects and drawbacks of the implementation of CLIL teaching / learning programmes in our country, focusing on the acquisition of oral skills.

Directed activity 4: Grammar explanations

Elaboration of a for and against essay discussing the demand on the part of learners, in particular adults, for grammar explanations. Students need to refer to new communicative principles in the field of education, namely those that follow the Communicative Approach.

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. ASSESSMENT AND EVALUATION CRITERIA

3.1. Assessment

- Attendance and participation in working groups and discussion.
- Group and individual activities.
- Development and delivery of presentation in the area of Communicative skills.

Ordinary evaluation

| Evaluation criteria | Percentage |
|--|------------|
| Final project | 60% |
| Participation in class (individual or in groups) | 15% |
| Directed activities | 25% |

Repeat evaluation

| Evaluation criteria | Percentage |
|--|------------|
| Final project | 60% |
| Participation in class (individual or in groups) | 15% |
| Directed activities | 25% |

3.2. 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

Basic bibliography

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

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.

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.

5. PROFESSOR'S CONTACT DETAILS

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|--|---|
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| Tutorials | Tutorials should be requested by appointment through e-mail |
| Teaching / research / working experience, as well as working and research projects applied to the subject. | PhD in English Linguistics at the Complutense University of Madrid. The professor holds a Master Course in English Linguistics: New Applications and International Communication and she also has a university degree in English Studies at the University of Salamanca. Regarding her research experience, she has published in international editorials and journals such as <i>Peter Lang</i> or <i>BAS Journal</i> . The professor has also participated in several conferences in very well-established universities. Besides, she has more than 8 years of working experience teaching adults, and she has also worked for the editorial business and as a coordinator of teaching programmes abroad. |