Language Teaching and Learning

Máster Universitario en Formación del Profesorado
SYLLABUS

Subject: Language Teaching and Learning
Course: Master in Teacher Training: CSE, Bachillerato, Vocational Training and Language Teaching
Type: Compulsory (English)
Language: English
Mode: semi-presential
Credits: 4
Semester: 1º
Teaching staff: Dra. Dña. Lidia Mañoso Pacheco

1. COMPETENCES AND LEARNING OUTCOMES

1.1. 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.

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

- 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

- Cognitive and social dimension of languages.
- Didactics of Language and Literature as an academic discipline
- Methods and approaches in Language and Literature Didactics
- The communicative approach and task-based learning
- Linguistic theory and educational models of L2
- Communication skills

2.3. Details contents

<table>
<thead>
<tr>
<th>Unit 1. Language Teaching and Learning - Introduction</th>
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<tbody>
<tr>
<td>• Brief history of education</td>
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<tr>
<td>• Teaching and learning</td>
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<tr>
<th>Unit 2. Key concepts on Language Teaching</th>
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<tbody>
<tr>
<td>KEY CONCEPTS ON LANGUAGE TEACHING</td>
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</table>
On the origin of language
Language

GLOSSARY OF LINGUISTIC TERMS
General Linguistics
Sociolinguistics

Unit 3. Language and other social sciences – Designing a global curriculum
Language and other social sciences
Language in anthropology and sociology
Sociology and social psychology
Sociolinguistics
Psycholinguistics
Designing a global curriculum - CLIL

GLOSSARY OF LINGUISTIC TERMS
Psycholinguistics
Anthropological linguistics

Unit 4. Teaching and Learning L1
Introduction
L1 teaching – a theoretical background
Grammar

Unit 5. Teaching and Learning L2
L2 ACQUISITION
L2 TEACHING METHODS
Grammar-Translation Approach
The Direct Approach
The Reading Approach
The Audiolingual Method
The Silent Way
The communicative approach
Functional-Notional Approach
Total Physical Response (TPR)
The Natural Approach
Suggestopedia

Unit 6. Writing and reading in L1 a L2

Unit 7. Listening and speaking in L and L2
INTRODUCTION
SPEAKING
Pronunciation
LISTENING

2.4. Learning activities

<table>
<thead>
<tr>
<th>TEACHING ACTIVITY</th>
<th>HOURS</th>
<th>PRESENTIAL %</th>
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<tbody>
<tr>
<td>AF1. Teaching sessions</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final project</td>
<td>60%</td>
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<tr>
<td>Participation in class (individual or in groups)</td>
<td>15%</td>
</tr>
<tr>
<td>Directed activities</td>
<td>25%</td>
</tr>
</tbody>
</table>

Repeat evaluation

<table>
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</tr>
</thead>
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<td>Directed activities</td>
<td>25%</td>
</tr>
</tbody>
</table>

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


Recommended bibliography

5. LECTURER’S BRIEF CV

You can consult the e-mail addresses of the teachers and the academic and professional profile of the teaching team at https://www.nebrija.com/programas-postgrado/master/profesorado-eso-bachillerato-fp/#masInfo#profesores