English Culture Didactics

Máster Universitario en Formación del Profesorado

UNIVERSIDAD NEBRIJA

SYLLABUS

Subject: English Culture Didactics

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

Type: Compulsory (English)

Language: English

Mode: semi-presential

Credits: 6

Semester: 2º

Teaching staff: Dra. Dña. Lidia Mañoso Pacheco

1.   COMPETENCES AND LEARNING OUTCOMES

1.1. 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.

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.

CE34 Know the theoretical and practical fundamentals of the teaching/learning process corresponding to the field of study.

CE35 Transform the curricula in programs of activities and work.

CE36 Acquire selection and elaboration criteria regarding educational materials.

CE37 Foster a climate that facilitates the learning process and enhance the students' contributions.

CE38 Integrate training in audiovisual and multimedia communication in the teaching/learning process.

CE39 Know strategies and techniques of assessment and understand assessment as a tool of adjustment and incentive to effort.

1.2. Learning outcomes

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

- Know the linguistic and cultural problems of teaching and learning English and its literatures.
- Develop the capacity to base their teaching practice on an informed basis, according to the knowledge acquired.
- Know the assessment instruments needed in the process of teaching and learning English and its literatures, including linguistic and cultural contents.
- Have the capacity to incorporate new strategies, material and technology into the classroom activities.
- Know how to apply the advantages of the communicative approach and the task-based teaching to the linguistic interaction in English.
- Have the capacity to adapt the contents of language and literature to the diversity of the students.
- Acquire criteria to select material and resources in accordance with the classroom reality.

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

English language
- The acquisition of L2, its processes and stages
- Methods and techniques in the teaching of L2
- Assessment, criteria and instruments: the four skills in L2
- Design of teaching-learning activities in the English language
- Design of didactic units for linguistic communication in the English language

English Literature
- The importance of the English language and culture
- Culture through Literature
- Criteria for the selection of works and literary texts according to age and level
- Creation of content and activities in English Literature

2.3. Learning activies

TRAINING ACTIVITY	HOURS	PRESENTIAL %
AF1. Teaching sessions	30	100%
AF2. Learning activities, individual and in groups outside the classroom sessions	66	0%
AF3 Tutorials	12	100%
AF4. Additional training activities	18	10%
AF7. Evaluation activities	24	6%
HOURS	**150**	

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.

3.2. Evaluation criteria

Ordinary evaluation

Evaluation criteria	Porcentaje
Final project (oral)	60%
Participation in class (individual or in groups)	15%
Directed activities	25%

Repeat evaluation

Evaluation criteria	Porcentaje
Final project (oral)	60%
Participation in class (individual or in groups)	15%
Directed activities	25%

3.3. Restrinctions
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 depreived from the rigth to sit the ordinary exam.

Other notes
Those students who attend the lesson, but not participate in it, will not be graded in Participation.
Plaginarism is penalised in the written tasks that will be set along the academic course.

4. BIBLIOGRAPHY

Basic bibliography

Benton, M. (1992). *Secondary Worlds. Literature Teaching and the Visual Arts*. Open University Press. Buckingham, U.K.

Collie, J., Slater, S. (1987). Lit*erature in the Language Classroom. A resource book of ideas and activities.* Cambridge University Press. Cambridge, U.K.

Collie, J., Slater, S. (1993). *Short Stories for Creative language Classrooms*. Cambridge University Press. Cambridge, U.K.

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. LECTURER'S BRIEF CV

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