



Didactics of English  
Language

**Máster Universitario en  
Formación del  
Profesorado**



UNIVERSIDAD  
**NEBRIJA**

## GUÍA DOCENTE

**Subject:** Didactics of English Language

**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. Natalia Mora López

### 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 difficulties regarding the teaching/learning process of English language.
- Be able to lay the foundation of their teaching practice according to the acquired knowledge.
- Know the necessary assessment tools (both linguistic and cultural) related to the teaching/learning process of English language.
- Be able to incorporate new strategies, materials and technologies in the classroom activities.
- Know how to apply the advantages of the Communicative Approach and Task-Based learning when they linguistically interact in the English language.
- Be able to adapt the contents to the students' diversity in the area of English language. Acquire materials and resources selection according to the reality of the classroom.

## 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

- 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

### 2.3. Learning activities

ACTIVIDAD FORMATIVA	HOURS	PRESENIAL %
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%
<b>HOURS</b>	<b>150</b>	

### 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. Restrincions

##### 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

Bachman, L.F. (1990). "Habilidad Lingüística comunicativa", en M. Llobera (comp.) (1995). Pp. 105-107

Baker, J. and Westruo, H. (2000). *The English Language Teacher's Handbook: How to teach large classes with few resources*. Continuum International Publishing Group.

Bamford, J. and Day R. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge University Press.

Biber, D. et al. (2002). *Longman Student's Grammar of Spoken and Written English*. Longman.

Bowler, B. and Parminter, S. (2000) 'Mixed-level tasks'. *English Teaching professional* 15.

Brown, S. and McIntyre, D. (1993). *Making Sense of Teaching*. Open University Press. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

Carter, R. and McCarthy, M. (2006), *Cambridge Grammar of English*. Cambridge University Press.

Cranmer, D. (1996). *Motivating High Level Learners*. Longman. (Out of print).

Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language* (2<sup>nd</sup> edn). Cambridge University Press, Ch. 7.

Cunningham, S. and Moor, P. (2005). *New Cutting Edge Intermediate*. Pearson Education.

Cunningham, S. and Moor, P. (2005). *New Cutting Edge Elementary*. Pearson Education.

Day, R. and Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.

Dobbs, J. (2001). *Using the Board in the Language Classroom*. Cambridge University Press.

Hadfield, J. and Hadfield, C. (1999). *Simple Listening Activities*. Oxford University Press.

Harmer, J. (2006). 'Engaging students as learners'. *English Teaching professional* 42. Harmer, J. (2007). *How to teach English*. Pearson Education Limited.

Hedge, T. (2000). *Teaching and Learning in the Classroom*. Oxford University Press, Ch.

Hedge, T. (2005). *Writing* (2<sup>nd</sup> edn). Oxford University Press.

Hess, N. (2001) *Teaching large Multilevel Classes*. Cambridge University Press.

Holmes, V. and Moulton, M. (2001). *Write Simple Poems*. Cambridge University Press.

Hughes, A. (2002). *Testing for Language Teachers* (2<sup>nd</sup> edn). Cambridge University Press.

Leech, G. et al. (2001). *An A-Z of English Grammar and Usage* (new edn). Longman. Lewis, G. (2004). *The Internet and Young Learners*. Oxford University Press.

- Lewis, M. (1993). *The Language Approach*. Language Teaching Publications.
- McNamara, T. (2000). *Language Testing*. Oxford University Press.
- Moon, J. (2000). *Children Learning English*. Macmillan Education.
- Murphy, R. (2004). *English Grammar in Use*. Cambridge University Press.
- Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language* (2<sup>nd</sup> edn). Macmillan ELT.
- Osborne, P. (2006). *Teaching English One to One*. Modern English Publishing Palmer,
- H. (1921). *The Principles of Language Study*. World Book Company.
- Parrot, M. (2000). *Grammar for English Language Teachers*. Cambridge University Press.
- Petty, G. (2004). *Teaching Today* (3<sup>rd</sup> edn).
- Richards, J. and Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (2<sup>nd</sup> rev edn). Cambridge University Press.
- Rinvolucrini, M. (2002). *Using the Mother Tongue*. First Person Publishing.
- Rixon, S. (2005). *Teaching English to Young Learners*. Modern English Publishing. Swan, M. et al. (2005). *Practical English Usage*. Oxford University Press.
- Scrivener, J. (2005). *Learning Teaching* (2<sup>nd</sup> edn). Macmillan, Ch.4.
- Thornbury, S. (1998). 'The Lexical Approach: a journey without maps?'. *Modern English Teacher* 7/4.
- Wade, J. (2002). 'Fun with flashcards'. *English Teaching professional* 23.
- Walker, R. (2006). 'Going for a song'. *English Teaching professional* 43.
- Wingate, J. (2005). 'The power of music'. *English Teaching professional* 36.
- Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge University Press.

## 5. LECTURER'S BRIEF CV

Dra. Dña. Natalia Mora López: [nmora@nebrija.es](mailto:nmora@nebrija.es)