



Design of Didactic
Proposals in English
Language

**Máster Universitario
en Formación del
Profesorado**



UNIVERSIDAD
NEBRIJA

SYLLABUS

Subject: Design of Didactic Proposals in English Language

Master's degree: Master in Teacher Training: CSE, *Bachillerato*, Vocational Training and Language Teaching

Type: Compulsory (English)

Language: English

Modality: Blended

Credits: 6

Term: 2nd

Teaching staff: D. Francisco Javier Remesal Crespo

1. COMPETENCES ACQUIRED BY THE STUDENTS 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.

EC65 To know and apply innovative teaching proposals in the specialities of each sector.

EC66 To identify the difficulties related to the teaching and learning of the subjects and to suggest other alternatives and solutions.

EC67 To analyse teaching, good practices and guidance in a critical way, using quality indicators.

EC68 Knowing and applying basic methodologies and techniques of educational research and evaluation and being able to design and develop research, innovation and evaluation projects.

1.2 Learning outcomes

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

- Understand the linguistic and cultural problems of teaching and learning English, its literature and culture.
- Acquire the skills to base their teaching on an informed basis, using the knowledge acquired.
- Know the evaluation instruments needed in the process of teaching and learning English, including linguistic and cultural contents.
- Be able to include new strategies, material and technology into the classroom activities.
- Learn to apply the advantages of the communicative approach and the task-based teaching to the linguistic interaction in English.
- Be capable of adapting the contents of language and literature to the diversity of the students.

2. CONTENTS

2.1. Previous requirements

A B2 level is highly recommended. The student must be able to communicate in English and master the four skills: speaking, reading, writing and listening.

2.2 Brief description of the contents

- Teaching innovation mechanisms for the teaching of languages and literature
- Models and techniques for evaluation, research and innovation in Language and Literature
- Methodology and instruments for evaluation and research
- Innovation in Language and Literature
- Design, creation and evaluation of new proposals for teaching first and second languages
- Design, creation and evaluation of new proposals for teaching Literature and Culture
- The Common European Framework for Languages
- Research in the L2 classroom.
- The importance of ICTs in L2 teaching.

2.3. Learning activities

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. EVALUATION SYSTEM

3.1. Qualification system

Final qualification system will be expressed in figures as follows:

- 0 - 4,9 Suspenso (SS)*
- 5,0 - 6,9 Aprobado (AP)*
- 7,0 - 8,9 Notable (NT)*
- 9,0 - 10 Sobresaliente (SB)*

3.2 Evaluation criteria

Ordinary

Evaluation	Porcentaje
Participation in class	15%
Directed activities	15%
Final project	70%

Extraordinary

Evaluation	Porcentaje
Participation	15%
Directed activities	15%
Final project	70%

3.3. 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

Recommended bibliography

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Palmberg, R. (2011) Multiple intelligences revisited.

5. LECTURER'S BRIEF CV

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