



Language Teaching and
Learning

**Máster Universitario en
Formación del Profesorado**



UNIVERSIDAD
NEBRIJA

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. Learning activities

TEACHING ACTIVITY	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	

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. 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 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. LECTURER'S BRIEF CV

Dra. Dña. Lidia Mañoso Pacheco: lmañoso@nebrija.es