



Academic	2018-19
Year Subject	11185 - Curriculum Materials and Design for Language Teaching and Learning
Group	Group 1

## Subject

<b>Subject / Group</b>	11185 - Curriculum Materials and Design for Language Teaching and Learning
<b>Degree</b>	Master's Degree in Modern Languages and Literatures
<b>Credits</b>	5
<b>Period</b>	First semester
<b>Language of instruction</b>	Spanish

## Lecturers

Lecturer	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Joana Salazar Noguera <a href="mailto:joana.salazar@uib.es">joana.salazar@uib.es</a>	11:00	13:00	Wednesday	10/10/2018	03/07/2019	Office CC11, Ramon Llull

## Context

'Curriculum Materials and Design for Language Teaching and Learning: Classroom Research' is one of the elective subjects that students may take as part of the Theoretical and Applied Linguistics Pathway on the Master's in Modern Languages and Literatures. This subject looks at the design, assessment and adaptation of didactic material for language teaching and learning. The aim is to evaluate the theoretical principles and methodological approaches and beliefs on the nature of language that underpin didactic material, as well as assess their relevance with regard to the context and curriculum where they operate. Special attention shall be paid to language teaching and learning theories that have most influenced the nature of didactic material, and experimental applications shall be performed in the language classroom so as to assess the impact of didactic materials on language learning.

## Requirements

### Recommended

Students are recommended to have sufficient knowledge of English to be able to read academic documents in this language.

## Skills



## Syllabus

### Specific

- \* 13. The ability to design specialised material and tools for studying, researching and innovative transmission of disciplines inherent to philology.

### Generic

- \* 1. The acquisition of postgraduate theoretical and practical knowledge in different philology disciplines, either in the field of literature, linguistics or modern languages.
- \* 5. Students should be able to assimilate knowledge and deal with the complexity of formulating opinions based on information which, being limited or incomplete, includes reflections on the social and ethical responsibilities linked to applying their knowledge.
- \* 7. The ability to grasp and critically apply the analysis tools and methods inherent to linguistic and literary research.
- \* 8. The ability to acquire and apply the methodological resources to produce academic work in the philology field.
- \* 10. The ability to summarise research results and produce texts and scientific contributions in specialised publications in the linguistic and literary field.

### Basic

- \* The core skills students must attain at the end of the Master's can be viewed at the following link: [http://estudis.uib.cat/master/comp\\_basiques](http://estudis.uib.cat/master/comp_basiques)

## Content

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### Topics

1. Methodological approaches to foreign language teaching and learning applied to didactic materials.
2. An analysis of foreign language teaching.
3. The variables of teaching and learning when designing foreign language materials. British Council teacher Sheona Smith will give a session on teaching English as a foreign language.
4. Planning learning and analysing needs. Curriculum design and different educational models.
5. Foreign language classroom research. Specific activities have been planned on applied linguistics to be given by visiting expert lecturers in the field of philology. These activities are being prepared and funding shall be requested to carry them out throughout the course.

## Teaching Methodology

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The methodology for this subject shall prioritise active student participation. Reflection and a critical approach shall be fostered amongst students with regard to the theory and practical content, as well as reflection regarding their own learning process.

### In-class work activities (1 credit, 25 hours)

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Format	Name	Group Type	Description	Hours
Theory classes		Large group (G)	The theory classes aim to introduce the thematic content of the course. Some time will also be spent on clarifying the necessary conceptual terms to follow the course (2h).	2
Practical classes		Medium group (M)	The aim of the practical sessions shall be oral presentations of the activities and readings on the course undertaken by students. Moreover, students shall present their research project. The practical classes shall foster student participation and a general debate on the content of oral presentations (11h).	11
Lab classes		Medium group (M)	Practical sessions shall be run to encourage bibliographic searches and editing and creating didactic materials (6h).	6
ECTS Tutorials		Small group (P)	Tutorials shall mainly be given over to individual or group monitoring of course activities undertaken by students, with individual support being provided to them in producing their research project. These sessions shall also be given over to resolving any doubts from the course (4h).	4
Assessment		Large group (G)	A written test shall be taken to assess students' assimilation of the theory content (2h).	2

Students will be provided with the subject schedule on the UIBdigital platform at the start of the semester. As a minimum, this schedule shall include the dates for the continuous assessment tests and for submission of work. In addition, the lecturer shall notify students as to whether the subject work plan shall be undertaken as per the schedule or via another method, including the Aula Digital platform.

### Distance work activities (4 credits, 100 hours)

Format	Name	Description	Hours
Individual self-study and work		Students will individually and independently undertake bibliographic searches and queries, do wider reading and produce a research project.	100

### Specific hazards and protection measures

The learning activities of this subject do not entail specific health and safety hazards for students. There is, therefore, no need for special protection measures.

### Student learning assessment

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### Fraud in assessment components

In accordance with article 33 of the Academic Regulations, 'regardless of the disciplinary procedure that may be taken against the guilty student, clear falsification of any assessment component included in the subject course guides shall, as per the lecturer's evaluation, lead to a deduction in their mark which could include a '0 fail' mark in the annual subject assessment'.

### Assessment

Format	Assessment
Technique	Long-answer test, discursive ( <b>recoverable</b> )
Description	There will be a written test to assess students' assimilation of the theory content (2h).
Assessment criteria	
Percentage of final mark:	100%

### Resources, bibliography and supplementary documentation

Burns, A., & Richards, J.C. (Eds.). (2009). *The Cambridge Guide to Second Language Teacher Education*. New York, NY: Cambridge University Press.

Edge, J., & Mann, S. (Eds.). (2013) *Innovations in Pre-service Education and Training for English Language Teachers*. London, UK: British Council.

England, L. (Ed.). (2012). *Online Language Teacher Education: TESOL Perspectives*. New York, NY: Routledge.

Freeman, D., & Freeman, Y. (2014). *Essential Linguistics: What Teachers Need to Know to Teach ESL, Reading, Spelling, and Grammar*. Portsmouth, NH: Heinemann. Used for reading.

Nunan, D. & J. C. Richards (Eds.) (2014). *Language Learning Beyond the Classroom*. New York, NY: Routledge

Tedick, D. (Ed.) (2005), *Second language teacher education*. Mahwah, NJ: Erlbaum.

### Basic bibliography

Nunan, D. (2004). *Task-Based Teaching*. Cambridge University Press

Wallace, M.J. (1998). *Action Research for Language Teachers*.

