DEVELOPING PRODUCTIVE SKILLS IN ENGLISH
(Blended learning)

Infant Teacher Degree
CU Cardenal Cisneros/ Universidad de Alcalá
Academic Year 2014/2015
1. PRESENTATION

One of the most common problems in any learning situation is to establish good communication. This is especially important when we are using a second or foreign language. Teachers are expected to manage appropriate language which can foster the use of high-order thinking skills in the classroom and, at the same time, can promote effective communication both in written and oral form.

This subject tries to develop students' cognitive academic language proficiency by working on their productive skills. To do so they will become familiar with a range of strategies and techniques and will also be trained to build up their self-confidence as well as to show appropriate attitudes in different contexts, such as tolerance, cooperation and empathy, among others. Regarding the level of English students will acquire, they will be asked to work at a B2.1 Level (Common European Framework of Reference)\(^1\)

Pre-requisites and Recommendations

It is required for students to:

- Demonstrate a minimum B.1.2. English level
- Be officially enrolled in the subject.
- Have an active and participative attitude during lessons.
- Be committed to improving their level English using all the possibilities offered both inside and outside the classroom.

\(^1\) More information can be found here: [http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html)
2. COMPETENCES

Generic Competences

**Competencia nº 6:** Conocer la evolución del lenguaje en la primera infancia, saber identificar posibles disfunciones y velar por su correcta evolución. Abordar con eficiencia situaciones de aprendizaje de lenguas en contextos multiculturales y multilingües. Expresarse oralmente y por escrito y dominar el uso de diferentes técnicas de expresión.

**Competencia nº9:** Conocer la organización de las escuelas de educación infantil y la diversidad de acciones que comprende su funcionamiento. Asumir que el ejercicio de la función docente ha de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida.

**Competencia nº 11:** Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes.

Specific Competences:

At the end of the process, students will be able to:

1. Acquire a good communicative competence (B2.1 CEFR) (C1²)
2. Be able to use the knowledge and procedures which contribute to autonomy in relation to professional practices and lifelong training. (C3)

3. CONTENTS

1 Pre-writing and drafting
2 Outlining and structuring of a text
3 Unity and coherence
4 Preparing and delivering an oral presentation
5 Presentation tools and structures
6 Concluding a presentation

<table>
<thead>
<tr>
<th>Bloques de contenido (se pueden especificar los temas si se considera necesario)</th>
<th>Total de clases, créditos u horas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pre-writing and drafting</td>
<td>0.8 ECTS 20h</td>
</tr>
<tr>
<td>2 Outlining and structuring of a text</td>
<td>1.2 ECTS 30h</td>
</tr>
</tbody>
</table>

² C stands for Competence. The number corresponds to the order in which this information appears in the official documents describing the Degree Programme.
4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

The teaching-learning methodology will be active and dynamic, having as its main aim to create a communicative atmosphere and to involve students actively in high-order thinking processes. Thus students will be improving their competence in the English language as well as reflecting on this progress, enabling them to transfer their learning experience to their teaching practice.

The teaching-learning methodology will be distributed between face-to-face sessions, online activities and self-study. The distribution is as follows:

- Face-to-face sessions: up to 6 hours
- Online activities: up to 44 hours
- Self-study: up to 100 hours

Students are expected to take an active, participative role in both face-to-face and online activities. In addition they are expected to display personal autonomy by reading widely and undertaking some research related to the subject’s key contents. Students will be required to apply theoretical contents to a practical context and reflect on different methodologies, approaches and techniques explained and experienced during the course. Through the use of a Content and Language Integrated Learning (CLIL) approach, students will consolidate and improve their competence in the English Language whilst learning about the subject area.

4.1. ECTS distribution

<table>
<thead>
<tr>
<th>Total number of hours (6 ECTS): 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours of classroom attendance:</td>
</tr>
<tr>
<td>Number of hours of independent learning:</td>
</tr>
</tbody>
</table>

4.2. Methodological strategies, materials and didactic resources
Methodological strategies will be based on the **CLIL approach (Content and Language Integrated Learning)**, thus working on Cognition, Communication, Content and Culture. Due to the linguistic nature of this subject, **Communication will be the main core of contents**, which will be learnt by students through the use of problem-solving activities, cooperative learning and analysis and evaluation of case studies. In all these cases, the teacher will act as a learning facilitator.

Students will handle a variety of materials, which will be available on our Virtual Community [http://.edu.cardenalcisneros.es](http://edu.cardenalcisneros.es)

We will also handle internet resources to have access to videos related to different topics. If possible, contact with experts will be also encouraged.

Students will often use monolingual, bilingual and collocation dictionaries. They are advised to buy a monolingual dictionary (either in paper or an electronic one).

**5. ASSESSMENT**

In the following tables you can find the **specific competences** the subject deals with, the **assessment criteria** set and the **appraisal criteria** the teacher will apply to measure these outcomes and, finally, the **assessment system**, divided into the **tools** which will be used. This table may serve as a guideline to know how the competences will be assessed.

<table>
<thead>
<tr>
<th>Specific competence</th>
<th>Assessment criteria</th>
<th>Appraisal criteria</th>
</tr>
</thead>
</table>
| Acquire a good communicative competence (introduction to C1 CEFR) (C1) | Acquisition of a speaking communicative competence equivalent to B2 (CEFR)  
 Acquisition of a writing communicative competence equivalent to B2 (CEFR)  
 Development of metacognition regarding language development in English | ➢ Production of accurate and fluent academic English both oral and written, at a minimum B2 level.  
 ➢ Accommodation of language to different situations and contexts.  
 ➢ Development of their learning metacognitive skills to identify their weakest areas and plan future learning accordingly.  
 ➢ Identification of materials and resources which may help them progress in their learning. |

<table>
<thead>
<tr>
<th>Specific competence</th>
<th>Assessment criteria</th>
<th>Appraisal criteria</th>
</tr>
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</table>
| Be able to use the knowledge and procedures which contribute to autonomy in relation to professional practices and lifelong training. (C3) | Knowledge of materials and resources related to language development  
 Reflection on own abilities and its development  
 Recognise features of good academic speeches and writing | ➢ Knowledge and application of strategies to improve communication in different contexts.  
 ➢ Development of their learning metacognitive skills to identify their weakest areas and plan future learning accordingly. |
weakest areas and plan future learning accordingly

<table>
<thead>
<tr>
<th>Appraisal criteria</th>
<th>DEFINITION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production of accurate and fluent academic English both oral and written, at a minimum B2.1 level.</td>
<td>Shows a speaking and written communicative competence which fulfills the requirements sets for B2. Reaches an adequate level of both accuracy and fluency in terms of academic English</td>
<td>30</td>
</tr>
<tr>
<td>Accommodation of language to different situations and contexts.</td>
<td>Adapts language to formal registers. Identifies language structures and vocabulary in terms of register and formality</td>
<td>20</td>
</tr>
<tr>
<td>Development of their learning metacognitive skills to identify their weakest areas and plan future learning accordingly.</td>
<td>Reflects on language learning progress adequately. Sets feasible learning goals. Plans future learning in an organized and logical way</td>
<td>20</td>
</tr>
<tr>
<td>Knowledge and application strategies to improve communication in different contexts.</td>
<td>Knows and applies a wider range of language learning strategies. Identifies language learning strategies both at theoretical and practical level. Reflects on the use of language learning strategies</td>
<td>20</td>
</tr>
<tr>
<td>Identify materials and resources which may help them progress in their learning.</td>
<td>Locates adequate materials and resources to improve his/her learning. Reflects on the use of different materials and resources</td>
<td>10</td>
</tr>
</tbody>
</table>

Report Criteria

Although attendance will not be marked, students who are unable to attend more than 5% and/or submit works within the submission deadline set should choose final assessment. If students submit more than 2 assignments in the continuous assessment evaluation, they cannot opt for the final assessment, even if this happens during the first two weeks.

Final assessment will be articulated according to the current legislation established by the University of Alcalá. These regulations establish, among others, the following criteria:

- This subject has an ordinary exam in May/June, and an extraordinary exam in June/July.
- If a student cannot follow the continuous assessment proposed for the ordinary exam in May/June, he/she should ask for a final assessment exam to the lecturer in charge of the subject during the two first class weeks. This proposal will be approved or rejected by the Head Department.
- Extraordinary exam is set for those students who have not passed the ordinary exam, (either ordinary or final)
- The characteristics for the continuous and final assessment are explained in this study guide.
- To access more information on the assessment regulations, you should visit: [http://www.uah.es/universidad/estatutos_normativa/documentos/otros/NormatEvaluacionAprendizajes.pdf](http://www.uah.es/universidad/estatutos_normativa/documentos/otros/NormatEvaluacionAprendizajes.pdf)

Continuous and Final assessment – first call (ordinary and extraordinary)
**Assessment tool/Appraisal criteria**

<table>
<thead>
<tr>
<th>Written tasks</th>
<th>Oral tasks</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production of accurate and fluent academic English both oral and written, at a minimum B2 level.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Accommodation of language to different situations and contexts.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Development of their learning metacognitive skills to identify their weakest areas and plan future learning accordingly.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Knowledge and application strategies to improve communication in different contexts.</td>
<td>X</td>
<td>x</td>
</tr>
<tr>
<td>Identify materials and resources which may help them progress in their learning.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>%</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

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### 6. BIBLIOGRAPHY

The following references will constitute the basic bibliography for the course, and more specific textbooks or journal articles will be provided throughout the term for each of the units of the syllabus.

**Basic bibliography**

A handbook designed to develop academic writing skills in a university context.

It provides fundamental information on how to organise your lessons, both from the physical and methodological points of view. It also provides guidance on the teaching of skills in the EFL classroom.

A core book for this subject, intended to help students prepare before having to speak in public in English, and offering a wide range of material targeting the stages of presentations.

A practical guide to the theory of writing which covers a range of approaches to the teaching of writing.
A handbook designed to develop academic oral skills in a university context.

A workbook which contains exercises to help teach and practise the vocabulary students need for academic purposes.

A workbook aimed at students in higher education who need English for their academic studies.

A workbook primarily intended for business students which is based on real-life situations in a variety of settings.

A practical book which presents language, advice, delivery tips and a range of useful, up-to-date presentation techniques.

A core book for this course written to help students improve their writing skills. It includes work on how to generate ideas, organise materials, draft, review and revise written work.