

STUDY GUIDE

DEVELOPING PRODUCTIVE SKILLS IN ENGLISH

Degree in Primary Teacher Training

Foreign Language (English) Specialization

C.U. Cardenal Cisneros

Universidad de Alcalá

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3rd Course – 2nd Term

STUDY GUIDE

Subject:	DEVELOPING PRODUCTIVE SKILLS IN ENGLISH
Code:	510031
Degree:	Degree in Primary Teacher Training Foreign Language (English) Specialization
Department:	Teaching Specific Sciences
Character:	Optional
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Course and term:	3rd course – 2nd term
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Language.	English

1. PRESENTATION

Cardenal Cisneros University College guarantees its students that, if, due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process, and will retake face-to-face teaching as soon as these requirements should cease.

Effective communication is essential in academic and foreign language classroom contexts in which we are often required to transmit ideas in a clear, understandable and effective way. The inherent challenges of achieving this are compounded when we are using a second or foreign language. Developing teachers' ability to communicate using precise language in oral form and raising their sensitivity towards the conventions of different genres and registers will in turn make them more effective teachers capable of helping their students develop similar skills.

This subject develops students' language proficiency by working on their ability to use functional and appropriate classroom language effectively and deliver effective oral presentations of academic topics. To do so, they will be trained to analyse the effectiveness of others' communication. In addition, within the field of EFL methodology, the subject will familiarise students with elements of effective classroom management in English. The principal aim of the subject, however, is to discover and apply strategies for developing oral and written

skills in infant and primary education. This means becoming aware of the developmental levels of students and what are reasonable and achievable literacy and oracy goals, and developing didactic techniques and resources which work effectively towards those aims.

Lessons will be conducted entirely in English, seeking always to stimulate student participation in class providing them with both maximum exposures to the English language and opportunities to practise their own productive output. Regarding the level of English students will acquire, they will be asked to work at a B2 Level (Common European Framework of Reference)¹ **Each of the assessment tasks in this subject is linked to the attainment of linguistic and communicative goals in the foreign language (English) which correspond to the Common European Framework of Reference for Languages descriptors. If the attainment of these goals is not demonstrated, the assessment task will be considered not to have been passed.**

Pre-requisites and Recommendations

It is required for students to:

- 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.
- It is advisable for students to have a B2 (CEFR) competence in English.

2. COMPETENCES

Generic Competences

Competencia nº 3 Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar.

Competencia nº 10 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 entre los estudiantes.

Competencia nº 11 Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural.

¹ More information can be found here: http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html

Specific Competences:

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

1. Acquire a good communicative competence (consolidation of B2 CEFR) (C1²)
2. Have extensive training in the teaching of foreign languages and the theoretical and practical implications of teaching foreign languages at Infant/Primary level. (C2)
3. Be able to use the knowledge and procedures which contribute to autonomy in relation to professional practices and lifelong training. (C4)

3. CONTENTS

- 1 Classroom language and classroom management
- 2 Fostering and assessing speaking in the English classroom
- 3 Fostering pronunciation in the English classroom
- 4 Fostering writing in the English classroom
- 5 Assessing writing in the English classroom

Content blocks	Total of classes, credits or hours
1 Classroom language and classroom management	1.5 ECTS 37.5h
2 Fostering and assessing speaking in the English classroom	1.5 ECTS 37.5h
3 Fostering pronunciation in the English classroom	0.75 ECTS 18.75h
4 Fostering writing in the English classroom	1.5 ECTS 37.5h
5 Assessing writing in the English classroom	0.75 ECTS 18.75h

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 learner-centred, 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.**

Students will be grouped using three different modalities: whole-group, half-group and seminar. This does not mean, however, that whole-group sessions will be entirely devoted to cover theoretical areas. The distribution of students does not indicate a specific methodology or content.

1. **Whole-group sessions** will be carried out by using activities such as communication-based work (pair or group discussions), information searching, question answering based on different texts, and others, all aimed at consolidating the theoretical contents, and applying them to a practical context. Debates and oral presentations may also be carried out during this time. The work here will mainly be done individually and in small- to medium-sized groups.
2. **Practical lessons** will consist of activities such as problem solving, analysis of documents or other materials, practical workshops and oral activities, such as presentations or simulations. During these sessions the work will be done individually, in pairs and small- to medium-sized groups.
3. **Seminars** will be aimed at ensuring a more personalised attention to students, and will consist in meetings with the lecturer, use of multi-media programmes and sessions organised by the Bilingual Project.

Apart from the above detailed **48** hours of lesson attendance, the student must also complete **102** hours of independent work at home, which will include finishing activities from class, preparing presentations, reading articles, doing some research, organising information, and revising the subject contents. They could also attend tutorial hours to have their doubts and questions answered by the teacher.

4.1. ECTS distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance:	30 hours of whole-group lessons 15 hours of practical lessons 3 hours of seminars
Number of hours of independent learning:	102 hours

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>

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.

Specific competence	Acquire a good communicative competence (consolidation of B2 CEFR) (C1)
Assessment criteria	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
Appraisal criteria	<ul style="list-style-type: none"> ➤ Production of accurate and fluent English both oral and written, at a minimum B2 level. ➤ Accommodation of language to different situations and contexts.

Specific competence	Have extensive training in the teaching of foreign languages and the theoretical and practical implications of teaching foreign languages at Infant/Primary level. (C2)
Assessment criteria	Production of adapted and original EFL materials Production of EFL lesson sequences Design of EFL lesson simulation
Appraisal criteria	<ul style="list-style-type: none"> ➤ Adaptation of existing resources and production of original EFL materials. ➤ Delivery of simulated EFL lessons in which language is appropriately developed.

Specific competence	Be able to use the knowledge and procedures which contribute to autonomy in relation to professional practices and lifelong training. (C4)
Assessment criteria	Knowledge of materials and resources related to language development Recognise features of good appropriate, functional classroom language
Appraisal criteria	<ul style="list-style-type: none"> ➤ Knowledge and application of strategies to improve communication in different contexts.

Appraisal criteria	DEFINITION	%
Production of accurate and fluent classroom English both oral and written, at a minimum B2 level.	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 classroom English	20
Accommodation of language to different situations and contexts.	Adapts language to age and level of learners Identifies language structures and vocabulary in terms of functionality and appropriateness	20
Adaptation of existing resources and production of original EFL materials.	Adapts authentic and/or existing published materials materials for use in an EFL classroom and produces original materials to foster speaking and writing in an EFL classroom.	20
Creation of simulated EFL lessons in which spoken and/or written language is appropriately developed.	Creates EFL lesson simulations in a competent fashion, displaying good classroom management, strong sequencing of tasks and providing opportunities for meaningful learning with regards to spoken and/or written language development.	30
Knowledge and application strategies to improve communication in different contexts.	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	10

Report Criteria

Although **attendance will not be marked**, students who are unable to attend more than 10% and/or submit works within the submission deadline set should choose **final assessment**. If students submit one or more 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, and an extraordinary exam in June.
- If a student cannot follow the continuous assessment proposed for the ordinary exam in May, 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

Continuous and Final assessment – first call (ordinary and extraordinary)

Assessment tool Appraisal criteria	Lesson plans	Written reflection	Oral tasks	%
Production of accurate and fluent classroom English both oral and written, at a minimum B2 level.	X	X	X	20
Accommodation of language to different situations and contexts.	X	X	X	20
Adaptation of existing resources and production of original EFL materials.	X			20
Design of simulated EFL lessons in which spoken and/or written language is appropriately developed.	X	X	X	30
Knowledge and application strategies to improve communication in different contexts.	X	X		10
%	40	40	20	100

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

Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heinemann.

A book which takes a holistic approach to scaffolding language and learning in content areas by drawing on a functional model of language and sociocultural theories of learning.

Gower, R.; Philips, D. and Walters, S. (2005). *Teaching Practice. A Handbook for Teachers in Training*. Oxford: Macmillan.

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.

Harmer, J. (2004). *How to teach writing*. Essex: Pearson Longman.

A practical guide to the theory of writing which covers a range of approaches to the teaching of writing.

Harmer, J. (2007): *The Practice of English Language Teaching (Fourth Ed)*. London, Pearson Longman.

A guide for teachers of English with strong focus on methodology and the use of new technologies. It also provides opportunities to reflect on essential issues such as teacher development, learner autonomy and context-sensitive teaching.

Haslam, L., Wilkin, Y. and Kellet, E. (2009 ed): *English as an Additional Language. Meeting the Challenge in the Classroom*. Oxon: David Fulton Publishers.

It deals with the area of EAL providing practical ideas to understand children's language development, and help teachers support learning effectively.

McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

This book offers a systematic approach to the selection and evaluation of materials. It also suggests ways to systematise materials development and the use of learner-generated materials.

Moon, J. (2000). *Children Learning English*. Oxford: Macmillan.

A comprehensive guidebook for teachers of English to young learners. It covers both theory and practice, and offers discover activities and real-life examples from classrooms around the world. It focuses on how children learn foreign languages and how we can help them learn effectively.

Nunan, D. (ed.). (2003): *Practical English Language Teaching*. New York, McGraw Hill.

An overview of language teaching methodology for English language teachers. It is focused on reflecting on different teaching approaches and methodologies and provide information on how to implement them into the classroom.

Scrivener, J. (2005): *Learning Teaching: A guidebook for English language teachers*. Oxford, Macmillan Heinemann.

It is a guide to explain the basic principles at work in a language classroom and shows how to plan lessons. It is focused on providing techniques and strategies for all levels (not specifically children).

Viney, P. (2004). *Survival English (New edition)*. Oxford: Macmillan.

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