STUDY GUIDE

FOREIGN LANGUAGE II (ENGLISH)

**Degree in Primary Teacher Training
C.U. Cardenal Cisneros
Universidad de Alcalá**

Academic Year 2024-25
2nd Course – 1st Term

STUDY GUIDE

Subject:	**Foreign Language II (English)**
Code:	**520010**
Degree:	**Degree in Primary Teacher Training**
Department:	**Teaching Specific Sciences**
Character:	**Compulsory**
Credits:	**6**
Course and term:	**2nd Course – 2nd Term**
Lecturers:	**Prof. Matthew Johnson**
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Language:	**English**

1. PRESENTATION

Since bilingual education became popular in Spain, the learning of English as a Foreign Language has evolved dramatically from being a subject in the school curriculum to be considered a **real communication tool** to **create meaning** in most content areas. This shift must be considered in the training of the future Primary Education teachers.

This subject tries to provide students with valuable **knowledge, skills and attitude** to work using a foreign language (English) in the classroom, with a special focus on the CLIL (Content and Language Integrated Learning) classroom. This subject will also provide students with the opportunity to explore teaching/learning practices at the Bilingual itinerary and to recognize the CLIL approach when analyzing them.

Following the Theory of the 4Cs proposed by prof. Do Coyle, this subject integrates **content, communication, cognition** and **culture.** As far as **content** is concerned, the subject will familiarise students with a range of **approaches, methods, strategies and techniques** they can apply according to the teaching/learning contexts. They will also be acquainted with useful **materials and resources**. In terms of **communication**, this subject will continue the work which has been already done in the subject *Foreign Language (English) I,* helping students to reach a B2 Level (Common European Framework of Reference)[1] with the use of learner-centred and interactive activities in class. **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**

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

Languages descriptors (B1+). If the attainment of these goals is not demonstrated, the assessment task will be considered not to have been passed. **Cognitively speaking,** the subject will be focused on helping students develop high-order thinking skills, with a special focus on the top processes, i.e., evaluating and creating. Finally, **Culture** will be explored by reflecting on own misconceptions about language teaching and learning, as well as promoting attitudes such as tolerance, cooperation and empathy, among others, in multilingual settings.

Prerequisites and Recommendations

It is required for students to
- Have a minimum B1 level in English.
- 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.
- Work effectively individually and in groups.

2. COMPETENCES

Generic Competences

At the end of this study programme, students will be able to:

- Diseñar, planificar y evaluar procesos de enseñanza aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro. (C2).
- 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 (C3).
- Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto a los derechos humanos que conformen los valores de la formación ciudadana (C4).
- Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes (C5).
- 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 (C10).
- 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 (C11).
- Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de educación

primaria y a sus profesionales. Conocer modelos de mejora de la calidad con aplicación a los centros educativos (C12).

Specific Competences:

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

1. Understand the basic principles of the language and communication sciences. (C1[2])
2. Know the school curriculum related to languages and literature. (C2)
3. Face language learning situations in multilingual settings. (C7)
4. Communicate, orally and in written form, in a foreign language. (C9)
5. To develop and assess curriculum contents using the appropriate didactic resources and fostering the correspondent students' competences. (C10)

3. CONTENTS

1. Bilingualism, bilingual education and CLIL
2. CLIL Components: Analysing CLIL in practice
3. Designing a CLIL unit of work

Modules	Credits/hours
1. Bilingualism, bilingual education and CLIL	2 ECTS /25h
2. CLIL Components: Analysing CLIL in practice	2 ECTS /50h
3. Designing a CLIL unit of work	3 ECTS /75h

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[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 based on the **Content and Language Integrated Approach**, thus tapping into students' cognitive, communicative, cultural and content-based knowledge. As CLIL is the main focus of the subject, students' learning will be truly experiential, and can be considered as 'loop input' using the methodology you're explaining as the didactic tool (Woodward, 1991).

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.

Apart from **48** hours of lesson attendance, the student must also complete **102** hours of independent work at home. In the flipped-classroom mode, students will be asked to read articles, watch videos, find information, and prepare contents to be used later in the classroom.

Some of the sessions included in this subject may involve cross-curricular work together with other subjects belonging to the same study plan.

4.1. ECTS distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: 50	**30** hours of whole-group lessons **15** hours of practical lessons **3** hours of seminars 2 hours of assessment
Number of hours of independent learning: 100	**100** hours

4.2. Methodological strategies, materials and didactic resources

This subject aims to contribute to students' training in the teaching content through a foreign language (English). To do so, the lecturers Methodological strategies will be based on the **CLIL approach (Content and Language Integrated Learning),** and on principles revolving around the flipped classroom. Cooperative learning will also be considered as part of the didactic strategies developed in the classroom.

When possible, students will be also invited to explore real classrooms, observing how teachers implement bilingual education and the methodology they are applying. Also, when available, they will put their didactic proposals into practice with children, and reflect on their teaching performance and planning. Another possible teaching-learning scenario includes the possibility of working in interdisciplinary activities and tasks together with other subjects delivered at the same time to the group of students involved.

Regarding materials and resources, digital tools will be essential in this didactic plan. Lecturers will act as organisers and facilitators, helping students to plan their learning and organise their tasks effectively.

The necessary input to develop the contents of this subject will be available on the Virtual Community and other digital platforms. Also, a list of references is included on the last page of this study guide. However, students are encouraged to seek for information and extend their knowledge by their own means, as autonomy is one of the competences they need to develop at this stage of their learning.

5. ASSESSMENT

To pass the course is essential for the student to have reached all the competences contained in this guide through the various instruments provided for measurement. The student must perform all assessment tasks set out in this guide as a requirement to pass the subject both in the continuous or final evaluation process in the first or resit assessment processes. It is necessary to demonstrate acquisition of all of the competences included in this subject and obtain a minimum grade of 5.0A in each of the assessment tasks.

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

Specific competence	To understand the basic principles of the language and communication sciences. (C1)		
Learning outcomes and Assessment criteria	To master the basic concepts of the language and communication sciences. (LO3[3]) Students should be able to ➢ define, describe and differentiate the concepts of bilingualism, bilingual education and CLIL both in theory and in practice.		
Assessment system	Test/Essay/Oral Presentation	Continuous assessment	Teacher

Specific competence	To know the school curriculum with relation to languages and literature. (C2) To develop and assess curriculum contents using the appropriate didactic resources and fostering the correspondent students' competences. (C10)		
Learning outcomes and Assessment criteria	To know the contents of the English language curriculum (LO2). To assess curriculum contents and elaborate the appropriate tools to do it. (LO8) Students should be able to ➢ identify and justify the main elements in a CLIL curriculum ➢ understand the need to adapt the way we teach contents when an additional language is used as the vehicle of communication and learning ➢ know and select strategies and appropriate materials and resources to be used in the CLIL classroom		
Assessment system	Test/Essay/Oral Presentation/Microteaching	Continuous assessment	Teacher

Specific competence	To face language learning situations in multilingual settings. (C7)		
Learning outcomes and Assessment criteria	To solve language learning situations in multilingual settings, and master oral and written skills in a foreign language. (LO7) Students should be able to ➢ Be able to consider all the variables needed to develop a didactic plan to help students learn content through an additional language effectively using CLIL.		
Assessment system	Test/Essay/Oral Presentation/Microteaching	Continuous assessment	Teacher Peer assessment Self-assessment

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[I]LO stands for Learning Outcome. The number corresponds to the order in which this information appears in the official documents describing the Degree Programme.

Specific competence	To express, orally and in written form, a foreign language. (C9)		
Learning outcomes and Assessment criteria	To use the oral and written language appropriately and accurately. (LO1) Students should be able to ➤ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B1+ level.		
Assessment system	Test/Essay/Oral Presentation/Microteaching	Continuous assessment	Teacher Self-assessment

Report Criteria

It should be noted that the assessment system will be **continuous**, which implies attendance, active participation and handing in all the activities done throughout the term. 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.

When possible, students will be given a range of assessment tools they can use to demonstrate they have achieved one specific competences. These tasks may be collected in a learning portfolio.

Students unable to pass the subject through continuous evaluation have the choice of asking for an **extraordinary exam**, which will follow the report criteria established for the **final assessment.**

Final assessment will be articulated according to the current legislation established by the University of Alcalá. For a learner to qualify for the final assessment in the ordinary examination in June, regulatory rules of the learning assessment will apply.

In what follows, appraisal criteria have been defined. Please take into account that considering the integrated nature of the subject, the competence related to English communicative skills has been considered as integrated with the rest.

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá. https://www.uah.es/export/shared/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

Appraisal criteria	Definition	%	
➢ Define, describe and differentiate the concepts of bilingualism, bilingual education and CLIL both in theory and in practice. ➢ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B1+ level.	The student will be able to define key concepts related to bilingual education and distinguish main features among them using appropriate subject-specific discourse and terminology.	**20**	Test/Essay/Oral Presentation
➢ Identify and justify the main elements in a CLIL curriculum ➢ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B+ level.	The students will be able to spot the main characteristics of a CLIL curriculum, and justify its presence using appropriate subject-specific discourse and terminology.	**20**	Test/Essay/Oral Presentation/Microteaching
➢ Understand the need to adapt the way we teach contents when an additional language is used as the vehicle of communication and learning ➢ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B1+ level.	The students will distinguish the many variables to consider when dealing with bilingual contexts and the specific characteristics of CLIL as an effective pedagogical approach using appropriate subject-specific discourse and terminology.	**20**	Test/Essay/Oral Presentation/Microteaching
➢ Know and select strategies and appropriate materials and resources to be used in the CLIL classroom ➢ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B1+ level.	The students will be able to recognise, organize and use strategies, resources and materials which help students learn effectively using CLIL using appropriate subject-specific discourse and terminology.	**20**	Test/Essay/Oral Presentation/Microteaching Test/Essay/Oral Presentation/Microteaching
➢ Be able to consider all the variables needed to develop a didactic plan to help students learn content through an additional language effectively using CLIL. ➢ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B1+ level	Students will show awareness of the complexity of bilingual contexts and how to cope with them from a didactic point of view using appropriate subject-specific discourse and terminology.	**20**	Test/Essay/Oral Presentation/Microteaching

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

Ball, P.; Kelly, K. and Clegg, J. (2015). Putting CLIL into practice. Oxford University Press.
This book offers a specific methodological framework for the CLIL classroom focusing on how to give input and support output. It also includes a section on how to organise CLIL programmes in school, and guidelines about how to improve teacher training.

Coyle, D.; Hood, Philip and Marsh, D. (2010). *CLIL. Content and Language Integrated Learning.* CUP.
A must-read book which establishes the background, history and main elements of the Content and Language Integrated Learning Approach.

Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagog*y. Multilingual Matters.
A volume focused on the relationship between L1 proficiency and L2 competence.

Cenoz J. and Genesee, F. (eds.) (1998). *Beyond Bilingualism: Multilingualism and Multilingual Education*. Multilingual Matters.
A book dealing with concepts related to Plurilingual contexts and how they are dealt with in educational contexts.

Cummins, J. and Swain, M. (1986). *Bilingualism in Education: Aspects of Theory, Research, and Practice.* Longman.
A seminal work on bilingual education dealing with aspects regarding the structure of educational programmes, practice and research involving bilingual education.

Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire.* Multilingual Matters.
This volume deals with studies involving instruction and assessment of bilingual pupils. It goes beyond the classroom to reflect on focusing not only on issues of language learning and teaching but also on the ways in which "power relations in the wider society affect patterns of teacher-pupil interaction in the classroom."

García, O. (2009). *Bilingual Education in the 21st Century. A global perspective.* Wiley Blackwell.

An essential book which covers Bilingual Education from a myriad of perspectives, including immersion, CLIL and multilingual settings.

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

This book stems from the belief that language learning is not a linear process, and that students advance in their learning by constructing knowledge socially. Thus, it highlights the role of scaffolding as an instructional technique to guarantee success in contexts where a second or foreign language is used as a vehicular language.

Graddol, David (2006). *English Next.* British Council.

A report commissioned by the British Council which was updated in 2006. It reports on the situation of English and English learning around the world, providing statistical data as well as valuable insights on their impact in education.

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