STUDY GUIDE

FOREIGN LANGUAGE I (ENGLISH)

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

Academic Year 2020-21
2nd Year – 1st Term

STUDY GUIDE

Subject:	**Foreign Language I (English)**
Code:	**520004**
Degree:	**Degree in Primary Teacher Training Blended Learning**
Department:	**Teaching Specific Sciences**
Character:	**Compulsory**
Credits:	**6**
Course and term:	**2nd course – 1st term**
Lecturer(s):	**Carolina Benito Cox** **Matthew Johnson**
Office hours:	**Fridays, 9-11h**
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Language	**English**

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

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 B1+ Level (Common European Framework of Reference)[1]

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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

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 B1 (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.

Specific Competences:

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

1. Acquire a good communicative competence: B1+ (introduction to B2 CEFR) (C1[2])
2. Be able to use the knowledge and procedures which contribute to autonomy in relation to professional practices and lifelong training. (C4)

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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.

3. CONTENTS

1 Pre-writing and drafting
2 Outlining and structuring of a text
3 Unity, coherence and academic language
5 Preparing an oral presentation
6 Assessing oral presentations
7 Delivering an oral presentation
8 Fostering oral and written production in the primary classroom

Bloques de contenido	Total of classes, credits or hours
1 Pre-writing and drafting	0.5 ECTS 12.5h
2 Outlining and structuring of a text	1.0 ECTS 25h
3 Unity and coherence and academic language	1.0 ECTS 25h
4 Preparing an oral presentation	1.0 ECTS 25h
5 Assessing oral presentations	1.0 ECTS 25h
6 Delivering an oral presentation	1.0 ECTS 25h
7 Fostering oral production in the primary classroom	0.5 ECTS 12.5h

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

The teaching-learning methodology will be active and dynamic through a communicative atmosphere and actively involving students in high-order thinking processes. Students will **improve their competence in the English language as well as reflect on this progress—which should enable them to transfer their learning experience to their teaching practice.**

Face-to-face sessions will be oriented towards the whole-group through practical lessons. 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. Personal tutorials hours are also considered and should be scheduled with the professor.

1. <u>Whole-group sessions</u> 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. <u>Practical lessons</u> 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. <u>Personal tutorials:</u> aimed at ensuring a more personalised attention to students.

Apart from the above possibility of **15** hours of lesson attendance, the student must also complete up to **150** hours of independent work at home, which will include activities, preparing presentations, reading articles, doing some research, organizing 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: Up to 15hours	Whole-group lessons
	Personal tutorials with professor
Number of hours of independent learning: 150 hours	Up to 150 hours of self-study.

4.2. Methodological strategies, materials and didactic resources

Methodological strategies will be based on the **CLIL approach (Content and Language Integrated Learning)** working on Cognition, Communication, Content and Culture. Due to the linguistic nature of this subject, **Communication will be at the heart of the 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.

5. ASSESSMENT

*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 (B2**+). If the attainment of these goals is not demonstrated, the assessment task will be considered not to have been passed***

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 (introduction to B2 CEFR) (C1)
Assessment criteria	Acquisition of a speaking communicative competence equivalent to B1+ (CEFR) Acquisition of a writing communicative competence equivalent to B1+ (CEFR) Development of metacognition regarding language development in English
Appraisal criteria	➢ Production of accurate and fluent academic English both oral and written, at a minimum B1 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.

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 Reflection on own abilities and their development Recognise features of good academic speeches and writing
Appraisal criteria	➢ 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

Appraisal criteria	Definition	%
Production of accurate and fluent academic English both oral and written, at a minimum B1.2 level.	Shows a speaking and written communicative competence which fulfills the requirements sets for B1+ Reaches an adequate level of both accuracy and fluency in terms of academic English	**30**
Accommodation of language to different situations and contexts.	Adapts language to formal registers Identifies language structures and vocabulary in terms of register and formality	**20**
Development of their learning metacognitive skills to identify their weakest areas and plan future learning accordingly.	Reflects on language learning progress adequately Sets feasible learning goals Plans future learning in an organized and logical way	**20**
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	**20**
Identify materials and resources which may help them progress in their learning.	Locates adequate materials and resources to improve his/her learning Reflects on the use of different materials and resources	**10**

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, 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	Written tasks	Oral tasks	Final essay	Final presentation	%
Production of accurate and fluent academic English both oral and written, at a minimum B1.2 level.	X	X	X	X	30
Accommodation of language to different situations and contexts.	X	X	X	X	20
Development of their learning metacognitive skills to identify their weakest areas and plan future learning accordingly.	X	X			20
Knowledge and application strategies to improve communication in different contexts.	X	X	X	X	20
Identify materials and resources which may help them progress in their learning.	X	X			10
%	**15**	**15**	**35**	**35**	**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

Fava-Verdé, and Manning, A. (2007) *Essay Writing.* Reading: Garnet Education.
A handbook designed to develop academic writing skills in a university context.

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.

Grussendorf, M. (2007). *English for Presentations.* Oxford: Oxford University Press.
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.

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.

Manning, A. and Wilding, E. (2007) *Presentations.* Course Book. Reading: Garnet Education.
A handbook designed to develop academic oral skills in a university context.

Porter, D. (2008). *Check your vocabulary for Academic English.* Oxford: Macmillan.
A workbook which contains exercises to help teach and practise the vocabulary students
need for academic purposes.

Philpot, S. and C.L. (2007). N*ew Headway Academic Skills. Reading, Writing and Study Skills 3.* Oxford: Oxford University Press.
A workbook aimed at students in higher education who need English for their academic studies.

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.

Williams, E. J. (2008). *Presentations in English.* Oxford: Macmillan.
A practical book which presents language, advice, delivery tips and a rage of useful, up-to-date presentation techniques.

Zemach, D. E. And Rumisek, L. A. (2003). *Academic Writing: from paragraph to essay.* Oxford: Macmillan.
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.

ASIGNATURA: Foreign Language I
CÓDIGO: 520004

1. CONTENIDOS

¿Ha realizado modificaciones/adaptaciones en este apartado?   SI   NO

2. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE. - ACTIVIDADES FORMATIVAS

¿Ha realizado modificaciones/adaptaciones en este apartado?   SI   NO

3. EVALUACIÓN: PROCEDIMIENTOS, CRITERIOS DE EVALUACIÓN Y DE CALIFICACIÓN

¿Ha realizado modificaciones/adaptaciones en este apartado?   SI   NO
 Se mantendrá el procedimiento de evaluación, pero se llevara acabo a través de la plataforma online Teams.

4. OBSERVACIONES QUE SE DESEA HACER CONSTAR