

# STUDY GUIDE

## FOREIGN LANGUAGE II (ENGLISH)

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

**Academic Year 2020-21**  
**2<sup>nd</sup> Course – 2<sup>nd</sup> Term**

## STUDY GUIDE

Subject:	Foreign Language II (English)
Code:	520010
Degree:	Degree in Primary Teacher Training Blended Learning
Department:	Teaching Specific Sciences
Character:	Compulsory
Credits:	6
Course and term:	2 <sup>nd</sup> Course – 2 <sup>nd</sup> 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 in place of face-to-face sessions, and will retake face-to-face teaching as soon as these requirements should cease.

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)<sup>1</sup> **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 (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).

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<sup>1</sup> 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)

- 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<sup>2</sup>)
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. Evaluating CLIL lessons
4. Designing CLIL lessons

Modules	Credits/hours
1. Bilingualism, bilingual education and CLIL	1 ECTS /25h
2. CLIL Components: Analysing CLIL in practice	1 ECTS /25h
3. Evaluating CLIL lessons	1 ECTS /25h
4. Designing CLIL lessons	3 ECTS /75h

<sup>2</sup> 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

This subject combines face-to-face classes and tutorials with learning materials and technological tools which aid students in acquiring and constructing knowledge, working both autonomously and in groups, and communicating directly with the teacher and classmates.

Together with course materials students can find activities with various objectives. The virtual community with its forums and message system enable cooperative group work.

Through the virtual community students can communicate with the teacher and classmates, receive necessary documentation, send completed activities and have access to information about individual development and progression.

### 4.1. ECTS distribution

<b>Número de horas totales: 150</b>	
<b>Número de horas presenciales: hasta 15 horas</b>	<b>Clases prácticas Tutorías presenciales</b>
<b>Número de horas del trabajo propio del estudiante: hasta 150 horas</b>	<b>Hasta 150 horas de trabajo autónomo</b>

### 4.2. Methodological strategies, materials and didactic resources

Students will handle a variety of materials, which sometimes will be explained and quoted in the lecture notes, or will be worked by using primary sources. Notes and activities will be available at our Virtual Community <http://campus.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

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.

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.

<b>Specific competence</b>	To understand the basic principles of the language and communication sciences. (C1)		
<b>Learning outcomes and Assessment criteria</b>	To master the basic concepts of the language and communication sciences. (LO3 <sup>3</sup> ) Students should be able to <ul style="list-style-type: none"> <li>➤ define, describe and differentiate the concepts of bilingualism, bilingual education and CLIL both in theory and in practice.</li> </ul>		
<b>Assessment system</b>	Test(s)	Continuous assessment	Teacher

<b>Specific competence</b>	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)		
<b>Learning outcomes and Assessment criteria</b>	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 <ul style="list-style-type: none"> <li>➤ identify and justify the main elements in a CLIL curriculum</li> <li>➤ understand the need to adapt the way we teach contents when an additional language is used as the vehicle of communication and learning</li> <li>➤ know and select strategies and appropriate materials and resources to be used in the CLIL classroom</li> </ul>		
<b>Assessment system</b>	Analysis and evaluation report	Continuous assessment	Teacher

<sup>3</sup>LO stands for Learning Outcome. The number corresponds to the order in which this information appears in the official documents describing the Degree Programme.

<b>Specific competence</b>	To face language learning situations in multilingual settings. (C7)		
<b>Learning outcomes and Assessment criteria</b>	To solve language learning situations in multilingual settings, and master oral and written skills in a foreign language. (LO7) Students should be able to <ul style="list-style-type: none"> <li>➤ 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.</li> </ul>		
<b>Assessment system</b>	Didactic projects and activities	Continuous assessment	Teacher Peer assessment Self-assessment

<b>Specific competence</b>	To express, orally and in written form, a foreign language. (C9)		
<b>Learning outcomes and Assessment criteria</b>	To use the oral and written language appropriately and accurately. (LO1) Students should be able to <ul style="list-style-type: none"> <li>➤ Demonstrate commitment to improving their communicative competence in the English language, fulfilling the criteria established for the B1+ level.</li> </ul>		
<b>Assessment system</b>	Test(s) /Report/ Didactic projects and activities	Continuous assessment	Teacher Self-assessment

## Report Criteria

It should be noted that the assessment system will be **continuous**, which implies active participation and handing in all the activities done throughout the term. Once the first activity has been submitted, students are considered to be following the continuous assessment mode. 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.

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.

Appraisal criteria	Definition	%	
➤ Define, describe and differentiate the concepts of bilingualism, bilingual education and CLIL both in theory and in practice.	The student will be able to define key concepts related to bilingual education and distinguish main features among them.	20	Test
➤ Identify and justify the main elements in a CLIL curriculum	The students will be able to spot the main characteristics of a CLIL curriculum, and justify its presence.	20	Test
➤ Understand the need to adapt the way we teach contents when an additional language is used as the vehicle of communication and learning	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.	10	Report
➤ Know and select strategies and appropriate materials and resources to be used in the CLIL classroom	The students will be able to recognise, organize and use strategies, resources and materials which help students learn effectively using CLIL.	20	Report/Didactic projects and activities
➤ 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	Students will show awareness of the complexity of bilingual contexts and how to cope with them from a didactic point of view	20	Didactic projects and activities
➤ 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 communicate using appropriate English at a minimum B1+ level, and including the use of non-verbal cues	10	Test/Report/Didactic projects and activities

## 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

Coyle, D.; Hood, Philip and Marsh, D. (2010). *CLIL. Content and Language Integrated Learning*. Cambridge: CUP.

A must-to-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 Pedagogy*. Clevedon: 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*. Clevedon, UK: 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*. London: 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*. Clevedon: Multilingual Matters.

This volume is dealing 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 21<sup>st</sup> Century. A global perspective*. West Sussex: 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*. Portsmouth: 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*. London: 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*. 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.