



Universidad  
de Alcalá



Centro Universitario  
Cardenal Cisneros

# STUDY GUIDE

## Developing Productive Skills in English

**Degree in Primary Teacher Training  
Blended Learning**

**Foreign Language (English) Specialisation**

**Universidad de Alcalá**

**C.U. Cardenal Cisneros**

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**Academic Course 2024-25**

**3<sup>rd</sup> Course – 2<sup>nd</sup> Term**

## STUDY GUIDE

Subject:	<b>Developing Productive Skills in English</b>
Code:	<b>510031</b>
Degree:	<b>Degree in Primary Teacher Training Blended learning Foreign Language (English) Specialization</b>
Department:	<b>Teaching Specific Sciences</b>
Character:	<b>Optional</b>
Credits:	<b>6</b>
Course and term:	<b>3rd course – 2nd term</b>
Lecturers:	<b>Matthew Jonhson</b>
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Language.	<b>English</b>

### 1. PRESENTATION

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 exposure 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)

## 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 of 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.

### Specific Competences:

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

1. Acquire a good communicative competence (introduction to C1 CEFR). (C12)
2. 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

Modules	Credits/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

#### 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.

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

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: up to 15 hours	Practical classes Face-to-face tutorials
Number of hours of independent learning:	Up to 150 hours of autonomous working time

## 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.

<b>Specific competence</b>	Acquire a good communicative competence (introduction to C1 CEFR) (C1)
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>- Acquisition of a speaking communicative competence equivalent to B2.2 (CEFR)</li> <li>- Acquisition of a writing communicative competence equivalent to B2.2 (CEFR)</li> <li>- Development of metacognition regarding language development in English</li> </ul>
<b>Appraisal criteria</b>	<ul style="list-style-type: none"> <li>- Production of accurate and fluent English both oral and written, at a minimum B2.2 level.</li> <li>- Accommodation of language to different situations and contexts.</li> </ul>

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

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

<b>Appraisal criteria</b>	<b>DEFINITION</b>	<b>%</b>
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 B2.2 Reaches an adequate level of both accuracy and fluency in terms of classroom English	<b>20</b>
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	<b>20</b>
Adaptation of existing resources and production of original EFL materials.	Adapts authentic and/or existing published materials for use in an EFL classroom and produces original materials to foster speaking and writing in an EFL classroom.	<b>20</b>
Design of simulated EFL lessons in which spoken and/or written language is appropriately developed.	Designs 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.	<b>30</b>
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	<b>10</b>

## Report Criteria

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

The **assessment system** is articulated according to the current legislation established by the University of Alcalá. These regulations establish, among others, the following criteria:

1. This subject has one ordinary examination in May and another extraordinary examination in June.
2. **Ordinary examination** follows the criteria set in the **continuous assessment** system. To follow it, a minimum attendance to classes and/or a prompt submission of tasks, and an appropriate attitude during the teaching and learning process are compulsory. Students who cannot cover this minimum must retake the subject in the extraordinary examination.
3. If any student cannot follow the continuous assessment system proposed for the ordinary examination, he/she should ask for a final assessment to the lecturer. This request has to be asked in the first two weeks of the term and will be approved or rejected by the Academic Sub-Director.
4. An **extraordinary examination** is set for students who cannot attend classes/follow continuous assessment or are unable to pass the ordinary examination. It is their own responsibility to contact the lecturer in order to know what the assessment tasks and exams are in order to pass.
5. Students whose request for **final assessment has been approved** should cover the same assessment criteria established to pass the subject as for the continuous assessment system and complete these assignments by **using digital tools** the lecturer will indicate. They may be required to **record videos** to supply for their impossibility to carry out oral presentations in class.
6. In order to pass the subject, students must demonstrate through the above described assessment criteria that they have achieved all the competences established in this study guide. Students are **required to complete all the assessed work** presented in this study guide. This applies both to continuous and final assessment systems, and ordinary and extraordinary examination periods. 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.
7. The description of both continuous and final assessment is detailed in this study guide.
8. 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](https://www.uah.es/export/shared/es/conoce-la-uah/organizacion-y-gobierno/_galleries/Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf)

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

<b>Assessment tool</b> <b>Appraisal criteria</b>	<b>Lesson Plans</b>	<b>Written reflection</b>	<b>Oral tasks</b>	<b>%</b>
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		30
Knowledge and application strategies to improve communication in different contexts.	X	X		10
<b>%</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## 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*. 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*. 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*. 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)*. 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*. 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 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*. 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*. 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*. 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)*. Macmillan.

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

