

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Humanities		
Course:	MATERIAL AND RESOURCES: ANALYSIS, PRODUCTION AND ADAPTATION.		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8368
Teaching period:	Second semester		
Area:	Planning, Teaching and Evaluating		
Module:	The Bilingual Classroom		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	100		
Teaching staff	E-mail		
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SUBJECT DESCRIPTION

The subject Materials and resources: analysis, production and adaptation is based mainly on two different but complementary aspects. First, this subject will consist of the most important aspects that teachers should take into account while creating materials. The main objective is to produce complete and very useful materials for our students. Moreover, the subject presents several steps to adapt and update materials for students with different characteristics. Secondly, the subject analyzes the big amount of resources that can be used by the professionals who teach English or different subjects in English. In this section of the subject, it will be analyzed the criteria that can be followed to identify which materials are better for our students according to their characteristics, learning styles and special needs. Thirdly, the subject presents different approaches and techniques to use the materials appropriately in the classroom.

GOAL

The objective of this subject is to collaborate with the fact that teachers of English acquire the enough knowledge to know and recognize which kinds of approaches they have to use when they create materials for their students. It is known that elaborating materials is a hard and time consuming activity. It is why the other main objective of this subject is to establish a clear criteria about how to choose the appropriate materials for our students, taking into consideration the big variety that can be found nowadays thanks to internet and all the electronic resources.

COURSE SYLLABUS

Unit 1: Main English resources for the teacher in the English lesson: search, development and assessment.

- 1) General considerations about the role of English teachers in Bilingual schools.
- 2) Important definitions: bilingualism, multilingualism and bilingual schools.
- 3) General considerations about the materials for the English lessons.
- 4) Resources vs. Materials.
- 5) Searching for materials in different resources.
- 6) Development of materials.
- 7) Assessment of materials.
- 8) Conclusions.
- 9) Bibliography.

Unit 2: General materials types and production of personalized material for different groups in the bilingual lesson. The role of the teacher in the learning by projects.

- 1) General considerations in relation to materials in the English lesson:
Learning vs. Acquisition materials.
Multiple Intelligences and key competences presence in materials.
Teaching of values through materials.
Phonetics as a key to deal with materials in a proper way.
The relevance of teachers' coordination in relation to materials.
- 2) General materials in the bilingual lesson and their use: Coursebooks.
Literature through storybooks: fairy tales, fables, myths, legends, educational books, visual books, riddles and rhymes, etc... Songs.
Games.
Audio visual: fragments of films, videos, etc..
Visual materials: flashcards, pictures, paintings, etc..
Dictionaries: monolingual and bilingual. Synonyms and antonyms dictionaries.
- 3) Production of personalized material depending on the group.
- 4) Learning by projects.
- 5) The role of the teacher in learning by projects.

Unit 3: Useful electronic resources to work in the English lesson and resources to autonomous learning at home: analysis for the selection of these resources, for its following in the lessons and at home, and for its evaluation.

- 1) Types of electronic resources:
E-books
Websites
Blogs
E-pals
Apps
- 2) Development of them in the lesson and at home.
- 3) Advantages and disadvantages of using TICs.
- 4) Acquisition of English language.
- 5) Implication of families.

Unit 4: Attention to diversity in the English lesson: effective materials to assist all students in the group and help the development of the subject after the lesson.

- 1) Definition of attention to diversity.
- 2) Different situations that the English teacher can have in his/her lessons and ways of solving them.
- 3) Different materials for different students in the same group.

EDUCATION ACTIVITIES

The methodology of this subject is characterized by a high dynamism. During the theoretical explanations, interesting practical real situations will be discussed, combining the theoretical knowledge with the pedagogical practice. The main goal of this methodology is to make students aware of the practice applications of all the theoretical aspects. In relation to the learning of the subject, the main goal is not to make students memorize, but make them understand and reflect about all the content, trying to enable them to elaborate their own materials and helping them to select, use and assess materials in the best possible way.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
6 hours	94 hours

SKILLS

Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

General Skills

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Assess the methods, strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

Design curricula according to the CLIL model, integrating linguistic and disciplinary content which develop the (Spanish-English) bilingual model.

Promote the reflection and assessment of the different teaching models and the assessment tools used in evaluating the teaching of English as a foreign language.

Create and adapt material and assessment tools that may be used in the bilingual classroom (Spanish English), bearing in mind the level of linguistic competence of our students, the different learning rates and their suitability for being used in the subject's knowledge area.

LEARNING RESULTS

To integrate language and content in the curriculum of different subjects.

To assess different tools and materials in the teaching of English as a foreign language.

To adapt and create materials that will be used in the language and integrated content lessons.

LEARNING APPRAISAL SYSTEM

In this subject, we can find two different assessments:

-Ordinary Assessment. This evaluation consists of the following percentages:

40% Activities (There are two activities. Each one represents the 20% of the final mark)

10% Participation in two forums

50% Final exam

-Extraordinary Assessment. This evaluation consists of the following percentages:

50% Activities (There are two activities. Each one represents the 25% of the final mark)

50% Final Exam

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

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Maker, C. J., Nielson, A. B., & Rogers, J. A. (1994). Giftedness, diversity, and problem-solving. *Teaching Exceptional Children*, 27(1), 4-19.

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