Universidad de Alcalá

GUÍA DOCENTE

Resources and Materials: Analysis, Production, Adaptation

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera
Universidad de Alcalá

Curso Académico 2018/19

2º cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Resources and Materials: Analysis, Production, Adaptation**
Código:	**200887**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología inglesa**
Carácter:	**Obligatoria/Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**2º**
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Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

Teachers often find it necessary to search for, adapt and create materials to satisfy their learners' specific needs. This module explores criteria for selecting and preparing effective learning materials.

Participants analyse, adapt and produce materials for primary and secondary classes at an academic level of their choice. Working individually and in groups, face-to-face and online, they become a community of materials developers. Interaction with classmates and the module tutor provides guidance for improve their work.

Given the increase in content and language integrated learning (CLIL) contexts in today's schools, CLIL materials and resources in print, audio and video formats constitute the main focus of this module. Interactive online resources and Web 2.0 tools constitute a second major focus.

2. AIMS

Generic competences:

- Use recognised criteria to analyse and evaluate teaching materials.
- Use recognised criteria, official curricula and the competences for lifelong learning to adapt and produce a variety of CLIL materials.

Specific competences:

- Critically analyse CLIL materials to discover how they combine content, culture and language and thinking skills.
- Adapt existing materials to a primary or secondary context.
- Devise scaffolding to facilitate learner interaction with a specific material or resource.
- Create materials for a teaching context of the participant's choice taking into account content, language, culture and thinking skills.

3. MODULE CONTENTS

Units	Credits
1. **Analysis: criteria for analysing CLIL materials** 1.1 Coyle's 4Cs: content, language, culture, cognition 1.2 Key competences for lifelong learning 1.3 Curriculum for native language content areas	• .05 credit
2. **Analysis: genres and activities** 2.1 Main non-fiction genres (instruction, information/explanation, historical recount): features, organization 2.2 Activity types: questions, graphic organisers, multimedia, etc. 2.3 Criteria for selecting authentic texts and activities	• .05 credit
3. **Adaptation:** 3.1 Adapt authentic texts and activities to meet specified criteria 3.2 Use scaffolding techniques to make materials learner-friendly	• 1.5 credits
4. **Production: a bank of *CLIL materials* consisting of** adapted authentic texts and original activities that reflect recognized criteria.	• 1.5 credits

Class timetable

There are five sessions: two face-to-face and three online. Sessions 1 and 3 are face-to-face. They are delivered from 17:30 to 20:30 at the university. Exact dates to be determined. Sessions 2, 4 and 5 are delivered online using the university platform.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours	15 h (of which 6 hours face-to-face)
Readings	20 h
Individual study	25 h
Assignments	40 h

4.2. Learning activities

Participants explore issues in CLIL materials development from theoretical and practical perspectives. Study guides are posted on the platform so that participants can prepare for each session by reading, researching and carrying out tasks. Each task introduces students to relevant research and examples of a wide range of successful materials.

Participants working in groups or individually analyse published materials and develop an awareness of text types, activities and resources. Tasks place special emphasis on the analysis of materials for content-based courses such as science, geography or history as taught in bilingual schools. Communication and critical thinking are important part of all subject areas, so many tasks help participants to examine how materials can foster their development.

Discussion of research and completed tasks enables participants to adapt and exploit a wide range of materials: especially non-fiction texts and digital programmes.

In the face-to-face sessions, tasks are done in groups and the finished product shared with classmates. In the online sessions, most tasks are done individually and self-corrected using the answer keys provided.

The module aims to create a community of materials developers and a bank of materials. To this end, the "Discusiones" option on the university platform serves as a repository where participants upload their work and provide feedback to their classmates. Feedback from classmates plus that of the module tutor stimulates collaborative learning experiences that can be transferred to the participant's own school context.

Digital materials and digital competence play a pivotal role in the module. Participants use the Internet to access research, authentic texts, activities and interactive programs. *Adobe connect* is used for online sessions, enabling participants to "chat" with each other and the module tutor. Communication with the tutor and classmates also takes place via e-mail.

5. ASSESSMENT

Assessment is based on the following elements:

- Active participation in the face-to-face and online sessions through the university platform and e-mail: 25%
- Completion of tasks for each session: 45%
- Bank of CLIL materials with corresponding rationale and analysis: 30%

Rubrics clarify criteria for the evaluation of tasks and the bank of CLIL materials. Module evaluation and self-evaluation constitute part of the learning process, so forms are provided to carry out this evaluation.

Participants are asked to use authentic texts as a starting point for their work, so care must be taken to cite the source of authentic texts and images. Plagiarism will not be tolerated.

If a participant needs to opt for final assessment, **permission must be requested in writing** to the director of the programme of study. If permission is granted, all the mark (100%) will be based on the bank of CLIL materials. Nevertheless, these participants are strongly advised to participate as actively as possible in the module community.

Deadlines. Participants must submit tasks by the dates indicated. Feedback received on these tasks guides preparation of the bank of CLIL materials. The deadline for submission of the bank of materials is 15 May.

6. BIBLIOGRAPHY

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