



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 2023/24
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
Profesorado:	Michele C. Guerrini
Correo electrónico:	michele@mguerrini.eu
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

Teachers often find it necessary to search for, adapt and create materials to satisfy specific learner 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 improving their work.

The increase in content and language integrated learning (CLIL) contexts in today's schools requires that teachers work with subject area Content, Communication (English language skills), Cognition or thinking skills, and Culture. Participants focus primarily on CLIL materials and resources in print, audio and video formats. Interactive online resources and Web 2.0 tools constitute a second major focus.

2. AIMS

Generic Competences

CB6 – Possess and comprehend knowledge that provides a foundation and an opportunity to be original in the development and/or application of ideas, often in a research context.

CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

Specific Competences

CE1.6 – Harmonise the methodological approaches with new technologies: audiovisual, information systems, etc.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

C4 – Ability to use ICT

Learning outcomes

Students should be able to:

- identify a wide range of resources available on the market and describe how they can be used in the foreign language and CLIL classroom.
- apply recognised criteria to analyse, adapt, produce and evaluate teaching materials.
- locate reliable resources and materials on the Internet.
- use knowledge as a basis for developing or applying ideas in an original way, often in a research context.
- acquire the basic didactic knowledge that underpins the processes of teaching and learning of a foreign language.
- apply knowledge in new or unfamiliar settings within wider or multidisciplinary contexts related to the teaching of English.

3. MODULE CONTENTS

1. Presentation of didactic units focusing on the resources and materials that they entail.
 - 1.1. A scientific experiment
 - 1.2. A project based on history or geography
2. The relationship between objectives and activities with the resources used in a didactic unit
3. Resources and student involvement
4. The use of technology: what and how?
5. Analysis, adaptation and production of materials

4.1 Student workload

Activity	Hours
Tasks, exercises and readings, required or optional	25
Face-to-face sessions	12
Activities and online debates	25
Independent study	38

Class timetable

There are five sessions: four face-to-face and one online. Face-to-face sessions are delivered from 17:30 to 20:30 at the university. The online session is delivered using the university *Blackboard* platform.

4.2. Learning activities

Presentations in class
Problem solving (designing materials to attend to specific learning needs)
Publication of content on the virtual platform <i>Blackboard</i>
Modelling problem solving
Personalized tutorials

Participants explore issues in CLIL materials development from theoretical and practical perspectives. Study guides for each session are posted on the platform so that participants can prepare for them 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 and individually analyse published materials and develop an awareness of text types, activities and resources. They carry out tasks which 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 an 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 including in digital format.

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

The module aims to help participants form part of a community of materials developers and create a bank of materials which can be used in their schools and shared with other teachers. To this end, the “DEBATES” option on the university *Blackboard* platform serves as a repository where participants upload their work and provide feedback to their classmates. Individualized feedback from the module tutor helps participants to further refine their understanding of the principles involved in materials development and helps them adapt classwork to their 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. *Blackboard videoconference* provides the medium for the online session. It enables participants to “chat” with each other and the module tutor, make presentations and share files. Communication with the tutor and classmates also takes place via e-mail.

5. ASSESSMENT

Elements that make up the final mark	
Completion of tasks 1 - 5, exercises, readings, required or optional	40%
Active participation in all sessions including submitting work through the university platform, providing peer-feedback and revising tasks	20%
Design and production of CLIL materials with corresponding rationale and analysis (<i>CLIL Activity Bank</i>)	40%

Rubrics clarify criteria for the evaluation of tasks and the *CLIL Activity Bank*. The tasks and the *Activity Bank* should reflect research undertaken on CLIL and materials development. Student evaluation of the module and self-evaluation constitute part of the teaching/learning process. For this reason, forms are provided to carry out this evaluation.

Participants are asked to use authentic texts as a starting point for their work and cite the source of texts and images using the APA system. 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 *CLIL Activity Bank*. Nevertheless, these participants are strongly advised to take an active role in the module community.

Deadlines. Feedback can enhance all the work done in the module, including the *CLIL Activity Bank*. For this reason, participants must submit tasks by the dates indicated on the session handouts and the university platform. The deadline for submission of the *CLIL Activity Bank* is 17 May.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

- Bentley, K. (2010) *The TKT Course CLIL Module*. Cambridge: Cambridge University Press.
- Coyle, D., Hood, P and Marsh, D. (2010) *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press. Chapter 4, The CLIL Tool Kit: Transforming theory into practice, available online from https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/coyle_hood_marsh_clil_toolkit_pp_48-73.pdf
- Dafouz, E. and Guerrini, M. Eds. (2009) *CLIL across Educational Levels*. Madrid: Richmond Publishing.
- Dale, L. and Tanner, R. (2012) *CLIL Activities*. Cambridge: Cambridge University Press.
- Lasagabaster, D. and Doiz, A. Eds. (2016) *CLIL Experiences in Secondary and Tertiary Education (Linguistic insights)*. Bern: Peter Lang International Academic Publishers.
- Llinares, A., Morton, T. and Whittaker, R. (2012) *The Roles of Language in CLIL*. Cambridge: Cambridge University Press.
- Mehisto, P. (2012) "Criteria for producing CLIL learning material." In *Encuentro Investigación e innovación en la clase de idiomas*. Available from: http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/mehisto_criteria_for_producing_clil_learning_material.pdf
- Meyer, O. (2013) "Introducing the CLIL-Pyramid: Key Strategies and Principles for CLIL Planning and Teaching in Basic Issues" in *EFL Teaching*. (pp. 295–313). Universitätsverlag Windter GmbH Heidelberg. Also available from <https://dialnet.unirioja.es/servlet/articulo?codigo=3311569>
- Tobin, T. J. (2014) "Increase online student retention with Universal Design for learning" in *The Quarterly Review of Distance Education*, Volume 15(3), pp. 13 – 24. Available from <http://mathcs.duq.edu/~tobin/cv/QRDE.UDL.Article.pdf>