

### DETAILS OF THE SUBJECT

**Title:** EL DESARROLLO DE LA COMPETENCIA MULTILINGÜE-INTERCULTURAL (INGLÉS)

**Code:** 100858

**Degree/Master:** GRADO DE EDUCACIÓN PRIMARIA

**Year:** 4

**Name of the module to which it belongs:**

**Field:** EL DESARROLLO DE LA COMPETENCIA MULTILINGÜE-INTERCULTURAL

**Character:** OPTATIVA

**Duration:** FIRST TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:**

### TEACHER INFORMATION

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**Department:** DEPARTAMENTOS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

**Area:** ÁREAS CENTRO DE MAGISTERIO SAGRADO CORAZÓN

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### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None specified.

### SKILLS

- CE11 Knowledge of and ability to apply information and communication technologies in the classroom. Ability to selectively distinguish audiovisual information that contributes to learning, civic education and cultural wealth.
- CE3 Effectively address language learning situations in multicultural and multilingual contexts. Foment reading and the critical analysis of texts of various scientific domains and cultural content in the school curriculum domains
- CM2.9 Knowledge of and ability to address situations that arise in schools in multicultural contexts.
- CM7.2 Acquire literary training and knowledge of childrens literature.
- CM7.9 Oral and written expression in a foreign language.
- CU1 Accredited the use and mastery of a foreign language.

### OBJECTIVES

Demonstrate sensitivity to cultural differences as factors that contribute to the mutual enrichment. (C11)

Know how to select or design the audiovisual information that contributes to the development of the

multilingual-intercultural competence. (C11, C3)

Appreciate literary texts as aesthetic vehicles, as a means of understanding other cultures and as carriers of values. (CM7.2; CE3)

Increase communication strategies by strengthening and the new acquisition of lexical, grammatical and use language elements. (CM7.9; CU1)

Demonstrate ability to intervene in school contexts of cultural diversity. (C2.9)

## CONTENT

### 1. Theory contents

**Block 1:** Instrumental development of the L2.

**Block 2:** Creative writing and children Literature.

**Block 3:** Interculturalism and the master of the L2.

**Block 4:** ICT as a tool that allows a broad and a better access to diverse linguistic and cultural domains.

### 2. Practical contents

**Block 1:** Instrumental development of the L2.

**Block 2:** Creative writing and children Literature.

**Block 3:** Interculturalism and the master of the L2.

**Block 4:** ICT as a tool that allows a broad and better access to diverse linguistic and cultural domains.

## METHODOLOGY

### General clarifications on the methodology and methodological adaptations for part-time students

A communicative methodology in which the students develop the four linguistic skills (reading, writing, speaking and listening) will be carried out. The groupwork will encourage a cooperative learning.

Part-time students must maintain close contact with faculty through face to face or online tutorials.

### Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	9	-	9
Group presentation	5	-	5
Group work (cooperative )	4	-	4
Lectures	5	-	5
Text analysis	15	-	15
Text commentary	15	-	15
Tutorials	7	-	7
<b>Total hours:</b>	<b>60</b>	<b>-</b>	<b>60</b>

#### Not on-site activities

Actividad	Total
Bibliographic consultations	30
Finding information	30
Group work	10
Self-study	20
<b>Total hours:</b>	<b>90</b>

### WORK MATERIALS FOR STUDENTS

Dossier  
Exercises and problems

### EVALUATION

Skills	Tools			
	Group work	Oral tests	Portfolios	Text commentary
CE11	X		X	X
CE3	X	X		X
CM2.9		X	X	X
CM7.2	X		X	X
CM7.9	X	X	X	X
CU1	X	X	X	X
<b>Total (100%)</b>	25%	25%	25%	25%
<b>Minimum grade.(*)</b>	5	5	5	5

(\*) Minimum grade necessary to calculate the average

**Minimum score to eliminate content and period of validity for partial qualifications:** *Validity period of the parcial marks: until July of the academic year.*

#### General clarifications on evaluation and methodological adaptation for part-time students:

A communicative methodology in which the students develop the four linguistic skills (reading, writing, speaking and listening) will be carried out. The group work will encourage a cooperative learning.

The students must present the assigned work weekly.

Part-time students must maintain close contact with faculty through face to face or online tutorials.

Text commentaries which will be included in the portfolio must contain the written assignments made during the course as well as the personal contributions of the students. They must demonstrate the ability of reading comprehension, written expression and the use of grammar. (75%)

Oral expression will be evaluated through oral presentations of both individual and group works. (25%)

**Value of attendance in the final grade:** *Value of attendance in the final score. Attending class daily is essential in all the assessment tests expressed above. More than 10% unexcused absences to class without any written justification will have downward effects on the final mark.*

**Qualifying criteria for obtaining honors:** *Those which determine the University of Cordoba and have less than 10% absences or punctuality.*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

Arnold Morgan, J., Puchta, H. and Rinvolucrí, M. (2007). *Imagine That. Mental Imagery in the EFL Classroom*. Innsbruck: Helbling Languages.

Brewster, J., Ellis, G. y Girard, D. (2004). *The Primary English Teacher's Guide*. Harlow: Pearson Education Limited.

Clarke, S. (2008). *Macmillan English Grammar in Context. With key. Essential with CD ROM*. Oxford: Macmillan.

Clemen, G. (2006). *British and American Festivities. Step One*. Canterbury: Vicens Vives, Black Cat.

Driscoll, J. (2009). *Britain for Learners of English. Student's book and work book*. Oxford: OUP

Gill, S. y Cancova, M. (2002). *Intercultural activities*. Oxford: Oxford University Press.

Morrison, T. (2007). *The Bluest Eye*. New York: Vintage International.

Sampedro, R. (2004). *Global Issues*. Oxford: Oxford University Press.

Smith, J. (2012). *Exploring British Culture*. Cambridge: CUP.

Vince, M. (2008). *Macmillan English Grammar in Context. With key. Intermediate. With CD ROM*. Oxford: Macmillan.

### 2. Further reading:

Correa, J.M. et alii. (2006). *Aprendizaje intercultural con el correo electrónico. Cuadernos de Pedagogía*, 356, 32-35.

Dougherty, P. and A. (2006). *Cultural inventory. English Teaching Professional*, 43, 47.

Frendo, E. (2005). *Crossing Cultures. English Teaching Professional*, 39, 31-33.

Matz,M. (2003).*Talking about racism.English Teaching Professional, 28, 10-12.*

Roldán Tapia,A. (2001).*Moving into multiculturalism.English Teaching Professional, 21, 40-41.*

**COORDINATION CRITERIA**

No criteria entered.