

TEACHING GUIDE

DETAILS OF THE SUBJECT

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

Code: 100858

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

Year: 4

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform:

TEACHER INFORMATION

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REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified.

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)

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	Accredit the use and mastery of a foreign language.

CONTENT



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1. Theory contents

Block 1: Instrumental development of the L2.

Block 2: Creative writing and children's Literature.

Block 3: Interculturalism and the mastery 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's Literature.

Block 3: Interculturalism and the mastery of the L2.

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

METHODOLOGY

Clarifications

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.

Face-to-face activities

Activity	Total
Assessment activities	9
Text analysis	10
Text commentary	15
Debates	5
Group presentation	5
Lectures	5
Group work (cooperative)	4
Tutorials	7
Total hours:	60

Not on-site activities

Activity	Total
Finding information	30
Bibliographic consultations	30
Self-study	20
Group work	10
Total hours:	90

WORK MATERIALS FOR STUDENTS



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Dossier
Exercises and problems

EVALUATION

Tools	Percentage
Text commentary	20%
Final exam	30%
Oral presentations	20%
Problem solving	10%
Group work	20%

Period of validity for partial qualifications: Validity period of the parcial marks: until July of the academic year.

Clarifications:

Part-time students, students with disabilities and special needs students must maintain close contact with faculty through face to face or online tutorials.

Text commentaries which will be included in the dossier 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%)

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.

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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.

The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.