# COURSE DESCRIPTION

## COURSE DETAILS

Title: **LA ENSEÑANZA DE IDIOMAS PARA EL ALUMNADO DE NECESIDADES ESPECIALES**
Code: 103427
Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B** Year: 1
ECTS Credits: 4 Classroom hours: 16
Face-to-face classroom percentage: 16% Study hours: 84
Online platform:

## LECTURER INFORMATION

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## PREREQUISITES AND RECOMMENDATIONS

**Prerequisites established in the study plan**

None.

**Recommendations**

Students should be competent in English at level B2.

## OBJECTIVES

The main goal of this module is to introduce students into the field of TESL (Teaching English as a Second Language) to special needs students. In more concrete terms, we will work on two specific cases of SN students, those with physiological disabilities dealing with blindness and deafness. These two particular cases will be approached from a psycholinguistic point of view in order to develop a cognitive methodology which can make it possible to design teaching materials oriented to these groups in particular rather than adaptingother materials which have already been designed for non-disabled ESL students.

## INTENDED LEARNING OUTCOMES

| | |
|---|---|
| CB7 | To ensure that students know how to apply the knowledge gained and are able to problem solve in unfamiliar situations in a variety of multidisciplinary contexts within their field of study. |
| CE3 | To study the nature of educational special needs of students learning a foreign language, especially in Bilingual Education contexts. |
| CG2 | To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas. |
| CT5 | To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals. |

## CONTENT

**1. Theory contents**

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**List of Contents**
Introduction: Special needs students from a psycholinguistic approach
Definition of special needs students
Integration vs. diversity awareness
Learning deficits of blind and deaf ELL
Underpinnings of a cognitive methodology for teaching foreign languages to specific needs students
The role of first language
The treatment of linguistic skills

**2. Practical contents**

Identification of specific learning capabilities
Design of teaching materials
Ellaboration of individual reports for specific needs students

## METHODOLOGY

**Clarifications**

Part-time students should talk to teachers to ellaborate an individual planning of this module.

**Face-to-face activities**

| Activity | Total |
|---|---|
| *Lectures* | *12* |
| *Projects* | *4* |
| **Total hours:** | **16** |

**Off-site activities**

| Activity | Total |
|---|---|
| *Information search* | *32* |
| *Reference search* | *52* |
| **Total hours:** | **84** |

## WORK MATERIALS FOR STUDENTS

Dossier
Oral presentations

## EVALUATION

| Tools | Percentage |
|---|---|
| **Attendance sheets** | 10% |
| **Interviews** | 10% |
| **Assignments and projects** | 80% |

Period of validity for partial qualifications: *Winter call*

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## BIBLIOGRAPHY

**1. Basic Bibliography:**

**Ortiz, A.** (2001) "English Language Learners with Special Needs. Effective Instructional Strategies" EDO-FL-01-08 . University of Texas at Austin.
**Cummins, J.** (1984). Bilingualism and Special Education: Issues in assessment and Pedagogy. Austin, TX: PRO-ED.
**Gray, C.** (1997-1998). "Coping with the National Curriculum in Foreign Languages: An Equal Opportunity Issue?". British Journal of Visual Impairment 15:1.
Fernández, E. (2001) "El método cognitivo en la enseñanza de una segunda lengua a ciegos: una nueva aplicación de la lexicología funcional". La linguística aplicada a finales de siglo XX : ensayos y propuestas. Cruz, I. (ed.) pags. 323-328
**Morrissey, W.P.** (1931). "Teaching Foreign Languages in Schools for the Blind". The Teachers Forum, Nov.
**Nicolic, T.** (1987). "Teaching English as a Foreign Language in Schools for the
Blind and Visually Impaired". Journal of Visual Impairment and Blindness vol. 91:6.
**Snyder, T. & Kesselman, M.** (1972). "TESL to Blind People". New Outlook for the Blind. June.

**2. Further reading:**

None.

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