COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **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: OPTATIVIDAD: MENCIÓN LENGUAS EXTRANJERAS
Field: EL DESARROLLO DE LA COMPETENCIA MULTILINGÜE-INTERCULTURAL

Character: OPTATIVA	Duration: FIRST TERM
ECTS Credits: 6.0	Classroom hours: 60
Face-to-face classroom percentage: 40.0%	Study hours: 90
Online platform: Sí	

LECTURER INFORMATION

Name: MUÑOZ MALLÉN, ANA MARÍA (Coordinador)
Department: DEPARTAMENTOS CENTRO DE MAGISTERIO SAGRADO CORAZÓN
Area: ÁREAS CENTRO DE MAGISTERIO SAGRADO CORAZÓN
Office location: Plsnta Sótano. Despacho 6SD
E-Mail: l52mumaa@uco.es / a.munoz@magisteriosc.es   Phone: 957 474750 Ext. 505

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan
None

Recommendations
None specified

INTENDED LEARNING OUTCOMES

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.

OBJECTIVES

Demonstrate sensitivity to cultural differences as factors that contribute to the mutual enrichment. (CE11)
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

COURSE DESCRIPTION

language elements. (CM7.9; CU1)

Demonstrate ability to intervene in school contexts of cultural diversity. (CM2.9)

CONTENT

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

General clarifications on the methodology (optional)

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.

Methodological adaptations for part-time students and students with disabilities and special educational needs

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

Face-to-face activities

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

COURSE DESCRIPTION

Off-site activities

Activity	Total
Group work	10
Information search	30
Reference search	30
Self-study	20
Total hours	***90***

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and activities

EVALUATION

Intended learnig	Exams	Oral Presentation	Problem solving	Text commentary
CE11				X
CE3	X		X	X
CM2.9			X	X
CM7.2	X	X		X
CM7.9	X	X	X	X
CU1	X	X	X	X
Total (100%)	***30%***	***20%***	***10%***	***40%***
Minimum grade	***5***	***5***	***5***	***5***

(*)Minimum grade necessary to pass the course

COURSE DESCRIPTION

Method of assessment of attendance:
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.

General clarifications on instruments for evaluation:
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.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:
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. (70%)
Oral expression will be evaluated through oral presentations of both individual and group works. (30%)

Qualifying criteria for obtaining honors:
To award a score of 10 with honors is optional for the lecturers. The students must score 9/10 in each assessment instrument and show maximum involvement in class.

BIBLIOGRAPHY

1. Basic Bibliography
Arnold Morgan, J., Puchta,H.and Rinvolucri,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.Intermadiate.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 Profesional, 28, 10-12.
Nestian, O. and Lyamouri-Bajja, N. (2018). T-KIT 4 Intercultural learning. Council of Europe.

www.uco.es
facebook.com/universidadcordoba
@univcordoba

INFORMACIÓN SOBRE TITULACIONES
DE LA UNIVERSIDAD DE CORDOBA

uco.es/**grados**

COURSE DESCRIPTION

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

COORDINATION CRITERIA

Common learning outcomes

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.

UNIVERSIDAD D CÓRDOBA

www.uco.es
facebook.com/universidadcordoba
@univcordoba

INFORMACIÓN SOBRE TITULACIONES
DE LA UNIVERSIDAD DE CORDOBA

uco.es/**grados**