

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA (INGLÉS)**  
 Code: 100859  
 Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA** Year: 4  
 Name of the module to which it belongs: OPTATIVIDAD: MENCIÓN LENGUAS EXTRANJERAS  
 Field: METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA  
 Character: OPTATIVA Duration: FIRST TERM  
 ECTS Credits: 6.0 Classroom hours: 60  
 Face-to-face classroom percentage: 40.0% Study hours: 90  
 Online platform:

### LECTURER INFORMATION

Name: BELLIDO VELA, INMACULADA (Coordinador)  
 Department: DEPARTAMENTOS CENTRO DE MAGISTERIO SAGRADO CORAZÓN  
 Area: ÁREAS CENTRO DE MAGISTERIO SAGRADO CORAZÓN  
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### 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.
- CM7.1 Understand the basic principles of language sciences and communication.
- CM7.10 Develop and evaluate curricular content through appropriate teaching resources and foster the appropriate competences in students.
- CM7.5 Knowledge of the process of learning and teaching written language.
- CM7.8 Address language learning situations in multilingual contexts.

### OBJECTIVES

Know the treatment given to the teaching and learning of a foreign language in Primary Education in the current Spanish educational system. (CM7.10)  
 Implement monitoring and performance resources to interact in multilingual contexts. (CM7.8)  
 Be able to program lessons plans aimed at first, second and third cycle of Primary Education with the aid of the proposed literature, ICT and their own creativity (C11)  
 Design activities taking into account the characteristics of Primary children, their way of learning and the current trends in English language teaching. (CM7.10)  
 Achieve more fluent and accurate use of oral and written language, based on the knowledge of the learning



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process of these language skills. (CM7.5)

Apply the basic principles of communication to interact effectively with interlocutors, both orally and in writing. (CM7.1)

## CONTENT

### 1. Theory contents

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##### 1. Theory

#### **Unit 1. Approaches and methods in foreign language teaching and their applications in Primary Education.**

The Communicative Approach. TPR. The Natural Approach: Terrel and Krashen's contributions to foreign language teaching. Task Based Learning. Project Work. Cross Curricular Approach. Gardner's theory of multiple intelligences.

#### **Unit 2. Methodological implications of the characteristics of the Primary Education learners.**

General characteristics of 6-8, 8-10 and 10-12 years old, and consequences for teaching.

#### **Unit 3. Strategies and resources to teach pronunciation, vocabulary and grammar.**

Types of activities to teach pronunciation. Teaching grammar to young learners: what to teach and types of grammar activities. Types of activities to teach and use vocabulary.

#### **Unit 4. Oral and written communicative skills.**

Specific language for activities to teach English. The language of games.

Types of activities for listening, speaking, reading and writing. Games: definition and classification of games. Traditional games in TEFL: Alibi, Anagrams, Bingo, Buzz, Categories, Coffee-potting, Chinese whisper, Find someone who..., Hangman, I spy, Kim's game, The market game, Never on Sunday, Noughts and crossed, Odd man out, Pelmanism, Pictionary, Simon says, Snakes and ladders. Snap, Spot the differences, True or false?, Twenty questions, What's the time, Mr Wolf?, Word creation, Word chain.

#### **Unit 5. Teaching aspect of life and culture.**

Reasons to teach culture in the English class. Contents of culture in the Primary Education programme. Techniques to teach culture.

#### **Unit 6. The evaluation and the treatment of error.**

Assessment, evaluation and testing: definition and differences. Assessment with children: why? what? how?

#### **Unit 7. Planning didactic units of foreign language.**

Teaching English in Pre-Primary Education: objectives, contents and activities. Parts of a didactic unit. Objectives of teaching a foreign language in Primary Education. The contents in first, second and third cycle of Primary Education. Criteria of evaluation. Methodology: the Presentation-Practice-Personalization framework. Presentation of the new content. Techniques of presentation. Controlled practice. Controlled practice activities. Less controlled practice activities. Personalization or free practice. Types of exercises of free practice.

### 2. Practical contents

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##### 2. Practice

#### **Unit 1. Approaches and methods in foreign language teaching and their applications in Primary Education.**

The Communicative Approach. TPR. The Natural Approach: Terrel and Krashen's contributions to foreign language teaching. Task Based Learning. Project Work. Cross Curricular Approach. Gardner's theory of multiple intelligences.

#### **Unit 2. Methodological implications of the characteristics of the Primary Education learners.**

General characteristics of 6-8, 8-10 and 10-12 years old, and consequences for teaching.



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Unit 3. Strategies and resources to teach pronunciation, vocabulary and grammar.

Types of activities to teach pronunciation. Teaching grammar to young learners: what to teach and types of grammar activities. Types of activities to teach and use vocabulary.

Unit 4. Oral and written communicative skills.

Specific language for activities to teach English. The language of games.

Types of activities for listening, speaking, reading and writing. Games: definition and classification of games.

Traditional games in TEFL: Alibi, Anagrams, Bingo, Buzz, Categories, Coffee-potting, Chinese whisper, Find someone who..., Hangman, I spy, Kim's game, The market game, Never on Sunday, Noughts and crossed, Odd man out, Pelmanism, Pictionary, Simon says, Snakes and ladders. Snap, Spot the differences, True or false?, Twenty questions, What's the time, Mr Wolf?, Word creation, Word chain.

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Reasons to teach culture in the English class. Contents of culture in the Primary Education programme.

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Assessment, evaluation and testing: definition and differences. Assessment with children: why? what? how?

Unit 7. Planning didactic units of foreign language.

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## METHODOLOGY

### General clarifications on the methodology (optional)

Full-time students will be encouraged to participate in class. English will be used as vehicular language.

In the lectures the contents will be explained, analysed and commented by the whole group, using a cooperative approach. Immediately afterwards individual or group activities will take place.

Some of the activities performed by the students are: analysis of documents, and manuals for Primary Education, presentation of findings, cooperative writing of a book of games, presentation of games, practical activities to develop skills, plan didactic unit, make materials for the unit and activities to support bilingualism.

### 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 have a personal interview with the lecturer in the first week of the course, in order to implement tutorial sessions and adapt their possibilities for attendance with methodology of the subject.

### Face-to-face activities

Activity	Large group	Total
Assessment activities	4	4
Group presentation	10	10
Group work (cooperative)	7	7

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Activity	Large group	Total
<i>Lectures</i>	13	13
<i>Mind maps</i>	4	4
<i>Text analysis</i>	6	6
<i>Text commentary</i>	12	12
<i>Tutorials</i>	4	4
<b>Total hours:</b>	<b>60</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Bibliographic consultations</i>	10
<i>Exercises</i>	20
<i>Group work</i>	20
<i>Information search</i>	20
<i>Self-study</i>	20
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Dossier

Exercises and activities

Lessons summary

Oral presentations

References

The manual of the subject will be published by units. Some of the chapters will be written by the students.

### Clarifications

The manual of the subject will be published by units. Some of the chapters will be written by the students.

## EVALUATION

Intended learnig	Exams	Oral Presentation	Project	Text commentary
<i>CE11</i>		X	X	X
<i>CM7.1</i>	X			



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Intended learning	Exams	Oral Presentation	Project	Text commentary
CM7.10	X	X	X	X
CM7.5	X	X	X	X
CM7.8		X	X	X
<b>Total (100%)</b>	<b>40%</b>	<b>15%</b>	<b>30%</b>	<b>15%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum grade necessary to pass the course

### Method of assessment of attendance:

The attendance is essential to pass this subject. It is compulsory to take 90% to 80% of the credits without justifying the poor attendance will be negatively evaluated up to 1 point.

### General clarifications on instruments for evaluation:

Minimum score to eliminate content and period of validity for partial qualifications: 5/10.

For the students with pending subject the scales and assessment tolls will be: a) individual plan of a didactic unit which will be presented written and b) final exam.

### 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 will be evaluated with the same evaluation instruments as their peers. In a personal interview specific details about the performance of the activities and submission of some assignments will be agreed on.

### Qualifying criteria for obtaining honors:

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

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### 1. Basic Bibliography:

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Estaíre, S. and Zanón, J. (1996). Planning classwork: A task based approach. Oxford: Heinemann.

Gadner, H. (2005). Inteligencias múltiples: la teoría en la práctica. Barcelona: Paidós.

Harmer, J. (2012). Essential Teacher Knowledge. Harlow: Person.



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Ioannou, S. and Georgiou, P. (2008). Assessing young learners. Oxford: OUP.

Larsen-Freeman, D. and Anderson, M. (2011). Techniques and principles in language teaching. Oxford: Oxford University Press.

Luoma, S. (2011). Assessing speaking. Cambridge: CUP.

Orden de 17 de marzo de 2015, por la que se desarrolla el currículo correspondiente a la Educación Primaria en Andalucía. Boletín Oficial de la Junta de Andalucía, 60, de 27 de marzo de 2015.

Phillips, D. Burwood, S. and Dunford, H. (2001). Projects with Young Learners. Oxford: OUP.

Puchta, H. and Rinvolucrí, M. (2010). Multiple intelligences in EFL. Exercises for secondary and adult students. Innsbruck: Helbling Languages.

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Ribé, R. y Vidal, N. (1993). Project Work. Step by step. Oxford: Heinemann.

Richards, J. and Rogers T. (2009). Enfoques y métodos en la enseñanza de idiomas. Madrid: Edinumen.

Rixon, S. (Ed.) (2000). Young learners of English: some research perspectives. Essex: Longman.

Roldán Tapia, A. R. (2007). Glosario de términos para el plurilingüismo. Granada: Grupo Editorial Universitario.

Sánchez, A. (2009). La enseñanza de idiomas en los últimos cien años: métodos y enfoques. Madrid: Socoedad General Española de Librería.

Scrivener, J. (2005). Learning teaching: a guidebook for English language teachers. Oxford: Macmillan.

Ur, P. (2000). A course in language teaching: practice and theory. Cambridge: Cambridge University.

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### 2. Further reading

None

## COORDINATION CRITERIA

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.