

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **LENGUA EXTRANJERA PARA EL EJERCICIO DE LA PROFESIÓN DOCENTE (INGLÉS)**

Code: 100861

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

Year: 4

Name of the module to which it belongs: OPTATIVIDAD: MENCIÓN LENGUAS EXTRANJERAS

Field: LENGUA EXTRANJERA PARA EL EJERCICIO DE LA PROFESIÓN DOCENTE

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle

LECTURER INFORMATION

Name: MUÑOZ MALLÉN, ANA MARÍA (Coordinador)

Department: DEPARTAMENTOS 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

- 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
- 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.
- CE15 Promote a participatory spirit in relation to other centres in Europe for the exchange of knowledge.
- CU1 Accredite the use and mastery of a foreign language.
- CM2.9 Knowledge of and ability to address situations that arise in schools in multicultural contexts.
- CM7.8 Address language learning situations in multilingual contexts.
- CM7.9 Oral and written expression in a foreign language.

OBJECTIVES

Acquire the necessary skills to teach a foreign language (English). (CE11, CM2.9, CM7.8)

Develop the linguistic skills of the English language to promote both independent and group learning. (CM7.9, CE11)

Increase the communicative strategies by the strengthening and the new acquisition of lexical, grammatical



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elements and the use of language. (CU1, CM7.9)

Design materials and activities to motivate students and to facilitate them the learning. (CE11, CM2.9, CM7.8)

Understand and comment texts in English related to different linguistic, social and cultural themes. (CE3, CE15)

CONTENT

1. Theory contents

Block 1: Instrumental Foreign Language.

Block 2: The school curriculum in English speaking countries.

Block 3: European documents of education related to the teaching and learning of foreign languages. European Programs for Primary Education.

Block 4: Content and Language Integrated Learning (CLIL)

2. Practical contents

Block 1: Instrumental Foreign Language.

Block 2: The school curriculum in English speaking countries.

Block 3: European documents of education related to the teaching and learning of foreign languages. European Programs for Primary Education.

Block 4: Content and Language Integrated Learning (CLIL)

METHODOLOGY

General clarifications on the methodology (optional)

The methodology of the course aims to develop the four skills, both general, linguistic and communicative through integrated practice of them in the foreign language classroom and in CLIL lessons. Likewise, it will promote the development of the oral language and the written production; paying attention to the new technologies as elements of long-distance communication.

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
<i>Listening Activities</i>	5	5
<i>Reading Activities</i>	15	15
<i>Speaking Activities</i>	5	5
<i>Tutorials</i>	10	10
<i>Writing Activities</i>	25	25
Total hours:	60	60

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Off-site activities

Activity	Total
<i>Exercises</i>	50
<i>Information search</i>	5
<i>Reference search</i>	5
<i>Self-study</i>	30
Total hours	90

WORK MATERIALS FOR STUDENTS

Dossier

Exercises and activities

Clarifications

Power Point presentations, and specific papers and materilas will be delivered (uploaded onto Moodle) as needed.

EVALUATION

Intended learnig	Exams	Oral Presentation	Project
<i>CE11</i>		X	
<i>CE15</i>	X		
<i>CE3</i>	X	X	X
<i>CM2.9</i>	X		
<i>CM7.8</i>	X	X	X
<i>CM7.9</i>	X	X	X
<i>CU1</i>	X	X	X
Total (100%)	60%	20%	20%
Minimum grade	5	5	5

(*)Minimum grade necessary to pass the course

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Method of assessment of attendance:

Value of the attendance in the final mark: the attendance will be valued to round the final mark up or down to midpoint.

General clarifications on instruments for evaluation:

Long answer and short answer tests will form part of a written exam in which the students must demonstrate the ability of reading comprehension, listening comprehension, written expression and the mastery of the linguistic competence in the knowledge and use of grammar.

Oral expression will be evaluated through oral presentations in class.

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.

Students in second or successive enrollments will be interviewed by the teacher at the beginning of the course to determine the evaluation according to his or her circumstances.

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

- Bradfield, B. (2010). Target FCE. Students' book, Work and Teacher's book. Oxford: Richmond/Santillana.
- Council of Europe. (2001). The Common European framework of reference for languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.
- Council of Europe. (2001). The Common European framework of reference for languages: Learning, teaching, assessment. http://www.coe.int/dg4/linguistic/Source/Framework_EN.pdf
- MECD (2002). Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación. Recuperado del Centro Virtual Cervantes http://cvc.cervantes.es/enseñanza/biblioteca_ele/marco/
- Hashemi, L. and Thomas, B. (2003). Cambridge Grammar for First Certificate. With answers and audio CD. Cambridge: CUP.
- Mann, M. and Taylore-Knowles, S. (2004). Laser B2. Student's Book with CD-ROM. Oxford: Macmillan.
- Mann, M. and Taylore-Knowles, S. (2007). Destination B2. Grammar and Vocabulary with Answers Key. Oxford: Macmillan.
- Mann, M. and Taylore-Knowles, S. (2007). Destination C1 & C2. Grammar and Vocabulary with Answers Key. Oxford: Macmillan.
- Mehisto, P., Marsh, D. & Frijols, M. J. (2008). Uncovering CLIL: Content and Language Integrated Learning. Shin, Nebel, A. and Nicholas, R. (2008). Laser B2. Workbook with key. With audio CD. Oxford: Macmillan.
- S. J. (2013). Bilingualism in Schools and Society. London: Routledge.
- Vince, M. (2008). Macmillan English Grammar in Context. With Key. Advanced. With CD ROM. Oxford: Macmillan.
- Vince, M. (2008). Macmillan English Grammar in Context. With Key. Intermediate. With CD ROM. Oxford: Macmillan.
- Vince, M. (2009). First Certificate Language Practice. English Grammar and Vocabulary. Oxford: Macmillan. Fourth edition.

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2. Further reading

Ellis, R. & Natsuko, S. (2014). Exploring Language Pedagogy through Second Language Acquisition Research. London: Routledge.

Europass Documents:Curriculum Vitae and European Skills Passport

<http://europas.cedefop.europa.eu/en/documents>

European Commission of Education and Training.European Lifelong Learning Programme.http://ec.europa.eu/education/lifelong-learning-programme/index_en.htm

European Commission of Education and Training. e Twinning. <http://www.etwinning.net/en/pub/index.htm>

Council of Europe. European Centre for Modern Languages. (2011). Using the European Language Portfolio.<http://elp-implementation.ecml.at/>

COORDINATION CRITERIA

Common learning outcomes

Tasks performance

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.