

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: <http://www3.uco.es/moodlemap/>

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.

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OBJECTIVES

1. 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)
2. Increase the communicative strategies by the strengthening and the new acquisition of lexical, grammatical elements and the use of language. (CU1, CM7.9)
3. Design materials and activities to motivate students and to facilitate them the learning. (CE11, CM2.9, CM7.8)
4. 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 students of second or subsequent enrollment will carry out the same face-to-face activities and of-site activities as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will carry out the same face-to-face activities and of-site activities as their peers. Nonetheless, the methodology will be adapted according to their capacities.

"The students with recognized disabilities have the right to be assessed by methods adapted to their capacities" (Art. 72.1).

"Part-time students are entitled to obtain the established competences of the subject through flexible learning pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

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.

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Face-to-face activities

Activity	Large group	Total
<i>Listening Activities</i>	6	6
<i>Reading Activities</i>	15	15
<i>Speaking Activities</i>	10	10
<i>Tutorials</i>	9	9
<i>Writing Activities</i>	20	20
Total hours:	60	60

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		

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Intended learnig	Exams	Oral Presentation	Project
CM7.8	X	X	X
CM7.9	X	X	X
CU1	X	X	X
Total (100%)	60%	20%	20%
Minimum grade	5	5	5

(*)Minimum grade necessary to pass the course

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:

Exams: a written exam assessing the mastery of the second language, a reading section and short questions about theoretical documents.

Oral presentations: an oral presentation of a vocabulary mini-lesson.

Project: written work of the implementation carried out with the vocabulary mini-lesson.

To pass the course the students must pass the exam (60%), an oral presentation (20%) and a project (20%). For the second call these evaluation instruments will not be repeated after having been positively evaluated with 5 points in the first call.

Students of second or subsequent enrollment will need to be assessed in each of the instruments.

"The final grade will show the degree of attainment of the subject learning goals and it will consist of the number of measurable tests and tasks that appear in the teaching guide of the subject, with their corresponding percentages".

"It shall be understood that, except as otherwise specifically provided in the teaching guide of the subject, the rating as "Absent" will be given to the student who has not carried out a set of assessable activities whose weights applied to the final grade will be more than 50%. (Article 80.4 of the Academic Regulation of University degree studies).

"The number and modality of measurable tests and tasks that will comply with the final grade will be the established in the teaching guide, which will be effective for the entire academic year" (art. 73.2).

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The students of second or subsequent enrollment will be evaluated with the same evaluation instruments as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will be evaluated with the same evaluation instruments as their peers. Nonetheless, the methodology will be adapted according to their capacities.

"The students with recognized disabilities have the right to be assessed by methods adapted to their capacities" (Art. 72.1).

"Part-time students are entitled to obtain the established competences of the subject through flexible learning

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pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

Qualifying criteria for obtaining honors:

Honors could be granted to the students who score between 9 and 10 and who stand out due to their effort, participation and performance.

BIBLIOGRAPHY

1. Basic Bibliography

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

2. Further reading

Dalton-Puffer, C. (2006). Questions in CLIL Classrooms: Strategic questioning to encourage speaking. In Martínez Flor, A. and Usó, E. (eds.). *Current trends in the development and teaching of the four language skills*. (Studies in Language acquisition 29). Mouton de Gruyter, 187-213.

Europass Documents: Curriculum Vitae and European Skills Passport. Recuperado de <http://europas.cedefop.europa.eu/en/documents>

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

European Commission of Education and Training. eTwinning. Recuperado de <http://www.etwinning.net/en/pub/index.htm>

Council of Europe. European Centre for Modern Languages. (2011). Using the European Language Portfolio. Recuperado de <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.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

The A development scenario for the academic activity in the Sagrado Corazón Teacher Training Center" is for the



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face-to-face academic activity of all the students in the classroom/center and it will be carried out, as established in the teaching Guides for the 2020-2021 academic year. Classes and training activities conducted in the classroom will be implemented according to the schedule approved by the Center and they will ensure the capacity limits on teaching spaces and the sanitary measures of interpersonal distancing in force at that time, and in view also of the teaching adaptation criteria for the 2020-2021 academic year, established by the University of Córdoba, according to the agreement of the Governing Body on 2th July 2020, and in accordance with the Royal Decree-Law 21/2020 of 9 June, of urgent prevention, mitigation and coordination measures to deal with the health crisis caused by COVID-19 and in accordance with the Order of 19th June 2020 of the Regional Ministry of Health and Families of the Regional Government of Andalusia, under which preventive public health measures are adopted.

The students of second or subsequent enrollment will carry out the same face-to-face activities and of-site activities as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will carry out the same face-to-face activities and of-site activities as their peers. Nonetheless, the methodology will be adapted according to their capacities.

"The students with recognized disabilities have the right to be assessed by methods adapted to their capacities" (Art. 72.1).

"Part-time students are entitled to obtain the established competences of the subject through flexible learning pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

EVALUATION

Intended learnig	Exams	Oral Presentation	Project
CE11		X	
CE15	X		
CE3	X	X	X
CM2.9	X		
CM7.8	X	X	X
CM7.9	X	X	X
CU1	X	X	X
Total (100%)	60%	20%	20%
Minimum grade	4	4	4

(*)Minimum grade necessary to pass the course

Method of assessment of attendance (Scenario A):

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.

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General clarifications on instruments for evaluation (Scenario A):

Exams: a written exam assessing the mastery of the second language, a reading section and short questions about some documents.

Oral presentations: an oral presentation of a vocabulary mini-lesson.

Project: written work of the implementation carried out with the vocabulary mini-lesson.

To pass the course the students must pass the exam (60%), an oral presentation (20%) and a project (20%). For the second call these evaluation instruments will not be repeated after having been positively evaluated with 4 points in the first call.

Students of second or subsequent enrollment will need to be assessed in each of the instruments.

"The final grade will show the degree of attainment of the subject learning goals and it will consist of the number of measurable tests and tasks that appear in the teaching guide of the subject, with their corresponding percentages".

"It shall be understood that, except as otherwise specifically provided in the teaching guide of the subject, the rating as "Absent" will be given to the student who has not carried out a set of assessable activities whose weights applied to the final grade will be more than 50%. (Article 80.4 of the Academic Regulation of University degree studies).

"The number and modality of measurable tests and tasks that will comply with the final grade will be the established in the teaching guide, which will be effective for the entire academic year" (art. 73.2).

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

The students of second or subsequent enrollment will be evaluated with the same evaluation instruments as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will be evaluated with the same evaluation instruments as their peers. Nonetheless, the methodology will be adapted according to their capacities.

"The students with recognized disabilities have the right to be assessed by methods adapted to their capacities" (Art. 72.1).

"Part-time students are entitled to obtain the established competences of the subject through flexible learning pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

Qualifying criteria for obtaining honors (Scenario A):

Honors could be granted to the students who score between 9 and 10 and who stand out due to their effort, participation and performance.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

The face-to-face teaching activity will be carried out through videoconferences (synchronous sessions) via Blackboard Collaborate or Cisco Webex according to the timetable approved by the center.

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In fact, all the face-to-face activities of the teaching guide will be maintained in the distance-teaching mode, which will be held through synchronous videoconferences and the "task" resource that will be used to submit assignments.

Tutorial support will be provided via the Blackboard Collaborate and Cisco Webex apps.

The students of second or subsequent enrollment will carry out the same face-to-face activities and of-site activities as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will carry out the same face-to-face activities and of-site activities as their peers. Nonetheless, the methodology will be adapted according to their capacities.

"The students with recognized disabilities have the right to be assessed by methods adapted to their capacities" (Art. 72.1).

"Part-time students are entitled to obtain the established competences of the subject through flexible learning pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Project
CE11			X	
CE15		X		
CE3		X	X	X
CM2.9		X		
CM7.8	X	X	X	X
CM7.9	X	X	X	X
CU1	X	X	X	X
Total (100%)	20%	40%	20%	20%
Minimum grade	4	4	4	4

(*)Minimum grade necessary to pass the course

Moodle Tools	Ensayo	Exposición oral	Exámenes	Proyecto
Questionario			X	
Rúbrica de evaluación		X		X
Tarea	X			X
Videoconferencia		X		

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Method of assessment of attendance (Scenario B):

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 (Scenario B):

Exams: a written exam assessing the mastery of the second language and short questions about theoretical documents.

Essay: the reading section of the exam will be replaced by the written production of an essay after reading and analysing some documents.

Oral presentations: an oral presentation of a vocabulary mini-lesson.

Project: written work of the implementation carried out with the vocabulary mini-lesson.

To pass the course the students must pass the exam (40%), an essay (20%), an oral presentation (20%) and a project (20%). For the second call these evaluation instruments will not be repeated after having been positively evaluated in the first call.

Students of second or subsequent enrollment will need to be assessed in each of the instruments.

"The final grade will show the degree of attainment of the subject learning goals and it will consist of the number of measurable tests and tasks that appear in the teaching guide of the subject, with their corresponding percentages".

"It shall be understood that, except as otherwise specifically provided in the teaching guide of the subject, the rating as "Absent" will be given to the student who has not carried out a set of assessable activities whose weights applied to the final grade will be more than 50%. (Article 80.4 of the Academic Regulation of University degree studies).

"The number and modality of measurable tests and tasks that will comply with the final grade will be the established in the teaching guide, which will be effective for the entire academic year" (art. 73.2).

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

The students of second or subsequent enrollment will be evaluated with the same evaluation instruments as their peers. In a personal interview or through videoconferences in Blackboard Collaborate or Cisco Webex specific details about the submission of the assignments will be agreed on.

The students with disabilities and special educational needs will be evaluated with the same evaluation instruments as their peers. Nonetheless, the methodology will be adapted according to their capacities.

"The students with recognized disabilities have the right to be assessed by methods adapted to their capacities" (Art. 72.1).

"Part-time students are entitled to obtain the established competences of the subject through flexible learning pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

Qualifying criteria for obtaining honors (Scenario B):

Honors could be granted to the students who score between 9 and 10 and who stand out due to their effort, participation and performance.