

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **DIDACTICA DEL INGLÉS**

Code: 100571

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 3

Name of the module to which it belongs: MÓDULO OPTATIVO DE LINGÜÍSTICA INGLESA

Field: DIDÁCTICA DEL INGLÉS

Character: OPTATIVA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: www.uco.es/moodle

LECTURER INFORMATION

Name: FERNÁNDEZ SÁNCHEZ, EULALIO (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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INTENDED LEARNING OUTCOMES

CB1	Capable of analysis and synthesis.
CB2	Capable of organisation and planning.
CB3	Knowledge of a foreign language (English).
CB5	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE9	Ability to cooperate and collaborate in the process of learning the English language as a channel of international communication.
CE10	Knowledge of the specific terminology of the main linguistic disciplines.
CE11	Knowledge of the specific linguistic features of the English language with respect to the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE30	Analyse basic issues related to second language learning and its implications for language teaching in the classroom.
CE32	Simulations using different methods and approaches to teaching language through practical activities in the classroom.
CE40	Develop autonomy to select linguistic and methodological resources according to the objective to be pursued.
CE41	Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology.
CE43	Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.
CE53	Ability to analyse texts and discourse in English using the proper techniques of analysis.

OBJECTIVES

The subject's emphasis will be placed on the didactics of teaching English as a Foreign Language. The aim is to give a broad backbone to teaching English as a foreign language, and is appropriate for those teaching English at secondary education. Pre-service teachers will be able to update, enrich and extend their knowledge of EFL education and its application in the classroom.



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CONTENT

1. Theory contents

- Principles of EFL methodology.
- How languages are learned.
- Factors influencing the learning of a foreign language.
- Profile of the foreign language teacher: knowledge, skills, strategies and values.
- Portfolio for language teachers.
- Types of syllabuses.
- Evaluation and assessment.
- Focus on form- focus on meaning.
- Introducing teaching strategies: from PPP to ESA.
- The place of grammar.
- The teaching of linguistic skills: reading, writing, listening and speaking.
- Textbook selection.
- Lesson management.
- Design and elaboration of materials.
- Working with heterogeneous classes.

2. Practical contents

All the theoretical contents are followed with the corresponding practice.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Gender equality
Decent work and economic growth
Reduced inequalities

METHODOLOGY

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

Students with special needs should contact the teacher so as to set up an adequate adaptation of curriculum.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Conference</i>	15	5	20
<i>Debates</i>	10	2.5	12.5
<i>Group presentation</i>	10	2.5	12.5
<i>Text commentary</i>	10	5	15

COURSE DESCRIPTION

Activity	Large group	Medium group	Total
<i>Total hours:</i>	<i>45</i>	<i>15.0</i>	<i>60.0</i>

Off-site activities

Activity	Total
<i>Analysis</i>	30
<i>Information search</i>	20
<i>Reference search</i>	10
<i>Self-study</i>	30
<i>Total hours</i>	<i>90</i>

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities

EVALUATION

Intended learning	Case Studies	Essay	Exams	Portfolios
CB1	X			
CB12		X		
CB13			X	
CB14			X	X
CB17		X		
CB18	X			
CB2		X		
CB3	X	X		
CB5	X			
CB8	X			
CE10			X	
CE11				X
CE28				X

COURSE DESCRIPTION

Intended learning	Case Studies	Essay	Exams	Portfolios
CE30			X	
CE32	X			
CE40	X			
CE41			X	
CE43	X			
CE51		X		
CE52			X	
CE53			X	
CE9			X	
CU1		X		
CU2	X			
Total (100%)	40%	10%	40%	10%
Minimum grade	4	4	4	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

none

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

students with special needs should contact the teacher so as to set up an adequate adaptation of curriculum.

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

In accordance with current legislation.

Qualifying criteria for obtaining honors:

It will be granted up to 5% of the students registered in this subject.

BIBLIOGRAPHY

1. Basic Bibliography

Baker, J. and Westruo, H. (2000). The English Language Teacher's Handbook: How to teach large classes with few resources. Continuum International Publishing Group.



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INFORMATION REGARDING
UNIVERSITY OF CORDOBA DEGREES

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COURSE DESCRIPTION

Crystal, D. (2003). The Cambridge Encyclopedia of the English Language (2nd edn). Cambridge University Press, Ch. 7.

Leech, G. et al. (2001). An A-Z of English Grammar and Usage (new edn). Longman.

Osborne, P. (2006). Teaching English One to One. Modern English Publishing

Palmer, H. (1921). The Principles of Language Study. World Book Company.

Parrot, M. (2000). Grammar for English Language Teachers. Cambridge University Press.

2. Further reading

None

COORDINATION CRITERIA

Common evaluation criteria
Common learning outcomes
Joint activities: lectures, seminars, visits ...

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.

COURSE DESCRIPTION

EVALUATION

Intended learnig	Essay	Exams	Portfolios
CB1	X		
CB12		X	
CB13		X	
CB14			X
CB17		X	X
CB18		X	
CB2	X		
CB3	X		
CB5	X		
CB8	X		
CE10		X	
CE11		X	
CE28			X
CE30			X
CE32			X
CE40		X	
CE41	X	X	
CE43	X		
CE51	X		
CE52		X	
CE53		X	
CE9		X	
CU1		X	
CU2	X		
Total (100%)	40%	40%	20%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed (Scenario A)?:

No

COURSE DESCRIPTION

General clarifications on instruments for evaluation (Scenario A):

none

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

students with special needs should contact the teacher so as to set up an adequate adaptation of curriculum.

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.

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EVALUATION

Intended learnig	Essay	Exams	Portfolios
CB1	X		
CB12		X	
CB13		X	
CB14		X	
CB17		X	
CB18		X	
CB2	X		
CB3	X		
CB5	X		
CB8		X	
CE10		X	
CE11		X	
CE28		X	
CE30		X	
CE32	X		
CE40	X		
CE41		X	
CE43			X
CE51			X
CE52		X	
CE53		X	
CE9			X
CU1			X
CU2			X
Total (100%)	40%	40%	20%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Moodle Tools	Ensayo	Exámenes	Portafolios
<i>Cuestionario</i>		X	
<i>Foro</i>			X
<i>Tarea</i>	X		
<i>Videoconferencia</i>			X

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

none

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

students with special needs should contact the teacher so as to set up an adequate adaptation of curriculum.