

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: <https://moodle.uco.es>

LECTURER INFORMATION

Name: BELLIDO VELA, INMACULADA (Coordinator)

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. |

COURSE DESCRIPTION

OBJECTIVES

1. Know the treatment given to the teaching and learning of a foreign language in Primary Education in the current Spanish educational system. (CM7.10)
2. Implement monitoring and performance resources to interact in multilingual contexts. (CM7.8)
3. 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)
4. Design activities taking into account the characteristics of Primary children, their way of learning and the current trends in English language teaching. (CM7.10)
5. Achieve more fluent and accurate use of oral and written language, based on the knowledge of the learning process of these language skills. (CM7.5)
6. Apply the basic principles of communication to interact effectively with interlocutors, both orally and in writing. (CM7.1)

CONTENT

1. Theory contents

1. Theory contents

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



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COURSE DESCRIPTION

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

2. Practical contents

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.

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.

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.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

Reduced inequalities



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COURSE DESCRIPTION

METHODOLOGY

General clarifications on the methodology (optional)

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

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

Part-time students, students with disabilities and special needs must maintain a close contact with faculty through face to face or online tutorials. They will be evaluated with the same evaluation as their peers. In a personal interview, specific details about the performance of the activities and submission of some assignments will be agreed on.

Face-to-face activities

Activity	Large group	Total
<i>Assessment activities</i>	4	4
<i>Group work (cooperative)</i>	10	10
<i>Listening Activities</i>	6	6
<i>Projects</i>	12	12
<i>Reading Activities</i>	6	6
<i>Speaking Activities</i>	6	6
<i>Text analysis</i>	6	6
<i>Writing Activities</i>	10	10
Total hours:	60	60

Off-site activities

Activity	Total
<i>Activities</i>	30
<i>Exercises</i>	30
<i>Information search</i>	30
Total hours	90

COURSE DESCRIPTION

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. - *MOODLE, e-mail.*

They will be provided at the begining of the course.

Clarifications

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

EVALUATION

Intended learning	Document Analysis	Essay	Oral Presentation	Project	Text commentary
CE11	X		X	X	X
CM7.1	X				
CM7.10			X	X	X
CM7.5	X	X	X	X	X
CM7.8	X	X	X	X	X
Total (100%)	10%	20%	20%	30%	20%
Minimum grade	4	4	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.

COURSE DESCRIPTION

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:

The final grade will be the sum of individual written works, individual oral presentations, individual text comprehensions, individual didactic unit and group works; that is, the sum of each assessment instruments.

The student who has not taken part in a number of evaluable activities whose weight on the final grade add up to more than 50%, will be evaluated as not presented.

The number and modality of the tests or evaluable activities that make up the final grade, established in the teaching guide, will be valid for the entire course.

Students in second or successive enrollments will be evaluated with the same criteria as their peers. In a personal interview, specific details about the performance of the activities and submission of some assignments will be agreed on.

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.

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

Students, who attend both the first extraordinary call and the extraordinary call for completion of studies, should contact the teacher via email. They 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:

The mention of honors may be awarded to students who have obtained a grade equal to or greater than 9.0 in each assessment instrument and show maximum involvement in class.

BIBLIOGRAPHY

1. Basic Bibliography

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

Hearn, I.; Garcés Rodríguez, A. (2003). *Didáctica del Inglés*. Madrid: Pearson/Prentice Hall.

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

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: Sociedad General Española de Librería.

2. Further reading

None



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COORDINATION CRITERIA

Common evaluation criteria

Joint activities: lectures, seminars, visits ...

Orientation session

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 of maximum face-to-face academic activity. Onsite 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 any time, and in view also of the teaching adaptation criteria for the 2021-2022 academic year, established by the University of Córdoba, according to the Agreement of the Governing Body, in extraordinary session of 16 April 2021, extending, for the 2021/2022 academic year, the criteria for adapting teaching as a result of the health restrictions of COVID-19, and in accordance with the Royal Decree-Law 21/2020, of 9 June, on urgent measures for prevention, mitigation and coordination to deal with the health crisis caused by COVID-19, and in accordance with the Order of 19 June 2020 of the Ministry of Health and Families of the Regional Government of Andalusia, under which preventive public health measures are adopted.

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

COURSE DESCRIPTION

EVALUATION

Intended learnig	Document Analysis	Essay	Oral Presentation	Project	Text commentary
CE11	X		X	X	X
CM7.1	X				
CM7.10			X	X	X
CM7.5	X	X	X	X	X
CM7.8	X	X	X	X	X
Total (100%)	10%	20%	20%	30%	20%
Minimum grade	4	4	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.

Method of assessment of attendance (Scenario A):

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 (Scenario A):

The final grade will be the sum of individual written works, individual oral presentations, individual text comprehensions, individual didactic unit and group works; that is, the sum of each assessment instruments.

The student who has not taken part in a number of evaluable activities whose weight on the final grade add up to more than 50%, will be evaluated as not presented.

The number and modality of the tests or evaluable activities that make up the final grade, established in the teaching guide, will be valid for the entire course.

Students in second or successive enrollments will be evaluated with the same criteria as their peers. In a personal interview, specific details about the performance of the activities and submission of some assignments will be agreed on.

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

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.

COURSE DESCRIPTION

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.

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

EVALUATION

Intended learning	Document Analysis	Essay	Oral Presentation	Project	Text commentary
CE11	X		X	X	X
CM7.1	X				
CM7.10			X	X	X
CM7.5	X	X	X	X	X
CM7.8	X	X	X	X	X
Total (100%)	10%	20%	20%	30%	20%
Minimum grade	4	4	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.

Moodle Tools	Análisis de documentos	Comentarios de texto	Ensayo	Exposición oral	Proyecto
Tarea	X	X	X	X	X

Method of assessment of attendance (Scenario B):

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.

COURSE DESCRIPTION

General clarifications on instruments for evaluation (Scenario B):

The final grade will be the sum of individual written works, individual oral presentations, individual text comprehensions, individual didactic unit and group works; that is, the sum of each assessment instruments.

The student who has not taken part in a number of evaluable activities whose weight on the final grade add up to more than 50%, will be evaluated as not presented.

The number and modality of the tests or evaluable activities that make up the final grade, established in the teaching guide, will be valid for the entire course.

Students in second or successive enrollments will be evaluated with the same criteria as their peers. In a personal interview, specific details about the performance of the activities and submission of some assignments will be agreed on.

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

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.