

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **IDIOMA EXTRANJERO PARA EL PROFESORADO DE PRIMARIA (INGLÉS)**

Code: 101806

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

Year: 3

Name of the module to which it belongs: ENSEÑANZA Y APRENDIZAJE DE LAS LENGUAS

Field: IDIOMA EXTRANJERO PARA EL PROFESORADO DE PRIMARIA

Character: OBLIGATORIA

Duration: SECOND 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

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

There are no prerequisites required.

To do the specialization in English as a Foreign Language will be compulsory to choose this subject.

Recommendations

Daily attendance and involvement in classroom activities.

As the class will be given in English, students are expected to have knowledge, skills, and use of language to understand and communicate at the level B1 with reference to the Common European Framework of Reference for Languages (CEF).

Personal or online tutorials are highly recommended in case of need of remedial work.



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INTENDED LEARNING OUTCOMES

CU1	Accredit the use and mastery of a foreign language.
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
CE10	Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and foster them in students.
CM7.8	Address language learning situations in multilingual contexts.
CM7.9	Oral and written expression in a foreign language.

OBJECTIVES

1. Know the role of English as vehicular language for teaching non-language subjects in Primary Education. (CE3)
2. Acquire the necessary knowledge and training to program teaching sessions in English for teaching in bilingual contexts. (CU1)
3. Learn skills and use tools to teach non-linguistic content in Primary Education using English as the main language of the classroom. (CU1)
4. Improve communication skills through reinforcement of previous knowledge and acquisition of new elements of vocabulary, grammar and use of language. (CM7.9)
5. Know resources of observation and action and use them in multilingual contexts. (CM7.8)
6. Design materials and activities aimed to motivate Primary students and make their learning easier. (CE10)
7. Be able to self-manage their learning taking responsibility for it. (CE10)
8. Develop strategies for teamwork and foster independent learning. (CE10)
9. Understand and discuss written texts related to various scientific, social and cultural issues. (CE3)

CONTENT

1. Theory contents

Unit 1. Instrumental foreign language

Topics of Vocabulary: Giving personal information; family and friends, relations with other people; daily routines; food and drink; exercise in Physical Education; environment, the natural world; animals: wild animals, farm animals and pets; the weather; landscapes.

Grammar: Comparison. Comparative and superlative. Verb tenses: present simple, present continuous, state verbs, have got and have, past simple, past continuous, used to, future. Infinitive of purpose. Questions: yes/no questions, wh-questions, question words.

Functions: Greetings and farewells; introducing oneself and other people; asking for and giving personal details: full name, age, address, phone number, e-mail address, occupation, likes, dislikes, preferences, personality, family, relatives, friends...; asking and telling the time, day and date; using numbers; describing people and objects; talking about past actions; producing simple narratives; talking about future plans and intentions; describing future events; making predictions; giving instructions; asking and expressing opinions; giving reasons; making choices.

Unit 2. Foreign language for the classroom

Corpus of classroom language

Unit 3. Content teaching in a foreign language (CLIL - Content and Language Integrated Learning / AICLE - Aprendizaje Integrado de Contenidos y Lenguas)

Definition and context of CLIL / AICLE



COURSE DESCRIPTION

Activities to teach non-language subjects in bilingual Primary Education: Natural Sciences, Social Sciences, Physical Education and Artistic Education.

Unit 4. Designing programs in bilingual teaching

Planning didactic units of bilingual teaching in CLIL

The use of games, songs and audiovisual material and ICT resources.

2. Practical contents

Unit 1. Instrumental foreign language

Topics of Vocabulary: Giving personal information; family and friends, relations with other people; daily routines; food and drink; exercise in Physical Education; environment, the natural world; animals: wild animals, farm animals and pets; the weather; landscapes.

Grammar: Comparison. Comparative and superlative. Verb tenses: present simple, present continuous, state verbs, have got and have, past simple, past continuous, used to, future. Infinitive of purpose. Questions: yes/no questions, wh-questions, question words.

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Activities to teach non-language subjects in bilingual Primary Education: Natural Sciences, Social Sciences, Physical Education and Artistic Education.

Unit 4. Designing programs in bilingual teaching

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The use of games, songs and audiovisual material and ICT resources.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Partnerships for the goals

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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.

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

"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).

Face-to-face activities

Activity	Large group	Total
<i>Assessment activities</i>	3	3
<i>Debates</i>	2	2
<i>Group presentation</i>	7	7
<i>Group work (cooperative)</i>	4	4
<i>Lectures</i>	8	8
<i>Listening Activities</i>	5	5
<i>Reading Activities</i>	5	5
<i>Speaking Activities</i>	7	7
<i>Text analysis</i>	6	6
<i>Text commentary</i>	4	4
<i>Tutorials</i>	3	3
<i>Writing Activities</i>	6	6
Total hours:	60	60

Off-site activities

Activity	Total
<i>Analysis</i>	15
<i>Exercises</i>	15
<i>Group work</i>	20

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Activity	Total
Information search	10
Reference search	10
Self-study	20
Total hours	90

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and activities

EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Project
CE10			X	X
CE3			X	X
CM7.8		X	X	X
CM7.9	X	X	X	X
CU1	X	X	X	X
Total (100%)	10%	50%	20%	20%
Minimum grade	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.

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Method of assessment of attendance:

Attendance is compulsory to be evaluated. Attendance sheets will be used to control attendance.

General clarifications on instruments for evaluation:

To pass the course the students must be evaluated with a written exam (30%) and an oral exam (20%), an oral presentation (20%) and the presentation of the teaching sections and sessions (project) (20%). If the students do not obtain 4 points in each instrument, they will need to be evaluated once again in those instruments with less than 4 points in the second call.

Students of second or subsequent enrollment will need to be assessed in each of the evaluation 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 pathways, for which the teaching and evaluation methods will be adapted as required" (Art. 72.2).

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

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

To pass the course the students must be evaluated with a written exam (30%) and an oral exam (20%), an oral presentation (20%) and the presentation of the teaching sections and sessions (project) (20%). The students must be positively evaluated in each instrument of evaluation (with 5 points). If the students do not obtain 5 points in each instrument, they will need to be evaluated once again in those instruments with less than 5 points in the second call.

Clarification on the evaluation of the extraordinary September call due to the modification of the 2022-2023 Official Academic Year (approved by the Governing Council of the University, BOUCO 2022/01289 of 28/12/2022) that transforms the extraordinary call for students of 2nd enrollment or higher (first of the 2023-2024 academic year) into the extraordinary September call (last of the 2022-2023 academic year):

General clarifications on instruments for evaluation for students of the extraordinary September call

The students of this extraordinary call will be evaluated with the same evaluation instruments as their peers. In a

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personal interview specific details about the submission of assignments will be agreed on.

To pass the course the students must be evaluated with the instrument of the essay (10%), a written exam (30%) and an oral exam (20%), an oral presentation (20%) and the submission of the didactic program and sessions (project) (20%). For a second call these evaluation instruments will not be repeated after having positively evaluated with at least 4 points and the final mark must be 5 points.

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

Bentley, K. (2009). *Primary Curriculum Box. CLIL lessons and activities for younger learners*. Cambridge: Cambridge University Press.

Bentley, K. (2009). *The TKT course CLIL module*. Cambridge: Cambridge University Press.

Ceballos Guerrero, I. y Ruiz Espino, C. (2008). *Arts & Crafts 1, 2, 3, 4 y 5*. (Student's book, Teacher's book, Class CD, i-solutions pack). Barcelona: Vicens Vives.

Coyle, D., Hood, P. and Marsh (2010). *CLIL. Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Deller, S. (2007). *Teaching other Subjects through English*. Oxford: Oxford University Press.

Martin, J. (2013). *ByME Arts & Crafts Primary 1, 2, 3, 4, 5 y 6*. Madrid: Ediciones Bilingües S.L.

Gairns, R. and Redman, S. (2008). *Oxford Word Skills. Intermediate*. Oxford: Oxford University Press.

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

Llinares, A., Morton, T. and Whittaker, R. (2012). *The Roles of Language in CLIL*. Cambridge: Cambridge University Press.

Marsh, D. and Langé, G. (2011). *Content and Language Integrated Learning*. Encyclopedia of Language Teaching & Learning, Routledge.

Martino, A. M. (2008). *CLIL. Content and language Integrated Learning*. The Teacher's Magazine, 54, 24.

Mehisto, P., Marsh, D. and Frigols, M. J. (2008). *Uncovering CLIL*. Oxford: Macmillan.

Nixon, C. and Tomlison, M. (2001). *Primary Activity Box. Games and Activities for younger learners*. Cambridge: Cambridge University Press.

Pérez Cañado, M. L. (2012). CLIL Research in Europe: Past, Present and Future. *International Journal of Bilingual Education and Bilingualism*, 15, pp. 315-341.

Svecova, H. (2003). *Cross-curricular activities*. Oxford: Oxford University Press.

2. Further reading

Alzu Goñi, J. L. and Henao, J. T. (Supervisores) (2011). *New Science 1, 2, 3, 4, 5, y 6: science, geography and history*. Madrid: Santillana, Richmond.

Alzu Goñi, J. L. Henao, J. T. and Guerrini, M.C (Supervisores). (2006). *Essential Science 1, 2, 3, 4, 5, y 6. Science, geography and history. Pupil's book + CD*. Madrid: Richmond Publishing / Santillana.

House, S. and Scott, K. (2003). *Little Detectives 1 y 2*. Oxford: Macmillan.

Ormerod, M. and Shaw, D. (2007). *Find out. Science and Art 1, 2, 3, 4, 5 and 6*. Oxford: Macmillan.

Redal, E.J. and Caballero, V. (Supervisores). (2011). *Top Science 1, 2, 3, 4, 5 and 6. Student's book, Teacher's book, Teacher's Resource Book, Class audio CD, Digital material i-solutions*. Madrid: Santillana, Richmond.

Redal, E.J. and Caballero, V. (2011). *Arts & Crafts 2*. Madrid: Santillana/Richmond.

COURSE DESCRIPTION

COORDINATION CRITERIA

Common evaluation criteria
Common learning outcomes
Common tasks for different courses
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.

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.

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COURSE DESCRIPTION**EVALUATION**

Intended learnig	Essay	Exams	Oral Presentation	Project
CE10			X	X
CE3			X	X
CM7.8		X	X	X
CM7.9	X	X	X	X
CU1	X	X	X	X
Total (100%)	10%	50%	20%	20%
Minimum grade	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):

Attendance is compulsory to be evaluated. Attendance sheets will be used to control attendance.

General clarifications on instruments for evaluation (Scenario A):

To pass the course the students must be evaluated with a written exam (30%) and an oral exam (20%), an oral presentation (20%) and the presentation of the teaching sections and sessions (project) (20%). If the students do not obtain 4 points in each instrument, they will need to be evaluated once again in those instruments with less than 4 points in the second call.

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

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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 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.

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Intended learnig	Essay	Exams	Oral Presentation	Project
CE10			X	X
CE3			X	X
CM7.8		X	X	X
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Total (100%)	10%	50%	20%	20%
Minimum grade	4	4	4	4

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Moodle Tools	Essay	Exams	Oral Presentation	Project
Assessment rubric				X
Participation	X		X	
Questionnaire		X		
Task	X			X
Videoconference			X	

Method of assessment of attendance (Scenario B):

Attendance is compulsory to be evaluated. Attendance sheets will be used to control attendance.

General clarifications on instruments for evaluation (Scenario B):

To pass the course the students must be evaluated with a written exam (30%) and an oral exam (20%), an oral presentation (20%) and the presentation of the teaching sections and sessions (project) (20%). If the students do not obtain 4 points in each instrument, they will need to be evaluated once again in those instruments with less than 4 points in the second call.

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

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