COURSE DESCRIPTION

COURSE DETAILS

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

Code: 100571

Degree/Master: **GRADO DE ESTUDIOS INGLESES**   Year: 3

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:

LECTURER INFORMATION

Name: LARREA ESPINAR, ANGELA MARÍA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: FACULTAD DE FILOSOFÍA Y LETRAS

E-Mail: angela.larrea@uco.es   Phone: 957218427

Name: RAIGÓN RODRÍGUEZ, ANTONIO R.

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: FACULTAD DE FILOSOFÍA Y LETRAS

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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COURSE DESCRIPTION

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 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 main goal of this course is to focus on the teaching and learning of the English language. As such, its theoretical principles and contents will be adressed and, at the same time ample guidance will be provided for future teachers.

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COURSE DESCRIPTION

CONTENT

1. Theory contents

Module 1: Principles in English Language Teaching: defining key concepts.
- English, which English?
- How to be a teacher
- Describing learners
- Classroom management
- Evaluation and assessment
- Coursebooks

Module 2: More relevant Language Teaching Methods
- Approaches, methods and "all that jazz"
- Language teaching methods up until CLT: early developments in Language Teaching and innovative methods
- Communicative Language Teaching
- CLIL and other current approaches and methods

Module 3: Culture and language learning
- Concept of culture and the relation between language and culture
- Culture in the foreign language classroom
- Intercultural Communicative Competence in EFL

2. Practical contents

The nature of the subject makes it impossible to fulfill a clear division between theory and practice. The practical contents will be presented alongside theoretical concepts, providing a more dynamic and hands-on approach to the topics.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Gender equality
Reduced inequalities
Peace, justice and strong institutions

METHODOLOGY

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

Those students enrolled as part-time students must contact lecturers at the beginning of the school year.
Students with special educational needs must contact lecturers at the beginning of the school year to address such needs.

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	2	1	3

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COURSE DESCRIPTION

Activity	Large group	Medium group	Total
Debates	10	5	15
Group presentation	10	4	14
Group work (cooperative)	6	1	7
Lectures	12	-	12
Workshop	5	4	9
Total hours:	*45*	*15*	*60*

Off-site activities

Activity	Total
Activities	25
Group work	20
Information search	20
Self-study	25
Total hours	*90*

WORK MATERIALS FOR STUDENTS

Dossier
Exercises and activities
Material uploaded in Moodle
Oral presentations
References

Clarifications
Suggested reading selection will be uploaded in Moodle. For a full list of references, refer to the bibliography.

EVALUATION

Intended learning	Exams	Log	Oral Presentation
CB1	X	X	X
CB12		X	
CB13			X
CB14		X	

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COURSE DESCRIPTION

Intended learning	Exams	Log	Oral Presentation
CB17		X	X
CB18	X	X	X
CB2			X
CB3	X	X	X
CB5		X	X
CB8	X	X	
CE10	X	X	X
CE11	X	X	X
CE28			X
CE30	X	X	X
CE32			X
CE40			X
CE41		X	
CE43		X	X
CE51	X	X	
CE52		X	X
CE53	X	X	
CE9		X	X
CU1	X	X	X
CU2		X	X
Total (100%)	**40%**	**30%**	**30%**
Minimum grade	**4**	**0**	**0**

(*)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:

Attendance and Participation in class(Log) make up 30% of the final grade. The marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

A minimum of 50% attendance is mandatory to opt for the course early exam.

General clarifications on instruments for evaluation:

1.- Attendance and Participation in class (Log) make up 30% of the final grade. The marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation. Participation and classwork will be registered. Regardless of the cause, students who cannot attend classses will not be awarded any marks in this section.

2.- Oral group presentation on a topic given by the lecturer: 30% of the final grade. The rules and criteria for assessment will be further explained during the course.

3.- Exam: 40% of the final grade.Students attending to a minimum of 50% of the sessions will be able to take the early exam. The rest will have to take it in the official date.

If plagiarism/cheating occurred, the correspondent work, assignment, presentation or test will be awarded 0 marks. Also, the lecturer may additionally determine not to grade any other future work or test from that student and/or charge them with plagiarism. Material created using Artificial Intelligence (e.g. ChatGPT) will be considered plagiarism.

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

Those students enrolled as part-time students must contact lecturers at the beginning of the school year.

Students with special educational needs must contact lecturers at the beginning of the school year to address such needs.

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

Extraordinary examinations in September and end-of-the-year extraordinary examinations will consist of a final test and the final mark will be that of the exam.

Qualifying criteria for obtaining honors:

Total highest mark. In case of having to choose between equal total highest marks, test highest mark will be considered.

BIBLIOGRAPHY

1. Basic Bibliography

Brown, H. D. (2014). *Principles of Language Learning and Teaching*. Pearson.

Byram, M. (2012). Conceptualizing intercultural (communicative) competence and intercultural citizenship. En J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 85-97). Routledge.

Crystal, D. (2019). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.

Harmer, J. (2015). *The practice of English language teaching*. 5th Edition. Pearson.

Hinkel, E. (Ed.) (2023). *Handbook of Practical Second Language Teaching and Learning*. Routledge.

Larrea Espinar, Á. (2020). El lugar de la cultura en el aula de lengua extranjera. Comares.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford University Press.

Novinger, T. (2001). *Intercultural communication*. University of Texas Press.

Raigón Rodríguez, A. (2020). La competencia intercultural en el aula de lengua extranjera. Comares.

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Richards, J., & Rodgers, T. (2014). Approaches and Methods in Language Teaching. 3rdEdition. Cambridge University Press.

Scrivener, J. (2011). *Learning Teaching*. Macmillan.

Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge University Press.

Spencer-Oatey, H. & Franklin, P. (2009). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Palgrave Macmillan.

2. Further reading

None

COORDINATION CRITERIA

Common learning outcomes

SCHEDULE

Period	Assessment activities	Debates	Group presentation	Group work (cooperative)	Lectures	Workshop
1# Fortnight	0,0	5,0	0,0	0,0	1,0	1,0
2# Fortnight	0,0	3,0	0,0	0,0	2,0	2,0
3# Fortnight	0,0	5,0	0,0	0,0	1,0	1,0
4# Fortnight	0,0	0,0	1,0	4,0	2,0	1,0
5# Fortnight	1,0	0,0	1,0	3,0	1,0	2,0
6# Fortnight	0,0	2,0	2,0	0,0	2,0	1,0
7# Fortnight	2,0	0,0	5,0	0,0	1,0	0,0
8# Fortnight	0,0	0,0	5,0	0,0	2,0	1,0
Total hours:	*3,0*	*15,0*	*14,0*	*7,0*	*12,0*	*9,0*

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.

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