

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **LA ENSEÑANZA DE IDIOMAS PARA EL ALUMNADO DE NECESIDADES ESPECIALES**

Code: 103427

Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES  
AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y  
EDUCACIÓN B**

Year: 1

ECTS Credits: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

Online platform:

### LECTURER INFORMATION

Name: PIMENTEL VELÁZQUEZ, CYNTHIA YANIN (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Students should be competent in English at level B2.

### INTENDED LEARNING OUTCOMES

- CB7 To ensure that students know how to apply the knowledge gained and are able to problem solve in unfamiliar situations in a variety of multidisciplinary contexts within their field of study.
- CE3 To study the nature of educational special needs of students learning a foreign language, especially in Bilingual Education contexts.
- CG2 To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
- CT5 To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

### OBJECTIVES

The main goal of this module is to introduce students into the field of TESL (Teaching English as a Second Language) to students with special needs. In more concrete terms, we will work on specific cases of SN students, for example, those with physiological disabilities dealing with blindness and deafness. The particular cases will be approached from a psycholinguistic point of view in order to develop a cognitive methodology which can make it possible to design teaching materials oriented to these learners rather than adapting other materials which have already been designed for non-disabled ESL students.



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### CONTENT

#### 1. Theory contents

##### List of Contents

- Introduction: Special needs students from a psycholinguistic approach
- Definition of special needs students
- Integration vs. diversity awareness
- Learning deficits of SN students (i.e. blind and deaf ELL)
- Underpinnings of a cognitive methodology for teaching foreign languages to specific needs students
- The role of first language
- The treatment of linguistic skills

#### 2. Practical contents

Identification of specific learning capabilities

Design of teaching materials

Ellaboration of individual reports for specific needs students

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

Reduced inequalities

### METHODOLOGY

#### Clarifications

Part-time students should talk to lecturers to ellaborate an individual planning of this module.

#### Face-to-face activities

Activity	Total
Lectures	12
Projects	4
<b>Total hours</b>	<b>16</b>

#### Off-site activities

Activity	Total
Information search	32
Reference search	52
<b>Total hours</b>	<b>84</b>



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### WORK MATERIALS FOR STUDENTS

Dossier  
Oral presentations  
References

### EVALUATION

Tools	Percentage
<b>Assignments and projects</b>	75%
<b>Oral presentations</b>	15%
<b>online questionnaires</b>	10%

### Period of validity for partial qualifications:

Winter call

### Clarifications:

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Blanco, M., Sánchez, P., & Zubillaga, A. (2016).** El modelo del diseño universal para el aprendizaje: Principios, pautas y propuestas para la práctica. En C. Alba (Coord.), Diseño universal para el aprendizaje: Educación para todos y prácticas de enseñanza inclusivas (pp. 25- 58). Madrid, Spain: Ediciones Morata.
- Blázquez-Arribas, L., Barros-del Río, M. A., Alcalde Peñalver, E., & Sigona, C. M. (2020).** Teaching English to adults with disabilities: A digital solution through En-Abilities. *Teaching English with Technology*, 20 (1), 80- 103. <https://eric.ed.gov/?id=EJ1242672>
- Barros del Río, M. A., Sigona, C. M., Blázquez Arribas, L., & Alcalde Peñalver, E. (2021).** Teaching English to Special Educational Need Students through an Online Tool. *Tesol Quarterly*, 55(3), 694-707.
- Cummins, J. (1984).** *Bilingualism and Special Education: Issues in assessment and Pedagogy*. Austin, TX: PRO-ED.
- Correa, V. I., & Miller, R. (2014).** What is High Quality Instruction for English Language Learners in Inclusive Schools?. In *Handbook of Effective Inclusive Schools* (pp. 146-164). Routledge.
- García, S. B., & Tyler, B. J. (2010).** Meeting the needs of English language learners with learning disabilities in the general curriculum. *Theory into Practice*, 49(2), 113- 120. <https://doi.org/10.1080/00405841003626585>
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- Gray, C. (1997-1998).** "Coping with the National Curriculum in Foreign Languages: An Equal Opportunity Issue?". *British Journal of Visual Impairment* 15:1.
- Fernández, E. (2001)** "El método cognitivo en la enseñanza de una segunda lengua a ciegos: una nueva aplicación de la lexicología funcional". *La lingüística aplicada a finales de siglo XX : ensayos y propuestas*. Cruz, I. (ed.) pags. 323-328.
- Hallahan, D. P., & Kauffman, J. M. (Eds.). (1981).** *Handbook of special education*. Prentice-Hall.
- Morrissey, W.P. (1931).** "Teaching Foreign Languages in Schools for the Blind". *The Teachers Forum*, Nov.
- Nicolic, T. (1987).** Teaching English as a foreign language in schools for blind and visually impaired children. *Journal of Visual Impairment and Blindness*, 91(6).



## COURSE DESCRIPTION

**Ortiz, A. (2001)** "English Language Learners with Special Needs. Effective Instructional Strategies" *EDO-FL-01-08*. University of Texas at Austin.

**Rodríguez Fuentes, A. y García Guzmán, A. (2008).** Deficiencia auditiva. Desarrollo psicoevolutivo y respuesta educativa. Editorial EOS, Madrid.

**Rodríguez, A. (2015).** Un currículo para múltiples adaptaciones. Madrid: EOS.

**Rodríguez Fuentes, A. y Martínez, F. (2002).** La atención educativa a ciegos y deficientes visuales. Granada: Arial.

**Snyder, T. & Kesselman, M. (1972).** "TESL to Blind People". *New Outlook for the Blind*. June.

### 2. Further reading

None

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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