

**DETAILS OF THE SUBJECT****Title:** METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA (INGLÉS)**Code:** 100839**Degree/Master:** GRADO DE EDUCACIÓN PRIMARIA**Year:** 4**Name of the module to which it belongs:****Field:** METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA**Character:** OPTATIVA**Duration:** FIRST TERM**ECTS Credits:** 6**Classroom hours:** 60**Face-to-face classroom percentage:** 40%**Non-contact hours:** 90**Online platform:****TEACHER INFORMATION****Name:** OSUNA RODRÍGUEZ, MERCEDES (Coordinador)**Faculty:** FACULTAD DE CIENCIAS DE LA EDUCACIÓN**Department:** FILOLOGÍAS INGLESA Y ALEMANA**Area:** FILOLOGÍA INGLESA**Office location:** PLANTA 1º**E-Mail:** si1osrom@uco.es**Phone:** 957214563**SPECIFICS OF THE SUBJECT****REQUIREMENTS AND RECOMMENDATIONS****Prerequisites established in the study plan**

None.

Recommendations

None specified.

SKILLS

- CU1 Accredit the use and mastery of a foreign language.
- 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.
- CM7.5 Knowledge of the process of learning and teaching written language.
- CM7.8 Address language learning situations in multilingual contexts.
- CM7.10 Develop and evaluate curricular content through appropriate teaching resources and foster the appropriate competences in students.

OBJECTIVES

To deal with specific curricular contents to teach a foreign language in different educative levels.

To train students to be foreign language teachers.

Analyze the different ways of assessment in teaching and learning process.

CONTENT

1. Theoretical content

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1. Introduction to Teaching English as foreign language. Establishing common grounds attitudes and approaches to teaching children.

2. Listening in the classroom.

3. Speaking in the classroom

4. Reflections on reading in a foreign language.

5. Some thoughts on teaching writing.

6. Some views of the significance of grammar.

7. Some approaches to teaching, learning and remembering vocabulary.

8. Teaching pronunciation

9. Assessment: informal, formal and self-assessment

2. Practical contents

1. Building up a teaching sequence

2. Classroom management and organization

3. Visual and other teaching aids

4. Adapting EFL techniques to teaching children.

METHODOLOGY

Methodological adaptations for part-time students

specific planning for part-time students.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	6	4	10
<i>Listening Activities</i>	12	4	16
<i>Reading Activities</i>	6	2	8
<i>Speaking Activities</i>	12	6	18
<i>Writing Activities</i>	6	2	8
Total hours:	42	18	60

Not on-site activities

Actividad	Total
<i>Bibliographic consultations</i>	15
<i>Exercises</i>	40
<i>Finding information</i>	20
<i>Self-study</i>	15
Total hours:	90

WORK MATERIALS FOR STUDENTS

Practical cases and examples
Internship notebook
Dossier

EVALUATION

Skills	Tools				
	Assignments and projects	Attendance sheets	Final exam	Oral presentations	Practical cases and examples
<i>CE11</i>			X	X	X
<i>CM7.10</i>	X		X	X	X
<i>CM7.5</i>			X	X	X
<i>CM7.8</i>	X		X	X	X
<i>CU1</i>	X	X	X	X	X
Total (100%)	10%	10%	40%	20%	20%
Minimum grade.(*)	5	8	5	5	5

(*) Minimum grade necessary to pass the subject

General clarifications on instruments for evaluation:

Minimum score to eliminate content and period of validity for partial qualifications: The minimum score to eliminate content is 5. the period of validity for partial qualifications is February 2017.

Attendance is compulsory. For those students who cannot attend all hours, an interview with the teacher will be required

General clarifications on evaluation and methodological adaptation for part-time students:

Part-time students will do an oral and written test at the end of the course.

Qualifying criteria for obtaining honors: *Qualifying criteria for obtaining honors: An extra exam will be required for obtaining Honors*

¿Hay exámenes/pruebas parciales?: *No*

BIBLIOGRAPHY

1. Basic Bibliography:

1. Bibliografía básica:

Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

Ellis, R. (1985). Understanding Second Language Acquisition. Oxford: Oxford University Press.

Leaver, B.L. et. al. (2005). Achieving Success in Second Language Acquisition. C.U.P.

Madrid, D. & McLaren, N. (eds.) (2004). TEFL in Primary Education. (Class Book and Workbook).Granada, Editorial Universidad de Granada.

Medina. A. & Salvador, F. (2002). Didáctica General. Prentice Hall.

Montijano Cabrera, Ma del Pilar (ed.) (2005). Broadening Horizons in TEFL: 21st Century

Perspectives. Málaga: Ediciones Aljibe.

Swam, M. & Smith, B. (2004). Learner English. A teacher's guide to interference and other problems.C.U.P.

2. Further reading:

None.

COORDINATION CRITERIA

No criteria entered.