



DETAILS OF THE SUBJECT

Title: LENGUA EXTRANJERA PARA EL EJERCICIO DE LA PROFESIÓN DOCENTE (INGLÉS)

Code: 100841

Degree/Master: GRADO DE EDUCACIÓN PRIMARIA

Year: 4

Name of the module to which it belongs: OPTATIVIDAD: MENCIÓN LENGUAS EXTRANJERAS

Field: LENGUA EXTRANJERA PARA EL EJERCICIO DE LA PROFESIÓN DOCENTE

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: GÓMEZ PARRA, MARÍA ELENA (Coordinador)

Faculty: Faculty of Education

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

Not applicable

Recommendations

A good command of English is advisable, as the whole instruction of the subject will be delivered in English.

SKILLS

- 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
- 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.
- CE15 Promote a participatory spirit in relation to other centres in Europe for the exchange of knowledge.
- CM2.9 Knowledge of and ability to address situations that arise in schools in multicultural contexts.
- CM7.8 Address language learning situations in multilingual contexts.

OBJECTIVES

The main goal of this course is to help students get acquainted with the CLIL approach. The update on methodological approaches for the teaching of non-linguistic content is nowadays a must for second-language teachers. This approach is being implemented across the world in all bilingual educational systems.

Thus, this subject will help students to acquire the necessary knowledge on CLIL, required for their future teaching of content areas within bilingual contexts.

CONTENT

1. Theoretical content

1. CLIL concept and main ideas: Preparing for your first CLIL class
2. Planning content lessons and specific vocabulary teaching
3. Improving listening in CLIL
4. Improving speaking in CLIL
5. Improving writing in CLIL
6. Improving reading in CLIL

2. Practical contents

1. Design of a CLIL unit
2. English sounds

METHODOLOGY

General clarifications on the methodology. (optional)

Attendance is compulsory. If any student cannot attend all classes, an interview with the teacher is required in order to plan independent study and work.

Methodological adaptations for part-time students

Face-to-face activities

Activity	Large group	Medium group	Total
Conference	10	-	10
Debates	3	-	3
Lectures	22	-	22
Text analysis	7	18	25
Total hours:	42	18	60

Not on-site activities

Actividad	Total
Analysis	10
Bibliographic consultations	30
Exercises	10
Group work	10
Self-study	30
Total hours:	90

WORK MATERIALS FOR STUDENTS

Dossier

Clarifications:

Power point presentations and specific articles on the topics will be delivered (uploaded onto Moodle) as needed (according to the subject planning).

EVALUATION

Skills	Tools				
	Assignments and projects	Attendance sheets	Essay tests	Oral presentations	Oral tests
CE11	x	x		x	
CE15		x			
CE3	x	x		x	
CM2.9	x	x	x		
CM7.8	x	x	x		x
CU1	x	x	x	x	x
Total (100%)	20%	10%	25%	25%	20%
Minimum grade.(*)	1	1	1	1	1

(*) Minimum grade necessary to pass the subject

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

Part-time students will take an interview with the teacher to adapt their evaluation to their specific situation.

Qualifying criteria for obtaining honors: A specific exam will be taken by those students who are eligible for obtaining Honors.

¿Hay exámenes/pruebas parciales?: No

1. Basic Bibliography:

Bentley, K. (2010). The TKT Course. CLIL Module. Cambridge: CUP.

Dalton-Puffer, C.; Nikula, T. & Smit, U. (eds.) (2010). Language Use and Language Learning in CLIL Classrooms. Amsterdam: John Benjamins Publishing Company.

Dale, L. & Tanner, R. (2012). CLIL Activities. A resource for subject and language teachers. Cambridge: CUP.

Llinares, A.; Morton, T. & Whittaker, R. (2012). The Roles of Language in CLIL. Cambridge: CUP.

Mehisto, P.; Marsh, D. & Frijols, M.J. (2008). Uncovering CLIL: Content and Language Integrated Learning.

2. Further reading:

None.

COORDINATION CRITERIA

- Joint activities: lectures, seminars, visits ...
- Performing activities
- Selection of common competencies