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
ECTS Credits: 4.0
Face-to-face classroom percentage: 16.0%
Online platform: 

LECTURER INFORMATION

Name: FERNÁNDEZ SÁNCHEZ, EULALIO (Coordinador)
Department: FILOLOGÍAS INGLESA Y ALEMANA
Area: FILOLOGÍA INGLESA
Office location: Facultad de Filosofía y Letras
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Phone: 34620867727

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 special needs students. In more concrete terms, we will work on two specific cases of SN students, those with physiological disabilities dealing with blindness and deafness. These two 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 groups in particular 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 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
   Elaboration of individual reports for specific needs students

METHODOLOGY

Clarifications
Part-time students should talk to teachers to elaborate an individual planning of this module.

Face-to-face activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Projects</td>
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<tr>
<td><strong>Total hours</strong></td>
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Off-site activities

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<td>Reference search</td>
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<tr>
<td><strong>Total hours</strong></td>
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COURSE DESCRIPTION

WORK MATERIALS FOR STUDENTS

Dossier
Oral presentations

EVALUATION

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<td>Assignments and projects</td>
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<td>Interviews</td>
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<tr>
<td>Oral presentations</td>
<td>15%</td>
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Period of validity for partial qualifications:
Winter call

BIBLIOGRAPHY

1. Basic Bibliography


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.