

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **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: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <https://moodle.uco.es/moodlemap/>

LECTURER INFORMATION

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Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

Ninguna

Recommendations

Students should have a good level of English to do this course (min. B1, recommended B2) as the whole instruction of the subject will be delivered in English.

INTENDED LEARNING OUTCOMES

- | | |
|-------|--|
| 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. |



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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 all European bilingual educational systems (from Early Childhood Education to Higher Education).

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. Theory contents

1. CLIL concept and main ideas
 - 1.1. What is CLIL?
 - 1.2. The 4 Cs
 - 1.3. Methodologies that best suit CLIL: Planning a CLIL unit
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
7. The intercultural axis in CLIL
8. ICT in CLIL

2. Practical contents

1. Design of a CLIL Integrated Didactic Unit (IDU)
2. English sounds
3. Functional Language

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

General clarifications on the methodology (optional)

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

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

Methodological adaptations will be designed in an interview with the teachers at the beginning of the course.

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Face-to-face activities

Activity	Large group	Medium group	Total
Conference	15	1	16
Group presentation	2	3	5
Group work (cooperative)	5	10	15
Lectures	20	-	20
Tutorials	3	1	4
Total hours:	45	15	60

Off-site activities

Activity	Total
Activities	10
Analysis	8
Exercises	10
Group work	17
Information search	15
Reference search	15
Self-study	15
Total hours	90

WORK MATERIALS FOR STUDENTS

Exercises and activities
 Oral presentations
 References
 Videos

Clarifications

Power Point presentations and specific papers and materials on each of the subject topics will be delivered (uploaded onto Moodle) as needed (according to the subject planning).

EVALUATION

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Intended learning	Document Analysis	Exams	Oral Presentation	Project
CE11	X	X		X
CE15		X	X	X
CE3	X	X		X
CM2.9			X	X
CM7.8			X	X
CU1	X	X		X
Total (100%)	10%	60%	10%	20%
Minimum grade	0.5	2.5	1	1

(*)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.

Method of assessment of attendance:

Practice attendance is compulsory.

General clarifications on instruments for evaluation:

Attendance is compulsory. Students who do not attend regularly must take an interview with the teachers of this course at the beginning of the academic year.

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

Evaluation will be carried out through written exams and records from observation on daily group work and presentations by students.

Attendance to the VIII International Conference on Bilingual Education (26-28 Oct. 2022) is compulsory.

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

The first extraordinary call and the extra-ordinary call for completion of studies will be assessed on the same parameters and with the same parts as regular calls.

Qualifying criteria for obtaining honors:

An extra exam will be necessary for obtaining Honors.

BIBLIOGRAPHY

1. Basic Bibliography

Banegas, D. L. (2012). CLIL teacher development: Challenges and experiences. *Latin American Journal of Content & Language Integrated Learning*, 5(1), 46-56.

Bentley, K. (2010). *The TKT Course. CLIL Module*. Cambridge: Cambridge University Press.

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

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- Dale, L., & Tanner, R. (2012). CLIL Activities. A resource for subject and language teachers. Cambridge: CUP.
- De Graaff, R., Koopman, G., Anikina, Y., & Westhoff, G. (2007). An Observation Tool for Effective L2 Pedagogy in Content and Language Integrated Learning (CLIL). *The International Journal of Bilingual Education and Bilingualism*, 10(5), 603-624. <https://10.2167/beb462.0>
- Díaz-Martín, C. (2017). El Uso del Vídeo para la Formación Inicial de Docentes en AICLE. In M.E. Gómez Parra & R. Johnstone (Coords.), *Educación bilingüe: tendencias educativas y conceptos clave = Bilingual education: educational trends and key concepts* (23-32). Ministerio de Educación Cultura y Deporte. <https://10.4438/030-17-133-4>
- Díaz-Martín, C., & Gómez Parra, M. E. (2020). El uso del vídeo como herramienta de autoevaluación para el docente en programas bilingües. In M. E. Gómez Parra & C.A. Huertas (Eds.), *Educación bilingüe: perspectivas desde el sistema educativo español* (1st ed, 43-60). Fundación Pública Andaluza Centro de Estudios Andaluces.
- Fernández-Sanjurjo, J., Fernández-Costales, A., & Arias Blanco, J.M. (2017). Analysing students' content-learning in science in CLIL vs. non-CLIL programmes: Empirical evidence from Spain. *International Journal of Bilingual Education and Bilingualism*, doi: 10.1080/13670050.2017.1294142.
- Gómez-Parra, M.E. (2016). Educación bilingüe e intercultural (EBel): fortalezas, retos y oportunidades de un enfoque integrado. En R. Serrano, M. E. Gómez-Parra & C.A. Huertas-Abril (eds.), *La educación sí importa en el siglo XXI* (pp. 67-78). Síntesis.
- Gómez-Parra, M.E., & Johnstone, R. (eds.) (2017). *Bilingual Education: Educational Trends and Key Concepts*. Ministerio de Educación, Cultura y Deporte.
- Gómez-Parra, M. E., & Johnstone, R. (eds.) (2018). *Nuevas Perspectivas en Educación Bilingüe: Investigación e Innovación*. EUG.
- Gómez-Parra, M. E., & Huertas-Abril, C. A. (2018). Gender within CLIL: Design and validation of a template to analyze Primary Education textbooks. In M. I. Amor, M. Osuna & E. Pérez (eds.), *Fundamentos de enseñanza y aprendizaje para una educación universal, intercultural y bilingüe* (pp. 53-58). Madrid: Octaedro.
- Gómez Parra, M. E., & Huertas, C.A. (2020). *Educación bilingüe: perspectivas desde el sistema educativo español* (1st ed.). Fundación Pública Andaluza Centro de Estudios Andaluces.
- Grieverson, M., & Superfine, W. (2012). *The CLIL Resource Pack: Photocopiable and Interactive Whiteboard Activities for Primary and Lower Secondary Teachers*. Delta Publishing.
- Llinares, A., Morton, T., & Whittaker, R. (2012). *The Roles of Language in CLIL*. Cambridge University Press.
- Madrid Manrique, M., & Madrid Fernández, D. (2014). *La formación inicial del profesorado para la educación bilingüe*. Universidad de Granada.
- Mehisto, P., Marsh, D., & Frijols, M.J. (2008). *Uncovering CLIL: Content and Language Integrated Learning*.
- Shin, S. J. (2013). *Bilingualism in Schools and Society*. Routledge.
- Ting, Y.L.T., & Martínez-Serrano, L.M. (2018). *En el corazón de AICLE: Materiales y métodos*. UCOPress.

2. Further reading

- Ellis, R., & Natsuko, S. (2014). Exploring Language Pedagogy through Second Language Acquisition Research. Routledge.
- Gass, S. M., & Selinker, L. (2008). Second Language Acquisition. An Introductory Course. Routledge.

COORDINATION CRITERIA

Common evaluation criteria
 Common learning outcomes
 Joint activities: lectures, seminars, visits ...
 Tasks deadlines
 Tasks performance



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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.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

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

EVALUATION

Intended learnig	Document Analysis	Exams	Oral Presentation	Project
CE11	X	X		X
CE15		X	X	X
CE3	X	X		X
CM2.9		X	X	X
CM7.8			X	X
CU1	X	X		X
Total (100%)	10%	60%	10%	20%
Minimum grade	0.5	2	0.5	1

(*)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.

Method of assessment of attendance (Scenario A):

Practice attendance is compulsory.

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General clarifications on instruments for evaluation (Scenario A):

Attendance is compulsory. Students who do not attend regularly must take an interview with the teachers of this course at the beginning of the academic year.

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

Evaluation will be carried out through written exams and records from observation on daily group work and presentations by students.

Attendance to the VIII International Conference on Bilingual Education (26-28 Oct. 2022) is compulsory.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

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

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EVALUATION

Intended learnig	Document Analysis	Exams	Oral Presentation	Project
CE11	X	X		X
CE15		X	X	X
CE3	X	X		X
CM2.9		X	X	X
CM7.8		X	X	X
CU1	X	X		X
Total (100%)	10%	60%	10%	20%
Minimum grade	0.5	2	0.5	1

(*)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.

Moodle Tools	Document Analysis	Exams	Oral Presentation	Project
Attendance	X	X	X	X
Participation			X	
Videoconference		X	X	
Workshops				X

Method of assessment of attendance (Scenario B):

Practice attendance is compulsory.

General clarifications on instruments for evaluation (Scenario B):

Attendance is compulsory. Students who do not attend regularly must take an interview with the teachers of this course at the beginning of the academic year.

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

Evaluation will be carried out through written exams and records from observation on daily group work and presentations by students.

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