

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **EL DESARROLLO DE LA COMPETENCIA MULTILINGÜE-MULTICULTURAL (INGLÉS)**

Code: 100838

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 4

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

Field: EL DESARROLLO DE LA COMPETENCIA MULTILINGÜE-MULTICULTURAL

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

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

### LECTURER INFORMATION

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Students should have a B1 level of English, as the course will be delivered only in English.

## COURSE DESCRIPTION

### 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.
CM2.9	Knowledge of and ability to address situations that arise in schools in multicultural contexts.
CM7.2	Acquire literary training and knowledge of childrens literature.
CM7.9	Oral and written expression in a foreign language.

### OBJECTIVES

1. To become familiar with basic concepts about the relationship between plurilingualism and interculturality.
2. To acquire the knowledge and mastery of the competencies assigned to the European profile of second language teachers.
3. To analyze the European language policy in the *Common European Framework of Reference for Languages* (CEFR).
4. To reflect on the intercultural and pluriilingual dimensions involved in language teaching and learning.
5. To foster and develop a critical stance towards policies, materials and other tools in education.

### CONTENT

#### 1. Theory contents

**UNIT 1: Basic concepts**

**UNIT 2: Interculture and intercultural communication**

**UNIT 3: Managing cultural differences**

**UNIT 4: Intercultural dimensions in educational materials**

**UNIT 5: Evaluation in intercultural education**

#### 2. Practical contents

Practical contents are coincidental with theoretical contents.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education  
Gender equality  
Reduced inequalities

## COURSE DESCRIPTION

### METHODOLOGY

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

Students in this situation must contact the teacher within the first two weeks of class. An interview with the teacher will be conducted prior to determining any possible alternative adaptations.

#### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Debates</i>	10	5	15
<i>Group presentation</i>	-	5	5
<i>Lectures</i>	20	-	20
<i>Projects</i>	-	5	5
<i>Text analysis</i>	10	-	10
<i>Tutorials</i>	5	-	5
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

#### Off-site activities

Activity	Total
<i>Analysis</i>	15
<i>Exercises</i>	10
<i>Group work</i>	20
<i>Information search</i>	10
<i>Reference search</i>	10
<i>Self-study</i>	25
<b>Total hours</b>	<b>90</b>

### WORK MATERIALS FOR STUDENTS

Case studies  
Exercises and activities  
References

#### Clarifications

Materials will be available to students on Moodle Platform as the course progresses.

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## EVALUATION

Intended learning	Debate	Exams	Oral Presentation	Plan	Project
CE11	X	X	X	X	X
CE3	X	X	X	X	X
CM2.9	X	X	X	X	X
CM7.2	X	X	X	X	X
CM7.9	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>30%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)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.

**Attendance will be assessed?:**

No

**General clarifications on instruments for evaluation:**

The minimum score to proceed to calculate your final mark is 5 (out of 10). The period of validity for partial qualifications is September 2024. Attendance is compulsory.

The **continuous evaluation tools** for this course are the following:

- the **oral presentation** (10%) of a pluricultural teaching **plan** (30%) that students will carry out in groups.
- the **project** (40%) that students will create individually.
- the **exam (10%)** will consist in a questionnaire for each of the units in the course that will be carried out through Moodle. These will be available immediately after each unit is over. Students will sit questionnaires repeatedly until they answer successfully to all the questions. The objective of these questionnaires is simply to provide students with a tool for steady self-study in preparation for the other evaluation tools.

Students will be able to sit again those continuous evaluation activities **if, and only if**, they have sat those in the dates established throughout the teaching period.

Finally, the **debate** (10%) will measure students' active involvement and participation in class.

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

Students will have to pass the assessment tools selected for them on the same conditions as the rest of students.

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

Students will have to carry out the same evaluation tools individually (exam, oral presentation of the plan they have designed and a project) without taking into account any of the qualifications obtained in the academic year.

## COURSE DESCRIPTION

### Qualifying criteria for obtaining honors:

Students can obtain *Matrícula de Honor* when meeting the terms of the University legislation and at the discretion of the lecturers.

## BIBLIOGRAPHY

### 1. Basic Bibliography

Beamer, L. & Varner, I. (2008). *Intercultural Communication in the Global Workplace*. McGraw-Hill: New York.  
 Jackson, J. (2014). *Introducing Language and Intercultural Communication*. London: Routledge.  
 Pollock, D. C. & Van Reken, R. E. (2009). *Third Culture Kids*. Boston: Nicholas Brealy Publishing.  
 Reynolds, S. & Valentine, D. (2011). *Guide to Cross-Cultural Communication* (2nd Ed.). Prentice Hall: New Jersey (pp. xvi- xix).  
 Wintergerst, A. C. and McVeigh, J. (2010). *Culture. Practical Approaches to IC Communication*. Pearson Longman: London.

### 2. Further reading

Marco Común Europeo de Referencia para las Lenguas:  
[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/marco/cvc\\_mer.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/cvc_mer.pdf)  
 El Portfolio europeo para los futuros profesores de lenguas:  
<http://epostl2.ecml.at/LinkClick.aspx?fileticket=Odz4pL2JvAk%3D&tabid=505&language=de-http://www.juntadeandalucia.es/educacion/webportal/web/aicle/contenidos/>

## COORDINATION CRITERIA

Attendance to International Conference about Intercultural education and gender.  
 Common evaluation criteria  
 Joint activities: lectures, seminars, visits ...  
 Tasks deadlines

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.