

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA (INGLÉS)**

Code: 100839

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

Year: 4

Field: METODOLOGÍA Y DIDÁCTICA DE LA SEGUNDA LENGUA

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

### LECTURER INFORMATION

Name: OSUNA RODRÍGUEZ, MERCEDES (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified

### INTENDED LEARNING OUTCOMES

- 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 foreing languague in different educative levels.

To train students to be foreing language teachers.

To analize the different ways of assessment in teaching and leaning process.



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### CONTENT

#### 1. Theory contents

1. Introduction to Teaching English as foreign language. Establishing common grounds attitudes and approaches to teaching English as a foreign language
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. Some aspects about cultural components
9. The development of interculturality and gender in Primary Education
10. Assessment: informal, formal and self-assessment

#### 2. Practical contents

1. Building up a teaching sequence
2. Classroom management and organization
3. Audiovisual products and other teaching aids
4. Adapting EFL techniques to teaching English as a foreign language
5. Including interculturality and gender in planning

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

- Quality education
- Gender equality
- Reduced inequalities
- Peace, justice and strong institutions
- Partnerships for the goals

### METHODOLOGY

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

Specific planning for part-time students.

#### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	1	6
<i>Conference</i>	6	-	6
<i>Lectures</i>	14	-	14
<i>Listening Activities</i>	1	3	4
<i>Presentation</i>	7	-	7



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Activity	Large group	Medium group	Total
<i>Reading Activities</i>	1	3	4
<i>Seminar</i>	3	2	5
<i>Speaking Activities</i>	1	3	4
<i>Tutorials</i>	1	-	1
<i>Workshop</i>	5	-	5
<i>Writing Activities</i>	1	3	4
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Activities</i>	24
<i>Analysis</i>	22
<i>Information search</i>	22
<i>Self-study</i>	22
<b>Total hours</b>	<b>90</b>

### WORK MATERIALS FOR STUDENTS

- Dossier
- Exercises and activities
- Oral presentations
- References

### EVALUATION

Intended learning	Exams	Oral Presentation	Project	Real and/or simulated tasks
<i>CE11</i>	X	X	X	X
<i>CM7.10</i>		X	X	X
<i>CM7.5</i>	X	X	X	X
<i>CM7.8</i>		X	X	X
<b><i>CU1</i></b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b><i>Total (100%)</i></b>	<b>50%</b>	<b>30%</b>	<b>10%</b>	<b>10%</b>
<b><i>Minimum grade</i></b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>



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(\*)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 eliminate content is 5. The period of validity for partial qualifications is February 2024. In order to pass the final exam, it is compulsory to answer all the questions and get, at least, 30% of the score of each question.

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

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

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

An oral and/or written exam about the contents of the subject

### **Qualifying criteria for obtaining honors:**

Specific exam

## BIBLIOGRAPHY

### **1. Basic Bibliography**

- Couto-Cantero, P., & Ellison, M. (2022). InfanCLIL: A model for implementing plurilingual projects in pre-primary in Spain and Portugal. In A. Otto & B. Cortina-Pérez (Eds.), *Content and Language Integrated Learning in Pre-primary Education: Moving Towards Developmentally Appropriate Practices*. Springer.
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### 2. Further reading

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## COORDINATION CRITERIA

Common learning outcomes

## SCHEDULE

Period	Assessment activities	Conference	Lectures	Listening Activities	Presentation	Reading Activities	Seminar	Speaking Activities	Tutorials	Workshop	Writing Activities
1# Fortnight	1,0	0,0	1,0	2,0	0,0	1,0	0,0	1,0	0,0	0,0	1,0
2# Fortnight	1,0	0,0	2,0	2,0	1,0	1,0	0,0	1,0	0,0	0,0	1,0
3# Fortnight	0,0	3,0	2,0	0,0	1,0	0,0	0,0	1,0	0,0	0,0	0,0
4# Fortnight	0,0	3,0	1,0	0,0	1,0	0,0	0,0	1,0	0,0	0,0	0,0
5# Fortnight	1,0	0,0	2,0	0,0	1,0	1,0	5,0	0,0	0,0	3,0	1,0
6# Fortnight	1,0	0,0	4,0	0,0	1,0	1,0	0,0	0,0	0,0	0,0	1,0
7# Fortnight	2,0	0,0	2,0	0,0	2,0	0,0	0,0	0,0	1,0	2,0	0,0
<b>Total hours:</b>	<b>6,0</b>	<b>6,0</b>	<b>14,0</b>	<b>4,0</b>	<b>7,0</b>	<b>4,0</b>	<b>5,0</b>	<b>4,0</b>	<b>1,0</b>	<b>5,0</b>	<b>4,0</b>



## COURSE DESCRIPTION

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.



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