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

Name: GÓMEZ PARRA, MARÍA ELENA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Ciencias de la Educación y Psicología (planta alta - E)

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Name: GARCÍA MARÍN, LOURDES

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Ciencias de la Educación y Psicología

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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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LENGUA EXTRANJERA PARA EL EJERCICIO DE LA   PAGE 1 / 7   2023/24 Year

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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
1.4. The TEACUP approach. Plurilingual education and translanguaging
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

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

General clarifications on the methodology (optional)
METHODOLOGICAL ADAPTATIONS FOR PART-TIME STUDENTS
Methodological adaptations will be designed in an interview with the teacher at the beginning of the course.

METHODOLOGICAL ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS
Methodological adaptations for deaf and hard of hearing students
The adaptation of the contents of the subject will be carried out for deaf and hard of hearing students (through a recommendation process from the Service of Attention to Diversity – Servicio de Atención a la Diversidad of the University of Córdoba). Furthermore, these students will have specific tutorial support in order to ensure the principle of equal opportunity.
Methodological adaptations for other disabilities
The adaptation of the contents of the subject will be carried out for disabled students (through a recommendation

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process from the Service of Attention to Diversity – Servicio de Atención a la Diversidad of the University of Córdoba). Furthermore, these students will have specific tutorial support in order to ensure the principle of equal opportunity if necessary.

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

METHODOLOGICAL ADAPTATIONS FOR PART-TIME STUDENTS

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

METHODOLOGICAL ADAPTATIONS FOR STUDENTS WITH SPECIAL NEEDS

Methodological adaptations for deaf and hard of hearing students

The adaptation of the contents of the subject will be carried out for deaf and hard of hearing students (through a recommendation process from the Service of Attention to Diversity – Servicio de Atención a la Diversidad of the University of Córdoba). Furthermore, these students will have specific tutorial support in order to ensure the principle of equal opportunity.

Methodological adaptations for other disabilities

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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

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Activity	Total
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

Intended learning	Exams	Oral Presentation	Project
CE11	X		X
CE15	X	X	X
CE3	X		X
CM2.9		X	X
CM7.8		X	X
CU1	X		X
Total (100%)	**50%**	**25%**	**25%**
Minimum grade	**2.5**	**1.3**	**1.3**

(*)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.

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Method of assessment of attendance:

Practice attendance is compulsory.

Advice and guidance will be available for part-time students once the subject starts.

The University of Córdoba has regulations into force regarding fraud, cheating and plagiarism. Students who have committed serious fraud may even fail the subject. It is therefore important that students follow all these academic rules, including those related to repeated absence to the lessons or any alteration of the Basic Rules of Coexistence recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, July 1, 2016). Additionally, the use of any type of Artificial Intelligence (AI) in the writing of texts is prohibited. The teacher staff reserve the right to call for a personal interview with any person to clarify any aspect of the work they deem appropriate.

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 beggining 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 IX International Conference on Bilingual Education (25-27 Oct. 2023) is compulsory.

Clarifications on the evaluation of the 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.

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.

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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 (EBeI): 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 analize 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.

Grieveson, 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). T*he 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

SCHEDULE

Period	Conference	Group presentation	Group work (cooperative)	Lectures	Tutorials
1# Fortnight	0,0	0,0	2,0	3,0	0,0
2# Fortnight	0,0	1,0	2,0	3,0	0,0
3# Fortnight	0,0	0,0	2,0	3,0	0,0

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Period	Conference	Group presentation	Group work (cooperative)	Lectures	Tutorials
4# Fortnight	16,0	1,0	2,0	3,0	1,0
5# Fortnight	0,0	1,0	2,0	3,0	1,0
6# Fortnight	0,0	1,0	2,0	3,0	1,0
7# Fortnight	0,0	1,0	3,0	2,0	1,0
Total hours:	***16,0***	***5,0***	***15,0***	***20,0***	***4,0***

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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