



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
ESTUDIOS INGLESES AVANZADOS:
LINGÜÍSTICA COGNITIVA,
LITERATURA Y EDUCACIÓN B**



2024/25 YEAR

**LA ENSEÑANZA DE IDIOMAS PARA EL
ALUMNADO DE NECESIDADES
ESPECIALES**

Course details

Course name: 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

Year: 1

ECTS Credits: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

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

Coordinating teacher

Brief description of the contents

The main goal of this module is to introduce students into the field of TESL (Teaching English as a Second Language) to students with special needs. In more concrete terms, we will work on specific cases of SN students, for example, those with physiological disabilities dealing with blindness and deafness. The 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 learners rather than adapting other materials which have already been designed for non-disabled ESL students.

Prerequisites

Prerequisites established in the study plan

None.

Recommendations

Students should be competent in English at level B2.

Study programme

1. Theory contents

- Introduction: Special needs students from a psycholinguistic approach
- Definition of special needs students
- Integration vs. diversity awareness - Learning deficits of SN students (i.e. 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

Bibliography

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- Snyder, T. & Kesselman, M. (1972). "TESL to Blind People". New Outlook for the Blind. June.

Methodology

Clarifications

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

Face-to-face activities

Activity	Total
<i>Assessment activities</i>	1
<i>Information processing activities</i>	4
<i>Oral communication activities</i>	4
<i>Projects based on the course contents</i>	5
<i>Written expression activities</i>	2
Total hours	16

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	54
<i>Information processing activities</i>	15
<i>Information search activities</i>	15
Total hours	84

Results of the training and learning process

Knowledge, competencies and skills

- 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.

Assessment methods and instruments

Tools	Percentage
Examination	10%
Oral means	15%
Students assignments	75%

Period of validity for partial qualifications:

Second call of examinations

Clarifications:

Learning materials will be provided through Moodle (dossier, reading texts, presentations, further references).

In the extraordinary call of examinations, students will be evaluated as follows:

Students assignments: 100 %. A written assignment will be submitted as specified by the lecturer/s.

Sustainable development goals

Quality education

Other Faculty

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).