Partner University:	Universidad del Atlántico Medio
Erasmus code:	E LAS-PAL48

Code	Course	Semester	Subject area	Content	Home subejct	Code	Semester
				Bachelor's Degree in Infant and Primary Education			
	English I (A2)	autumn	KIDE	Understanding and oral and written expression in English (level B1), skills development to promote a first approach to English as a foreign language and work in multicultural and multilingual contexts. A) GRAMMAR: Patterns and uses of verb tenses, conditionals: basic forms. special ways of making a conditional sentence, focus on modal verbs, passive, shifting the emphasis within the sentence, gerunds and infinitives, prepositional verbs and phrasal verbs. B) VOCABULARY: focus on describing people, describing places, daily routines, free time, travelling	**Individual agreement**		
	English II (B1)	autumn	KIDE	Understanding and oral and written expression in English (level B2), skills development to promote a first approach to English as a foreign language and work in multicultural and multilingual contexts. A) GRAMMAR. revision of verbal tenses, relative clauses: defining and non-defining. participles and infinitives, verb patterns ii. reduced infinitives, modal auxiliaries ii: probability and other uses, expressing habits: present habits, past habit. To be/to get used to, phrasal verbs.	**Individual agreement**		
	Morphosyntax and Semantics in the English Language	spring	KIDE	Main concepts and fundamentals. Morphology. Word formation and current English grammar, learning how to read, learning how to write, Semantic fields and its relations.	**Individual agreement**		
	School Placement I and II	spring	KIDE	Educational centre observation and putting into practice the contents of the different subjects, lesson plans proposals and delivering lessons.	**Individual agreement**		
	English Phonics	autumn	KIDE	The English sound system and the International Phonetic Alphabet, Synthetic Phonics: Theoretical principles and from theory to practice. Didactic resources for the work in the classroom. Basic theoretical background, Articulatory phonetics, English sounds, Synthetic phonics, Teaching synthetic phonics	Phonetics, Pronunciation Development	KIDE24NA01AM07	IV
	Literature & Culture of English-Speaking Countries	autumn	KIDE	The study of the foreign language socio-cultural aspects and intercultural communication issues, the study of Anglo Saxon literature. British Literature and Culture I: from Prehistory to the Middle Ages. Anglo-Saxon Literature II: Renaissance, Baroque, Reformation and Augustan Age (1485-1750). Anglo-Saxon literature III: pseudoclassicism, romanticism and Victorian era (1751 –1901), Modernism (1901 - 1945), late modernism (1946 - 1999) and 21st century, other literature written in English: Ireland, the United States and Australia.	Contemporary Literature	KIDE04B10	IV
	Rhythm and Games	autumn	KIDE	Pedagogical principles on body, musical, artistic, and creative expressions. Children's games and songs as teaching resources with ludic components to promote auditory, rhythmic, and vocal education. Body language theory and its uses in second language learning for infant and primary education. Musical education theory and it uses in second language learning. Game theories and their ludic approaches for Teaching and Learning. Games and songs as methodological resources for English as a foreign language subject in infant and primary education.	The Methodology of Bilingual Pre-school Education: Visual Arts Education	KIDE24NA01AM05	III
					The Methodology of Bilingual Pre-school Education: Physical Education	KIDE24NA01AM08	IV
					The Methodology of Teaching Physical Education 3	KIDE24NA11A03	III
					The Methodology of Singing and Music III.	KIDE2202B03	III
					Music Education and Methodology 1	KIDE24NA02A03	III
					The Methodology of Bilingual Pre-school Education: Music Education	KIDE24NA01AM10	V
	Second Language Learning	autumn	KIDE	Bilingual Education: basic concepts, second language acquisition at an early age, influencing factors in the learning of English and ICTs in foreign language teaching and learning process. Second language acquisition. Introducing a new language. The experience of teaching a new language. Approaches: CLIL and the use of ICTs, bilingualism and its basic concepts.	**Individual agreement**		
				Master´s Degree in Bilingual Education			

	Bilingual schools. Politics, organization and features	autumn		Historical review of political and social responses to multilingualism. Different types of bilingual education in the world. European policies in teaching, language development and multilingualism. Spanish national and regional policies for the development of multilingualism. Management and organization of bilingual centres in Spain. Integrated Curriculum features. Effectiveness of bilingual programs. Organization and management of bilingual schools. Language assistants: functions, timetables and linguistic contributions. Bilingual education community. Specific learning needs in bilingual centres	**Individual agreement**
	Data analysis and research on bilingual education	autumn		The concept of educational research. Research in education. Research Designs and Instruments. An approach to data analysis in Educational Research. Writing up the investigation report. Case analysis: Research in bilingual education	**Individual agreement**
	Innovation in CLIL	autumn		From research to educational innovation. Innovation project: Stages and elements. European programmes for innovation in bilingual centres and mobility between countries. Classroom, centre, and community innovation. Best practices in CLIL centres. Innovation through ICTs in bilingual schools: school networks. International online projects; learning beyond school contexts.	**Individual agreement**
	Language acquisition and second language learning	autumn		The acquisition of the mother tongue(s) Behaviourism; Chomsky's nativism; Piaget's stages; Generativist semantics; structuralism, Interactionist theories, Main contributions of the cognitive neuroscience of language. The acquisition and learning of foreign languages (Stephen Krashen´s monitor hypothesis), Swain´s production and Long´s interaction; main language cognitive neuroscience contributions. Variables in second language learning and types of bilingualism: Context, age and psychosocial factors. Language acquisition biological bases. Windows of opportunity and second language acquisition.	**Individual agreement**
	Theoretical bases of CLIL	autumn			**Individual agreement**
	Assessment and evaluation in CLIL	spring		to analyse the concept of evaluation and its different typologies as well as its relationship with skills, objectives, content and learning outcomes. To know the criteria for prioritising one, or more than one, by taking into account CLIL key concepts regarding assessment: when to prioritise content, cognitive or communicative aspects. To apply the appropriate techniques for each type of evaluation. To design rubrics and provide feedback to students. To know different tools to evaluate the teacher´s performance and the successful outcomes in CLIL lessons.	**Individual agreement**
	Curriculum and teaching planning	spring		The study of the foreign language socio-cultural aspects and intercultural communication issues, the study of Anglo Saxon literature. British Literature and Culture I: from Prehistory to the Middle Ages. Anglo-Saxon Literature II: Renaissance, Baroque, Reformation and Augustan Age (1485-1750). Anglo-Saxon literature III: pseudoclassicism, romanticism and Victorian era (1751 –1901). Modernism (1901 - 1945). Late modernism (1946 - 1999) and 21st century. Other literature written in English: Ireland, the United States and Australia	**Individual agreement**
	Materials and resources: analysis, production and adaptation	spring		General resources for the teacher and students in the CLIL lessons. General study and classification of materials according to different criteria in the CLIL lessons. Production of CLIL personalised material depending on students' characteristics and groups' features. Adaptation of CLIL materials depending on students' linguistic competence and quality assessment of materials. Development of CLIL didactic units and CLIL project-based learning.	**Individual agreement**
	Teaching work placement	spring		to show the ability of putting the acquired knowledge into practice. To be able to relate the latest theories on education with aspects to improve the daily teaching practice in the classroom and the centre. To show skills linked to the development of proposals for improvement, in collaboration with other professionals. To be able to handle human relations in their professional and social contexts to improve the teaching-learning processes. To teach by taking account the CLIL approach at any educational stage. To adapt their teaching work both to the available materials and to the diversity of students that can be found at each educational stage	**Individual agreement**