



Erasmus+



UNIVERSIDAD DEL  
ATLÁNTICO MEDIO

# Universidad del Atlántico Medio

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UNIVERSITY COURSES IN ENGLISH: BACHELOR AND  
MASTER'S DEGREES

## Faculty of Education - Degrees in Early Childhood Education and Primary Education

4-year degrees (30 ECTS each term)

Speciality in English

Modules	ECTS	Terms	Years
✓ English I (A2)	6	1	1
✓ English II (B1)	6	1	2
✓ Morphosyntax and Semantics in the English Language	6	2	3
✓ School Placement I and II	20	2	3 and 4
✓ English Phonics	6	1	4
✓ Literature & Culture of English-Speaking Countries	6	1	4
✓ Rhythm and Games	6	1	4
✓ Second Language Learning	6	1	4
✓ Bachelor's Degree dissertation	10	2	4

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<b>Course Title:</b>	<b>English I (A2)</b>
<b>Degree programme:</b>	Bachelor's Degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>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.</p> <p>A) <b>GRAMMAR:</b> 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.</p> <p>B) <b>VOCABULARY:</b> focus on describing people, describing places, daily routines, free time, travelling</p>

<b>Outcomes:</b>	<ul style="list-style-type: none"><li>- to be able to express yourself correctly in English.</li><li>- to analyse the basic principles of language and communication sciences.</li><li>- to use written language appropriately (in Spanish and English)</li><li>- to show skills for teaching the language.</li><li>- to show skills to be dealt in multilingual contexts</li></ul>
<b>Teaching methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>English II (B1)</b>
<b>Degree programme:</b>	Bachelor's Degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>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.</p> <p>A) <b>GRAMMAR.</b> 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.</p>
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to be able to express yourself correctly in English.</li> <li>- to analyse the basic principles of language and communication sciences.</li> <li>- to use written language appropriately (in Spanish and English)</li> <li>- to show skills for teaching the language.</li> </ul>

	- to show skills to be dealt in multilingual contexts
<b>Teaching methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Morphosyntax and Semantics in the English Language</b>
<b>Degree programme:</b>	Bachelor's Degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of courses content:</b>	Semantic Fields and relations. Word Formation and Current English Grammar. Learning how to read and write. Main concepts and fundamentals: Main concepts and fundamentals. Morphology. Word formation and current English grammar, learning how to read, learning how to write, Semantic fields and its relations.

<b>Outcomes:</b>	<ul style="list-style-type: none"><li>- to design and evaluate lesson plans and programmes</li><li>- to analyse the factors involved in the English teaching-learning process.</li><li>- to analyse current approaches to teaching second languages.</li><li>- to address situations of language learning in multilingual contexts.</li><li>- to develop and evaluate curriculum contents through teaching resources and promote the corresponding competencies.</li></ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the student builds their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>School Placement I and II</b>
<b>Degree programme:</b>	Bachelor's Degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's Degree
<b>ECTS:</b>	20
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	Educational centre observation and putting into practice the contents of the different subjects, lesson plans proposals and delivering lessons.
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to integrate the skills acquired during the studies and reflect about them.</li> <li>- to analyse, interpret and summarise ideas taken from different sources.</li> <li>- to use an appropriate methodology for the development of review work or educational innovation.</li> <li>- to follow the written and typographical rules of an academic work</li> <li>- to promote the corresponding competencies.</li> </ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually



	and in groups.
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<b>Course Title:</b>	<b>English Phonics</b>
<b>Degree programme:</b>	Bachelor's Degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	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.
<b>OUTCOMES:</b>	<ul style="list-style-type: none"> <li>- to design and evaluate didactic programmes.</li> <li>- to analyse the factors involved in the teaching-learning process of English.</li> <li>- to analyse current approaches to teaching second languages.</li> <li>- to addressing situations of language learning in multilingual contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>- to develop and evaluate curriculum content through teaching resources and promote the corresponding competencies</li> <li>- to develop and evaluate curriculum contents through teaching resources</li> <li>- to promote the corresponding competencies</li> </ul>
Teaching Methodologies:	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Literature &amp; Culture of English-Speaking Countries</b>
Degree programme:	Bachelor's Degree in Infant and Primary Education
Study level:	Bachelor's Degree
ECTS:	6
Prerequisites:	None
Description of course content:	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.
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to design and evaluate didactic programmes.</li> <li>- to analyse the factors involved in the teaching-learning process of English.</li> <li>- to analyse current approaches to teaching second languages.</li> <li>- to addressing situations of language learning in multilingual contexts.</li> <li>- to develop and evaluate curriculum content through teaching resources and promote the corresponding competencies</li> <li>- to develop and evaluate curriculum contents through teaching resources</li> <li>- to promote the corresponding competencies</li> </ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral, and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Rhythm and Games</b>
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<b>Degree programme:</b>	Bachelor's Degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	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 its 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.
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to design and evaluate didactic programmes.</li> <li>- to analyse the factors involved in the teaching-learning process of English.</li> <li>- to analyse current approaches to teaching second languages.</li> <li>- to addressing situations of language learning in multilingual contexts.</li> <li>- to develop and evaluate curriculum content through teaching resources and promote the corresponding competencies</li> <li>- to develop and evaluate curriculum contents through teaching resources</li> </ul>

	- to promote the corresponding competencies
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the student builds their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Second Language Learning</b>
<b>Degree programme:</b>	Bachelor's degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	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.
<b>Outcomes:</b>	- to design and evaluate didactic programmes.

	<ul style="list-style-type: none"> <li>- to analyse the factors involved in the teaching-learning process of English.</li> <li>- to analyse current approaches to teaching second languages.</li> <li>- to addressing situations of language learning in multilingual contexts.</li> <li>- to develop and evaluate curriculum content through teaching resources and promote the corresponding competencies</li> <li>- to develop and evaluate curriculum contents through teaching resources</li> <li>- to promote the corresponding competencies</li> </ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the student builds their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Bachelor's Degree dissertation</b>
<b>Degree programme:</b>	Bachelor's Degree in Infant and Primary Education
<b>Study level:</b>	Bachelor's Degree
<b>ECTS:</b>	10

<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>This is an in-depth study on a particular subject or subjects by summarising the theory and skills acquired throughout the degree. It could be a bibliographical review on a topic of interest or an educational innovation proposal.</p> <p>The dissertation will demonstrate the acquisition of the skills developed throughout the degree and may be submitted once the student has passed all the degree subjects.</p>
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to design and evaluate didactic programmes.</li> <li>- to analyse the factors involved in the teaching-learning process of English.</li> <li>- to analyse current approaches to teaching second languages.</li> <li>- to addressing situations of language learning in multilingual contexts.</li> <li>- to develop and evaluate curriculum content through teaching resources and promote the corresponding competencies</li> <li>- to develop and evaluate curriculum contents through teaching resources</li> <li>- to promote the corresponding competencies</li> </ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the student builds their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

Master's degree in Bilingual Education

A 1-year degree (60 ECTS)

<b>Subjects</b>	<b>ECTS</b>	<b>Term</b>
Bilingual schools. Politics, organization and features	6	1
Data analysis and research on bilingual education	6	1
Innovation in CLIL	6	1
Language acquisition and second language learning	6	1
Theoretical bases of CLIL	6	1
Assessment and evaluation in CLIL	6	2
Curriculum and teaching planning	6	2
Materials and resources: analysis, production and adaptation	6	2
Teaching work placement	6	2
Master's Degree dissertation	6	2

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<b>Course Title:</b>	<b>Bilingual schools. Politics, organization and features</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>Historical review of political and social responses to multilingualism.</p> <p>Different types of bilingual education in the world.</p> <p>European policies in teaching, language development and multilingualism. Spanish national and regional policies for the development of multilingualism.</p> <p>Management and organization of bilingual centres in Spain. Integrated Curriculum features.</p> <p>Effectiveness of bilingual programs.</p> <p>Organization and management of bilingual schools.</p> <p>Language assistants: functions, timetables and linguistic contributions.</p> <p>Bilingual education community.</p>

	Specific learning needs in bilingual centres.
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to analyse the different aspects on the topic of multilingualism.</li> <li>- to distinguish the different types of bilingual education and their political and social implications.</li> <li>- to know the European and Spanish policies for the development of multilingualism.</li> <li>- to know the organization and characteristics of bilingual schools in Spain.</li> <li>- to analyse the human and organisational components that lead to best practice of teaching in the bilingual centre.</li> <li>- to show skills in multilingual contexts.</li> </ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Data analysis and research on bilingual education</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None

<p><b>Description of course content:</b></p>	<p>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</p>
<p><b>Outcomes:</b></p>	<ul style="list-style-type: none"> <li>- to analyse different types of academic portals and sources.</li> <li>- to know the main research designs and the instruments.</li> <li>- to differentiate different data analysis types.</li> <li>- to know the different research report elements.</li> <li>- to know the main research results and their major publishing networks to be able to apply lifelong learning.</li> </ul>
<p><b>Teaching Methodologies:</b></p>	<p>Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually and in groups.</p>

<b>Course Title:</b>	<b>Innovation in CLIL</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>From research to educational innovation.</p> <p>Innovation project: Stages and elements.</p> <p>European programmes for innovation in bilingual centres and mobility between countries.</p> <p>Classroom, centre, and community innovation.</p> <p>Best practices in CLIL centres.</p> <p>Innovation through ICTs in bilingual schools: school networks.</p> <p>International online projects; learning beyond school contexts.</p>
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to know the different elements and stages in an innovation project.</li> <li>- to analyse the different programmes that promote mobility and multilingualism in the EU countries.</li> <li>- to analyse existing innovation projects in bilingual centres, considering their strengths and weaknesses.</li> <li>- to plan projects that motivate students and integrate the country or countries' culture of the target language involving international experience.</li> <li>- to learn about different online resources that facilitate the exchange of information and learning with other teachers</li> </ul>

	and members of the educational bilingual community centres.
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the student builds their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Language acquisition and second language learning</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	20
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>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.</p> <p>The acquisition and learning of foreign languages (Stephen Krashen's monitor hypothesis), Swain's production and Long's interaction; main language cognitive neuroscience contributions.</p> <p>Variables in second language learning and types of bilingualism: Context, age and psychosocial factors.</p> <p>Language acquisition biological bases.</p> <p>Windows of opportunity and second language acquisition.</p>

	<p>Early bilingualism development.</p> <p>Language acquisition linguistic theories.</p> <p>Resources and methodologies for second language acquisition.</p> <p>Variables in the learning of second languages and types of bilingualism.</p> <p>Foreign language acquisition and learning.</p> <p>Structural methods for second language teaching.</p> <p>Functional methodologies for second language teaching.</p> <p>Other methodologies.</p>
<p><b>Outcomes:</b></p>	<ul style="list-style-type: none"> <li>-to identify the main psycholinguistic theories on the acquisition of the mother tongue.</li> <li>-to identify and know the characteristics of the main stages and influencing factors in the acquisition and learning of the mother tongue, second and foreign languages.</li> <li>- to know the different types of bilingualism and its factors.</li> <li>- to understand the different approaches and methodologies in teaching foreign language(s) and understand their contributions to the social development of each era.</li> </ul>
<p><b>Teaching Methodologies:</b></p>	<p>Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually and in groups.</p>

<b>Course Title:</b>	<b>Assessment and evaluation in CLIL</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	CLIL: knowledge and principles (I). CLIL: knowledge and principles (II). Assessment and evaluation in CLIL. Assessment and evaluation in CLIL. Instruments and practices.
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to analyse the concept of evaluation and its different typologies as well as its relationship with skills, objectives, content and learning outcomes.</li> <li>- 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.</li> <li>- to apply the appropriate techniques for each type of evaluation.</li> <li>- to design rubrics and provide feedback to students.</li> <li>- to know different tools to evaluate the teacher's performance and the successful outcomes in CLIL lessons</li> </ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Curriculum and teaching planning</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>The study of the foreign language socio-cultural aspects and intercultural communication issues, the study of Anglo-Saxon literature.</p> <p>British Literature and Culture I: from Prehistory to the Middle Ages.</p> <p>Anglo-Saxon Literature II: Renaissance, Baroque, Reformation and Augustan Age (1485-1750).</p> <p>Anglo-Saxon literature III: pseudoclassicism, romanticism and Victorian era (1751 –1901).</p> <p>Modernism (1901 - 1945).</p> <p>Late modernism (1946 - 1999) and 21st century.</p> <p>Other literature written in English: Ireland, the United States and Australia.</p>
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to differentiate the different levels of curricular specification.</li> <li>- to reflect on the lack of a national curriculum for bilingual centres and to be aware of the difficulty of adapting the monolingual autonomic curricula to the bilingual one.</li> <li>- to analyse the elements of CLIL lesson programming.</li> <li>- to develop a lesson plan/unit for CLIL contexts, integrating the 4Cs.</li> </ul>



	- to know the necessary elements for the proper development of CLIL lessons.
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the students build their own learning. Likewise, oral, and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Materials and resources: Analysis, Production and Adaptation</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>General resources for the teacher and students in the CLIL lessons.</p> <p>General study and classification of materials according to different criteria in the CLIL lessons.</p> <p>Production of CLIL personalised material depending on students' characteristics and groups' features.</p> <p>Adaptation of CLIL materials depending on students' linguistic competence and quality assessment of materials.</p> <p>Development of CLIL didactic units and CLIL project-based learning.</p>
<b>Outcomes:</b>	<p>- to know the CL basic materials characteristics.</p> <p>- to know how to adapt original texts in English to different levels of linguistic competence.</p>

	<ul style="list-style-type: none"> <li>- to adapt teaching materials for bilingual teaching based on the CLIL approach, considering the students' linguistic and cognitive abilities.</li> <li>- to have the necessary knowledge to evaluate materials according to CLIL criteria.</li> <li>- to design original CLIL materials.</li> </ul>
<b>Teaching Methodologies:</b>	Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the student builds their own learning. Likewise, oral and written tasks will be developed, individually and in groups.

<b>Course Title:</b>	<b>Second Language Learning</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>Bilingual Education: basic concepts, second language acquisition at an early age.</p> <p>Influencing factors in the learning of English and ICTs in foreign language teaching and learning process.</p> <p>Second language acquisition.</p>

	<p>Introducing a new language.</p> <p>The experience of teaching a new language.</p> <p>Approaches: CLIL and the use of ICTs, bilingualism and its basic concepts.</p>
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to design and evaluate didactic programmes.</li> <li>- to analyse the factors involved in the teaching-learning process of English.</li> <li>- to analyse current approaches to teaching second languages.</li> <li>- to addressing situations of language learning in multilingual contexts.</li> <li>- to develop and evaluate curriculum content through teaching resources and promote the corresponding competencies.</li> <li>- to develop and evaluate curriculum contents through teaching resources</li> <li>- to promote the corresponding competencies</li> </ul>
<b>Teaching Methodologies:</b>	<p>Theoretical-practical methodology with some master classes to establish the fundamentals of the subject and practical workshops in which the student builds their own learning experience. Likewise, oral and written tasks will be developed, individually and in groups.</p>

<b>Course Title:</b>	<b>Teaching Placement</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	Work placements in external centres or institutions. Writing up of the Practicum Report.
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to show the ability of putting the acquired knowledge into practice.</li> <li>- to be able to relate the latest theories on education with aspects to improve the daily teaching practice in the classroom and the centre.</li> <li>- to show skills linked to the development of proposals for improvement, in collaboration with other professionals.</li> <li>- to be able to handle human relations in their professional and social contexts to improve the teaching-learning processes.</li> <li>- to teach by taking account the CLIL approach at any educational stage.</li> <li>- to adapt their teaching work both to the available materials and to the diversity of students that can be found at each educational stage.</li> </ul>
<b>Teaching</b>	Tutorials and independent individual work guided by the placement, university and centre tutors

<b>Methodologies:</b>	Writing up of the report
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<b>Course Title:</b>	<b>Master's degree dissertation</b>
<b>Degree programme:</b>	Master's Degree in Bilingual Education
<b>Study level:</b>	Master's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of course content:</b>	<p>Master dissertation basic approaches: General characteristics, regulations and structure.</p> <p>Design, preparation and planning of the proposal.</p> <p>Written and oral work presentation in front of an expert panel.</p>
<b>Outcomes:</b>	<ul style="list-style-type: none"> <li>- to learn to search for information and access different databases.</li> <li>- to be able to collect materials, select sources and prepare a research paper with orderly and coherent writing.</li> <li>-to implement and evaluate innovative teaching practices, based on the scientific investigation.</li> <li>- to know and apply the minimum fundamentals of research design in the field of bilingual education.</li> <li>- to critically analyse scientific articles.</li> </ul>

	- to prepare and present an original academic paper.
<b>Teaching Methodologies:</b>	Tutorials, independent work guided by a university tutor. Writing up the master's dissertation.

Faculty of Communication: Degrees in Communication, Cinema and Protocol and Events Organization

Modules	ECTS	Terms	Years
✓ English Grammar and Conversation	6	1	1
✓ English for Media Professionals	6	2	2
✓ English for Protocol and Events Organization Professionals	3	1	3
✓ Formal English for Job Interviews and Employment in the cinema industry	6	2	4

<b>Course Title:</b>	English Grammar and Conversation
<b>Degree Programme:</b>	Degree in Communication
<b>Study Level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	Have an A1.2 level of English
<b>Description of Course Content:</b>	Students will learn the following grammar topics: Topic 1: Personal pronouns, questions, present simple, and present continuous

	<p>Topic 2: Past simple, regular and irregular verbs, past continuous, time sequences and connectors</p> <p>Topic 3: Plans/Predictions, present continuous, and defining relative clauses</p> <p>Topic 4: Present perfect, past simple, and adjectives (ending in –ed and –ing )</p> <p>Topic 5: Adjectives and adverbs, superlatives, and quantifiers</p> <p>Topic 6: Future tense and verbs review (past, present, and future)</p> <p>Topic 7: Uses of the infinitive and gerund</p> <p>Topic 8: First conditional, possessive pronouns, English grammar, and conversation</p> <p>Topic 9: Second conditional, present perfect, and past simple</p> <p>These topics will all be used during English conversations.</p>
<b>Outcomes:</b>	Students will have the capability to speak and write fluently, as well as comprehend an English conversation.
<b>Teaching Methodologies:</b>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Individual Study</li> <li>• Problem Solving</li> <li>• Project Based Learning</li> <li>• Face-to-face tutoring (Individually and/or group)</li> <li>• Hetero-evaluation, self-evaluation, and peer-evaluation</li> </ul>

<b>Course Title:</b>	English for Media Professionals
<b>Degree Programme:</b>	Degree in Communication
<b>Study Level:</b>	Bachelor's Degree



<b>ECTS:</b>	6
<b>Prerequisites:</b>	Have an A2+ level of English
<b>Description of Course Content:</b>	<p>Students will learn the following topics:</p> <p>The Internet and the Social Networks in Communication</p> <p>Public Opinion and Mass Media</p> <p>The Written Media: The Newspaper</p> <p>Advertising</p> <p>Marketing and Persuasion in the Media</p> <p>Preparing for an interview</p>
<b>Outcomes:</b>	Develop the ability to use English orally and in writing, as well as adapting it to the media industry/sector.
<b>Teaching Methodologies:</b>	<p>Lectures</p> <p>Individual Study</p> <p>Problem Solving</p> <p>Project Based Learning</p> <p>Hetero-evaluation, self-evaluation, and peer-evaluation</p>

<b>Course Title:</b>	English for Protocol and Events Organization Professionals
<b>Degree Programme:</b>	Degree in Events Organization and Protocols
<b>Study Level:</b>	Bachelor's Degree
<b>ECTS:</b>	3
<b>Prerequisites:</b>	Have an A2+/B1 level of English
<b>Description of Course Content:</b>	<p>Students will work on the following topics:</p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Marketing (trends and strategies)</li> <li>New forms of Media (web design, blogs and podcasts)</li> <li>Preparing for job interviews</li> </ul>
<b>Outcomes:</b>	Students will be able to design and carry out events at a medium level of difficulty in English as well as develop the staging of an event from the artistic and technical viewpoint.
<b>Teaching Methodologies:</b>	<ul style="list-style-type: none"> <li>Lectures</li> <li>Experience- based learning</li> <li>Cooperative Learning</li> <li>Online and/or Face-to-face tutoring</li> <li>Project- Based Learning</li> </ul>

<b>Course Title:</b>	Formal English for Job interviews and employment
<b>Degree Programme:</b>	Bachelor's Degree in Cinema
<b>Study Level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of Course Content:</b>	<p>Students will learn to prepare for job interviews, write and structure the CV and cover letter, and how to handle job offers and rejections. These skills will be specifically targeted at job interviews within the film industry.</p> <p>Different job-hunting methods</p> <p>Writing and structuring the CV</p> <p>Selling yourself effectively</p> <p>Cover letter and letter of intent</p> <p>Common interview questions</p> <p>Handling a job offer, rejection and negotiation</p> <p>Preparing for the interview: The business of film; professions in film and television; Pre-production, production, and post-production; Sound; Editing; Action and Mood</p>
<b>Outcomes:</b>	<p>Students will learn, elaborate, and work on the specialized terminology of staging and postproduction to prepare for a job interview within this field. They will also understand and master the technicalities of cinematography and be able to use them in the process of creating films.</p>

<b>Teaching Methodologies:</b>	Lectures Problem Solving Activities Project-based Activities/Learning Face-to-face tutoring (Individually and/or group) Hetero-evaluation, self-evaluation, and peer-evaluation
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## Faculty of ESCOEX: Degrees in Business Administration and Management and Law

Modules	ECTS	Terms	Years
✓ English for Business	6	1	4

<b>Course Title:</b>	English for Business
<b>Degree Programme:</b>	Degree in Business Administration and Management
<b>Study Level:</b>	Bachelor's Degree
<b>ECTS:</b>	6
<b>Prerequisites:</b>	None
<b>Description of Course Content:</b>	<p>Role-plays, reading, writing, and listening skills related to business will be developed within the following topics:</p> <ul style="list-style-type: none"> <li>First Impressions (presentations, networking, movers &amp; shakers)</li> <li>Training (apprenticeships, emphasizing, clarifying &amp; confirming)</li> <li>Employment trends (future of work, resolving conflicts, decision-making)</li> <li>Ethics (corporate responsibility, problem solving)</li> <li>Consultants (operations consulting, negotiating, market opportunities creativity)</li> <li>Strategy (goals &amp; values, brainstorming &amp; creativity)</li> </ul>

	Meetings, lectures, presentations, and talks.
<b>Outcomes:</b>	Students will develop the ability to communicate in English at high levels of comprehension and expression, with specialized vocabulary, when orally speaking and writing to companies.
<b>Teaching Methodologies:</b>	Lectures Cooperative Learning Online Learning Practical activities