**COURSE DESCRIPTION**

**COURSE DETAILS**

Title (of the course): **INTRODUCCIÓN A LA INICIACIÓN TEMPRANA A LAS SEGUNDAS LENGUAS**

Code: 622003

Degree/Master: **MASTERO UNIVERSITARIO ERASMUS MUNDUS EN PLAY,** Year: 1

ECTS Credits: 8.0

Classroom hours: 60

Face-to-face classroom percentage: 30%

Study hours: 140

Online platform:

**LECTURER INFORMATION**

Name: GÓMEZ PARRA, MARÍA ELENA (Coordinador)

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Area: FILOLOGÍA INGLESA

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Name: HUERTAS ABRIL, CRISTINA ARANZAZU

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Phone: 957 212 563

**PREREQUISITES AND RECOMMENDATIONS**

**Prerequisites established in the study plan**

None

**Recommendations**

None specified

**INTENDED LEARNING OUTCOMES**

CG5 To participate in formal and non-formal educational settings, in order to become agents of change within students’ own working context and answering the demands of a changing, complex, plurilingual and intercultural society.

CG6 To obtain and understand the knowledge about different cultural traditions and increase intercultural awareness within the family context and future generations in order to achieve a better disposition to accept differences.

CB9 To be able to communicate clearly and concisely their conclusions, as well as the underlying knowledge and reasons to both specialized and non-specialized audiences.

CT4 To show strategies of collaboration for the effective and positive interaction (both orally and written) in English, as well as to manage different resources and documentary sources.

CE1 To be able to communicate properly (both orally and written) research, thoughts, ideas and personal opinions about the proposals in the framework of their professional activities.

CB7 To know how to apply the acquired knowledge and their problem-solving capacities to new or unfamiliar environments into broader (or multidisciplinary) contexts related their specialization area.
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OBJECTIVES
1. To understand and know the basic concepts regarding Early Second Language Acquisition.
2. To plan and develop focused activities and tasks on Early Second Language Acquisition.
3. To innovate by creating new materials on Early Second Language Acquisition by integrating play and toys and Intercultural Education.

CONTENT

1. Theory contents
   1. Key concepts on Early Second Language Acquisition: an international perspective.
   2. Early Second Language Acquisition: benefits and drawbacks.
   3. Teaching resources for Early Second Language Acquisition.
      3.1. Review of the main features of classroom materials for initial stages.
      3.2. Critical analysis of textbooks for Early Second Language Acquisition.
   4. Towards a methodology for early second languages teaching and learning.
   5. Early Second Language Acquisition by toys and play.
      5.1. Intercultural education, Early Second Language Acquisition, and toys and play.
      5.3. Design of activities.

2. Practical contents
   1. Key concepts on Early Second Language Acquisition: an international perspective.
   2. Early Second Language Acquisition: benefits and drawbacks.
   3. Teaching resources for Early Second Language Acquisition.
      3.1. Review of the main features of classroom materials for initial stages.
      3.2. Critical analysis of textbooks for Early Second Language Acquisition.
   4. Towards a methodology for early second languages teaching and learning.
   5. Early Second Language Acquisition by toys and play.
      5.1. Intercultural education, Early Second Language Acquisition, and toys and play.
      5.3. Design of activities.

METHODOLOGY

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

Face-to-face activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Assessment activities</td>
<td>5</td>
</tr>
<tr>
<td>Case study</td>
<td>2</td>
</tr>
<tr>
<td>Conference</td>
<td>10</td>
</tr>
<tr>
<td>Debates</td>
<td>1</td>
</tr>
<tr>
<td>Group presentation</td>
<td>1</td>
</tr>
<tr>
<td>Group work (cooperative)</td>
<td>5</td>
</tr>
<tr>
<td>Lectures</td>
<td>10</td>
</tr>
<tr>
<td>Listening Activities</td>
<td>5</td>
</tr>
<tr>
<td>Projects</td>
<td>2</td>
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<tr>
<td>Reading Activities</td>
<td>5</td>
</tr>
<tr>
<td>Speaking Activities</td>
<td>2</td>
</tr>
<tr>
<td>Text analysis</td>
<td>5</td>
</tr>
<tr>
<td>Tutorials</td>
<td>2</td>
</tr>
<tr>
<td>Writing Activities</td>
<td>5</td>
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<tr>
<td><strong>Total hours</strong></td>
<td><strong>60</strong></td>
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Off-site activities

<table>
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<tr>
<th>Activity</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Analysis</td>
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<tr>
<td>Exercises</td>
<td>30</td>
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<tr>
<td>Group work</td>
<td>20</td>
</tr>
<tr>
<td>Reference search</td>
<td>30</td>
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<tr>
<td>Self-study</td>
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<tr>
<td><strong>Total hours</strong></td>
<td><strong>140</strong></td>
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WORK MATERIALS FOR STUDENTS

Case studies - http://moodle.uco.es/moodlemap/
Exercises and activities - http://moodle.uco.es/moodlemap/
Oral presentations - http://moodle.uco.es/moodlemap/
References - http://moodle.uco.es/moodlemap/

EVALUATION

<table>
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<tr>
<th>Tools</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments and projects</td>
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<tr>
<td>Case studies</td>
<td>20%</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>40%</td>
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<tr>
<td>Real and/or simulated tasks</td>
<td>20%</td>
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Period of validity for partial qualifications:
September 2020

Clarifications:
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).

BIBLIOGRAPHY

1. Basic Bibliography

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2. Further reading

None

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.