

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **IDIOMA EXTRANJERO PARA EL PROFESORADO DE EDUCACIÓN INFANTIL**

Code: 270052

Degree/Master: **GRADO DE EDUCACIÓN INFANTIL**

Year: 4

Field:

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <http://moodle.uco.es/moodlemap>

### LECTURER INFORMATION

Name: BOTIAS DOMÍNGUEZ, PILAR DEL ROSARIO (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Filosofía y Letras, planta baja, último despacho del pasillo junto al Salón de Actos

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

It is advisable that students have at least a basic knowledge of English (B1 level according to the Common European Framework of Reference for Languages).

It is also advisable that students show basic knowledge on the use of computers (office, e-mail, and Internet).

### INTENDED LEARNING OUTCOMES

- |      |   |
|------|---|
| CE1  | Knowledge of the objectives, curriculum content and assessment criteria in early childhood education.   |
| CE6  | To understand language acquisition in childhood, to be able to identify potential disfunctions and address them. To manage language learning effectively in multilingual and multicultural contexts. To communicate effectively both orally and in writing. |
| CE7  | To know the educational implications of information and communication technologies and, in particular, television in early childhood.   |
| CE11 | Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and promote them in students.   |
| CU1  | To prove foreign language competence.   |



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### OBJECTIVES

This course aims to improve and strengthen the level of English of the students in the last year of the Degree in Early Years Education. The required level when finishing this subject, according to the Common European Framework of Reference for Languages, is B2 for the five basic skills: listening comprehension, oral expression, reading comprehension, written expression and mediation.

The main objectives of this course are that students acquire, develop and improve their listening comprehension, oral expression, reading comprehension, and written expression in English. Special attention will be devoted to those phonological, lexical, morphological and syntax aspects of the English language that tend to present more difficulties for Spanish native speakers.

Due to the importance of English as the lingua franca, this course also aims at providing students with tools to improve their knowledge in other related courses.

Finally, this course also includes an intercultural approach, so that students develop progressive awareness to understand, accept and promote cultural diversity.

### CONTENT

#### 1. Theory contents

1. Subject and Object questions
2. Tense Review: Present, Future and Past Tenses
3. Articles and Quantifiers
4. Future Forms
5. The Passive in English
6. Comparatives and Superlatives
7. Modals of Speculation and Deduction
8. Relative Clauses
9. Conditional Clauses
10. Reported Speech
11. Hopes and Wishes

#### 2. Practical contents

1. Practising pronunciation
2. Asking for, offering and responding to help
3. Collocations
4. Asking for permission
5. Telling a story
6. Prefixes
7. Phrasal Verbs
8. Ordering Adverbs
9. Apologies
10. Reporting Verbs
11. Giving and Following Instructions

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being  
Quality education  
Gender equality  
Affordable and clean energy



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Decent work and economic growth  
 Industry, innovation and infrastructure  
 Sustainable cities and communities  
 Responsible consumption and production  
 Climate action  
 Peace, justice and strong institutions

## METHODOLOGY

### General clarifications on the methodology (optional)

When necessary, adaptation of the contents of this course 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 Córdoba).

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

Methodological adaptations will be specified in an interview with the teacher at the beginning of the course, taking into account all the skills and competences necessary to pass the course.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	4	-	4
<i>Group presentation</i>	5	2	7
<i>Group work (cooperative )</i>	8	3	11
<i>Listening Activities</i>	8	2	10
<i>Reading Activities</i>	8	2	10
<i>Speaking Activities</i>	6	6	12
<i>Writing Activities</i>	6	-	6
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Analysis</i>	20
<i>Exercises</i>	25
<i>Information search</i>	20
<i>Self-study</i>	25
<b>Total hours</b>	<b>90</b>

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### WORK MATERIALS FOR STUDENTS

Coursebook  
Exercises and activities  
Oral presentations

### EVALUATION

Intended learning	Document Analysis	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CE1	X	X	X	X	X
CE11	X	X	X	X	X
CE6	X	X	X	X	X
CE7	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)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.

#### Attendance will be assessed?:

No

#### General clarifications on instruments for evaluation:

The exams will have the following sections:

- Reading 25%
- Listening 25%
- Use of English (Grammar & Vocabulary): 50%

Speaking will be assessed in the practical lessons through oral presentations.

#### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students will take an interview with the teacher to adapt their assessment to their specific situation. Students with special needs: the adaptation of the contents of the subject will be carried out for these students following 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 a specific tutorial support in order to ensure the principle of equal opportunity if necessary.

#### Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

Assessment in extraordinary calls will be based on an exam, which includes:

- Grammar and use of English (60%)

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- Writing (20%)
- Listening (10%)
- Speaking (10%)

Students taking the exam in the Extraordinary calls must obtain at least 5 out of 10 points in all the skills assessed regardless of their grades obtained in the previous calls.

### Qualifying criteria for obtaining honors:

*A final mark of 9/10, regular attendance and active participation.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

Bibliography

- Day, J. & Rees, G. (2020). *Macmillan English Hub (B1+/B2-)*. London: Macmillan.
- Foley, M. & Hall, D. (2012). *My GrammarLab Intermediate B1/B2*. Essex, UK: Pearson Education.
- Murphy, R. (2019). *English Grammar in Use Book with Answers and Interactive eBook: A Self-study Reference and Practice Book for Intermediate Learners of English*. Cambridge, UK: Cambridge University Press.

### ONLINE DICTIONARIES

-Longman Dictionary Online: <https://www.ldoceonline.com>  
 Cambridge dictionaries online: <https://dictionary.cambridge.org> Macmillan Dictionary: <https://www.macmillandictionary.com/> Merriam-Webster: <https://www.merriam-webster.com>

### 2. Further reading

Further reading

- Brook-Hart, G. (2016). *Complete First (2nd edition)*. Cambridge: Cambridge University Press.
- Murphy, R. (2013). *Essential Grammar in Use. English Edition with answers and CD-ROM: A self-study reference and practice book for elementary students of English*. Cambridge: Cambridge University Press.
- Murphy, R., Craven, M. & Viney, B. (2012). *English Grammar in Use with Answers and CD-ROM (4th Edition)*. Cambridge: Cambridge University Press.

## COORDINATION CRITERIA

Common evaluation criteria

Joint activities: lectures, seminars, visits ...

Tasks performance

## SCHEDULE

Period	Assessment activities	Group presentation	Group work (cooperative)	Listening Activities	Reading Activities	Speaking Activities	Writing Activities
1# Fortnight	1,0	0,0	1,0	1,0	1,0	1,0	1,0
2# Fortnight	0,0	0,0	2,0	2,0	1,0	2,0	1,0



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Period	Assessment activities	Group presentation	Group work (cooperative )	Listening Activities	Reading Activities	Speaking Activities	Writing Activities
3# Fortnight	1,0	2,0	1,0	1,0	2,0	1,0	1,0
4# Fortnight	0,0	2,0	2,0	2,0	1,0	2,0	1,0
5# Fortnight	1,0	0,0	1,0	1,0	2,0	1,0	1,0
6# Fortnight	0,0	3,0	2,0	1,0	1,0	2,0	1,0
7# Fortnight	1,0	0,0	1,0	1,0	1,0	1,0	0,0
8# Fortnight	0,0	0,0	1,0	1,0	1,0	2,0	0,0
<b>Total hours:</b>	<b>4,0</b>	<b>7,0</b>	<b>11,0</b>	<b>10,0</b>	<b>10,0</b>	<b>12,0</b>	<b>6,0</b>

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.

## CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

## METHODOLOGY

### General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

When necessary, adaptation of the contents of this course 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 Córdoba).

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## EVALUATION

Intended learnig	Document Analysis	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CE1	X	X	X	X	X
CE11	X	X	X	X	X
CE6	X	X	X	X	X
CE7	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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.

**Attendance will be assessed (Scenario A)?:**

No

**General clarifications on instruments for evaluation (Scenario A):**

The exams will have the following sections:

- Reading 25%
- Listening 25%
- Use of English (Grammar & Vocabulary): 50%

Speaking will be assessed in the practical lessons through oral presentations.

**Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):**

Part-time students will take an interview with the teacher to adapt their assessment to their specific situation. Students with special needs: The adaptation of the contents of the subject will be carried out for these students following 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 a specific tutorial support in order to ensure the principle of equal opportunity if necessary.

## CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

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### METHODOLOGY

#### General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

When necessary, adaptation of the contents of this course 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 Córdoba).

### EVALUATION

Intended learnig	Document Analysis	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CE1	X	X	X	X	X
CE11	X	X	X	X	X
CE6	X	X	X	X	X
CE7	X	X	X	X	X
CU1	X	X	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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.

Moodle Tools	Document Analysis	Essay	Exams	Oral Presentation	Real and/or simulated tasks
Assessment rubric	X				
Attendance		X	X	X	
Participation		X			
Synchronous tests via videoconference			X	X	X
Videoconference			X		X

#### Attendance will be assessed (Scenario B)?:

No



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### General clarifications on instruments for evaluation (Scenario B):

The exams will have the following sections:

- Reading 25%
- Listening 25%
- Use of English (Grammar & Vocabulary): 50%

Speaking will be assessed in the practical lessons through oral presentations.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Part-time students will take an interview with the teacher to adapt their assessment to their specific situation.

Students with special needs: The adaptation of the contents of the subject will be carried out for these students following 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 a specific tutorial support in order to ensure the principle of equal opportunity if necessary.