

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **IDIOMA EXTRANJERO PARA EL PROFESORADO DE PRIMARIA (INGLÉS)**

Code: 100818

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

Year: 3

Name of the module to which it belongs: ENSEÑANZA Y APRENDIZAJE DE LAS LENGUAS

Field: IDIOMA EXTRANJERO PARA EL PROFESORADO DE PRIMARIA

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

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

### LECTURER INFORMATION

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## COURSE DESCRIPTION

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

-

#### Recommendations

It is advisable that students have at least a basic knowledge of English (A2 level according to the Common European Framework of Reference for Languages).

At the A2 level students are beginning to be able to function in social situations: they can understand the main points of clear standard input on familiar matters regularly encountered in work, university and leisure contexts; they can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans; and they can produce simple connected text on topics that are familiar or of personal interest.

Moreover, it is advisable that students have a basic knowledge of ICT.

### INTENDED LEARNING OUTCOMES

- |       |  |
|-------|--|
| CU1   | Accredit the use and mastery of a foreign language.  |
| CE3   | Effectively address language learning situations in multicultural and multilingual contexts. Foment reading and the critical analysis of texts of various scientific domains and cultural content in the school curriculum domains |
| CE10  | Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and foster them in students.   |
| CM7.8 | Address language learning situations in multilingual contexts.   |
| CM7.9 | Oral and written expression in a foreign language.   |

### OBJECTIVES

This subject aims to improve and strengthen the level of knowledge in the English language of the students of the Degree in Primary Education. The required level when finishing this subject, according to the Common European Framework of Reference for Languages, is B1 for the four basic skills: listening comprehension, oral expression, reading comprehension, and written expression.

The main objectives of this subject are that students acquire, develop and improve their listening comprehension, oral expression, reading comprehension, and written expression in a foreign language - 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 subject also aims at providing students with tools to improve their knowledge in other subjects, as well as in their final project.

Finally, this subject also includes an intercultural approach, so that students can be aware of the different situations of a second/foreign language classroom and understand the growing cultural diversity of our current society

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### CONTENT

#### 1. Theory contents

1. Tense review (present). Adverbs of frequency. State and action verbs.
2. Tense review (past). Used to and would. Uses of present perfect simple and past simple.
3. Future tenses.
4. Modal verbs.
5. Conditionals.
6. Passive voice. Have something done. Gerunds and infinitives.
7. Defining and non-defining relative clauses.
8. Reported speech: statements, questions and commands.

#### 2. Practical contents

1. Communication
2. Experiences
3. Work and business
4. Hobbies
5. Innovation
6. The arts
7. Psychology

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education  
Gender equality

### METHODOLOGY

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

##### METHODOLOGICAL ADAPTATIONS FOR PART-TIME STUDENTS

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 this 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 Córdoba). Furthermore, these students will have specific tutorial support in order to ensure the principle of equal opportunity if necessary.



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### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	3	-	3
<i>Conference</i>	3	-	3
<i>Debates</i>	2	-	2
<i>Group presentation</i>	-	1	1
<i>Group work (cooperative )</i>	-	3	3
<i>Lectures</i>	14	-	14
<i>Listening Activities</i>	2	3	5
<i>Presentation</i>	-	2	2
<i>Projects</i>	-	4	4
<i>Reading Activities</i>	7	-	7
<i>Speaking Activities</i>	6	2	8
<i>Tutorials</i>	5	-	5
<i>Writing Activities</i>	3	-	3
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Activities</i>	10
<i>Exercises</i>	20
<i>Information search</i>	3
<i>Online Tutorials</i>	2
<i>Reference search</i>	5
<i>Self-study</i>	40
<i>Video-conferences</i>	10
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Coursebook

Exercises and activities - <http://moodle.uco.es/moodlemap/>

Moodle - <http://moodle.uco.es/moodlemap/>

Oral presentations - <http://moodle.uco.es/moodlemap/>



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### Clarifications

The presentations and material of this course will be delivered by the teachers as the course moves forward.

## EVALUATION

Intended learning	Essay	Exams	Oral Presentation	Portfolios
CE10	X	X	X	X
CE3	X	X	X	X
CM7.8	X	X	X	X
CM7.9	X	X	X	X
CU1	X	X	X	X
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>
<b>Minimum grade</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.

### Method of assessment of attendance:

The portfolio will be based on the attendance and participation, mainly on the practical lessons of the course.

### General clarifications on instruments for evaluation:

The exams will have the following sections:

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

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

NOTE: If a student obtains in the "Essays" and/or in the "Oral Presentation" less than the minimum mark required, they should take that/those part/s in the second ordinary call (July). This means that the marks of the parts that have been passed will be kept for the second call, except in the case of the extraordinary call and the extraordinary call for completion studies.

NOTE 2: The use of any type of AI as well as any other form of plagiarism in the writing of texts is prohibited. In this respect, lecturers reserve the right to call anyone for a personal interview to clarify aspects of the work submitted.

### 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 evaluation 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

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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 extraordinary call and extra-ordinary call for completion studies:

Students using any of the Extraordinary calls will take one exam, where all skills will be assessed. They must obtain at least 5 out of 10 points in all the skills assessed regardless of their grades obtained in the previous calls.

Students with less than 15% of credits pending, excluding the Final Degree Project and compulsory External Work Placements, for the award of a degree may apply to the Management of their Centre or Faculty, just once and without prejudice to the University's Permanence Regulations, nor to the incompatibilities of enrolment and/or examination that the syllabuses determine, for an extraordinary call for the completion of studies with the following conditions:

- The application for the extraordinary call must be for all subjects pending to finish the studies, in which at least one call must have been used.
- In the extraordinary call for the completion of studies, the grade "No Presentado" (Not present) will not be possible.

### Qualifying criteria for obtaining honors:

*Attendance and participation in the practical lessons will be essential to pass this subjects with merits - Matrícula de honor.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

Day, J. & Rees, G. (2019). *Macmillan English Hub B1+/B2-*. Macmillan Education.

Rogers, L. (2019). *Macmillan English Hub B2*. Macmillan Education.

Foley, M. & Hall, D. (2012). *My GrammarLab Intermediate B1/B2*. 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 University Press.

Spencer, D. (2016). *Gateway B1+ (2nd Ed.)*. Macmillan Education.

### 2. Further reading

Brook-Hart, Guy. (2016). *Complete First (2nd edition)*. 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 University Press.

Murphy, R., Craven, M. & Viney, B. (2012). *English Grammar in Use (4th Ed.)*. 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/>



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## COURSE DESCRIPTION

### COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Common tasks for different courses

Joint activities: lectures, seminars, visits ...

### SCHEDULE

Period	Assessment activities	Conference	Debates	Group presentation	Group work (cooperative )	Lectures	Listening Activities	Presentation	Projects	Reading Activities	Speaking Activities	Tutorials	Writing Activities
1# Fortnight	0,0	1,0	0,0	0,0	0,0	2,0	0,0	0,0	0,0	1,0	1,0	2,0	0,0
2# Fortnight	0,0	0,0	1,0	0,0	0,0	2,0	1,0	1,0	1,0	1,0	1,0	0,0	0,0
3# Fortnight	1,0	0,0	0,0	0,0	1,0	2,0	1,0	0,0	0,0	1,0	1,0	0,0	0,0
4# Fortnight	0,0	0,0	0,0	0,0	0,0	2,0	1,0	0,0	1,0	1,0	1,0	1,0	1,0
5# Fortnight	1,0	1,0	0,0	0,0	1,0	2,0	0,0	0,0	0,0	1,0	1,0	0,0	0,0
6# Fortnight	0,0	0,0	0,0	0,0	0,0	2,0	1,0	1,0	1,0	1,0	1,0	0,0	1,0
7# Fortnight	0,0	0,0	0,0	1,0	1,0	2,0	1,0	0,0	0,0	1,0	1,0	0,0	0,0
8# Fortnight	1,0	1,0	1,0	0,0	0,0	0,0	0,0	0,0	1,0	0,0	1,0	2,0	1,0
<b>Total hours:</b>	<b>3,0</b>	<b>3,0</b>	<b>2,0</b>	<b>1,0</b>	<b>3,0</b>	<b>14,0</b>	<b>5,0</b>	<b>2,0</b>	<b>4,0</b>	<b>7,0</b>	<b>8,0</b>	<b>5,0</b>	<b>3,0</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.