



UNIVERSIDAD DE CORDOBA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN Y

PSICOLOGÍA

GRADO DE EDUCACIÓN INFANTIL

2024/25 YEAR

**IDIOMA EXTRANJERO PARA EL
PROFESORADO DE EDUCACIÓN
INFANTIL****Course details**

Course name: 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:** <https://moodle.uco.es/>**Coordinating teacher**

Name: GARCÍA MARÍN, LOURDES**Department:** FILOLOGÍAS INGLESA Y ALEMANA**Office location:** Facultad de Ciencias de la Educación y Psicología, Module E, First floor**E-Mail:** l62gamal@uco.es**Phone:** 957212563**Brief description of the contents**

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.

Prerequisites

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 ICT.

Study programme

1. Theory contents

Reading Comprehension of texts in the English language.

Oral expression tasks.

Writing coherent, well-cohesive, correct and appropriate texts on different topics and in different formats.

Functional and formal contents of the English language.

2. Practical contents

1. Structures

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

Bibliography

Day, J. & Rees, G. (2019). *Macmillan English Hub B1+/B2- Student's Book. Iberia Edition.* 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.

ONLINE DICTIONARIES:

Cambridge dictionaries online: <https://dictionary.cambridge.org/>

Longman Dictionary Online: <https://www.ldoceonline.com/>

Macmillan Dictionary: <https://www.macmillandictionary.com/>

Merriam-Webster: <https://www.merriam-webster.com/>

Thesaurus (by Dictionary.com): <https://www.thesaurus.com/>

Methodology

General clarifications on the methodology (optional)

The methodology of this course will be student-centred and aimed at enhancing students' language skills (listening, reading, spoken production and interaction, and writing), creativity and selfconfidence in using English to communicate with native and non-native speakers of the language, in both speaking and writing. Therefore, students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the teacher, and contribute to the whole learning process in a wide range of individual, pair and group activities. The approach to English learning will be communicative, functional and pragmatic, and so the English language will not be merely an object to be subjected to theoretical scrutiny, but a genuine vehicle of communication and a tool of knowledge to access interesting interdisciplinary subjects which are absolutely relevant in today's world. So as to expose students to as much relevant input as possible, English will be the common language of classroom management and communication.

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

Part-time students who cannot attend classes on a regular basis are required to inform the teacher of their personal circumstances during the first two weeks of the course so as to provide for the necessary assessment procedures.

In the case of 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.

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	5	-	5
Information processing activities	10	-	10
Oral communication activities	10	10	20
Reading comprehension, listening, visual, etc. activities	10	-	10
Written expression activities	10	5	15
Total hours:	45	15	60

Off-site activities

Activity	Total
Exercise and problem solving activities	45
Information search activities	45
Total hours	90

Results of the training and learning process**Knowledge, competencies and skills**

- CE1 Knowledge of the objectives, curriculum content and assessment criteria in early childhood education.
- CE6 To understand language acquisition in childhood, to able to identify potential disfunctions and address them. To manege 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.

Assessment methods and instruments

Intended learning outcomes	Examination	Means of practical execution	Oral means	Students assignments
CE1	X	X	X	X

Intended learning outcomes	Examination	Means of practical execution	Oral means	Students assignments
CE11	X	X	X	X
CE6	X	X	X	X
CE7	X	X	X	X
CU1	X	X	X	X
Total (100%) Minimum grade (*)	40% 5	20% 5	20% 5	20% 5

(*)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.

General clarifications on instruments for evaluation:

Practical executions will be based on the attendance and participation and will also be mainly developed in the practice lessons. The exams will have the following sections: Writing, Reading, Listening, and Use of English (Grammar & Vocabulary).

NOTE 1: *If a student obtains in the oral means, student assignments and/or practical executions 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 of studies.*

NOTE 2: *Plagiarism and/or cheating during the performance of ANY of the assignments carried out during the course will entail instant failure. This also includes the use of any artificial intelligence tools. The lecturers reserve the right to conduct a personal interview with the students about any of the assignments carried out in the course to clarify originality or any other relevant aspect.*

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.

Part-time students who cannot attend classes on a regular basis are required to inform the teacher of their personal circumstances during the first two weeks of the course so as to provide for the necessary assessment procedures.

In the case of 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 extraordinary call and extra-ordinary call for completion studies:

Assessment in the the extraordinary call and the extraordinary call for completion of studies will follow the same percentages as in the ordinary calls.

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.

Students being assessed in the extraordinary call need to contact the teacher at least two weeks before the exam to receive information about the assessment tools.

Qualifying criteria for obtaining honors:

Students will need to get more than 9.0 points out of 10 in their final grade to be considered for obtaining honors. Attendance and participation in the lessons will be essential in this sense.

Sustainable development goals

Quality education

Gender equality

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
