	UNIVERSIDAD DE CÓRDOBA	CÓDIGO: FDOC-088 VERSIÓN: 03 EMISIÓN: 08/03/2021 PÁGINA 1 DE 8
	PLAN DE CURSO	

1. INFORMACIÓN BÁSICA

1.1. Facultad	Ciencias de la Salud	1.2. Programa	Bacteriología		
1.3. Área	Adquisición de Lengua	1.4. Curso	INGLES I		
1.5. Código	504126	1.6. Créditos	2		
1.6.1. Horas DD (Sincrónicas)	4	1.6.2. Horas TI (Asincrónicas)		1.7. Año de actualización	2021

2. JUSTIFICACIÓN

This course aims to provide students a set of topics: topics of learning language communicative skills and topics related to students’ specific learning areas. The students will demonstrate development of communicative competency by reading and writing simple texts and performing simple listening and speaking tasks.

3. PROPÓSITOS DE FORMACIÓN U OBJETIVOS

Students will demonstrate communicative competency at a basic level in reading, writing, listening, and speaking.

4. COMPETENCIA GENERAL DEL CURSO


Students will demonstrate the A1-1 level of the Common European Framework in oral and written tasks.

Al completar cuarto semestre, los estudiantes deberán:


1. Utilizar el inglés de manera apropiada en varios contextos: personal, social y profesional.
2. Demostrar una actitud positiva hacia el aprendizaje, la enseñanza del inglés, la cultura objeto de estudio y otras culturas.
3. Mantener y mejorar el aprendizaje del inglés a través de una perspectiva de crecimiento profesional para afrontar una sociedad cualificada.
4. Demostrar una actitud positiva a nivel internacional e intercultural durante y después del proceso de aprendizaje.
5. Utilizar las tecnologías de la información y los medios de comunicación como un gran aliado para promover un aprendizaje más acelerado de una lengua extranjera.

5. UNIDADES DE APRENDIZAJE

4.1 **Unit 1.** Students will demonstrate their communicative skills while exchanging personal information.

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<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ The students will use everyday greetings, introductions, farewells, apologies, and acceptance of an apology according to specific situations. ✓ The Students will perform rehearsed roles in simple dialogues using specific formulas related to personal information. ✓ Students will ask grammatically structured simple questions related to personal information using short phrases and statements. ✓ Students will read very short and rehearsed statements . ✓ The students will write simple phrases and sentences about themselves and imaginary people, saying their names, nationality and age. <p>Suggested content</p> <ol style="list-style-type: none"> Introducing myself (Personal identification: names, address, age) Verb to be/Numbers/ Jobs Wh questions/ Countries and Nationalities <p>4.2 Unit 2. Students will exchange information about immediate and concrete surroundings like the classroom and school relying purely on rehearsed, lexically organized repertoire of situation-specific phrases.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ The students will perform simple and rehearsed dialogues using specific information about the classroom and the school. ✓ The students will ask and answer grammatically structured simple questions related to the location of objects in the classroom ✓ The students will understand simple specific and predictable information in oral texts when spoken slowly and carefully to him/her ✓ The students will recognize familiar words and very basic phrases in the most common everyday situations when speech is clearly and slowly articulated. ✓ The students will locate specific information in short, clear, simple messages and announcements related to his/her school and classroom. <p>Suggested content</p> <ol style="list-style-type: none"> Asking and giving information Possessive adjectives/ free time activities Describing places There is, there are/ adjectives/ counting hundreds, thousands, millions.

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5. Prepositions/Furniture

4.3 Unit 3. Students will perform personal and physical descriptions of people using rehearsed statements.

Learning Outcomes:

- ✓ The students will follow short talks about people’s personalities and physical description delivered in clearly articulated standard speech
- ✓ The students will engage in short conversations to talk about people’s physical and emotional traits using short and simple statements
- ✓ The students will follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning
- ✓ The students will understand and extract the essential information from short, recorded passages dealing with descriptions delivered slowly and clearly
- ✓ The students will give a simple description or presentation of people, physical and emotional traits, likes/dislikes, etc. using a short series of simple phrases and sentences linked into a list.

Suggested content

1. Describing people and places
2. Vocabulary about the family
3. Possesive-adjectives
4. Simple present statements to describe people
5. yes-no questions, and short answers

4.4 Unit 4. Students will use grammatical structures and sentence patterns from a learnt repertoire to exchange information about free time activities.

Learning Outcomes:

- ✓ The students will ask straightforward follow up information questions about favorite free time activities-
- ✓ The students will produce simple isolated sentences and questions about the frequency they participate in free time activities .
- ✓ The students will locate main ideas and key details in a text read aloud or information presented orally or through other media requesting clarification if something is not understood .
- ✓ The students will include multimedia components (e.g., graphics, sound) visual displays and knowledge of language and its conventions when writing a short message to someone .
- ✓ The students will use sentence-level context as a clue to the meaning of a word or phrase in a text.



Suggested content

1. Statements in simple present questions
2. information questions
3. Frequency adverbs
4. Questions: to be clear or not too direct
5. Expressions: I mean....
6. Suggestions: Let's
7. Conjunctions: But- and


4.5 Unit 5. Engage in oral and written communication to ask and answer questions about free time activities and the frequency these are done.

Learning Outcomes:

- ✓ Students will perform simple descriptions of his/her or other people's routines and habits using short and rehearsed statements,
- ✓ Students will locate specific information when reading or listening to texts (some prepared specifically for students, others authentic) on everyday life of people with different time frames.
- ✓ Students will elaborate oral and written texts using isolated phrases and sentences about his/her or other people daily routines using simple and short statements.
- ✓ Students will ask and answer straightforward follow up questions if he/she can ask for repetition .
- ✓ Students will make strategic use of digital media and visual displays of data to express information about weekly routines.

Suggested content


1. Simple present statements.
2. yes-no questions, and short answers
3. Verbs for everyday activities
4. Days of the week
5. Time expressions for routines
6. How often do you...?
7. S endings of verbs in third person.

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<p>Criterios de Evaluación e Indicadores de Desempeño</p> <p>Assessment will be about the students’ performance on the four language skills - listening, speaking- and will include reading and writing assignments for each unit of instruction. Key assignments (role-plays and/or simulations, oral presentations, formal compositions) will be assessed and feedback provided following assessment rubrics. The rubrics will include key criteria, such as fluency, accuracy, vocabulary use, pronunciation, and creativity. Informal assessment will be based on teachers’ observations and discussions with students about their progress, difficulties, and challenges. Checklist or note sheets will be used for classroom observation. Formal assessment will be done through checklists, rubrics, and tests.</p> <p>Each semester term will have 3 partial examinations written /oral tests.</p> <p>Nota: Cada corte tendrá su examen final y el seguimiento. El primero deberá ser máximo de 40% y el segundo del 60% respectivamente.</p>
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<p>6. COMPETENCIAS TRANSVERSALES</p> <ol style="list-style-type: none"> 1. Recognize, write and put into practice in oral activities familiar terms and very basic information concerning their specific learning areas. 2. Ask and give simple information about familiar topics in written and oral activities. 3. Use ICT in and out the classroom as a support to encourage students to learn a new language
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<p>7 . ESTRATEGIAS METODOLÓGICAS</p> <p>The course follows a task-based approach that consists on fostering different language skills in students while performing a task without pre-determining the language to be studied. Learners learn while completing different tasks. This methodology follows different stages:</p> <p>Pre-task: In which the students will receive concise instructions and input to determine what to do and to recall some language. This stage will be based on some tasks samples providing the students with a clear model of what is expected to do.</p> <p>Task: Learners complete the assigned task individually, in pairs or in groups using different features and structures of the language while the teacher organises and encourages the process.</p> <p>Students plan and practice what they are going to convey while the teacher monitors and advises to figure out any language questions or doubts. This stage is followed by reporting orally or in a written way to the class taking into account the order the teacher chooses. These practice activities will afford opportunities for the students to talk about their own experiences. Finally, the teacher gives feedback and suggestions to the students and the rest of class.</p>
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Post task: Learners evaluate their performance while comparing their tasks´outcomes with their partners´. The teacher provides content feedback and reinforces the language items that emerge from the performed task in which learners are expected to use the form- language while developing their oral production.

8. ACTIVIDADES Y PRÁCTICAS

Students will participate in different kinds of activities such as group-work or collaborative-work activities, basic spontaneous conversations, role-plays, simulations, oral presentations ect. Students will use high -interest themes to integrate language skills, out of class assignments, ect.

9. BIBLIOGRAFÍA

McCarthy, M., MacCarten, J., & Sandiford, H. (2014). Level 1A. Cambridge University Press, Second Edition.

Rost M., (2006) World View 1a, Pearson

10. TABLA DE OPERACIONALIZCION DEL CURSO

Anexo 1. Operacionalización del curso (FDOC 096)

Last updated. August, 2021

