



Information about the course

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 282063 **Name:** Inglés Intermedio para Ciencias Actividad Física y Deporte

Credits: 4,50 ECTS **Year:** 4 **Semester:** 2

Module: 4) Optional Module.

Subject Matter: Idiom **Type:** Optativa

Branch of knowledge: Health Sciences

Department: Basic Sciences and Cross-disciplinary Subjects

Type of learning: Classroom-based learning

Language/-s in which it is given: English

Teachers:

OAC30	Katherine Haug (Profesor responsable)	katherine.haug@ucv.es
OAC304	<u>Pablo Daniel Soltice Berenguer</u> (Profesor responsable inglés)	pablodaniel.soltice@ucv.es
OAC30B	<u>Chiara De Luca</u> (Profesor responsable inglés)	chiara.deluca@ucv.es



Module organization

4) Optional Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Inclusive Activities and Practices	4	Inclusive Activities and Practices in the Areas of Education and Leisure Time	4	4/2
Anthropology.	12	Anthropology	6	3/1
		Science, Reason and Faith	6	3/2
Collective Sports	22	Basketball	4	4/2
		Football	4	4/2
		Handball	4	4/2
		Hockey	4	4/2
		Volleyball	4	4/2
Adversary Sports	18	Fencing	4	4/2
		Judo	4	4/2
		Paddle	4	4/2
		Tennis	4	4/2
Sports in the Natural Environment	4	Sports in Nature: Specific Techniques	4	4/2
Individual sports	22	Athletics	4	4/2



Individual sports		Cycling	4	4/2
		Gymnastics	4	4/2
		Swimming	4	4/2
		Triathlon	4	4/2
Direction and Management of Gyms and Sports Centers	4	Gym and Sports Centre Management and Administration	4	4/2
Idiom	9	Inglés Avanzado para Ciencias Actividad Física y Deporte	4	4/2
		Inglés Intermedio para Ciencias Actividad Física y Deporte	4	4/2
Sports facilities	4	Sports Facilities	4	4/2
Research Methods and Techniques	4	Applied Research Methods and Techniques in Sport Sciences	4	4/2
Nutrition	4	Nutrition	4	4/2
Professional Itinerary Electives	27	Fitness and Physical Conditioning	6	4/1
		Pedagogy in Educational Values in Sports and Physical Activity	6	4/1
		Skills, Entrepreneurship and Employment	3	4/2
		Sports Management of Human and Economic Resources	6	4/1



Professional Itinerary Electives		Theory and Practice of Training for High Performance in Sports	6	4/1
Trends in sports practices	4	Trends in Sports Practices	4	4/2
Social Skills and Group Dynamics	4	Social Skills and Group Dynamics	4	4/2



Learning outcomes

Al finalizar la asignatura, el estudiante deberá demostrar haber adquirido los siguientes resultados de aprendizaje:

R1 - Produce well-organized oral texts in English (at B1+ level) appropriate for the interlocutor and their communicative purpose in general communication contexts and contexts related to Physical Education and Sports Sciences (CAFD).

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, know how to explain and disseminate the functions, responsibilities and importance of a good professional Graduate in Physical Activity and Sports Sciences as well as analyze, understand, identify and reflect critically and autonomously on their identity, training and professional performance to achieve the purposes and benefits of physical activity and sport in an adequate, safe, healthy and efficient manner in all physical-sports services offered and provided and in any professional sector of physical activity and sport.

R2 - Engage in oral debates in English (at B1+ level) with correctness, fluency, and spontaneity that allow for maintaining interaction, reacting, asking questions, and repeating what the interlocutor said to ensure mutual understanding in communication contexts.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas



- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
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R3 - Identify the general meaning, essential information, main points, and relevant details in clearly structured oral texts delivered in standard English (at B2 level) at a moderate pace and transmitted live.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
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R4 - Compose simple and cohesive written texts in standard English (at B2 level), whether public or private, that require conveying or contrasting information, narrating stories, describing experiences or events (real or imaginary), feelings, and reactions.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
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Assessment system

Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
R1, R2, R3, R4	50,00%	Written and/or practical tests.
R1, R2, R3, R4	30,00%	Individual or Group Work / Project.
R1, R2, R3, R4	20,00%	Oral tests or presentation.

Observations

Specifications of the evaluation instruments.

·Written and/or practical tests (50% final mark):

Partial exams (see dates in the course schedule). They may consist of different parts: listening comprehension, reading comprehension, written expression, oral expression and use of English (grammar and specific and/or general vocabulary). The type of questions in each of the tests may be:

1. multiple-choice questions: 3-4 answer options. No penalty for wrong answers.
2. True-false questions: The standard penalty system will be 1 wrong answer subtracting 50% of the value of a correct answer.
3. Short answers: no deduction for wrong answers.
4. Developmental questions: they must be answered correctly in both content and form (grammatical and lexical correctness) in order to obtain the maximum mark for each of them.

Final exam: same format as the mid-term exams, to be taken on the dates of the official exam dates.

Portfolio/sampler of exercises and practices carried out in the classroom during practical or



theoretical sessions. These exercises and practices can be reading tasks, listening comprehension tasks, language use tasks, among others. The assignments must be handed in on time and in the correct form, meeting the minimum established criteria. The final grade for this instrument will be determined by taking into account whether the minimum criteria of the assignment are met, as well as the quality of the assignments handed in.

· **Individual/group work/project (30%):** This assessment instrument is divided into two parts:

1. **Written paper (15%):** completion and delivery of at least one individual or group work on different topics related to sport practice and/or preparation, sport spaces, or others. A specific topic will be assigned to each student/group of students.
2. **Audiovisual presentation of the work(s)** (in person or on video, to be determined) (15%).

· **Oral tests or exhibition (20%)** This assessment tool may consist of one or several tests, each of which may include:

1. Interview or brief commentary on general aspects and aspects worked on in the classroom during theoretical or practical sessions.
2. Debate/exchange of ideas among students on topics related to sport practice and other areas worked on in class.
3. Planning and brief oral presentation of an assigned topic.

- The student may keep the assessment instruments passed for 3 years after the first registration.
- A compulsory attendance of 80% of the sessions is required.
- It is necessary to obtain 50% in all instruments to pass the subject.
- If any of these criteria are not met, the student will be graded with a maximum of 4.5.
- This subject can be applied for a single assessment by means of a request to the Secretary's Office, providing the appropriate evidence and justification for the request. This is essential for the application to be assessed by the subject's teaching staff.

The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published on the platform of each group at the student's disposal.



Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

Actividades formativas

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

- M2 Resolution of problems and cases.
- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.

IN-CLASS TRAINING ACTIVITIES

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom.	R1, R2, R3, R4	Resolution of problems and cases. Presentation of content by the teacher. Group dynamics and activities.	10,00	0,40



PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity.	R1, R2, R3, R4	Resolution of problems and cases. Practical laboratories. Presentation of content by the teacher. Practical lesson.	23,00	0,92
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.	R1, R2, R3, R4	Resolution of problems and cases.	5,00	0,20
TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works.	R2, R3, R4	Resolution of problems and cases. Presentation of content by the teacher.	7,00	0,28
TOTAL			45,00	1,80



TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring.	R2, R3, R4	Resolution of problems and cases. Group dynamics and activities.	22,50	0,90
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces.	R2, R3, R4	Resolution of problems and cases. Presentation of content by the teacher. Group dynamics and activities.	45,00	1,80
TOTAL			67,50	2,70



Description of contents

Descripción de contenidos necesarios para la adquisición de los resultados de aprendizaje.

Theoretical content:

Block of content	Contents
BLOCK I	Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of B1+ level. Specific area: Sport context, general questions: basic actions, implements, places where sport is practised, sport professionals, expression of sport results.
BLOCK II	Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of level B1+. Specific area: Sport context, general issues: competition sport, adventure activities and conditioning activities.
BLOCK III	Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of B1+ level. Specific area: Physical activity and health.
BLOCK IV	Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of B1+ level. Specific area: Psychosocial aspects of sport.
BLOCK V	Language skills: review and practice of the main grammatical, lexical, functional and pragmatic elements of B1+ level. Specific area: Research in Sport Science.



Temporary organization of learning:

Block of content	Sessions	Hours
BLOCK I	6	11,00
BLOCK II	6	11,00
BLOCK III	6	11,00
BLOCK IV	4	8,00
BLOCK V	2	4,00

References

BASIC REFERENCE:

Hernández, A. y Prades, C. (2019). *English for Physical and Sports Activities*. Altamar

COMPLEMENTARY REFERENCES:

Evans, V., Dooley, J, & Graham A. (2019) *Career Paths: Sports*. Express Publishing
Healthline Fitness. (n.d.). <https://www.healthline.com/fitness>

Nisco, M. C. (2017). *The English Training Lab. Sports and Health in ESP Contexts*.

PE Blog | Resources for PE Teachers and Coaches. (n.d.). PE Blog.

<https://blog.peoffice.co.uk/>

Rea, S. (2023). *Sports Science: A complete introduction*. Hachette UK.