



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160102 **Name:** English

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1/2

Module: Language Teaching and Learning

Subject Matter: Modern Language **Type:** Compulsory

Field of knowledge: Social and Legal Science

Department: English Language

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

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Module organization

Language Teaching and Learning

Subject Matter	ECTS	Subject	ECTS	Year/semester
Linguistics	4,00	Applied Linguistics	4,00	4/1
Modern Language	12,00	English	6,00	1/2
		English II	6,00	2/1
Language and Literature and its Didactics	13,50	Literary Background for Teachers (Valencian)	4,50	3/1
		Oral and Written Language (Catalan)	4,50	1/1
		Teaching of Valencian Language and Literature	4,50	4/1
		Literary Background for Teachers (Spanish)	4,50	3/1
		Oral and Written Language (Spanish)	4,50	1/2
		Teaching of Spanish Language and Literature	4,50	3/1

Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have a A2 level of English.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Students produce English B1 well-organized oral texts individually or in pairs/groups that are appropriate for the interlocutor and their communicative purpose in the contexts of a formal test, classroom presentations and/or media recordings.
- R2 Students perform with correctness, fluency and spontaneity that allow them to maintain interaction, being able to react, question or repeat the previous statement to ensure mutual understanding in oral tests, classroom assignments and individual/group tasks according to a B1 English level.
- R3 In English B1 listening tests and classroom tasks, the student understands the overall meaning, essential information, the main points and the most relevant details in clearly structured oral texts using standard language articulated at a relatively slow to medium speed and transmitted orally or by technical means, provided that the acoustic conditions are reasonably good or what was heard can be listened to again. They are able, for instance, to complete gaps in texts or tables and identify the correct answer when given choices.
- R4 In B1 English reading tests and classroom tasks, students understand the overall meaning, essential information, the main points and the most relevant details in clear, well-organized texts using standard language on general and current topics, related to their own specialty, or topics of special interest to them. They are able, for instance, to complete gaps in texts, extract meaning from context, identify the correct answer when given choices or match words with similar meanings.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.	X			
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.	X			
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.	X			
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.	X			
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.	X			
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			X	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
SPECIFIC		Weighting			
		1	2	3	4



CE42	Comprehend the basic principles of language and communication sciences.	x		
CE46	Know the process of learning written language and its teaching.	x		
CE47	Promote reading and encourage writing.			x
CE50	Express oneself orally and in writing in a foreign language (Level B1 of CEFR).		x	
CE51	Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.	x		



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	30,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R4	30,00%	Written tests: Objective tests with short and extended responses.

Observations

The final examination will consist of two parts: a written examination and an oral examination.

The oral test will be worth 10 points and consist of an oral presentation by which students will fulfill the requirements of R1, R2, R3.

The written test will be worth 30 points and consists of listening, reading and writing exercises, by which students will fulfill the requirements of R2, R3, R4.

In order to pass the subject, students must pass each of the two assessment blocks (summative assessment and formative assessment). If students fail one of the blocks, they will fail the entire course. The passing grade (a minimum of 5 out of 10) of the summative assessment and formative assessment blocks will be obtained by adding the different points awarded for each of its parts and by working out the average grade when required.

Both formative and summative assessment components will have clearly stated deadlines. In the case of tasks/projects/classroom activities, 1 point will be deducted per calendar day that the work is submitted after the deadline. For the first exam call, any task/project/classroom activity that is submitted late but without justification will only count towards the second exam call. In the case of written tests for the first exam call, if a student is not able to sit the test on the scheduled date without justification, they will be required to take the test in the second exam call.



Major mistakes in oral and written production and/or interaction tasks will result in students failing both assessment and classroom tasks.

Plagiarism will be dealt with according to the regulations of the Faculty of Education.

Official exam dates will not be modified unless an appropriately justified emergency comes up or it has been authorized by the Dean's office.

Students will have the option to repeat a failed assignment from formative assessment if they fail; in such case, the maximum mark awarded in the repeated task will be a pass (5/10).

Single final assessment: A student who is unable to attend any of the classes will be allowed to take a summative assessment that is worth 100% of the final grade for the subject. In order to qualify for this assessment, the student must ask for authorisation from course professor and supply any relevant documentation within four weeks from the date when the course begins.

In this scenario, the evaluation will consist of the following: a student will have to pass a comprehensive exam composed of various tasks. These tasks will relate to the key topics discussed throughout the course and intend to assess the student's mastery of the subject's learning outcomes.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	30,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
	30,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).

Observations

The final examination shall consist of two parts: a written examination and an oral examination.

The oral test will be worth 10 points and consist of an oral presentation by which students will fulfill the requirements of R1, R2.



The written test will be worth 30 points and consist of Listening, Reading and Writing exercises by which students will fulfill the requirements of R1, R4.

Both Listening and Reading exercises will include true/false and/or multiple choice questions.

In order to pass the subject, students must have passed each one of the two assessment blocks (summative assessment and formative assessment). If students fail one of the blocks, they will fail the entire course. The passing grade (minimum 5) of the summative assessment and formative assessment blocks will be obtained by adding the different points awarded for each of its parts and by working out the average grade when required.

Both formative and summative assessment components will have clearly stated deadlines. In the case of tasks/projects/classroom activities, 1 point will be deducted per calendar day delayed. If the tasks/projects/classroom activities are not submitted without justification, their submission and the grades for them will be part of the second sitting/evaluation. In the case of written tests, not sitting it on the scheduled date without justification will mean students' next chance will take place during the second sitting/evaluation.

Major mistakes in oral and written production and/or interaction tasks will result in students failing both assessment and classroom tasks.

Plagiarism will be dealt with according to the regulations of the Faculty of Education.

Official exam dates will not be modified unless an appropriately justified emergency comes up or it has been authorized by the Dean's office.

Students will have the option to repeat a failed assignment from formative assessment if they fail; in such case, the maximum mark awarded in the repeated task will be a pass.

Single assessment: Exceptionally, students who are unable to undergo the continuous assessment system and request it from their teacher within the first month of each semester may opt for this assessment system.

In this scenario, students will have to pass a comprehensive exam composed of various tasks.

These tasks will be related to the key topics discussed throughout the course and will allow to assess student's mastery of the subject's competencies.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M3	Project-based Learning
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M15	Project-based Learning
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M1, M3, M4, M7	R1, R2, R3, R4	6,00	0,24
Theoretical Class M1	R2	9,00	0,36
Practical Class M1, M3, M4, M7, M9, M10	R1, R2, R3, R4	20,00	0,80
Seminar M5	R3	8,00	0,32
Tutoring M1, M3, M4, M7, M9, M10	R1, R2, R3, R4	10,00	0,40
Evaluation M3, M5, M7	R1, R2, R3, R4	7,00	0,28
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M4, M7	R1, R2, R3, R4	47,00	1,88
Individual work M1, M10	R1, R2, R3, R4	43,00	1,72
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M15, M18	R1, R2, R3, R4	20,00	0,80
Practical class (e-learning mode) M15, M16, M18	R1, R2, R3, R4	64,00	2,56
Individual tutoring (e-learning mode) M19	R1	20,00	0,80
Evaluation (e-learning mode) M19	R1, R2, R3, R4	14,00	0,56
TOTAL		118,00	4,72

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15, M16, M18	R1, R2, R3, R4	20,00	0,80
Group Work (e-learning mode) M15, M16, M18	R1, R2, R3, R4	2,00	0,08
Discussion Forums (e-learning mode) M16	R3, R4	2,00	0,08
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R3	8,00	0,32
TOTAL		32,00	1,28



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Thematic content:	<ul style="list-style-type: none">·The concept of education·Basic competences and objectives·Schools: facilities, subjects, recent changes·Teaching and learning: environment, language, approaches
Grammatical content	<ul style="list-style-type: none">·Present simple y continuous·Future tense forms·Present perfect simple and continuous·Modal verbs·Comparatives and superlatives·Past tense verb forms: simple, continuous and perfect.·First and second conditionals

Temporary organization of learning:

Block of content	Number of sessions	Hours
Thematic content:	22,00	44,00
Grammatical content	8,00	16,00



References

Recommended reading:

Garrote et. Al. (2018). University English Course for Pre-service Primary Teachers. UAM Ediciones. ISBN: 978-84-8344-601-0

Fundamentals of English Grammar (International) SB with Answer key. Longman. ISBN: 9780132315135

Additional reading:

Adelson-Goldstein, Jayme and Shapiro, Norma. (2016). *Oxford Picture Dictionary. English/Spanish Dictionary.* Oxford: Oxford University Press.

Carter, Ronald and McCarthy Michael. (2006). *Cambridge Grammar of English: A Comprehensive Guide,* Cambridge: Cambridge University Press.

Coe, N., Harrison, Mark. & Paterson, Ken. (2006). *Oxford Practice Grammar.* Oxford: Oxford University Press.

Downing, Angela and Philip Locke. (2003). *A University Course in English Grammar,* 3rd ed., London and New York: Routledge.

Eastwood, J. (2005). *Oxford Learner's Grammar.* Oxford: Oxford University Press.

---. (2006). *Oxford Practice Grammar (Intermediate).* CD-ROM with interactive 'find and correct the mistake' exercises. Oxford: Oxford University Press.

Huddleston, Rodney and Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar,* Cambridge, Cambridge University Press.

Lobeck, Anne. (2000). *Discovering Grammar,* Oxford: Oxford University Press.

Murphy, R. (2012). *English grammar in use.* UK: Cambridge University Press.

Murphy, Raymond. (2008). *Essential Grammar in Use. Edición en español con respuestas + CDROM.* Cambridge: Cambridge University Press.

Redman, Stuart. (2017). *English Vocabulary in Use. Pre-intermediate and intermediate.* Cambridge: Cambridge University Press.



Swan, M. (2002). *The Good Grammar Book*. Oxford: Oxford University Press.

Dictionaries:

Diccionario Compact English-Spanish/Español-Inglés + CDROM. (2008). Larousse.

Longman Dictionary of Contemporary English. (2003). Harlow: Longman-Pearson Education Limited.

Longman Advanced (English-Spanish, Español-Inglés). (2003). Madrid: Longman-Pearson Education.

Wells, J. C. (2000). *Longman Pronunciation Dictionary*, 2nd ed. Harlow: Longman-Pearson Education Limited.

Webpages/online resources:

British Council: <http://learnenglish.britishcouncil.org/en>

Current news turned into lessons: www.breakingnewsenglish.com

Different kind of exercises: www.agendaweb.org

English Grammar: www.edufind.com/english-grammar/english-grammar-guide/

6 minute English: <https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>

TED talks:

<https://www.ted.com/talks?sort=newest&topics%5B%5D=education&language=en>