VNIVERSITAT ID VALÈNCIA

COURSE DATA

Data Subject	
Code	33661
Name	Foreign language I: english
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
1305 - Degree in Primary School Education	15 - Foreign language specialist (English)	Optional

Coordination	
Name	**Department**
SOLER PARDO, MARIA BELEN	80 - Language and Literature Education

SUMMARY

The subject "Lengua estrangera I: anglés" aims to consolidate discursive, functional, phonetic-phonological and orthographic, grammatical, lexical-semantic and socio-cultural contents in a foreign language in order to master the theoretical-practical knowledge of the subject. Foreign Language I (English) is focused on teachers of Primary Education who must achieve a knowledge of the English language sufficient to handle the five language skills effectively to be able to pass them on to their future students. We start from the idea of literacy as a basis for the development of English skills and, especially, to develop critical thinking. In this case, we will focus on writing as one of the keys; thus, students will compound argumentative essays, scripts and the subsequent interpretation of plays to foster the written competence.

This subject has, therefore, as a main objective that the student reaches an adequate communicative level in that language to be able to carry out such function. In order to achieve this objective, group communication activities of comprehension and written expression will be carried out in real contexts.

This course prepares students to achieve an English level corresponding to B2 (Vantage) of the Common European Framework of Reference for Languages (CEFR).

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

B2 level of English or higher.

Previous knowledge on language teaching acquired in the course "Foreign language for teachers (English)" in the degrees of Teacher in Infancy and Primary Education Teacher.

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

- Use information and communication technologies effectively as usual working tools.

- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

- Promote cooperative work and individual work and effort.

- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

- Know the processes of interaction and communication in the classroom.

- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

- Teach a foreign language in primary education.

- Design, assess and implement content and language integrated learning (CLIL) projects.

- Support pre-primary school teachers in the task of encouraging a first approach to a foreign language.

- Be able to understand and produce both formal and non-formal oral and written messages in a foreign language.

- Consolidate and learn basic concepts and terminology for describing the foreign language system in terms of phonology, morphology, syntax, semantics, pragmatics and discourse.

- Self-regulate the learning process and develop learning strategies within and outside the academic context.

- Get to know the most relevant aspects of the foreign culture: geography, history, literature, social institutions, lifestyles and traditions.

- Know how to act as a mediator between mother and foreign languages and cultures.

- Be able to properly interpret the cultural implications of the various uses of the foreign language.

- Know the official foreign language curriculum.

- Analyse the relationship between linguistics and foreign language teaching.

- Know and analyse the theories of acquisition, teaching methods and learning strategies of foreign languages.

- Know the specificity of learning a foreign language in a school setting.

- Develop skills for teaching and learning communicative competence in a foreign language.

LEARNING OUTCOMES

QA1 Students' linguistic and communicative competence (oral and written) in relation to the level that is expected to reach and exceed (B2) according to the CERF.

QA2 The attitude towards matter, tolerance and respect between equals, ability to work as a team.

QA3 Class attendance, active participation, work individually and autonomously, compliance with the deadlines established by the teacher.

QA4 Acquisition and construction of knowledge required in the subject of linguistic, discursive, interpersonal and sociocultural.

QA5 Master ICT tools as work instruments.

QA6 Be able to produce well-structured texts in the English language (e.g. argumentative text), as well as to defend a point of view on general issues indicating the pros and cons of the different options (e.g.. class discussions).

QA7 Identify in a clear way and be able to explain the theoretical and practical aspects of phonology, grammar, semantics, syntax and pragmatics of the English language.

DESCRIPTION OF CONTENTS

1. Content description
We start from the base of literacy understood as a dynamic concept which focuses on the linguistic cognitive abilities, both oral and written, capacity to work by genres and cultural knowledge of the students. In addition, literacy implies interpretation, collaboration, (self) reflection and resolving ability. In short, it implies communication.

1. Discourse content

1.1. Important aspects of communication.

Distinctive features of common written and spoken genres, pragmatic and semantic meanings, functions.
The mechanics of writing:

Spelling, grammar, plagiarism and referencing.

Clarity: the first rule of style, conciseness, aspects of voice and tone, other style issues, whole text development, reviews, letters, reports, e-mails, essays, and paragraph structure.

1.2. Textual coherence

1.2.1. Type, textual sequence

1.2.2. Register

1.2.3. Lexical selection and syntactic-structure selection

1.2.4. Context and references: uses of tenses, adverbs and time expressions.

1.2.5. Text and context.

1.3. Textual cohesion

1.3.1. Introduction to the topic, word order, use of particles and enumeration

1.3.2. Discourse analysis

1.3.3. Sequencing, exemplification, subject digression and subject recovery

1.3.4. Discourse conclusion: summary and recapitulation

1.3.5. Oral discourse: turn-taking, showing comprehension, checking that the message has been understood

1.3.6. Discourse markers

1.3.7. Intonation as a resourse in an oral text

1.3.8. Punctuation

1.3.9. Text structure

1.3.10. Linking words. Conjunctions and adverbs.

2. Functional contents

2.1. Functional contents related to the expression of knowledge, opinion, belief and conjecture.

2.2. Functional contents related to the expression of offering, intention, will and determination

2.3. Functional content addressed to the recipient who is expected to do or not to do something or to clarify or explain something

2.4. Functional contents to establish or maintain social contact and express attitudes and feelings about others: joy, sadness, empathy, etc.

3. Phonetics and Phonology

3.1. What is phonology?

3.2. IPA (International Phonetic Alphabet)

3.2. Spelling

3.3. Homographs and homophones

3.4. Introduction to phonemic symbols

3.1.5. Phonemes and allophones

3.1.6. Diphthongs and triphthongs

3.1.7. Stress, rhythm and intonation

3.1.8 Varieties of English pronunciation: Geographical variation

3.1.9 ed pronunciation

4. Grammatical context

4.1. Simple sentences

4.2. Compound sentences

4.3. Nouns

http://www.curso-ingles.com/aprender/cursos/nivel-basico/nouns/nouns

4.3.1. Foreign plurals

4.3.1. Zero plural

4.3.1. Plural forms of compound nouns

4.4. Adjectives

4.4.1. Order. Compound adjectives

http://www.grammar.cl/english/compound-adjectives.htm

4.4.2 Comparatives and superlatives

4.5. Verbs

4.5.1.Tenses: indicative and imperative

4.5.2.Future forms

4.5.3.Present continuous, present perfect and past

4.5.4.Causative verbs: have and get.

http://www.ejerciciodeingles.com/estructuras-causativas-ingles-have-get/

4.5.5. Linking verbs (be, seem, look, smell, taste, etc.) and (become, get, grow, turn, go).

4.5.6. Modal verbs

4.5.7. Passive voice

4.5.8. Conditional sentences

4.6. Adverbs

4.6.1. Form and function

http://www.curso-ingles.com/aprender/cursos/nivel-intermedio/adverbs/adverbs-form-and-function

4.6.2. Types and positions

http://www.curso-ingles.com/aprender/cursos/nivel-intermedio/adverbs/adverbs-types-and-positions

4.6.2. Adverbial phrases

http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv279.shtml

4.6.3. Differences between already and yet.

4.6.4. Differences between still and yet.

4.7. Prepositions

4.7.1. Prepositional phrases

http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv279.shtml

4.8. Reported speech

4.8.1. He said that

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5. Lexical semantics in context

5.1.1. Personal identification

5.1.2. Daily life activities

5.1.3. Spare time: hobbies

5.1.4. Means of transport

5.1.5. Health

5.1.6. Services

5.1.7. Leisure activities

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6. Sociocultural and sociolinguistic contents

6.1. Daily life

6.1.1. Food and drink; typical dishes of the English speaking environment.

6.1.2. Timetable and habits in eating.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

To achieve the objectives of this subject, an active and participatory methodology will be used so that the teacher builds the sequence of knowledge to be acquired and the reflections about them with the participation of the students based on the knowledge the student has about the matter. As a general principle, an attempt will be made to maintain a balance between lectures for theoretical classes and practice-oriented activities that complement theoretical contents and promote communication and participation between students and teachers. At the same time, it is important to highlight the importance of the materials used in the classroom for the achievement of the objectives of the subject, both individual and those that are carried out with other students.

Hours of tutoring, seminars and other guided activities will be of great importance when solving problems or directing projects. There will also be the possibility of tutoring through the use of computer means: electronic mail, virtual classroom, ... etc. Attendance and active participation in the theoretical-practical classes are essential.

The academic practice in this subject is structured in the following levels:

In-person activities (40% of total work volume)
1. Theoretical-practical classes (30%)
Theoretical-practical classes in which the contents of the subject will be dealt with, will be debated and carried out activities using different teaching resources: lectures, seminars, workshops, work groups, etc. The orientations and materials necessary for the development of these activities will be provided to students either in face-to-face sessions, either through the reprography service or from the virtual classroom.
2. Group work (5%)
The accomplishment of works has the aim to emphasize the importance of the cooperative learning and to reinforce the individual. The defense of these works can be individual or collective and can be faced with the whole group in the classroom or in tutorials and seminars with reduced audiences.
3. Tutorials (5%)
Individual and group tutoring will serve to coordinate students in individual and group tasks, and to evaluate individual and / or group progress
Non-face-to-face activities (60% of total work volume)
4. Study and autonomous work (60%)
The model of the teacher as a researcher in the classroom focuses on the individual activity of the student in the formulation of relevant questions and in the search, analysis, elaboration and subsequent communication of information. In this sense, individual and other cooperative works will be considered, all oriented, supervised and evaluated by the teachers.

EVALUATION

The assessment will be continuous and global, it will be orientative and formative, and it will be necessary to take into account the ability to analyze individual and collective learning processes.
At the end of the course, the student must be able to:
Have an adequate level in the acquisition of skills and specific knowledge of the subject.
Master the methods, techniques and other abilities and abilities of a student of Education.
Have been demonstrated an adequate attitude toward the subject and respect towards classmates / as, attendance and participation in classes, interest and consistency to achieve a positive progression, as well as the ability to work in groups.
Have a linguistic and communicative competence, both oral and written, in relation to level B2 of the European Reference Framework, especially the language in which the subject is taught.
The acquisition of these capabilities will be observed through the following evaluation tools:
Participation in the classroom through oral and / or written works.
Individual oral and / or written tests.
Participation during Reading Weak will be taken into account.
In the tests and written works, it will be taken into account that the presentation is appropriate for a teacher-to-be as well as spell checking, lexical and grammatical, and aspects related to the adequacy, coherence and cohesion of the text . In this sense, the criteria of the corresponding Teaching Unit will be applied. The language in which the subject is taught will be the one that students must use in class and in all the assessment tools.

The assessment will have as main components:

1. An initial or prospective assessment to determine students' previous knowledge and expectations.

2. For the final evaluation, a test of oral production (speaking) that will occupy 20% of the final grade will be taken, and a written exam (use of English and writing) and listening comprehension that will occupy 40% of the final mark. There will also be a joint project that will occupy 25% of the evaluation, all through group techniques to achieve the objectives. Finally, 15% of the final grade will be directed towards participation and attendance in class.

3. During this course, different oral and written activities will be carried out periodically as a complement to the contents developed in class, which will be taken into account in the final evaluation.

All activities will be developed in English.

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- WEBSITES

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  http://www.realbooks.co.uk

  http://www.atozteacherstuff.com

  http://eslcity.com/english

  http://www.multingles.net

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  http://eslcity.com/english

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http://www.bartleby.com/64/

http://www.english-the-easy-way.com/

http://www.dailygrammar.com/index.shtml

http://www3.telus.net/janis-esl/grammar.html

http://perso.wanadoo.es/autoenglish/freeexercises.htm

http://english.itcmedu.com/drills/index.html

http://www.nonstopenglish.com/

http://www.manythings.org/e/grammar.html

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1. Contenidos

Se mantienen los contenidos inicialmente recogidos en la guía docente.

2. Volumen de trabajo y planificación temporal de la docencia

Se mantiene la carga de trabajo del alumnado que marca el número de créditos y se distribuye entre las diversas actividades de la misma manera que marcaba inicialmente la guía docente.

La planificación temporal de la docencia se basará en el modelo establecido por la Facultat de Magisteri sobre la base de la reducción de la presencialidad del 50% acordada por toda la Universitat de València.

Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las horas destinadas a las clases teóricas y/o prácticas en aula se sustituirán por clases no presenciales, síncronas (mediante BBC o similar) o asíncronas, poniendo material a disposición del alumnado en el aula virtual.

VNIVERSITAT ĠⅮ VALÈNCIA

3. Metodología docente

La metodología que se seguirá hace indispensable la implicación del alumnado. Para el segundo cuatrimestre del curso académico 2020/2021, se utilizarán diferentes recursos para los alumnos alternos que trabajan desde casa en función de la disponibilidad técnica y la adaptación de la docencia presencial como, por ejemplo, se subirán powerpoints locutados, ejercicios prácticos con soluciones, audios, videoconferencias, etc. La parte de presencialidad de los estudiantes se dedicará a la realización de tareas, seguimientos de trabajos en grupos, gamificación, aprendizaje comunicativo. Asimismo, se utilizará el programa de aprendizaje autónomo CELSIP (Communicative English Language Skills Improvement Programme), donde los alumnos podrán trabajar de manera independiente.

El sistema de tutorías se mantiene. Las tutorías se realizarán de manera virtual mediante Blackboard Collaborate o correo electrónico (que será contestado en máximo 48 horas salvo casos excepcionales)

4. Evaluación

La evaluación será holística, formativa y sumativa, con pruebas de evaluación mediante proyectos y un test escrito:

- 20%: tareas individuales y grupales

- 20%: prueba de evaluación oral realizada por medio de Blackboard Collaborate o presencial, dependiendo de las circunstancias sanitarias.

- 25%: Proyecto conjunto que consistirá en la realización de un proyecto Booktube.

- 25%: Prueba objetiva tipo test presencial o por aula virtual, dependiendo de las condiciones sanitarias.

- 10%: Asistencia, participación, realización de las tareas previas en el aula virtual.

5. Bibliografía

Se mantienen los dossiers recomendados que son de elaboración propia y se añaden otras páginas webs complementarias para consulta del estudiante.

Se mantienen las lecturas recomendadas para estar disponibles en bibliotecas virtuales y / o en formato pdf online.