

**COURSE DATA****Data Subject**

<b>Code</b>	33680
<b>Name</b>	Foreign language for teachers: english
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1304 - Degree in Preschool Education	Faculty of Teacher Training	1	Other cases
1305 - Degree in Primary School Education	Faculty of Teacher Training	1	Other cases
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	1	Other cases

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1304 - Degree in Preschool Education	24 - Foreign language for teachers	Optional
1305 - Degree in Primary School Education	10 - Foreign language for teachers	Optional
1324 - Degree in Preschool Education (Ontinyent)	24 - FOREIGN LANGUAGE FOR TEACHERS	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
GOMEZ LOPEZ, ÁNGELA	80 - Language and Literature Education

**SUMMARY**

*English Language for Teachers* is a compulsory **four-month** subject (6 credits) which is taught in the first academic year of the Degrees in Primary School Education and Preschool Education.

This subject has a dual nature: linguistic and educational. On the one hand, students should achieve the B1 proficiency level required by The Common European Framework of Reference for Languages (CEFR). On the other hand, students should be able to teach content from non-linguistic areas, using English as a vehicular language, following the CLIL methodology.



Considering both the linguistic and educational nature of this subject, the general objectives are:

- To improve students' level of communicative competence in the foreign language gradually. The student should achieve the Independent User B1 level defined by the Common European Framework of Reference for Languages:

*“(the student) can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.*

*[...] (he/she) can deal with most situations likely to arise while travelling in an area where the language is spoken [...] and (he/she) can produce simple connected texts on topics that are familiar or of personal interest.” (CEFR)*

- To foster the use of the foreign language in the academic field and in the school field.
- To understand the basic principles of the current trends of teaching / learning of foreign languages and to be able to perceive the application of these principles in teaching practice.
- To be able to implement activities in a foreign language in practice with students of Primary and Pre-school and to identify the principles that support the different types of activities.
- To develop an open and respectful attitude towards the culture of the foreign language.
- To value the importance of learning a foreign language as a factor of intellectual and social development.
- To develop autonomous learning strategies that include the use of ICT.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Knowledge and competences acquired from prior school training: baccalaureate or training modules, as well as other external, formal and non-formal studies.

## 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.
- Understand and produce oral and written messages in the foreign language in everyday situations.
- Recognise and value the correct and appropriate use of language.
- Adopt an open and respectful attitude towards foreign languages and cultures.
- Schedule activities and select materials for teaching and learning a foreign language.
- Be able to encourage a first approach to a foreign language in pre-primary education.
- Design and implement content and language integrated learning projects.
- Create a classroom climate that facilitates student learning and participation.
- Know assessment strategies and techniques and understand assessment as an instrument for regulating and stimulating effort.
- Self-regulate one's own learning process by developing appropriate strategies in and out of the classroom.
- Be able to learn independently and to integrate the use of ICT into the teaching-learning process.
- Value the importance of learning a foreign language as a factor for intellectual and social development.



- Deal effectively with situations of language learning in multicultural and multilingual contexts.

#### **1324 - Degree in Preschool Education (Ontinyent)**

- 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; multiculturalism and interculturalism; 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.
- Understand and produce oral and written messages in the foreign language in everyday situations.
- Recognise and value the correct and appropriate use of language.
- Adopt an open and respectful attitude towards foreign languages and cultures.
- Schedule activities and select materials for teaching and learning a foreign language.
- Be able to encourage a first approach to a foreign language in pre-primary education.
- Design and implement content and language integrated learning projects.
- Create a classroom climate that facilitates student learning and participation.
- Know assessment strategies and techniques and understand assessment as an instrument for regulating and stimulating effort.





- Self-regulate one's own learning process by developing appropriate strategies in and out of the classroom.
- Be able to learn independently and to integrate the use of ICT into the teaching-learning process.
- Value the importance of learning a foreign language as a factor for intellectual and social development.
- Deal effectively with situations of language learning in multicultural and multilingual contexts.

## LEARNING OUTCOMES

After the completion of this subject, the student should be able to:

Understand and produce oral and written messages in the foreign language in everyday situations.

Develop an open and respectful attitude towards foreign languages and cultures.

Design and implement in practice learning projects with integrated contents and foreign language (CLIL).

Self-regulate the learning process, developing appropriate strategies within and outside the classroom.

Develop independent learning, integrating the use of ICT in the teaching-learning process.

Realize the importance of learning a foreign language as a factor of intellectual and social development.

Deal effectively with language learning situations in multicultural and multilingual contexts.

## DESCRIPTION OF CONTENTS

### 1. How to provide and ask for information in the past and in the present

Talking about achievements, and recent activities; talking about recollections; telling stories in the past. Talking about ourselves and others; talking about things and places; conversational opening, closing and management.

Grammar: General review. Present simple and continuous, present perfect simple and continuous; frequency adverbs; past simple and continuous; past perfect. articles; pronouns; adjectives; questions; count and non-count nouns; quantifiers.

### 2. How to talk about future actions and events

Talking about future plans and intentions; making offers and suggestions; conveying guesses; talking about hypothetical situations; giving advice. Talking about education: British and American system.

Grammar: future simple and continuous; future perfect; first and second conditional; future time clauses + when, until, as soon as, etc.



### **3. How to convey ones feelings, values and opinions**

Talking about ones feelings, interests, preferences, likes and dislikes, conveying and explaining ones opinion, agreeing, disagreeing and complaining. Reporting what someone said.

Grammar: reported speech: sentences and questions; gerunds and infinitives; non-finite and finite clauses: wishes and regrets.

### **4. How to talk about hypothetical and/or imaginary situations.**

Talking about: unexpected events, how things could have been different in the past. Being able to describe countable and uncountable quantities either in plural or singular.

Grammar: -ed, -ing adjectives; comparatives and superlatives, third conditional; quantifiers, phrasal verbs.

### **5. How to talk about connections between things, people and places**

Talking about important information about things, people and places and find out connections between them, aiming to connect them with the culture of English speaking countries. Giving extra non-essential information. Checking something you already think is true in spoken interaction.

Grammar: relative clauses: defining and non-defining clauses, question tags; compound nouns.

### **6. How to talk about processes whose agent is not said, known or important**

Talking about: appearances and being able to judge them, something we are not sure or certain, processes (e.g. scientific ones). Describing locations. Formal writing (e.g. newspaper reports).

Grammar: passive voice (all tenses), modal verbs: modals of deduction: might, cant, must.

### **7. Child language learning and language acquisition**

Krashen: language learning and language acquisition.

Piaget, Vygotsky, Bruner. Features of young learners (3-12).

### **8. Teaching foreign languages**

Communicative Approach: Task-based Approach and Content and Language Integrated Learning (CLIL).

Total Physical Response.

**9. Elaborating classroom activities**

Guidelines for the elaboration of classroom activities.

**WORKLOAD**

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

**TEACHING METHODOLOGY**

The teaching methodology will be grounded in active learning. It will be interactive and it will follow the aforementioned course objectives. The activities proposed for students will be aimed at improving their communicative competence and, at the same time, at encouraging reflection on the teaching and learning skills used in these activities.

This teaching methodology is structured according to the following sections:

**1. Face-to-face (on-site) activities****1.1. Theoretical and practical lessons**

It will be considered both the linguistic and educational nature of the subject in these lessons. Thus, different types of materials will be used.

According to their characteristics, activities will be developed individually, in pairs or in groups.

**1.2. Cooperative work. Elaboration and oral presentation of group work.****1.3. Tutorials attendance: one-to-one and in small groups.**

Tutorials are aimed at guiding and monitoring students' work.

**2. Activities not requiring attendance**

Study and autonomous work.

Accomplishment of learning tasks coming from the development of the lessons: readings, written compositions, multimedia activities, homework, bibliography and material search in the Internet.

Other extra activities and readings could be developed throughout the course.

Elaboration of Primary or Pre-school classroom activities for a minimum of 3 *lesson plans*. This work will be developed in groups. One of the lesson plans will be orally presented in class.



## EVALUATION

Evaluation will be global , continuous and formative. It will be valued students' own individual as well as group learning process . At the end of the semester students should be able to:

- Prove an appropriate level of acquisition of the specific abilities and knowledge of the subject.
- Master methodologies, techniques and other abilities associated with the grade.
- Show an adequate attitude towards the subject and respect towards their partners, class attendance and participation, interest and perseverance to make progress, and be able to work in groups.
- Have a level of linguistic and communicative competence, orally and in writing, related to the B1 level of English according to the Common European Framework of Reference for Languages.

The acquisition of these abilities will be evaluated through the following assessment criteria:

- Class participation and presentation of oral and/or written activities.
- Oral and/or written individual exams.

As future teachers, students' oral and written activities are expected to be linguistically adequate (spelling, vocabulary, grammar, cohesion, coherence, etc.). Accordingly, correction criteria from the Language Department will be applied. English, which is the medium of instruction, will be the language used in class by students, as well as in the assessment activities.

Plagiarism will imply subject failure and the corresponding legal actions. Plagiarism is understood as copying documents from others, that is to say, using paragraphs or texts from others and not citing the reference of the source author.

Students who don't attend the minimum assignments required (70%) could sit a final exam of the subject. Apart from this exam, the student should pass the rest of the assessment items of the evaluation.

The evaluation of the subject Lengua Extranjera para Maestros (Inglés) will consist of:





1. An initial evaluation, oral and written, to know students' prior knowledge and expectations, and to test empirically oral and written skills (production and comprehension).
2. A final evaluation where both the linguistic and educational nature of the subject will be considered. This evaluation consists of:

A written exam	40%
An oral exam	20%
Elaboration and oral presentation of classroom activities for a minimum of 3 lessons. Cooperative work.	20%
Class attendance and participation, tutorials, hand-in assignments and other activities.	20%

In order to compute the global average of the different parts involved in the evaluation, the student must pass every single part: the written exam, the oral exam, and the elaboration and presentation of classroom activities.

The oral exam will consist of an interview in English about a topic dealt in class/from the syllabus, and some reading material previously set by the teacher of the subject.

## REFERENCES

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