



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1160207 **Name:** English II

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

**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 it is not necessary to have an official certificate, a B1 level of English or higher is recommended.



## 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 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.
- R4 Students perform an interview 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 according to a B1+ English level.
- R5 In English B1+ listening tests and classroom tasks, students understand 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.
- R6 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.
- R7 In writing tests, classroom assignments and individual/group tasks, students write English B1+ cohesive texts, be them public or private, on familiar topics or those in which they have a personal interest, which call for or transmit information; stories are narrated; experiences or events (real or imaginary), feelings, reactions, wishes and aspirations are described.



## 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	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	30,00%	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	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	15,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R5, R6, R7	40,00%	Written tests: Objective tests with short and extended responses.

### Observations

#### SECTION A: 45%. Formative Assessment

**30%** – Individual and group tasks related to the course content (R1, R2, R3) **10%** – Grammar quizzes and portfolio throughout the semester (R1, R6, R7) **5%** – Active participation in class activities (R1, R2, R3, R4, R5, R6, R7)

#### SECTION B: 55%. Summative Assessment

**15%** – Oral skills test (R1, R2, R3) **35%** – Written exam, composed of the following parts:

- Reading: 15% (R6)
- Writing: 15% (R7)
- Listening comprehension: 10% (R5)

**IMPORTANT NOTE:** Students must obtain **at least 50% in both Section A and Section B** in



order to pass the course.

**Criteria for awarding the distinction "Honors" (Matrícula de Honor):** This distinction may be awarded to students who obtain a final grade of 9 and demonstrate a high level of language proficiency, considering both linguistic and transversal competences. It may only be awarded to **1 out of every 20 students**.

**Single Assessment Policy:** A student who cannot attend any classes or whose attendance is below 80% will take a **single summative assessment worth 100% of the final course grade**. This exam will consist of the following parts:

- Oral test: 20% (R1, R2, R3)
- Listening comprehension: 10% (R5)
- 75% theoretical and practical exam on the course content and formative activities (R1, R2, R3, R4, R6, R7)

### Artificial Intelligence (AI) Use Policy:

#### Students may use AI for:

- Clarifying doubts about formative activities
- Assisted learning (alternative explanations or self-assessment exercises)
- Searching for alternative resources and references for studying

#### Students may not use AI for:

- Recording or transcribing, fully or partially, any classroom activity in order to generate AI-created summaries or notes
- Generating text in assignments
- Presenting AI-generated work as their own
- Providing AI with prompts, exercises, or assessment tasks to obtain automatic responses
- Using AI to revise the writing of texts they have authored themselves

### Citation and Attribution Criteria:

If AI is used in any activity, students must **clearly indicate which part of the activity involved AI use, which AI tool was used, and for what purpose** (e.g., source consultation, style analysis, expanding knowledge, etc.).

### Online teaching

Assessed learning outcomes

Granted  
percentage

Assessment method





R5, R6, R7	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4	30,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4	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)
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	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).

## Observations

### SECTION A: 45%. Formative Assessment

**30%** – Individual and group tasks related to the course content (R1, R2, R3) **10%** – Grammar quizzes and portfolio throughout the semester (R1, R6, R7) **5%** – Active participation in class activities (R1, R2, R3, R4, R5, R6, R7)

### SECTION B: 55%. Summative Assessment

**15%** – Oral skills test (R1, R2, R3) **35%** – Written exam, composed of the following parts:

- Reading: 15% (R6)
- Writing: 15% (R7)
- Listening comprehension: 10% (R5)

**IMPORTANT NOTE:** Students must obtain **at least 50% in both Section A and Section B** in order to pass the course.

**Criteria for awarding the distinction "Honors" (Matrícula de Honor):** This distinction may be awarded to students who obtain a final grade of 9 and demonstrate a high level of language proficiency, considering both linguistic and transversal competences. It may only be awarded to **1 out of every 20 students**.

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- Using AI to revise the writing of texts they have authored themselves

### Citation and Attribution Criteria:

If AI is used in any activity, students must **clearly indicate which part of the activity involved AI use, which AI tool was used, and for what purpose** (e.g., source consultation, style analysis, expanding knowledge, etc.).



## 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 M3, M7, M9	R1, R2, R3, R4	6,00	0,24
Theoretical Class M1, M3, M10	R1, R2, R3, R4, R5, R6, R7	9,00	0,36
Practical Class M1, M3, M7, M9	R1, R2, R3, R4, R5, R6, R7	25,00	1,00
Seminar M5, M9	R1, R2, R3	5,00	0,20
Tutoring M9, M10	R1, R2, R3	10,00	0,40
Evaluation M1, M3, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M7, M9	R1, R2, R3, R4	60,00	2,40
Individual work M3, M5, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M15, M19, M20	R1, R2, R3, R4, R5, R6, R7	10,00	0,40
Practical class (e-learning mode) M13, M15, M18, M19, M20	R1, R2, R3, R4, R5, R6, R7	25,00	1,00
Seminar (e-learning mode) M13	R1, R2, R3	5,00	0,20
Individual tutoring (e-learning mode) M19	R1, R2, R3	15,00	0,60
Evaluation (e-learning mode) M16	R1, R2, R3, R4, R5, R6	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11, M15, M19	R1, R2, R3, R4, R5, R6, R7	60,00	2,40
Group Work (e-learning mode) M11, M13, M15, M18, M20	R1, R2, R3	6,00	0,24
Discussion Forums (e-learning mode) M18, M20	R1, R2, R3	4,00	0,16
Asynchronous Tutoring (e-learning mode) M19	R1, R2, R3	20,00	0,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
UNIT 1. Bibliographic Research in Education (Motivation)	Introduction to educational motivation, expressing preferences, and practicing tense review through reading and discussing academic texts.
UNIT 2. Classroom Management Techniques and Strategies	Exploration of school and classroom language, functional expressions, and writing basic academic texts like paragraphs and reports.
UNIT 3. New Trends and Technologies in Education (Blended Learning, Flipped Classroom and Artificial Intelligence in Education- AIEd)	Focus on opinion writing and debating ideas related to technology, with grammar reinforcement and scaffolding
UNIT 4. Students' Perception and Profiling (Conducting and Using Surveys)	Practice of survey-based language and report writing, along with role-plays and presentations using reported speech and passive voice.
UNIT 5. Planning for the Future: Creating a Professional Development Plan as a Teacher	Development of professional writing (CVs, profiles), negotiation skills, and grammar practice.
Personal Reflections (Optional)	Lecturers can program personal reflection time about the course and its content at their convenience to complement their lectures. The personal reflection time could be devoted to any activity deemed necessary but reading and pen and paper writing are highly recommended.
ORAL EXAM	Speaking tasks based on course topics, including description, persuasion, problem-solving, and negotiation.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1. Bibliographic Research in Education (Motivation)	5,00	10,00
UNIT 2. Classroom Management Techniques and Strategies	6,00	12,00
UNIT 3. New Trends and Technologies in Education (Blended Learning, Flipped Classroom and Artificial Intelligence in Education- AIEd)	6,00	12,00
UNIT 4. Students' Perception and Profiling (Conducting and Using Surveys)	6,00	12,00
UNIT 5. Planning for the Future: Creating a Professional Development Plan as a Teacher	4,00	8,00
Personal Reflections (Optional)	1,00	2,00
ORAL EXAM	2,00	4,00





## References

**Recommended reading:** Garrote Salazar, M., Galetti Torti, E. & Gernández Agüero, M. (2018) University English Course, UAM Ediciones ISBN 978-84-8344-601-0

**Supplementary reading:** 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. 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:** British Council: <http://learnenglish.britishcouncil.org/en> Current news turned into lessons: [www.breakingnewsenglish.com](http://www.breakingnewsenglish.com) Different kind of exercises: [www.agendaweb.org](http://www.agendaweb.org) English Grammar: [www.edufind.com/english-grammar/english-grammar-guide/](http://www.edufind.com/english-grammar/english-grammar-guide/)