



## 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

#### EVALUATION:

SUMMATIVE ASSESSMENT: 40% of the overall mark.

The final examination consists of two parts: a written examination and an oral examination. The oral exam is worth 10% of the overall mark and consists of an oral presentation, through which students fulfill the requirements of R1 and R2. The written exam is worth 30% of the overall mark and consists of listening, reading and writing exercises, through which students fulfill the requirements of R1 and R4. Both listening and reading exercises include true/false and/or multiple choice questions.

FORMATIVE ASSESSMENT: 60% of the overall mark.

Formative assessment consists of various tasks that students complete during the course, through which students fulfil the requirements of R1, R2, R3 and 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 an average of the points achieved for the two assessment blocks.

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 for late submission. If the tasks/projects/classroom activities are not submitted, without a justified reason, their submission will be required in the second sitting. In the case of written tests, a student who fails to sit them on the scheduled date, without a justified reason, will be required to sit them in the second sitting.

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

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

Official exam dates will not be modified unless there is a certified justification or if a change has been authorised by the Dean's office.

Students will have the option to repeat any assignments for formative assessment that they fail. In such a case, the maximum mark awarded for the repeated task will be a pass (5/10).

## **SINGLE ASSESSMENT:**

A student who is unable to attend any of the classes or whose attendance is below 80% will take a single, summative assessment that is worth 100% of the final grade for the subject. This exam will consist of the following parts: listening comprehension (10%); reading comprehension (10%); written expression (10%); oral expression (10%); written assignments that correspond to the most important topics covered throughout the course (60%). Through the single assessment, students will fulfil the requirements of R1, R2, R3 and R4.

## **USE OF ARTIFICIAL INTELLIGENCE (AI):**

Students **may** use AI to:

- Resolve doubts about tasks- Assist learning (alternative explanations or self-assessment exercises)- Search for alternative resources and references for study

Students **may not** use AI to:

- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work





generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves

### Citation and acknowledgment criteria:

- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of knowledge, etc.)

### **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**

### **EVALUATION:**

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**FORMATIVE ASSESSMENT:** 60% of the overall mark.

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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 an average of the points achieved for the two assessment blocks.

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### **USE OF ARTIFICIAL INTELLIGENCE (AI):**

Students **may** use AI to:

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exercises)- Search for alternative resources and references for study

Students **may not** use AI to:

- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves

Citation and acknowledgment criteria:

- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of 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<br>M1, M3, M4, M7  | R1, R2, R3, R4    | 6,00         | 0,24        |
| Theoretical Class<br>M1                    | R2                | 9,00         | 0,36        |
| Practical Class<br>M1, M3, M4, M7, M9, M10 | R1, R2, R3, R4    | 20,00        | 0,80        |
| Seminar<br>M5                              | R3                | 8,00         | 0,32        |
| Tutoring<br>M1, M3, M4, M7, M9, M10        | R1, R2, R3, R4    | 10,00        | 0,40        |
| Evaluation<br>M3, M5, M7                   | R1, R2, R3, R4    | 7,00         | 0,28        |
| <b>TOTAL</b>                               |                   | <b>60,00</b> | <b>2,40</b> |

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

|                            | LEARNING OUTCOMES | HOURS        | ECTS        |
|----------------------------|-------------------|--------------|-------------|
| Group work<br>M3, M4, M7   | R1, R2, R3, R4    | 47,00        | 1,88        |
| Individual work<br>M1, M10 | R1, R2, R3, R4    | 43,00        | 1,72        |
| <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)<br>M11, M15, M18 | R1, R2, R3, R4    | 20,00         | 0,80        |
| Practical class (e-learning mode)<br>M15, M16, M18   | R1, R2, R3, R4    | 64,00         | 2,56        |
| Individual tutoring (e-learning mode)<br>M19         | R1                | 20,00         | 0,80        |
| Evaluation (e-learning mode)<br>M19                  | R1, R2, R3, R4    | 14,00         | 0,56        |
| <b>TOTAL</b>   |                   | <b>118,00</b> | <b>4,72</b> |

### ASYNCHRONOUS LEARNING ACTIVITIES

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



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

### 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](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/)

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>