

**COURSE DATA****DATA SUBJECT**

Code: 33661
Name: Foreign language I: english
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
--------	--------	------------	--------

SUBJECT-MATTER

Degree	Subject-matter	Character
--------	----------------	-----------

COORDINATION

SOLER PARDO MARIA BELEN

SUMMARY

The subject Lengua estrangera I: anglésç 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 presentation of a Booktuber project to foster 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 through IBL and CLIL.

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



This course contributes to the achievement of the Sustainable Development Goals (SDGs), particularly those related to Quality Education (SDG 4), Gender Equality (SDG 5), and Reduced Inequalities (SDG 10), by promoting teacher education committed to inclusion and equity.

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.

COMPETENCES / LEARNING OUTCOMES

1305 -

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.

Analyse the relationship between linguistics and foreign language teaching.

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

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

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

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

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

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



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

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.

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

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

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

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 the official foreign language curriculum.

Know the processes of interaction and communication in the classroom.

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

Promote cooperative work and individual work and effort.

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

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

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

Teach a foreign language in primary education.

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.

Use information and communication technologies effectively as usual working tools.

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 resource 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 ʔed 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 ¿****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****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****PRESENCIAL ACTIVITIES**

Activity	Hours
Total hours	0,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00



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.

ers.

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.

The language in which the subject is taught will be the one that students must use in class and in all assessment instruments.

Any form of plagiarism in assignments or examinations will result in a failing grade for the course. The improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the Assessment and Grading Regulations of the Universitat de València. Students retain the intellectual property rights to all their work, and any reproduction of such work by teaching staff requires the students' informed consent.

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 30% of the evaluation, all through group techniques to achieve the objectives. Finally, 10% of the final grade will be directed towards participation in class activities.
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.

For the final evaluation in the second call, the following will be carried out:

- a. an oral production exam (speaking) that will account for 20% of the final grade and the passing requirement for which will be to have obtained at least a 5.
- b. a written exam (use of English and reading and listening) that will account for 40% of the final grade and the passing requirement for which will be to have obtained at least a 5).

Students who have not met the minimum attendance requirement (80%) will be entitled to take a final examination covering the entire course content, which will be different from the assessment taken by students who have met the attendance requirement.

Therefore, in the second call, you can only choose 6 as the final grade.

All activities will be carried out in English.

Throughout the course, various oral and written activities will be carried out on a regular basis as a complement to the content covered in class. These activities will be taken into account in the final assessment.



In the tests and written works, it will be taken into account that the presentation is adequate for a future teacher, as well as the spelling, lexical and grammatical correction, and the aspects related to 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 the students must use in class and in all assessment instruments. Plagiarizing entails a grade of zero in the corresponding work and a possible opening of an academic record. Plagiarism is understood as copying someone else's documents, assuming them as your own; that is, the use of any foreign paragraph or text whose source is not mentioned as a reference. The use of AI to carry out work and tasks in which it has not been required will also be considered fraud.

Teaching staff will reserve time during the final in-person sessions of the course for students to complete the institutional teaching evaluation surveys.

REFERENCES

- Carter R., Hughes, R. & McCarthy, M. (2000). Exploring Grammar in Context. Cambridge: Cambridge University Press. - Carter, R. & Nunan, D. (2001). The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press. - Carter R. & McCarthy, M. (2006). Cambridge Grammar of English. Cambridge: Cambridge University Press. - Carter R. & McCarthy, M. (1997). Exploring Spoken English. Cambridge: Cambridge University Press. - Chalker, S. (1994). Current English Grammar. London: Macmillan. - Chalker, S. & Weiner, E. (2003). The Oxford Dictionary of English Grammar. Oxford: Oxford University Press. - Celce-Murcia, M. & Hilles, S. (1988). Techniques and Resources in Teaching Grammar. Oxford: Oxford University Press. - Celce-Murcia, M. & Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teachers Course. Boston: Heinle & Heinle. - Downing, A. & Locke, P. (2003). A University Course in English Grammar. London: Routledge. - Huddleston, R. & Pullum, G. K. (2002). The Cambridge Grammar of the English Language. Cambridge: Cambridge University Press.
- Celce-Murcia, M. & Ohlstein, E. (2000). Discourse and Context in Language Teaching. Cambridge: Cambridge University Press. - Crystal, D. (2003). The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press. - Gregori Signes, C. & García Pastor, M. D. (2008). English Grammar. In M. Fuster Márquez & A. Sánchez Macarro (eds) Working with Words. Valencia: Servei de Publicacions de la Universitat de València. - Haines, S. & Stewart, B. (2008). First Certificate Master Class. Oxford: Oxford University Press. - Huddleston, R. & Pullum, G. K. (2005). A Students Introduction to English Grammar. Cambridge: Cambridge University Press. - Hughes, R. & McCarthy, M. (1998). From sentence to discourse: discourse grammar and English language teaching. TESOL Quarterly 32. - McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press. - McCarthy, M. & O'Dell, F. (2008). English Collocations in Use: Advanced. Cambridge: Cambridge University Press.



- McCarthy, M. & ODell, F. (2006). English Idioms in Use. Cambridge: Cambridge University Press.
- McCarthy, M. & ODell, F. (2007). English Phrasal Verbs in Use: Advanced. Cambridge: Cambridge University Press.
- McCarthy, M. & ODell, F. (2007). Test your English Vocabulary in Use: Advanced. Cambridge: Cambridge University Press.
- McCarthy, M., & ODell, F. (2007). Vocabulary in Use: Upper-Intermediate (with Answers). Cambridge: Cambridge University Press.
- Murphy, R. (2004). New English Grammar in Use (with Answers). Cambridge: Cambridge University Press.
- Nunan, D. (1998). Teaching grammar in context. ELT Journal 52/2.
- Lobeck, A. (2000). Discovering Grammar: An Introduction to English Sentence Structure, Oxford: Oxford University Press.
- OKeefe, A., McCarthy, M. & Carter, R. (2007). From Corpus to Classroom: Language Use and Language Teaching. Cambridge: Cambridge University Press.
- Quirk, R. et al. (1985). A Comprehensive Grammar of the English Language. London: Longman.
- Quirk, R. et al. (1985). A Comprehensive Grammar of the English Language. London: Longman.
- Schmitt, N. (2000). Vocabulary in Language Teaching. Cambridge: Cambridge University Press.
- WEBSITES <http://www.oup.co.uk/elt> <http://www.enchantedlearning.com> <http://www.realbooks.co.uk> <http://www.atozteacherstuff.com> <http://eslcity.com/english> <http://www.multingles.net> <http://www.miguelmillop.com> <http://www.britishcouncil.org> <http://www.angles365.co> <http://www.educarex.es/recursos/cnice/2006/ingles> <http://www.realbooks.co.uk> <http://eslcity.com/english> <http://www.bbc.co.uk/worldservice/learningenglish/> <http://www.cuadernointercultural.com> <http://heliosingles.wordpress.com/prestamo-de-recursos/> <http://portalingles.blogspot.com/> <http://boj.pntic.mec.es/~mbed0005/cuent.htm> http://www.edufind.com/english/grammar/subject_index.php <http://elc.polyu.edu.hk/cill/grammar.htm> <http://www.learnenglish.be/welcome.htm> <http://www.english-4u.de/> <http://a4esl.org/> http://www.juntadeandalucia.es/averroes/recursos_informaticos/concurso2005/24/principal.htm <http://www.uiowa.edu/~acadtech/phonetics/> <http://www.vaughanradio.com/> <http://www.cdiponline.org/index.cfm?fuseaction=homepage> <http://www.usingenglish.com/glossary/d.html> <http://www.papyr.com/hypertextbooks/grammar/> <http://www.edufind.com/english/grammar/toc.cfm> <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>