

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

**Code:** 33663  
**Name:** Foreign language teaching I: english  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
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**SUBJECT-MATTER**

Degree	Subject-matter	Character
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**COORDINATION**

GARCIA PASTOR MARIA DOLORES

**SUMMARY**

In this subject the student is introduced to foreign language teaching (English) from a dynamic perspective, which is in keeping with the competency learning and lifelong learning approach fostered by the European Higher Education Area. The course deals with basic notions in the field, incorporating these into the design of learning situations, which promote the use of ICTs, and the integration of different languages for plurilingual education. It also deals with the acquisition of a foreign language across contexts considering relevant theoretical approaches. The different aspects that affect language learning are also studied from the perspective of the Primary school classroom, whilst connecting these with language learner and teacher identities. The student also works on current methods and approaches that are common in school centres from a critical and reflective perspective. Finally, they are introduced to the school context and the foreign language curriculum for Primary Education within the Spanish educational system.

**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

### DESCRIPTION OF CONTENTS

#### 1. Introduction: Foreign Language Teaching (English)

In this topic, the student is introduced to foreign language teaching (English), in particular, its origins, development and current state.

#### 2. Basic concepts in the teaching and learning of a foreign language

This topic deals with the basic concepts that affect foreign language teaching and learning and their main features from a practical and critical perspective for their incorporation in learning situations, which use ICTs and develop Primary schoolers' plurilingual competence.

#### 3. Foreign language learning

The learning of a first language (L1)  
The learning of a second/foreign language (L2/FL)  
Language learning theories

#### 4. Factors affecting foreign language learning.

In this unit, the student learns factors that affect foreign language teaching and learning in the Primary school classroom, which relate to language learner and teacher identities.

#### 5. Methodological approaches in foreign language teaching.

This topic deals with the main methodological approaches in foreign language teaching taking into account their basic principles, features, teacher and learner roles, and the techniques, materials and activities more common in each of them from a practical and critical perspective.

#### 6. The school context and the curriculum

The school  
Language and school: the foreign language  
The curriculum

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
<b>Total hours</b>	<b>0,00</b>

**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
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY**

In order to achieve the aims of this course, an interactive methodology will be employed, so that the teacher will be sequencing and scaffolding students' construction of knowledge with their participation. A critical approach to the different theoretical and methodological perspectives described will be fostered, and deep thought and debate will be encouraged without excluding master class sessions when necessary.

Course performance will consist of:

**On-site activities (40% of coursework)****1. Theoretical-practical sessions (30%)**

Course contents will be learnt and discussed in these sessions. Related activities will be carried out using different teaching resources and materials: master class participative sessions, guided teamwork or workshops, oral presentations, analysis of documents and texts, etc.

The guidelines and materials necessary for the realization of these activities will be provided in classroom sessions, the copy centre or the virtual classroom space for the course.

**2. Group work (5%)**

Group work is meant to emphasize cooperative learning and reinforce individual learning, among other things. Group work supervision will be carried out in tutorials before a reduced audience. Presentation and delivery of such work will be collective before other classmates in the classroom.



### 3. Tutorials (5%)

Individual and group tutorials will be deployed for the coordination of students in their individual and group assignments along with the assessment of individual progress, activities and teaching methodology.

### Off-site activities (60% of coursework)

### 4. Individual study and work (60%)

The model of the teacher as a researcher in the classroom orients a student's activity towards the formulation of relevant questions, search, analysis, handling, enlargement, and communication of, information. Therefore, students will be expected to carry out individual work and group assignments, all of which will be guided, supervised and evaluated by the professor.

## EVALUATION

Course assessment will be continuous and global with a formative and guiding character. It will consist of individual assignments and group projects on different topics of the syllabus, in which a student's original contributions, critical perspective and use of ICTs will be considered.

The development and fulfillment of course assignments and projects will be guided by the teacher in tutorials.

The different course assignment and their weight regarding students' marks are the following :

- Realization of individual assignments (40%)
- Realization of 3 group projects (50%)
- Participation and realization of classroom activities (10%)

Adequate oral and written expression at a B2 level of English will be considered in the different course assignments. Activities and assignments will be evaluated according to specific course contents and objectives, and the competencies that the course aims to develop.

In order to pass this course, the student needs to obtain a passing mark in each of the activities and assignments detailed above in both first and second official exam calls for this subject. Students cannot make up for daily classroom activities.

Plagiarism or the inadequate use of artificial intelligence tools will be penalized according to article 15 of the evaluation and assessment regulations of the University of Valencia.



## REFERENCES

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- Brown, H. D. (1987). Principles of language learning and teaching. Prentice Hall. -Brumfit, C. (1984). Communicative methodology in language teaching. CUP. -Celce-Murcia, M. (2001). Teaching English as a second or foreign language. Heinle & Heinle. -Council of Europe (2003). European language Portfolio. Language Policy Division. -Ellis, R. (2000). Second language acquisition. OUP. -Ellis, R. (2008). The study of second language acquisition. OUP. -Ellis, R. (2015). Understanding second language acquisition. OUP. -Gardner, H. (1993). Multiple intelligences: the theory in practice. Basic Books. -Guillén Díaz, C. y Castro Prieto, P. (1998). Manual de autoformación para una didáctica de la lengua-cultura extranjera. La Muralla. -Larsen-Freeman, D. (2001). Techniques and principles in language teaching. Oxford: OUP. -Mendoza Fillola, A. (coord) (2003). Didáctica de la lengua y la literatura para Primaria. Prentice Hall. -Nunan, D. (1991). Language Teaching Methodology. Prentice Hall. -Oxford, R. L. (1990) Language learning strategies: what every teacher should know. Heinle & Heinle. -Richards, J. C. (2006). Communicative language teaching. CUP. -Skehan, P. (1989). Individual differences in second-language learning. Edward Arnold. -Stubbs, M. (1992). Language, schools and classrooms. Routledge. -Ur, P. (2012). A course in English language teaching. CUP. -VanPatten, B. & Benati, A. (2010). Key terms in second language acquisition. Continuum.
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