

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

Code: 33664
Name: Foreign language II: english
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Foreign language specialist (English)	ELECTIVES

COORDINATION

ALCANTUD DIAZ MARIA

SUMMARY

The main objective of the subject Foreign Language II is the revision of the discursive, functional, phonetic, phonological, spelling, grammatical, lexico-semantic and socio-cultural contents of the English language. The focus and implementation of these objectives will be theoretical-practical and oriented to the teaching and learning of the foreign language (English) in Primary Education, thus entering the area of knowledge of English for Specific Purposes (ESP). The students must reach a communicative knowledge of the English language sufficient to handle the five language skills effectively and thus be able to pass them on to their future students. To achieve this goal, group communication activities of comprehension, production, and written expression in real contexts will be carried out.

On the one hand, the students will have to achieve a communicative knowledge of the English language corresponding to the B2 + (Vantage) approaching as far as possible to level C1 (Effective operational domain) according to the Common European Framework of Reference for Language Learning). On the other hand, they will have to relate this knowledge to the skills and competences of the 21st century, that is, "new skills that enable the new citizens to perform effective work, both in the social and leisure time (Dede, 2007; Kalantzis and Cope, 2008). [...] to respond to the social and economic needs of students and society in the 21st century. "This new education program is promoted by UNESCO as the only United Nations organization with a mandate to cover all aspects of education. In fact, UNESCO manages the World Education Agenda 2030 within the framework of the Sustainable Development Goal 4. To achieve these



objectives, communicative activities of understanding, production and written expression in real contexts will be carried out within the framework of the Literacy Approach through Genres', IBL and CLIL in interactive dialog groups. These groups will promote inclusive education and replicability in Primary Education of all the activities carried out during the face-to-face sessions

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1305 - Degree in Primary School Education

Obligation to have previously passed the subject(s)

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

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. Unit 1. How Can We Make the World a Better Place by 2030?

Lexical content: To start dealing with global issues vocabulary.

Functional content: To give your opinion in multiple ways.

SDG focus: To become familiar with Sustainable Development Goals (SDG) and be able to talk about them.



2. Unit 2. What if?

Discursive content: Writing poems to express feelings.

Grammatical content: modals perfect forms.

Lexical content: Flora and fauna, climate and weather, geographic accidents, environmental problems and natural disasters.

SDG focus: SDG 13: Climate action & SDG 15: Life on land Raising awareness of the current damage global warming is causing. To deepen students understanding of global warming and encourage them to think more creatively about what could be done /could have been done to prevent environmental disasters.

3. Unit 3. Imagine

Phonological spelling & phonetic content: (1) Punctuation revision, (2) Punctuation in abbreviations, acronyms and symbols, (3) Words that support double pronunciation, (4) Phonetic and phonological transcription

Lexical content: peace and conflicts.

SDG focus: To raise awareness of the importance of peace in the world and to carry out initiatives to celebrate the International Day for Peace.

4. Unit 4. Where does all the food go?

Grammatical content: phrasal verbs & prepositions revision.

Discursive content: (1) to summarise information on a newspaper front page and create a newspaper front page with eye-catching headlines; (2) to develop research and summary writing skills.

SDG focus: SDG 2/SDG 12 To raise awareness of food issues relating to hunger, malnutrition, and food commodity markets.

5. Unit 5. How can we stop plastic islands?

Grammatical content: Simple sentence: Imperative with and without a subject, emphatic with do or just, let, with modal verbs (must, will, shall), with to be to and with abbreviated sentences without verbs.

SDG focus: SDG 14: To raise awareness of how beaches become polluted.

6. Unit 6. What is your ideal school?

Grammar content: Mixed conditionals; rhetorical and indirect II.

Discursive content: to enable students to identify and describe the purpose or content of each part of an infographic and to read its data. Improving the text on infographics, and how to make infographics match the visual language.

Lexical content: (1) to become familiar with 21st-century education framework, (2) geography living conditions vocabulary, (3) educational systems in the world.

SDG focus: SDG 4: To develop students understanding of the challenges posed to girls quality education around the world and enables them to think about how the relevant targets can be achieved through effective awareness-raising.



7. Unit 7. How do you feel?

Functional content: to establish or maintain social contact and express attitudes and feelings towards others: joy, sadness, empathy, etc. The recipient doing something or not.

Lexical-semantic content: vocabulary on emotions.

Grammatical content: word formation: derivation, compounding and blending.

SDG Focus: SDG 3: with a focus on promoting mental health through working on positive body-image issues and emotions.

8. Unit 8. How do Rural Women contribute to Development?

Grammatical content: To learn the different ways of expressing impersonality by means of simple sentences.

Lexical content: Vocabulary on work.

SDG focus: SDG 8: To develop students' understanding that we should promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

9. Unit 9. Does every cloud have a silver lining?

Lexical content: vocabulary on global problems

Grammatical content: collocations related to global problems

Phonological content: loans.

SDG Focus: SDG 1: To raise awareness of the creative power of poverty.

10. Unit 10. What is a sustainable city?

Grammatical content: to revise spoken questions forms and structure.

Discursive content: Development of communicative competence in the English language through oral and written comprehension and production: The interview.

Lexical content: Urban issues.

SDG Focus: SDGs 11 and SDG 7: Sustainable cities Innovative ideas and solutions to problems concerning sustainable urban development.

11. Unit 11. How can innovation in the industry be sustainable?

Grammatical content: (1) Subject shift. (2) The simple sentence: ways of expressing an exclamation II: with what, how, so, such, with interrogative sentences, etc.

Lexical content: Recycling.

SDG Focus: SDG 9. Raising awareness on the importance of recycling.

Discursive content: Interaction and transaction patterns of oral language. Spoken vs. written language



12. Unit 12. What kinds of inequalities do you know?

and the script

Lexical content: personal traits.

SDG Focus: SDG 10: Showing the varied and widespread nature of inequality

13. Unit 13. How can we eliminate violence against women?

Lexical content: Words to refer to people in general, linguistic strategies for avoiding gender bias, Gender-neutral job titles

Discursive content: hesitation strategies

Discursive content: Digital storytelling.

SDG focus: SDG 5: To raise awareness of their own everyday gender assumptions, thus freeing the imagination

14. Unit 14. Do we have a solution?

Functional content: Making suggestions, and narrative language to describe past initiatives to solve problems.

Lexical content: Press, radio, television, internet.

SDG focus: SDG 17: local empowerment. To be familiar with creative initiatives from around the world. To reflect on solutions for local problems.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

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



In order to achieve the objectives of this subject, an active and participatory methodology will be used so that the teaching staff builds the sequence of the knowledge to be acquired and the reflections about them with the participation of the students, and based on the knowledge that the student has about the matter. The teaching staff will transmit the contents, guide and support the students, generating the conditions so that they could actively and experimentally build their own knowledge. This implies a more solid pedagogical use of digital environments for the 21st century society. As a core work methodology, we will work within the framework of the Genre-based Literacy Approach, (namely, Report, Fictional Narrative, Script and Digital Storytelling), Flipped Classroom, International Skype tandem collaborative Work, interactive and dialogic working groups, and other practice-oriented activities that complete the theoretical content and promote communication and participation between the students and the faculty. At the same time, it is important to highlight the importance of the materials used in the classroom to achieve the objectives of the subject, both individual and those that are carried out with other students. The office hours, seminars and other guided activities will be of great importance when solving problems or directing jobs. 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)

- Theoretical-practical classes (30%)

Theoretical-practical classes in which the contents of the subject will be worked and debated. In addition, some activities will be carried out 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.

- Group work (5%)

The accomplishment of works has as aim to emphasize the importance of the cooperative learning and to reinforce the individual. The defence 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.

- 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)



- Independent study and 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.

EVALUATION

REFERENCES

- McCarthy, M. & O'Dell, F. (2006). *English Idioms in Use*. Cambridge: Cambridge University Press.
- McCarthy, M. & O'Dell, F. (2007). *English Phrasal Verbs in Use: Advanced*. Cambridge: Cambridge University Press.
- McCarthy, M. & O'Dell, F. (2007). *Test your English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press.
- Murphy, R. (2004). *New English Grammar in Use (with Answers)*. Cambridge: Cambridge University Press.
- O'Keefe, A., McCarthy, M. & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge: Cambridge University Press.
- Pugliese, C. (2017). *Creating Motivation - Activities to Make Learning Happen*. Innsbruck: Helbling Languages.
- Quirk, R. et al. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
- Richards, J.C. and Rodgers, T.S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Slattery, M. and Willis, J. (2009) *English for Primary Teachers. A handbook of Activities and Classroom language*. Oxford: Oxford University Press.
- Swanson, J. & Thomas, D. (2016). *Burlington International English (workbook)*. Limassol: Burlington Books.
- Tomalin, B. & Stempleski, S. (1993). *Cultural Awareness*. Oxford: Oxford English.
- Brisk, M. E. (2015). *Engaging Students in Academic Literacies: Genre-based Pedagogy for K-5 Classrooms*. New York: Routledge.
- Downing, A. & Locke, P. (2003). *A University Course in English Grammar*. London: Routledge.
- Exley, B., & Kervin, L. (2013). *Playing with grammar in the early years: Learning about language in the Australian Curriculum: English*. Australian Literacy Educators Association. (in particular Chapter 4, Colour coding: meanings in clauses)
- Frank, C. & Rinvoluceri, M. (2010). *Creative Writing. Activities to help students to produce meaningful texts*. Innsbruck, Austria: Helbling Languages.
- 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.
- Rose, David & Martin, J.R. (2012). *Learning to Write, reading to Learn. Genre Knowledge and Pedagogy in the Sydney School*. Sheffield: Equinox Publishing Ltd.
- Martin, J.R & Rose, David (2008). *Genre Relations. Mapping Culture*. London: Equinox Publishing Ltd.
- <http://www.wordreference.com> <http://www.linguee.es/> www.proyectotalis.com <http://www.hltmag.co.uk/jun12/mart01.htm> <http://www.enchantedlearning.com> <http://www.realbooks.co>



uk <http://www.atozteacherstuff.com> <http://www.multingles.net> <http://www.miguelmllop.com>
<http://www.britishcouncil.org> <http://www.angles365.com> <http://www.bbc.co.uk/worldservice/learningenglish/> <http://www.cuadernointercultural.com> <http://portalingles.blogspot.com/> <http://boj.pntic.mec.es/~mbed0005/cuent.htm> http://www.edufind.com/english/grammar/subject_index.php <http://www.learnenglish.be/welcome.htm> <http://www.english-4u.de/> <http://a4esl.org/> <http://www.uiowa.edu/~acadtech/phonetics/> <http://www.vaughanradio.com/> <http://www.cdiponline.org/index.cfm?fuseaction=homepage> <http://www.usingenglish.com/> <http://www.papyp.com/hypertextbooks/grammar/> <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://www.nonstopenglish.com/> <http://www.manythings.org/e/grammar.html> <https://www.thoughtco.com/systemic-functional-linguistics-1692022> <http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/LFC-SFL/FirstStep.html> <http://manxman.ch/moodle2/course/view.php?id=4> <http://www.alvinleong.info/sfg/sfgtrans.html> <http://haberlah.edublogs.org/>

- Subject handout Alcantud-Díaz, María. (2024). Foreign Language II English. Integrating Global Issues in the English Language Classroom. 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. (2007). Cambridge Grammar of English. Cambridge: Cambridge University Press. Carter R. & McCarthy, M. (1997). Exploring Spoken English. Cambridge: Cambridge University Press. 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. Clare, A. (2016). Speakout Advanced Workbook with Key and Audio CD Pack. Pearson. Hancock, M. (2003). English Pronunciation in Use. Cambridge: Cambridge University Press. Harmer, J. (2016). The Practice of English Language Teaching. Harlow: Pearson Education Limited. Huddleston, R. & Pullum, G. K. (2005). A Students Introduction to English Grammar. Cambridge: Cambridge University Press.