



COURSE DATA

DATA SUBJECT

Code: 33665
Name: Foreign language teaching 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

REYES TORRES AGUSTIN

SUMMARY

This course is aimed at revising and learning a number of skills and resources, which are key for the future teacher of English as an additional language in 21st Century primary classrooms. To this end, critical reflection will be encouraged on current pedagogical approaches, particularly those that incorporate multimodality, multiliteracies, and Learning by Design, in order to assess their applicability and effectiveness in real-world contexts.

Similarly, students will learn to design learning situations and teaching materials, as well as to implement them in the classroom, with particular attention to the use of multimodal resources to create meaningful and motivating lessons. The course will also explore the concept of literacy, the development of language skills and the integration of new technologies. Finally, it will examine the role of children's literature as a key element in fostering cognitive development, meaning-making, active participation and the expression of informed opinions and value judgments in English.

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

- Level B2 or higher in English.
- (Recommendation) Previous knowledge on language teaching acquired in the course Introduction to Foreign Language Teaching (33663)

COMPETENCES / LEARNING OUTCOMES

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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.

Apply weighted criteria for evaluating communicative competence, student attitudes and teaching and learning processes.

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.

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. Introduction: Reflective Teaching and the communicative classroom

This unit addresses the need for teachers to reflect on their own teaching and the relevance of the communicative and the literacy-based approach in the teaching of English as a foreign language.

2. Teaching the language system.

2.1-How second language learners acquire vocabulary.

2.2-What principles can guide us in the teaching of grammar.

2.3-Introduction to the notion of literacy in the 21st Century.

3.1. Teaching and Learning Productive skills.



3. Developing the language skills:

- 3.1. Teaching and Learning Productive skills.
 - 3.1.1. Teaching spoken production and interaction
 - 3.1.2. Teaching writing
- 3.2. Teaching and Learning Receptive skills.
 - 3.2.1. Teaching Listening
 - 3.2.2. Teaching Reading
- 3.3. Integrating skills

4. How to teach literature to young learners.

This unit aims to promote engagement through literary and multimodal texts in the foreign language classes.

5. Childrens literature.

In this unit, students learn how to equip young learners to read literary texts and which readings are appropriate.

6. Classroom management

Teacher-student interaction and establishment of a learning atmosphere.

7. Course design and lesson planning

- 7.1. Literacy-based approach
- 7.2. The Pedagogy of Multiliteracies: Learning by Design

8. Evaluation and Assessment

- 8.1. An introduction to rubrics
- 8.2. Backward design

WORKLOAD

PRESENCIAL ACTIVITIES

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



NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00
Individual or group project	20,00
Independent study and work	36,00
Preparation of lessons	22,00
Preparation for assessment activities	8,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

This subject is based on the didactic principal of "Active Learning" For that, an active and participatory methodology will be used in which it will be indispensable that the student comes to class prepared, that is, having already completed the work or the corresponding lecture. From there, the professor will act as a guide to construct the sequence of knowledge to acquire and propose opportune reflections so that they are objects of debate. The aim is to encourage a close critique of the diverse teaching materials without excluding on any occasion masterly expositions that the materials may demand.

The academic practice in this subject will be structured in the following levels:

In-class Activities (40% of the total volume of work)

1. Theory-Practice Classes (30%)

In-class theory-practice activities in which assignment content will be worked, debated and realized by using different teaching resources/ practices: seminars, workshops, group work, etc.

The orientations and materials necessary for the development of these activities will be provided to the students during in-class sessions, through photocopy services or from the virtual classroom.

2. Group Work (5%)

The realization of works has as its goal to distinguish the importance of cooperative learning and reinforcing the individual. The defense of these works will be individual or collective and will be done in front of the entire group in the classroom or tutorship and seminars with reduced or smaller audiences.

3. Tutorship (5%)

The individual and collective tutorship will serve to coordinate students on individual and group assignments and thus in order to evaluate as much the individual progress as the activities and teaching methodology.

Out of Class Activities (60% of the total volume of work)

4. Study and independent work (60%)

The role of the teacher as an investigator in the classroom focus the individual activity of the student on the formulation of relevant questions and in his/her personal research, analysis, elaboration, and posterior



communication of information. In this sense, individual assignments will be assigned and others of the cooperative nature, all of them oriented, supervised, and evaluated by the professor.

EVALUATION

Evaluation will be global, continuous and formative. It will have into consideration students' learning process both individually and in group. At the end of the semester students will be able to (SWBAT):

- Prove an appropriate level of acquisition of the specific abilities and knowledge of the subject.
- Master methodologies, techniques and other abilities associated with the grade.
- Show an adequate attitude towards the subject and respect towards their partners, class attendance and participation, interest and perseverance to make progress, and be able to work in groups.

The acquisition of these abilities will be evaluated through the following assessment criteria:

- Class participation and presentation of oral and/or written activities.
- Oral and/or written individual reflections.

As future teachers, students' oral and written activities are expected to be linguistically adequate (spelling, vocabulary, grammar, cohesion, coherence, etc.). Accordingly, correction criteria from the Language Department will be applied. English, which is the medium of instruction, will be the language used in class by students, as well as in the assessment activities.

Plagiarism will imply subject failure and the corresponding legal actions. Plagiarism is understood as copying documents from others, that is to say, using paragraphs or texts from others and not citing the reference of the source author. Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with Article 15 of the University of Valencia's assessment and qualification regulations.

The evaluation will consist of a final test and the preparation of different papers related to the course content, having particular relevance the critical approach provided by the student.

All the above points can be summarized as follows. For the first exam period, the final grade will consist of:



- Participation and weekly classroom activities
- Creation and presentation of papers and didactic units (in groups)
- Individual paper
- Final test

The programmed classroom activities will be evaluated according to their nature. The evaluation criteria will be made explicit by each teacher when deemed appropriate throughout the course.

In the exam and the work presented, it will be important the correct use of English both written and orally.

In those cases in which students need to retake the exam in June (2nd official period for assessment), it will not be sufficient to pass it. Depending on the grade obtained in the work during the course, you may be asked to repeat any of them. Important note: Due to the participatory nature of the course, attendance will be taken into account. The passing requirement will consist of attending the minimum required number of classes (80%). If this requirement is not met, the work done in group is not recoverable and the only option is to take the final exam

If any type of plagiarism is detected, students will automatically be failed with a grade of 0. Plagiarism is defined as the act of copying the work of others without indicating the source and pretending it is their own.

REFERENCES

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