



COURSE DATA

DATA SUBJECT

Code: 33680
Name: Foreign language for teachers: english
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	1	Second quarter, First quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	1	First quarter, Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Foreign language for teachers	ELECTIVES
1305 - Degree in Primary School Education	Foreign language for teachers	ELECTIVES
1324 - Degree in Preschool Education (Ontinyent)	FOREIGN LANGUAGE FOR TEACHERS	ELECTIVES

COORDINATION

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SUMMARY

English Language for Teachers is a compulsory **four-month** subject (6 credits) which is taught in the first academic year of the Degrees in Primary School Education and Preschool Education.

This subject has a dual nature: linguistic and educational. On the one hand, students should achieve the B1 proficiency level required by The Common European Framework of Reference for Languages (CEFR). On the other hand, students should be able to teach content from non-linguistic areas, using English as a vehicular language, following the CLIL methodology, through the use of multimodal resources, TIC, etc.

Considering both the linguistic and educational nature of this subject, the general objectives are:



- To improve students' level of competence in linguistic communication in the foreign language gradually. The student should achieve the Independent User B1 level defined by the Common European Framework of Reference for Languages:

"(the student) can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

[...] (he/she) can deal with most situations likely to arise while travelling in an area where the language is spoken [...] and (he/she) can produce simple connected texts on topics that are familiar or of personal interest." (CEFR)

- To foster the use of the foreign language in the academic field and in the school field.
 - To understand the basic principles of the current trends of teaching / learning of foreign languages and to be able to perceive the application of these principles in teaching practice.
 - To be able to implement activities in a foreign language in practice with students of Primary and Pre-school and to identify the principles that support the different types of activities.
 - To develop an open and respectful attitude towards the culture of the foreign language.
 - To value the importance of learning a foreign language as a factor of intellectual and social development.
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- To develop autonomous learning strategies that include the use of ICT.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Knowledge and competences acquired from prior school training: baccalaureate or training modules, as well as other external, formal and non-formal studies.

COMPETENCES / LEARNING OUTCOMES

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Adopt an open and respectful attitude towards foreign languages and cultures.

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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.

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

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Be able to encourage a first approach to a foreign language in pre-primary education.

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Be able to learn independently and to integrate the use of ICT into the teaching-learning process.

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Create a classroom climate that facilitates student learning and participation.

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Deal effectively with situations of language learning in multicultural and multilingual contexts.

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

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Design and implement content and language integrated learning projects.

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

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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.

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

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Know assessment strategies and techniques and understand assessment as an instrument for regulating and stimulating effort.

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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.

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Know the processes of interaction and communication in the classroom.

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Promote cooperative work and individual work and effort.

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Recognise and value the correct and appropriate use of language.

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

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Schedule activities and select materials for teaching and learning a foreign language.

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Self-regulate one's own learning process by developing appropriate strategies in and out of the classroom.

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Understand and produce oral and written messages in the foreign language in everyday situations.

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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.

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Use information and communication technologies effectively as usual working tools.

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Value the importance of learning a foreign language as a factor for intellectual and social development.

Value the importance of learning a foreign language as a factor for intellectual and social development.

DESCRIPTION OF CONTENTS

1. How to provide and ask for information in the past and in the present

Talking about achievements, and recent activities; talking about recollections; telling stories in the past. Talking about ourselves and others; talking about things and places; conversational opening, closing and management.

Grammar: General review. Present simple and continuous, present perfect simple and continuous; frequency adverbs; past simple and continuous; past perfect; articles; pronouns; adjectives; questions; count and non-count nouns; quantifiers.

2. How to talk about future actions and events

Talking about future plans and intentions; making offers and suggestions; conveying guesses; talking about hypothetical situations; giving advice. Talking about education: British and American system.

Grammar: future simple and continuous; future perfect; first and second conditional; future time clauses + when, until, as soon as, etc.

3. How to convey one's feelings, values and opinions

Talking about one's feelings, interests, preferences, likes and dislikes, conveying and explaining one's



opinion, agreeing, disagreeing and complaining. Reporting what someone said.

Grammar: reported speech: sentences and questions; gerunds and infinitives; non-finite and finite clauses: wishes and regrets.

4. How to talk about hypothetical and/or imaginary situations

Talking about: unexpected events, how things could have been different in the past. Being able to describe countable and uncountable quantities either in plural or singular.

Grammar: -ed, -ing adjectives; comparatives and superlatives, third conditional; quantifiers, phrasal verbs.

5. How to talk about connections between things, people and places

Talking about important information about things, people and places and find out connections between them, aiming to connect them with the culture of English speaking countries. Giving extra non-essential information. Checking something you already think is true in spoken interaction.

Grammar: relative clauses: defining and non-defining clauses, question tags; compound nouns.

6. How to talk about processes whose agent is not said, known or important

Talking about: appearances and being able to judge them, something we are not sure or certain, processes (e.g. scientific ones). Describing locations. Formal writing (e.g. newspaper reports).

Grammar: passive voice (all tenses), modal verbs: modals of deduction: might, can't, must.

7. Child language learning and language acquisition in childhood

Krashen: language learning and language acquisition.

Piaget, Vygotsky, Bruner. Features of young learners (3-12).



8. Teaching foreign languages

Communicative Approach: Task-based Approach and Content and Language Integrated Learning (CLIL).
Total Physical Response.

9. Designing learning situations

Guidelines for the elaboration of learning situations.

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

The teaching methodology will be grounded in active learning. It will be interactive and it will follow the aforementioned course objectives. Teacher's role as a researcher will foster classroom research, searching information, analysis, etc. The activities proposed for students will be aimed at improving their competence in linguistic communication and, at the same time, at encouraging reflection on the teaching and learning skills used in these activities.

This teaching methodology is structured according to the following sections:

1. Face-to-face (on-site) activities



1.1. Theoretical and practical lessons

It will be considered both the linguistic and educational nature of the subject in these lessons. Thus, different types of multimodal and ICT resources will be used.

According to their characteristics, activities will be developed individually, in pairs or in groups.

1.2. Cooperative work. Elaboration and oral presentation of group work.

1.3. Tutorials attendance: one-to-one and in small groups.

Tutorials are aimed at guiding and monitoring students' work.

2. Activities not requiring attendance

Study and autonomous work.

Accomplishment of learning tasks coming from the development of the lessons: readings, written compositions, multimedia and multimodal activities, homework, bibliography and material search in the Internet.

Other extra activities and readings could be developed throughout the course.

Elaboration of Primary or Pre-school learning situations for a minimum of 2 *lesson plans*. This work will be developed in groups. One of the lesson plans will be orally presented in class.

EVALUATION

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