



DEGREE CURRICULUM
**TEACHING AND LEARNING OF
LANGUAGES III**

Coordination: SELFA SASTRE, MOISES

Academic year 2022-23

Subject's general information

Subject name	TEACHING AND LEARNING OF LANGUAGES III			
Code	100816			
Semester	ANUAL CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	4	COMPULSORY	Attendance-based
Course number of credits (ECTS)	7			
Type of activity, credits, and groups	Query has returned no results			
Coordination	SELFA SASTRE, MOISES			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult this link for more information.			
Language	English, Spanish and Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARSOL JORNET, ANNA	anna.marsol@udl.cat	0	
SELFA SASTRE, MOISES	moises.selfa@udl.cat	0	

Learning objectives

1. Know the school curriculum and its application in the didactics of languages and literature.
2. Relate the curricula of languages in the Primary Education.
3. Have the necessary linguistic and literary knowledge for the teaching of languages and literature.
4. Know and implement innovative methodologies in language subjects.
5. Plan, develop and evaluate properly the language and literature subjects within the school curriculum.
6. Know didactic resources and evaluation systems related with the teaching of languages.
7. Be able to analyse literary texts.
8. Develop literary sensibility.
9. Be able to analyse and produce different types of texts.
10. Master the official languages of the Region (*Comunitat Autònoma*).
11. Satisfactorily express oneself in English, both orally and in writing.
12. Know and know how to apply technological resources in the field of the subject.

Competences

- Know the school curriculum of languages (own and foreign).
- Relate the curricula of languages in the Primary Education.
- Know the difficulties in the learning of languages (own and foreign).
- Know and implement innovative methodologies in the field of foreign languages.
- Initiate oneself in the design of the integrated planning of the languages in the curriculum.
- Acquire literary education and know the literature for children and young people.
- Correctly and accurately speak, read and write the official languages of the Region.
- Express oneself in English, both orally and in writing.
- Know and know how to apply technological resources in the field of the subject.

Subject contents

UNIT 1. The English language and its didactics (5 credits)

1. Teaching languages in a competence-based curriculum
 1. Basic competences versus area competences
 2. The school context
 3. The Linguistic Project
2. Teaching English to young learners in Primary Education
 1. Theories on first and second language acquisition.
 2. Teaching other subjects through L2: CLIL
 3. What are young learners?
 4. Classroom management
 5. How children learn a foreign language
3. Designing activities in the Primary EFL classroom
 1. Receptive skills versus productive skills
 2. Criteria for designing materials
 3. Stages for classroom implementation
 - 3.1. The pre-activity stage
 - 3.2. The in-activity stage
 - 3.3. The post-activity stage
4. Teaching practice: classroom simulations

UNIT 2. Didactics of the language (2 credits)

1. Literature for children and young people and its didactics
 1. Canon of literature for children and young people. Literature and its didactics.
 2. Skills and strategies involved in the reading comprehension and text composition.
2. Didactics of the types of texts.
 1. The narrative text: types, structure and characteristics. Didactic sequences to work the narrative text.
 2. The descriptive text: types, structure and characteristics. Didactic sequences to work the descriptive text.
3. The exposer text: types, structure and characteristics. Didactic sequences to work the exposer text.
4. The argumentative text: types, structure and characteristics. Didactic sequences to work the argumentative text. trabajar el texto argumentativo.

Methodology

This subject combines the lectures, group and individual tutorials, classroom practices and conferences for the classroom sessions; and the reading of specialized texts and the individual and group study for the non-classroom sessions.

Following the percentages designed for the subject and taking into consideration that 7 ECTS are equivalent to 175 hours of

student work, they will be divided as follows:

70 classroom hours (40% of the subject)

- 10% lectures: 17.5 hours
- 10% tutorials: 17.5 hours
- 15% classroom practices: 26.25 hours
- 5% conferences: 8.75 hours

105 non-classroom hours (60% of the subject)

- 45% individual study: 78.75 hours
- 15% group study: 26.25 hours

With regard to the distribution of the sessions, the same teacher will be responsible for the large group and medium group sessions. Therefore, the sessions may not be simultaneous.

Development plan

UNIT 1. THE ENGLISH LANGUAGE AND ITS DIDACTICS

Teaching team: Florià Belinchón, Robert Izquierdo i Anna Serrano

Schedule: 15 September-7 November (1st term) / 9 February-10 April (2nd term)

SESSION	MODALITY	DESCRIPTION	AIMS	PROFESSORS' TASKS	STUDENTS' TASKS
Week 1 15 September	C/LG (2h)	Presentation of the subject and Module 1	Present the subject's structure, contents, aims, etc. Present the Module 1	Presentation of the subject Presentation of unit 1	Collect information
Week 2 22 September	C/MG (1h)	Topic 1. Subtopic 1.1	Know the curriculum of languages in the PE	Present the curricular design of languages in PE	Read the curriculum
Week 3 29 September	C/LG (2h)	Topic 1. Subtopic 1.2	Analyse the curriculum of languages in the PE		Analyse the curriculum and additional material
Week 4 6 October	C/MG (1h)	Topic 1. Subtopic 1.2	Know the PLC Analyse a school's PLC	Present the PLC	Prepare a document to analyse the PLC
Week 5 13 October	C/LG (2h)	Topic 2	Review previous knowledge Initiate students in English as a foreign language in Primary Education Know the characteristics of the young learners Know the proposals of multiple intelligences and their impact on the teaching of foreign languages	Young learners Language learning and language acquisition Multiple intelligences Dealing with grammar Pronunciation Jargon bank	Study Reading CAMERON (2001)

Week 6 20 October	C/MG (1h)	Topic 2	Know the determinants of teaching/learning of a foreign language in Primary Education Reflect upon the role of the students and teachers in the paradigm shift	Games bank Meeting individual needs The school context (classroom organization) Classroom language Worksheet classroom language	Study Reading CAMERON (2001)
Week 7 27 October	C/LG (2h)	Topic 2	Know web resources for the field EFL/ESL	Exploration and collection of web resources Analyse web resources Christmas	Analyse web resources Reading LEWIS (2004)
Week 8 3 November	C/MG (1h)	Topic 2	Know the different types of motivation Initiate oneself in the design of motivational activities	Final simulation	
2 nd term					
Week 1 9 February	C/LG (2h)	Presentation of PLC	Analyse the PLC: the language work in Primary Education	Assess	
Week 2 16 February	C/MG (1h)	Topic 3. Subtopic 3.1	Know the differences between receptive and productive skills and analyse their effects on the DLE	Present the related contents	
Week 3 23 February	C/LG (2h)	Topic 3. Subtopic 3.2	Analyse the criteria used in the design of T/L activities in the DLE	Present the related contents	
Week 4 2 March	C/MG (1h)	Topic 3. Subtopic 3.3	Analyse the stages of the design of activities	Present the related contents	
Week 5 9 March	C/LG (2h)	Topic 3. Subtopic 3.3	Initiate oneself in the design of didactic activities from a communicative perspective	Present the related contents	
Week 6 16 March	C/MG (1h)	Classroom simulations	Implement classroom activities	Assess	Oral presentation
Week 7 23 March	C/LG (2h)	Classroom simulations	Implement classroom activities	Assess	Oral presentation
Week 8 6 April	C/MG (1h)	Individual written test		Assess	

UNIT 2. DIDACTICS OF THE LANGUAGE

Teacher: Celina Alegre

Schedule: 12 September-7 October / 6 May-2 June

Teacher: Celina Alegre

Schedule: 1 April-2 June

SESSION	MODALITY	DESCRIPTION	AIMS	PROFESSORS' TASKS	STUDENTS' TASKS

Week 1	C/LG (2h)	Presentation of the subject and unit 1 topic 1.1	Presentation of the programme Know the canon of literature for children and young people. Literature and its didactics	Presentation of the subject's aims, contents, evaluation criteria and practices. Review of the subject's bibliography. Theory-practical presentation and bibliographical comment	Resolution of doubts and assimilation of the subject's aims. Resolution of doubts and reading of the recommended bibliography	
Week 2	C/MG (1h)	Practice 1	Practice 1: develop a reading guide	Explanation of the practice	Assimilation of the practice and individual work	
Week 3	C/LG (2h)	Presentation of unit 1 topic 1.2	Differentiate the skills and strategies involved in the reading comprehension and text composition	Theory presentation and bibliographical comment	Resolution of doubts and reading of the recommended bibliography	
Week 4	C/MG (1h)	Practice 1	Practice 1: develop a reading guide	Resolution of doubts about practice 1	Assimilation of the practice and individual work	
Week 5	C/LG (2h)	Presentation of unit 2 topic 2.1	Know the characteristics of the narrative text and its didactics Practice on narrative texts	Theory presentation and bibliographical comment Theory presentation and bibliographical comment	Reading of the curriculum, resolution of doubts and reading of the recommended bibliography Deliver practice 1 Resolution of doubts and reading of the recommended bibliography	
Week 6	C/MG (1h)	Presentation of unit 2 topic 2.2	Know the characteristics of the descriptive text and its didactics Practice on descriptive texts	Theory presentation and bibliographical comment	Resolution of doubts and reading of the recommended bibliography Assimilation of case studies and reading of the recommended bibliography	

Week 7	C/LG (2h)	Presentation of unit 2 topic 2.3 Theory-practical presentation of unit 2 topic 2.3 Practice 2	Know the characteristics of the exposé text and its didactics Practice on exposé texts	Theory-practical presentation and bibliographical comment Theory-practical presentation and bibliographical comment Presentation and theory-practical exemplification	Resolution of doubts and reading of the recommended Resolution of doubts and reading of the recommended Assimilation of the practice and individual work	
Week 8	C/MG (1h)	Presentation of unit 2 topic 2.4	Know the characteristics of the argumentative text and its didactics Practice on argumentative texts	Explanation of the practice Theory-practical presentation and bibliographical comment	Assimilation of the practice and individual work Resolution of doubts and reading of the recommended	
Week 9	C/LG (2h)		Written test	Assess		

Evaluation

For each unit, there will be various tests both oral and written, as specified in the subject's schedule.

Each unit will have a different percentage on the final evaluation. This will be proportional to the weight of each unit in the subject:

- Evaluation of unit 1: 70% of the final mark
- Evaluation of unit 2: 30% of the final mark

Each unit is instructed in a different language:

- Unit 1: English
- Unit 2: Spanish

In regards to the level of the English language, the starting point will be level B1-B2, with the aim that students achieve level B2 or higher.

In regards to the assessment instruments, a continuous assessment is proposed, in which students must prepare various activities related with the exposed contents for each topic and participate in the classroom activities related with them.

Any assessment activity submitted after the due date will not be taken into account.

Both units (didactics of a foreign language and didactics of the language) have to be passed separately. In the case that any of the units is failed, the whole subject will have to be repeated and no marks will be saved for future sittings.

The subject's final mark will result from the weighted average of the partial marks. The minimum mark to pass the subject is 5.

ASSESSMENT ACTIVITIES

Unit 1

Assessment tools with their absolute value in the subject:

- Analysis of the work on languages in Primary Education (pair work): 1 point
- Classroom simulation (in small group, 4):

Written work: 1 point

Oral presentation: 1.5 points

- Written theory-practical test (individual): 3.5 points

It is mandatory to submit all evaluation pieces listed and pass the exam to have the right to evaluation. Any piece of evaluation with more than 10 spelling or expression mistakes will get a mark of 0. If the exam is failed, there will be the right to a resit, the mark of which will either be PASS / FAILED, with a maximum numeric mark of 5.

Unit 2

The unit's evaluation includes two basic aspects:

- Written test (25% of the mark)
- Individual practices (75% of the mark)

To pass the subject, all practices must be submitted and all questions in the written exam must be answered. The final mark will be the sum of the written test and the individual practices.

This unit does not include any kind of resit.

Each practice and the written test must have a good level of language correction.

To pass the practices and the written test, no more than 5 spelling or expression mistakes will be accepted.

Bibliography

Bibliography of unit 1

Topic 1

Generalitat de Catalunya. Currículum Educació Primària. http://phobos.xtec.cat/edubib/intranet/file.php?file=docs/primaria/curriculum_ep.pdf (Bibliografia Bàsica, BB)

Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Harlow, Longman. (BB)

Slattery, M.; Willis, J. (2001). *English for Primary Teachers*. Oxford: Oxford University Press. (BB)

Vázquez, J. M. (2000). *Fundamentos lingüísticos en la enseñanza de lenguas extranjeras*. Barcelona: Ariel Lenguas Modernas.

Topic 2

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. (BB)

Gass, S. M. & Selinker, L. (2008). *Second language acquisition*. (3rd. ed.). New York: Routledge.

Murugesan, V. & Ong, M.F. (2007). *Teaching English to Young Learners. An Illustrated Guide for EFL Teacher Development*. Compass Publishing.

Nunan, D. (ed.) (2003). *Practical English Language Teaching*. McGraw-Hill. (BB)

Pence, L. & Justice, L. M. (2008). *Language development from theory to practice*. Pearson Prentice Hall: New Jersey.

Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press

Scott, A. W. & Lisbeth, H. Y. (2007). Teaching English to children. New York: Pearson Education Limited. (BB)

Topic 3

Alderson, C. (1999). Assessing Reading. Cambridge: Cambridge University Press.

Hancock, M.; McDonald, A. (2001). Pen Pictures: Writing Skills for Young Learners. Oxford: Oxford University Press. (BB)

Lynch, T. (1996). Communication in the Language Classroom. Oxford: Oxford University Press.

Nunan, D. (2005). Grammar. McGraw-Hill.

Phillips, S. (1999). Drama with Children. Oxford: Oxford University Press.

Silberstein, S. (1997). Techniques and Resources in Teaching Reading. Oxford: Oxford University Press. (BB)

Wragg, E. C. et al. (1998). Improving Literacy in the Primary School. Routledge.

Texts and materials from the following sources will also be worked:

- APAC of News: Revista de l'Associació de Professors d'Anglès de Catalunya. S'hi poden trobar articles de recerca i guies de recursos.
- Aula de Innovación Educativa: Revista d'educació que inclou seccions específiques per a l'escola Primària.
- Aula Material. Enseñanza Primaria: Secció de la revista anterior en la que es publiquen unitats didàctiques i materials fotocopiabls per a Primària íntegrament.
- Guix. Elements d'Acció Educativa: Revista d'educació que inclou seccions específiques per a l'escola de Primària.
- Lenguaje y Textos: Revista de la Societat Espanyola de Didàctica de la Llengua i la Literatura.

Bibliography of unit 2

Cassany, D. (1994). Ensenyar llengua. Barcelona: Graó.

Colomer, T. (1999). Introducción a la literatura infantil y juvenil. Madrid: Síntesis Educación.

Solé, I. (1998). Estrategias de lectura. Barcelona: Graó.

Classroom reading of unit 2

Lewis, C. S., Crónicas de Narnia. Barcelona: Planeta-De Agostini, 2011.

Satrapi, M., Persépolis. Barcelona: Norma, 2004.