



Universitat de Lleida

DEGREE CURRICULUM  
**ENGLISH LANGUAGE AND ITS  
CULTURE**

Coordination: CASADO GUAL, NURIA

Academic year 2020-21

Subject's general information

<b>Subject name</b>	ENGLISH LANGUAGE AND ITS CULTURE			
<b>Code</b>	100869			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	9			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	2.7		6.3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	CASADO GUAL, NURIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	40% lectures (20% through face-to-face sessions and 20% online) = 90 hours (45 + 45) 60% independent student work = 135 hours			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	Module 1 (Sònia Mas): 2 ECTS Module 2 (Sònia Mas): 4,5 ECTS Module 3 (Núria Casado): 2,5 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CASADO GUAL, NURIA	nuria.casado@udl.cat	2,5	
MAS ALCOLEA, SÒNIA	sonia.mas@udl.cat	6,5	

## Subject's extra information

As with the rest of courses from the Bilingual Programme of Primary Education and the English courses of the degree the students' level of English is taken into account in their evaluation. Any mistake that is considered important in an oral or written test or assignment will downgrade the final mark by -0,25 points. Up to 5 basic mistakes are accepted for each test or assignment; making more than 5 basic mistakes results in a failing mark, which is graded as 4/10 points.

## Learning objectives

- To produce written texts in proper, correct and creative English language.
- To develop oral texts in proper, correct and crative English language.
- To acquire an advanced learning of English language at a semantic, phonologic and pragmatic level, necessary to teach English at a Primary Education level.
- To acquire cultural knowledge related to the anglosaxon world, necessary to develop intercultural knowledge and mediation within Primary Education classes in English.
- To learn about relevant authors and literary texts within the English speaking world.
- To develop literary sensibility in English language.
- To use new technologies in an appropriate and pertinent way in the study of English language.

## Competences

- To use correct and proper English orally and in written form.
- To develop linguistic conscience in English language.
- To acquire cultural knowledge related to the English language.
- To widen the literary knowledge in English language.
- To be able to value intercultural elements in different linguistic contexts.

## Subject contents

### Module 1: English language for the ESL Classroom

- Pre-evaluation test. Grammar and vocabulary revision
- English as a global language: teaching English in a global world
- Intercultural competence as Primary Education teachers
- Academic writing: setting the basis of your TFG

## **Module 2: Education, culture and society in English speaking countries**

- Education systems across countries
- Films on education, culture and society
- Traditions and cultural heritage

## **Module 3: A Hands-On Approach to Literature for Teachers of English**

- Literature and the ESL Classroom: Beliefs, Practices, Research
- Literary Texts for Future Teachers of English: Focus on Analysis
- Literature for/in the ESL Classroom: Creative Practice

## **Methodology**

Due to the special circumstances that will condition the academic year 2020-21, this subject will be taught as a hybrid course, with a six-hour weekly programme corresponding to one face-to-face session and one virtual period every week. Both face-to-face and virtual sessions will include a variety of formative activities and strategies:

- a. Lectures (15%)
- b. Practical activities and debates (35%)
- c. Reading and analysis of written and oral texts (30%)
- d. Writing of written assignments (20%)

This course is taught in English and the level of language proficiency required is B2.

## **Development plan**

### **MODULE 1. English language for the ESL Classroom**

Week 1: Pre-evaluation test. Grammar and vocabulary revision

Week 2 and week 3.

- English as a global language: teaching English in a global world
- Intercultural competence as Primary Education teachers

Week 4 and week 5. Practising academic writing

- Reading academic articles to extract its main parts. Analysis of academic language.
- The basics of academic writing: aim, structure, language
- Choosing a topic and writing of an abstract and keywords to elaborate a short essay
- Initial bibliographical search and initial index (9th and 10th October. Session on bibliographical resources)

### **MODULE 2. Education, culture and society in English speaking countries**

Week 6:

- Education in the UK and United States
- Comparing and reflection on education systems across countries
- Current issues on education through recent news

## Weeks 7 and 8. Analysis and comment of *Dead Poets Society* (1989) and *A Fond Kiss* (2004)

- What educational system is portrayed? In what ways is it criticised or reinforced in the presentation of the film?
- Comment on setting, place and time, characters, social and cultural background
- Culture and education portrayed in the films
- Presentations and debate on films on education

## Week 9. Traditions and cultural heritage

- "Bonfire Night" and "Thanksgiving Day": historical and cultural background applied to the primary education class
- Bringing Catalan traditions close to native speakers

## Week 10.

- Review of all contents

## Week 11. TEST 1

### **MODULE 3: A Hands-On Approach to Literature for Teachers of English**

#### Weeks 12 and 13:

- Literature and the ESL Classroom: Beliefs, Practices, Research
- Literary Texts for Future Teachers of English: Focus on Analysis

#### Week 14:

- Literature and drama for/in the ESL Classroom: Creative Practice

#### Week 15: TEST 2 and self-assessment practice

## Evaluation

The evaluation of the subject will be based on the following items:

TEST 1 (Modules 1 and 2): 30% on December 3rd 2020

TEST 2 (Module 3): 20% on January 14th 2021

Academic Essay (Modules 1 and 2): 20%

Classroom activities: 30% (10% Module 1, 10% Module 2, 10% Module 3)

Re-sit exam: January 28th 2021 at 10.00am

The student should have obtained a pass mark in the two tests in order to get a final mark. Failing one or two of the tests will result in a resit exam, which will include questions related to the three modules of the course.

Any basic mistake in any evaluative activity will entail -0.25 in the mark of that part of the assessment. Moreover, if an evaluation evidence has more than 5 basic mistakes, this will be considered failed.

## Bibliography

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