



Universitat de Lleida

DEGREE CURRICULUM
**INTRODUCTION TO ENGLISH
LANGUAGE AND TEACHING
ENGLISH**

Coordination: VRACIU , ALEXANDRA

Academic year 2022-23

Subject's general information

Subject name	INTRODUCTION TO ENGLISH LANGUAGE AND TEACHING ENGLISH			
Code	100879			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	6		5
Coordination	VRACIU , ALEXANDRA			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult this link for more information.			

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Learning objectives

ENGLISH LANGUAGE

The goals of the 3 ECTS that belong to the English Language block are to consolidate both a written and oral B2.1 level (both written and spoken) and learn technical vocabulary related to the field of education as well as communicative and didactic strategies which may be useful in the students' future teaching career. This block contains the following academic objectives:

- To acquire linguistic knowledge for the learning and teaching of the English language, using formal and informal registers, both in written and oral level.
- To know and to use technical vocabulary and a proper use of the language taking Primary schools into consideration.
- To understand oral and written specialized texts related to Primary Education, identifying the most relevant information.
- To reflect on the didactic aspects of English as a global language and in multilingual contexts.

ENGLISH DIDACTICS

The academic objectives of the 3 ECTS belonging to this block are the following:

- To know the specifications of the communicative and competencial teaching of the foreign languages at the Primary Education stage.
- To plan teaching and to acquire practical abilities when selecting educational materials, in order to develop the understanding and the oral and written production at different ages and levels.
- To design and to develop didactic units, sessions, activities and materials, integrating the Information and Communications Technology, which allow to adapt the curriculum to the profile of a foreign language learner at the Primary Education stage as well as to their diversity, and to foster the quality of the contexts in which the learning process develops.
- To use assessment not only in its accrediting function, but also in its pedagogical function, as a regulating and promoting element to improve teaching, learning and professional training, and through reflection, promote self-assessment and research on our own teaching.
- To work collaboratively and to understand coordination as the base of teaching planning.

Competences

Category	Competence
Basic	CB2. Students apply their knowledge to the work or vocational context in a professional way. They acquire the necessary competences to elaborate and defend arguments and solve problems within their study field.
	CB3. Students collect and interpret relevant data (usually within their study field) in order to formulate critical assessments based on reflecting about important topics for society, science or ethics.
General	CG3. Students effectively tackle language learning situations in multicultural and multilingual contexts.
	CG14. Students reflect on class projects in order to innovate and improve their teaching abilities. Students acquire habits and skills for both and autonomous and collaborative learning to later promote it with their future students.
Cross-curricular	CT2. Students acquire a significant command of a foreign language, especially in English language.
	CT3. Students acquire the capacity to use new technologies and communication technology.
Specific	CE1. Students know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.
	CE3. Students effectively address language learning situations in multicultural and multilingual contexts.
	CE14. Students reflect on classroom practices to innovate and improve teaching.
	CE15. Students acquire habits and skills for autonomous and cooperative learning and promote it among students.

Subject contents

ENGLISH LANGUAGE

- **Module 1 – Use of English and Vocabulary**
 - a. Use of English
 - i. Verb tenses
 - ii. Modal verbs
 - iii. Passive voice

- iv. Conditionals
- v. Relative pronouns
- b. Technical Vocabulary
 - i. Classroom language
 - ii. Rooms in a school
 - iii. Classroom material
 - iv. Actions in the playground/classroom
- o **Module 2 (RECEPTIVE SKILLS) - Reading and Listening**
 - a. Reading
 - i. Media
 - ii. Fiction
 - b. Listening
 - i. Audio/video-based material related to education
- o **Module 3 (PRODUCTIVE SKILLS) – Speaking and Writing**
 - a. Speaking
 - i. Storytelling (in pairs)
 - b. Writing
 - i. Creative writing

DIDACTICS OF THE ENGLISH LANGUAGE

MODULE 1. Planning and designing activities in the Primary EFL classroom

1.1 Approaches to syllabus design for young learners

1.2 Lesson planning for Primary EFL

1.2.1 Objectives, assessment criteria and learning outcomes

1.2.2 Materials and resources

1.2.3 Special education needs

1.3 Evaluation and assessment

MODULE 2. Developing language skills in the Primary EFL classroom

2.1 Teaching listening and speaking

2.2 Teaching reading and writing

2.3 Integrating language skills

Methodology

- Master class face to face
- Tutorials
- Group projects face to face
- Writings
- Simulations

Development plan

*****DOBLE GRAU INFANTIL I PRIMARIA WILL FOLLOW AN ALTERNATICE DEVELOPMENT PLAN (you can see it below)*****

Week	Description
Week 1 12/09/2022 - 16/09/2022	LANGUAGE. Module 1 – Use of English and Vocabulary and Module 2 (RECEPTIVE SKILLS) - Reading and Listening
Week 2 19/09/2022 - 23/09/2022	LANGUAGE. Module 1 – Use of English and Vocabulary and Module 2 (RECEPTIVE SKILLS) - Reading and Listening
Week 3 26/09/2022 - 30/09/2022	LANGUAGE. Module 1 – Use of English and Vocabulary and Module 2 (RECEPTIVE SKILLS) - Reading and Listening
Week 4 03/10/2022 - 07/10/2022	EXAM Module 1 and Module 2 LANGUAGE. Module 3 (PRODUCTIVE SKILLS) – Speaking and Writing
Week 5 10/10/2022 - 14/10/2022	LANGUAGE. Module 3 (PRODUCTIVE SKILLS) – Speaking and Writing
Week 6 17/10/2022 - 21/10/2022	LANGUAGE. Module 3 (PRODUCTIVE SKILLS) – Speaking and Writing
Week 7 24/10/2022 - 28/10/2022	LANGUAGE. Module 3 (PRODUCTIVE SKILLS) – Speaking and Writing EXAM Module 3
Week 8 31/10/2022 - 04/11/2022	DIDACTICS. MODULE 1. Planning and designing activities in the Primary EFL classroom
Week 9 07/11/2022 - 11/11/2022	DIDACTICS. MODULE 1. Planning and designing activities in the Primary EFL classroom
Week 10 14/11/2022 - 18/11/2022	DIDACTICS. MODULE 1. Planning and designing activities in the Primary EFL classroom
Week 11 21/11/2022 - 25/11/2022	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 12 28/11/2022 - 02/12/2022	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 13 05/12/2022 - 09/12/2022	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 14 12/12/2022 - 16/12/2022	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 15 19/12/2022 - 23/12/2022	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom

*****DOBLE GRAU INFANTIL I PRIMARIA DEVELOPMENT PLAN*****

Week	Day	Llengua Anglesa Wednesday 12:00-14:00h 0.16 Transfronterer	Day	Didàctica de la Llengua Anglesa Thursday 15:00-17:00h 0.16 Transfronterer
1	14-09	Module 1 and 2	15-09	Module 1

2	21-09	Module 1 and 2	22-09	Module 1
3	28-09	Module 1 and 2	29-09	No Lecture
4	05-10	Module 1 and 2	06-10	Module 1
5	12-10	No Lecture	13-10	Module 1
6	19-10	Module 1 and 2	20-10	Module 1
7	26-10	Module 1 and 2 Test	27-10	Module 2
8	02-11	Module 3	03-11	Module 2
9	09-11	Module 3	10-11	Module 2
10	16-11	Module 3	17-11	Module 2
11	23-11	Module 3	24-11	Module 2
12	30-11	Module 3	01-12	Module 2
13	07-12	No Lecture	08-12	No Lecture
14	14-12	Module 3 Writing Test	15-12	Module 2
15	21-12	Module 3 Speaking Test	22-12	Module 2

Evaluation

The assessment will take into account the evaluation of the achieved knowledge and the quality of the tasks (presentations, micro-teaching, learning portfolio, test, etc.)

Continuous assessment

The assessment of the subject consists of the following evidences:

1. English Language

The evidences will be in class tests, scheduled to be taken during weeks 4 and 7.

Assessment of Module 1 and Module 2 consists of a use of English, specific vocabulary, reading comprehension and listening comprehension test. Assessment of Module 3 consists of an oral and a written production.

Within the percentage of evaluation for Module 1, Module 2 and Module 3 there is a part of work in class.

2. English Didactics

i) A written simulation of a didactic sequence of three sessions for a Primary Education English class. This assessment will be done in groups and it will be evaluated as a group.

The dates for the assessment will be agreed on during the first day of class among the whole group.

ii) A practical implementation of an activity of the didactic sequence in the form of virtual micro-teaching (or oral simulation). This evidence will be done in groups but assessed individually.

The dates for the assessment will be agreed on during the first day of class among the whole group.

The global assessment will be calculated through the following percentages:

ENGLISH LANGUAGE	50% of the final mark	15% MODULE 1
		10% MODULE 2

		15% MODULE 3
		10% Online and/or in class tasks
ENGLISH DIDACTICS	50% of the final mark	25% Oral simulation
		15% Written simulation
		10% Online and/or in class tasks

Assessment criteria (English Language):

1. Shows a wide knowledge of the specific technical vocabulary and masters the use of the characteristic language at Primary schools.
2. Uses a fluent and accurate oral and written English.
3. Understands specialized written and oral texts related to Education and Primary schools.

Assessment criteria (English Didactics)

1. Knows how to structure and design learning activities English as a foreign language.
2. Presents a didactic unit which shows an appropriate knowledge of the student's characteristics during the Primary Education stage and of the main psycholinguistics learning processes of foreign languages.
3. Shows a vast methodological knowledge through the use of tools, resources and teaching strategies and contemplates students' diversity during Primary Education.
4. Uses and employs the foreign language fluently and correctly.

N.B.

All tests will be done in English. Linguistic accuracy and correction both oral and written will be evaluated through the standards of B2.1 CEFR level.

More than 10 basic mistakes (according to the communicative and vocabulary structures taught in Primary Education) in any of the evaluation tests will translate in a failing mark of 0 in that evaluation.

The **two blocks** (English Language and English Didactics) must have a **passing grade** in order to pass the subject and thus they must be **passed separately**.

The final mark for the course will be the result of the different partial marks and their respective percentages. The passing mark for the subject will be of 5 in each of the blocks (English Language and English Didactics).

IMPORTANT

The results of each evaluating task corresponds solely to the present academic year.

The qualification of "Not presented" will be assigned if a student does evaluating tasks that weigh less than 30% of the percentage of the final mark.

According to the article 3.1 of the evaluating rules from the UdL, students are not allowed, under any circumstance, to use fraudulent mechanisms nor banned means. Those students who do any illegalities during an evaluation task or bring and uses forbidden technology will have to leave the exam room and will wait for the consequences that are listed in the university rules. Any activity that presents evidence or plagiarism or fraudulent uses will be qualified with a zero <0>.

Alternative Evaluation

For the English Language block, the alternative evaluation will consist of an on-site final test (Part 1: grammar, vocabulary, listening comprehension and reading comprehension - 20%; Part 2: written expression - 15%) during the evaluation period and an online oral test (recording of an oral presentation) (15%).

For the English Didactics block, students are expected to hand in the written simulation of a didactic unit within a session and its implementation using digital resources. The didactic unit will weigh 20% of the final mark and the implementation will weigh 30% of the final mark. The deadlines for these tasks will be the same as for the continuous evaluation.

Bibliography

ENGLISH LANGUAGE

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- Green, L. S. (2013). Language learning through a lens: The case for digital storytelling in the second language classroom. *School Libraries Worldwide*, 19(2), 23-36.
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- Yang, J. (2011). *Storytelling as a Teaching Method in ESL Classrooms* (Dissertation). Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:hkr:diva-8457>

DIDACTICS OF ENGLISH

Documents normatius:

Decret 119/2015, de 23 de juny, d'ordenació dels ensenyaments de l'educació primària

Competències bàsiques de l'àmbit lingüístic (llengües estrangeres)

El Model lingüístic del sistema educatiu de Catalunya : l'aprenentatge i l'ús de les llengües en un context educatiu multilingüe i multicultural.

Bland, J. (Ed.). (2015). *Teaching English to young learners: critical issues in language teaching with 3-12 year olds*. Bloomsbury Publishing.

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Collins, L., & Muñoz, C. (2016). The foreign language classroom: Current perspectives and future considerations. *The Modern Language Journal*, 100(S1), 133-147.

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- McKay, P. (2006). *Assessing young language learners*. Ernst Klett Sprachen.
- Muñoz, C. (2007). Age-related differences and second language learning practice. In R.M. DeKeyser (Ed.). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*, 229-255. Cambridge University Press.
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- Prošic-Santovac, D., & Rixon, S. (Eds.). (2019). *Integrating Assessment Into Early Language Learning and Teaching*. Multilingual Matters.
- Rokita-Jaśkow, J., & Ellis, M. (Eds.). (2019). *Early instructed second language acquisition: Pathways to competence*. Multilingual Matters.
- Tragant, E., Muñoz, C., & Spada, N. (2016). Maximizing young learners' input: An intervention program. *Canadian Modern Language Review*, 72(2), 234-257.

RESOURCES FOR THE AUTONOMOUS LEARNING OF THE ENGLISH LANGUAGE

Different skills and Use of English:

<https://www.bbc.co.uk/learningenglish/>

<https://learnenglish.britishcouncil.org/>

<https://www.duolingo.com/>

<https://www.amigosingleses.com/>

<http://www.mansioningles.com/>

Listening skills:

<https://eslvideo.com/category.php?catid=TED%20Talks>

<https://www.ted.com/>

Reading skills:

https://www.myenglishpages.com/site_php_files/reading.php

[Words in the News \(BBC\)](#)

<https://www.newsinlevels.com/>

Speaking skills:

<http://iteslj.org/questions/>

<https://www.flo-joe.co.uk/>

<https://lyricstraining.com/>