Universitat de Lleida

DEGREE CURRICULUM

INTRODUCTION TO ENGLISH LANGUAGE AND TEACHING ENGLISH

Coordination: VRACIU , ALEXANDRA

Academic year 2023-24

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	EDUCATION SCIENCES
Important information on data processing	Consult this link for more information.
Language	English
Distribution of credits	BILINGÜE: Ariadna Cañadas (3 ECTS) and Iris Sola (3 ECTS) DUAL MATÍ: Inesa Shevchenko (3 ECTS) and Alexandra Vraciu (3 ECTS) DUAL TARDA: Diana Rodríguez (3 ECTS) and Florià Belinchon (3 ECTS) DOBLE GRAU ED. INFANTIL I PRIMÀRIA: Ariadna Cañadas (3 ECTS) and teacher to be assigned (3 ECTS) DOBLE GRAU CAFE: Diana Rodríguez (3 ECTS) and Anna Serrano (3 ECTS)

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BELINCHON MAJORAL, FLORIA	floria.belinchon@udl.cat	3	
CAÑADAS RICO, ARIADNA	ariadna.canadas@udl.cat	6	
LLADÓS PUIG, JÚLIA		3	
RODRIGUEZ BONET, DIANA	diana.rodriguez@udl.cat	6	
SERRANO GIMÉNEZ, ANNA MARIA	anna.serrano@udl.cat	3	
SHEVCHENKO HOTSULIAK, INESA	inesa.shevchenko@udl.cat	3,9	
SOLA CORTADA, IRIS	iris.sola@udl.cat	3	
VRACIU , ALEXANDRA	alexandra.vraciu@udl.cat	3,9	

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 effictively tackle language learning situations in multicultural and multilingual contexts.
	CG14. Students reflect on class projects in order to innovate and imprive 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

A) ENGLISH LANGUAGE

MODULE 1 Content Language Integrated Learning

a. Brief introduction to CLIL

b. Specific vocabulary on educational fields (e.g. social and natural science, mathematics, arts, etc.)

c. Specific vocabulary on teaching methodologies, classroom management, teaching resources, evaluation, etc.

MODULE 2 (PRODUCTIVE SKILLS) - Writing

a. Opinion essay

MODULE 3 (PRODUCTIVE SKILLS) – Speaking

a. Debate

B) DIDACTICS OF THE ENGLISH LANGUAGE

MODULE 2.1 English in the primary education curriculum

2.1.1 Principles and aims of competence-based education in the European context. Driving forces (*vectors*) in the Catalan curriculum for basic education. Key and transversal competences.

2.1.2 The communicative competence - models and syllabus design paradigms.

MODULE 2.2 Teaching EFL to young learners in primary education

2.2.1 Meaning-focused approaches to teaching foreign languages to young learners.

2.2.2 Planning a learning situation for EFL teaching and learning in primary education: specific area competences, applied contents (*sabers*) and assessment criteria.

2.2.3 Scaffolding reception, production and interaction. Strategies for working with mixed-ability classes for inclusive education.

2.2.4 Assessment for learning. Resources and tools for assessing young learners.

2.2.5 Materials and resources for EFL young learners.

2.3 Integrating language skills

Methodology

- Master class face to face
- Tutorials
- Group projects face to face
- Writings
- Simulations
- Flipped classroom
- Online (self-correcting) activities

Development plan

Week	Description

Week 1 12/09/2023 - 15/09/2023	LANGUAGE. Module 1 – Content Language Integrated Learning (CLIL)
Week 2 18/09/2023-22/09/2023	LANGUAGE. Module 1 – Content Language Integrated Learning (CLIL)
Week 3 25/09/2023-29/09/2023	LANGUAGE. Module 1 – Content Language Integrated Learning (CLIL)
Week 4 02/10/2023 - 06/10/2023	LANGUAGE. Module 1 – Content Language Integrated Learning (CLIL)
Week 5 09/10/2023-13/10/2023	LANGUAGE. Test Module 1 LANGUAGE. Module 2 - Written skills
Week 6 16/10/2023-20/10/2023	LANGUAGE. Module 2 - Written skills
Week 7 23/10/2023-27/10/2023	LANGUAGE. Test Module 2 LANGUAGE. Module 3 - Oral skills
Week 8 30/10/2023-31/10/2023 02/11/2023-03/11/2023	LANGUAGE. Module 3 - Oral skills DIDACTICS. MODULE 1. Planning and designing activities in the Primary EFL classroom
Week 9 06/11/2023-10/11/2023	DIDACTICS. MODULE 1. Planning and designing activities in the Primary EFL classroom
Week 10 13/11/2023-17/11/2023	DIDACTICS. MODULE 1. Planning and designing activities in the Primary EFL classroom
Week 11 20/11/2023 -24/11/2023	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 12 27/11/2023-01/12/2023	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 13 04/12/2023-08/12/2023	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 14 11/12/2023-15/12/2023	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Week 15 8/12/2023-22/12/2023	DIDACTICS. MODULE 2. Developing language skills in the Primary EFL classroom
Exam week (official by the FEPTS)	LANGUAGE. Exam Module 3

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 which will be done in the classroom according

to the timetable below:

1. English Language

Assessment of Block 1 will consist of a use of English, specific vocabulary, reading comprehension and listening comprehension test.

Assessment of Block 2 consists of a written production.

Assesment of Block 3 consists of an oral production.

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 a 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.

   * In the case of DUAL group the practical implementation will consist of a reading aloud which will be done in the different practicum centers and it will represent the AFI from the subject.

The global assessment will be calculated through the following percentages:

ENGLISH LANGUAGE	50% of the mark	BLOCK 1 Assessment Activity (AA1): Individual written test15%
		BLOCK 2 Assessment Activity 2 (AA2): Opinion essay 20%
		BLOCK 3 Assessment Activiy 3 (AA3): Debate 15%
ENGLISH DIDACTICS	50% of the mark	BLOCK 4 Assessment Activity 4 (AA4): Written simulation 20%
		BLOCK 5 Assessment Activtiy (AA5): Practical Implementation / AFI 30%

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.

AA3 and AA5 will be done in groups but assessed individually. In group DUAL, AA5 will be done and assessed individually. AA4 is done and assessed as a group.

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 final mark for the course will be the result of the different partial marks and their respective percentages.

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 use fraudulent mechanisms nor banned means. Those students who do any illegalities during an evaluation task or bring and use forbidden technology will have to leave the exam room and will wait for the consequences that are listed in the university rules.

NESE students will be provided with the corresponding UdLxTothom measures.

Alternative Evaluation

For the English Language block, the alternative evaluation will consist of three an on-site tests. All tests (AA1, AA2 and AA3) will be done during the assessment week established by the FEPTS. The tests and percentages will be the same (Block 1 - 15%, Block 2 - 20%, Block 3 - 15%). Assessment of Block 3 will take place the same day as the continuous assessment. Blocks 1 and 2 will take place according to the academic calendar.

For the English Didactics block, students are expected to hand in the written planning of a learning situation (AA4) and implementation one of the sessions of this learning situation in a digital format (AA5). The learning situation 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

Dalton-Puffer, C., Hüttner, J., & Llinares, A. (2022). CLIL in the 21st Century: Retrospective and prospective challenges and opportunities. *Journal of Immersion and Content-Based Language Education*, *10*(2), 182-206.

Lasagabaster, D., & Sierra, J. M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL research journal*, *1*(2), 4-17.

Lasagabaster, D., & de Zarobe, Y. R. (Eds.). (2010). *CLIL in Spain: Implementation, results and teacher training*. Cambridge Scholars Publishing.

Llurda, E. (2004) NNS teachers and English as an international language. *International Journal of Applied Linguistics, 14(3)*, 314-323.

Mckay, S. L. (2002) *Teaching English as an International Language.* Oxford: OUP.

Seidlhofer, Barbara (2011) *Understanding English as a Lingua Franca*. Oxford: OUP.

Slattery, M., & Willis, J. (2001). *English for primary teachers: A handbook of activities and classroom language* (Vol. 1). Oxford University Press.

Vince, M. (2014). *Language Practice for First. English Grammar and Vocabulary*. Macmillan.

Widdowson, H. G. (1994). *The ownership of English*. TESOL Quarterly, 28, 377-389.

DIDACTICS OF ENGLISH

Documents normatius:

Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació básica. *DOGC*, *8762*, 27-09-2022, 1-491.

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.

Britton, M. (2021). *Assessment for Learning in Primary Language Learning and Teaching*. Multilingual Matters.

Cameron, L. (2001). *Teaching languages to young learners*. Ernst Klett Sprachen.

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

Copland, F., & Garton, S. (2014). Key themes and future directions in teaching English to young learners: Introduction to the special issue. *ELT journal, 68(3)*, 223-230.

Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *Tesol Quarterly, 48(4)*, 738-762.

Coyle, Y., & Gómez Gracia, R. (2014). Using songs to enhance L2 vocabulary acquisition in preschool children. *Elt Journal, 68(3)*, 276-285.

Er, S. (2013). Using total physical response method in early childhood foreign language teaching environments. *Procedia-Social and Behavioral Sciences*, *93*, 1766-1768.

Garton, S., & Copland, F. (Eds.). (2018). *The Routledge Handbook of Teaching English to Young Learners*. Routledge.

Glenn, D. (2017). Songs in the young learner classroom: a critical review of evidence, *ELT Journal*, Volume 71, Issue 4, 445–455. https://doi.org/10.1093/elt/ccw097

Goto Butler, Y., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing*, *27(1)*, 5-31.

Kersten, K., & Rohde, A. (2013). Teaching English to young learners. *Language Acquisition and Use in Multilingual Contexts*, 107.

Linse, C. (2007). Predictable books in the children's EFL classroom, *ELT Journal*, Volume 61, Issue 1, January 2007, 46–54. https://doi.org/10.1093/elt/ccl044

Mart, C. T. (2012). Encouraging Young Learners to Learn English through Stories. *English Language Teaching*,

5(5), 101-106.

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.

Muñoz, C. (2014). Exploring young learners' foreign language learning awareness. *Language awareness*, *23(1-2)*, 24-40.

Nikolov, M. (Ed.). (2009). *Early learning of modern foreign languages: Processes and outcomes* (Vol. 38). Multilingual Matters.

Nunan, D. (2010). *Teaching English to young learners*. Anaheim University.

Pinter, A. (2011). *Children learning second languages*. Springer.

Pinter, A. (2017). *Teaching young language learners*. Oxford University Press.

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/