



Universitat de Lleida

DEGREE CURRICULUM
**ENGLISH LANGUAGE AND
CULTURE FOR THE PRIMARY
EDUCATION CLASSROOM**

Coordination: MAS ALCOLEA, SÒNIA

Academic year 2021-22

Subject's general information

Subject name	ENGLISH LANGUAGE AND CULTURE FOR THE PRIMARY EDUCATION CLASSROOM			
Code	100897			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	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	1		1
Coordination	MAS ALCOLEA, SÒNIA			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	40% lectures (20% through face-to-face sessions and 20% online) = 90 hours (45 + 45) 60% independent student work = 135 hours			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	Module 1: 2 ECTS Module 2: 2 ECTS Module 3: 2 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CAÑADAS RICO, ARIADNA	ariadna.canadas@udl.cat	4	
MAS ALCOLEA, SÒNIA	sonia.mas@udl.cat	2	Office: 3.38 (FEPTS)

Subject's extra information

As with the rest of 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 academic, 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 acquire knowledge about the implications of teaching English as an international language.
- To use new technologies in an appropriate and pertinent way in the study of English language.

Competences

GENERALES

- CG2. Conèixer la realitat intercultural i desenvolupar actituds de respecte, tolerància i solidaritat envers els diferents grups socials y culturals.
- CG5. Desenvolupar la capacitat d'analitzar críticament i reflexionar sobre la necessitat d'eliminar qualsevol tipus de discriminació, directa o indirecta, en particular la discriminació racial, la discriminació contra la dona, la derivada de l'orientació sexual o la causada per una discapacitat.

ESPECÍFICAS

- CE2. Dissenyar, planificar y avaluar procesos d'ensenyament i aprenentatge, tant individualment com en col·laboració amb altres docents i professionals del centre.
- CE3. Abordar amb eficàcia situacions d'aprenentatge de llengües en contextos multiculturals i plurilingües.
- CE14. Reflexionar sobre les pràctiques d'aula per tal d'innovar i millorar la pràctica docent.
- CE15. Adquirir hàbits i habilitats per a l'aprenentatge autònom i cooperatiu i promoure'l entre les estudiants.

TRANSVERSALES

- CT3. Implementar noves tecnologies i tecnologies de la informació i la comunicació.
- CT5. Aplicar nocions essencials de pensament científic.

Subject contents

- A. Pre-evaluation test. Grammar and vocabulary revision
- B. Module 1- Teaching English as an International Language: Implications in Teacher-Education Programs
- C. Module 2- Facets of Interculturality in Education: Dynamic and Realistic Intercultural Competences
- D. Module 3- Academic writing: setting the basis of your TFG

Methodology

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

SEPTEMBER			
	WEDNESDAY (room: - 1.02)	THURSDAY (room: - 1.02)	STUDENTS' PREVIOUS WORK AT HOME
WEEK 1 (15th / 16th)	Introduction to the subject + placement test	Discussion compulsory reading 1	<u>Compulsory readings (1):</u> <ul style="list-style-type: none"> • Widdowson, H. G. (1994). The ownership of English. <i>TESOL quarterly</i>, 28(2), 377-389.
WEEK 2 (22nd / 23rd)	Discussion compulsory reading 2 Academic writing		<u>Compulsory reading (2):</u> <ul style="list-style-type: none"> • Seidlhofer, B. (2011). <i>Understanding English as a Lingua Franca</i>. Oxford University Press. (pp. 1-24)
WEEK 3 (29th / 30th)	Festa local de la Ciutat de Lleida	Discussion compulsory reading 2 Academic writing	<u>Compulsory reading (3):</u> <ul style="list-style-type: none"> • Llorca, E. (2018). English language teachers and ELF. In <i>The Routledge handbook of English as a lingua franca</i> (pp. 518-528). Routledge.
OCTOBER			
WEEK 4 (6th / 7th)	Discussion compulsory reading 4 Academic writing		<u>Compulsory reading (4):</u> <ul style="list-style-type: none"> • Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. <i>TESOL quarterly</i>, 40(1), 157-181.
WEEK 5 (13th / 14th)	Assessment activity (1): Writing an academic review	Test 1 (Module 1) (10%)	-

Evaluation

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

Test (module 1): 25%

Test (module 2): 25%

Classroom activity (module 1) - writing an academic review: 15%

Classroom activity (module 2) - oral presentation: 15%

Academic essay: 20%

There will be no re-sit exam. 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

Braine, G. (2010) *Non-native Speaker English Teachers. Research, Pedagogy, and Professional Growth*. New York: Routledge.

Dervin, F. (2016). *Interculturality in education: A theoretical and methodological toolbox*. Springer.

Garrett, P. (2010) *Attitudes to Language*. Cambridge: CUP.

Holliday, A. (2016). Difference and awareness in cultural travel: Negotiating blocks and threads. *Language and Intercultural Communication*, 16(3), 318-331.

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

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

Piller, I. (2017). *Intercultural communication: A critical introduction*. Edinburgh University Press.

Salazar, M. G., & Agüero, M. F. (2016). Intercultural competence in teaching: Defining the intercultural profile of student teachers. *Bellaterra Journal of Teaching & Learning Language & Literature*, 9(4), 41-58.

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

Seidlhofer, B. (2003) A concept of International English and related issues: From 'real English' to 'realistic English'. Council of Europe.

Vogt, K. (2016). Teaching practice abroad for developing intercultural competence in foreign language teachers. *Canadian Journal of Applied Linguistics*, 19(2), 85-106.

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