



DEGREE CURRICULUM

# **ENGLISH LANGUAGE AND CULTURE FOR THE PRIMARY EDUCATION CLASSROOM**

Coordination: MAS ALCOLEA, SONIA

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	ENGLISH LANGUAGE AND CULTURE FOR THE PRIMARY EDUCATION CLASSROOM			
<b>Code</b>	100897			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	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
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	MAS ALCOLEA, SONIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	60h - face-to-face sessions 90h - independent student work			
<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: 2 ECTS Module 2: 2 ECTS Module 3: 2 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MAS ALCOLEA, SONIA	sonia.mas@udl.cat	2,5	Office: 3.38 (FEPTS)
SHEVCHENKO HOTSULIAK, INESA	inesa.shevchenko@udl.cat	3,5	Office 3.17 (FEPTS) upon previous agreement

## 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:

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

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

## Development plan

SEPTEMBER			PREVIOUS WORK AT HOME
	Wednesday	Thursday	

<b>Week 1</b>	14th Module 1 (Sònia)	15th Module 1 (Sònia)	COMPULSORY READING 1
<b>Week 2</b>	21st Module 1 (Sònia)	22nd Module 1 (Sònia)	COMPULSORY READING 2
<b>Week 3</b>	28th Module 1 (Sònia)	29th Module 1 (Sònia) Festa local de la Ciutat de Lleida	COMPULSORY READING 3
<b>OCTOBER</b>			
<b>Week 4</b>	5th Module 1 (Sònia)	6th Module 1 (Sònia)	COMPULSORY READING 4
<b>Week 5</b>	12th Module 1 (Sònia) Festa nacional d'Espanya	13th Module 1 (Sònia) <b>Assessment activity 1: writing a review (15%)</b>	-
<b>Week 6</b>	19th Module 1 (Sònia)	20th Module 1 (Sònia) <b>Final exam: Module 1 (25%)</b>	-
<b>Week 7</b>	26th Module 2 (Inesa)	27th Module 2 (Inesa)	COMPULSORY READING 1
<b>NOVEMBER</b>			
<b>Week 8</b>	2nd Module 2 (Inesa)	3rd Module 2 (Inesa)	COMPULSORY READING 2
<b>Week 9</b>	9th Module 2 (Inesa)	10 Module 2 (Inesa)	COMPULSORY READING 3
<b>Week 10</b>	16th Module 2 (Inesa)	17th Module 2 (Inesa)	COMPULSORY READING 4
<b>Week 11</b>	23rd Module 2 (Inesa) <b>Assessment activity 2: oral presentation (15%)</b>	24th Module 2 (Inesa) <b>Assessment activity 2: oral presentation (15%)</b>	-
<b>Week 12</b>	30th Module 2 (Inesa) <b>Final exam: Module 2 (25%)</b>		
<b>DECEMBER</b>			
<b>Week 12</b>		1st Module 3 (Inesa)	
<b>Week 13</b>	7th Module 3 (Inesa) Dia no lectiu	8th Module 3 (Inesa) Dia de la Immaculada Concepció	
<b>Week 14</b>	14th Module 3 (Inesa)	15th Module 3 (Inesa)	
<b>Week 15</b>	21st Module 3 (Inesa)	22nd Module 3 (Inesa) <b>Deadline for submitting the academic proposal (20%)</b>	

## 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.

**PLAGIARISM:** If plagiarised material is detected, we will apply what is established in the 'Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees'.

## Bibliography

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