



**UNIVERSITAT DE LLEIDA
FACULTAT DE CIÈNCIES DE L'EDUCACIÓ**

TITULACIÓ: 3r DIPLOMATURA MESTRE EDUCACIÓ MUSICAL

**CODI: 40040 ASSIGNATURA: IDIOMA ESTRANGER I LA SEVA DIDÀCTICA
(ANGLÈS)**

PROFESSOR/A: ROBERT IZQUIERDO

**CRÈDITS: 4,5 QUADRIMESTRE: 2n
TIPUS: TRONCAL**

OBJECTIUS

The main purpose of this course is to study English language, both as a productive and as a receptive language. It will be a revision and a consolidation of the structural and the communicative contents of the English language at an intermediate level. Therefore, the course will concentrate on developing students' communicative skills (listening, writing, reading and speaking).

The course will also focus on the study and analysis of English teaching and the design of English didactic units in order to develop the practical classroom skills in teaching English to Primary school children.

Conceptual objectives

- To revise and develop English knowledge.
- To have full communicative competence of English level needed to teach it, including the ability to use and interpret extra-linguistic elements in English oral expression.
- To know the main didactic schools of foreign language teaching for children and their application in the foreign language class, at the different levels established in the Primary curriculum.
- To be able to manage a mixed-ability group using strategies, materials and didactic skills adequate for different levels in the classroom and that lead to motivate learners.

- To get acquainted with The Linguistic Project, The Educational Project and The Curricular Project. To get acquainted with WHAT, HOW, and WHEN to evaluate students (Initial, Formative and Summative Assessment).

Procedural objectives

- To design Primary students-evaluating activities.
- To plan what is to be taught and assessed.
- To know and analyse the methods used when teaching foreign languages.
- To select, create and elaborate teaching strategies, kinds of activities and materials for class.
- To command the resources needed to design didactic units for English classes in Primary Education.
- To make didactic use of the new technologies in the classroom as well as other resources (routines, games, formats, songs, etc.) which let students learn and use English in the same context.
- To be able to manage a mixed-ability group using strategies, materials and didactic skills adequate for different levels in the classroom and that lead to motivate learners.

Attitudinal objectives

- To analyse our English mistakes.
- To show a positive attitude and interest towards English.
- To be used to planning, carrying out and evaluating students' language learning.
- To promote both the development of oral language and written production, paying special attention to resorting to new technologies.

TEMARI

ENGLISH LANGUAGE

1. Time, tense and the verb.

Present simple and present continuous.

Past simple and past continuous.

Past simple and present perfect simple.

Past perfect simple and past simple.

Future time: will and to be going to.

2. Modal auxiliaries.

3. Question formation.

Yes/No questions.

Wh questions.

4. Adjectives

Comparative.

Superlative.

5. Gerunds and infinitives.

6. Relative clauses.

Defining relative clauses.

Non-defining relative clauses.

7. Conditional sentences.

First conditional.

Second conditional.

Third conditional.

8. The passive voice.

9. Reported speech.

ENGLISH DIDACTICS

1. The area of the foreign language in the curriculum.

Criteria to be reflected in the curricular project of the centre.

Criteria for the sequence and the temporization of the contents and aims.

Choice of the methodology to use in the exercises of learning and evaluating.

2. The four skills.

Speaking. A typology of speaking activities.

Writing. Approaches to the teaching of writing.

Reading. Graded readers and storytelling. Different ways to teach reading.

Listening. Songs, rhymes and chants.

3. Materials and resources.

Types of materials and resources for Primary.

Selecting and producing materials.

4. Evaluation and assessment.

Types of evaluation.

Evaluation techniques.

5. Personal professional development.

METODOLOGIA

The course aims to develop participants' confidence and competence in using English for teaching purposes and to raise awareness of teaching activities and materials relevant to the teaching of young learners. There is an emphasis on group and pair work, but there is also a programme of individual work and feedback.

Both groups, Physical Education and Primary university students will have 2 hours a week devoted to part one of the syllabus, i.e., English language. The other two will be seminars for only half the class on English didactics, having a more practical outline.

The teacher will devote three hours a week with the whole class with Musical university students, two of them being based on English language and the other one to English didactics.

As far as contents are concerned, students will be given practical and theoretical input, followed by experimental work. Both kinds of input will be complemented with tasks on teaching/learning experience, and which will lead to group discussion where participation will be essential. Besides, some individual output will be required.

Students are expected to perform different kinds of tasks (compositions, reading and listening comprehension exercises as well as grammar worksheets) and projects that could be adapted to their primary schools. The final task will be the elaboration of an activity within a didactic unit. At the end of the course there will be a final exam.

Course attendance is not compulsory but highly recommended since students' oral participation is essential for their process of learning.

AVALUACIÓ

Evaluation criteria

At the end of the course students should improve their own English and know the principles, procedures, strategies and resources necessary to develop the communicative competence of Primary school learners. The final grade will come out of the evaluation of the exam (60%) and the didactic unit (40%). In order to pass the subject, both the written and the didactic unit must be passed independently.

Assessment

The assessment for this subject will be based on the following tasks: an exam and a didactic unit.

- The exam is to assess the student's knowledge of the subject. It will consist of five parts:
 - Grammar and vocabulary section based on exercises done in class.

- Listening comprehension.
 - Writing section.
 - Reading section.
 - Oral: a presentation about one of the chosen topics and a private interview.
- The didactic unit is to evaluate the ability to teach children English.

BIBLIOGRAFIA

General reference and practice books

- BERNAUS, M. (2004): *Aspectos didácticos de Inglés. 9.ICE de la Universidad de Zaragoza*.
- EASTWOOD, J. (2001): *Oxford Practice Grammar*. Oxford University Press.
- HANDCOCK, P. (1990): *Is that what you mean?* London: Penguin.
- HARRISON, M. (1995): *Grammar Spectrum 2. With Key*. Cambridge University Press.
- MURPHY, R. (1997): *Essential Grammar in Use with Answers*. Cambridge University Press.
- MURPHY, R. (2004): *English Grammar in Use with Answers*. Cambridge University Press.
- SWAN, M., WALTER, C. (2002): *How English Works*. Oxford University Press.
- SWAN, M., WALTER, C. (2002): *The Good Grammar Book*. Oxford University Press.
- SWAN, M. (1995): *Practical English Usage*. Oxford University Press.
- UR, P. (1996): *A Course in Language Teaching. Practice and Theory*. Cambridge: CUP

Books about teaching English in Primary Education

- BREWSTER, J., ELLIS, G. (1992): *The Primary English Teacher's Guide*. London: Penguin English.
- BRUMFIT, C., MOON, J., TONGUE, R. (1994): *Teaching English to Children*. London:
- FISHER, R. (1990). *Teaching Children to Think*. Cheltenham: Stanley Thornes.
- FISHER, R. (1999). *First Stories for Thinking*. York: Nash Pollock Publishers
- HALLIWELL, S. (1992): *Teaching Children in the Primary Classroom*. London: Longman
- RICHARDS, J.C. & RENADYA, W.A. (2002): *Methodology in Language Teaching. An Anthology of Current Practice*. Cambridge: CUP
- VALE, D., FEUNTEUN, A. (1995): *Teaching Children English*. Cambridge University Press.
- WOODWAR, T. (2001): *Planning Lessons and Courses*. Cambridge: CUP

Dictionaries

Longman Wordwise Dictionary. (Pre-intermediate - Intermediate). Longman.
Longman Active Study Dictionary. (Intermediate). Longman
Longman Handy Learner's Dictionary. (Intermediate - Advanced). Longman.
Cambridge Learner's Dictionary. Cambridge University Press.
Cambridge Advanced Learner's Dictionary. Cambridge University Press.
Diccionario Cambridge Klett Pocket, Español-Inglés / English-Spanish. Cambridge University Press.
Macmillan Essential Dictionary. Macmillan.
Shorter Oxford English Dictionary. Oxford University Press.
The Oxford English Dictionary. Oxford University Press.
Collins Spanish Dictionary. Collins.

Internet resources

Primary resources <http://www.primaryresources.co.uk/online/index.htm>.
Bry-Back Manor <http://www.bry-backmanor.org>.
One Stop English <http://www.onestopenglish.com>.
Learning Planet <http://www.learningplanet.com>.
Primary Games <http://www.primarygames.com/games.htm>.
Funschool <http://www.funschool.com>.
ESL Images www.esl-images.com.
Little Fingers www.littlefingers.com.
Enchanted Learning www.enchantedlearning.com/school.
Abcteach <http://www.abcteach.com>.
BBC Schools <http://www.bbc.co.uk/schools/>.
Homeschool portal [http:// www.sitesforteachers.com/](http://www.sitesforteachers.com/)
Centre de Recursos de Llengües Estrangeres <http://www.xtec.es/crle/05/05.htm>
Resources <http://www.webenglishteacher.com/>

Interactive exercises

Frankfurt International School <http://esl.fis.edu>
Grammar Aquarium <http://perso.wanadoo.es/autoenglish/freeexercises.htm>.
University of Victoria, British Columbia, Canada: English Language Centre, Study Zone
<http://web2.uvcs.uvic.ca/elc/studyzone/grammar.htm>.
English in Context <http://smccd.net/accounts/sevas/esl/gramcheck/>.
Smic http://www.smic.be/smic5022/interactive_exercises_light.htm.
Isabel's ESL site <http://www.isabelperez.com/grammar.htm#Grammar>.
ESL Blues <http://www.collegeem.qc.ca/cemdept/anglais/trouindx.htm>.

James Rainville's ESL Page, Primary and Secondary Grammar Page.

<http://www.james.rtsq.qc.ca/Virtgram/#IRV>.

Gallaudet's ESL lessons <http://depts.gallaudet.edu/ESL/>.

Non Stop English <http://www.nonstopenglish.com/>.

English learner <http://www.englishlearner.com/>.

englisch-hilfen.de http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm.

Dictionaries

Encarta <http://encarta.msn.com/encnet/features/dictionary/dictionaryhome.aspx>.

Cambridge dictionaries online <http://dictionary.cambridge.org/>.

Ask Oxford <http://www.askoxford.com/>.

Oxford Advanced Learner's dictionary <http://www.oup.com/elt/oald/>.

Spanish-English dictionary - Yahoo! Reference

http://education.yahoo.com/reference/dict_en_es/.

English-Spanish / Spanish- English Language Resources for Library and Information

Professionals <http://eubd1.ugr.es/tony/risweb.isa>.