



Universitat de Lleida

# DEGREE CURRICULUM **INTEGRATED PROJECTS IN THE ENGLISH LANGUAGE**

Coordination: VRACIU , ALEXANDRA

Academic year 2022-23

## Subject's general information

Subject name	INTEGRATED PROJECTS IN THE ENGLISH LANGUAGE			
Code	100882			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	4	COMPULSORY	Attendance-based
Course number of credits (ECTS)	3			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	0.9		2.1
	Number of groups	4		4
Coordination	VRACIU , ALEXANDRA			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CASANOVAS CATALA, MONTSERRAT	montserrat.casanovas@udl.cat	3	
MARSOL JORNET, ANNA	anna.marsol@udl.cat	3	
VRACIU , ALEXANDRA	alexandra.vraciu@udl.cat	6	

## Learning objectives

The subject aims to provide students with the fundamental theoretical concepts and the basic teaching techniques needed to design and implement integrated language and content projects in Primary Education.

The main objectives are:

- O1. Understand the theoretical and practical foundations of integrated language and content projects in English as a foreign language in Primary Education.
- O2. Acquire and apply the theoretical and practical knowledge needed to plan, develop and assess CLIL projects in Primary Education.
- O3. Acquire and apply the theoretical and practical knowledge needed to use ICTs to plan, develop and assess CLIL projects in Primary Education.

## Subject contents

### 1. Introduction to CLIL

- 1.1. Methodological principles of CLIL
- 1.2. CLIL materials and resources
- 1.3. Criteria and tools for CLIL assessment

### 2. ICT and English language learning

- 2.1. Methodological principles to introduce ICTs in the English classroom
- 2.2. Web 2.0 materials and resources
- 2.3. Criteria and tools for the evaluation of ICT activities

## Development plan

**BILINGÜE**

# INTEGRATED PROJECTS IN THE ENGLISH LANGUAGE 2022-23

Setmana	Descripció	Objectius d'aprenentatge
Week 1 28/11/2022 - 02/12/2022	Introduction and schedule Unit 1. Introduction to CLIL	O1,2
Week 2 05/12/2022-09/12/2022	Unit 1. Introduction to CLIL	O1,2
Week 3 12/12/2022-16/12/2022	Unit 1. Introduction to CLIL	O1,2
Week 4 19/12/2022 - 22/12/2022	Unit 2. ICT and English language learning	O3
Week 5 09/01/2023-13/01/2023	Unit 2. ICT and English language learning	O3
Week 6 16/01/2023-20/01/2023	Unit 2. ICT and English language learning	O3

## DOBLE GRAU

Setmana	Descripció	Objectius d'aprenentatge
Week 1 14/11/2022 - 18/11/2022	Introduction and schedule Unit 1. Introduction to CLIL	O1,2
Week 2 21/11/2022-25/11/2022	Unit 1. Introduction to CLIL	O1,2
Week 3 28/11/2022-02/12/2022	Unit 1. Introduction to CLIL	O1,2
Week 4 05/12/2022 - 09/12/2022	Unit 1. Introduction to CLIL	O1,2
Week 5 12/12/2022-16/12/2022	Unit 2. ICT and English language learning	O3
Week 6 19/12/2022-22/12/2022	Unit 2. ICT and English language learning	O3
Week 7 09/01/2023-13/01/2023	Unit 2. ICT and English language learning	O3
Week 8 16/01/2023-20/01/2023	Project work	O1,2,3

## PRIMARY EDUCATION (EVENING)

Week	Description	Learning objectives
Week 1 15/11/2021 - 19/11/2022	Introduction and schedule	O1,2
Week 2 22/11/2021-26/11/2021	Unit 1. Introduction to CLIL	O1,2
Week 3 29/11/2021-03/12/2021	Unit 1. Introduction to CLIL	O1,2

Week 4 06/12/2021 - 10/11/2021	Unit 1. Introduction to CLIL	O1,2
Week 5 13/12/2021-17/12/2021	Unit 1. Introduction to CLIL	O1,2
Week 6 20/12/2021-22/12/2021	Unit 2. ICT and English language learning	O3
Week 7 10/01/2022-14/01/2022	Unit 2. ICT and English language learning	O3
Week 8 17/01/2022-21/01/2022	Unit 2. ICT and English language learning	O3

## DUAL

Week	Description	Learning objectives
Week 1 15/11/2021 - 19/11/2022	Introduction and schedule	O1,2
Week 2 22/11/2021-26/11/2021	Unit 1. Introduction to CLIL	O1,2
Week 3 29/11/2021-03/12/2021	Unit 1. Introduction to CLIL	O1,2
Week 4 06/12/2021 - 10/11/2021	Unit 1. Introduction to CLIL	O1,2
Week 5 13/12/2021-17/12/2021	Unit 1. Introduction to CLIL	O1,2
Week 6 20/12/2021-22/12/2021	Unit 2. ICT and English language learning	O3
Week 7 10/01/2022-14/01/2022	Unit 2. ICT and English language learning	O3
Week 8 17/01/2022-21/01/2022	Unit 2. ICT and English language learning	O3

## Evaluation

The assessment criteria are as follows:

- Ability to observe and analyze the teaching / learning process.
- Ability to understand, analyse and apply the theoretical concepts presented.
- Ability to understand, analyse and apply the strategies, techniques and methods presented.
- Ability to establish links between theory and practice.
- Ability to integrate the skills acquired in the teaching practice.

As for the assessment instruments, a continuous assessment is proposed in which the student must present a

series of evidences that reflect the acquisition of the competences of the subject.

The assessment of the subject consists of the following items:

I1. Knowledge test: 30%

I2. Written programming of a CLIL teaching sequence: 40%

I3. Oral presentations in the classroom: 20%

I4. Completion of online tasks: 10%

I1 will be carried out individually. I2 and I3 will be done in groups / pairs. I4 will be done in groups or individually but will be assessed individually.

## **DUAL**

I1. Knowledge test: 25%

I2. Written programming of a CLIL teaching sequence: 45%

I3. Oral presentations in the classroom: 30% -3 evidences-

I1 will be carried out individually. I2 and I3 will be done in groups / pairs. I4 will be done in groups or individually but will be assessed individually.

I4 counts towards AFI for the students in the Dual Primary Education Degree.

## **N.B.**

All the assessment will be in English. Oral and written accuracy is part of the grade and will be assessed according to the B2 level descriptors in the CEFR. More than 10 basic spelling or use of English errors (corresponding to the communicative structures and vocabulary for Primary Education teaching) in one of the assessment items leads to a grade of 0 in this item.

## **ALTERNATIVE ASSESSMENT**

The requirements for the alternative assessment will be the same as for the ordinary assessment but in virtual/electronic format.

## **Bibliography**

### **Unit 1**

Bloom, Benjamin S. & David R. Krathwohl. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain. New York, Longmans.

Coyle, D. (2015). Strengthening integrated learning: Towards a new era for pluriliteracies and intercultural learning. *Latin American Journal of Content & Language Integrated Learning*, 8(2), 84-103.

Coyle, D., Hood, P. and Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: CUP.

Dafouz, E. (Ed.). (2009). *CLIL across educational levels: Experiences from primary, secondary and tertiary contexts*. Richmond Publ.

- Dale, L. and Tanner, R. (2012). *CLIL Activities. A resource for subject and language teachers*. Cambridge: Cambridge University Press.
- De Graaff, R., Jan Koopman, G., Anikina, Y., & Westhoff, G. (2007). An observation tool for effective L2 pedagogy in content and language integrated learning (CLIL). *International Journal of Bilingual Education and Bilingualism*, 10(5), 603-624.
- Deller, S. & Price, C. (2007). *Teaching other subjects through English*. Oxford: Oxford University Press.
- Mehisto, P. (2012). Criteria for Producing CLIL Learning Material. *Encuentro*, 21, 15-33.
- Mehisto, P., Marsh, D., Frigols, M.J. (2008). *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Books for teachers
- Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2005). A pluriliteracies approach to content and language integrated learning—mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, 28(1): 41-57.
- Paulsrud, B., Tian, Z., & Toth, J. (Eds.). (2021). *English-Medium Instruction and Translanguaging*. Multilingual Matters.
- Pérez Cañado, M. L. (2016). From the CLIL craze to the CLIL conundrum: Addressing the current CLIL controversy. *Bellaterra Journal of Teaching and Learning Language and Literature*, 9(1), 0009-31.
- Rubio-Alcalá, F., & Coyle, D. (Eds.). (2021). *Developing and Evaluating Quality Bilingual Practices in Higher Education*. Multilingual Matters.
- Vraciu, A., & Tomàs, Y. C. (2019). Focus on Form in Content-Based Instruction: Practical Ideas for Raising Language Awareness in Primary School Arts and Crafts CLIL. *e-Teals: an e-journal of Teacher Education and Applied Language Studies*, (9), 41-56.

## Unit 2

- Ahmad, K., Corbett, G., Rogers, M. and Sussex, R. (1985). *Computers, language learning and language teaching*. Cambridge: Cambridge University Press.
- Baron, N. (2010). *Always on. Language in an online and mobile world*. New York: Oxford.
- Beatty, K. (2013). *Teaching & researching: Computer-assisted language learning*. London: Routledge
- Chinnery, G. (2006). "Going to the MALL: Mobile Assisted Language Learning", *Language Learning and Technology*, 10 (1), 9-16.
- Chun, D. (2011). "Computer-Assisted Language Learning", in E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning*, vol. II, New York: Routledge, 663-680.
- Cruz, M. and Durán, A. (2013). "How to integrate stories and ICT in content-based units of work for English learning." *Porta Linguarum* 18: 219-237.
- Ghasemi, B. and Hashemi, M. (2011). "ICT: Newwave in English language learning/teaching." *Procedia-social and behavioral sciences* 15: 3098-3102.
- Harwood, N. (2010). Issues in materials development and design. In N. Harwood (ed.) *English Language Teaching Materials: Theory and Practice*. Cambridge: Cambridge University Press, 3–30.
- López Pérez, M. and Galván Malagón, C. (2017). "Creating materials with ICT for CLIL lessons: A didactic proposal." *Procedia-Social and Behavioral Sciences* 237: 633-637.
- Mehisto, P. (2012). "Criteria for Producing CLIL Learning Material", Eric Collection. Retrieved from <https://eric.ed.gov/?id=ED539729>
- Mullamaa, K. (2010). "ICT in Language Learning--Benefits and Methodological Implications." *International education*

studies 3.1: 38-44.

## Webgraphy

Centre de Suport a la innovació i recerca educativa en llengües.CIREL.

<[http://phobos.xtec.cat/cirel/cirel/index.php?option=com\\_content&view=article&id=1&Itemid=1](http://phobos.xtec.cat/cirel/cirel/index.php?option=com_content&view=article&id=1&Itemid=1)>

SDL Servei de Llengües <<http://phobos.xtec.cat/pluriling/pele.html>>

Xtec <<http://www.xtec.cat/innova/index.htm>>

CLIL Compendium <<http://www.clilcompendium.com>>

European Commission Multilingualism

<[http://ec.europa.eu/education/languages/language-teaching/doc236\\_en.htm](http://ec.europa.eu/education/languages/language-teaching/doc236_en.htm)

European Center for Modern Languages - A pluriteracies approach to teaching for learning: <https://pluriliteracies.ecml.at/>

## Resources

<https://tiscar.com/2009/02/23/video-new-media-literacies-en-espanol/>

European Centre for Modern Languages, Council of

Europe <https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/language/en-GB/Default.aspx>

<http://xtec.gencat.cat/ca/projectes/plurilinguisme/metodologies/tilc/>

Cogollos Calabuig, E. "Art and ICT in CLIL. How to learn english creating stop-motion videos." TRICLIL proceedings: Better CLIL: more opportunities in primary, secondary and higher education. (2012).

[https://ddd.uab.cat/pub/poncom/2012/93555/triclil\\_a2012p172.pdf](https://ddd.uab.cat/pub/poncom/2012/93555/triclil_a2012p172.pdf)