



Universitat de Lleida

DEGREE CURRICULUM
**INTEGRATED LEARNING OF
LANGUAGES AND CONTENT IN
EDUCATION**

Coordination: MARSOL JORNET, ANNA

Academic year 2022-23

Subject's general information

Subject name	INTEGRATED LEARNING OF LANGUAGES AND CONTENT IN EDUCATION			
Code	100899			
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 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
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	MARSOL JORNET, ANNA			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARSOL JORNET, ANNA	anna.marsol@udl.cat	6	

Learning objectives

The subject aims to provide students with the theoretical concepts and the methodological principles as well as the teaching techniques needed to design and implement integrated language and content (CLIL) programmes 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 programmes in Primary Education.

Competences

Bàsiques

CB2. Aplica els seus coneixements en el context laboral o vocacional de manera professional i adquireix les competències necessàries per elaborar i defensar arguments i resoldre problemes dintre del seu àmbit d'estudi.

CB3. Recull i interpreta dades rellevants (normalment dintre de la seva àrea d'estudi) per formular valoracions basades en una reflexió sobre temes cabdals de índole social, científic o ètic.

Generals

CG1. Fomenta els valors democràtics, amb especial incidència en els de tolerància, solidaritat, de justícia i de no violència i conèixer i valorar els drets humans.

CG2. Coneix la realitat intercultural i desenvolupa actituds de respecte, tolerància i solidaritat cap als diferents grups socials i culturals.

CG3. Aborda de manera eficaç les situacions d'aprenentatge de llengües en contextos multiculturals i plurilingües.

CG4. Coneix les mesures que garanteixen i fan efectiu el dret a la igualtat de oportunitats de les persones amb discapacitat.

CG5. Desenvolupa la capacitat d'analitzar críticament i reflexionar sobre la necessitat d'eliminar tota forma 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.

CG6. Assumeix el compromís de desenvolupament personal i professional amb un mateix i la comunitat. Adapta les propostes d'aprenentatge a les evolucions culturals més significatives.

Transversals

CT3. Adquireix la capacitat d'utilitzar les noves tecnologies i les tecnologies de la informació i de la comunicació.

CT4. Adquireix coneixements bàsics d'emprenedoria i dels entorns professionals.

Específiques

CE3. Aborda amb eficàcia situacions d'aprenentatge de llengües en contextos multiculturals i plurilingües.

CE14. Reflexiona sobre les pràctiques d'aula per innovar i millorar la tasca docent. Adquireix hàbits i destreses per a l'aprenentatge autònom i cooperatiu i el promou entre els estudiants.

CE15. Adquireix hàbits i habilitats per a l'aprenentatge autònom i cooperatiu i el fomenta entre els estudiants.

Subject contents

These are the thematic blocks which will be covered in this subject:

1. Theoretical concepts and methodological principles in CLIL
2. Materials and resources in CLIL
3. Criteria and tools for assessment in CLIL
4. Planning teaching units in CLIL

Methodology

In this subject both theory and practice are combined so that each of the thematic blocks is organised from this perspective. Therefore, on the one hand, a range of theoretical concepts and methodological principles of CLIL will be presented and explored followed by the analysis of resources, techniques and tools which enhance the development of the communicative competence by means of a cooperative, participative and constructive learning of the foreign language. On the other hand, from a transversal perspective, such theory is explicitly applied to the planning and design and, subsequently, the implementation and evaluation of different teaching sequences in the classroom context.

The subject "Aprenentatge Integrat de Llengües i Continguts a l'Educació Primària", within the English specialty, participates in teaching innovation project from the UdL "La competència reflexiva i l'alfabetització avaluadora en la formació inicial de mestres de la FEPTS: una proposta formativa mitjançant l'ús de Kultura i dinàmiques d'avaluació entre iguals" coordinated by Prof. Alexandra Vraciu. Such participation entails the videorecording of some tasks within the subject (microteaching). The recordings will be employed to facilitate the reflection upon the teaching of the English language and the teaching practice, one's own practice and that of other groups, as well as to work different dynamics to provide *peer feedback*. A

Development plan

The schedule and the way the sessions will be organised will be presented the first week of class.

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. Written exam: 25%
- I2. Written programming and oral presentation of a CLIL teaching sequence: 40%
- I3. In-class / online activities and simulations: 35%

I1 will be carried out individually. I2 and I3 will be done in groups / pairs. In order to be assessed, it is compulsory to submit all the items listed above and pass the written exam (5 out of 10). There will not be a resit exam.

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.

As for the **alternative assessment**, it consists of the following items:

- I1. Written exam: 40%
- I2. Written programming and oral presentation of a CLIL teaching sequence (recorded in video): 60%

Both I1 and I2 will be carried out individually. All these items will be submitted and the written exam will take place the same day for both the continuous and the alternative assessment. In order to be assessed, it is compulsory to submit I2 and pass the written exam (5 out of 10).

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.

Bibliography

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

