



Universitat de Lleida

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

Coordination: MARSOL JORNET, ANNA

Academic year 2023-24

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	EDUCATION SCIENCES			
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 class simulations or *microteaching* will be recorded and shared in the Virtual Campus in order to facilitate the reflection upon the teaching practice, one's own and that of other groups, as well as to participate in different dynamics to provide peer feedback. The recordings will be deleted once the subject comes to an end.

Development plan

The schedule and the way the sessions will be organised will be presented the first day 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.

A **continuous assessment** is proposed in which the student must present a series of assessment activities which reflect the acquisition of the competences of the subject.

The assessment of the subject consists of the following activities:

BLOCK 1. Written exam

Assessment Activity 1 (AA1): Theoretical-practical exam 30%

BLOCK 2. Project

Assessment Activity 2 (AA2). Written programming of a CLIL teaching sequence 25%

BLOCK 3. Oral defense

Assessment Activity 3 (AA3) Oral defense of written programming of a CLIL teaching sequence 20%

BLOCK 4. Classroom simulations

Assessment Activity 4 (AA4): Classroom simulations (*microteaching*) 25%

AA1 will be carried out individually. AA2, AA3 and AA4 will be done in groups. In order to be assessed, **it is a requirement to submit all the assessment activities** listed above. Any activity delivered later than the established deadline will not be graded and the resulting mark will be 0 out of 10 in this activity.

Passing the theoretical-practical exam is a requirement to pass the subject. If a student fails the theoretical-practical exam, the marks of the assessment activities will not be saved for future academic years. In accordance with the assessment regulation of the UdL, assessment activities that have a weight equal to or greater than 30% can be re-assessed. In this case, the maximum grade possible will be a 5 out of 10.

As regards the **alternative assessment**, the requirements for the alternative assessment will be the same as for the ordinary assessment. The theoretical-practical exam will be held face-to-face on the same day for all ordinary and alternative assessment students. The rest of the activities will be presented in virtual/electronic format and individually following the same schedule as for the ordinary assessment.

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. 0.25 points will be deducted for each basic spelling or use of English error (corresponding to the communicative structures and vocabulary for Primary Education teaching) in the assessment activity. More than five basic English errors in an assessment activity will result in 0 in this activity.

In case of plagiarism, the provisions of the "Normativa de l'avaluació i la Qualificació de la Docència en els Graus i Màsters a la UdL" will be applied.

With regard to students with special educational needs, the assessment support measures established by the UdLxTothom will be complied with.

Bibliography

Bibliography

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Webgraphy

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<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.clilcompedium.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/>