

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

Language requirements: Communicative competence in English according to CEFR B2 descriptors or above. Fluid and correct speaking and writing. Efficient reading skills in long non-adapted materials.

Official B2 certification (I.E., CLULC, FCE) required only if the students takes this course as part on the TEFL minor.

Objectives and Contextualisation

This course is designed to help student-teachers become familiar with basic teaching strategies which are specific to Content and Language Integrated Learning (CLIL) contexts. Also to help them develop the basic knowledge and skills needed for life-long professional development as primary teachers, with a special concern for foreign language teaching and learning.

In this course student teachers will learn the basic principles of integrated programs in inclusive education. To design and select materials and activities which are consistent with the needs of the learners the official curriculum. Also to identify and analyse the characteristics of CLIL quality teaching practice. The subject itself follows a CLIL/CLHE approach with a dual focus on (a) the improvement of communicative competence and classroom interactional competence (effective use of fluent, correct, learner-convergent English), and (b) foreign language teaching professional competences.

Skills

- Be familiar with the languages and literature curriculum.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop autonomous learning strategies.
- Develop critical thinking and reasoning and understand how to communicate effectively both in ones own languages and in a foreign language.
- Effectively address language learning situations in multicultural and multilingual contexts.
- Express oneself orally and in writing in a foreign language
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.

- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Adapt and write textbooks adjusted to the level of cognitive and communicative development of pupils in correct English and with the proper register.
2. Analyse communication needs and control the process of learning the English language.
3. Analyse, individually and with fellow teachers, the practice of teaching, identify areas for professional improvement, and implement strategies to achieve that improvement.
4. Analyse the communication needs and control the learning process of foreign language pupils.
5. Assessing the value of learning strategies and techniques of and in English appropriate to primary education.
6. Assessing the value of Spanish language learning strategies and techniques appropriate to primary education.
7. Contribute ideas and know how to integrate them in whole work of the team.
8. Critically address and select texts related to the academic content of infant and primary education that are appropriate for the CLIL classroom.
9. Demonstrate proficiency level B2 (CEF) in the use of the English language both in informal situations and in professional contexts, in reception, production and interaction activities.
10. Demonstrate sufficient receptive competence in foreign languages to understand oral presentations and read professional documents (teaching materials, popular articles, etc.). with the help of tools to support comprehension.
11. Develop criteria and make proposals for permanent self-training (lifelong) as teachers and in a foreign language.
12. Establish relations between the foreign language curriculum of nursery and primary education, and between both and that of secondary school.
13. Establish relations between the language curriculum of primary education and that of other curricular areas.
14. Establish work teams to develop activities independently.
15. Incorporating appropriate CMO activities for the development of CLIL units in the context of national and international programmes (Comenius, etc.).
16. Know and use the main resources and tools of inquiry in linguistics.
17. Knowing how to identify the level of knowledge of infant and primary education pupils, being able to analyse their communicative needs and control their process of language learning, as well as knowing how to self-assess ones own level of proficiency in English, analysing one's own communicative needs and establishing a plan of improvement.
18. Manage communication in the CLIL classroom efficiently, creating opportunities for the use of the target language as a language of communication.
19. Perform tasks and criteria for training and integrated evaluation of content in French.
20. Perform tasks and criteria of high educational value to promote integrated assessment of content in English.
21. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of digital learning and intercultural skills.
22. Produce structured teaching sequences in projects that promote both the integrated learning of the schools languages and the development of llinguistic, audiovisual and digital skills.
23. Recognising the CLIL class as a multilingual area by its very nature, and demonstrating awareness of the value of the linguistic repertoire of learners in learning academic content and acquiring an additional language.
24. Self-assess ones own level of knowledge of English and analyse ones own communication needs and establish improvement plans.
25. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
26. Use advanced communication skills and strategies in the English language to suit the level of cognitive and communicative development of learners and interlocutors and be understood in English while efficiently using scaffolding strategies.
27. Using the English language as a common vehicle of communication in the university classroom and in the primary school classroom, as well as all academic tasks related to the subject.
28. Using virtual platforms as a communication and management tool for directed and supervised activities.

Content

CONTENTS

1. An introduction to multilingual education.
2. Efficient communication in the foreign language classroom: oral, written and audiovisual discourse.
3. Design, adaptation, implementation and evaluation of CLIL tasks and teaching sequences.
4. Strategies for autonomous teacher development for English and CLIL teachers.

Methodology

APPROACH

This subject follows a CLIL approach, that is, it has a double focus on pedagogical content and on language development. Lessons combine lectures with whole class and small group discussions, and formal and informal students' presentations.

ATTENDANCE & PARTICIPATION

Informed active participation -verbal and non-verbal- is expected from all students. 'Informed' means that students are expected to do preparatory work before the lesson (reading, writing, etc.).

80% of attendance is a minimum requirement to opt for a 'pass' on this subject.

WORKING LANGUAGE

English will be used as the default language for all purposes. Other languages will be used if convenient.

ORGANIZATION OF WORK AND ASSESSMENT TASKS

The ORGANIZATION OF WORK is structured around the four thematic contents (see previous section) in the following way: a) one opening lecture; b) Four to six reading assignments; c) small-group activities with a final product that needs to be presented to the class; c) individual assessment task.

The two main learning tasks which will organise classwork are:

1. Planning, implementation, video-recording and evaluation of a CLIL or content-rich learning task.
2. Team planning of a mini CLIL teaching sequence.

Both tasks count for mark.

TEAMWORK AND ACCOUNTABILITY

It is expected that all team members contribute to teamwork on an equal basis.

ASSIGNMENT DELIVERY

By default assignments will be delivered in Moodle within the deadlines prescribed. In some cases a hard copy will also be required.

DEADLINES

Assignments delivered after deadline will not have feedback.

COMMUNICATIVE COMPETENCE AND CLASSROOM INTERACTIONAL COMPETENCE

The onset communicative level of the course is a CEFR B2.2. By the end of the Spring semester it is expected that students can show a C1.1. level in all sort of situations related to the teaching of/in English. Students are expected to revise thoroughly their productions. Assessment of content and language is integrated.

EXAMPLE OF ASSESSMENT CRITERIA: Content is exact, precise, relevant, informed and satisfactory; Content is developed with rich appropriate language, which includes: appropriate use of terminology; academic reader-friendly style; cohesion and coherence; correct use of morphosyntax, spelling and punctuation.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures	45	1.8	8, 1, 3, 2, 4, 24, 10, 9, 19, 20, 26, 13, 18, 15, 23, 17, 27, 5, 6
Type: Supervised			
Conferences	30	1.2	1, 3, 4, 24, 9, 11, 26, 13, 23, 17, 27, 6
Type: Autonomous			
Autonomous work	75	3	8, 1, 3, 2, 4, 24, 10, 9, 11, 19, 26, 13, 15, 23, 27, 6

Evaluation

ATTENDANCE: Attendance is compulsory. Absenteeism higher than 20% for whatever causes will automatically result in failing the course.

PARTICIPATION: Active informed participation in class and small group discussions is as important as attendance. It is expected that students read mandatory texts before class discussions.

COMMUNICATIVE COMPETENCE IN ENGLISH: The starting point is a B2.2 CEFR. Throughout the semester students will be making progress to level C1.1. It is expected that students thoroughly revise their texts before submitting them, especially those intended for primary learners. Communicative competence in English is assessed in an integrated way: Example of assessment criteria in a written assessment task: Content is exact, precise, relevant, informed and satisfactory; Content is developed with rich appropriate language, which includes: appropriate use of terminology; academic reader-friendly style; cohesion and coherence; correct use of morphosyntax, spelling and punctuation.

FINAL MARK: The final mark is the weighted average of all assessment tasks. A weighted average WILL NOT BE AWARDED under certain conditions: A) to obtain a 'pass' in the course the student must obtain a 'pass' in each block of assessment tasks. B) If grades in individual tasks (e.g. tests) are considerably lower than marks in team tasks, the average will not be automatically awarded.

CHEATING AND PLAGIARISM: In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit. A paper or test will be considered as plagiarism when a chunk of text of four words or longer authored by another person (another student, scholar, webpage, etc.) without citing the source according to academic norms. (Further information available at: http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

CLAIMS REGARDING GRADES: Claims regarding grades awarded on different assessment tasks will be presented using the form that will be provided in a timely manner.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Display of theoretical and applied critical knowledge of course contents and course materials.	40% a 60%	0	0	8, 1, 7, 24, 12, 16, 10, 9, 19, 26, 21, 22, 14, 13, 18, 23, 17, 27, 28
Reflective analysis of lesson excerpts, teaching sequences and teaching materials and design of a plan for future personal teacher development.	10% a 20%	0	0	3, 2, 24, 10, 9, 11, 26, 18, 23, 17, 27, 5, 6
Self-assessment on work done and skills development.	5% a 10%	0	0	3, 4, 24, 25, 9, 11, 26, 23, 27
Team planning and presentation of a CLIL teaching sequence.	20% a 40%	0	0	8, 1, 3, 2, 24, 10, 9, 19, 20, 26, 13, 18, 15, 23, 17, 27, 5, 6

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WEBS:

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