

**Content and Language Integrated Learning (CLIL) in
Primary Education**

Code: 103578
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

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

Other comments on languages

Feminine and masculine gender are used with an inclusive value when referring to teachers and/or students.

Teachers

Mónica Lopez Vera

Prerequisites

To take this course students must demonstrate a C1 level in English. This is a requirement for all the courses that make up the specialization (menció) in English language teaching. Students in 3rd year will have to provide evidence that they comply with this requirement by the date indicated on the Faculty of Education webpage in order to be able to take any course in the specialization in the fourth year, including this one. Students who are taking this course as an elective but not enrolled in the specialization (menció) must also document a C1 by the indicated date in order to enrol. Further consultations can be made at the academic management office of the Faculty of Education Sciences, UAB.

Important note: The proposed teaching methodology and assessment may undergo some modification depending on any attendance restrictions imposed by the authorities due to any widespread health issues.

Objectives and Contextualisation

Objectives

This course aims to introduce student-teachers to foundational theory, essential aspects and teaching strategies relative to Content and Language Integrated Learning (CLIL) contexts.

Through this course, students will learn to apply theoretical basis of CLIL in order to select, adapt and/or design appropriate materials and activities for a CLIL course that meet official curriculum requirements. This includes:

- Creating materials that ensure comprehensible input (receptive skills) of the target language during the implementation of CLIL lessons/units/projects.
- Creating materials that orient students towards adequate output (productive skills) in the target language during the implementation of CLIL lessons/units/projects.
- Creating materials that supports students' interaction and mediation in the target language during the implementation of CLIL lessons/units/projects.
- Creating materials that adequately assess students' process and progress through CLIL lessons/units/projects.

Students will also learn about teaching strategies that are optimal for CLIL implementation.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be familiar with the languages and literature curriculum.
- Critically analyse personal work and use resources for professional development.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- 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.
- Foster reading and encourage writing.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand the basic principles of the sciences of language and communication.
- 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 experiences of good practice to address, produce and implement process of collaboration and telecollaboration among different educational agents.
4. Analyse the communication needs and control the learning process of foreign language pupils.
5. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
6. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
7. Assessing the value of Spanish language learning strategies and techniques appropriate to primary education.
8. Assessing the value of learning strategies and techniques of and in English appropriate to primary education.
9. Being capable of self-assessment and of evaluating the written and oral productions of colleagues in English in a well-argued way.
10. Communicate using language that is not sexist or discriminatory.
11. Consider how gender stereotypes and roles impinge on the exercise of the profession.
12. Critically address and select texts related to the academic content of infant and primary education that are appropriate for the CLIL classroom.
13. Critically analyse and discuss theoretical texts from different fields of linguistics.

14. Critically understand and analyse, from a formal register of the English language, professional and academic discourse in English.
15. Demonstrate critical thinking applied to the selection of literary texts and communicative design tasks based on the manipulation of these texts with the dual aim of promoting language learning and facilitating access by kindergarten and primary school children to literary culture in English.
16. Demonstrate effective communication skills of at least level B2 of CEFR in situations of multilingual interaction and international contexts both orally and in writing.
17. Demonstrate intercultural attitudes to benefit efficient work in diverse teams.
18. 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.
19. Design tasks that foster a taste for reading and the development of critical thinking in primary pupils.
20. Develop linguistic and literary competence using the English language in a fun and creative way.
21. Develop reading skills in English to be able to analyse the practical implications of carrying out theoretical proposals in the field of language teaching.
22. Establish relations between the foreign language curriculum of nursery and primary education, and between both and that of secondary school.
23. Establish relations between the language curriculum of primary education and that of other curricular areas.
24. Form teams that are capable of carrying out activities effectively both in person and remotely.
25. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
26. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
27. Incorporating appropriate CMO activities for the development of CLIL units in the context of national and international programmes (Comenius, etc.).
28. 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 one's own level of proficiency in English, analysing one's own communicative needs and establishing a plan of improvement.
29. Manage communication in the CLIL classroom efficiently, creating opportunities for the use of the target language as a language of communication.
30. Perform tasks and criteria for training and integrated evaluation of content in French.
31. Perform tasks and criteria of high educational value to promote integrated assessment of content in English.
32. Present products (teaching units, class analyses, etc.) produced in teams with people from different degree courses and levels of expertise.
33. Produce structured teaching sequences in projects that promote both the integrated learning of the school's languages and the development of digital learning and intercultural skills.
34. Produce structured teaching sequences in projects that promote both the integrated learning of the school's languages and the development of linguistic, audiovisual and digital skills.
35. Producing intelligible and fluent oral speech, while respecting the basic principles of pronunciation, rhythm and intonation in the English language.
36. Propose projects and actions that incorporate the gender perspective.
37. Propose viable projects and actions to boost social, economic and environmental benefits.
38. Propose ways to evaluate projects and actions for improving sustainability.
39. 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.
40. Recognising the value of the ICTs/LCTs as a privileged communication tool between teachers and learners with diverse languages and cultures.
41. Self-assess one's own level of knowledge of English and analyse one's own communication needs and establish improvement plans.
42. Understand basic pragmatics and semantics applied to the teaching of English and be able to analyse oral discourse in the classroom.
43. Understand spoken academic discourse in English, know how to take notes and summarize the main ideas.

44. 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.
45. Using ICTs in the design, development and self-evaluation of self-learning activities in English.
46. Using texts from children's literature in Spanish in order to develop English language learning activities in primary education.
47. 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.
48. Using the most cutting-edge resources and the most advanced consultation tools in the English language.
49. Using virtual environments as tools for written communication that respond to a variety of functions (recreational, academic, transactional, etc.) among learners.
50. Using virtual platforms as a communication and management tool for directed and supervised activities.
51. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
52. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

Content

Contents

- Theoretical background to CLIL approaches
- Efficient communication in the foreign language classroom: oral, written and audiovisual discourse.
- Appropriate teaching strategies for CLIL implementation.
- Design, adaptation and evaluation of CLIL materials and activities.
- Attention to diversity and inclusive education.

Methodology

This subject follows a CLIL approach, that is, it has a double focus on pedagogical content and on language development. In-class lessons combine lectures with whole class and small group discussions, workshops, debates, presentations and other participative activities. Students are expected to be autonomous learners and to complete self-directed online learning and reading in order to then present their understanding and findings to their classmates.

The target language (English) is the vehicular language in all classes, although readings and audiovisuals in other languages may be used. Non-discriminatory use of language and inclusive practices will be ensured.

Students will work collaboratively towards end products that display their comprehension of the CLIL approach. Demonstration of having achieved a more than superficial understanding of the contents will be in a conference format with colleagues, in-service teachers and other education agents as audience (see evaluation for more details).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
In-class lectures and programmed activities	55	2.2	12, 1, 4, 2, 41, 18, 30, 31, 44, 23, 29, 27, 39, 28, 47, 7, 8
Type: Supervised			

Material development and presentations	55	2.2	1, 4, 41, 44, 23, 39, 28, 47, 7
Type: Autonomous			
Self-directed learning	40	1.6	12, 1, 4, 2, 41, 18, 30, 44, 23, 27, 39, 47, 7

Assessment

Overall Evaluation is divided into these percentages:

- Individual assessment (continuous assessment, exam, attendance, language competence in target language, etc.) 50%
- Self-directed Learning (programmed activities; online and reading materials, etc.) 15%
- Teacher-directed learning & group activities (programmed in-class activities etc.) 15%
- Final presentation (group and/or pair) 20%

The evaluation of the course encompasses the development of the identified basic competences for the course and therefore the evaluation includes continuous assessment of set activities along with consideration of students' participation, critical thinking and attitude throughout the course.

Instruments for assessment:

- Engagement in activities; completion of assignment by stated deadlines* (evaluated through peer, self and teacher assessment, based on averages achieved through collected rubrics, checklists, etc.).
- Final output and presentation (rubric).
- Individual exam (date to be determined)

*Assignments turned in after deadlines are automatically dropped by 1 point per day it is late. Feedback to late assignments will not be provided.

Given the importance of participation, attendance is mandatory: the student must attend a minimum of 80% of classes. Tardiness or leaving early before class ends will result in reduction of half-day participation.

NOTE: Due to the nature of the course (specialization in teaching of English as a Foreign Language), a separate individual mark will be given for communicative competence in the language of instruction (English). Students with a fail in language use will not pass the course. This mark will be calculated progressively through evaluation rubrics according to the required activities (written, oral, etc.).

Copying and plagiarism is intellectual theft and, therefore, constitutes a crime which shall be punished with a zero in the entire block where the plagiarism took place. In the case of copying between two students, the sanction applies to both students. In case of repeat offenders, they will have a fail for the entire course. Students should bear in mind that plagiarism is reproducing all or a large part of work from another without proper referencing. By definition "plagiarism" is the use of all or part of a text by an author as if it is his/her own work, without citing sources, whether on paper or in digital format. If you need more information regarding what constitutes plagiarism you can consult this [webpage](#).

Requisites to pass the course (all components must be passed):

- Complete self-directed and in-class activities;
- 80% attendance;
- Meet deadlines and criteria for materials presentation;
- Demonstrate adequate communicative competence in the target language;
- Meet criteria for a pass (5/10) in the individual exam.

In the case of failing any of the requisites, the student can opt for a global examination of the contents that will be administered individually in an interview format in February 2023 (date to be determined in collaboration with the individual/s affected).

Additional information regarding the final presentations of CLIL materials:

These will be presented in a conference format at the end of the course. These materials will represent CLIL lessons/mini-units/boxes/mini-cycles/emergency plans for substitute teachers, etc. The materials must be contextualized in an authentic situation and must include integrated language and content knowledge, skills and competences.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
CLIL Materials. Team planning and presentation of a CLIL teaching materials.	20%	0	0	12, 1, 3, 2, 41, 10, 24, 17, 18, 16, 15, 20, 30, 31, 44, 19, 23, 29, 25, 27, 32, 36, 37, 40, 39, 28, 52, 47, 46, 51, 7, 8
Exam. Display of theoretical and applied critical knowledge of course contents and course materials.	20%	0	0	12, 1, 5, 6, 41, 22, 18, 30, 44, 33, 34, 23, 29, 26, 38, 39, 28, 47, 50, 11
Individual assessment: Reading, participation in programmed activities and assignments, etc.	30%	0	0	12, 13, 43, 14, 42, 18, 16, 21, 35, 49, 48, 47, 50, 46
Self-directed learning. Assessment on work done and skills development.	15%	0	0	4, 41, 21, 44, 39, 9, 47, 45
Teacher-directed learning and group work	15%	0	0	4, 2, 41, 17, 18, 31, 44, 29, 32, 40, 39, 28, 47, 7, 8

Bibliography

Bibliography

Recommended bibliography (many of the references in this list are useful for autonomous work). Specific bibliography to some of the activities will be given at the beginning of the course or during the course. Due to the rapid updates of webpages, an additional list of links may be given at the beginning of the course.

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Online resources

- [Council of Europe: Content and Language Integrated Learning \(CLIL\)](#)
- Catalunya Government directives for primary education [curriculum](#)
- [A Pluriliteracies Approach to Teaching for Learning](#). Putting a pluriliteracies approach into practice (Council of Europe)
- [Language skills for successful subject learning](#). CEFR-linked descriptors
- [Plurilingualism and pluriculturalism in content-based teaching](#). A training kit
- [Journal of Immersion and Content-Based Language Education](#)

Software

We will be use and explore tools that can support CLIL approaches to language learning (e.g. Canva, Kahoot, Genially, Padlet, online processors). Students are not expected to be familiar with all the tools and apps introduced into the class but should be open to learning to use them.