

Degree	Type	Year
2500798 Primary Education	OT	4

## Contact

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## Teachers

Mónica Lopez Vera

## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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.

## 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.
- Creating materials that cater for diversity, gender perspective and inclusive education.

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, gender perspective and inclusive education.

## Activities and Methodology

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

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 and professors.

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, inclusive practices will be ensured as well as gender perspective.

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, when possible (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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment on work done and skills development.	5%	0	0	4, 41, 21, 44, 39, 9, 47, 45
CLIL Materials. Team planning and presentation of a CLIL teaching materials.	15%	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
Individual Assessment: 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
Teacher-directed learning and group work. Creation of a CLIL project (planning and teaching material creation)	30%	0	0	4, 2, 41, 17, 18, 31, 44, 29, 32, 40, 39, 28, 47, 7, 8

#### Continuous assessment

The continuous assessment is divided into these percentages:

- Individual assessment 50%:

Exam; linguistic competence in the target language (20%) (December 19, 2024).

Self-directed learning (Reading commentary (October 17\*) and video analysis (November 28)). (30%)

- Teacher-directed learning and group activities (creation, self-evaluation and co-evaluation of an CLIL project proposal: programming with activities and teaching materials) (December 9 and 12). (30%).

- Presentation, self-evaluation and final co-evaluation of group and/or couple (December 9 and 10). (15%)

- Self-directed learning. Assessment on work done and skills development through a personal reflection. (December 19). (5%)

Assessment tools:

- Participation in scheduled activities and completion of the task within the established deadlines\*. Evaluated through co-evaluation, self-evaluation and return and evaluation by the teacher according to the averages achieved through compiled rubrics, qualitative comments and checklists.
- Final product (CLIL project) and presentation with co-assessment, self-assessment and feedback by the teacher, according to the descriptors described in a rubric and checklist.
- Individual exam with rubric provided on exam day: December 19, 2024

\*We take away 1 point per day late for assignments turned in after the deadlines. Feedback will not be provided on assignments turned in after the deadlines.

Given the importance of participation and the practicality of the subject, continuous assessment requires 80% attendance, in order to be able to carry out the continuous assessment. Otherwise, the final grade will be 'not assessable'. The supporting documents that are sometimes presented in case of absence serve only to explain the absence, in no case are they an exemption from attendance. If someone cannot meet the percentage of attendance established, they cannot take part in the continuous assessment, and they will have to attend the recovery, as long as they have previously submitted 66% of the assessment activities.

Being late or leaving before the class/activity may affect your attendance mark.

Requirements to pass the subject for continuous assessment:

- 80% attendance;
- Complete scheduled, self-directed and/or in-class activities;
- Comply with the deadlines and criteria for the presentation of materials;
- Demonstrate appropriate communicative competence in the target language.

Additional information on final presentations of CLIL materials:

Final products will be presented in conference format at the end of the course. These materials will represent CLIL lessons/mini-units/learning boxes/mini-lesson cycles/emergency plans for substitute teachers, etc. The materials will be contextualized in an authentic situation and will include integrated language and content knowledge, skills and competencies. In addition, they will take into account attention to diversity, gender perspective and inclusive education.

NOTE: Considering the nature of the course (specialization in the teaching of English as a foreign language), a separate individual qualification will be made for communicative competence in the language of instruction (English). Students who do not pass this assessment will not pass the subject. This grade is calculated progressively using assessment rubrics and according to the required activities (written and oral).

Single Assessment:

Students can opt for a single assessment that must be officially requested with administration.

The evaluation of the course encompasses the development of the identified basic competences for the subject. Given the importance of participation, attendance is mandatory: the student must attend a minimum of 80% of the classes. Any documentation presented to justify absence serves as an explanation but does not imply an exemption from the course requirements. If someone cannot meet the requirements for attendance, they are advised to opt for the resit. This is possible only in the case of having submitted 66% of the evaluation tasks.

The resit will take place under the same conditions as the ones for the continuous assessment, described below.

Arriving late or leaving early from class may negatively impact the attendance mark.

Students who opt for a single evaluation must present all the evaluation activities of the course, the same ones as for the continuous assessment, on the day of the final exam (December 19, 2024)

Additional information on final presentations of CLIL materials:

Final products will be presented in conference format at the end of the course. These materials will represent CLIL lessons/mini-units/learning boxes/mini-lesson cycles/emergency plans for substitute teachers, etc. The materials will be contextualized in an authentic situation and will include integrated language and content knowledge, skills and competencies. In addition, they will take into account attention to diversity, gender perspective and inclusive education.

Resit:

All students can only opt for the resit exam if and when they have previously been assessed in a set of activities whose weight is equivalent to a minimum of two-thirds (66%) of the subject's total grade.

The resit exam will take place on January 27th, 2025, for both continuous and single assessment.

The resit exam will consist of a written and an oral task, both related to the subject content, tasks and project. The duration of the tasks will be 3 hours.

The highest grade that can be obtained in recovery is a 5/10.

Important information:

Copying and plagiarism is intellectual theft and therefore constitutes a crime that will be punished with a suspension from the entire blog/activity where the plagiarism occurred. In case of copying between two students, the penalty applies to both students. Cases of recidivism will result in a suspension for the entire course. It should be noted that plagiarism is reproducing all or part of another's work without proper references. By definition, "plagiarism" is the use of materials prepared by an author as their own work, without citing the sources, whether in paper or digital format. If you need more information about what constitutes plagiarism you can consult this web page.

It is for this reason that, in addition, the projects and materials presented must be of their own creation. If resources created by others such as videos, texts and/or images, among others, are used as part of the didactic material of the projects, these must be properly referenced in the bibliography/webography section.

## 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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- Barrull García, M. (2006). [L'anglès a les nostres aules: una llengua per comunicar-se? Proposta per millorar l'aprenentatge de l'expressió oral a les aules](#) (supervised report) and [annexed documents](#), directed by Dr. Melinda Dooly.
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#### Online resources

- [Council of Europe: Content and Language Integrated Learning \(CLIL\)](#)
- Catalonia 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 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.

### Language list

Name	Group	Language	Semester	Turn
(TE) Theory	90	English	first semester	afternoon

PROVISIONAL