Integrated Language Learning Lab: integrating language and content in b-learning materials

Coordinadora: Irina Argüelles Álvarez
Grupo de Innovación Multidisciplinar
GIEM - EUITT

Integrated language Learning Lab (2009-2010)

Puesta en marcha del proyecto, de las actividades culturales y de la página web

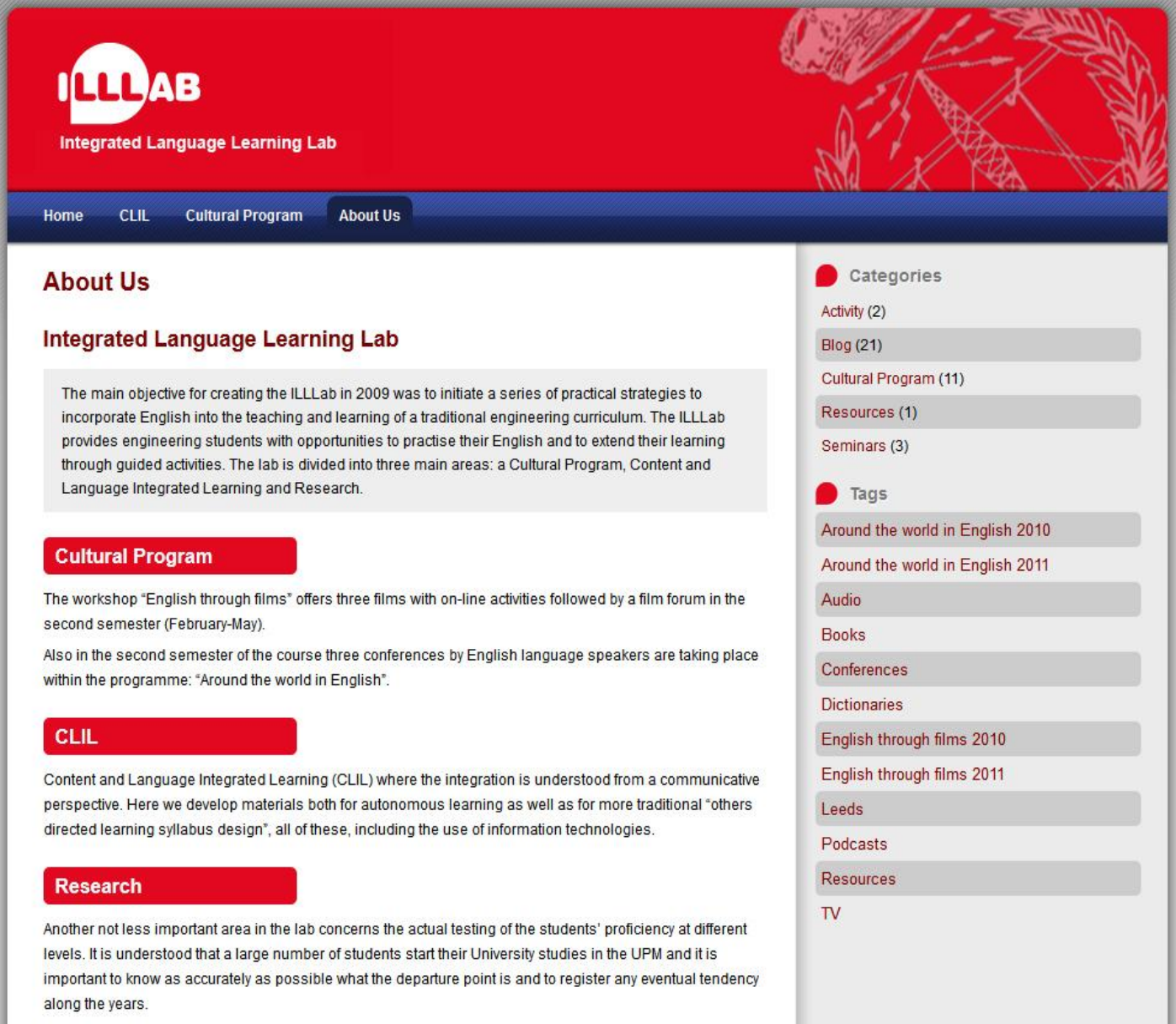
Integrated Language Learning Lab: integrating language and content in b-learning materials (2010-2011)

Desarrollo de materiales para el aprendizaje integrado de lengua inglesa y contenido de especialidad

Integrated Language Learning Lab: moving towards B2 (2011-2012)

Desarrollo de materiales para el autoaprendizaje y repaso de niveles A según el MCERL

Integrated Language Learning Lab: integrating language and content in b-learning materials (2010-2011)



ILLLAB
Integrated Language Learning Lab

Home | CLIL | Cultural Program | About Us

About Us

Integrated Language Learning Lab

The main objective for creating the ILLLab in 2009 was to initiate a series of practical strategies to incorporate English into the teaching and learning of a traditional engineering curriculum. The ILLLab provides engineering students with opportunities to practise their English and to extend their learning through guided activities. The lab is divided into three main areas: a Cultural Program, Content and Language Integrated Learning and Research.

Cultural Program

The workshop "English through films" offers three films with on-line activities followed by a film forum in the second semester (February-May).

Also in the second semester of the course three conferences by English language speakers are taking place within the programme: "Around the world in English".

CLIL

Content and Language Integrated Learning (CLIL) where the integration is understood from a communicative perspective. Here we develop materials both for autonomous learning as well as for more traditional "others directed learning syllabus design", all of these, including the use of information technologies.

Research

Another not less important area in the lab concerns the actual testing of the students' proficiency at different levels. It is understood that a large number of students start their University studies in the UPM and it is important to know as accurately as possible what the departure point is and to register any eventual tendency along the years.

Categories

- Activity (2)
- Blog (21)
- Cultural Program (11)
- Resources (1)
- Seminars (3)

Tags

- Around the world in English 2010
- Around the world in English 2011
- Audio
- Books
- Conferences
- Dictionaries
- English through films 2010
- English through films 2011
- Leeds
- Podcasts
- Resources
- TV

Another not less important area in the lab concerns the actual testing of the students' proficiency at different levels. It is understood that a large number of students start their University studies in the UPM and it is important to know as accurately as possible what the departure point is and to register any eventual tendency along the years.

Although students studying at university are expected to start their degree with an intermediate level of proficiency in English language, this expectation has been proven not to be true. In September 2009, 255 students at the EUIT de Telecomunicación, UPM took a placement test and 65% demonstrated that they had not reached an intermediate level of proficiency in English. The Integrated Language Learning Lab was created to provide a response to help students develop their English proficiency and in particular to demonstrate practical strategies to incorporate English language learning into the routine of a Spanish engineering centre, the EUIT de Telecomunicación (UPM).

ILLLab members

Irina Argüelles Álvarez (Project Coordinator and member of the GIEM)

Gerardo Balabasquer Villa, Esther Gago García, Magdalena González Martín, Carmen Ortiz Martínez (GIEM-EUITT Coord. Juan Blanco Cotano)

Inmaculada Álvarez de Mon y Rego, Diego García Haro, Rafael Herradón Díez, Eduardo Martín Novo, Margarita Millán Valenzuela, Juana Sendra Pons (EUITT) Rupert Herington (University of Leeds)

David Baños Expósito (Technical Support), Paloma Chacón Resino (Documentation), Jose Manuel Baños Expósito (Cultural Program), Eduardo Laorden Fiter (e-learning activities)

The Project Integrated Language Learning Lab has been supported by the UPM within the annual programmes for Innovation Projects (2009-2010 and 2010-2011)

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Cultural Program

Working in an intercultural world

English through films
(Activities and cineforum)

- The social Network
- Lost in translation
- Working girl

Around the world in English

- *How to lead in a networked world* by Dr. Drasko Darskovik
- *Logical reasoning as a universal tool in building international teams* by Dr. Szczepaniak and Ms. Wroblewska
- *Conducting bussiness around the world: What are the chalenges?* by Mr. Rupert Herington

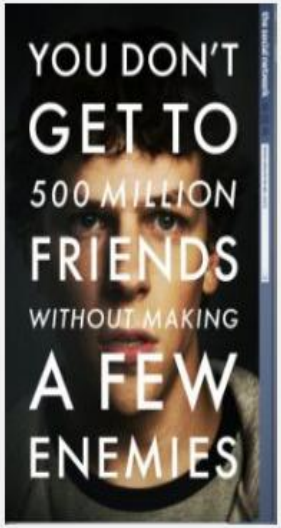
English through Films 2011: The Social Network

When

Friday, May 20th, 12:30, Room 3004.

Abstract

On a night in 2003, Harvard student Mark Zuckerberg begins working on a new idea. In a fury of blogging and programming, what begins in his room soon becomes a global social network and a revolution in communication. A mere six years and 500 million friends later, Mark Zuckerberg is the youngest billionaire in history... but the legal complications have only just begun!



Activities

Click here to complete the activity.

Categories

Activity (2)
Blog (21)
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Tags

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Around the World in English: Conducting business around the world. What are the challenges?

Imagine living or working in another country, what types of things would you need to adapt to? In this talk I will explore the concept of culture and whether a common culture exists. I will also illustrate the ways in which culture affects people's behaviour, in particular, when doing business. I will provide examples based on my experience of working in a range of countries.

Rupert Herington works at the University of Leeds, where he is Marketing Co-ordinator for the Language Centre with responsibility for recruiting international students to programmes at the university.

When: Wednesday, April 27, 12:30, Room 3004.

Categories

Activity (2)
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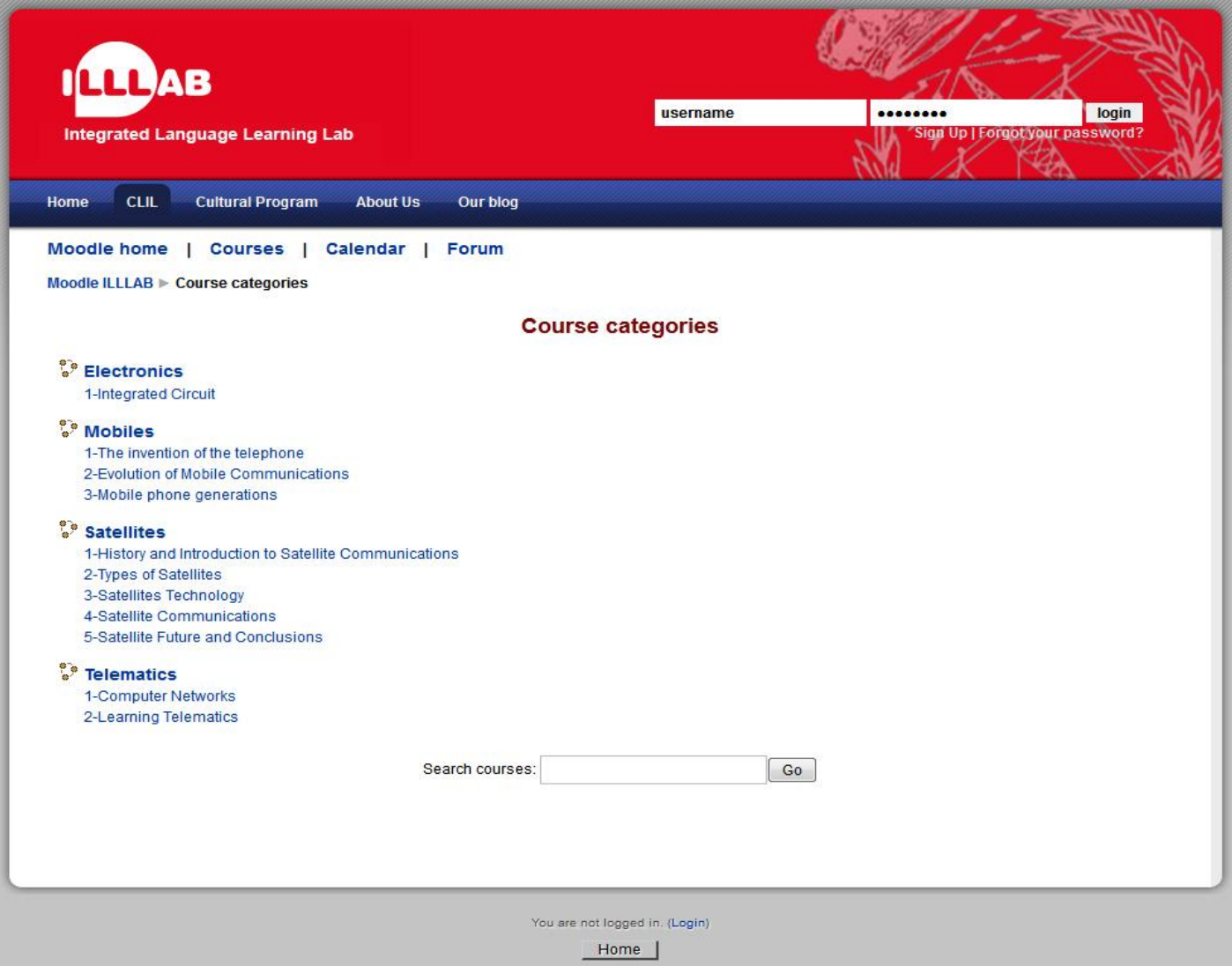
CLIL

POLITÉCNICA



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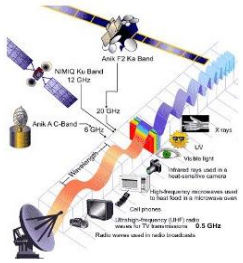
Moodle ILLLAB ▸ SAT3

Satellite Technology

1 The ka-band

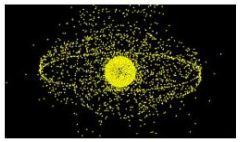


- Exercise 1: Match the words in the columns to complete the sentences
- Exercise 2: Fill the gaps in the text with one of the words given
- Exercise 3: Match the words with their definitions and Fill the gaps in the text
- Exercise 4: Arrange the words to obtain a full sentence

2 Satellite elements

- Exercise 1: Match the words with their definitions and Fill the gaps in the text
- Exercise 2: Fill the gaps in the text with one of the words given
- Exercise 3: Arrange the sentences to obtain a full paragraph

3 Geo-stationary satellites



- Source for this section: video on youtube
- Exercise 1: Watch the video and choose True or False
- Exercise 2: Listen and fill the gaps in the text
- Exercise 3: Arrange the sentences to obtain a full paragraph

4

Adapted from the original proposal by Alberto Román Moraleda: "Aprendizaje de las lenguas integrado con contenido de la especialidad de Sistemas de Telecomunicación: actividades sobre satélites", January 2011, EUITT.

Note: The images and videos have been taken from different sources over the Internet. The credit goes to the original creator.

Administration
- Grades
- Profile

My courses
- 1-Computer Networks
- 1-History and Introduction to Satellite Communications
- 1-The invention of the telephone
- 2-Evolution of Mobile Communications
- 2-Types of Satellites
- 3-Mobile phone generations
- 3-Satellites Technology
- 4-Satellite Communications
- 5-Satellite Future and Conclusions

All courses ...

People
- Participants

Activities
- Quizzes
- Resources
- SCORMs/AICCs

Recent Activity

Activity since Wednesday, 9 November 2011, 08:23 pm
Full report of recent activity...
Nothing new since your last login

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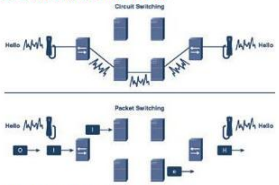
Moodle ILLLAB ▶ TELEM1

Computer Networks

1 Telecommunication to assist Computer Science

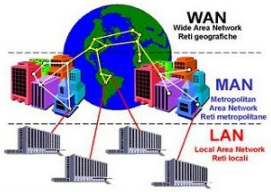
- Exercise 1: Match the words with their definitions and Fill the gaps in the text
- Exercise 2: Match the words in the columns to obtain a correct sentence

2 Computer and telematic networks



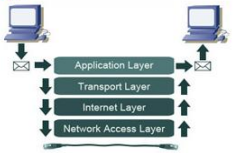
- Exercise 1: Match the columns to obtain correct groups
- Exercise 2: Fill the gaps with one of the words in the previous exercise
- Source for Exercise 3: Read this text
- Exercise 3: True or False?

3 Types of networks



- Exercise 1: Arrange the words to obtain meaningful phrases
- Exercise 2: Fill the gaps in the text with the correct words
- Exercise 3: Crossword

4 The TCP/IP Model



- Source for this section: video on youtube
- Exercise 1: Match the words in the columns to obtain correct groups
- Exercise 2: Listen and fill the gaps in the text (Part 1)
- Exercise 2: Listen and fill the gaps in the text (Part 2)

5

Adapted from the original material in Spanish by Justo Carracedo Gallardo (DIATEL-EUITT).

Note: The images and videos have been taken from different sources over the Internet. The credit goes to the original creator.

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- 5-Satellite Future and Conclusions

All courses ...

People
- Participants

Activities
- Quizzes
- Resources
- SCORMs/AICCs

Recent Activity

Activity since Wednesday, 9 November 2011, 07:56 pm
Full report of recent activity...
Nothing new since your last login

Exercise 1: Match the words with their definitions and Fill the gaps in the text - Attempt 1

1
Marks: 10

1. Match words with their definitions:

1. An auxiliary device that works in conjunction with a computer: [ ]
2. A telegraph apparatus consisting of a keyboard transmitter and a printing receiver: [ ]
3. A usually pliable metallic strand or rod made in many lengths and diameters, sometimes clad and often electrically insulated, used chiefly for structural support or to conduct electricity: [ ]
4. A connection point for a peripheral device: [ ]
5. Device that enables something to be used in a way different from that for which it was intended: [ ]
6. Devices for transmitting usually digital data over telephone wires by modulating the data into an audio signal to send it and demodulating an audio signal into data to receive it: [ ]
7. The branch of science concerned with the use of technological devices to transmit information: [ ]
8. A system of persons or things arranged in a graded order: [ ]
9. A standard procedure for regulating data transmission between computers: [ ]
10. An interconnected group or system : [ ]

2
Marks: 10

2. Fill the gaps with one of the words in task 1:

1. Telecommunication oriented to assist Computer Science

Communication between the computer and its peripheral is a result of their exchanging electronic signals. Let us imagine that the peripheral is a [ ] (a typewriter used to write telegrams). If we wanted to move it away from the computer we would only need to make the connecting [ ] between the two devices longer. If we wanted to move the peripheral device even further away from the computer we would need to make the wire longer again. But is there a limit? We can surmise that the answer will be "yes" because the longer the distance is, the weaker the electronic signal will be.

If we wanted to move the [ ] to a distance of one hundred kilometers from the computer we could consider using a telecommunication line. The problem is that the signals that travel along the line have different characteristics from the signals that the computer and peripheral use. We would need to insert an adapter between the telecommunication line and the peripheral.

When the computer 'wants' to print some characters using the teleprinter the information will be sent through the [ ] which the computer 'thinks' is connected to the teleprinter. However, the information will reach the [ ] , which will change the characteristics of the signal; this process is called modulation. The signal will then travel along the telecommunication line and be demodulated by the second adaptor, so the signal will now be understandable by the peripheral. This process also works in the opposite way. These kinds of adaptors are called [ ] .

The previous paragraphs show an example of collaboration between Telecommunications and Computer Science. Each technology uses its own resources and combines them to solve a problem. But this solution cannot be considered as part of a new, different technology, distinct from its precursors; It is just the sum of two independent technologies. The computer did not change its way to communicate with the peripheral, since the adaptor did the job of modifying the signal so it could reach the peripheral. Thus, this cannot yet be called [ ] .

This scenario becomes more complex when we want to communicate between two computers in the same electronic [ ] . In this case, we must define the kind of information to be exchanged as well as the communication rules (which computer should begin the communication, which answers are the correct ones, etc). This information is called protocol. The techniques to define and implement protocols are not part of Telecommunications or Computer Science; they are part of a new technology, which we call Telematics.

A further step is to communicate between four computers and their corresponding peripherals (these are called computer systems, or CS). Six communication lines and twelve modems were needed, and the [ ] required to communicate all of them would be quite complex. When the number of computers in a system increases, the number of connections needed rises dramatically. In this case, we need to consider using a network to make the connections possible.

The need to connect many computers together in a network grew throughout the early 1970's. The telephone [ ] could have been used, but a different solution was proposed: specially-designed networks using computers as nodes. So, at the same time that "Computer Science oriented to assist Telecommunications" originated, the need arose to use computer-based networks to connect computer systems. At the beginning of the 1980's these new networks established what we now call Telematics.

Research

UPM English Proficiency Test

- Diseño de las pruebas (2009-2010)
- Pruebas piloto en la EUIT de Telecomunicación
- Análisis de datos y validación del test
- Puesta en marcha a gran escala y seguimiento de las pruebas

Research

Comunicaciones

- Argüelles I., R. Herradón, S. Rodríguez: "Validar una prueba de competencia en lengua inglesa: las bases empíricas". *Actas del XXIX Congreso Internacional AESLA*, Salamanca 4-6 mayo 2011. (En prensa)
- Argüelles I., I. de Pablo, R. Herradón, J.M. Baños: "Large-scale Testing of Proficiency in English: Back to Multiple Choice?". *Proceedings for 2011 BAAL Conference*, Bristol 1-3 September 2011.(En prensa)

Research

Comunicaciones

- Argüelles, I., J. Sendra, M. Millán, R. Herington, J. Blanco, R. Herradón: “TIC y aprendizaje integrado de contenidos técnicos y lengua inglesa en la EUIT de Telecomunicación” Interdisciplinariedad, Lenguas y TIC: Investigación y Enseñanza, Valencia 10-12 marzo 2010.

(Publicado en 2011 por *Cambridge Scholar Publishing* en el volumen: "Multiple Voices in Academic and Professional Discourse: Current Issues in Specialised Language Research, Teaching and New Technologies“)

Evaluación final

- Participación alta en el programa cultural (30-40 estudiantes y profesores por actividad) y seguimiento en la red
- Propuesta de actividades de especialidad en lengua inglesa para varias titulaciones
- Puesta en marcha de la prueba UPM de B2 en lengua inglesa y difusión de los resultados

Objetivos ILLLab 2011-2012

- **Se mantendrá el programa cultural con al menos tres películas y tres presentaciones en lengua inglesa. El tema de este curso: *When communicating becomes a problem***

- **Se propondrán actividades e-learning en Moodle (ILLLab) para estudiantes por debajo del nivel B1 según el MCERL**

- **Se revisarán los resultados de las pruebas UPM de B2 en lengua inglesa para hacer una propuesta que mantenga los niveles de validez a medio / largo plazo**

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POLITÉCNICA

More about us in: http//euitt.illlab.upm.es

Thank you very much

for your kind attention !

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