

## COURSE PROGRAM

**Academic Year: 2019/2020**

Identification and characteristics of the course			
Code	401445	ECTS Credits	6
Course name (English)	Content and Language Integrated Learning		
Course name (Spanish)	Aprendizaje Integrado de Contenidos y Lenguas Extranjeras		
Degree programs	Master (MEd) in Bilingual Education for Primary and Secondary school teachers		
Faculty/School	Faculty of Education		
Semester	1st	Type of course	Compulsory
Module	Theoretical-applied foundations of Bilingual Education		
Matter	Foundations of Bilingual Education		
Lecturer/s			
Name	Office	E-mail	Web page
Ana María Piquer Píriz	A-13	<a href="mailto:anapiriz@unex.es">anapiriz@unex.es</a>	
Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer (If more than one)			

Competencies*
<b>Basic and general competencies</b>
GC1: To understand and analyse CLIL contexts in Primary and Secondary schools
GC4: To get to know and to be able to apply research techniques and innovative teaching strategies in CLIL contexts
BC6: To develop and understand the required knowledge base for the elaboration and/or application of original ideas, often in a research context
BC8: To be able to integrate different knowledge sources and to deal with the complexity of articulating their own views based on information that, although incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and viewpoints
BC10: To acquire learning skills that allow students to continue their study in a way that, to a great extent, should be self-directed or autonomous
<b>Cross-curricular competencies</b>
CCC1: To plan and organize personal work
CCC7: To search, analyse, assess, link, structure and summarize information coming from different sources, as well as to be able to integrate ideas and knowledge
CCC12: To be able to argue and justify the logic of decisions, showing appreciation for different points of view

\* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

<b>Specific competencies</b>
SC1: To get to know the main theoretical underpinnings of Bilingual Education and Content and Language Integrated (CLIL) Programmes and to be able to establish similarities and differences between the different approaches to Bilingual Education
SC2: To get to know and to be able to describe the main regulations for bilingual programmes at the European, national and regional levels
<b>Contents</b>
<b>Course outline*</b>
Bilingualism: definition and types. Bilingualism in educational contexts. Bilingualism and cognition. The European language policy. CLIL. Main features and models in CLIL. Research into the main educational and linguistic outcomes of CLIL. The CLIL school: main features. CLIL teachers: competencies. CLIL in Extremadura. Literacy in two languages
<b>Course syllabus</b>
<b>UNIT 1: Bilingualism and multilingualism in educational contexts</b>
1.1 Bilingualism, multilingualism and Content and Language Integrated Learning (CLIL) 1.2 CLIL as a language teaching approach 1.3 CLIL as an educational approach
Description of the main practical activities in unit 1: <ul style="list-style-type: none"> <li>1. Making an outline of the first assigned reading</li> <li>2. Analysing the second assigned reading</li> <li>3. Writing a critical essay using the three assigned readings of the unit about CLIL as both an educational and a language teaching approach.</li> </ul>
<b>UNIT 2: Implementing CLIL</b>
2.1 CLIL in Europe 2.2 CLIL in Spain 2.3 CLIL in Extremadura
Description of the practical activities in unit 2: <ul style="list-style-type: none"> <li>1. Reading and discussing the first assigned reading of this unit (about CLIL in Europe), identifying, in groups, the most relevant aspects and presenting them orally to the rest of the class</li> <li>2. Summarising a section on the second assigned reading (on CLIL in Spain)</li> <li>3. Analysing reports related on the implementation of bilingual sections in Extremadura</li> </ul>
<b>UNIT 3: Agents in CLIL</b>
3.1 The CLIL school 3.2 The CLIL teacher 3.3 The CLIL students
Description of the practical activities in unit 3: <ul style="list-style-type: none"> <li>1. Reading and discussing the first assigned reading</li> <li>2. Identify (in groups) the most relevant aspects of an assigned case study of a CLIL teacher in Extremadura, sharing the analysis in an online forum and discussing the rest of the groups' ideas.</li> </ul>
<b>UNIT 4: CLIL as a methodological approach</b>
4.1 Integrating content learning and language learning: Basic principles 4.2 Literacy in two languages
Description of the practical activities of lesson 4: <ul style="list-style-type: none"> <li>1. Reading and discussing the first assigned reading</li> </ul>

- Identifying and comparing some methods to develop literacy in the L1 and L2

End-of-module assessment activity: Round table on CLIL: Choose one of the topics dealt with in the course and prepare a presentation for a round table that should include questions for the audience.

### Educational activities \*

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	OCUEx/PS
1	50.5	3.5				2	1	20/24
2	35.5	3.5				1.5	0.5	12/18
3	35.5	3.5				1.5	0.5	12/18
4	26	2				1	0.5	6/16.5
<b>Assessment **</b>	2.5	2.5						
<b>TOTAL ECTS</b>	150	15				6	2.5	50/76.5

L: Lectures (100 students)

HI: Hospital internships (7 students)

LAB: Laboratory or field practices (15 students)

COM: Computer room or language laboratory practices (30 students)

SEM: Problem classes or seminars or case studies (40 students)

SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)

OCUEx: Online Campus Uex

PS: Personal study, individual or group work and reading of bibliography

### Teaching Methodologies\*

- Lectures. Explaining subject content. Discussion of theoretical aspects. Additional talks by experts may be added.
- Interactive teaching.
- Office-hour consultations to solve questions presented by students
- Autonomous work to analyse documents and to elaborate reports and to answer practical cases.
- Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.

### Learning outcomes \*

- Can describe the European policy about languages and multilingualism.
- Can define the origins and methodological content of CLIL
- Can adapt the methodological principles of CLIL to the different educational contexts.
- Can identify the features of the CLIL schools that illustrate best teaching practices in CLIL.
- Can identify the role of the different agents involved in CLIL experiences.
- Can understand the integration of language and content in the design of materials, activities, tasks and projects in the CLIL classroom
- Can understand the different types of learning and the different levels of difficulty that applying CLIL to the teaching practise may pose for the students.

### Assessment systems \*

\*\* Indicate the total number of evaluation hours of this subject.

The evaluation system comprises three main elements:

1. Active participation in class and in the Online Campus, together with the oral presentation in class of one or more assignments (20%)
2. Online tasks carried out during the course to be delivered at specific dates (30%). This part will be obligatory for students opting for the global evaluation and will also be worth 30%.
3. Written exam (50%) on the content explained during the course, consisting of either a test and/or questions to be developed in written form to evaluate the knowledge and the know-how of students. It will be necessary to reach at least 40% of the maximum mark in this exam in order for the student to pass the subject.

Those students who opt for a global evaluation during the first three weeks of the term (see the regulations of the University of Extremadura on this) will sit an exam. The exam will consist in a written part, which will account for 50% of the mark, and an oral presentation, in which students will be asked about the syllabus explained in class (20%). The remaining 30% corresponds to the evaluation of online tasks carried out during the course.

### Bibliography (basic and complementary)

#### Basic readings

Alejo, R. & A. M. Piquer Píriz (2010) CLIL teacher training in extremadura: A needs analysis perspective. In D. Lasagabaster and Y. Ruiz de Zarobe (Eds), *CLIL in Spain. Implementation, Results and Teacher Training*. Cambridge Scholars Publishing, pp. 219–42.

Cenoz, J., Genessee, F., and Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics* 35(3): 243-262 .

Coyle, D., Hood, P. And D. Marsh (2010). *Content and Language Integrated Learning*. Cambridge: Cambridge University Press (Chapter 1)

Eurydice (2006) *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: Eurydice.

Fernández Fontecha, A. (2009). Spanish CLIL: Research and official actions. In *Content and language integrated learning. Evidence from research in Europe*, ed. Y. Ruiz de Zarobe and R.M. Jiménez Catalán, 3-21. Bristol: Multilingual Matters.

Mehisto, P., D. Marsch and M. J. Frigols. (2008). *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: MacMillan

Pérez-Cañado, M. L. (2012). CLIL research in Europe: past, present, and Future. *International Journal of Bilingual Education and Bilingualism*, 15: 315–341.

#### Further readings

Alejo, R., & Piquer-Píriz, A. (2016a). Urban vs. rural CLIL: An analysis of input-related variables, motivation and language attainment. *Language, Culture and Curriculum*, 1-18.

Alejo, R., & Piquer-Píriz, A. (2016b). Measuring the productive vocabulary of secondary school CLIL students: Is Lex30 a valid test for low-level school learners? *VIAL*, 13, 31-53

Ball, P., Kelly, K. & J. Clegg (2015). *Putting CLIL into practice*. Oxford: Oxford University Press.

Cenoz, J. (2013) Discussion: Towards an educational perspective in CLIL language policy and pedagogical practice. *International Journal of Bilingual Education and Bilingualism* 16(3): 389-394

Genesee, F. (2004) What Do We Know About Bilingual Education for Majority Language Students. In *Handbook of Bilingualism and Multiculturalism*, ed. T. K. Bhatia and W. Ritchie, 547-576. London: Blackwell.

Lasagabaster, D. and Y. Ruiz de Zarobe (Eds.) (2010). *CLIL in Spain. Implementation, Results and Teacher Training*. Cambridge: Cambridge Scholars Publishing.

Ruiz de Zarobe, Y. and R.M. Jiménez Catalán (Eds.) (2009) *Content and language integrated learning. Evidence from research in Europe*. Bristol: Multilingual Matters.

### Other resources and complementary educational materials

*Some interesting webpages about CLIL*

- <http://clilandict.wikispaces.com/>
- <http://www.isabelperez.com/>
- <http://www.teachingenglish.org.uk/clil>
- <http://www.cambridge.org/elt/blog/2015/03/give-clil-time/>
- <http://www.teachers-corner.co.uk/what-is-clil/>
- <http://www.playingclil.eu/>
- <http://iteachilearn.org/cummins/index.htm>
- <http://www.gold.ac.uk/clcl/multilingual-learning/>
- <http://www.clil4children.eu/>
- <http://www.juntadeandalucia.es/educacion/webportal/web/portal-de-plurilinguismo/recursos-materiales>
- <http://reaaicleintef.blogspot.com/>
- [https://www.educarex.es/ord\\_academica/recursos-aicle-20170727-103147.html](https://www.educarex.es/ord_academica/recursos-aicle-20170727-103147.html)

*Some interesting blogs about CLIL*

- <https://oupeltglobalblog.com/2010/11/29/teaching-clil-classroom-benefits/>
- <http://clipsforclil.blogspot.com.tr/>
- <http://clilreflections.blogspot.com.tr/>
- <http://letsclil.blogspot.com.tr/>
- <https://www.teachingenglish.org.uk/blogs/chris-baldwin/welcome-my-new-clil-blog>
- <http://clilforsuccess.blogspot.com.tr/>
- <http://aclil2climb.blogspot.com.tr/>
- <https://clilingmesoftly.wordpress.com/>
- <http://clilnegreira.com/>
- <http://robseville.blogspot.com.tr/>
- <https://sites.google.com/site/englishforclilteachers/Home>
- <http://bilinguex.blogspot.com/2015/07/aicle.html>