

## COURSE PROGRAM

**Academic Year: 2019/2020**

Identification and characteristics of the course				
Code	401448	ECTS Credits		6
Course name (English)	Lenguaje e interacción en el aula de bilingüe			
Course name (Spanish)	Language and interaction in the CLIL classroom			
Degree programs	Master (MEd) in Bilingual Education for Primary and Secondary School Teachers			
Faculty/School	Faculty of Education			
Semester	1st	Type of course	Optional	
Module	Speciality			
Matter	Linguistics aspects of Bilingual Education			
Lecturer/s				
Name		Office	E-mail	Web page
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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
BC7: To apply the knowledge acquired and to be able to solve problems in new or unfamiliar contexts in broader (or interdisciplinary) environments related to their area of study.
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 competency</b>
CCC3: To be able to communicate effectively in English
<b>Specific competency</b>
SC8: To be able to use advanced interpersonal communication skills in the interactions that take place in a CLIL classroom.

\* 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.

Contents
<p style="text-align: center;"><b>Course outline*</b></p> <p>Every teacher is a teacher of language: Language, texts and interaction in the CLIL classroom. (Understanding how and why we use language in the classroom: the instructional register; the social register; the organizational-procedural register.). Orders of complexity (Language in spoken and written modes. Differences and similarities. Implications for teaching through English. Planned and unplanned discourse.). Characteristics of the oral mode (a. Linearity b. repetition and redundancy c. stress and intonation d. the support of gestures and visuals). Characteristics of the written mode. (a. The syntactic mode b. Lexical complexity c. Referring devices c. spelling and punctuation). Choosing and adapting texts in oral and written modes. (a. Memorable texts b. Simplifying texts c. texts with visual or other non-verbal supports. Making connections (Language use across subject areas. The core vocabulary of English. How the senses of core vocabulary items extend to new topics. Implications.). Putting it all together. (Micro-teaching practice: oral and written modes).</p>
<p style="text-align: center;"><b>Course syllabus</b></p> <p><b>UNIT 1: Language and interaction in the CLIL classroom</b></p> <ol style="list-style-type: none"> <li>1. Some basic notions on the concept of language</li> <li>2. The language and interactions of the L2 classroom             <ol style="list-style-type: none"> <li>2.1 Learning contexts: instructional, natural and CLIL settings</li> <li>2.2 Observing learning and teaching in the L2 classroom (Observation schemes)</li> <li>2.3 Corrective feedback in the L2 classroom</li> <li>2.4 Questions in the L2 classroom</li> </ol> </li> <li>3. From the language and interactions of the L2 classroom to the language and interactions of the CLIL classroom             <ol style="list-style-type: none"> <li>3.1 The concept of register: Field, tenor and mode</li> <li>3.2 The regulative and instructional registers in CLIL lessons</li> <li>3.3 Classroom registers and their impact on learning opportunities</li> </ol> </li> </ol> <p>Description of the practical activities in unit 1</p> <ol style="list-style-type: none"> <li>1. Summary of the first assigned reading</li> <li>2. Identification of the specific features of a CLIL classroom interaction</li> </ol>
<p><b>UNIT 2: Language in the CLIL classroom</b></p> <ol style="list-style-type: none"> <li>1. Written and spoken language             <ol style="list-style-type: none"> <li>1.1 The main characteristics of written and spoken language</li> <li>1.2 Differences and similarities</li> <li>1.3 Implications for the teaching of/through English                 <ol style="list-style-type: none"> <li>1.3.1. Grammatical metaphor: Challenges that academic language poses for learners</li> <li>1.3.2. Conceptual metaphor: Opportunities to enhance the semantic flexibility of the English vocabulary</li> </ol> </li> </ol> </li> <li>2. Levels of language in the CLIL classroom             <ol style="list-style-type: none"> <li>2.1 BICS vs. CALP: General vs. academic language</li> <li>2.2 CLIL is CALP: The importance of academic language in CLIL</li> <li>2.2 Disciplinary language: Genres in CLIL</li> </ol> </li> <li>3. The language triptych: A specific model of language in CLIL             <ol style="list-style-type: none"> <li>3.1 Dimensions: Language OF, FOR and THROUGH learning</li> <li>3.2 Implications for planning the linguistic dimensions of CLIL lessons</li> </ol> </li> </ol> <p>Description of the practical activities in unit 2:</p> <ol style="list-style-type: none"> <li>1. Identifying and comparing grammatical and conceptual metaphor.</li> <li>2. Identifying the three dimensions of Coyle's language triptych (language OF, FOR and THROUGH learning) in a text.</li> <li>3. Selecting a text suitable for a CLIL discipline and analysing the language employed in it by using Coyle's language triptych model and suggesting ways to help learners to cope with this complex language.</li> </ol>

### UNIT 3: Interaction in the CLIL classroom

1. Some basic notions on interaction in the L2 classroom
  - 1.1 Classroom interaction and its impact on second language acquisition
  - 1.2 Interaction patterns in the L2 classroom
2. Interaction and dialogue in the CLIL classroom
  - 2.1 Communication systems in the CLIL classroom
  - 2.2 Dialogic teaching in CLIL classrooms
3. Interaction patterns and scaffolding in the CLIL classroom
  - 3.1 The IRF pattern in the CLIL classroom
  - 3.2 Interactional scaffolding: teacher and peer scaffolding
4. Action research in the CLIL classroom: Benefits of classroom observation for teaching practice

Description of the practical activities in unit 3:

1. Oral discussion of the third assigned reading
2. Analysis of a CLIL classroom interaction

### UNIT 4: Oral and written texts in the CLIL classroom

1. The notion of 'text'
2. Selecting oral and written texts in the CLIL classroom
  - 2.1 Authentic vs. adapted materials
  - 2.2 Assessing instructional materials
    - 2.2.1 Traditional instruments: Readability formulas
    - 2.2.2 Alternative approaches
3. Scaffolding oral and written texts in the CLIL classroom
  - 3.1 Scaffolding content
  - 3.2 Scaffolding language

Description of the practical activities of unit 4:

1. Selecting sources of authentic language input for CLIL subjects.
2. Application of readability formulas to different types of texts.

### UNIT 5: Micro-teaching practice

Practical activity

Description of the practical activities of unit 5:

End-of-module assessment activity:

1. Developing a micro-teaching session that integrates all the theoretical and practical notions dealt with in the subject.
2. Oral presentation of the session in front of the rest of class
3. Peer-assessment and self-assessment (using a rubric)

### 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	43.5	7				1	-	16/19.5
2	35	6				1	-	14/14
3	25	4				1	-	10/10
4	20	3				1	-	8/8
5	24.5	3				2	2.5	2/15
Assessment **	2	2						
<b>TOTAL ECTS</b>	150	25				6	2.5	50/66.5

L: Lectures (100 students)

HI: Hospital internships (7 students)

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

<p>LAB: Laboratory or field practices (15 students)</p> <p>COM: Computer room or language laboratory practices (30 students)</p> <p>SEM: Problem classes or seminars or case studies (40 students)</p> <p>SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)</p> <p>OCUEx: Online Campus UEx</p> <p>PS: Personal study, individual or group work and reading of bibliography</p>
<p><b>Teaching Methodologies*</b></p> <ol style="list-style-type: none"> <li>1. Lectures. Explaining subject content. Discussion of theoretical aspects. Additional talks by experts may be added.</li> <li>2. Interactive teaching.</li> <li>3. Office-hour consultations to solve questions presented by students</li> <li>4. Autonomous work to analyse documents and to elaborate reports and to answer practical cases.</li> <li>5. Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.</li> </ol>
<p><b>Learning outcomes *</b></p> <ol style="list-style-type: none"> <li>1. Can recognise, analyse and implement CLIL classroom language.</li> <li>2. Can analyse, select and plan the use of different types of texts (both oral and written) in the CLIL classroom.</li> <li>3. Can monitor the different types of interactions that take place in a CLIL classroom.</li> </ol>
<p><b>Assessment systems *</b></p> <p>The evaluation system comprises three main elements:</p> <ol style="list-style-type: none"> <li>1. Active participation in class and in the Online Campus, together with the oral presentation in class of one or more assignments (20%)</li> <li>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%.</li> <li>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.</li> </ol> <p>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.</p>
<p><b>Bibliography (basic and complementary)</b></p> <p><b>Basic readings</b></p> <p>Ligthbown, P. &amp; N. Spada (2006). <i>How languages are learned</i>. 3<sup>rd</sup> ed. Oxford: Oxford University Press</p> <p>Llinares, A., T. Morton &amp; R. Whittaker (2012). <i>The roles of language in CLIL</i>. Cambridge: Cambridge University Press</p> <p><b>Further readings</b></p>

- Alexander, R. J. (2008). *Towards dialogic teaching: Rethinking classroom talk* (4th ed.). York: Dialogos.
- Boers, F., & Lindstromberg, S. (2008). *Cognitive linguistic approaches to teaching vocabulary and phraseology*. Berlin: Mouton de Gruyter.
- Calabrese, I., & Rampone, S. (2007). *Curricular content resources for Primary*. Oxford: Oxford University Press.
- Cameron, L. (2003). *Metaphor in Educational Discourse*. London: Continuum.
- Christie, F. (2002). *Classroom discourse analysis. A functional perspective*. London: Continuum.
- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121-129.
- Dalton-Puffer, C. (2006). Questions as strategies to encourage speaking in content-and-language-integrated classrooms. En A. Martínez-Flor & E. Usó-Juan (Eds.), *Current trends in the development and teaching of the four language skills* (Amsterdam). Mouton de Gruyter.
- Dalton-Puffer, C. (2007). *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam: John Benjamins.
- Dalton-Puffer, C. (2007). *Empirical perspectives on CLIL classroom discourse*. Frankfurt: Peter Lang
- Dalton-Puffer, C., Nikula, T., & Smit, U. (2010). *Language use and language learning in CLIL classrooms*. Amsterdam/Philadelphia: John Benjamins.
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- Dale, L., Van der Es, W., & Tanner, R. (2012). *CLIL activities. A resource for subject and language teachers*. Cambridge: Cambridge University Press.
- Devrim, D. Y. (2015b). *Teaching grammatical metaphor: Designing pedagogical interventions*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Echevarría, J., Vogt, M. E., & Short, D. J. (2017). *Making content comprehensible for English learners. The SIOP model*. (5th ed.). Boston: Pearson.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.
- Grievesson, M., & Superfine, W. (2012). *The CLIL Resource Pack: Photocopiable and Interactive Whiteboard Activities for Primary and Lower Secondary Teachers*. Verlag: Delta Publishing.
- Halliday, M. A. K. (1994). Spoken and written modes of meaning. In D. Graddol & O. Boyd-Barret (Eds.), *Media texts: Authors and readers* (pp. 51-73). Clevedon: Multilingual Matters.
- Halliday, M. A. K., & Matthiessen, C. (2004). *An introduction to functional grammar* (3rd edition). London: Arnold.
- Lasagabaster, D. (2001). La observación de la clase de L2. *Revista de Psicodidáctica*, 11-12, 67-86.
- Nikula, T. (2005). English as an object and tool of study in classrooms: Interactional effects and pragmatic implications. *Linguistics and Education*, 16, 27-58.

Nikula, T. (2010). Effects of CLIL on a teacher's classroom language use. In *Language use and language learning in CLIL classrooms* (pp. 105-123). Amsterdam/Philadelphia: John Benjamins.

Nikkula, T., Dalton-Puffer, C., & Llinares, A. (2013). CLIL classroom discourse. Research from Europe. *Journal of Immersion and Content-Based Language Education*, 1(1), 70-100.

Ruddell, M. R. (1993). *Teaching content reading and writing*. Hoboken, NJ: John Wiley & Sons.

Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.

Walsh, S. (2006). *Investigating Classroom discourse*. London: Routledge

### Other resources and complementary educational materials

Selected webpages to obtain authentic materials for the CLIL classroom:

<https://americanenglish.state.gov/about-us>  
<https://learnenglishkids.britishcouncil.org/en>  
<http://learnenglishteens.britishcouncil.org/>  
<http://www.bbc.co.uk/learningenglish/>  
<https://www.kids-world-travel-guide.com/australia-facts.html>  
<https://owlcation.com/academia/Irish-Facts-Information-Kids>  
<https://www.nasa.gov/kidsclub/index.html>  
<https://www.esa.int/esaKIDSen/index.html>  
<https://kids.nationalgeographic.com/>  
<http://easyscienceforkids.com/>  
<https://kidsinmuseums.org.uk/>  
<https://www.atozkidsstuff.com/>  
<https://www.education.com/activity/arts-and-crafts/>  
[http://www.bbc.co.uk/schools/websites/4\\_11/site/music.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/music.shtml)  
<https://www.bbc.co.uk/education/highlights>