COURSE PROGRAM

Academic Year: 2019/2020

Identification and characteristics of the course			
Code	401451	ECTS Credits	6
Course name (English)	Methodology, resources and assessment for bilingual education		
Course name (Spanish)	Metodología, recursos y evaluación para la enseñanza bilingüe		
Degree programs	Master (MEd) in Bilingual Education for Primary and Secondary School Teachers		
Faculty/School	Faculty of Education		
Semester	2nd	Type of course	Compulsory
Module	Theoretical-practical foundations of bilingual education		
Matter	Socio-political and pedagogical aspects of bilingual education		
Lecturer/s			
Name	Office	E-mail	Web page
Juan de Dios Martínez Agudo	2.16	jdmtinez@unex.es	
Subject Area	Didactics of Language and Literature		
Department	Didactics of Social Sciences, Languages and Literatures		
Coordinating Lecturer (If more than one			

Competencies*

Basic and general competencies

BC6 - To develop and understand the required knowledge base for the elaboration and/or application of original ideas, often in a research context.

BC8 - That students are able to integrate different knowledge sources and that they are able to deal with the complexity of articulating their views based on information that, although incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and views.

GC2 - To be able to design innovative teaching proposals integrating both the contents of non-linguistic disciplines involved in the different CLIL programmes and the foreign language being taught (English)

GC4 - To get to know and to be able to apply research techniques and innovative teaching strategies in CLIL contexts.

Cross-curricular competencies

CT1 - To plan and organise personal work.

CT4 - To make decisions based on objective criteria (available experimental, scientific and simulation data)

CT7 - To search, analyse, assess, link, structure and summarise information coming from different sources, as well as to be able to integrate ideas and knowledge.

CT9 - To be able to be a leader as well as to influence and motivate other people, making effective use of available resources.

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* 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.

CT10 - To show initiative to provide and/or evaluate alternative or innovative solutions to problems, showing flexibility and professionalism when considering different assessment criteria.

CT12 - To be able to argue and justify the logic of decisions, showing appreciation for different points of view.

Specific competencies

SC7 – To be able to incorporate innovative strategies, attractive materials and ICTs into teaching practice in bilingual education contexts.

SC10 – To know and broaden the knowledge of the most appropriate assessment procedures to be applied in bilingual education contexts.

Contents

Course outline*

Methodological aspects and pedagogical practices in the bilingual class. Materials and resources for bilingual education: selection and adaptation. New Technologies and Webquests. The European Portfolio of Languages. Assessment in the teaching of a content subject through an L2. Evaluation of bilingual programmes

Course syllabus

LESSON 1. European perspective in CLIL teacher education. Professional profile of CLIL teachers

1.1. The European Framework for CLIL teacher education: The European Profile for Language Teacher Education.
1.2. Competency-based approach to teacher education: Target professional competences.
1.3. CLIL in pre-service and in-service teacher education: Concerns, uncertainties and challenges.

*Practical activities: Reading and discussing the first assigned readings (Marsh et al. 2010 and Bertaux et al. 2010).

LESSON 2. Understanding and applying CLIL pedagogy in Primary and Secondary Education: Advantages and drawbacks

2.1. Core features of CLIL pedagogy and key issues in CLIL syllabus/course design.
2.2. Working in two languages: Code-switching and translanguaging practices in CLIL contexts. Pedagogical reasons for CLIL teachers' code-switching.
2.3. CLIL teaching strategies and classroom techniques for Primary and Secondary Education.
2.4. Analysis and discussion of demonstration activities and techniques using CLIL pedagogy for Primary and Secondary Education.

*Practical activities: Analysis and discussion on effective teaching techniques and activities for CLIL classrooms.

LESSON 3. Selection and adaptation of materials and resources for CLIL classrooms

3.1. How published and authentic materials can be adapted for CLIL lessons: Helpful guidelines for materials design, selection and adaptation.
3.2. Emphasis on multimedia and visual resources in the classroom for meaningful input: diagrams and graphs, posters and murals, internet and the media, authentic materials.
3.3. The potential of Information Communication Technologies (ICT) in CLIL classrooms: Online Multimedia activities, Web Quests, Wikis and Blogs, project work, Computer Mediated Communication (CMC), and online collaborative projects.
3.4. CLIL materials design for primary and secondary schools: Analysis and discussion of CLIL demonstration materials using web tools and collected materials.

*Practical activities: Students are exposed to a range of materials and resources for CLIL classrooms and are asked to design and adapt materials for CLIL lessons.

LESSON 4. CLIL evaluation and assessment

4.1. CLIL assessment issues and principles
4.2. Corrective feedback strategies in CLIL classrooms
4.3. CLIL assessment criteria, tools, materials, tasks and practices for Primary and Secondary Education
4.4. Alternative assessment formats (self- and peer-assessment, project assessment and portfolio)

*Practical activities: Discussion on the value of evaluation and assessment in CLIL. Critical commentary (Chapter on CLIL assessment by Coyle, 2010).

The subject will be oriented towards the development of professional competences. Lectures will be conducted entirely in English. The input sessions are a blend of lecture format and practical activities based on CLIL pedagogy. During the course, students are encouraged to reflect on their own practice, consider teaching alternative practices and try out a variety of classroom techniques and activities through workshops and presentations.

Educational activities*								
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	32h.	2.5h.				1h.	0.5h.	28h.
2	44h.	4h.				2h.	1h.	37h.
3	43.5h.	4h.				2h.	0.5h.	37h.
4	28.5h.	2.5h.				1h.	0.5h.	24.5h.
Assessment **	2h.	2h.						
TOTAL	150h.	15h.				6h.	2.5h.	126.5h.

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)
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 learners. Online learning activities and tasks.

Learning outcomes*

- To plan and evaluate the teaching and learning processes in bilingual schools at Primary and Secondary Education levels.
- To know the foundations of particular methodological practices that allow to establish

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

reasoned and thoughtful teaching performance.
- To assess the importance of materials in practice and take advantage of their potential, particularly ICTs.
- To define and develop adequately the assessment process, integrating both contents and foreign language.
- To establish assessment mechanisms of these programmes.

Assessment systems *

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 assignment (20%).
2. Online tasks carried out during the course to be delivered at specific dates (30%).
3. Written exam (50%) on the contents explained during the course, consisting of 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 matter) will sit an exam which will account for 100% of the final mark. The exam will consist in a written part, which will account for 50% of the mark (with the requirement that students must reach at least 40% of the maximum mark in this exam to be able to pass the subject), the oral presentation of one assignment (20%) and several tasks that will be presented through the Online Campus at specific dates (30%) (like the rest of the students).

Bibliography (basic and complementary)

Basic readings

- Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into Practice*. Oxford: Oxford University Press.
- Cenoz, J., Genesee, F., and Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics,* 35(3): 243-262.
- Coyle, D. (2007). *Content and Language Integrated Learning: Motivating Learners and Teachers.* The CLIL Teachers Toolkit: a classroom guide. Nottingham: The University of Nottingham.
- Coyle, D., Hood, P., and Marsh, D. (2010). *CLIL*: *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Eurydice (2006). *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: Eurydice European Unit. Also available on the Internet: http://www.eurydice.org
- Mehisto, P., Marsh, D., and Frigols, Mª J. (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

- Dafouz, E. and Guerrini, M.C. (Eds.) (2009). *CLIL across Educational Levels: Experiences from Primary, Secondary and Tertiary Teachers*. Madrid: Santillana Educación / Richmond Publishing.
- Dale, L., & Tanner, R. (2012). *CLIL Activities with CD-ROM: A Resource for Subject and Language Teachers*. Cambridge: Cambridge University Press.
- Deller, S. and Price, C. (2007). *Teaching Other Subjects Through English*. Oxford: Oxford University Press.
- Dobson, A., Pérez, Mª.D. and Johnstone, R. (2010). *Programa de Educación Bilingüe en*

España. Informe de la evaluación: Resultados de la evaluación independiente sobre el Proyecto de Educación Bilingüe del Ministerio de Educación y el British Council en España / *Bilingual Education Project: Spain Evaluation Report*. Madrid, British Council-Ministerio de Educación.

- European Commission (2006). *CLIL for the Knowledge Society*. Directorate-General for Education and Culture.
- Gutiérrez. G., Beltrán, F. and Durán R. (2010). *A Content and Language Integrated Learning Project:* Christopher Columbus. Salamanca: Ediciones Universidad de Salamanca.
- Hillyard, S. (2011). First steps in CLIL: Training the teachers. *LACLIL, 4*(2).
- Kelly, M.; Grefell, M.; Allan, R.; Kriza, C y McEvoy Y, W. (2004). *European Profile for Language Teacher: A frame of reference*. European Commission Directorate General for Education and Culture: University of Southampton.
- Lasagabaster, D. and Ruiz de Zarobe, Y. (eds.) (2010). *CLIL in Spain: Implementation, results and teacher training*. Cambridge: Cambridge Scholars Publishing.
- Marsh, D. (2000). *Using Languages to Learn and Learning to Use Languages*. Finland: University of Jyv?skyl?.
- Martínez, J. D. & López, Mª Magdalena (2012). *Activities and Resources for Bilingual Classrooms*. Sevilla: Ediciones Alfar.
- Martínez, J. D. (Ed.) (2012). *Teaching and Learning English through Bilingual Education*. Newcastle Upon Tyne: Cambridge Scholars Publishing.
- Meyer, O. (2010). Towards quality CLIL: successful planning and teaching strategies. *Puls*, 11-29.
- Ruiz de Zarobe, Y. and Jiménez Catalán, R. M. (2009). *Content and Language Integrated Learning: Evidence from Research in Europe*. Clevedon: Multilingual Matters.

Other resources and complementary educational materials

https://www.teachingenglish.org.uk/clil
http://www.isabelperez.com/clil.htm