COURSE PROGRAM

Academic Year: 2019/2020

Identification and characteristics of the course				
Code	401452	ECTS Credits		6
Course name (English)	Inglés Específico para disciplinas no lingüísticas			
Course name (Spanish)	Disciplinary English for content subjects			
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
Ana María Piquer Píriz	A-13	anapiriz@unex.es		
Alejo González, Rafael	A-17	ralejo@unex.es		
Subject Area	English Philology			
Department	English Philology			
Coordinating Lecturer (If more than one)	Ana Mª Piquer Píriz			

Competencies*
Basic and general competencies
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.
Cross-curricular competency
CCC3: To be able to communicate effectively in English
Specific competency
SC7: To be able to incorporate innovative strategies and materials and ICT to teaching practices in CLIL contexts

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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.

Contents
Course outline*
Introduction to academic English. BICS and CALP. CLIL is CALP. English for the Natural Sciences. English for the Social Sciences. English for Music. English for Physical Education. English for Arts. English for Mathematics. English for ICTs
Course syllabus

UNIT 1: Introduction to English for Specific purposes
    1. Special or Specific?
    2. Basic concepts of ESP and their importance for CLIL
        a. Register analysis
        b. Discourse analysis
        c. Genre analysis
        d. Needs analysis
    3. CALP vs BICS
 	
Description of the practical activities in unit 1:
    1. Adapting ESP textbooks to CLIL practice
    2. Reading and summarizing a paper on ESP

UNIT 2: The roles of language in CLIL
    1. From language in EFL to language in CLIL: An introduction to CEFRL
    2. Specialized vocabulary and terminology
 	
Description of the practical activities in unit 2:
    3. Reading and discussing the selected sections of the CEFRL document (2001) and the CEFRL companion volume (2008)
    4. Analysis of two cases studies of students' oral production in different languages.
    5. Applying the CEFRL grids to the spoken production of two learners of EFL

UNIT 3: The language of schooling and genres
    1. Linguistic Features of Academic registers
    2. School genres
 	
Description of the practical activities in unit 3:
    1. Reading and analysing the assigned reading for this unit
    2. Sharing the analysis in an online forum and discussing the rest of the groups' ideas.
    3. Analysing the different genres identified in the Primary School Curriculum in Australia
    4. Applying the frame of analysis of the Primary School Curriculum in Australia to an assigned text identifying the predominant genre and describing its language and structural features.

UNIT 4: Oral and written texts in the CLIL classroom
    1. The language of Science
    2. The language of History
    3. Other disciplinary languages: mathematics, physical education, music, technology, ICT, arts
 	
Description of the practical activities of unit 4:
    1. Reading and discussing the assigned reading for this unit
    2. Making an outline of a selected section corresponding to the 'genres of Science' (Llinares et al 2012)
 	
End-of-module assessment activity:
Developing a language analysis of a text belonging to a disciplinary subject that includes information about: its contextualisation, the main features of the language of schooling present in the text and the predominant genres (identifying both their language and structural features).

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	OCUEx/PS
1	30	4				1	-	10/15
2	29	3				1	-	10/15
3	43.5	8				2	1	15/18
4	40	7				2	1.5	15/18.5
Assessment **	2	2						
TOTAL ECTS	150	25				6	2.5	50/66.5

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*

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

Learning outcomes *

1. Can identify the specific features (register, genre, function and technical terminology) of the disciplinary language employed in different CLIL subjects.
2. Can use this knowledge about disciplinary language to improve students' understanding of subject contents thus facilitating their learning process.

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 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

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

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

Llinares, A., T. Morton & R. Whittaker (2012). The roles of language in CLIL. Cambridge: Cambridge University Press

Schleppegrell, M. J. (2006). The challenges of academic language in school subjects. In I. Lindberg & K. Sandwall (Eds,), Spraket och kunskapen: att lära pa sift andrasprak i skola och högskola (pp.47-69). Göteborg, Sweden: Göteborgs universitet institutet för svenska som andrasprak.

Further readings

Berkenkotter, C., & Huckin, T. (1995). Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power. Hillsdale, NJ: Lawrence Erlbaum Assoc.

Bhatia, V. K. (1993). Analysing genre: Language use in professional settings. London: Longman.

Biber, D. (2006) University Language. A corpus-based study of spoken and written registers. Amsterdam: John Benjamins.

Dudley-Evans, A., & St John, M. J. (1998). Developments in English for Specific Purposes. A multi-disciplinary approach. Cambridge: Cambridge University Press.

Flowerdew, J. (ed.) (2002) Academic discourse. London: Longman.

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: a learning-centred approach. Cambridge: Cambridge University Press.

Jordan, R. (1997). English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge: Cambridge University Press.

Laufer, B., & Nation, I. S. P. (1995). "Vocabulary size and use: lexical richness in L2". Applied Linguistics, 16(3), 307-322.

Laufer, B. (1997). "The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess". En J. Coady & T. Huckin (Eds.), Second Language Vocabulary Acquisition (pp. 20-34). Cambridge: Cambridge University Press.

McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press.

Nation, I. S. P. (1990). Teaching and Learning Vocabulary. New York: Newbury House.

Nation, I. S. P., & Newton, J. (1997). "Teaching vocabulary". En J. Coady & T. Huckin (Eds.), Second Language Vocabulary Acquisition (pp. 238-254). Cambridge: Cambridge University Press.

Nation, I. S. P., & Waring, R. (1997). "Vocabulary size, text coverage and word lists". En N. Schmitt & M. McCarthy (Eds.), Vocabulary: Description, Acquisition and Pedagogy (pp. 6-19). Cambridge: Cambridge University Press.

Scheleppegrell, M. J. (2004) The Language of Schooling. A functional linguistics perspective. Mahwah, NJ: Lawrence Erlbaum Assoc.

Swales, J. (1985/1988). Episodes in ESP. Hemel Hempstead: Prentice Hall International.

Swales, J. (1990). Genre Analysis. Cambridge: Cambridge University Press.

Swales, J., & Feak, C. B. (1994). Academic Writing for Graduate Students. Ann Arbor: University of Michigan Press.

Trimble, L. (1985) English for Science and Technology. A discourse approach Cambridge: Cambridge University Press.

Other resources and complementary educational materials