

## BASIC DETAILS:

<b>Subject:</b>	CLIL: TRAINING FOR BILINGUALISM		
<b>Id.:</b>	32504		
<b>Programme:</b>	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
<b>Module:</b>	MENCIÓN LENGUA EXTRANJERA (INGLÉS)		
<b>Subject type:</b>	OPTATIVA		
<b>Year:</b>	4	<b>Teaching period:</b>	Primer Cuatrimestre
<b>Credits:</b>	6	<b>Total hours:</b>	150
<b>Classroom activities:</b>	68	<b>Individual study:</b>	82
<b>Main teaching language:</b>	Inglés	<b>Secondary teaching language:</b>	Castellano
<b>Lecturer:</b>	CREAN , FIONA (T)	<b>Email:</b>	fcrean@usj.es

## PRESENTATION:

During the last number of years, bilingualism in early child and primary education has become more and more relevant schools. As a concept, it proposes to integrate content and language learning in such a way that learners will be cognitively challenged to learn content through a language that is not their first language. The aim of this subject is to introduce students to the fundamentals of Content and Language Integrated Learning (CLIL), which is the most commonly used teaching and learning approach used in today's bilingual programs. This subject aims to provide students with the knowledge and practice they need in order to use this approach in their teaching. During each session students will explore the relationship between content, cognition, communication and culture when they are integrated in specific subjects, such as Physical Education, Natural Sciences and Art and Music. Students will learn how to construct a CLIL lesson plan and deal with the challenges CLIL learners may have through reading and observing the factors that make an effective CLIL lesson and those that do not. They will also have opportunities to practise their teaching and receive feedback from their lecturer and peers. Students will be expected to critically analyse the strengths and weaknesses of this approach and propose solutions to overcome some of its drawbacks.

## PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

<b>General programme competences</b>	G01	Capacity to analyse and synthesise information from different sources.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
<b>Specific programme competences</b>	E01	Understand the educational and learning processes for the 0-6 age group in family, social and school contexts.
	E02	Know the advances in childhood psychological development for the 0-3 and 3-6 age range.
	E03	Know the basics of early care.
	E04	Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics.
	E28	Know of international experiences and examples of innovative practices in preschool education.
	E42	Know the language and literacy curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.
	E43	Encourage speaking and writing capacities.
	E44	Know and master techniques in oral and written expression.

	E46	Understand the change from orality to writing and know the different language registers and usage.
	E47	Know the learning process and methodology for reading and writing.
	E48	Address language learning situations in multilingual situations.
	E49	Recognise and assess suitable usage of verbal and non-verbal language.
	E50	Know and use resources suitably to encourage reading and writing.
	E51	Obtain literary training and be particularly aware of children's literature.
	E52	Be able to initiate a first look at a foreign language.
	E67	Capacity to understand the main ideas of complex texts which cover specific and abstract topics, even if they are technical - as long as they remain within the person's field of specialisation. In addition, capacity to understand the pedagogical bases in the holistic learning of content and foreign language.
	E68	Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.
	E69	Capacity to work as a Preschool English Teacher using the CLIL (Content and Language Integrated Learning) method.
	E70	Capacity to produce clear, detailed texts and design didactic units in line with the pedagogical principles for learning content and foreign languages.
<b>Regulated profession competences</b>	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P09	Effectively address language learning situations in multicultural and multilingual situations.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P19	Find quality improvement models that can be applied to educational establishments.
<b>Learning outcomes</b>	R01	Know the CLIL focus and what it contributes to classroom teaching.
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	R02	Deepen the emphasis on 'problem solving' and 'know how to do things' in other languages as applied to specific subjects.
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	R03	Design a specific proposal for teaching curriculum content in specific areas in English.
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	R04	Critically assess the application of CLIL in the teaching of a specific subject.
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### PRE-REQUISITES:

Students taking this course should have a high B2 level of English in order to cope with the demands of the subject.

Students are expected to participate actively in class, ask questions, share opinions and develop a critical thinking mindset.

### SUBJECT PROGRAMME:

Observations:

During the course there will be a visit to a bilingual school so that students can acquire first-hand experience of CLIL in action.

Class attendance is compulsory at San Jorge University and students must attend 80% of classes, otherwise, they will

forfeit the right to evaluation, which is regulated by the current Academic Guide for the degree programme. As this is a 6 credit subject, students are entitled to miss 13 hours of class, those students who exceed this limit will not be evaluated. Those students who will not be able to attend 80% of in-class sessions owing to special circumstances (students on Erasmus and enrolled on the course as distance learners; students with valid work contracts; students who can justify non-attendance with a medical certificate) must inform the Secretary in their Faculty and provide the required certificates. They must then contact their lecturer, Fiona Crean (fcrean@usj.es) by 17 October and arrange a tutorial by 25 October. During this first tutorial, an individualized study plan will be established and students must commit to attending 3 tutorials during the course. It is the student's responsibility and obligation to contact the lecturer, attend tutorials and follow the study plan.

Students are advised to read the Academic Guide for their degree programme in detail and if they have any doubts, talk to their lecturer.

### Subject contents:

<b>1 - Understanding bilingualism and bilingual education</b>
1.1 - Introduction to bilingualism and bilingual education
1.1.1 - Bilingual education in Aragón
<b>2 - Approaching CLIL</b>
2.1 - Learning taxonomies
2.2 - BICs and CALP
<b>3 - Co-constructing CLIL</b>
3.1 - Co-constructing CLIL and 4Cs framework
<b>4 - CLIL planning and staging</b>
4.1 - Creating a CLIL activity: planning and staging
4.1.2 - Microteaching
<b>5 - Scaffolding</b>
5.1 - Scaffolding content and language demands of the subject
<b>6 - Assessment and feedback</b>
6.1 - Types of assessment and giving constructive feedback
<b>7 - Current research in CLIL</b>
7.1 - Reviewing current research relevant to CLIL primary

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

### TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

#### Teaching and learning methodologies and activities applied:

Learning and teaching methodologies are based on a socio-constructivist approach in which learners construct and co-construct their understanding of the knowledge and concepts acquired which are related to bilingual education and CLIL in particular. Classes will normally be based on an interactive approach with students and lecturer working through a wide range of class activities. The class format will consist of a blend of interactive lecture, task-based learning, class discussion, and debate. Activities will include Flipped Learning, case study method, problem solving, mini presentations and interactive learning. Students will be encouraged to critically evaluate and reflect on the issues and topics covered during the course. Therefore, it is essential that students keep up to date with compulsory readings so that they can participate in class discussions as informed and active members.

Students are encouraged to avail of tutorial sessions as during these sessions, students can ask questions, clarify concepts, ask for additional bibliography, etc. Some tutorial time will be devoted to assistance with group work and the ePortfolio. Your lecturer will inform you about tutorial times.

#### Independent Study

Students are expected to complete all assessment assignments and independent study tasks mentioned in this syllabus. As regards assessed assignments students are required to upload their completed tasks on the PDU on the due date as penalties may incur if assignments are submitted after the submission date.

#### Student work load:

Teaching mode	Teaching methods	Estimated hours

<b>Classroom activities</b>	Master classes	15
	Other theory activities	6
	Practical exercises	8
	Practical work, exercises, problem-solving etc.	10
	Debates	5
	Coursework presentations	4
	Films, videos, documentaries etc.	3
	Workshops	5
	Participation in seminars, conferences etc.	2
	Other practical activities	4
	Assessment activities	4
	Extra-curricular activities (visits, conferences, etc.)	2
<b>Individual study</b>	Tutorials	2
	Individual study	35
	Individual coursework preparation	7
	Group coursework preparation	7
	Project work	5
	Research work	5
	Compulsory reading	8
	Recommended reading	3
	Portfolio	6
	Extra-curricular activities (visits, conferences, etc.)	2
Other individual study activities	2	
<b>Total hours:</b>		<b>150</b>

#### ASSESSMENT SCHEME:

##### Calculation of final mark:

Final exam:	30 %
Oral defense:	30 %
Portfolio:	40 %
<b>TOTAL</b>	<b>100 %</b>

\*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

#### BIBLIOGRAPHY AND DOCUMENTATION:

##### Basic bibliography:

BALL, P., Kelly, K., Clegg, J. Putting Clil into practise. Oxford: Oxford handbooks, 2015.

DALE, Liz and Rosie Tanner. CLIL Activities. A resource for subject and language teachers. Cambridge: Cambridge University Press, 2012.

COYLE, Do, Hood, Philip., & Marsh, David. Content and Language Integrated Learning. Cambridge: Cambridge University Press, 2010.

LLUL, Josué, Raquel Feernández, Matthew Johnson and Eva Peñafiel. Planning for CLIL. Designing effective lessons for the bilingual classroom. Madrid: Editorial CCS, 2016.

##### Recommended bibliography:

DAFOUZ, E., Guerrini, M. (Eds). CLIL across Educational Levels. Madrid: Santillana Educación / Richmond Publishing, 2009.

CHADWICK, Timothy. Language Awareness in Teaching. A Toolkit for Content and Language Teachers. Cambridge: Cambridge University Press, 2012.

LASAGABASTER, DAVID & Ruiz de Zarobe.(Eds.). CLIL in Spain: Implementation, Results and Teacher Training. Cambridge Scholars Publishing, 2010.

##### Recommended websites:

A collection of practical resources for CLIL classes	<a href="http://www.isabelperez.com/clil/clicl_m_5.htm">http://www.isabelperez.com/clil/clicl_m_5.htm</a>
CLIL materials from the Junta de Andalucía	<a href="http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle">http://www.juntadeandalucia.es/educacion/webportal/web/aicle/secuencias-aicle</a>
A collection of CLIL resources and tools	<a href="http://languages.dk/tools/index.htm">http://languages.dk/tools/index.htm</a>
A toolkit for teaching in general	<a href="http://www.theteachertoolkit.com/">http://www.theteachertoolkit.com/</a>
Resources for CLIL	<a href="http://www.onestopenglish.com/onestopclil-the-resource-bank-for-clil-teachers/500251.article">http://www.onestopenglish.com/onestopclil-the-resource-bank-for-clil-teachers/500251.article</a>