

## BASIC DETAILS:

<b>Subject:</b>	CLIL: TRAINING FOR BILINGUALISM		
<b>Id.:</b>	32555		
<b>Programme:</b>	GRADUADO EN EDUCACIÓN PRIMARIA. 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.
	G06	Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
<b>Specific programme competences</b>	E13	Foster group work and individual work and effort.
	E15	Know how to tackle multicultural school situations.
	E50	Be aware of the difficulties in learning the official languages for pupils from other countries.
	E51	Address language learning situations in multilingual situations.
	E52	Communicate in a foreign language in the spoken and written form.
	E70	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.
	E71	Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.
	E72	Capacity to work as a Primary School English Teacher using the CLIL (Content and Language Integrated Learning) method.
	E73	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 curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.
	P02	Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
	P03	Effectively address language learning situations in multicultural and multilingual situations.
	P07	Stimulate and value the effort, persistence and personal discipline of the pupils.
	P08	Know the organisation of primary schools and the variety of activities of which they are comprised.
	P10	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P12	Take on the educational side of teaching and foment democratic education for an active citizenry.
	P16	Acquire the habits and skills to learn alone or with others and foster this among the pupils.
<b>Learning outcomes</b>	R01	Know the CLIL focus and what it contributes to classroom teaching.
	R02	Deepen the emphasis on 'problem solving' and 'know how to do things' in other languages as applied to specific subjects.
	R03	Design a specific proposal for teaching curriculum content in specific areas in English.
	R04	Critically assess the application of CLIL in the teaching of a specific subject.

### 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:

#### Subject contents:

<b>1 - Understanding bilingualism and bilingual education</b>
1.1 - Exploring the concept of bilingualism and bilingual education
1.2 - Bilingual education in Aragón
<b>2 - Approaching CLIL</b>
2.1 - Underpinnings of CLIL: Bloom's taxonomy, BICs, CALP and Scaffolding
<b>3 - Co-constructing CLIL</b>
3.1 - Deconstructing the 4Cs framework
<b>4 - CLIL planning and staging</b>
4.1 - Planning and sequencing a CLIL activity
<b>5 - Scaffolding</b>
5.1 - Types of scaffolding
5.2 - Scaffolding content and language demands
<b>6 - Assessment and feedback</b>
6.1 - Purpose of assessment in CLIL contexts; types of assessment
6.2 - Giving constructive feedback
<b>7 - Current research in CLIL</b>
7.1 - Reviewing and debating current research related to CLIL contexts

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
Classroom activities	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
	Individual study	Tutorials
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>