Design of CLIL Resources and Materials

Masters in Bilingual Education

TEACHING GUIDE

Subject: CLIL Courses Planning and Design

Degree: Master en enseñanza bilingüe

Academic Year: 2023-2024

Itinerary: Obligatory

Language: English

Modality: Blended and Online

Credits: 4

Semester: Second

Professor/Available teaching staff: Dra. Ángela Álvarez-Cofiño Martínez

1.   COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

Basic competencies
CB6 To possess and understand the knowledge that provides the basis or opportunity to be original in the development and/or application of ideas, often in a research context.
CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.
CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.
CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.
CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

General competencies
CG2 To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.
CG6 To know how to communicate about their areas of knowledge in the field of bilingual education with colleagues in the academic community and with society in general.
CG7 To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.

Specific competencies
CE1 To design integrated curricula within their area of knowledge altogether with linguistic contents in order to elaborate bilingual English/Spanish teaching programmes.
CE2 To create and adapt didactic materials for bilingual English/Spanish teaching, adjusting with sensitivity the linguistic level to the different learning rhythms, adapting the authentic material and turning it into didactic material.
CE6 To incorporate new strategies, teaching materials and information technologies in activities in the English/Spanish bilingual classroom.
CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.
CE9 To be able to assess, select and use appropriate literary texts for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).
CE10 To be able to communicate fluently at CEFR level C1.

CE13 To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

CE14 To know the teaching/learning methodology based on the integration of both language and content (CLIL) and to design and develop didactic activities based on this methodology.

1.2. Learning outcomes

- To apply the newly acquired knowledge and problem solving skills in new environments of their field of study, the teaching and learning of Foreign Languages.
- To be able to communicate about topics related to the field of study.
- To acquire new knowledge in the field of Foreign Language teaching/learning in an autonomous way.
- To be familiarized with the most common linguistic and cultural issues in the teaching and learning of Foreign Languages.
- To be able to communicate with the academic community and with society when dealing with topics related to Foreign Language teaching/learning.
- To base their teaching practice in the acquired knowledge.
- To develop integrated syllabuses in the area of teaching/learning English/Spanish.
- To create and adapt didactic materials for bilingual education, considering the different linguistic competence levels and learning styles/rhythms.
- To be able to add new strategies, materials, and technologies to the ones used in the bilingual English/Spanish classroom.
- To use specialized vocabulary for Foreign Language teaching/learning.
- To be able to choose and use appropriate texts for developing the linguistic and cultural competences of the English/Spanish Foreign Language.
- To practice and acquire the skills needed for obtaining the level C1 in English.
- To become familiarized and to know how to apply the advantages of the "communicative approach" and "learning by tasks" for the linguistic interactions in English and Spanish.
- To become familiarized with the teaching/learning methodology based on the Content and Language Integrated Learning (CLIL), and to design and develop didactic activities based on this methodology.

2. CONTENTS:

2.1. Previous requirements
Demonstrate sufficient performance at level B2+ in English.

2.2. Description of contents:

This course presents an overview on CLIL materials and activities conducted with the focus on designing CLIL integrated curricula. It aims to encourage students to create and adapt their own didactic materials as well as to promote ideas to develop foreign language learner's creativity and motivation towards the process of acquiring a second language.

The course is divided into three main sections: the elaboration process and the analysis and evaluation of CLIL materials, the selection and adaptation of texts to the student's knowledge level and the use of ICT for learning and teaching in bilingual contexts, all of them within the perspective of the communicative approach and the task-based learning. The main goals are the following: to analyze to what extent materials and resources are helpful in the teaching–learning process, as well as to make students reflect upon how we teach what we teach.

2.3. Detailed content

1. CLIL materials in CLIL units
2. Types of materials: reference, supplementary, coursebooks.
3. What is materials development?
4. CLIL Materials
5. Productive and receptive skills: how to select and use materials and resources in CLIL contexts
6. Evaluating CLIL textbooks
7. Personalizing CLIL lessons. ICT as a key resource within the CLIL approach.
8. Analyzing and evaluating CLIL activities, lessons and projects

2.4. Assignments

Blended Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Individual and group learning activities outside the teaching sessions	30	30%
AF3. Tutorials	10	10%
AF4. Complementary training activities	10	10%
AF7. Evaluation Activities	10	20%

Online Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	0%
AF4. Complementary training activities	10	0%
AF7. Evaluation Activities	10	20%

3. SYSTEMS OF EVALUATION

3.1. Grading

0 - 4,9 Suspenso (SS) - Failed
5,0 - 6,9 Aprobado (AP) - Pass
7,0 - 8,9 Notable (NT) – Fair Pass
9,0 - 10 Sobresaliente (SB) - Outstanding

3.2. Assessment

Ordinary and Extraorindary Call

Blended and Online Modalities

Evaluation items	Percentage
Final Exam	60%
Guided Activities	25%
Participation in the on line sessions	15%

3.3. Restrictions

Minimum passing grade:

It is necessary to obtain a pass (5) in the final exam (either in the regular or repeat evaluation). Any grade under 5 is considered a fail.

Attendance:

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus (either attending the on line sessions or fulfilling the make-up tasks on the virtual campus forum). Otherwise s/he might not be allowed to sit the final exam (ordinary call).

Writing conventions

Be careful with the use of English. Make sure you revise grammar, spelling and punctuation before handing in activities /projects exams. Handwriting must be legible.

3.4. Plagiarism:

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade (0). Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else's (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the Reglamento del Alumno (Universidad Nebrija).

4.   BILBIOGRAPHY

Basic:

- **Álvarez-Cofiño Martínez, A.** (2023). Dinosaurs: An Integrated CLIL Project for Pre-primary Education, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 609-628.
- **Arranz, S.** (2023). Using the Grouchy Ladybug for CLIL in Pre-primary Education, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 565-573.
- **Bussolary,** L. A. (2023). "You Are What You Eat": An Integrated Language Approach to the Pre-primary Classroom, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 575-588.
- **Coyle, D., Hood, P. and Marsh, D.** (2010). *CLIL*. Cambridge: CUP.
- **Custodio Espinar, M.** (2023). Analysing Physical Appearance in the Pre-primary CLIL Classroom, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 515-528.

- **Fisher, D. and Frey, N**. (2008). *Word Wise and Content Rich.* Portsmouth: Heinemann.
- **García Martínez, N**. (2023). Working with the Five Senses in the Pre-primary Classroom, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 529-555.
- **Harwood, N.** (2010) *English Language Teaching Materials.* Cambridge: CUP.
- **López Medina, B.** (2023). From Seed to Plant: Early Forms of Scientific Literacy Through an Additional Language in Pre-primary Education, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 589-596.
- **Mehisto, P.** (2012) "Criteria for producing CLIL learning material" in *Encuentro. Revista de Investigación e Innovación en la Clase de Idiomas*. 21, pp.15-33. Available at http://encuentrojournal.org/textcit.php?textdisplay=440
- **Nakata, H. & Kashiwagi, K.** (2023)**.** Getting to Know Animal Habitats in CLIL Pre-primary Education, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 557-564.
- **Uvarova, A.** (2023). A CLIL Lesson Plan for 3–4 Year-Olds: Living on the Farm, in Otto, A. & Cortina-Pérez, B. (eds.), *Handbook o CLIL in Pre-primary Education*, Springer International Handbooks of Education, pp. 597-607.

Recommended:

- **Ball, P., Kelly, K. and Clegg, J.** (2015). *Putting CLIL into Practice.* Oxford: OUP (see chapter 7)
- **Beatty, K.** (2012). From theory to textbook: Constructing language materials for young learners. In *LACLIL- Latin American Journal of Content and Language Integrated Learning*, 5(2), 13-27. Available at http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/laclil.2012.5.2.7/2816
- **Bee Chin N. and Wigglesworth, G.** (2007) *Bilingualism. An advanced resourced book.* New York and Canada: Routledge Applied Linguistics.
- **Bentley, K**. (2009). *Primary Curriculum Box.* Cambridge: CUP.
- **Bilbrough, N.** (2007) *Dialogue Activities: Exploring Spoken Interaction in the Language Class.* Cambridge: CUP.
- **Calabrese, I. & Rampone, S.** (2007). *Curricular Content Resources for Primary.* Oxford: OUP.
- **Chambers, A., Conacher, J. E. and Littlemore. J.** (2004*). ICT and Language Learning. Integrating Pedagogy and Practice.* Birmingham: University of Birmingham Press.
- **Dale, L. and Tanner, R.** (2012) *CLIL Activities. A resource for subject and language teachers.* Cambridge: CUP.
- **Dudeney G.** (2007). *The internet and the language classroom.* 2nd Ed. Cambridge: CUP.
- **Dudeney G and Holy, N.** (2008). *How to teach English with technology.* Essex: Pearson. Longman.
- **Field. J.** (2008). *Listening in the language classroom.* Cambridge: CUP.
- **García Estaban, S. (2013). "**Three frameworks for developing CLIL materials in infant and primary education" *Encuentro. Revista de Investigación e Innovación en la Clase de Idiomas 22,* pp. 49-53. Available at http://www.encuentrojournal.org/textos/Garcia%20Soraya.pdf
- **Gerngross G., Puchta, H. and Thornbury, S.** (2006). *Teaching grammar creatively.* Cambridge: CUP.
- **Gondová, D.** (2015). Selecting, adapting and creating CLIL materials, in *CLIL in Foreign Language Education.* Nitra: UKF pp.153.163. Available at *http://www.tedu.edu.tr/sites/default/files/content_files/research_files/e-textbook_clil_in_fle_-_final2.pdf*
- **Grieveson, M. & Superfine, W.** (2017). *The CLIL Resource Pack.* London: Delta Publising.

- **Hill, D**.(2009). CLIL-ing your textbook. In *Latin American Journal of Content & Language Integrated Learning, 2(2*), pp. 31-36. Available at http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/laclil.2009.2.2.13/2740
- **Hughes, A.** (2008). *Testing for Language Teachers*. 8th Ed. Cambridge: CUP.
- **López Medina, B. (2016).** Developing a CLIL textbook evaluation checklist. *LACLIL,* 9(1), 159-173
- http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/6016/pdf
- **McCarthy, M., O'Keeffe, A. Walsh, S.** (2010). *Vocabulary Matrix*. Andover, Hampshire: Heinle.
- **Marsh, D.** (2000). *Using languages to learn and learning to use languages*. Eds. D. Marsh & G. Langé. Finland: University of Jyväskylä.
- **Mckay, P.** (2005). *Assessing Young Language Learners*. Cambridge: CUP.
- **Richards, J.C. and Lockhart, C.** (2002) *Estrategias de reflexión sobre la enseñanza de idiomas*. Madrid: CUP.
- **Stone, R.** (2007) *Best Practices for Teaching Science: What Award-Winning Classroom Teachers Do.* California: Corwin Press.
- **Thornbury, S.** (2002). *How to teach vocabulary*. Harlow: Pearson-Longman
- **Wilson, J.**J. (2009). *How to teach listening*. Edinburgh: Pearson Longman

On-line resources:

International CLIL Research journal at http://www.icrj.eu/12-71
Prezi at http://prezi.com/
Voki at http://www.voki.com/
Glogster at http://www.glogster.com/
Xtranormal movie maker at http://www.xtranormal.com/
ITE resources at http://www.ite.educacion.es/

Other CLIL information at:
- http://www.aeclil.eu/
- http://www.coe.int/t/dg4/portfolio/
- http://clil-network.educode.fi/englanti/evaluation.htm
- http://clil.wordpress.com/category/clil-primaria/

Comunidad de Madrid CLIL resources web page at http://www.educa2.madrid.org/web/aicole

Create a timeline at http://www.dipity.com/
Create your Comic at http://www.pixton.com/es/ and at
- http://recursostic.educacion.es/apls/informacion_didactica/810
Create your own story at
- http://www.zooburst.com/
- http://www.cartoonstock.com
- http://storybird.com/
- http://issuu.com/
- http://www.storyjumper.com/

Make your own quizzes:
- http://www.what2learn.com/
- http://kompozer.net/
- http://smarttech.com/
- http://classtools.net/fb/home/page

Teachers' Resources
- http://ayllit.ecml.at/
- http://blogxfordspain.wordpress.com/
- http://clil4teachers.pbworks.com/w/page/8427859/FrontPage
- http://eltj.oxfordjournals.org/
- http://learnenglishkids.britishcouncil.org/en/

- https://mycourses.nile-elt.com/mod/glossary/view.php?id=580
- http://projects.coe.uga.edu/epltt/
- https://sites.google.com/site/atriptoclil/what-is-clil
- http://teachers.tv
- http://teachingkidsnews.com/
- http://www.abcteach.com
- http://www.bbc.co.uk/education/
- http://www.bilingualreaders.es/
- http://www.cal.org/
- http://www.cambridgeesol.org
- http://www.ccn-clil.eu/index.php?name=Content&nodeIDX=3488
- http://www.cilt.org.uk
- http://www.ecml.at/
- http://www.educaciontrespuntocero.com
- http://www.etprofessional.com
- http://www.esolcourses.com/topics/learn-english-with-songs.html
- http://www.factworld.info/
- http://www.iamultilingualism.org/
- http://www.jollylearning.co.uk
- http://www.language-factory.co.uk
- http://www.musicalenglishlessons.com/index-ex.htm
- http://www.onestopclil.com
- http://www.pearsonlongman.com/teaching-tips/task-based-learning.html
- http://www.PEprimary.co.uk

5. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores

Teaching, research and professional experience, as well as research applied to the subject, and/or professional projects of implementation.	PhD in English Studies (University of Oviedo) with a doctoral thesis on the implementation of CLIL in Primary Education. English Teacher with 26 years of experience in both Infants, Primary and Secondary Education. Literacy teacher at C.P. Bilingüe Ventanielles (British Council-MEC) since 2003, where I am the Head of the English Department. Teaching experience in England and Wales. Professor of the module Metodología AICLE II in the course Experto Universitario en Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), título propio (University of Illes Balears) in 2015. National Award to Innovation in Education 2003 and three European Labels to Innovative Initiatives in the teaching of languages in 2004, 2005 y 2009, for several works on teaching English to very young learners and CLIL. My work has been included as a good practice example in the European Comission working document *European Strategic Framework for Education and Training (ET 2020) LANGUAGE LEARNING AT PRE-PRIMARY SCHOOL LEVEL: MAKING IT EFFICIENT AND SUSTAINABLE. A POLICY HANDBOOK, SEC (2011) 928,* (p. 11, link http://ec.europa.eu/languages/policy/language-policy/documents/ellp-handbook_en.pdf#Equity_Spain). Brussels, 7 July 2011. Author of several articles published in different media, lecturer in several courses/seminars/conferences, author of different resources and materials for OUP UK and OUP Spain, where I also collaborate as course consultant. Consultant for the Spanish Ministry of Education (MEFP) in the current elaboration of the LOMLOE Foreign Languages Curricula for Primary Education.