



CLIL Courses
Planning & Design
Masters in Bilingual
Education



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: CLIL Courses Planning and Design

Degree: Master en enseñanza bilingüe

Itinerary: Obligatory

Language: English

Modality: Blended y On line

Credits: 4

Semester: First

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

1. COMPETENCIES and LEARNING OUTCOMES

1.1. Competencies

The student will progressively acquire the following competences:

3.1. Basic competences

CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.

CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser known environments within the broadest (or multi disciplinary context) in relation to their area of study.

CB8 That students are capable of integrating knowledge and facing the complexity of opinión forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.

CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.

CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

3.2. General competences

CG2: Know about the specific problems, linguistic or cultural, involved in foreign language learning in bilingual education settings.

CG6: Know how to communicate with colleagues from the academic world and with society in general about his/her knowledge field.

CG7: Acquire basic theoretical knowledge to support an informed teaching practice.

3.3. Specific competences

CE1: Design integrated curricula with linguistic contents within his/her study field to develop bilingual programmes English/Spanish.

CE2: Create and adapt didactic materials for English/Spanish bilingual education by adjusting the linguistic level, taking into account the different learning rhythms and adapting authentic material for didactic purposes.

CE6: Incorporate new strategies, teaching materials and ICT to the activities in the English/Spanish bilingual class.

CE8: Be able to use English and Spanish specialized terminology within the area of second language acquisition.

CE9: Be able to value, select and use adequate literary texts to develop his/her linguistic competence

and bring closer the foreign language socio-cultural context (English/Spanish).

CE10: Be able to communicate fluently at a C1 level according to the MCERL.

CE13: Know and apply the advantages of the communicative and the task-based learning approach to interact linguistically in English and in Spanish.

CE14: Know about the teaching/learning methodology based on the integration of language and content (CLIL), as well as know how to design and develop didactic activities based on such methodology.

1.2. Learning outcomes

Upon successful completion of this subject the student will have achieved the following learning outcomes:

- Reflect about the implications of bilingual education.
- Know the different bilingual education models and their adequacy to the diverse educational contexts.
- Delve into the integrated curriculum model (CLIL).
- Know how to plan and design a bilingual integrated curriculum.
- Develop strategies, tools and techniques for a CLIL context.

2. CONTENTS

2.1. Previous requirements

Demonstrate sufficient performance at level B2 in English

2.2. Description of contents

Bilingual programs have progressively become a reality in Spanish public schools in the last decades. Although the different autonomous communities have adapted their programs to their own peculiarities, all the bilingual programs are based on the CLIL methodology, which considers that second (and even third) foreign languages are best learnt and most naturally acquired when used as a vehicle for learning other curricular contents.

Therefore, this course aims at giving answer to this great social demand by providing future bilingual teachers with the necessary background knowledge and teaching skills to perform their duties in the newly-created Primary and Secondary bilingual schools.

This course deals with the linguistic theories behind bilingual education as well as with the different bilingual educational models implemented in Spain. It also deals with the implications that a bilingual syllabus has on the organization of the teachers' work and on classroom management. Finally, it covers the practical use of the CLIL approach in the design of integrated curricula, in the development of the students' skills and competences, and students' performance in tasks and activities

2.3. Detailed content

Subject introduction.

Presentation and explanations about the Course Guide.

- 1. Introduction to the CLIL approach.**
From the communicative approach (CLT) to CLIL
What is CLIL?
- 2. The theoretical rationale for CLIL**
Cognitive theories
Linguistic theories
Pedagogical theories
- 3. Curriculum integration in CLIL**
Reasons to integrate the curriculum
Main features of curriculum integration
Content, culture, communication and cognition
- 4. Working with the 4 Cs and collaborative learning.**
The 4 Cs
Working with the 4 Cs: Practical activities
Collaborative learning in bilingual education contexts
- 5. Activities and tasks to develop the 4 Cs in the class**
Activities and tasks: Pre-primary and Primary education
Activities and tasks: Secondary education
- 6. Learning how to learn and assessment in CLIL**
Formative Assessment and learning how to learn
Main issues in CLIL Assessment
The role of the language in CLIL
- 7. Planning CLIL lessons and units**
Practical work on lesson planning (Coyle's template)
Tips for the final project

2.4. Training Activities

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 Call

Modality: On line

Evaluation items	Percentage
Final Exam: lesson plan design and oral presentation	60%
Obligatory Activities (AD)	25%
Participation in the on line sessions	15%

Extraordinary Call

Modality: On line

Evaluation items	Percentage
Final Exam: lesson plan design and oral presentation	60%
Obligatory Activities (AD)	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. BIBLIOGRAPHY:

Basic:

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- Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. London: Longman.
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- **Otto, A. y Cortina-Pérez, B.** (eds.) Handbook of CLIL in Pre-Primary Education. Springer International Publishing.

Recommended:

- **Alexiou, T.** (2009). Cognitive skills in young learners and their implications for FL learning. En Nikolov, M. (ed.) *Early Learning of Modern Foreign Languages: Processes and Outcomes* (pp. 46-61). Clevedon: Multilingual Matters.
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Resources on the Internet:

- <http://ayllit.ecml.at/>
- <http://blogxfordspain.wordpress.com/>
- <http://clil4teachers.pbworks.com/w/page/8427859/FrontPage>
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5. PROFESSOR

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Teaching, research and professional experience, as well as research applied to the subject, and/or professional projects of implementation.	<p>PhD in English Studies (University of Oviedo) with a doctoral thesis on the implementation of CLIL in Primary Education.</p> <p>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.</p> <p>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.</p> <p>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 Commission working document <i>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</i>, (p. 11, link http://ec.europa.eu/languages/policy/language-policy/documents/ellp-handbook_en.pdf#Equity_Spain). Brussels, 7 July 2011.</p> <p>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.</p> <p>Consultant for the Spanish Ministry of Education (MEFP) in the current elaboration of the LOMLOE Foreign Languages Curricula for Primary Education.</p>