



Universidad
de Alcalá

GUÍA DOCENTE

**EL APRENDIZAJE INTEGRADO DE
CONTENIDOS Y LENGUAS EXTRANJERAS
EN LA ENSEÑANZA BILINGÜE**

**CONTENT AND LANGUAGE INTEGRATED
LEARNING IN BILINGUAL EDUCATION**

Máster en Formación del Profesorado

Universidad de Alcalá

Curso Académico 2023/2024

GUÍA DOCENTE

Nombre de la asignatura:	El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en la Educación Bilingüe
Código:	202913
Departamento:	Filología Moderna
Área de Conocimiento:	Filología inglesa
Carácter:	Optativa de especialidad
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Soraya García Esteban
Horario de Tutoría	A determinar
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This module constitutes an introduction to content and language integrated learning (CLIL) as a form of planned bilingual education and revises its current implementation via diverse bilingual projects, programs and pedagogies in schools.

Requirements:

Since this is a course taught entirely in English, students are required to have a minimum level of C1 in English according to the CEFR.

2. COMPETENCES¹

BASIC COMPETENCES

CB6. Develop and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context

CB7. Know how to apply the acquired knowledge and show ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to the area of study

CB8. Ability to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

¹ These competences have been adapted from the *Memoria de Verificación* of the Master's Degree

CB9. Know how to communicate conclusions, knowledge and final reasoning to specialist and non-specialist audiences clearly and unambiguously.

CB10. Acquire the learning skills that will enable the student to continue studying in a largely self-directed or autonomous manner.

GENERAL COMPETENCES

CG1. Know the content of the curriculum in the corresponding teaching specialty, and be familiar with relevant teaching and learning processes

CG3. Seek, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language

CG5. Design and develop learning environments focusing, particularly, on equality, emotional education and values, equal rights and opportunities between men and women, citizen training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future

CG8. Design and carry out formal and informal activities that contribute to making the center a place of participation and culture within the environment where it is located. Develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of learning and teaching processes.

Specific competences

CE77 Expand and deepen knowledge on the areas, subjects or modules corresponding to the teaching specialty

CE78 Expand knowledge that allows the student to strengthen the acquisition of the skills established for the Generic Module

CE79 Add to knowledge related to research and innovation

CE80 Improve the communicative competence of the student as a teacher

3. CONTENTS

Units	Credits
1. Introduction to bilingual education	• 1 ECTS
2. Theories of bilingualism	• 1 ECTS
3. Bilingual programs and models. CLIL	• 1 ECTS
4. Teaching CLIL	• 1 ECTS

4. TEACHING AND LEARNING METHODS

In this course, participants will be asked to revise contents, theories and methods related to bilingual education and CLIL in order to reflect on the subject and design appropriate teaching materials following the specific requirements of the approach. Students will be expected to do further reading following their personal interests and ideas.

4.1. Student workload (100 hours)

Class-contact: 25 hours	There will be: - 21 hours scheduled face-to-face sessions - 4 hours group work
Autonomous work: 75 hours	Preparation of activities and tasks, readings and study time

4.2. Learning activities

Theoretical lessons	Theoretical lessons will consist mainly of oral presentations, debates and communication-based work. These activities will involve pair or group discussions, research, question answering based on different texts, and others, all aimed at consolidating the theoretical contents, and applying them to a practical context. Students will be requested to reflect on different methods and techniques explained and experienced during the course.
Practical activities	These will consist of task-based activities, the analysis of study cases and carrying out practical workshops and oral activities. Activities will imply working individually, in pairs and in small groups for the analysis and interpretation of documents or other materials.
Seminars	Interactive sessions will be arranged for the purpose of discussing stated topics in scheduled group and individual meetings.

The basis of the course will be formed by the four units published on Blackboard. The contents of these units present the minimum knowledge that the students have to acquire during the course, but it will be expected that they further their development through additional readings, exchanges through the forum and on-line chats, etc. Students are strongly encouraged to pair up with another student or form groups for this course.

5. ASSESSMENT

Assessment procedure and criteria:

By the end of the course, students are expected to be able to:

- Demonstrate the acquisition of the main theoretical and practical contents of the subject related to foreign language teaching, bilingualism and CLIL
- Apply the contents to practical activities.
- Formulate opinions, critical judgement and reflection in their work.
- Incorporate original ideas and approaches.

1. Continuous assessment (**convocatoria ordinaria**)

The final grade for the subject for **continuous assessment** students will be based on:

- Submitted activities and active participation: 40%
- Written assignments: 30%
- Final paper: 30%

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks, includes reasoning and critical reflections, detailed and insightful observations...
- Quality in their tasks: the activities are valid and adequately reflect the objectives, the length is appropriate, the material is suitable for the target audience, there is reasoning behind the opinions expressed and the design / adaptations of materials, etc.
- Knowledge, understanding and appropriate application of the theoretical and practical principles discussed in this course. Understanding of bilingual education and CLIL as reflected in both critical comments and the rationalization of the approaches revised.
- Originality, in going beyond simple reliance on material provided in the contents of the course, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation.
- High standards of presentation, in terms of academic, written expression, and/or audio-visual material, if required, and in the combination of the two

2. Final assessment (**convocatoria ordinaria**)

Due to the characteristics of this module, the whole assessment process requires the continuous assessment of the student; therefore, students cannot request to be assessed by means of the final assessment option in the “convocatoria ordinaria”. This has been approved by the Master Academic committee (ordinary session of 17th February 2020).

3. Reassessment (**convocatoria extraordinaria**)

Those students who do not comply with the stated requirements must take the final evaluation in the extraordinary call. **The same assessment criteria will be applied.**

Grading descriptors

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and

thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion and demonstrate highly active and well-prepared participation in all activities.

- **Excellent (SS)**: Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion and participate actively in all activities.
- **Very Good (N)**: Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate in the sessions and activities and have done most of the preparation.
- **Satisfactory (A)**: Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in the sessions and occasionally contribute to discussions.
- **Fail (S)**: Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared or they do not say much.

Students are warned that plagiarism will not be tolerated. Plagiarism consists of using someone else's ideas without acknowledging the author. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. It is the students' responsibility to make themselves aware of the University regulation on evaluation and plagiarism (see article 34 of *Normativa de evaluación de los aprendizajes*). Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

Assessment activities must follow the guidelines set in the Universidad de Alcalá Regulations on Coexistence Rules. Regarding the implications of irregularities committed during the assessment, there are consequences for committing academic fraud as outlined in the Regulation of the Disciplinary Student Regime of Universidad de Alcalá.

6. BASIC BIBLIOGRAPHY

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