

## 26544 - Content and language integrated learning (CLIL)

### Syllabus Information

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**Academic Year:** 2019/20

**Subject:** 26544 - Content and language integrated learning (CLIL)

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** 301 - First semester

301 - First semester

302 - First semester

302 - First semester

302 - First semester

302 - First semester

302 - First semester

302 - First semester

302 - First semester

302 - First semester

302 - First semester

302 - First semester

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302 - First semester

302 - First semester

302 - First semester

**Subject Type:** Optional

**Module:** ---

## 1.General information

### 1.1.Aims of the course

The main aims of this subject have to do with the students' ability to put into practice a CLIL approach in the stage of Infant Education by providing them with enough theoretical and practical knowledge through observation, analysis and reflection on their CLIL teaching practice. Moreover, after the observation, analysis and reflection activities, the students will have the opportunity to design and implement CLIL materials, activities, lessons and units of work for Infant Education levels.

### 1.2.Context and importance of this course in the degree

The CLIL methodology has evolved worldwide, and mainly in Europe, through a good range of educative policies fostered by the European Union. In Spain, this has taken place via the various institutions that control the educational policies in the different regions. In Aragón, the number of schools, both at the Infant and Primary level, adopting the bilingual approach increases every year. Thus, future teachers need to know this didactic methodology in depth and acquire the language and pedagogical skills that will be necessary for their future teaching practice.

### 1.3.Recommendations to take this course

Students are recommended to have a B2 level of the English language according to the CEFR. Students are also advised to attend all the lessons and participate in the proposed activities.

## 2.Learning goals

### 2.1.Competences

## 2.2.Learning goals

At the end of the course learners should be able to:

- 1) know and explain and apply the context and the main theoretical foundations that support bilingual teaching, mainly CLIL (Content and Language Integrated Learning)
- 2) plan didactic sessions and units of work based on CLIL for the stage of Infant Education
- 3) select and adapt suitable didactic materials (materials used in English speaking countries, CLIL materials initially designed for other educative stages, or EFL materials) that may be appropriate to carry out the CLIL methodology in the context of Infant Education
- 4) know and use the language of the classroom correctly, making use of the right resources and strategies that may foster the pupils' right exposure to the language ?input?, as well as h/she will be able to use varios scaffolding techniques that allow the students to integrate the language of both language and content.
- 5) know and use the most appropriate activities and resources for the teaching of the English language through the various contents developed in the stage of Infant Education
- 6) understand and explain the social, cultural and political context where the CLIL programmes have emerged both at the European level and the closes context of our country and region, Aragón
- 7) know and apply the great variety of didactic resources that may contribute to implementing the CLIL methodology in the stage of Infant Education: the use of ICTs, TPR, visual elements, etc.

## 2.3.Importance of learning goals

## 3.Assessment (1st and 2nd call)

### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

#### Assessment

- A
  - 1. A final written exam, theoretical and practical (40%):
    - Short theoretical questions
    - Practical cases
  - 2. A portfolio with all the activities carried out during the year and a personal and critical reflection on them (30 %)
    - Critical commentary of some texts, articles, essays, pieces of news...
    - Design of a CLIL session
    - Design of a CLIL didactic unit
    - Critical analysis of existing CLIL materials
    - Creation of CLIL materials
    - Assessment samples
  - An oral presentation (in pairs) (10') of a didactic activity that could be implemented in the CLIL context - Infant Education (30%)
    - This activity will be part of the didactic unit included in the portfolio
- Assessment B
  - A final written exam, theoretical and practical: the same as in Option A (60 %)
  - Design and presentation of diverse activities and tasks that promote the development of language skills and the learning of new content in the Infant Education classroom (40 %)
- *In order to pass the subject, the students will have to demonstrate that they have, at least, a B2-level of English in all the language skills according to the CEFRL*
- *In order to pass the subject the students will have to pass, with at least 50% of the mark, all the activities implied in the assessment.*

## 4.Methodology, learning tasks, syllabus and resources

### 4.1.Methodological overview

Basis of the learning process designed for the present subject:

- Theoretical lectures in the classroom: the teacher will use both individual and group work in quizzes, presentations, analysis, design and implementation of CLIL activities.
- Personal students' work: analysis of selected readings related to the topic for its discussion in the classroom; elaboration of several tasks dealing with observation, analysis, reflection and implementation which will make up a student Portfolio; preparation of activities, lessons and didactic units.

## 4.2.Learning tasks

The following programme is a help for the students to achieve the aimed results and includes the following activities:

1. Analysis, reflection and discussion on the selected readings related to the contents specified in the programme.
2. Individual, pair or group exercises to prepare different theoretical aspects of the subject in a practical way.
3. Analysis of the different methods used in second language teaching by watching and studying videos.
4. Planning and designing activities, sessions and didactic units following the models proposed by the teacher.
5. Evaluation of didactic materials and assessment resources.
6. Creation of didactic materials and assessment resources.

## 4.3.Syllabus

- Unit 1. Theoretical foundations of CLIL
  - 1.1. Key concepts
  - 1.2. Origins. History. Evolution
  - 1.3. Europe
  - 1.4. Spain
  - 1.5. Aragón
  - 1.6. Theoretical frame
- Unit 2. The methodology of CLIL
  - 2.1.Communicative approach
  - 2.2.Bilingualism
  - 2.3.Content - Culture - Cognition - Communication
  - 2.4.Design of units of work and lesson plans
- Unit 3. Meaningful learning and the language of the classroom
  - 3.1. Integration of content and language
  - 3.2.Resources to improve the input/output of students
  - 3.3.Language in the classroom
- Unit 4. Types of activities and resources
  - 4.1.Materials and activities: Where? Which? How?
  - 4.2.Use of ICTs
  - 4.3.Analysis of CLIL materials (focus on Infant Education)
  - 4.4.Creation of CLIL materials (focus on Infant Education)
- Unit 5. Students' Assessment in the CLIL context
  - 5.1. Different methods of assessment
  - 5.2.Examples

## 4.4.Course planning and calendar

The plan and schedule for the attending sessions and the submitting deadlines for projects will be given in a written document.

They will be explained in a griten document provided by the teacher. The official dates of the final exams can be checked on the official websites of our different faculties.

## 4.5.Bibliography and recommended resources

[BB: Basic Bibliography / BC: Complementary Bibliography]

- BB** Bentley, Kay. The TKT course : Teaching Knowledge Test : CLIL Module : Content and language integrated learning / Kay Bentley ; published in collaboration with Cambridge ESOL Examinations. 4th pr. Cambridge : Cambridge University Press, 2013
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- BB** Grieveson, Margaret. The CLIL Resource Pack : photocopiable and interactive whiteboard activities for primary and lower secondary teachers / by Margaret Grieveson, Wendy Superfine . Peaslake, Surrey : Delta Publishing, 2012

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- BC** Baker, Colin. Foundations of bilingual education and bilingualism / Colin Baker . 5th ed. Bristol ; Buffalo ; Toronto : Multilingual Matters, cop. 2011
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- BC** Jasone, C. (2002). Learning through a second or additional language: content-based instruction and CLIL in the twenty first century. In Language Culture and Curriculum 28(1). [ISSN 17477573]
- BC** Marsh, D. The CLIL Trajectory: educational innovation for the 21 generation / David Marsh. Córdoba : Servicio de Publicaciones de la Universidad de Córdoba, 2013
- BC** TIE-CLIL : Professional development course / general editor, Gisella Langé ; subeditor, Patricia Bertaux. 1st ed. Milan : TIE-CLIL, 2002

**URLs:**

Breeze, Ruth , Jiménez Berrio, Felipe, Llamas Saiz, Carmen, Martínez Pasamar, Concepción, Tabernero Sala, Cristina (2012). Teaching approaches to CLIL = Propuestas docentes en AICLE. Pamplona: Servicio de Publicaciones de la Universidad de Navarra. [http://dadun.unav.edu/handle/10171/27519]