



CLIL Courses
Planning & Curriculum
Design
Masters in Bilingual
Education 2021-2022



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: CLIL Courses Planning and Curriculum Design

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Year: 1st

Semester: 1st

Professor: Dr. Ángela Álvarez-Cofiño Martínez

1. COMPETENCIES and LEARNING OUTCOMES

1.1. Competencies

Basic competences

CB1: Know how to apply the acquired knowledge and the problem-solving skills to new or less familiar contexts in multidisciplinary settings related to his/her area of study.

CB3: Know how to communicate conclusions as well as knowledge, and give reasons to support them to a general and specialized public in a clear manner without ambiguity.

CB4: Know how to continue learning autonomously or in a self-directed manner.

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.

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

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. Assignments

Blended Modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	80	30%
AF2. Learning activities, individual and in groups, outside the lecture session	60	10%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	20	10%
AF4. Complementary training actions	20	20%
AF7. Evaluation Activities	20	20%

Online Modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	80	0%
AF2. Learning activities, individual and in groups, outside the lecture session	60	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	20	0%
AF4. Complementary training actions	20	0%
AF7. Evaluation Activities	20	20%

2.5 Methodology

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

3. EVALUATION SYSTEM

3.1. Grading

0 – 4.9 Fail (SS)

5.0 – 6.9 Pass (AP)
7.0 – 8.9 Good(NT)
9.0 - 10 Excellent (SB)

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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- **Mehisto, P., Marsh, D. & Frigols, M.** 2008. Uncovering CLIL: Content and Language Integrated Learning in bilingual and multilingual education. Oxford: Macmillan Education.

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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Other resources:

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

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- <http://www.PEprimary.co.uk>

5. PROFESSOR

All information on the teaching staff can be found in the official Web of the Master in Bilingual Education: <https://www.nebrija.com/programas-postgrado/master/enseanza-bilingue-profesores/#masInfo#profesores>