



## Teaching Guide

Identifying Data					2022/23
Subject (*)	CLIL: Content and Language Integrated Learning		Code	652534003	
Study programme	Mestrado Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil e Primaria				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatory	4.5	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador	Bobadilla Pérez, María	E-mail	m.bobadilla@udc.es		
Lecturers	Bobadilla Pérez, María	E-mail	m.bobadilla@udc.es		
Web					
General description	<p>This subject this subject focuses on the methodology of integrated content learning and foreign language (CLIL). From the theoretical point of view, its precedents will be studied, its elements and its curricular implications will be analyzed. Likewise, concepts such as multilingualism, bilingualism and multilingualism will be defined and bilingual / multilingual education models will be analyzed and European, national and autonomous regulations that govern it will be considered. From a practical point of view, different useful resources will be presented in CLIL, good educational practices will be analyzed a and a research project will be carried out in relation to CLIL implementation.</p>				

## Study programme competences

Code	Study programme competences
A2	E2 - Identificar e analizar criticamente propostas interdisciplinares no ámbito educativo.
A4	E4 - Desenvolver a competencia lingüística en lingua estranxeira orientada cara á docencia nas áreas específicas.
A10	E10 - Coñecer os fundamentos teóricos que sustentan a investigación e innovación no ámbito das Didácticas Específicas.
A11	E11 - Coñecer, comprender e utilizar a linguaxe científica e aplicalo correctamente nas distintas formas de expresión e comunicación.
A14	E14 - Coñecer diferentes tipos de metodoloxía que se empregan na investigación educativa considerando a súa pertinencia para a resolución de problemas concretos.
B2	CB7 - Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornas novas ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B3	CB8 - Que os estudantes sexan capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos.
B4	CB9 - Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B7	G2 - Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
B8	G3 - Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
B12	G7 - Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C2	T2 - Capacidade de adaptación a situacións novas.
C4	T4 - Traballar de forma colaborativa.
C5	T5 - Capacidade de organización e planificación en ámbitos educativos disciplinares e interdisciplinares.
C8	T8 - Ser capaz de comunicarse cos seus compañeiros, coa comunidade educativa e coa sociedade en xeral no ámbito das súas áreas de coñecemento.

## Learning outcomes

Learning outcomes	Study programme competences



Coñecer os avances na investigación de programas AICLE (Aprendizaxe Integrado de Contenidos en Lingua Extranxeira).	AC4	BC2 BC4 BC7	CC8
Identificar exemplos prácticos de programas AICLE nas diferentes especialidades impartidas no Mestrado.	AC2 AC4 AC11 AC14	BC2 BC7 BC8	CC2 CC8
Familiarizarse coa terminoloxía específica de cada unha das especialidades para o desenvolvemento das sesións AICLE.	AC4 AC10	BC2 BC3 BC4 BC12	CC2
Elaborar materiais e recursos AICLE.	AC4	BC2 BC3 BC4	CC4 CC5

Contents	
Topic	Sub-topic
Introduction.	Definition and theoretical context Referential and legislative framework
Methodological approaches in CLIL.	Learning principles. Research in bilingual/plurilingual education.
CLIL Materials and Resources	Digital resources, textbooks...
CLIL planning.	CLIL curriculum design.
Analysis and assessment of effective practices in CLIL.	Review of bilingual/multilingual programs.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Document analysis	A2 A10 A11 A14 B7	0	37	37
Collaborative learning	A4 B2 B3 B8 B12 C4 C5 C8	0	38	38
Oral presentation	A4 B4	4	5	9
Guest lecture / keynote speech	A4 A10 B7 B12 C2	27.5	0	27.5
Personalized attention		1	0	1

(\* )The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Document analysis	Methodological technique that involves the use of audiovisual and/or bibliographic documents (fragments of documentary reports or films, current news, graphic panels, photographs, biographies, articles, legislative texts, etc.) relevant to the subject matter with specifically designed activities to analyze these. It can be used as a general introduction to a topic, as an application tool for case studies, for the explanation of processes that cannot be observed directly, for the presentation of complex situations or as a summary of contents of a theoretical or practical nature.
Collaborative learning	Set of teaching-learning procedures guided in person and / or supported with information and communication technologies, which are based on the organization of the class in small groups in which students work together in solving tasks assigned by teachers to optimize, a their own learning and that of the other members of the group.
Oral presentation	Inherent intervention in the teaching-learning processes based on verbal exposition through which students and teachers interact in an orderly manner, formulating questions, making clarifications and exposing topics, works, concepts, facts or principles in a dynamic way.



Guest lecture / keynote speech	<p>Oral presentation complemented with the use of audiovisual media and the introduction of some questions aimed at students, in order to transmit knowledge and facilitate learning.</p> <p>The master class is also known as "lecture", "expository method" or "master class". The latter modality is usually reserved for a special type of lesson given by a teacher on special occasions, with a content that involves an original elaboration and based on the almost exclusive use of the word as a way of transmitting information to the audience.</p>
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### Personalized attention

Methodologies	Description
Document analysis Collaborative learning Oral presentation	Tutored works require personalized attention, therefore office hours are very relevant

### Assessment

Methodologies	Competencies	Description	Qualification
Document analysis	A2 A10 A11 A14 B7	CRITICAL REVIEW OF THREE ARTICLES ON RESEARCH AND INNOVATION IN CLIL	30
Collaborative learning	A4 B2 B3 B8 B12 C4 C5 C8	CLIL PROJECT DESIGN	40
Oral presentation	A4 B4	PRESENTATION OF THE PERSONAL ANALYSIS AND CONCLUSIONS OF A RESEARCH ARTICLE RELATED TO CLIL (50%) AND CLIL PROJECT PRESENTATION (50%)	30

### Assessment comments

<p>To pass the subject, students must attend 80% of the sessions.</p> <p>Those students with an academic exemption waiver formally requested will be evaluated through a Project work and an individual test. The final mark will be the sum of the qualifications obtained:</p> <ul style="list-style-type: none"> <li>-Project Work: 4 points.</li> <li>-Individual test: 6 points.</li> </ul> <p>Those students who do not attend 80% of the sessions or do not pass the subject in the first call, in the extraordinary call of July they will be evaluated by the same method proposed for those people with academic exception.</p> <p>It is recommended to send the works electronically and, if not possible, not to use plastics, choose double-sided printing, use recycled paper and avoid printing erasers. Sustainable use of resources and prevention of negative impacts on the natural environment must be made. The importance of ethical principles related to the values of sustainability in personal and professional behaviors should be taken into account.</p>
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### Sources of information

<b>Basic</b>	<p>Bentley, K.&amp;nbsp; 2010. The TKT COURSE CLIL MODULE. CAMBRIDGE: CUP</p> <p>Bentley, K.&amp;nbsp; 2010. The TKT COURSE CLIL MODULE. CAMBRIDGE: CUP</p>
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<b>Complementary</b>	<p>Baker, Colin. 2001. Foundations of Bilingual Education and Bilingualism. Clevedon: Multilingual Matters. Coyle, D., Hood, P. y Marsh, D. 2010. CLIL.CONTENT AND LANGUAGE INTEGRATED LEARNING. Cambridge: CUP.Dale, L. y Tanner, R. 2012. CLIL activities. A resource for subject and language teachers. Cambridge: CUP.Dalton-Puffer, C. 2007. Discourse in Content and Language Integrated Learning (CLIL) Classrooms. Amsterdam/Philadelphia: John Benjamins Publishing Companies.Madrid, Daniel y Hughes, Stephen (eds.) 2011. Studies in Bilingual Education. Bern: Peter Lang.Francisco Lorenzo, Fernando Trujillo y José Manuel Vez 2011. Educación bilingüe. Integración de contenidos y segundas lenguas. Madrid: Editorial Síntesis.Marsh, D., (ed.) 2002. CLIL/EMILE. The European dimension. Actions, trends, and foresight potential. Jyväskylä: University of Jyväskylä.Barrios, Elvira (ed.) 2010. La educación bilingüe en Andalucía: Análisis, experiencias y propuestas. Granada: Grupo Editorial Universitario.Beacco, Jean-Claude y Byram, Michel 2007. From Linguistic Diversity to Plurilingual education. Guide for the Development of Language Education Policies in Europe: Strasbourg: Council of Europe. Language Policy DivisionBeaten Beardsmore, H. 1986. Bilingualism: Basic principles. Clevedon: Multilingual Matters.Brinton, Donna, Snow, Margarite y Wesche, Marjorie 2003. Content-based second language instruction Ann Arbor, MI: University of Michigan Press.Crawford, J. 1989. Bilingual Education: History, politics, theory and practice. New Jersey: Trenton, Crane Publishing Cummins, Jim y Swain, Merril 1986. Bilingualism in Education. London: LongmanEscobar, C. 2004,Content and language integrated learning: Do they learn content? Do they learn language?. Linguistic Perspectives from the classroom: Language teaching in a multicultural Europe. Eds. J.D., Anderson, J.M. Oro y J. Varela. Santiago de Compostela: Universidad de Santiago de Compostela. 28-38.Escobar, C. y Sánchez, A. (2009). Language Learning through tasks in a CLIL Science Classroom. Porta Linguarum11: 65- 83 Genesee, Fred 1987. Learning through Two Languages: Studies of Immersion and Bilingual Education. M.A, Cambridge: Newbury House.Genesee, Fred 1994. Integrating Language and Content: Lessons from Immersion. Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning.Hoffman, Charlotte 1986. An Introduction to Bilingualism. Londres. Longman.Johnstone, Richard, Dobson, Alan y Pérez Murillo, Mª Dolores 2010. Proyecto de Enseñanza Bilingüe (España). Available at <a href="http://www.ite.education.es/w3/form_prof_docs/britishcouncil/bc_report%20espanol_final.pdf">http://www.ite.education.es/w3/form_prof_docs/britishcouncil/bc_report%20espanol_final.pdf</a>Lasagabaster, D. y Ruiz de Zarobe. (ed.) 2010. CLIL in Spain: Implementation, results and teacher training. Newcastle upon Tyne: Cambridge Scholars Publishing.potential. Jyväskylä: University of Jyväskylä.Martínez Agudo, Juan de Dios (ed.) 2012. Teaching and Learning English through Bilingual Education. New Castle Upon Tyne: Cambridge Scholars, pp. 181-121.Mehisto, Pete, Frigols, Maria Jesus y Marsh, David 2008. Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education. Oxford: Macmillan EducationPaulston, C. B. 1980. Bilingual Education: Theories and Issues. Rowley, MA, Newbury House.Ramos, F. (2009). Una propuesta de AICLE para el trabajo con textos en SegundosIdiomas.Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras12:169-182</p>
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**Recommendations**

**Subjects that it is recommended to have taken before**

**Subjects that are recommended to be taken simultaneously**

**Subjects that continue the syllabus**

**Other comments**

It is recommended to submit papers electronically and, if this is not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts.

Sustainable use of resources and prevention of negative impacts on the natural environment must be made.

The importance of ethical principles related to sustainability values ??in personal and professional behavior must be taken into account.

**(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.**