

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

### Información del Plan Docente

<b>Academic Year</b>	2016/17
<b>Academic center</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	302 - Degree in Nursery School Education 301 - Degree in Nursery School Education 303 - Degree in Nursery School Education
<b>ECTS</b>	6.0
<b>Course</b>	4
<b>Period</b>	Half-yearly
<b>Subject Type</b>	Optional
<b>Module</b>	---

### 1. Basic info

#### 1.1. Recommendations to take this course

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

#### 1.2. Activities and key dates for the course

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

### 2. Initiation

#### 2.1. Learning outcomes that define the subject

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

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the pupils' right exposure to the language "input", as well as h/she will be able to use various 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.

### 2.2.Introduction

#### Brief Introduction to the subject

The main aim of this course is to provide the students with some theoretical knowledge of CLIL (Content and Language Integrated Learning) &#8213; its origins, foundations and methodology &#8213; together with the most suitable strategies and procedures to be implemented in the context of Infant Education.

#### 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

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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

## **3.Context and competences**

### **3.1.Goals**

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.

### **3.2.Context and meaning of the subject 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

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language and pedagogical skills that will be necessary for their future teaching practice.

### 3.3. Competences

### 3.4. Importance of learning outcomes

## 4. Evaluation

### Assessment tasks

Students will have to attest that they have achieved the required learning outcomes by completing the following assessment tasks

#### 1. Type A .

1. A written examination to test students' knowledge of the topics and concepts related to a CLIL approach, including both theoretical questions and practical issues.
2. A student's portfolio enclosing all the classroom activities and a critical reflection on them.

3. An oral presentation of a classroom activity that will have to be made in class.

#### 2. Type B:

Final exam like the one described in section 1.1. in which students will be required to answer questions concerning CLIL methodology focused on theory and practice issues.

### Assessment criteria

The following criteria will be considered for the grading of assessment tasks:

- Clarity of speech, a proficient use of English and demonstration of the understanding of the key concepts and specific contents mentioned in the assessment tasks.
- Rigour and detail in the analysis of classroom activities, bearing in mind the theoretical issues and implications surrounding CLIL methodology and the requirements of the curriculum in Infant Education.
- Students' capacity to make a critical analysis of the theoretical principles on which CLIL methodology is grounded, attesting that the student is familiar with the diverse methodologies and teaching strategies discussed during the course.
- Students' ability to integrate coherently the theoretical and practical aspects defined in the subject syllabus.
- Students' skills to select, adapt and design resources and materials to be used in classroom activities as well as for assessment purposes in a CLIL course for Infant Education.

### Grading criteria and requirements for a pass mark

In order to pass the CLIL subject through the oral and written assessment tasks, students will be required an English B2

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level according to the Common European Framework of Reference for Languages (CEFR).

When choosing assessment A, students must achieve at least 50% of the marks in all the assessment activities:

1. End of the course written examination (40%)
2. Students' portfolio (30%)
3. Oral Class Presentation (30%)

### Final Exams and Second Call

Final Exam: the test will be the same as the one specified in part 1 (type B) and it will be qualified with a 100 % of the total final mark.

Second Call: the test for this second attempt matches all the contents and percentages of the final total test specified in type B.

## 5.Activities and resources

### 5.1.General methodological presentation

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.

### 5.2.Learning activities

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.

### 5.3.Program

- 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

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- 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

### **5.4. Planning and scheduling**

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

### **5.5. Bibliography and recommended resources**

As a rule, bibliography keeps updated annually and can be checked on the library web (please, search for the recommended bibliography at <http://psfunizar7.unizar.es/br13/eBuscar.php?tipo=a> )