

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education
---------	---

Field of Knowledge:	Arts and Humanities
---------------------	---------------------

Faculty/School:	Legal and Social Science
-----------------	--------------------------

Course:	TEACHING A SECOND LANGUAGE ACROSS CONTENT AREAS
---------	---

Type:	Compulsory
-------	------------

ECTS credits:	4
---------------	---

Year:	1
-------	---

Code:	8367
-------	------

Teaching period:	Second semester
------------------	-----------------

Area:	
-------	--

Module:	The Bilingual Classroom
---------	-------------------------

Teaching type:	Distance
----------------	----------

Language:	English
-----------	---------

Total number of student study hours:	100
--------------------------------------	-----

Teaching staff	E-mail
Ana Maria Gonzalez Martin	anaglezmartin@gmail.com

SUBJECT DESCRIPTION

La asignatura "Teaching a second language across content áreas" pretende dotar al profesor de los conocimientos, destrezas y habilidades para enseñar el contenido de diferentes materias en inglés, mejorando no sólo las competencias propias de la asignatura sino también aquellas de tipo lingüístico. Con esta finalidad, evaluaremos y crearemos programaciones, clases y actividades para las áreas de Educación Física, Educación Artística, Historia y Geografía, Ciencias Naturales y Matemáticas

GOAL

El objetivo principal es que el profesor adquiera los conocimientos, destrezas y habilidades para integrar contenido y lengua en las diferentes materias del currículum, creando programaciones, clases y actividades que respondan a esta doble finalidad.

COURSE SYLLABUS

- CLIL.

- oWhat is CLIL?
- oBenefits and challenges
- ols CLIL working in Spain?
- oHow do we teach through CLIL.
- oTeaching language.
- oTeaching contents.
- oIntegrating language and contents.

- Techniques to teach content and language integrated.

- oThe importance of visual input. The classroom decoration.
- oSession parts. Passive and active stages.
- oActivating prior knowledge
- oVerbal scaffolding.
- oNegotiated interaction.
- oLevelling different texts.
- oLearning through imitation and modelling.
- oLearning through projects: Experts groups; Webquest; Blogs;...
- oOral and writing activities in class and at home.

- Teaching Maths, PE and Natural Sciences through English.

- oPlanning the CLIL curriculum.
- oCriteria for didactic materials.
- oClassroom techniques.
- oMaterial and activities for Maths.
- oMaterial and activities for PE.
- oMaterial and activities for Natural Sciences.

- Teaching History, Geography and Art and Craft through English.

- oMaterial and activities for History and Geography.
- oMaterial and activities for Art and Crafts.

EDUCATION ACTIVITIES

La metodología de aprendizaje utilizada en esta asignatura seguirá un enfoque teórico-práctico. Los alumnos contarán con 4 clases síncronas en las que el profesor resumirá los contenidos teóricos más importantes de la asignatura, que se encuentran también por escrito, en la plataforma

Dentro del ámbito práctico, los alumnos recopilarán información a través de diferentes lecturas (artículos y monografías de tipo académico, artículos, periodísticos, blogs; etc.), videos y/o indagaciones propias que les ayude a profundizar el conocimiento sobre la materia y realizar las actividades establecidas.

La discusión académica a través del curso virtual es otra de las metodologías de enseñanza que se promoverá desde el equipo docente de la asignatura. Será fundamental la comunicación constante con el profesor de la asignatura por medio de recursos propios del curso virtual como pueden ser foros. En definitiva, se tratará de promover la reflexión personal, discusión académica y constante actitud crítica hacia los procesos sociopolíticos y sociolingüísticos que subyacen al bilingüismo.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
4 hours	96 hours

SKILLS

Basic / general / cross skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

To critically analyse CLIL methodology and the other different bilingual educational programmes, with special attention to those classified as "mainstream bilingual" Spanish-English.

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Assess the methods, strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

Design curricula according to the CLIL model, integrating linguistic and disciplinary content which develop the (Spanish-English) bilingual model.

Promote the reflection and assessment of the different teaching models and the assessment tools used in evaluating the teaching of English as a foreign language.

Create and adapt material and assessment tools that may be used in the bilingual classroom (Spanish English), bearing in mind the level of linguistic competence of our students, the different learning rates and their suitability for being used in the subject's knowledge area.

LEARNING RESULTS

Analizar los procesos cognitivos y psicológicos por los que pasan los alumnos en la recepción de contenido y lengua integrados.

Evaluar diferentes estrategias docentes para facilitar la comprensión de lengua y contenido: Andamiaje lingüístico; Activación de conocimiento previo; Adaptación de textos;...

Crear programaciones didácticas, sesiones, material y actividades para diferentes áreas de conocimiento impartidas en L2.

LEARNING APPRAISAL SYSTEM

Participation (10%). 2 forums. After reading an assigned article and / or reflecting on a proposed topic, the students would participate at least one in every forum setting out logical and pertinent arguments with examples.

Final activity (50%).

Design of a didactic unit for a subject other than English including the following points:

- a) Basic information: subject, class, age and level of the students with respect to the Common European Framework.
- b) Title of the unit.
- c) Summary and cross-curricular contents / opportunities.
- d) Goals.
- e) The contents and sequencing of the unit.
- f) Design and sequence of the activities:
- g) Evaluation.
- h) Material.
- i) Students with special needs.
- j) Bibliography.

Final test (40%) Online multiple choice test on the subject content topics. The time to complete it will be 30 minutes (1 minute and 30 seconds per question).

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Cambridge English. Teaching science through English, a CLIL approach.TKT CLIL.
https://www.teachers.cambridgeesol.org/ts/digitalAssets/117041_Teaching_Science_through_English_-_a_CLIL_Approach.pdf

Cervattil, G. et AL. (2008) A Research Based Approach to instruction for English Language Learners in Science. A Report to the Noyce Foundation. University of California, Berkeley.

Coyle, D., Hood, P., Marsh, D. (2010). CLIL Content and Language Integrated Learning. Cambridge: Cambridge University Press.

Cummins, J. (1984). Bilingualism and Special Education: Issues in Assessment and Pedagogy. Clevedon:

Multilingual Matters

Harlen, W., & Qualter, A. (2009). *The Teaching of Science in Primary Schools*. 5 Th Edition. London: David Fulton. Routledge

Mehisto, P., Marsh, D. & Frigols, M. (2008). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan: Oxford. Macmillan: Oxford. Downloaded from http://www.ccncil.eu/clil_criteria_web/index.php

Mehisto, P. (2014). *Criteria for producing CLIL learning material*. Downloaded from http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/mehisto_criteria_for_producing_clil_learning_material.pdf

Read, Carol (2011). *500 Activities for the Primary Classroom*, Macmillan, Oxford, England.

Ruiz de Zarobe, Y; Lasagabaster, D. (2010). *CLIL in Spain: Implementation, Results and Teacher Training*. Cambridge scholars publishing. Downloaded from http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/lasagabaster_and_ruiz_de_zarobe_clil_in_spain.pdf

Zachopolou, Evridiki (2010). *Early Steps Physical Education Curriculum*, Human Kinetics, IL, U.S.A.