

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Humanities		
Course:	TEACHING A SECOND LANGUAGE ACROSS CONTENT AREAS		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8367
Teaching period:	Second semester		
Area:	Planning, Teaching and Evaluating		
Module:	The Bilingual Classroom		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	100		

Teaching staff	E-mail
Ana María González Martín Dolores Rueda Montero	ana.gonzalez@ufv.es

SUBJECT DESCRIPTION

The subject "Teaching a second language across content areas" aims to provide future teachers with the knowledge, the skills and the abilities to teach the contents of different subjects in English. The main goal is not only to improve students' competences in the different content areas but also in English language. To this end, we will evaluate and create teaching plans, classes and activities for the areas of Physical Education, Art and Crafts, History and Geography, Natural Sciences and Mathematics.

GOAL

The main goal is to acquire the knowledge, the skills and the abilities to create teaching plans, classes and activities integrating language and content.

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

The methodology will be both theoretical and practical. Students will have 5 online lessons in which the teacher will summarize the most important contents of the subject. Students will be asked to participate and interact in the multiple debates during the lessons and in the forums.

They also will gather information through different papers, videos and / or own investigations in order to do several activities which main goal is to improve their knowledge in SLL and bilingualism.

At the end of the subject, a self-correcting test will help students to evaluate if they have acquired the necessary knowledge of the subject.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
6 hours	94 hours

SKILLS

Basic 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.

General Skills

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

To analyze the cognitive and psychological processes that students pass through in the reception of content and language integrated.

To evaluate different teaching strategies to facilitate the understanding of language and content: Linguistic scaffolding; Activation of prior knowledge; Adaptation of texts; ...

To create teaching plans, sessions, material and activities for different areas of knowledge taught in 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 (40%). Design of a didactic unit for a subject other than English following the template given by the teacher.

Final test (50%). 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).

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. This second call will have 2 elements: Final test (50%) and final activity (50%). If one of these assessments elements has a passing grade in the first call, students can choose between retaking the element or keeping the grade obtained in the first call.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Anderson, L. W., & Krathwohl, D. R. (Eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Ball, P., Kelly, K., & Clegg, J. (2015). Putting CLIL into practice. Oxford: Oxford University Press

Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. New York: David McKay.

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. (2005a). CLIL: Planning Tools for Teachers. Nottingham: University of Nottingham

- Coyle, D., Hood, P., Marsh, D. (2010). CLIL Content and Language Integrated Learning. Cambridge: Cambridge University Press.
- Coyle, D. (2006). Developing CLIL: Towards a Theory of Practice. Monograph 6. Barcelona: APAC.
- Dalton-Puffer, C. (2007). Discourse in Content and Integrated Language Learning (CLIL) Classrooms. Amsterdam: John Benjamins
- 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
- Llinares, A., & Morton, T. (Eds.). (2017). Applied linguistics perspectives on CLIL (Vol. 47). John Benjamins Publishing Company.
- 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

Additional

- Coyle, D. (2005b). Exploring zones of interactivity in foreign language and bilingual teacher education. In G. Holmberg, M. Shelley & C. White (Eds), Distance Education and Languages: Evolution and Change (pp. 309-326). Clevedon: Multilingual Matters.
- Coyle, D. (2018). Future challenges and ways forward for CLIL characterization, implementation, and training. In Content and Language Integrated Learning in Monolingual Settings. SPRINGER-VERLAG BERLIN.
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. International Journal of Bilingual Education and Bilingualism, 10(5), 543-562.
- Heras, A., & Lasagabaster, D. (2015). The impact of CLIL on affective factors and vocabulary learning. Language Teaching Research, 19(1), 70-88
- Morton, T. (2018). Reconceptualizing and describing teachers' knowledge of language for content and language integrated learning (CLIL). International Journal of Bilingual Education and Bilingualism, 21(3), 275-286.
- Meyer, O. (2015). Towards quality CLIL: successful planning and teaching strategies. PULSO. Revista de Educación, (33), 11-29.
- 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
- Vázquez, V. P., & Ellison, M. (2018). Examining teacher roles and competences in Content and Language Integrated Learning (CLIL). Linguarum Arena: Revista de Estudos em Didática de Línguas da Universidade do Porto, 4, 65-78.