# 26544 - Content and language integrated learning (CLIL)

**Información del Plan Docente**

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| **Academic Year** | 2017/18 |
| **Faculty / School** | 107 - Facultad de Educación |
| | 202 - Facultad de Ciencias Humanas y de la Educación |
| | 301 - Facultad de Ciencias Sociales y Humanas |
| **Degree** | 301 - Degree in Nursery School Education |
| | 302 - Degree in Nursery School Education |
| | 303 - Degree in Nursery School Education |
| **ECTS** | 6.0 |
| **Year** | 4 |
| **Semester** | Half-yearly |
| **Subject Type** | Optional |
| **Module** | --- |

## 1.General information

### 1.1.Introduction

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

### 1.2.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.

### 1.3.Context and importance of this course 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 language and pedagogical skills that will ne necessary for their future teaching practice.

### 1.4.Activities and key dates

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

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## 2.Learning goals

### 2.1.Learning goals

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 the pupils' right exposure to the language "input", as well as h/she will be able to use varios 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.Importance of learning goals

## 3.Aims of the course and competences

### 3.1.Aims of the course

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.Competences

## 4.Assessment (1st and 2nd call)

### 4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

## 5.Methodology, learning tasks, syllabus and resources

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## 5.1.Methodological overview

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 tasks

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.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
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

## 5.4.Course planning and calendar

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

[BB: Basic Bibliography / BC: Complementary Bibliography]

| | |
|---|---|
| **BB** | Bentley, Kay. The TKT course : Teaching Knowledge Test : CLIL Module : Content and language integrated learning / Kay Bentley ; published in collaboration with Cambridge ESOL Examinations. 4th pr. Cambridge : Cambridge University Press, 2013 |
| **BB** | Breeze, R. Teaching Approaches to CLIL = Propuestas Docentes en AICLE / Ruth Breeze (et al.). Pamplona : Servicio de Publicaciones de la Universidad de Navarra, 2012 [Acceso a texto completo. Ver URL] |
| **BB** | Coyle, Do.. CLIL : content and language integrated learning / Do Coyle, Philip Hood, David Marsh. 1st. published, 4th. printing. New York : Cambridge University Press, 2012 |
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| **BB** | Dale, Liz. CLIL [content and language integrated learning] activities : a resource for subjetc and language teachers / Liz Dale, Rosie Tanner . Cambridge University Press, 2012 |
| **BB** | Deller, Sheelagh. Teaching Other Subjetcs Through English / Sheelagh Deller, Christine Price . 1st. publ. Oxford : Oxford University Press, 2007 |
| **BB** | Grieveson, Margaret. The CLIL Resource Pack : photocopiable and interactive whiteboard activities for primary and lower secondary teachers / by Margaret Grieveson, Wendy Superfine . Peaslake, Surrey : Delta Publishing, 2012 |
| **BB** | Hunter, M. Content and Language Integrated Learning: Shift boundaries and terrain mapping / M. Hunter. Lancaster : Lancaster University, 2010 |
| **BB** | Mehisto, Peeter. Uncovering CLIL : content and language integrated learning in bilingual and multilingual education / Peeter Mehisto, David Marsh, María Jesús Frigols . 1st. publ., 4th reprint. Oxford : Macmillan Education, 2012 |
| **BC** | Baker, Colin. Foundations of bilingual education and bilingualism / Colin Baker . 5th ed. Bristol ; Buffalo ; Toronto : Multilingual Matters, cop. 2011 |
| **BC** | Ball, P. Putting CLIL into Practice / Phill |

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| **BC** | Ball, Keith Kelly, John Clegg. Oxford : Oxford University Press, 2015 [Cápitulo "Managing CLIL in schools"] |
| | Coyle, D (2007). Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies. In International Journal of Bilingual Education and Bilinguism, vol. 10, no 5, pp. 543-562. Clevedon : Multilingual Matters, 1998- [Publicación periódica] |
| **BC** | Dalton-Puffer, C. Discourse in Content and Language Integrated Learning (CLIL) classrooms / C. Dalton-Punffer. Amsterdam, Philadelphia: John Benjamins Publishing Companu, 2007 |
| **BC** | Jasone, C. (2002). Learning through a second or additional language: content-based instruction and CLIL inthe twenty first century. In Language Culture and Curriculum 28(1). [ISSN 17477573] |
| **BC** | Marsh, D. The CLIL Trajectory: educational innovation for the 21 generation / David Marsh. Córdoba : Servicio de Publicaciones de la Universidad de Córdoba, 2013 |
| **BC** | TIE-CLIL : Professional development course / general editor, Gisella Langé ; subeditor, Patricia Bertaux. 1st ed. Milan : TIE-CLIL, 2002 |

**URLs:**

Breeze, Ruth , Jiménez Berrio, Felipe, Llamas Saiz, Carmen, Martínez Pasamar, Concepción, Tabernero Sala, Cristina (2012). Teaching approaches to CLIL = Propuestas docentes en AICLE. Pamplona: Servicio de Publicaciones de la Universidad de Navarra. [http://dadun.unav.edu/handle/10171/27519]