

1. BASIC INFORMATION

Course	Content and Language Integrated Learning (CLIL)
Degree program	Master's Degree in Bilingual Education
School	Online
Year	1
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English and Spanish
Delivery mode	Online
Semester	First
Academic year	2024-2025
Coordinating professor	María Jennifer Estévez Yanes

2. PRESENTATION

Throughout this module, we will review the essential aspects of bilingual education and the CLIL method. Strategies for developing and adapting teaching materials will be covered, as well as the development of teaching programs and the planning of activities.

The first unit will address the differences between bilingualism and bilingual education, the objectives of bilingual education, and its history. The second unit will introduce the CLIL method from its origins to today's challenges. The third unit will attend to the development of materials and activities for a CLIL course program. The fourth unit will focus on resources for CLIL teachers, scaffolding strategies, and developing a didactic unit and teaching materials. The fifth unit will introduce quality assurance systems for evaluating CLIL materials and quality indicators for analyzing materials and programs. The sixth unit will focus on different strategies for the integration of language and content in different subjects in the CLIL context. Finally, the practical approach of the module will allow students to analyze, use, and create resources and tools for the teaching process in CLIL contexts.

3. COMPETENCES AND LEARNING OUTCOMES

Core competences:

- CB6. Possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
- CB10. Students possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.
- CG3. Analyse, evaluate, and synthesize innovative ideas applied to the field of foreign language teaching.
- CG5. Analyse and solve problems related to second language teaching, with regard to the social, linguistic, and cultural aspects of bilingual teaching.

- CG6. Acquire basic theoretical knowledge on which to base appropriate and informed teaching practice in the context of bilingual teaching.
- CG8. Reflect on the internal and external factors and processes involved in foreign language learning.

Cross-curricular competences:

- CT3. Digital competence. Use information and communication technologies for searching and analyzing data, research, communication, and learning.
- CT4. Influential leadership. Influencing others to guide and direct them towards specific goals and objectives, taking into account their views, especially in situations arising from the volatile, uncertain, complex, and ambiguous (VUCA) environments of today's world.
- CT8. Ethical-social competence. Show ethical behavior and social commitment in the performance of the activities of a profession, as well as sensitivity to inequality and diversity.

Specific competences:

- CE2. Advanced knowledge of the theoretical and methodological bases of English and Spanish language teaching and content in an integrated manner.
- CE6. Carry out plans and modifications for the correct implementation and development of a bilingual program in Spanish and English in an educational centre.
- CE7. Act and apply advanced theoretical knowledge in Spanish and English in a critical and reflective manner in a multilingual and multicultural environment.
- CE12. Design programs and materials apply art and creativity, regardless of the language in which the artistic manifestations are given and the culture to which they belong.

Learning outcomes:

- Identify the advantages and disadvantages of different methods and programs.
- Manage the most appropriate and useful resources for the preparation of sessions following the CLIL method.
- Apply methods of course planning and integrated language and content teaching activities.

The following table shows the relationship between the competences developed during the course and the learning outcomes pursued:

Competences	Learning outcomes
CB10, CG3, CG5, CG6,	Identify the advantages and disadvantages of different methods and programs.
CG8, CT3, CE2, CE6	Manage the most appropriate and useful resources for the preparation of sessions following the CLIL method.
CB6, CT4, CT8, CE7, CE12	Apply methods of course planning and integrated language and content teaching activities.

4. CONTENT

Programs for bilingual teaching.

- CLIL method.
- Elaboration of CLIL materials.
- Planning CLIL activities and courses.
- CLIL resources.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class.
- Cooperative learning.
- Problem-based learning.
- Project-based learning.
- Reverse learning.
- Simulation environment.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Online mode:

Learning activity	Number of hours
Master classes	10
Virtual classes (synchronous)	20
Problem solving	10
Preparation of reports and written papers	12
Research and projects	20
Study of contents and supporting documentation	50
Virtual mentoring	18
Virtual forum	8
Test of knowledge	2
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Online mode:

Assessment system	Weight
Test of knowledge	60%
Case/problem	10%
Research and projects	20%
Oral presentation	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Planning a Lesson	2 March
Project	23 March
Content and Language Integration	6 April

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

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- Nieto, D. (2009). A Brief History of Bilingual Education in the United States. *Perspectives on Urban Education*, Spring 2009, p. 61-72.
- Ortega.-Martín, J. L., Hughes, S. P., & Madrid, D. (2018). *Herramienta para la autoevaluación de la eficacia de la política educativa del centro bilingüe*. MEC- British Council.

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- Hemmi, C., & Banegas, D. L. (2021). *International Perspectives on CLIL*. Palgrave.
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- Ting, Y.L.T., & Martínez Serrano, L.M. (2018). *En el corazón de AICLE. Materiales y Métodos. Manual para el profesorado de Educación Secundaria*. Editorial Universidad de Córdoba.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.