

1. BASIC INFORMATION

Course	Specific didactics I
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	Second
Academic year	2024-2025
Coordinating professor	Gisela Marichal Bethencourt

2. PRESENTATION

In this subject, we will delve into the methodological foundations of plurilingual education and explore various active methodologies in a CLIL (Content and Language Integrated Learning) classroom. We will discuss essential concepts, competences, and contexts related to plurilingual education. Additionally, we will focus on strategies for teaching STEM subjects, as well as other domains such as humanities, arts, social sciences, experimental sciences, and health domain. Moreover, we will explore the emotional, evaluative, and linguistic norm components in CLIL.

3. COMPETENCES AND LEARNING OUTCOMES

Core competences:

- CB6. To possess and understand knowledge that provides a foundation or opportunity to be original in the development and/or application of ideas, often in a research context.
- CB10. That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous manner.
- CG1. Analyze and evaluate theoretical linguistic theories, methodologies, and models.
- CG2. Plan, manage, and design, in accordance with legislation, the organization and management of classrooms and centers where non-linguistic subjects are taught in a foreign language.
- CG3. Analyze, evaluate, and synthesize innovative ideas applied in the field of foreign language teaching.
- CG6. Acquisition of basic theoretical knowledge to underpin appropriate and informed teaching practice in the context of bilingual education.

Cross-curricular competences:

- CT4. Influential leadership. Influencing others to guide and lead them toward specific objectives and goals, taking into consideration their viewpoints, especially in situations arising from the volatile, uncertain, complex, and ambiguous (VUCA) environments of the current world.
- CT5. Teamwork. Collaborate with others to achieve a shared goal, actively participating, showing empathy, and practicing active listening and respect for all team members.
- CT8. Ethical and social competence. Display ethical behaviors and social commitment in the performance of professional activities, as well as sensitivity to inequality and diversity.

Specific competences:

- CE1. Critically argue both orally and in writing and deliver content in at least the English and Spanish languages, both in person and virtually, adapting to different educational levels.
- CE4. Advanced knowledge of the curriculum content for Early Childhood and Primary Education subjects to teach in at least the Spanish and English languages.
- CE7. Act and apply advanced theoretical knowledge in Spanish and English critically and reflectively in a multilingual and multicultural environment.
- CE10. Design and develop the specific and technical content of different non-linguistic subjects appropriately in at least the Spanish and English languages.
- CE11. Research and integrate intercultural content that involves respect for different cultures and ensures their proper adaptation to life in countries with different cultures.

Learning outcomes:

- Analyze specific methods for teaching particular subjects in a foreign language.
- Evaluate methods for managing the challenges of using a foreign language as the language of instruction in the classroom.
- Design activities to deliver the core content of specific subjects in a foreign language.

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

Competences	Learning outcomes
CB6, CB10, CG1, CG2, CG3, CG6, CT4, CT5, CT8, CE1, CE4, CE7, CE10, CE11	Analyze specific methods for teaching particular subjects in a foreign language.
CB6, CB10, CG1, CG2, CG3, CG6, CT4, CT5, CT8, CE1, CE4, CE7, CE10, CE11	Evaluate methods for managing the challenges of using a foreign language as the language of instruction in the classroom.
CB6, CB10, CG1, CG2, CG3, CG6, CT4, CT5, CT8, CE1, CE4, CE7, CE10, CE11	Design activities to deliver the core content of specific subjects in a foreign language.

4. CONTENTS

Innovative methodologies and Plurilingual Education.

Didactic strategies to teach STEM subjects (Science, Maths...) in Pre-Primary and Primary Education.

Didactic strategies to teach STEM subjects (Science, Maths...) in Education.

Didactic strategies to teach humanities, arts and social sciences.

Didactic strategies to teach experimental and health sciences.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Cooperative learning.
- Case method.
- 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
Case analysis	7
Oral presentations of assignments/projects	5
Design work for strategies and intervention plans	30
Study of contents and supporting documentation	50
Virtual mentoring	18
Virtual forum	8
Test of knowledge	2

TOTAL	150
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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%
Design work for strategies and intervention plans	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
Case/problem	15th June
Oral presentation	6th July
Design work for strategies and intervention plans	13th July

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 references work for this subject is:

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- Wilkins, D.A. (1985). *Notional Syllabuses*. Oxford University Press.
- Studdert-Kennedy, M. (1998). The particulate origins of language generativity: from syllable to gesture. In J.R. Hurford, M. Studdert-Kennedy & C. Knight (eds.), *Approaches to the Evolution of Language: Social and Cognitive Bases*. Cambridge University Press.

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- Poplack, S. (2000). Sometimes I'll start a sentence in Spanish y termino en español: toward a typology of code-switching. In L. Wei (ed.), *The Bilingualism Reader*. Routledge.
- Radford, A. (1996). Phrase Structure and Functional Categories. In P. Fletcher & B. MacWhinney (eds.), *The Handbook of Child Language*. Blackwell.
- Rapin, I. & Allen, D.A. (1987). Developmental dysphasia and autism in preschool children: characteristics and subtypes. In *Proceedings of the First International Symposium on Specific Speech and Language Disorders in Children* (pp. 20-35). Afasic.
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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.