

## SUBJECT TEACHING GUIDE

G1469 - Development of Speaking and Writing Skills in Contexts of Content and Language Integrated Learning (CLIL) in Bilingual Contexts  
Degree in Early Childhood Education  
Degree in Primary Education Teaching

Academic year 2020-2021

1. IDENTIFYING DATA			
Degree	Degree in Early Childhood Education Degree in Primary Education Teaching		Type and Year Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training		
Discipline	Subject Area: Development of Oral and Written Skills in Contexts of Curricular Content and English Language Integrated Learning in Bilingual Contexts (CLIL) Module: Complementary or Specialised Training		
Course unit title and code	G1469 - Development of Speaking and Writing Skills in Contexts of Content and Language Integrated Learning (CLIL) in Bilingual Contexts		
Number of ECTS credits allocated	6	Term	Semester based (1)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

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Other lecturers	

### 3.1 LEARNING OUTCOMES

- Conocer el currículo de lengua inglesa en la Educación Infantil y/o la Educación Primaria: objetivos, contenidos, actividades y evaluación.
- Conocer los principios de la enseñanza de contenidos a través de aprendizaje integrado de conocimientos y lengua inglesa del currículo de Educación Infantil y/o Educación Primaria.
- Regular la dificultad cognitiva y la dificultad lingüística acorde al tipo de conocimientos que se impartan.
- Evaluar conocimientos lingüísticos y conocimientos curriculares ajustando la evaluación al grado de dificultad de los contenidos de la materia impartida.
- Conocer los diferentes enfoques para la enseñanza de la competencia comunicativa (oral y escrita) en lengua inglesa en Educación Infantil y/o Educación Primaria.
- Aplicar los recursos adecuados para el desarrollo de la competencia comunicativa (oral y escrita) en lengua inglesa en el currículo de Educación Infantil y/o Educación Primaria

- Know and understand the purpose and theory behind CLIL (Content and Language Integrated Learning).
- Be able to describe and demonstrate different aspects of communicative competence and its development in Early Childhood Education.
- Understand and be able to include key cross-curricular themes, cognitive skills and learning skills in lesson planning, adapting them to the students' curricular level.
- Understand the importance of and be able to address different learning styles and ability levels in the classroom - Carry out and present independent research in English on L2 teaching approaches, materials and resources.
- Prepare, lead and participate in student-led colloquia in English, including the development of lesson plans applying the CLIL method.
- Reflect on learning processes and create and use evaluation tools for both teacher and student learning processes

1. Background: Origins and Motivation for CLIL
2. Context: Legislation and State of the Art in Spain, Europe and Beyond
3. Theory: Communicative Competence and other Skills across the Curriculum
4. Practice: Designing and Implementing CLIL Lesson Plans
5. Experience: The CLIL Classroom in Spain and Cantabria
6. Evaluation: Assessing our Students, Assessing Ourselves

- No final exam.
- Self-Assesment Activities will be completed using moodle.
- Participation and attendance will be counted in 'Colloquia' and CLIL Lesson Plan.
- All projects required during the term must be presented in September in order to make up this subject.

SPELLING AND PUNCTUATION: It is understood that university students should demonstrate linguistic proficiency in both written and oral expression. Therefore, correct spelling, punctuation, grammar and lexical registers are essential and necessary condition to ensure a passing mark on assignments, exams and the class itself.

PLAGIARISM: In what refers to academic fraud (plagiarism) in any form during assessment, the final mark will reflect the stipulations put forth in article 54.1 of the Regulations on assessment processes at the Universidad de Cantabria: "Plagiarism on tests or assessment activities will directly result in a 0 mark for the course".

CITATION STYLE: Finally, the Faculty Senate has agreed that all academic assignments will use APA citation style. Although this style has several different editions, as a basic guideline please consult the following link to the BUC to assist you in correctly citing your sources: <http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

- The assessment procedure for part time students who do not normally attend class will consist in the completion of an exam or handing in assignments designated by the professor, on the date established by the Faculty for the final examination for the course. Those who attend class may follow the same assessment schedule as full-time students.

- Apply the adequate resources for the communicative competence development (oral and written) in the Early Childhood and Primary Education English language curriculum.

#### 4. OBJECTIVES

- Know and understand the purpose and theory behind CLIL (Content and Language Integrated Learning)
- Be able to describe and demonstrate different aspects of communicative competence and its development in Early Childhood Education.
- Understand and be able to include key cross-curricular themes, cognitive skills and learning skills in lesson planning, adapting them to the students' curricular level.
- Understand the importance of and be able to address different learning styles and ability levels in the classroom.
- Carry out and present independent research in English on L2 teaching approaches, materials and resources.
- Prepare, lead and participate in student-led colloquia in English, including the development of lesson plans applying the CLIL method.
- Reflect on learning processes and create and use evaluation tools for both teacher and student learning processes.

#### 6. COURSE ORGANIZATION

CONTENTS	
1	1. Background: Origins and Motivation for CLIL
2	2. Context: Legislation and State of the Art in Spain, Europe and Beyond
3	3. Theory: Communicative Competence and other Skills across the Curriculum
4	4. Practice: Designing and Implementing CLIL Lesson Plans
5	5. Experience: The CLIL Classroom in Spain and Cantabria
6	6. Evaluation: Assessing our Students, Assessing Ourselves

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Self-Assessment Activities	Others	No	Yes	30,00
Colloquia	Others	No	Yes	30,00
CLIL Lesson Plan	Work	No	Yes	40,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>No final exam.            Self-Assesment Activities will be completed using moodle .            Participation and attendance will be counted in 'Colloquia' and CLIL Lesson Plan.            All projects required during the term must be presented in September in order to make up this subject.</p> <p><b>SPELLING AND PUNCTUATION:</b> It is understood that university students should demonstrate linguistic proficiency in both written and oral expression. Therefore, correct spelling, punctuation, grammar and lexical registers are essential and necessary condition to ensure a passing mark on assignments, exams and the class itself.</p> <p><b>PLAGIARISM:</b> In what refers to academic fraud (plagiarism) in any form during assessment, the final mark will reflect the stipulations put forth in article 54.1 of the Regulations on assessment processes at the Universidad de Cantabria: "Plagiarism on tests or assessment activities will directly result in a 0 mark for the course".</p> <p><b>CITATION STYLE:</b> Finally, the Faculty Senate has agreed that all academic assignments will use APA citation style . Although this style has several different editions, as a basic guideline please consult the following link to the BUC to assist you in correctly citing your sources: <a href="http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a></p>				
<b>Observations for part-time students</b>				
<p>The assessment procedure for part time students who do not normally attend class will consist in the completion of an exam or handing in assignments designated by the professor, on the date established by the Faculty for the final examination for the course. Those who attend class may follow the same assessment schedule as full-time students.</p>				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

Mehisto, P.; Frigols, M. J. y D. Marsh (2008) Uncovering CLIL. Oxford: MacMillan.  
 March, D.; Mehisto, P.; Wolff , D. y M.J. Frigols (2010) European Framework for CLIL Teacher Education. Council of Europe: European Centre for Modern Languages.