

SUBJECT TEACHING GUIDE

G1469 - Development of Speaking and Writing Skills in Contexts of Content and Language Integrated Learning (CLIL) in Bilingual Contexts
 Double Degree in Teaching in Early Childhood Education and Primary Education
 Degree in Early Childhood Education
 Degree in Primary Education Teaching
 Academic year 2022-2023

1. IDENTIFYING DATA			
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education	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

Department	DPTO. FILOLOGIA
Name of lecturer	MARIA PAULA ROVERSO
E-mail	paula.roverso@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO (225)
Other lecturers	

3.1 LEARNING OUTCOMES

- Know the English language curriculum in Early Childhood and Primary Education: aims, content, activities and assessment.
- Know and understand the purpose and theory behind CLIL (Content and Language Integrated Learning).
- 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.
- Assess language and content adjusting the level of difficulty to the content of the subject taught.
- Know different approaches to develop communicative competence (written and spoken) in English in Early Childhood and Primary Education.
- 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 and Primary 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	25,00
Colloquia	Others	No	Yes	30,00
CLIL Lesson Plan	Work	No	Yes	40,00
Personal presentations	Others	No	Yes	5,00
TOTAL				100,00
Observations				
<p>No final exam. Self-Assesment Activities will be completed using Moodle. Participation and attendance will be counted in 'Colloquia' and CLIL Lesson Plan.</p> <p>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.</p> <p>PLAGIARISM: In what refers to academic fraud (plagiarism) in any form during assessment, the final mark will reflect the stipulations put forth in article 32 of the Regulations on assessment processes at Universidad de Cantabria: "Plagiarism on tests or assessment activities will directly result in a 0 mark for the course".</p> <p>CITATION STYLE: Finally, the Faculty 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</p>				
Observations for part-time students				
Part-time students will have the possibility to be evaluated once during the exam period.				

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.