

## SUBJECT TEACHING GUIDE

### 907 - Content and Foreign Language Integrated Learning

### Master's Degree in the Learning and Teaching of Second Languages

Academic year 2023-2024

1. IDENTIFYING DATA			
Degree	Master's Degree in the Learning and Teaching of Second Languages	Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training		
Discipline			
Course unit title and code	907 - Content and Foreign Language Integrated Learning		
Number of ECTS credits allocated	3	Term	Semester based (2)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
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Other lecturers	

3.1 LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>- Exposure to wide foreign language immersion.</li> <li>Knowledge of CLIL basics.</li> <li>Acquisition of basic methodological strategies and tools for CLIL contexts.</li> <li>Application of diverse assessment strategies and tools for CLIL contexts.</li> <li>Observation, elaboration and potential application of real CLIL material.</li> </ul>

#### 4. OBJECTIVES

To provide participants with:

- The core elements of CLIL
- A well rooted methodological approach.
- Communicative language immersion.
- Skills and techniques to approach the foreign language.
- Criteria for developing, enriching and assessing CLIL materials.
- To observe CLIL as an opportunity for a new deep and effective methodological change .

#### 6. COURSE ORGANIZATION

##### CONTENTS

1	<b>CLIL BASICS</b> <ul style="list-style-type: none"> <li>• The English language nowadays.</li> <li>• Core elements of CLIL.</li> <li>• Classroom language.</li> <li>• The language of CLIL.</li> <li>• Using visual organizers.</li> <li>• SWOT analysis.</li> <li>• Good practices in the Netherlands.</li> </ul>
2	<b>BASIC METHODOLOGICAL PRINCIPLES</b> <ul style="list-style-type: none"> <li>• Basic methodological principles.</li> <li>• ZPD.</li> <li>• Scaffolding.</li> <li>• Revised Bloom taxonomy.</li> <li>• Exploratory talk.</li> <li>• Final task proposal.</li> </ul>
3	<b>CLIL ASSESSMENT</b> <ul style="list-style-type: none"> <li>• Assessment for Learning.</li> <li>• Distinguishing characteristics of assessment in CLIL.</li> <li>• Exploratory Talk from a practical perspective .</li> <li>• Planning Tools for CLIL Teachers.</li> </ul>
4	<b>REFERENCE CLIL RESOURCES</b> <ul style="list-style-type: none"> <li>• European Framework for CLIL Teacher Education .</li> <li>• The CLIL Teacher’s Competences Grid.</li> <li>• CLIL and ICT.</li> </ul>
5	<b>WRAPPING UP</b> <ul style="list-style-type: none"> <li>• Sharing knowledge and materials</li> </ul>

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
A CLIL lesson plan is to be elaborated by students either individually or in groups. All the basic elements of CLIL methodology (previously analyzed and practiced in class) will be observed and evaluated to grade the lesson plan.	Work	Yes	Yes	100,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p><b>SPELLING:</b> We do assume that university students have adequate speaking and writing skills . Therefore, it is absolutely essential and compulsory the use of correct spelling, grammar and lexical accuracy in all tests produced so as to pass the subject.</p> <p><b>PLAGIARISM:</b> As far as plagiarism in evaluation tasks is concerned, marking will be consistent with all those aspects established in article 54.1 of Rules for evaluation processes of Universidad de Cantabria: "Fraud in evaluation tasks will immediately involve failing the subject with a 0 marking"</p> <p><b>QUOTATION RULES:</b> Lastly, our Faculty board stated that we assume APA quotation rules as the reference for all our academic essays . Although those rules do vary according to different editions, we will include an initial reference at BUC link so that it can serve as a valid source: <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>				
A CLIL lesson plan is to be elaborated by these students individually . All the basic elements of CLIL methodology (previously analyzed and practiced through the docs provided by the professor) will be observed and evaluated to grade the lesson plan				

8. BIBLIOGRAPHY AND TEACHING MATERIALS
<b>BASIC</b>
<p>González, J.A. &amp; Barbero, J. 2013. "Building bridges between different levels of education: Methodological proposals for CLIL at university". Language Value 5 (1), 1-23. Jaume I University ePress: Castelló, Spain. <a href="http://www.e-revistas.uji.es/languagevalue">http://www.e-revistas.uji.es/languagevalue</a>. DOI: <a href="http://dx.doi.org/10.6035/LanguageV.2013.5.2">http://dx.doi.org/10.6035/LanguageV.2013.5.2</a></p> <p>Halbach, A. 2012. "Adapting content subject for bilingual Tteaching" . Encuentro 21, 34-41.</p> <p>Lasagabaster, D. and Sierra, J.M. 2009. "Language attitudes in CLIL and traditional EFL classes". International CLIL Research Journal 1 (2), 4-17.</p> <p>Marsh D. and Frigols M.J. 2007. "CLIL as a catalyst for change in language education" . Babylonia: A Journal of Language Teaching and Learning 3 (15), 33-37.</p> <p>Mehisto, P. Marsh D. and Frigols, M. J. 2008. Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education. Macmillan Books for Teachers.</p>