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 2023-2024

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	MARTA GOMEZ MARTINEZ
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Other lecturers	LUCILA MARIA PEREZ FERNANDEZ

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

- Understand the purpose and theory behind CLIL (Content and Language Integrated Learning).

- Describe and demonstrate different aspects of communicative competence and its development in Early Childhood and Primary Education.

- Include key cross-curricular themes, cognitive skills and learning skills in lesson planning,adapting them to the students' curricular level.

- Reflect upon 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 and Experience: Legislation and State of the Art in Spain, Europe and Beyond. The CLIL Classroom in Spain and in Cantabria.
3	3. Theory: Communicative Competence and other Skills across the Curriculum
4	4. Practice: Designing and Implementing CLIL Lesson Plans
5	5. Evaluation: Assessing our Students, Assessing Ourselves

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Portfolio	Work	No	Yes	40,00
Essay	Work	Yes	Yes	60,00
TOTAL				100,00

Observations

The Portfolio must be delivered on the dates established by the teachers throughout the course. To pass the course students must pass the individual paper or essay; therefore, the grades obtained in the Portfolio are only added if the final essay has been passed. 40% of the final mark will be graded before the end of the classes (see Artículo 17.- "Evaluación ordinaria" del Reglamento de los Procesos de Evaluación de la Universidad de Cantabria). When the course is not passed, because the student did not get the required mark in one or more parts of the assessment, the final mark the student will be get is the lowest value between 4.9 and the weighted average of all the assessment instruments.

Other remarks:

I. With regard to academic fraud (plagiarism) on assessment activities, final marks will be set in accordance with article 32 of the Regulations of the assessment processes at the University of Cantabria: 'The fraudulent performance of the assessment tests or activities will directly lead to a grade of '0' in the course in the corresponding exam session, thereby invalidating any grade obtained in all the assessment activities for the extraordinary exam session. This circumstance must be brought to the attention of the Centre'.

II. We understand that university students are expected to have acquires linguistic skills in relation to oral and written expression. Therefore, ortography (spelling, accentuation and punctuation), grammatical and lexical correctness in assignments and exams is essential and compulsory in order to pass the course.

III. In reference to the citation rules, the APA guidelines for all academic papers and assignments are used as citation criteria : https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28

Observations for part-time students

Part-time students may be subject to a single assessment process (Article 24) which will be 100% of the fianl mark. The single assessment will entitle the student to obtain the same mark as students who undergo continuous assessment processes. The single assessment may consist of an exam and/or the submission of assignments, and may exceptionally establish the obligation to attend and pass certain face-to-face activities (laboratory classes, seminars, etc.).

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.