# Teaching guide

## IDENTIFICATION DETAILS

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| Degree: | University Master's Degree in Bilingual Education |

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| Faculty/School: | Postgraduate School and Vocational Training |

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| Course: | TEACHING A SECOND LANGUAGE ACROSS CONTENT AREAS |

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| Type: | Compulsory | ECTS credits: | 4 |

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| Year: | 1 | Code: | 8367 |

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| Teaching period: | Second semester |

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| Area: | Planning, Teaching and Evaluating |

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| Module: | The Bilingual Classroom |

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| Teaching type: | Distance |

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| Language: | English |

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| Total number of student study hours: | 100 |

| Teaching staff | E-mail |
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## SUBJECT DESCRIPTION

The subject "Teaching a second language across content areas" aims to provide future teachers with the knowledge, the skills and the abilities to teach the contents of different subjects in English. The main goal is not only to improve students' competences in the different content areas but also in English language.
To this end, we will evaluate and create teaching plans, classes and activities for the areas of Physical Education, Art and Crafts, History and Geography, Natural Sciences and Mathematics.

**GOAL**

The main goal is to acquire the knowledge, the skills and the abilities to create teaching plans, classes and activities integrating language and content.

**PRIOR KNOWLEDGE**

No specific theoretical requirements for this course. Good command of English is expected.

**COURSE SYLLABUS**

1. CLIL.
-What is CLIL?
-Is CLIL working in Spain?

2. BENEFITAS AND CHALENGES OF CLIL
-Benefits and challenges
-How we teach through CLIL.
-Integrating language and contents.
        -Teaching language.
        -Teaching contents.
-LOTS and HOTS

3. Techniques to teach content and language integrated.
-General Teaching Techniques for CLIL
o The use of visual input
o Activating prior knowledge
o Scaffolding
o Negotiated interaction
o Levelling texts
o Writing activities
o Learning through imitation and modelling
o Learning through projects

4. Teaching Subjects through CLIL: Maths, PE and Natural Sciences History, Geography and Art and Craft through English.
-Planning the CLIL curriculum.
-Criteria for didactic materials.
-Classroom techniques.
-Resources ans Materials

**EDUCATION ACTIVITIES**

The methodology will be both theoretical and practical. Students will have 4 online lessons in which the teacher will summarize the most important contents of the subject. Students will be asked to participate and interact in the multiple debates during the lessons and in the forums.

They also will gather information through different papers, videos and / or own investigations in order to do several activities which main goal is to improve their knowledge in SLL and bilingualism.

At the end of the subject, a self-correcting test will help students to evaluate if they have acquired the necessary knowledge of the subject.

## DISTRIBUTION OF WORK TIME

| CLASSROOM-BASED ACTIVITY | INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY |
|---|---|
| 6  hours | 94  hours |

## SKILLS

### Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

### General Skills

Assess the importance of speaking English and knowing other cultures in a global society, devising different

strategies in order to transmit to the student the importance of multiplurarlity.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Assess the methods. strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

**Specific skills**

Design curricula according to the CLIL model, integrating linguistic and disciplinary content which develop the (Spanish-English) bilingual model.

Promote the reflection and assessment of the different teaching models and the assessment tools used in evaluating the teaching of English as a foreign language.

Create and adapt material and assessment tools that may be used in the bilingual classroom (Spanish English), bearing in mind the level of linguistic competence of our students, the different learning rates and their suitability for being used in the subject¿s knowledge area.

## LEARNING RESULTS

To analyze the cognitive and psychological processes that students pass through in the reception of content and language integrated.

To evaluate different teaching strategies to facilitate the understanding of language and content: Linguistic scaffolding; Activation of prior knowledge; Adaptation of texts; ...

To create teaching plans, sessions, material and activities for different areas of knowledge taught in L2.

## LEARNING APPRAISAL SYSTEM

**ORDINARY CALL EXAM.**

EXAM. Multiple choice test 50% (5 points).
- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).
•Activity 1: 2 points
•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).
Forums: 0,5 points
•Forum 1: 0.25 points
•Forum 2: 0.25 points
-       The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Class participation: 0,5 points
Participation will be valued through proactive participation in the class sessions.
PARTICIPATION CAN NEVER BE EVALUATED BY THE CONNECTION TO THE CLASS SESSIONS, but the students must participate in them and justify it by means of a screenshot that the must upload to the platform. Those students who cannot connect to the class sessions will have the possibility to visualize the session and make a SUMMARY to obtain that participation note.
-       The summary must contain between 120 and 240 words, summarize the content of the class session and the practical activities carried out.

**EXTRAORDINARY CALL**

EXAM. Multiple choice test 50% (5 points).
- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).
•Activity 1: 2 points
•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).
Forums: 0,5 points
•Forum 1: 0.25 points
•Forum 2: 0.25 points
-       The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Attendance and participation: it is necessary to carry out the attendance and participation in the class sessions in the ordinary call in order to obtain this score. It will not be possible to get the score for class attendance and participation if it is not done during the ordinary call.

SECOND AND FOLLOWING CALLS. For these students, the ordinary and extraordinary call system will remain the same.

**ADDITIONAL INFORMATION DELIVERY OF ACTIVITIES.**

The student must deliver the exercises on the date and channels indicated. The student is responsible for being aware of the Virtual Classroom to check these deliveries and deadlines. The work will be delivered on the date indicated by the teacher, in PDF format, in the space designated for this purpose in the Virtual Classroom of the subject, not being the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. Delivery of activities will not be accepted by email to the teacher. All those works presented out of date or by other means will count as not presented works.

EVALUATION REGULATIONS All the tests that can be evaluated will be subject to what is established in the UFV Graduate School and Permanent Training Evaluation Regulations and the University's Coexistence Regulations. Plagiarism behaviors, as well as the use of illegitimate means in the assessment tests, will be sanctioned in accordance with what is established in these regulations. Teachers have at their disposal an anti-plagiarism computer tool that they can use as they deem necessary. The student will be obliged to accept the permissions for the use of the tool in order for that activity to be qualified.

The use of artificial intelligence to perform any of the requested deliveries that are part of the evaluation system is not allowed.

SCORES The final grade will be based on a total score of 10 points obtained by the student, according to the following scale: Failure (suspenso): 0-4.99 / Pass (aprobado): 5-6.99 / Notable (notable): 7-8.99 / Excellent (sobresaliente): 9-10 and Matriculation of Honor (matrícula de honor), which will imply having obtained outstanding,

in addition to a special mention.

Those absences that are due, solely, to these three cases will be justified (requesting documentation for said justification):

• Writ of summons.
• Hospitalization.
• Death of direct family member.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Bentley, K. The TKT Course CLIL Module 2010
Cambridge: CUP

Coyle, D.,Hood, P., and Marsh, D. Content and Language Integrated Learning 2010
Cambridge : Cambridge University Press

Dalton-Puffer, C. Discourse in Content And Language Integrated Learning (CLIL) Classrooms 2007
Amsterdam: John Benjamins

Deller, S. and Price, C. Teaching Other Subjects through English 2007
Oxford: Oxford University Press

Fazioa A., Isidoria E., Chiva Bartoll O. "Teaching Physical Education in English using CLIL Methodology: a Critical Perspective" 2015
Procedia - Social and Behavioral Sciences 186 918 – 925 at
https://www.sciencedirect.com/science/article/pii/S1877042815023010/pdf?md5=9ffbb3ab83ae568cefc74248e09f1a04&pid=1-s2.0-S1877042815023010-main.pdf

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Cambridge: Cambridge University Press.

Mesquida F., Juan-Garau M. "CLIL Instruction and its Effects on the Development of Negotiation Strategies" 2013
Miscelánea: a Journal of English and American Studies 47: pp. 125-144 ISSN: 1137-6368 at
https://www.researchgate.net/publication/259611002_CLIL_instruction_and_its_effects_on_the_development_of_negotiation_strategies

Morgado, Margarida et al. CLIL Training Guide 2015
Recles Portugal, ISBN 978-989-8557-50-6 at
http://paol.iscap.ipp.pt/~paol/docentes/recles/CLILTrainingGuide.pdf

Richards, J.C. and Rodgers, T.S. Approaches and Methods in Language Teaching 2014
(3rd ed.) New York: Cambridge University Press.

Skogen, M. "How do CLIL and EFL students differ with regard to reading proficiency? How do CLIL and EFL students differ with regard to reading strategy use?" 2013
Mastergradsavhandling ved Institutt for Lærerutdanning og Skoleforskning Engelsk fagdidaktikk, University of Oslo, Summer at
https://www.duo.uio.no/bitstream/handle/10852/36657/Skogen_Master.pdf?sequence=1