GUÍA DOCENTE

Teaching and Learning in a Bilingual Classroom

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2024/25

1er cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Teaching and Learning in a Bilingual Classroom**
Código:	**200428**
Titulación en la que se imparte: :	**Máster Universitario en Enseñanza del Inglés como Lengua Extranjera**
Departamento y Área de Conocimiento:	**Filología Moderna, Filología inglesa**
Carácter:	**Obligatoria/Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**Primer curso, primer cuatrimestre**
Profesorado:	**María Luisa Pérez Cañado** **mlperez@ujaen.es**
Horario de tutoría:	Jueves y viernes, de 9.30 a 12.30 (concertar cita vía email a mlperez@ujaen.es)
Idioma en el que se imparte:	**Inglés**

1. PRESENTATION

This module constitutes an introduction to bilingual teaching starting from the theoretical underpinnings of this field of expertise and moving on to considerations about the methodological requirements of bilingual teaching.

2. COMPETENCES AND LEARNING OUTCOMES

Generic competences:

CB6 – Possess and comprehend knowledge that provides a foundation and an opportunity to be original in the development and/or application of ideas, often in a research context.
CB7 – Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.
CB9 – Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.
CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

Specific competences:

CE1.2 – Understand the foundations of bilingual education and the possibilities of using literature in teaching the English language.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Transversal competences:

C1 – Communicative competence in English.
C2 – Ability to think critically
C3 – Manage bibliographic resources
C4 – Ability to use ICT

Learning outcomes:

Knowledge.
At the end of the course students should:

- Know what is generally understood by bilingual education.
- Know the advantages and difficulties related to implementing bilingual education programmes.
- Understand the challenges implied in learning through a foreign language.
- Understand the general principles of a bilingual teaching methodology.

Skills.
Throughout the module students will be expected to:

- Reflect on the relation between bilingual teaching and regular foreign language teaching.
- Apply the more theoretical concepts discussed to the reality of the classroom.
- Provide sound reasoning about practical issues that is firmly based on the theoretical underpinnings of bilingual education.

3. MODULE CONTENTS

Units	Credits

UNIT 1: *WHAT IS CLIL? (THEORIES OF BILINGUALISM)*
 	
 1. Definition
    1.1. Importance
    1.2. Definition
    1.3. The 4 C's framework
    1.4. Operating factors
    1.5. Hard or strong vs. soft or weak CLIL
    1.6. CLIL models
 2. Characterization
    2.1. The role of language (BICS, CALP, and "real English")
    2.2. Theory of learning (cognitive theories of bilingualism)
    2.3. Learner and teacher roles
    2.4. Language level targeted
    2.5. Amount of exposure to the FL or L2
    2.6. The languages taught through CLIL
    2.7. Methodology
    2.8. Materials
 3. Critical analysis of advantages and difficulties
    3.1. Assets
    3.2. Pitfalls
	• 1 credit

UNIT 2: *WHY HAS CLIL BURGEONED? (INTRODUCTION TO BILINGUAL EDUCATION)*
 	
 1. Origins: The main driving forces behind CLIL
 2. The backdrop: CLIL predecessors
    2.1. Canadian immersion
    2.2. U.S. Bilingual Education
    2.3. European International Schools
 3. CLIL, immersion, and CBI: Towards an isolationist or integrative view?
	• 1 credit

TOPIC 3: *HOW IS CLIL PRACTICALLY IMPLEMENTED?* *(MODELS OF BILINGUAL EDUCATION)*
 	
1. CLIL implementation in Europe
2. CLIL implementation in Spain
    2.1. CLIL programs and initiatives
    2.2. Bilingual communities
    2.3. Monolingual communities
3. CLIL teaching in action: Analysis of CLIL implementation
    3.1. Teacher roles
    3.2. Student roles
    3.3. Methodology and materials
    3.4. Evaluation
    3.5. Overall appraisal
	• 1 credit

TOPIC 4: *WHERE* DO THESE OUTCOMES LEAD US? THE CURRENT CLIL CONTROVERSY *(CHALLENGES OF BILINGUAL EDUCATION)*
 	
1. The current CLIL controversy
    1.1. Defining the controversy
    1.2. Characterization
    1.3. Implementation
    1.4. Research
    1.5. Debunking false myths
2. Identifying the main challenges to conquer
3. Offering possible solutions to address them
	• 1 credit

Class timetable

Since this is a course taught entirely on-line, students will be able to organise their study-time as best suits them. They will have to submit various activities during the course, the deadlines for which will be announced at the beginning of the course. On the Internet platform students will find a suggested schedule for their work.

To support learning there will be two face-to-face teaching sessions in which questions from students will be answered, practical cases studied in the light of the theoretical insights, etc.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Tasks, exercises, and readings (compulsory or optional)	33
Face-to-face teaching sessions	6

Activities and online debates	40
Study of theoretical content	20
Individual tutorials	1

4.2. Methodologies, materials and teaching resources

This module is taught entirely through the Internet platform Blackboard. However, there will be two face-to-face teaching sessions. Attendance to these sessions is obligatory (current global health situation allowing – if not, they will be conducted online), since their aim is to carry out the "real English" activities and the final cooperative learning activity through personal contact with fellow students and the teacher, as well as to discuss contents and solve possible doubts in more direct manner. Students are asked to work through the materials on the platform, watch videos, and do the related readings at their own pace, receiving on-line assistance from the lecturer, and being able to join on-line group discussions through the forum.

Since the module lays the foundations for most of the other specific modules, students are expected to master the theoretical concepts presented, but also discover their practical implications for teaching in a bilingual programme. It is therefore strongly suggested that students do all the additional activities provided, and that they initiate a process of reflection to compare the way in which they learnt (and taught) languages with a bilingual teaching mode.

Methodologies	Materials and teaching resources
Responses to questions and doubts	Doubts and questions are addressed via three main means in the subject: 1. A specific section is articulated on the platform for students to post any queries they might be harboring. 2. Office hours are also deployed for this purpose, using Zoom to address questions in real time. 3. Face-to-face sessions are seized as an invaluable opportunity to solve possible doubts in depth.
Materials published on Blackboard	The contents provided on the virtual platform include an introductory video with the teacher of the subject, a welcome message which hashes out the specifics of the subject (from objectives to evaluation criteria) and attaches the course catalogue, a specific planning with the exact dates and deadlines of each activity, the syllabus of the subject (subdivided into four topics), the activities (both open and closed), and the online revision tests for each unit. A specific thread for questions and doubts is also available and regular posts with updates on

	the subject are uploaded after each face-to-face session.
Viewing and commenting of video recordings	Two videos on CLIL in practice are provided, together with a clear-cut set of guiding questions in order to analyze them critically in terms of all the curricular and organizational aspects involved in bilingual teaching.
Group tutorials	Cooperative learning is fostered continuously in the face-to-face sessions, particularly via the final activity, which involves the jigsaw procedure.

5. ASSESSMENT

Continuous Assessment

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH normative on evaluation of the learning.

Continuous assessment will be based on the following elements:

Tasks, exercises, and readings: 40%
- Completion of the closed activities on BICS, CALP, and "real English": 10%
- Completion of the open discussion activities (Activities 2 and 4): 30%

Online activities: 30%
- Completion of both open and closed activities on the forum (Activities 1 and 3): 20%
- Performance on the four online review tests (one for each unit): 10%

Final assignment: 30%
- Completion of the final cooperative learning assignment (Activity 5: Debunking CLIL myths): 30%

Final Assessment

Students may opt for the final assessment option for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining

the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

If permission is granted, the activities will constitute the totality of the mark (100%). The activities will be the following:

5 "real English" activities: 10%

2 review tests: 10% point

5 discussion activities: 80%

Activity 1:10%
Activity 2: 10%
Activity 3: 10%
Activity 4: 20%
Activity 5: 30%

Extraordinary call:

In the second call, the student will also have the opportunity to hand in whatever activities (s)he has not carried out, which will receive the same weight as indicated above.

Students' work will be valued against the following criteria:
- Reasoning behind opinions expressed, adaptations made to materials, etc.
- Understanding of bilingual teaching and its particular characteristics
- Ability to relate theoretical concepts to the practice of teaching
- Ability to generate own ideas starting from the material presented in the course
- Originality: if any part of the comments on the forum or the assignments is copied or plagiarized, the assignment is immediately failed. No re-writing will be possible.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

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Snow, M. A., and D. M. Brinton (1997) *The Content-Based Classroom*. New York: Longman.

Van de Craen, P. (2001) "Content and language integrated learning, culture of education and learning theories." *Reflection on Language and Language Learning*. Ed. M. Bas and J. W. Zwart. Amsterdam: John Benjamins: 209-20. (Available at: http://www.see-educoop.net/education_in/pdf/cont_lang_integ_learning-oth-enl-t06.pdf).