

TEACHING GUIDE

INTEGRATED PLANNING FOR BILINGUAL EDUCATION

Master's Degree in Teaching English as a Foreign Language

Academic year 2025/2026
2nd Term

TEACHING GUIDE

Name of the subject:	Integrated Planning for Bilingual Education
Code:	201770
Degree in which it is taught:	MA in Teaching English as a Foreign Language
Department and Area of Knowledge:	Modern Philology, English Philology
Character:	Compulsory/ Optional
ECTS credits:	4
Year and term:	2nd Term
Faculty:	Ana Halbach ana.halbach@uah.es
Tutoring Schedule:	Upon request
Language of instruction:	English

1. PRESENTATION

The aim of this module is to help students to develop an insight into the specific kind of planning needed in bilingual education and allow them to experiment with different models that have been proposed for planning in this context. Further, this module tries to link the different ideas developed in other subjects that have dealt with bilingual education to form a coherent whole, since, after all, teaching includes doing speaking tasks or writing exercises (maybe on a given subject-specific content) with such other elements as working on pronunciation or varying the classroom dynamics to avoid boring and repetitive teaching sequences, and assessing all of them.

2. COMPETENCES and LEARNING OUTCOMES

- Basic and general competences:

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

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.

- Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

C4 – Ability to use ICT

- Specific competences:

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

CE2.2 – Design the curriculum to be implemented in educational institutions, participate in collaborative planning, and apply didactic methodologies for groups and personalised ones adapted to students' diversity.

CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.

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.

Learning outcomes:

At the end of the module, students are expected to have acquired the following:

Knowledge

1. of different planning models used in CLIL
2. of different levels of cognitive demand according to Bloom's revised taxonomy
3. of the advantages of backward planning
4. of the different types of assessment: of, for and as learning

Competences

1. plan a unit of work following one of the models presented
2. create tasks with different levels of cognitive demand
3. create different types of support for learners with different levels of ability
4. define learning outcomes, and match them to assessment criteria, assessment tasks and assessment standards
5. identify stages of the teaching learning process where assessment for learning becomes important

Skills

1. collaborate to create a common understanding of the models for planning
2. evaluate each other's proposals for a unit plan

Be able to demonstrate an understanding of planning and its implication for monitoring, evaluating and assessing learning which

- has a focus on language and content
- takes students' specific needs and abilities into account
- takes the specific context of bilingual teaching into account
- takes account of short and medium-term planning
- includes a variety of instructional activities and modes of interaction

Students are also expected to be able to understand, and make use of, resources for planning and continued professional development.

3. CONTENTS

Content blocks	Total classes, credits or hours
Topic 1. Effective learning in CLIL 1.1 What characterizes effective learning? 1.2 What is specific to learning in CLIL?	0.5 credits
Topic 2. Planning models for CLIL 2.1. Ways to integrate language and content in CLIL	2 credits
Topic 3. Adapting learning tasks to different learner needs	0.5 credits
Topic 4. Assessing learning 4.1. Assessment of, for and as learning 4.2. From learning outcomes to assessment standards	1 credit

Class timetable

The course has a blended approach combining three face-to-face sessions with online teaching.

4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

4.1. Distribution of credits (specify in hours)

Training activities	Hours
Face-to-face or synchronous interactivity (theoretical and practical classes and formative assessment)	9 hours
Online tasks and debates	4 hours
Preparation of materials for class	7 hours
Assessment tasks	45 hours
Self-directed learning by student:	35 hours
Total hours	100 hours

4.2. Methodologies, materials and teaching resources

Methodologies	Teaching materials and resources
Explanations	Power-point presentations, articles and other readings
Responses to questions and doubts	Course forum, face-to-face teaching sessions, e-mail exchange
Materials published on Blackboard	Units published on Blackboard; forum tasks
Group tutorials	Course forum, face-to-face tutorials

The course uses a combination of individual study (reading and reflecting) with extensive applied work (course tasks) and whole-group debate and exchange of experiences and points of view, both online and face-to-face.

5. ASSESSMENT: Procedures, assessment and marking criteria

Given that this is a post-graduate course, a level C1 student is required to follow the course contents and complete the course assignments satisfactorily.

Continuous assessment:

The entire assessment process will be based on the continuous assessment of the student, in such a way as to guarantee the acquisition of both the contents and the

competences of the subject. The assessment is in accordance with the UAH learning assessment regulations.¹

- **Ordinary call**

Assessment of the course will be based on the following elements:

- On-line tasks: 10%
- 3 Course Tasks: 25% each (= 75%)
- Presentations and participation in class: 15%

The following criteria will be used for assessment:

- The extent to which depth of understanding of planning is demonstrated using one of the models
- The depth of each participant's individual reflection
- The examples produced which illustrate understanding of principles
- The ability to present / explain understandings to other students
- The ability to contribute to group discussions and provide feedback on other students' work

- **Extraordinary call**

Re-sit assessment will follow the same format as final assessment.

Final assessment:

Students may be eligible for the final assessment, notwithstanding the fact that the reasons for this may have to be assessed in each specific case, the completion of on-site internships, work obligations, family obligations, health reasons and disability. Pursuing studies on a part-time basis does not in itself confer the right to opt for the final assessment.

In order to take advantage of the 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 director of the Master's degree must assess the circumstances presented by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written reply to his or her request, it will be understood that the request has been accepted.

¹ UAH Learning Assessment Regulation (30 September 2021). <https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

If permission is granted, final assessment will consist of the course tasks plus one additional task (25% each).

While the assessment tests are in progress, the guidelines set out in the Regulations establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences of committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.

The teaching-learning methodology and the assessment process will be adjusted when necessary, following the guidelines of the Unit of Attention to Diversity, to implement curricular adaptations to students with specific needs

6. BIBLIOGRAPHY

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De Graaff, R; Koopman, G.J; Anikina, Y. and Westhoff, G. (2007) An observation tool for effective L2 pedagogy in Content and Language Integrated Learning (CLIL). International Journal of Bilingual Education and Bilingualism 10 (5) 603-624

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Halbach, Ana (2018) A literacy approach to language teaching: a proposal for FL teaching in CLIL contexts. PULSO. Revista de educación, 41, 205-223.

Lyster, R. (2018). Content-based language teaching. [The Routledge E-Modules on Contemporary Language Teaching edited by B. VanPatten & G. Keating.] New York: Routledge.

Mickan, P. (2013) Language Curriculum Design and Socialization. Bristol: Multilingual Matters

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