Teaching and Learning in a Bilingual Classroom

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2022/23

1er cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	**Teaching and Learning in a Bilingual Classroom**
Código:	**200428**
Departamento:	**Filología Moderna**
Área de Conocimiento:	**Filología inglesa**
Carácter:	**Obligatoria/Optativa**
Créditos ECTS:	**4**
Cuatrimestre:	**1er**
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Idioma en el que se imparte:	**Inglés**

1. MODULE DESCRIPTION

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. AIMS

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. Learning activities

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.

5. ASSESSMENT

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%

Should a student, for some reason, need to opt for final assessment, s/he will have to ask for permission in writing to the director of the program of study. If permission is granted, the activities will constitute the totality of the mark (100%).

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.

6. BIBLIOGRAPHY

Baker, C. (2001) *Foundations of Bilingual Education and Bilingualism.* Clevendon: Multilingual Matters.

Ball, P., Kelly, K. & Clegg, J. (2016) *Putting CLIL into Practice.* Oxford: Oxford University Press.

Bhatia, T. K. & Ritchie, W. (2006) *The Handbook of Bilingualism.* London: Blackwell.

Clegg J. (1999) "Task Design in the Bilingual Secondary School." *Learning through a Foreign Language: Models, Methods, and Outcomes*. Ed. J. Masih. London: Centre for Information on Language Teaching Research.

Coyle, D.; Hood, P. & Marsh, D. (2010) *CLIL*. Cambridge: Cambridge University Press.

Dafouz, E. & Guerini, M. C. (eds.) (2009) *CLIL across Educational Levels.* Madrid: Richmond / Santillana.

García, O. & Baker, C. (eds.) (2007) *Bilingual Education. An Introductory Reader.* Clevendon: Multilingual Matters.

Harmers, J., & Blanc, M. H. A. (2000) *Bilinguality and Bilingualism*. 2nd ed. Cambridge: Cambridge UP.

Lasagabaster, D. & Ruiz de Zarobe, Y. (eds.) (2010) *CLIL in Spain. Implementation, Results and Teacher Training.* Newcastle: Cambridge Scholars.

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).

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.