



IDENTIFYING DATA

Integrated learning of content in foreign languages (CLIL)

Subject	Integrated learning of content in foreign languages (CLIL)			
Code	P02M178V01104			
Study programme	(*)Máster Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil e Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	4.5	Mandatory	1st	1st
Teaching language	French Galician English			
Department				
Coordinator	Valcárcel Riveiro, Carlos			
Lecturers	Valcárcel Riveiro, Carlos			
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Web				
General description	In this course you will acquire the key concepts and methodological practices in the field of Content and Language Integrated Learning (CLIL).			

Skills

Code	
A1	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
A2	Know how to apply ones own acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to ones area of study
A3	Be able to integrate ones own knowledge and face the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of ones knowledge and judgements
A4	Know how to communicate ones own conclusions and the ultimate knowledge and reasons behind them to specialised and non-specialised audiences in a clear and unambiguous manner
A5	Possess the learning skills that will enable one to continue studying in a largely self-directed or autonomous manner
B2	Be proficient in speaking, listening, reading and writing in a foreign language
B3	Use the basic tools of information and communication technologies (ICT) required for the exercise of ones profession and for lifelong learning
B4	Develop oneself for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnosing problems, formulating and implementing knowledge-based solutions aimed at the common good
B6	Assess critically the available knowledge, technology and information to solve the problems faced
B7	Take on the importance of lifelong learning as a professional and citizen
B8	Appreciate the importance of research, innovation and technological development in the socio-economic and cultural progress of society
C1	Know the theoretical foundations of interdisciplinary work and identify ones own centres of interest in school and non-school contexts
C2	Identify and analyse critically interdisciplinary proposals in the field of education
C3	Design, justify, organize and assess interdisciplinary proposals systematically in different educational contexts
C4	Develop foreign language skills for teaching in specific areas
C7	Ability to apply theoretical knowledge in specific didactics to research, innovation and evaluation

C8	Ability to defend and justify both orally and in writing the research and/or innovation work carried out, using audiovisual support tools when necessary
C9	Test and evaluate disciplinary or interdisciplinary teaching approaches in real educational contexts, and encourage proposals for improvement according to the results obtained
C10	Conocer los fundamentos teóricos que sustentan la investigación e innovación en el ámbito de las Didácticas Específicas
C11	Know, understand and use scientific language and apply it correctly in its different forms of expression and communication
C12	Identify the main lines of research and innovation and their evolution in the Specific Didactics
C13	Analyze and assess critically researches and innovation projects in specific disciplinary areas
C14	Know different methodological approaches used in educational research, considering their pertinence for solving specific problems
C15	Identify quality and control criteria both in research and in teaching practice, fostering a critical, reflective and innovative attitude
C16	Design, justify, organise and assess proposals for research and innovation in the field of Specific Didactics
C17	Select, adapt and apply ICT materials and resources and of other kinds to improve teaching and learning in the different discipline areas
C18	Acknowledge research and innovation applied to the education sciences as a permanent tool for educational and social innovation and improvement
D1	Ability to analyse and synthesise
D2	Ability to adapt to new situations
D3	Work independently and proactively
D4	Work collaboratively
D5	Organizational and planning skills in disciplinary and interdisciplinary educational fields
D6	Ability to innovate (creativity) within school and non-school educational contexts
D7	Behave ethically and with social and environmental responsibility as a teacher and/or researcher
D8	Ability to communicate with peers, the educational community and society in general in ones areas of knowledge
D9	Integrate ICT into research processes and information management, data analysis and dissemination and communication of results
D10	Ability to update knowledge, methodologies and strategies in teaching practice
D11	Ability to understand the meaning and application of gender mainstreaming in different fields of knowledge and in professional practice to achieve a fairer and more equitable society
D13	Sustainability and environmental commitment. Equitable, responsible and efficient use of resources

Learning outcomes

Expected results from this subject	Training and Learning Results
Know the advances in the research of CLIL programs (Content Integrated Learning in Foreign Languages).	A1 A2 A3 A5 B3 B4 B6 B8 C1 C2 C10 C12 C13 C14 C15 C17 D1 D2 D3 D6 D8 D9 D13

Identify practical examples of CLIL programmes in the different specialities taught in the Master degree.	A1
	A3
	A5
	B2
	B4
	B6
	B7
	B8
	C1
	C2
	C10
	C11
	C12
	C13
	C14
	C15
	C16
	C17
	C18
	D1
	D2
	D3
	D4
	D5
	D8
	D9
	D10

Become familiar with the specific terminology of each of the specialties for the implementation of CLIL sessions.	B2
	B6
	C1
	C2
	C4
	C7
	C10
	C11
	D1
	D2
	D3
	D4
	D5
	D6
	D7
	D8
	D10
	D11

Develop CLIL materials and resources.

A1
A2
A3
A4
B2
B3
B4
B6
B7
B8
C1
C3
C4
C7
C8
C9
C10
C11
C14
C15
C16
C17
C18
D1
D2
D4
D5
D6
D7
D8
D9
D10
D11
D13

Contents

Topic

1. CLIL: Introduction. Definition and theoretical context.	<ul style="list-style-type: none"> - Objectives of CLIL. - The four Cs: communication, cognition, content and culture. - Language skills. - Communicative competence. - Cognitive skills.
2. Methodological approaches used in CLIL.	<ul style="list-style-type: none"> - CLIL models. - Collaborative learning and CLIL. - BICS and CALP. - Scaffolding. - Communication functions and models. - Visual organizers.
3. CLIL materials and resources in the different teaching areas.	<ul style="list-style-type: none"> - Learning environments and CLIL. - Audio editing. - Video editing. - Text didactization. - Resource sites for English and French.
4. Teaching planning in CLIL in the different teaching areas.	<ul style="list-style-type: none"> - The CLIL lesson sequence. - Activation activities. - Comprehension activities. - Vocabulary activities. - Speaking activities. - Writing production activities. - Evaluation in CLIL.
5. Analysis and assessment of effective CLIL practices.	<ul style="list-style-type: none"> - Criteria for assessing CLIL learning materials. - Criteria for assessing teaching practices for CLIL.

Planning

	Class hours	Hours outside the classroom	Total hours
Project based learning	13.5	64	77.5

Introductory activities	2	4	6
Presentation	2	22	24
Lecturing	5	0	5

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Project based learning	During most of presential sessions and self-study hours, students, organized in working groups, will develop a project consisting of the development of a CLIL lesson for one of the disciplines of the Primary or Preschool Education syllabus.
Introductory activities	In the first session, the teacher will propose a series of activation or reflection activities on CLIL programmes in Galicia.
Presentation	On the official date of the examination, working groups should present the projects developed. Each group will have a maximum of 20 minutes for its oral presentation, which will be held in English or French
Lecturing	In the first session, the teacher will present the goals, contents, teaching planning and methodology, evaluation and procedures for personalized attention.

Personalized assistance

Methodologies	Description
Lecturing	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.
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Presentation	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.

Assessment		Qualification	Training and Learning Results			
	Description		A1	B2	C1	D1
Project based learning	Students, organized in work groups, will develop a project consisting of the elaboration of a CLIL lesson. The project will be submitted on the learning platform on the scheduled date of the examination and will be evaluated according to an assessment rubric proposed by the teacher at the beginning of the course. On the official examination date, each group will present its project in English or French. Each group will have up to 20 minutes for the presentation.	100	A2	B3	C2	D2
			A3	B4	C3	D3
			A4	B6	C4	D4
			A5	B7	C7	D5
				B8	C8	D6
					C9	D7
					C10	D8
					C11	D9
					C12	D10
					C13	D11
					C14	D13
					C15	
					C16	
					C17	
					C18	

Other comments on the Evaluation

The dates and deadlines for the evaluations will be posted from the beginning of the term on the learning platform and on the master's website.

1. First call evaluation.

1.a. Classroom-based evaluation

Students will have to carry out and present orally a group project, which will consist of the development of a CLIL teaching sequence. The project will be evaluated by the teacher according to a rubric available on the learning platform. Project presentations will be held on the day, time and place set out in the official examination calendar.

1.b. Non-classroom-based evaluation

Students who are unable or unwilling to attend the classes should ask the teacher to take the non-classroom-based evaluation during the first two weeks of the course. Non-classroom-based evaluation will consist of a written examination on 100% of the course contents. The exam will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to an evaluation rubric established by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website.

2. Second call evaluation.

Students not attending any evaluation (classroom-based or non-classroom-based) at the first call will be graded as no-shows. Students attending the second call must take a written exam on 100% of the syllabus contents. The examination will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to an evaluation rubric provided by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website. Any work carried out during the course will not be considered at the second call.

3. Working languages

The working languages of the course will be English and French. At all times, the teacher will communicate with the students, in French or English, both orally and in writing. Unless otherwise indicated by the teacher, students may use any of the working languages. Examination documents will be written in French and English, but students may take the exam in any of these languages.

The use of automatic translators in any learning activity of this course, as well as to communicate with the teacher, is not allowed. Repeated use of machine translation in a project or in an examination may constitute an invalidation.

4. Students with special educational needs (SEN)

Students with special educational needs due to specific learning difficulties may benefit from an adaptation of the evaluation system. This adaptation, agreed between the teacher and the students concerned, will seek to ensure that all necessary means are made available for students with SEN to demonstrate the achievement of the learning objectives.

Sources of information

Basic Bibliography

BALL, P. / KELLY, K. / KLEGG, J., **Putting CLIL into Practice**, 1, Oxford University Press, 2015

BENTLEY, K., **The TKT course : teaching knowledge test : CLIL module (Content and Language Integrated Learning)**, 1, Cambridge University Press, 2010

BOWER, K. / CHAMBERS, G. / COYLE, D. / CROSS, R., **Curriculum Integrated Language Teaching. CLIL in practice.**, 1, Cambridge University Press, 2020

CANO, W., **Manual CLIL para centros bilingües**, 1, UNIR Editorial, 2013

COYLE, D. / HOOD, P. / MARSH, D., **CLIL**, 1, Cambridge University Press, 2012

DALE L. e TANNER, R., **CLIL activities : a resource for subject and language teachers**, 1, Cambridge University Press, 2012

FIELDS, D.L., **Echando una mano: 101 técnicas de andamiaje**, 1, Octaedro, 2016

LASAGABASTER, D. / RUÍZ, Y., **CLIL in Spain : implementation, results and teacher training**, 1, Cambridge University Press, 2010

LIN, A.M.Y., **Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts. Theory and Practice**, 1, Springer, 2016

LLINARES, A. / MORTON, T., **Applied linguistics perspectives on CLIL**, 1, John Benjamins, 2017

Complementary Bibliography

Recommendations

Other comments

A B1 level in English or French is recommended.

Contingency plan

Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===

Under the blended mode, one part of the student body will remain in the classroom while the other part will follow the class preferably in a synchronous mode, or asynchronous if the tool used so advises. Methodologies, personalized attention and evaluation will remain the same as those of the classroom-based mode. However, groups and rotations will be adapted to comply with health regulations.

No adaptation of the course contents is required, as all of them can be addressed in a non classroom-based context. The teaching methodologies, already based on the synchronous use of collaborative digital spaces, do not require modifications either. Online classes will be carried out by videoconference on the remote campus at the times scheduled for classroom-based classes whenever possible.

Tutoring sessions will preferably be ensured by videoconference, although it is also possible to contact the teacher by e-mail or by phone. Several references from the recommended literature are available in digital format. Students interested in consulting them are invited to contact the teacher.

=== ADAPTATION OF THE EVALUATION ===

The evaluation system foreseen for the different calls is maintained in a non-classroom-based environment. The examinations for non-classroom-based or second call evaluation will be carried out via the learning platform and the remote campus at the date and time scheduled by the faculty. Project presentations will require the recording of audio or video files by the students.
