Teaching and Learning in a Bilingual Classroom

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá
Curso Académico 2019/20
1er cuatrimestre
### 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.

### AIMS

**Generic competences:**
- Critical thinking
- Producing academic work that complies with conventions about quoting and referencing
- Locating and using appropriate resources and readings
- Engaging in group work and discussion

**Specific competences:**

**A. 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.

**B. 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

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<thead>
<tr>
<th>Units</th>
<th>Credits</th>
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<tr>
<td><strong>UNIT 1: WHAT IS CLIL?</strong></td>
<td>1 credit</td>
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<tr>
<td>1. Definition</td>
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<td>1.1. Importance</td>
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<td>1.2. Definition</td>
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<td>1.3. The 4 C's framework</td>
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<td>1.4. Operating factors</td>
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<td>1.5. Hard or strong vs. soft or weak CLIL</td>
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<td>1.6. CLIL models</td>
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<tr>
<td>2. Characterization</td>
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<td>2.1. The role of language (BICS, CALP, and “real English”)</td>
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<td>2.2. Theory of learning (cognitive theories of bilingualism)</td>
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<td>2.3. Learner and teacher roles</td>
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<td>2.4. Language level targeted</td>
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<td>2.5. Amount of exposure to the FL or L2</td>
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<td>2.6. The languages taught through CLIL</td>
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<td>2.7. Methodology</td>
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<td>2.8. Materials</td>
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<td>3. Critical analysis of advantages and difficulties</td>
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<td>3.1. Assets</td>
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<td>3.2. Pitfalls</td>
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<td><strong>UNIT 2: WHY HAS CLIL BURGEONED?</strong></td>
<td>1 credit</td>
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<td>1. Origins: The main driving forces behind CLIL</td>
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<td>2. The backdrop: CLIL predecessors</td>
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<td>2.1. Canadian immersion</td>
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<td>2.2. U.S. Bilingual Education</td>
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<td>2.3. European International Schools</td>
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<td>3. CLIL, immersion, and CBI: Towards an isolationist or integrative view?</td>
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TOPIC 3: HOW IS CLIL PRACTICALLY IMPLEMENTED?

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

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. The course will go on-line during the first week of October and students will be expected to have completed it at the end of November. 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. Attendance to these sessions is voluntary.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

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<tr>
<th>Activity</th>
<th>Hours</th>
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<tr>
<td>Readings</td>
<td>25</td>
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<tr>
<td>Tasks for assessment</td>
<td>40</td>
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<tr>
<td>Study of on-line component</td>
<td>20</td>
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4.2. Learning activities

This module is taught entirely through the Internet platform Blackboard. However, there will be two optional face-to-face teaching sessions at the beginning and end of November. Attendance to these sessions is not obligatory, since their aim is to give extra support to students who want to complement their on-line learning with some personal contact with fellow students and teacher. Students are asked to work through the materials on the platform, 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:
- Active participation and interaction in the internet forum: 10%
- Contributions (amount, quality, originality, interaction) to the online debates: 30%
- Completion of the closed activities on BICS, CALP, and “real English”: 10%
- Completion of the open discussion activities (structure and organization, expression, content, academic register, critical appraisal and personal reflection): 40%
- Performance on the four online review tests (one for each unit): 10%

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.


