GUÍA DOCENTE

Teaching and Learning in a Bilingual Classroom

Máster Universitario en Enseñanza del Inglés como Lengua Extranjera

Universidad de Alcalá

Curso Académico 2018/19

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:
- 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

Units	Credits
1. Introduction to bilingual education 1.1 The phenomenon of bilingualism 1.2 The bilingual individual 1.3 Bilingual education: immigration and language learning	• 1 credit
2. Cognitive theories of bilingualism 2.1 Cummins's Thresholds Hypothesis 2.2 Cummins's Developmental Interdependence Hypothesis 2.3 Newer developments of the theory 2.4 Implications for bilingual teaching	• 1 credit
3. Bilingual teaching: bridging the language gap 3.1 Differences between mother-tongue and FL-medium teaching 3.2 Supporting the language 3.3 Supporting cognition	• 1 credit
4. The role of language teaching in bilingual education 4.1 The need for a new approach to language teaching 4.2 Teaching literacy 4.3 Integration between content and language lessons	• 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)

Readings	25
Tasks for assessment	40
Study of on-line component	20
Participation in chats	9
Face-to-face teaching sessions (optional)	6

4.2. Learning activities

This module is taught entirely through the Internet platform WebCT. However, there will be two optional face-to-face teaching sessions at the beginning and end of October. 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 in the internet forum: 10%
- Drafts of the first two activities: 10% each
- Final versions of the activities: 23,3% (70% in total)

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 additional 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

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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.

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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).