

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	0

Contact

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Use of languages

Principal working language: english (eng)

Prerequisites

Students are required to have a C1-C2 level of English in order to successfully carry out the designed activities.

Students should ideally have an interest (and preferably some experience) in EFL teaching and some background knowledge of foreign language learning theories.

Objectives and Contextualisation

- Become familiar with bilingual education theories and second language learning approaches and theories.
- Acquire practical knowledge and expertise for teaching content subjects in English.
- Be able to analyze, adapt and create materials for the CLIL classroom.
- Be able to design tasks that combine curriculum content and language.
- Become familiar with effective teaching strategies for bilingual education.
- Become familiar with research conducted on CLIL.

Skills

- Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.
- Distinguish and contrast between the different methodological and theoretical models applied to the academic study of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Resolve problems in multicultural academic and/or professional environments associated with the studies of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, and the literature and culture of this language.
- Show respect towards the opinions, values, behaviours and/or practices of others.
- Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.

- Use the English language for academic and professional purposes related to research into the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.

Learning outcomes

1. Critically read academic articles on the characteristics of bilingual education and the implementation of CLIL teaching in Europe, and Spain in particular.
2. Design activities and questionnaires to evaluate the effects of CLIL teaching.
3. Design didactic activities associated with a non-linguistic context and adapt them to the linguistic-cognitive profile of pupils at a primary and/or secondary education centre.
4. Develop autonomous learning skills applicable to the research process.
5. Distinguish CLIL teaching from the models of bilingual education and the teaching of second languages.
6. Draft a CLIL didactic unit, considering the different types of objectives in this teaching approach.
7. Evaluate CLIL programmes both in terms of organisation at the centre and of didactic planning.
8. Explain the advantages and difficulties inherent to the implementation of CLIL teaching.
9. Explain the differences between the different models for the evaluation of the results of learning in a CLIL class.
10. Explain the relationship between the cognitive and linguistic objectives of a CLIL didactic unit.
11. Identify the basic theoretical principles in the teaching of CLIL and its contribution to the development of multilingualism and multiculturalism.
12. Show respect towards the opinions, values, behaviours and/or practices of others.
13. Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
14. Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.
15. Write advanced academic texts on the different models of bilingual education.

Content

1. An introduction to CLIL: definition, rationale and characteristics of CLIL programs.
2. Theoretical framework: fundamental notions derived from SLA research relevant to CLIL.
3. Pedagogical framework: influential bilingual educational models and L2 teaching models.
4. Implementing CLIL: curriculum design, lesson planning, task design, teaching receptive and productive skills, focus-on-form, using resources and materials, assessment, and program evaluation.
5. Doing research on CLIL: classroom research, the role of the L1, focus on form, CLIL vs EFL foreign language settings, CLIL and motivation and affective factors.

Methodology

Class sessions will be presented in a variety of modes: lectures, group and class discussion, experimental practice, classroom observation, micro teaching, exemplification of case studies, analysis of teaching materials and teaching units, use of technological applications to education, corpus analysis, and task design. Real CLIL teaching practices will be analyzed by means of audiovisual materials and discussions with CLIL primary and secondary school teachers.

Apart from attending class sessions, participants will be expected to get involved in the following activities: reading and discussing articles, working on class assignments, looking for authentic resources and useful web-based links, creating materials and doing project work.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures and class/group discussions	50	2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Type: Supervised			
Classroom observation, micro-teaching, oral presentations, analysis of teaching materials	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Type: Autonomous			
reading and discussing articles, working on class assignments, looking for authentic resources and useful web-based links, creating materials and doing project work.	35	1.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Evaluation

Continuous assessment based on course assignments (40%) including in-class, take-home exercises, tests, class participation and a micro-teaching session; and final project (oral presentation and written paper: 60%).

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Course assignments	40%	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Final project and oral presentation	60%	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

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