CLIL Materials Development

Masters in Bilingual Education

TEACHING GUIDE

Subject: CLIL Materials Development

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and Online

Credits: 4

Course: 1

Semester: 2

Professor: Dra. Ángela Álvarez-Cofiño Martínez

1.   COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

Basic competences
CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.
CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.
CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.
CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.
CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

General competences
CG2 To know about the specific problems of foreign language teaching in both linguistic and cultural terms in a bilingual environment.
CG6 To know how to communicate with colleagues within the academic community and with society in general about their area of knowledge in an environment of bilingual education.
CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.

Specific competences
CE1 To design integrated syllabuses combined with linguistic content within their area of knowledge to create English/Spanish bilingual teaching programmes.
CE2 To create and adapt didactic materials for English/Spanish bilingual education, modifying the linguistic level with awareness of different rhythms of learning, and adapting authentic materials to transform them into didactic material
CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.
CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.

CE9 To be capable of evaluating, selecting, and using literary texts for the development of linguistic competence and their use in accessing the socio-cultural context of foreign language teaching (Spanish/English).

CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.

CE13 To know and to know how to apply the advantages of the communicative approach and learning by tasks method for linguistic interaction in English and Spanish.

CE14 To know about the teaching/learning methodology based on the integration of language and content (CLIL) and the design and development of didactic activities based on the said methodology.

1.2. Learning outcomes

At the end of the subject, the student must:

- Know the linguistic and cultural problems of foreign language learning/teaching
- Know how to communicate with the academic community and society in general on foreign language teaching/learning
- Know how to base their teaching practice in an informed way according to the knowledge acquired
- Know how to design integrated syllabuses in the area of learning/teaching in English/Spanish
- Be capable of creating and adapting pedagogical materials for bilingual education, taking into account the different levels of linguistic competence and the different ryhthms of learning
- Be capable of incorporating new strategies, materials, and technologies into the activities of the bilingual classroom
- Be capable of using the specialist terminology in the teaching/learning of a foreign language
- Know how to select and use suitable texts with a view to developing the cultural and linguistic competencies of English/Spanish foreign language
- Practice and acquire the skills necessary to reach C1 level in English language
- Know and know how to apply the advantages of the communicative approach and learning by tasks for linguistic interaction in English and Spanish
- Know the method of teaching/learning based on the integration of language and content (CLIL) and know how to design and create didactic materials based on the said methodology

2. CONTENTS:

2.1. Previous requirements
None

2.2. Description of contents:

This course presents an overview on CLIL materials and activities conducted with the focus on designing CLIL integrated curricula. It aims to encourage students to create and adapt their own didactic materials as well as to promote ideas to develop foreign language learner's creativity and motivation towards the process of acquiring a second language.

The course is divided into three main sections: the elaboration process and the analysis and evaluation of CLIL materials, the selection and adaptation of texts to the student's knowledge level and the use of ICT for learning and teaching in bilingual contexts, all of them within the perspective of the communicative approach and the task-based learning. The main goals are the following: to analyze to what extent materials and resources are helpful in the teaching–learning process, as well as to make students reflect upon how we teach what we teach.

2.3. Detailed content

1. CLIL materials in CLIL units

2. Types of materials: reference, supplementary, coursebooks.

3. What is materials development?

4. CLIL Materials

5. Productive and receptive skills: how to select and use materials and resources in CLIL contexts

6. Evaluating CLIL textbooks

7. Personalizing CLIL lessons. ICT as a key resource within the CLIL approach.

8. Analyzing and evaluating CLIL activities, lessons and projects

2.4. Training activities

Blended Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	80	40%
AF2. Individual and group learning activities outside the teaching sessions	60	30%
AF3. Tutorials	20	10%
AF4. Complementary training activities	20	10%
AF7. Evaluation Activities	20	20%

Online Modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	80	0%
AF2. Individual and group learning activities outside the teaching sessions	60	0%
AF3. Tutorials	20	0%
AF4. Complementary training activities	20	0%
AF7. Evaluation Activities	20	20%

2.5 Teaching methodologies

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For

this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

3. EVALUATION SYSTEM

3.1. Grading

The grading system (R.D. 1125/2003, of 5th September) will be as follows:
> 0 - 4.9 Fail (SS)
> 5.0 - 6.9 Pass (AP)
> 7.0 - 8.9 Good (NT)
> 9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

3.2. Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in work groups and discussion	15%
Guided activities	25%
Final exam	60%

3.3. Restrictions

Minimum grade
In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Attendance
Students who, without justification, fail to attend more than 75% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

Writing standards
Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

3.4. Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4. BIBLIOGRAPHY

Basic Bibliography
- Coyle, D., Hood, P. and Marsh, D. (2010). *CLIL*. Cambridge: CUP.
- Fisher, D. and Frey, N. (2008). *Word Wise and Content Rich*. Portsmouth: Heinemann.
- Harwood, N. (2010) *English Language Teaching Materials*. Cambridge: CUP.
- Mehisto, P. (2012) "Criteria for producing CLIL learning material" in *Encuentro. Revista de Investigación e Innovación en la Clase de Idiomas*. 21,pp.15-33. Available at http://encuentrojournal.org/textcit.php?textdisplay=440

Recommended Bibliography:

- Ball, P., Kelly, K. and Clegg, J. (2015). *Putting CLIL into Practice.* Oxford: OUP (see chapter 7)
- Beatty, K. (2012). From theory to textbook: Constructing language materials for young learners. In *LACLIL- Latin American Journal of Content and Language Integrated Learning*, 5(2), 13-27. Available at http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/laclil.2012.5.2.7/2816
- Bee Chin N. and Wigglesworth, G. (2007) *Bilingualism. An advanced resourced book*. New York and Canada: Routledge Applied Linguistics.
- Bentley, K. (2009). *Primary Curriculum Box.* Cambridge: CUP.
- Bilbrough, N. (2007) *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. Cambridge: CUP.
- Calabrese, I. & Rampone, S. (2007). *Curricular Content Resources for Primary.* Oxford: OUP.
- Chambers, A., Conacher, J. E. and Littlemore. J. (2004*). ICT and Language Learning. Integrating Pedagogy and Practice*. Birmingham: University of Birmingham Press.
- Dale, L. and Tanner, R. (2012) *CLIL Activities. A resource for subject and language teachers.* Cambridge: CUP.
- Dudeney G. (2007). *The internet and the language classroom*. 2nd Ed. Cambridge: CUP.
- Dudeney G and Holy, N. (2008). *How to teach English with technology*. Essex: Pearson. Longman.
- Field. J. (2008). *Listening in the language classroom*. Cambridge: CUP.
- García Estaban, S. (2013). "Three frameworks for developing CLIL materials in infant and primary education" *Encuentro. Revista de Investigación e Innovación en la Clase de Idiomas 22,* pp. 49-53. Available at http://www.encuentrojournal.org/textos/Garcia%20Soraya.pdf
- Gerngross G., Puchta, H. and Thornbury, S. (2006). *Teaching grammar creatively*. Cambridge: CUP.
- Gondová, D. (2015). Selecting, adapting and creating CLIL materials, in *CLIL in Foreign Language Education.* Nitra: UKF pp.153.163. Available at *http://www.tedu.edu.tr/sites/default/files/content_files/research_files/e-textbook_clil_in_fle_-_final2.pdf*
- Grieveson, M. & Superfine, W. (2017). *The CLIL Resource Pack.* London: Delta Publising.
- Hill, D.(2009). CLIL-ing your textbook. In *Latin American Journal of Content & Language Integrated Learning, 2(2*), pp. 31-36. Available at http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/laclil.2009.2.2.13/2740
- Hughes, A. (2008). *Testing for Language Teachers*. 8th Ed. Cambridge: CUP.
- López Medina, B. (2016). Developing a CLIL textbook evaluation checklist. *LACLIL,* 9(1), 159-173
- http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/6016/pdf
- McCarthy, M., O'Keeffe, A. Walsh, S. (2010). *Vocabulary Matrix*. Andover, Hampshire: Heinle.

- Marsh, D. (2000). *Using languages to learn and learning to use languages.* Eds. D. Marsh & G. Langé. Finland: University of Jyväskylä.
- Mckay, P. (2005). *Assessing Young Language Learners.* Cambridge: CUP.
- Richards, J.C. and Lockhart, C. (2002) *Estrategias de reflexión sobre la enseñanza de idiomas.* Madrid: CUP.
- Stone, R. (2007) *Best Practices for Teaching Science: What Award-Winning Classroom Teachers Do.* California: Corwin Press.
- Thornbury, S. (2002). *How to teach vocabulary.* Harlow: Pearson-Longman
- Wilson, J.J. (2009). *How to teach listening.* Edinburgh: Pearson Longman

- Ball, P. (2018). Innovations and Challenges in CLIL Materials Design. In Theory into Practice, 57 (3), 222-231. Routledge.
- Bower, K., Coyle, D., Cross, R. & Chambers, G. (2020). Curriculum Integrated Language Teaching: CLIL in Practice. Cambridge University Press.
- Coyle, D. (2020). Exploring the Potential of a Pluriliteracies Approach. Cambridge University Press.
- Pavón Vázquez, V., Lancaster, N. & Bretones Callejas, C. (2020). Key Issues in Developing Teachers' Competences for CLIL in Andalusia: Training, Mobility and Coordination. In The Language Learning Journal, 48 (1), 81-98. Routledge.
- Pimentel-Velázquez. c. & Pavón Vázquez. V. (2020). The Pedagogical Dimension and the Use of Materials in English-Taught Programs in Higher Education. In Teacher Training for English-Medium Instruction in Higher Education, pp. 320-339. IGI Global.
- Sánchez-García, R., & Pavón-Vázquez, V. (2021). Students' Perceptions on the Use of Project-Based Learning in CLIL: Learning Outputs and Psycho-Affective Considerations. Latin American Journal of Content &Amp; Language Integrated Learning, 14(1), 69–98. https://doi.org/10.5294/laclil.2021.14.1.3

Other resources:

International CLIL Research journal at http://www.icrj.eu/12-71
Prezi at http://prezi.com/
Voki at http://www.voki.com/
Glogster at http://www.glogster.com/
Xtranormal movie maker at http://www.xtranormal.com/
ITE resources at http://www.ite.educacion.es/

Other CLIL information at:
- http://www.aeclil.eu/
- http://www.coe.int/t/dg4/portfolio/
- http://clil-network.educode.fi/englanti/evaluation.htm
- http://clil.wordpress.com/category/clil-primaria/

Comunidad de Madrid CLIL resources web page at http://www.educa2.madrid.org/web/aicole

Create a timeline at http://www.dipity.com/
Create your Comic at http://www.pixton.com/es/ and at
- http://recursostic.educacion.es/apls/informacion_didactica/810
Create your own story at
- http://www.zooburst.com/
- http://www.cartoonstock.com
- http://storybird.com/
- http://issuu.com/
- http://www.storyjumper.com/

Make your own quizzes:
- http://www.what2learn.com/
- http://kompozer.net/

- http://smarttech.com/
- http://classtools.net/fb/home/page

Teachers' Resources
- http://ayllit.ecml.at/
- http://blogxfordspain.wordpress.com/
- http://clil4teachers.pbworks.com/w/page/8427859/FrontPage
- http://eltj.oxfordjournals.org/
- http://learnenglishkids.britishcouncil.org/en/
- https://mycourses.nile-elt.com/mod/glossary/view.php?id=580
- http://projects.coe.uga.edu/epltt/
- https://sites.google.com/site/atriptoclil/what-is-clil
- http://teachers.tv
- http://teachingkidsnews.com/
- http://www.abcteach.com
- http://www.bbc.co.uk/education/
- http://www.bilingualreaders.es/
- http://www.cal.org/
- http://www.cambridgeesol.org
- http://www.ccn-clil.eu/index.php?name=Content&nodeIDX=3488
- http://www.cilt.org.uk
- http://www.ecml.at/
- http://www.educaciontrespuntocero.com
- http://www.etprofessional.com
- http://www.esolcourses.com/topics/learn-english-with-songs.html
- http://www.factworld.info/
- http://www.iamultilingualism.org/
- http://www.jollylearning.co.uk
- http://www.language-factory.co.uk
- http://www.musicalenglishlessons.com/index-ex.htm
- http://www.onestopclil.com
- http://www.pearsonlongman.com/teaching-tips/task-based-learning.html
- http://www.PEprimary.co.uk

5. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores