

# PRACTICUM IN BILINGUAL EDUCATION – 10 Creds.

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## Course description and aims

This 10 ECTS course intends to deliver students those contents and learning experiences that will strengthen their competencies as future professionals of bilingual education. In that process, students will be guided and monitored by the professors of the course in collaboration with the teachers from the bilingual schools in which the practices (in-service training) will take place.

The seminar *'Prácticas' (in-service learning)* (2 ECTS) is aimed at increasing students cognitive and metacognitive knowledge on competencies-based learning and bilingual education, in order to master the design, implementation and evaluation of effective CLIL bilingual lessons in formal educational settings.

The seminar *Bilingual Education* (2 ECTS) will examine current mainstream educational practices of teaching non-linguistic subjects through L2 in wider international contexts and in the specific context of Spain. This seminar is divided into two major blocks: a) Types of bilingual education and b) Introduction to CLIL programmes. The first block will involve discussions on evidence for the potential benefits and limitations and aims to provide insights into different modalities of bilingual practices. The second component will provide a more detailed examination of national and regional practices, guidelines and legislation. Additionally, a series of methodological principles will be discussed along with contextualised examples with a view to facilitating the selection and/or creation of appropriate materials and activities for the bilingual class.

The seminar *Bilingual Education Practice: CLIL in practice* (1 ECTS) follows the seminar Bilingual Education Theory (2 ECTS) and focuses on some specific aspects of how to teach content subjects in English following CLIL methodology. The seminar is divided into three parts which coincide with three key factors in the CLIL classroom: the syllabus, classroom management and the role of the teacher.

By the end of the course students are expected to:

- To demonstrate knowledge and meta-knowledge in relation of effective and evidence-based practice.
- To know linguistic policies, plans and programs, both national and international more recognised on bilingual/plurilingual education.
- To know key teaching methodologies like Content and Language Integrated Learning (CLIL) (AICLE by its name in Spanish)
- To apply those key teaching methodologies to the process of designing, delivering and evaluating the impact of those practices on linguistics and

other disciplines of the curriculum.

- To identify strengths and weakness in a bilingual education context.
- To select appropriate teaching/learning materials for their students according to their needs.
- To get familiarized with different students' online resources for the practice of CLIL.
- To be acquainted with some techniques to manage content and language in the classroom.
- To understand the benefits of managing classroom time adequately.
- To be prepared to help students develop skills to enhance autonomous learning in and outside the classroom.
- To develop skills to explore the online resources available for teachers.
- To plan the participation of language assistants.

### Course contents

1. Role of “practices” (in-service training) on competencies-based learning
  - a. Learning taxonomies evolution
  - b. Your baseline as a (future) “qualified” teacher
  - c. Your skills to deliver effective CLIL lessons
  - d. Your skills to evaluate learning impact on students and the School
2. Plurilingual Education:
  - 2.1. Plurilingual Education Policies as a Global Interest
    - a. Plurilingual Education in Europe
    - b. Plurilingual Education in Spain
  - 2.2. Key Methodological Issues on CLIL
    - a. Planning of CLIL
    - b. Selection and development of CLIL materials
    - c. Measurement and Evaluation of CLIL
1. CLIL in practice
  - a. The Syllabus
    - i. Teaching/learning materials and resources.
    - ii. The role of the internet as a teaching/learning resource.
  - b. Classroom management
    - i. Identifying student's needs.
    - ii. Classroom language in CLIL.
    - iii. Interaction and motivation.
    - iv. CLIL beyond the classroom.
  - c. The role of the teacher
    - i. Resources for teachers and teacher needs.
    - ii. Teaching strategies.
    - iii. The role of the language assistant.

## Teaching methodology

- Lectures (theory) and seminars (analysis/discussion of key studies)
- Readings and in-class presentations
- In-service training
- Seminar (analysis/discussion of readings)
- Online discussion with other students and teacher
- Mini-research project conducted by students
- WWW searches and analysis of available information

Distribution of teaching-learning methodologies in the course

	Contact	Non-contact	Total
Seminar (analysis/discussion of readings)	20	45	65
Preparation for presentations, presentations and peer feedback	2	9	11
Review of the literature and relevant recommended Web Pages		8	8
Mini-research project		12	12
Development of CLIL materials		10	10
Online discussion		4	4
WWW search and analysis		3	3
Office hours	12		12
TOTAL(*)	34	91	125

(\*) The rest of the credits, i.e. 5, up to a total of 10, will be conducted through independent work by the students in the school where they will carry out the different tasks assigned.

## Assessment

### Evaluation criteria

1. Domain of the theoretical and practical contents set for the course including a critical analysis.
2. Implication level, attitude and participation in lectures, seminars, and 'praticas' (in-service) in the school
3. Evaluation from the school staff

### Grading

1. Theoretical exam (for criteria 1): 30%
2. Presentations, Participation, Attitude and involvement in the -praticas- 30%
3. Evaluation from the school staff: 40%

### Highly recommended

- Students are expected to show a good knowledge and use of the English language (C1 level).
- Participation and initiative in relation to the different topics and activities scheduled.

### **References**

#### **General reference books**

- Coyle, D., Hood, P., & Marsh, D. (2010). Content and Language Integrated Learning. Cambridge: Cambridge University Press.
- Dale, L., & Tanner, R. (2012). CLIL Activities with CD-ROM: A Resource for Subject and Language Teachers. Cambridge University Press.
- Madrid, D. & Hughes, S (2011). (Eds.) Studies in Bilingual Education. Bern: Peter Lang.
- Mehisto, P. (2012). 'Criteria for Producing CLIL Learning Material'. Revista Encuentro, num. 21. [<http://www.encuentrojournal.org/textcit.php?textdisplay=440>]
- Scrivener, J. (2012). Classroom management techniques. Cambridge University Press.
- Pérez Cañado, M. (2011). "CLIL research in Europe: past, present, and future", International Journal of Bilingual Education and Bilingualism, DOI:10.1080/136700 50.2011.630064. Disponible en: <http://dx.doi.org/10.1080/13670050.2011.630064>

Note: Useful websites and resources will be provided during the course.

#### **Major journals**

Applied Linguistics (Oxford University Press):

<http://applij.oxfordjournals.org/>

BLC: Bilingualism: Language and Cognition (Cambridge University Press):

<http://journals.cambridge.org/action/displayJournal?jid=BIL>

ICRJ: International CLIL Research Journal

<http://www.icrj.eu/>

IJB: International Journal of Bilingualism (Sage):

<http://ijb.sagepub.com/>

IJBEB: International Journal of Bilingual Education and Bilingualism (Routledge):

<http://www.informaworld.com/smpp/title~content=t794297780>

JICB: Journal of Immersion and Content-Based Language Education (John Benjamins)

<http://benjamins.com/#catalog/journals/jicb>

LAB: Linguistic Approaches to Bilingualism (John Benjamins):

[http://www.benjamins.com/cgi-bin/t\\_seriesview.cgi?series=LAB](http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB)

LANGUAGE LEARNING: (A journal of research on language studies):

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-9922](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9922)

