



Universidad  
de Alcalá

# GUÍA DOCENTE

**Content and Language Integrated  
Learning (CLIL)**

**Aprendizaje integrado de contenidos y  
Lengua Inglesa (AICLE)**

**Grado en *Magisterio de Educación  
Primaria***

**Universidad de Alcalá**

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**Curso Académico 2021/22**

**4º curso – 1er cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	Aprendizaje integrado de contenidos y lengua inglesa (AICLE) Content and Language Integrated learning (CLIL)
Código:	<b>430040</b>
Titulación en la que se imparte:	Grado en Magisterio de Educación Primaria
Departamento y Área de Conocimiento:	Filología Moderna / Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	6
Curso:	4º
Profesorado:	Eva Jechimer eva.jechimer@uah.es
Horario de Tutoría:	Martes: 15:00 – 16:30
Idioma en el que se imparte:	Inglés

### 1. PRESENTATION

In most educational contexts, content and language integrated learning (CLIL) is increasingly being taken into account. That is the reason why every professional of education needs to be familiar with this approach and, as far as possible, use its principles at the basis of their teaching approach. This course introduces students to CLIL principles and provides opportunities to put it into practice.

#### **Prerequisites**

It is expected that students have reached a level of English enough to follow the classes in English and participate actively in them. This level must be B2 according to the European Frame work of Reference for Languages.

### 2. COMPETENCES

#### **General competences:**

1. Critical analysis ability
2. Ability to relate theoretical knowledge to teaching practice
3. Ability to reflect upon the teaching/learning process
4. Use of English as a communication tool

## Specific competences

1. Understanding of CLIL principles and be able to identify its characteristics in classroom practice
2. Identification of the main elements that allow learners to acquire a foreign language
3. Ability to design and use scaffolding strategies that support students' learning
4. Ability to plan lessons in order to integrate content and foreign language
5. Ability to evaluate existing CLIL teaching materials
6. Ability to adapt and create CLIL teaching materials

## 3. CONTENIDOS

1. What is CLIL?
    - 1.1 The four Cs of CLIL
    - 1.2 BICS AND CALP
  2. What is the role of language in CLIL?
    - 2.1 CLIL and EFL
  3. Communication skills across the curriculum
    - 3.1 Code switching
    - 3.2 Developing communication skills
  4. What is Scaffolding?
    - 4.1 Scaffolding and micro and macro level
  5. Cognitive skills
    - 5.1 Using Bloom's taxonomy
    - 5.2 Lots and Hots
    - 5.3 Creating units of work
  6. Integrating content and language learning: a holistic view
    - 6.1 Cummins' Matrix: the Audit Tool for CLIL
    - 6.2 The role of Scaffolding in the Cummins' Matrix
    - 6.3 Tools for making integration possible
  7. Assembling materials and sequencing, focus on language (progression 1)
    - 7.1 The word/sentence/text hierarchy
    - 7.2 The hierarchy of task types
  8. Assembling materials and sequencing, focus on subject (progression 2)
  9. The C of Culture in CLIL
  10. Planning a CLIL unit
  11. Evaluation in CLIL
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## 4. TEACHING AND LEARNING METHODS

Course dynamics will consist in the modelling the teaching of contents through the foreign language, for which a variety of interaction formats will be used: presentations in class, discussions, group projects, etc. Classroom work will be complemented with a series of assignments and readings that will be done out of school hours, and that students must upload on the platform or take to class.

Total hours: 150

Class-contact hours:	45
Self-study hours:	105

### Methodology

Seminars	Face to face classes will be understood as seminars in which brief content presentations and practical activities will combine in order elaborate concrete teaching materials suitable to be applied in practical teaching situations.
Small groups	Students will work in groups, especially to apply theoretical contents to practical teaching situations.
Individual student work	Students will read a number of articles (or book chapters) and do a number of written assignments that will be upload on the learning platform to be read and checked by the tutor.

### Materials and resources

Students will have at their disposal materials and resources on the university platform (Blackboard).

## 5. ASSESSMENT/ EVALUATION

### Assessment criteria

The following evaluation criteria will be used:

- Ability to apply learned contents to classroom situations

- Ability to plan activities and lessons based on CLIL
- Ability to productively work in teams
- Ability to evaluate critically different materials and lesson planning
- Ability to use English as a communication and learning tool at B2 level.
- Ability to identify resources for their own learning and for their future learners.

Depending on the tasks to be carried out, the following aspects will be taken into account:

- Critical reflection
- Capacity to work in groups
- Capacity to identify and apply specific CLIL characteristics when analysing and producing teaching materials
- Capacity to integrate language and content
- Capacity to create appropriate scaffolding
- Capacity to use English as a communication tool

### Procedures and marking criteria

Assessment will be continuous and will base on the following activities and tasks:

• Assignments	40%
• Elaboration of a short unit of work	40%
• Participation & attendance	20%

In case a student could not follow continuous assessment, he/she will have to write to the faculty dean (during the first two course weeks) in order to be included in the final evaluation students' list. In this **final exam**, competences indicated above will be evaluated by means of a combination of theoretical, discussion and practical questions. The **extra call** (convocatoria extraordinaria) in June will have an identical format.

**The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.**

## 6. BIBLIOGRAFÍA

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