Máster en Lingüística Inglesa: Nuevas aplicaciones y Comunicación Internacional (MLINACI)

Content and Language Integrated Learning (CLIL) in bilingual and immersion settings

Description and objectives: This course intends to familiarize participants with this relatively new teaching/learning approach whereby a content subject (science, arts...) is taught through the medium of a foreign language. Drawing on theories from bilingual education, second language acquisition (SLA), systemic-functional linguistics and cognitive psychology, it will provide the background and rationale for understanding CLIL programmes. It will describe CLIL across different countries and educational levels, with special emphasis on the Spanish context. The course will also analyse discursive and pragmatic practices in CLIL classroom settings from a genre perspective, and offer practical resources for CLIL materials development and assessment.

Contents:
2. CLIL dimensions: the European dimension, the linguistic dimension and the cognitive-educational dimension
2. Research perspectives and learning theories in Bilingual/CLIL and Immersion contexts
   2.1. Antecedents: the Canadian immersion experience
   2.2. General characteristics of content-based instruction/CLIL
   2.3. Research on outcomes of immersion education
      2.3.1. First language development and academic achievement
      2.3.2. Social-psychological outcomes
   2.4. Second language outcomes
   2.5. Theoretical perspectives: cognitive theories and socio-cognitive theories
3. Classroom Observation: Discursive practices in CLIL settings and methodological principles
   3.1. CLIL classrooms in Primary Education
      3.1.1. Principles and challenges
      3.1.2. The role of the Language Assistant in the classroom.
   3.2. CLIL classrooms in Secondary Education
      3.2.1. In search of a teacher framework for CLIL in secondary: COMENIUS project
      3.2.2. Introducing subject knowledge in a foreign language - subject disciplines and school literacy
   3.3. CLIL classrooms in Higher Education
      3.3.1. A conceptual model for English Medium Education in Multilingual Universities
      3.3.3. Teacher discourse in the foreign language classroom from a genre perspective
4. CLIL Materials design and assessment
   4.1. Key principles for planning a CLIL lesson
   4.2. Creating and adapting CLIL materials for the classroom
   4.4. Assessment criteria

Selected Bibliography: