

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **COORDINACIÓN Y ORGANIZACIÓN DE PROGRAMAS AICLE**

Code: 599002

Degree/Master: **MÁSTER UNIVERSITARIO EN ENSEÑANZA BILINGÜE Y APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUAS EXTRANJER** Year: 1

ECTS Credits: 4.0

Classroom hours: 0

Face-to-face classroom percentage: 0.0%

Study hours: 100

Online platform: https://dv.ujaen.es/login.php?client_id=docencia=es&cmd=force_login

LECTURER INFORMATION

Name: PAVON VAZQUEZ, VICTOR MANUEL (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Filosofía y Letras

E-Mail: victor.pavon@uco.es

Phone: 8429

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

COURSE DESCRIPTION

INTENDED LEARNING OUTCOMES

CG2MIE B	To know and apply the standard regulation as well as the local, autonomous/regional, national and international regulations in the field of bilingual education and CLIL.
CB6	To possess and understand knowledge that provides a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
CB7	To know how to apply acquired knowledge and problem-solving abilities to new or unfamiliar environments within broader (or multidisciplinary) contexts related with the student's area of study.
CB8	To be able to integrate knowledge and face the complexity of making judgments
CT2	To know and apply policies and practices of attention giving, especially to socially disadvantaged students, and to incorporate the principles of equality between men and women and of universal accessibility for all in the field of study.
CT4	To develop skills for cooperative work and team participation, negotiating skills and to incorporate the values of cooperation, effort, respect and commitment with the search for quality as a sign of identity.
E1MIEB	To know the characteristics, similarities and differences between immersion, bilingual education and CLIL.
E2MIEB	To know the main research results in these types of programs and their main associations, networks and publications to assist continuous learning.
E3MIEB	To understand how a bilingual institution is organized and what are the keys points to its correct coordination.
E6MIEB	To design integrated curricula of your area of knowledge with linguistic content to develop bilingual teaching programs.
E9MIEB	To master English at B2 or C1 level in all communicative skills of the chosen language and with knowledge of the sublanguages of your discipline.

OBJECTIVES

- To analyse the conditions for attaining quality in bilingual education.
- To identify the most relevant factors affecting the elaboration of the Integrated Curriculum and the School Language Project.
- To explore the initiatives and actions that the managing team should implement in bilingual education.
- To define the role of leadership of the bilingual coordinator.
- To suggest a series of recommendations regarding the effective use of language assistants.
- To put forward a series of recommendations aiming at establishing and carrying out this structure of collaboration and coordination.

CONTENT

1. Theory contents

1. Macro and micro organisational decisions:

- Official guidelines and regulations.
- The School Linguistic Project.
- Integrated Curriculum.
- Languages across the curriculum.

2. Implementing a CLIL programme: challenges and initiatives:

- Functions and responsibilities of the school management staff.
- The role of the bilingual coordinator.



COURSE DESCRIPTION

- Functions of language assistants.
- Complementary activities: extracurricular activities, cultural events, collaboration networks, and international exchanges.

3. Advocating a 3-level coordination and collaboration:

- Foreign language teachers-content teachers.
- Content teachers-content teachers.
- Foreign language teachers-mother tongue teachers.

2. Practical contents

- Revision of supranational, national and regional regulations and norms.
- Analysis of bilingual programmes.
- Comparison of variables and factors.
- Definition of practical actions.
- Desinging and planning contextualised proposals.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

Clarifications

Students will be provided with the necessary adaption in terms of number and frequency of the activities.

Face-to-face activities

Off-site activities

Activity	Total
<i>Activities</i>	20
<i>Analysis</i>	20
<i>Exercises</i>	20
<i>Information search</i>	10
<i>Reference search</i>	10
<i>Self-study</i>	20
Total hours	100

COURSE DESCRIPTION

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities
References

Clarifications

All the materials will be available in the website of the subject.

EVALUATION

Tools	Percentage
Case studies	25%
Self-assessment	25%
Text commentary	25%
online questionnaires	25%

Period of validity for partial qualifications:

Until the next academic year.

Clarifications:

Students should complete all the tasks to be evaluated.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

Journal articles

Anderson, C.E. (2011). "CLIL for CALP in the multilingual, pluricultural, globalized knowledge society: Experiences and backgrounds to L2 English usage among Latin American L1 Spanish-users". *Latin American Journal of Content & Language Integrated Learning*, 4(2), 51-66.

Baetens Beardsmore, H. (2009). "Language Promotion by European Supra-national Institutions". In *Bilingual Education in the 21st Century: A Global Perspective*, by O. García (main author), Part III, Chap. 9, 197-217. Hoboken, NJ: Wiley-Blackwell.

Calvillo, M. (2012). "Programas de intervención en lectura: el proyecto lingüístico de centro". *Libro abierto* 46. Available at: <https://goo.gl/y3Jj6o>

Casal, S. (2007). "The integrated curriculum, CLIL and constructivism". *RESLA*, 20 (monographic vol. Models and Practice in Content and Language Integrated Learning), 55-65.

Coyle, D. (2015). "Strengthening integrated learning: towards a new era for pluriliteracies and intercultural learning". *Latin American Journal of Content and Language Integrated Learning*, 8(2), 84-103.

Crandall, J. (1998). "Collaborate and cooperate: Teacher education for integrating language and content instruction". *English Teaching Forum*, 36(1), 2-9.



www.uco.es
facebook.com/universidadcordoba
[@univcordoba](https://twitter.com/univcordoba)

INFORMATION REGARDING
UNIVERSITY OF CORDOBA DEGREES

uco.es/idep/masteres

COURSE DESCRIPTION

- Creese, A. (2010). "Content-focused classrooms and learning English: How teachers collaborate". *Theory into Practice*, 49(2), 99-105.
- Lorenzo, F. (2016a). "Communicative language competence: strategies for reading literacy enhancement in PISA tests". *Revista de Educación*, 374, 141-158.
- Lorenzo, F. (2016b). Historical literacy in bilingual settings: cognitive academic language in CLIL history narratives. *Linguistics and Education*, 37, 32-41.
- Lorenzo, F., and Rodríguez, L. (2014). "Onset and expansions of L2 cognitive academic language proficiency in bilingual settings: CALP in CLIL". *System*, 47, 64-72.
- Mehisto, P. (2012b). "Criteria for producing CLIL learning material". *Encuentro*, 21, 15-33.
- Meyer, O., Coyle, D., Halbach, A., Schuck, K., and Ting, T. (2015). "A pluriliteracies approach to content and language integrated learning - mapping learner progressions in knowledge construction and meaning-making". *Language, Culture and Curriculum*, 28(1), 41-57.
- Miret, I. and Bikandi, U. (1997). "Tema monográfico: El proyecto lingüístico de centro". *Textos de didáctica de la lengua y la literatura* 13. Barcelona: Graó.
- Pavón, V. (2009). "Cambios en la realidad educativa a través de la enseñanza integrada de lengua y contenidos". *Las lenguas extranjeras como vehículo de comunicación intercultural*. Madrid: Ministerio de Educación, pp. 65-83.
- Pavón, V. (2010). "The introduction of multilingual teaching in Andalusia: heading towards a newly proposed methodology". *Journal of Border Educational Research*, 8(1), 31-42.
- Pavón, V. (2018). "Innovations and challenges in CLIL research: exploring the development of subject specific literacies". *Theory Into Practice*, 57(3), 204-211.
- Pavón, V. & Ellison, M. (2013). "Examining teacher roles and competences in Content and Language Integrated Learning (CLIL)". *Linguarum Arena*, 4: 65-78.
- Pavón, V., Ávila, J., Gallego, A. & Espejo, R. (2014). "Strategic and organisational considerations in planning CLIL: a study on the coordination between content and language teachers". *International Journal of Bilingual Education and Bilingualism*, advance access, 1-17.
- Pérez, C. and Serna, M. (1997). "El proyecto lingüístico en centros gallegos. De la disglotia al bilingüismo". *Textos de didáctica de la lengua y la literatura*, 13, 25-35.
- Trent, J. (2010). "Teacher identity construction across the curriculum: promoting cross-curriculum collaboration in English-medium schools". *Asia Pacific Journal of Education*, 30(2), 167-183.
- Trujillo, F. (2010). "La competencia en comunicación lingüística como Proyecto de Centro: retos, posibilidades y ejemplificaciones". *Lenguaje y textos*, 32, 35-40.
- Trujillo, F. (Ed.). (2015). "Tema monográfico: Proyectos Lingüísticos de Centro". *Cuadernos de Pedagogía* 458. Barcelona: Wolters Kluwer.
- Wolff, D. 2012. "The European framework for CLIL teacher education". *Synergies*, 8, 105-116.

2. Further reading

- Bonnet, A. (2012). "Language, content and interaction: how to make CLIL classrooms work". In by D. Marsh and O. Meyer (eds.), *Quality Interfaces: Examining Evidence & Exploring Solutions in CLIL* (pp. 174-189). Eichstaett: Eichstaett Academic Press.
- Coonan, C.M. (2012). "Affect and motivation in CLIL", in D. Marsh and O. Meyer (eds.), *Quality Interfaces: Examining Evidence & Exploring Solutions in CLIL* (pp. 52-65). Eichstätt: Eichstätt Academic Press.
- Cummins, J. (2008). "Teaching for transfer: challenging the two solitudes assumption in bilingual education". In J. Cummins and N. Hornberger (Eds.), *Encyclopedia of Language and Education*, 5, *Bilingual Education* (pp. 65-75). New York: Springer Science & Business Media LLC.
- De Graaff, R., Koopman, G.J., and Tanner, R. (2012). "Integrated opportunities for subject and language learning. Implementing a rubric for cross-curricular learning activities". In D. Marsh, and O. Meyer (Eds.), *Quality Interfaces: Examining Evidence & Exploring Solutions in CLIL* (pp. 154-173). Eichstaett: Eichstaett Academic Press.

COURSE DESCRIPTION

Della Puppa, F. (2008). "La partecipazione orale in italiano L2: incremento dell'inclusione attraverso il Cooperative Learning". In M. Coonan (ed.), *CLIL e l'Apprendimento delle Lingue. Le Sfide del Nuovo Ambiente di Apprendimento*(pp. 167-176). Venezia: University Ca' Foscari, Venezia

García-Pérez, J.B. (2015). "Un factor clave para la inclusion". In Trujillo, F. (ed.), *Proyectos lingüísticos de centro* (Cuadernos de Pedagogía 458), 28-33. Barcelona: Wolters Kluwer.

Guazzieri, A.V. (2008). "Oral interaction in CLIL student-led cooperative group work". In M. Coonan (ed.), *CLIL e l'Apprendimento delle Lingue. Le Sfide del Nuovo Ambiente di Apprendimento*(pp. 79-103).Venezia: University Ca' Foscari, Venezia.

Marsh, D. (2007). "Language Awareness and CLIL". In J. Cenoz, and N.H. Hornberger (Eds.),*Encyclopedia of Language and Education. Knowledge about Language*, 2nded., vol. 6 (pp. 233-246). New York: Springer Science and Business Media LLC.

Mehisto, P. (2009). "Managing multilingual education: structuring stakeholder dialogue and collaboration". In V. Pavón, and F.J. Ávila (eds.),*Aplicaciones didácticas para la enseñanza de lengua y contenidos (AICLE/CLIL/ÉMILE)* pp. 9-27). Sevilla: Consejería de Educación de la Junta de Andalucía-Universidad de Córdoba.

Viebrock, B. (2012). "The situation in the CLIL classroom is quite different -or is it? Teachers' mindsets, methodological competences and teaching habits". In D. Marsh and O. Meyer (eds.),*Quality Interfaces: Examining Evidence & Exploring Solutions in CLIL*(pp. 78-90). Eichstaett: Eichstaett Academic Press.

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.