

# PRACTICUM IN BILINGUAL EDUCATION

## Prácticas en Bilingüismo

MODULE/Módulo	SUBJECT/Materia	YEAR/ Curso	SEMESTER/ Semestre	ECTS	TYPE/Carácter
Master's Programme in English Literature and Linguistics	Practicum in bilingual education / Prácticas en bilingüismo		2	10	Optional
<b>PROFESSOR/ Profesor(es)</b>		<b>CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)</b>			
<ul style="list-style-type: none"> <li>• JOSE L. ARCO TIRADO</li> <li>• RUBEN CHACON BELTRAN</li> <li>• STEPHEN P. HUGHES</li> </ul>		<p>Prof. Arco: Office 524. Telf.: (+34) 958249659. E-mail: . jlarco@ugr.es. Dpto. Psicología Evolutiva y de la Educación. Facultad Ciencias de la Educación. Campus Cartuja s/n. 18071 Granada.</p> <p>Prof. Chacón Beltrán: Telf.: (+34) 91 398 6887 E-mail: rchacon@flog.uned.es Dpto. Filologías Extranjeras y sus Lingüísticas UNED - 623 Edif. Humanidades Pº Senda del Rey, 7 28040 MADRID</p> <p>Prof. Hughes: Office 529. Telf.: (+34) 958 241371 E-mail: shughes@ugr.es Dpto. de Didáctica de la Lengua y la Literatura Facultad de Ciencias de la Educación Campus Universitario de Cartuja Universidad de Granada 18071, Granada, España</p>			
		<b>OFFICE HOURS/ Horario de tutorías</b>			
		<p>Prof. Arco Tirado: Wednesday / Miércoles 9-13 h. Prof. Chacón Beltrán: Wednesday/Miércoles 9-13</p>			



	h. Prof. Hughes: Tuesday / Martes 08:30-14:30 h.
<b>OFFICE HOURS/</b>	<b>OFFICE HOURS/</b>
Máster en Literatura y Lingüística Inglesas Master in English Literature and Linguistics	
<b>PREREQUISITES AND/OR RECOMMENDATIONS</b> <b>Prerrequisitos y/o recomendaciones (si procede)</b>	
<p>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.</p> <p>The seminar ‘Prácticas’ (in-service learning) (2 ECTS) is aimed at increasing student’s 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.</p> <p>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.</p> <p>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.</p> <p>Students registering on this course should have at least a C1 English level according to the Common European Framework of Reference (CEFR).</p>	
<b>BRIEF DESCRIPTION OF COURSE CONTENTS</b> <b>Breve descripción de contenidos (según memoria de verificación del máster)</b>	
<b>THEORETICAL</b>	
<ol style="list-style-type: none"> <li>1. Role of “practices” (in-service training) on competencies-based learning (Seminar A) / El papel de las prácticas en el aprendizaje por competencias</li> <li>2. Plurilingual Education (Seminar B): La educación plurilingüe</li> <li>3. CLIL in practice (Seminar C) / CLIL en la práctica</li> </ol>	



## **PRACTICAL**

In-service training. Practical sessions attending the School assigned across the 6 weeks period pre-established / Practicum. Sesiones prácticas en las escuelas asignadas durante el periodo de 6 semanas preestablecido.

## **GENERAL AND SPECIFIC COMPETENCIES**

### **Competencias generales y específicas del módulo**

- CB6. To demonstrate knowledge and meta-knowledge in relation to effective and evidence-based practice.
- CB7. 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.
- CG1. To identify strengths and weakness in a bilingual education context.
- CG3. To select appropriate teaching/learning materials for their students according to their needs.
- CE2. To be prepared to help students develop skills to enhance autonomous learning in and outside the classroom.
- CE1. To develop skills to explore the online resources available for teachers.
- CE10. To plan the participation of language assistants.

## **OBJECTIVES**

### **Objetivos (expresados como resultados esperables de la enseñanza)**

- 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 get familiarised 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.

## **DETAILED DESCRIPTION OF THE CONTENTS**

### **Temario detallado de la asignatura**

1. Role of “practices” (in-service training) on competencies-based learning (Seminar A):
  - (1) Learning taxonomies evolution
  - (2) Your skills to deliver effective CLIL lessons
  - (3) Your skills to evaluate learning impact on students and the School
2. Plurilingual Education (Seminar B):
  - (1) Plurilingual Education Policies as a Global Interest
    - (a) Plurilingual Education in Europe
    - (b) Plurilingual Education in Spain
  - (2) Key Methodological Issues on CLIL



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- (a) Planning of CLIL
  - (b) Selection and development of CLIL materials
  - (c) Measurement and Evaluation of CLIL
3. CLIL in practice (Seminar C):
- (1) The Syllabus
    - (a) Teaching/learning materials and resources.
    - (b) The role of the Internet as a teaching/learning resource.
  - (2) Classroom management
    - (a) Identifying student's needs.
    - (b) Classroom language in CLIL.
    - (c) Interaction and motivation.
    - (d) CLIL beyond the classroom.
  - (3) The role of the teacher
    - (a) Resources for teachers and teacher needs.
    - (b) Teaching strategies.
    - (c) The role of the language assistant.

## RECOMMENDED BIBLIOGRAPHY

### Bibliografía:

#### Books / Libros

- Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn & Bacon.
- 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.

#### Main journals / Revistas principales

- Applied Linguistics (Oxford University Press): <http://applied.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)



## RECOMMENDED LINKS

### Enlaces recomendados

#### Online resources / Recursos online

- Achieve (2015). The Role of Learning Progressions in Competency-Based Pathways. Retrieved from <http://www.achieve.org/files/Achieve-LearningProgressionsinCBP.pdf>
- ECML (n.d.). ECML: Plurilingual and Intercultural Education.
- <https://www.ecml.at/Thematicareas/PlurilingualEducation/tabid/1631/language/en-GB/Default.aspx>
- Gómez-Parra, M.E., & Johnstone, R. (coords.). (2017). Bilingual education: educational trends and key concepts. <https://sede.educacion.gob.es/publiventa/educacion-bilinge-tendencias-educativas-y-conceptos-claves--bilingual-educational-trends-and-key-concepts/educacion-investigacion-educativa-lenguas/22107>
- INACOL (2018). Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed. Retrieved from <https://www.inacol.org/resource/designing-equity-leveraging-competency-based-education-ensure-students-succeed/>
- INACOL (2017). In Search of Efficacy: Defining the Elements of Quality in a Competency-Based Education System. Retrieved from <http://www.competencyworks.org/wp-content/uploads/2017/06/CompetencyWorks-InSearchOfEfficacy-DefiningTheElementsOfQualityInACompetencyBasedEducationSystem.pdf>
- O'Neill, G., & Murphy, F. (2010). Assessment. Guide to Taxonomies of Learning. Retrieved from <http://www.ucd.ie/t4cms/ucdtla0034.pdf>
- Ortega-Martín, J.L., Hughes, S.P., & Madrid, D. (eds.) (2018). Influencia de la política educativa de centro en la enseñanza bilingüe en España. <https://sede.educacion.gob.es/publiventa/influencia-de-la-politica-educativa-de-centro-en-la-ensenanza-bilinge-en-espana/ensenanza-lenguas-espana/22358>

## EDUCATIONAL METHODS

### Metodología docente

- Lectures (theory) and seminars (analysis/discussion of key studies) / Clases magistrales y seminarios
- Readings and in-class presentations / Lecturas y presentaciones en clase
- In-service training / Practicum
- Seminar (analysis/discussion of readings) / Seminarios (análisis /discusión de lecturas)
- Online discussion with other students and teacher / Discusiones por Internet con otros estudiantes y profesores)
- Mini-research project conducted by students / Proyectos de investigación realizados por los estudiantes
- WWW searches and analysis of available information / Búsquedas y análisis de información disponible en Internet.

## EVALUATION

**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**



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### Evaluation instruments / Instrumentos de Evaluación

- Online form in which Tutors score students performance across several domains / Cuestionarios de evaluación de tutores en diferentes dominios
- Student's Self-Assessment / Cuestionarios de auto-evaluación de los estudiantes.
- Portfolio of theoretical and practical activities / Portfolio de actividades teórico-prácticos
- Oral presentations / Presentaciones orales
- Supervisors observation instruments in the Schools / Instrumentos de observación de supervisores de prácticas en centros bilingües
- Theoretical-practical exams / Exámenes teórico-prácticos

### Evaluation Criteria / Criterios de evaluación

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 'prácticas' (in-service) in the school
3. Evaluation from the school staff.

### Continuous Evaluation / Evaluación continua

- Tutor's score (School's staff): 50 %
- Supervisors (Master): 50 % (In-class exercises, reports, projects 30 %; Oral presentations 20 %, Final essay 30 %; Participation in-class, Attitude and involvement in this course 20 %)

### **ADDITIONAL INFORMATION** **Información adicional**



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