COURSE PROGRAM

Academic Year: 2025/2026

Identification and characteristics of the course				
Code	401445	ECTS Credits		6
Course name (English)	Content and Language Integrated Learning			
Course name (Spanish)	Aprendizaje Integrado de Contenidos y Lenguas Extranjeras			
Degree program	Máster Universitario en Enseñanza Bilingüe en Inglés para la Educación Primaria y Secundaria /Master in Bilingual Education through English for Primary and Secondary School Teachers			
Faculty/School	Faculty of Education and Psychology			
Semester	1st	Type of course	Compulsory	
Module	Theoretical-applied foundations of Bilingual Education			
Matter	Foundations of Bilingual Education			
Lecturer/s				
Name	Office	E-mail		Web page
Ana María Piquer Píriz	A-13	anapiriz@unex.es		
Subject Area	English Philology			
Department	English Philology			

Competencies

Basic and general competencies

GC1: To understand and analyse CLIL contexts in Primary and Secondary schools

GC4: To get to know and to be able to apply research techniques and innovative teaching
strategies in CLIL contexts

BC6: To develop and understand the required knowledge base for the elaboration and/or application of original ideas, often in a research context

BC8: To be able to integrate different knowledge sources and to deal with the complexity of articulating their own views based on information that, although incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and viewpoints

BC10: To acquire learning skills that allow students to continue their study in a way that, to a great extent, should be self-directed or autonomous

Cross-curricular competencies

CCC1: To plan and organize personal work

CCC7: To search, analyse, assess, link, structure and summarize information coming from different sources, as well as to be able to integrate ideas and knowledge

CCC12: To be able to argue and justify the logic of decisions, showing appreciation for different points of view

Specific competencies

SC1: To get to know the main theoretical underpinnings of Bilingual Education and Content and Language Integrated (CLIL) programmes and to be able to establish similarities and differences between the different approaches to Bilingual Education
SC2: To get to know and to be able to describe the main regulations for bilingual programmes at the European, national and regional levels
SC3: To apply educational innovation proposals that integrate the learning of non-linguistic subjects and the foreign language.

Contents

Course outline
Bilingualism: definition and types. Bilingualism in educational contexts. Bilingualism and cognition. The European language policy. CLIL. Main features and models in CLIL. Research into the main educational and linguistic outcomes of CLIL. The CLIL school: main features. CLIL teachers: competencies. CLIL in Extremadura. Literacy in two languages

Course syllabus

UNIT 1: Bilingualism and multilingualism in educational contexts
Contents of unit 1
1.1 Bilingualism, multilingualism and Content and Language Integrated Learning (CLIL)
1.2 CLIL as a language teaching approach
1.3 CLIL as an educational approach
 	
Description of the main practical activities in unit 1:
   1. Providing an outline of the first assigned reading
   2. Analysing the second assigned reading
   3. Writing a critical essay using the three assigned readings of the unit about CLIL as both an educational and a language teaching approach.

UNIT 2: Implementing CLIL
Contents of unit 2
2.1 CLIL in Europe
2.2 CLIL in Spain
2.3 CLIL in Extremadura
 	
Description of the practical activities in unit 2:
   1. Reading and discussing the first assigned reading of this unit (about CLIL in Europe), identifying, in groups, the most relevant aspects and presenting them orally to the rest of the class
   2. Summarising a section on the second assigned reading (on CLIL in Spain)
   3. Analysing reports related to the implementation of bilingual sections in Extremadura

UNIT 3: Agents in CLIL Contents of unit 3 3.1 The CLIL school 3.2 The CLIL teacher 3.3 The CLIL students Description of the practical activities in unit 3:   1. Reading and discussing the first assigned reading

2. Identifying (in groups) the most relevant aspects of an assigned case study of a CLIL teacher in Extremadura, sharing the analysis in an online forum and discussing the rest of the groups' ideas.

UNIT 4: CLIL as a methodological approach
Contents of unit 4
4.1 Integrating content learning and language learning: Basic principles
4.2 Literacy in two languages

Description of the practical activities of lesson 4:
1. Reading and discussing the assigned reading
2. Identifying and comparing some methods to develop literacy in the L1 and L2

End-of-module assessment activity: 'Round table on CLIL': Choose one of the topics dealt with in the course and prepare a presentation for a round table that should include questions for the audience.

Sustainable Development Goals taken into account

Educational activities												
		Face-to-face activitities (F2FA)					Online activities (OA)					
UNIT	TOTAL	L	HI	LAB	COM	SEM	TSC	PSC	TAC	PAC	SGT	PS
1	40	4				2				14	1	24.5
2	39	4				2				13	1	19

3	35	3			1				12	0.5	19
4	34	2			1				11		14
Assessment	2	2									
Total	**150**	**15**			**6**				**50**	**2.5**	**76.5**
		% Face-to-face				% Virtual					

L: Lectures (85 students)
HI: Hospital internships (7 students)
LAB: Laboratory or field practices (15 students)
COM: Computer room or language laboratory practices (20 students)
SEM: Problem classes or seminars or case studies (40 students)
TSC: Theoretical synchronous classes
PSC: Practical synchronous classes
TAC: Theoretical asynchronous classes
PAC: Practical asynchronous classes
SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies

1. Lectures. Explaining subject content. Discussion of theoretical aspects. Additional talks by experts may be added.
2. Interactive teaching.
3. Office-hour consultations to solve questions presented by students
4. Autonomous work to analyse documents and to elaborate reports and to answer practical cases.
5. Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.

Learning outcomes

1. Can describe the European policy about languages and multilingualism.
2. Can define the origins and methodological content of CLIL
3. Can adapt the methodological principles of CLIL to the different educational contexts.
4. Can identify the features of the CLIL schools that illustrate best teaching practices in CLIL.
5. Can identify the role of the different agents involved in CLIL experiences.
6. Can understand the integration of language and content in the design of materials, activities, tasks and projects in the CLIL classroom
7. Can understand the different types of learning and the different levels of difficulty that applying CLIL to the teaching practise may pose for the students.

Assessment systems

The continuous evaluation system comprises three main elements:
1. Active participation in class and in the Online Campus, together with the oral presentation in class of one or more assignments (20%)
2. Online tasks carried out during the course to be delivered at specific dates (30%). This part will be obligatory for students opting for the global evaluation and will also be worth 30%.
3. Written exam (50%) on the content explained during the course, consisting of either a test and/or questions to be developed in written form to evaluate the knowledge and the know-how of students. It will be necessary to reach at

least 40% of the maximum mark in this exam in order for the student to pass the subject.

The students can also opt for a global evaluation of the subject in the different exam periods. In order to do so, they will need to apply for it through the specific virtual link created in the Online Campus. Unless the student specifically completes this link, the default evaluation will be continuous assessment. The deadlines for selecting the global evaluation system will be the first quarter of the semester in which the subject is taught (first and second semester).

Those students who opt for a global evaluation will sit an exam. The exam will consist of a written part, which will account for 50% of the mark, and an oral presentation, in which students will be asked about the syllabus covered in class (20%). The remaining 30% corresponds to the evaluation of online tasks submitted through the online Campus, fulfilling the specific deadlines established for each of them during the course.

Bibliography (basic and complementary)

Basic readings

Alejo, R. & A. M. Piquer Píriz (2010) CLIL teacher training in extremadura: A needs analysis perspective. In D. Lasagabaster and Y. Ruiz de Zarobe (Eds), *CLIL in Spain. Implementation, Results and Teacher Training*. Cambridge Scholars Publishing, pp. 219–42.

Cenoz, J., Genessee, F., and Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics 35*(3): 243-262.

Coyle, D., Hood, P. And D. Marsh (2010). *Content and Language Integrated Learning*. Cambridge: Cambridge University Press (Chapter 1)

Eurydice (2006) *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: Eurydice.

Fernández Fontecha, A. (2009). Spanish CLIL: Research and official actions. In *Content and language integrated learning. Evidence from research in Europe*, ed. Y. Ruiz de Zarobe and R.M. Jiménez Catalán, 3-21. Bristol: Multilingual Matters.

Mehisto, P., D. Marsch and M. J. Frigols. (2008). *Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: MacMillan.

Nieto Moreno de Diezmas, E. and M. Custodio Espinar (2022). *Multilingual Education under Scrutiny. A Critical Analysis on CLIL Implementation and Research on a Global Scale*. Berlin: Peter Lang.

Pérez-Cañado, M. L. (2012). CLIL research in Europe: past, present, and Future. I*nternational Journal of Bilingual Education and Bilingualism*, 15: 315–341.

Further readings

Alejo, R., & Piquer-Píriz, A. (2016a). Urban vs. rural CLIL: An analysis of input-related variables, motivation and language attainment. *Language, Culture and Curriculum*, 1-18.

Alejo, R., & Piquer-Píriz, A. (2016b). Measuring the productive vocabulary of secondary school CLIL students: Is Lex30 a valid test for low-level school learners? *VIAL*, 13, 31-53

Ball, P., Kelly, K. & J. Clegg (2015). *Putting CLIL into practice*. Oxford: Oxford University Press.

Castellano-Risco, I., Alejo-González, R., & Piquer-Píriz, A. M. (2020). The development of receptive vocabulary in CLIL vs EFL: Is the learning context the main variable?. *System*, 91, 102263.

Cenoz, J. (2013) Discussion: Towards an educational perspective in CLIL language policy and pedagogical practice. *International Journal of Bilingual Education and Bilingualism* *16*(3): 389-394

Genesee, F. (2004) What Do We Know About Bilingual Education for Majority Language Students. In *Handbook of Bilingualism and Multiculturalism*, ed. T. K. Bhatia and W. Ritchie, 547-576. London: Blackwell.

Lasagabaster, D. and Y. Ruiz de Zarobe (Eds.) (2010). *CLIL in Spain. Implementation, Results and Teacher Training*. Cambridge: Cambridge Scholars Publishing.

Hemmi, C., & Banegas, D. L. (Eds.). (2021). International perspectives on CLIL. Cham: Palgrave Macmillan.

Piquer-Píriz, A. M. (2023) E-learning in English Medium Instruction (EMI): *Academic language for university students*. Berlin: Peter Lang

Otto, A., & Cortina-Pérez, B. (2023). *Handbook of CLIL in Pre-primary Education*. Cham: Springer

Ruiz de Zarobe, Y. and R.M. Jiménez Catalán (Eds.) (2009) *Content and language integrated learning. Evidence from research in Europe*. Bristol: Multilingual Matters.

Other resources and complementary educational materials

Some interesting webpages about CLIL
- http://www.isabelperez.com/
- http://www.cambridge.org/elt/blog/2015/03/give-clil-time/
- http://www.gold.ac.uk/clcl/multilingual-learning/

Some interesting blogs about CLIL
- https://oupeltglobalblog.com/2010/11/29/teaching-clil-classroom-benefits/
- http://clipsforclil.blogspot.com.tr/
- http://clilreflections.blogspot.com.tr/
- http://letsclil.blogspot.com.tr/
- http://clilforsuccess.blogspot.com.tr/
- http://aclil2climb.blogspot.com.tr/
- https://clilingmesoftly.wordpress.com/
- http://bilinguex.blogspot.com/2015/07/aicle.html

Self-study modules to improve your academic English
https://view.genially.com/6069d4cc7e2ace0cd7da9652