

COURSE PROGRAM

Academic Year: 2024/2025

Identification and characteristics of the course			
Code	401448	ECTS Credits	6
Course name (English)	Language and interaction in the CLIL classroom (English)		
Course name (Spanish)	Lenguaje e interacción en el aula de bilingüe (Inglés)		
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	1 st	Type of course	Compulsory
Module	Speciality		
Matter	Linguistics aspects of Bilingual Education		
Lecturer/s			
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Subject Area	English Philology		
Department	English Philology		
Competencies			
Basic and general competencies			
GC1: To understand and analyse CLIL contexts in Primary and Secondary schools			
BC7: To apply the knowledge acquired and to be able to solve problems in new or unfamiliar contexts in broader (or interdisciplinary) environments related to their area of study.			
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 competency			
CCC3: To be able to communicate effectively in English			
Specific competency			
SC8: To use advanced interpersonal communicative skills when interacting in the CLIL classroom.			
Contents			
Course outline			
Every teacher is a teacher of language: Language, texts and interaction in the CLIL classroom. (Understanding how and why we use language in the classroom: the instructional register; the social register; the organizational-procedural register.). Orders of complexity (Language in spoken and written modes. Differences and similarities. Implications for teaching through English. Planned and unplanned			

discourse.). Characteristics of the oral mode (a. Linearity b. repetition and redundancy c. stress and intonation d. the support of gestures and visuals). Characteristics of the written mode. (a. The syntactic mode b. Lexical complexity c. Referring devices c. spelling and punctuation). Choosing and adapting texts in oral and written modes. (a. Memorable texts b. Simplifying texts c. texts with visual or other non-verbal supports. Making connections (Language use across subject areas. The core vocabulary of English. How the senses of core vocabulary items extend to new topics. Implications.). Putting it all together. (Micro-teaching practice: oral and written modes).

Course syllabus

UNIT 1: Language and interaction in the CLIL classroom

Contents of unit 1

1. Some basic notions on the concept of language
2. The language and interactions of the L2 classroom
 - 2.1 Learning contexts: instructional, natural and CLIL settings
 - 2.2 Observing learning and teaching in the L2 classroom (Observation schemes)
 - 2.3 Corrective feedback in the L2 classroom
 - 2.4 Questions in the L2 classroom
3. From the language and interactions of the L2 classroom to the language and interactions of the CLIL classroom
 - 3.1 The concept of register: Field, tenor and mode
 - 3.2 The regulative and instructional registers in CLIL lessons
 - 3.3 Classroom registers and their impact on learning opportunities

Description of the practical activities in unit 1

1. Summarising the first assigned reading (Lightbown and Spada, 2013. Chapter 5)
2. Comparing the best two summaries
3. Identifying the specific features of a CLIL classroom interaction

UNIT 2: Language in the CLIL classroom

Contents of unit 2

1. Written and spoken language
 - 1.1 The main characteristics of written and spoken language
 - 1.2 Differences and similarities
 - 1.3 Implications for the teaching of/through English
 - 1.3.1. Grammatical metaphor: Challenges that academic language poses for learners
 - 1.3.2. Conceptual metaphor: Opportunities to enhance the semantic flexibility of the English vocabulary
2. Levels of language in the CLIL classroom
 - 2.1 BICS vs. CALP: General vs. academic language
 - 2.2 CLIL is CALP: The importance of academic language in CLIL
 - 2.2 Disciplinary language: Genres in CLIL
3. The language triptych: A specific model of language in CLIL
 - 3.1 Dimensions: Language OF, FOR and THROUGH learning
 - 3.2 Implications for planning the linguistic dimensions of CLIL lessons

Description of the practical activities in unit 2:

1. Identifying and comparing grammatical and conceptual metaphor.
2. Identifying the three dimensions of Coyle's language triptych (language OF, FOR and THROUGH learning) in a text.

3. Selecting a text suitable for a CLIL discipline and analysing the language employed in it by using Coyle's language triptych model and suggesting ways to help learners to cope with this complex language.

UNIT 3: Interaction in the CLIL classroom

Contents of unit 3

1. Some basic notions on interaction in the L2 classroom
 - 1.1 Classroom interaction and its impact on second language acquisition
 - 1.2 Interaction patterns in the L2 classroom
2. Interaction and dialogue in the CLIL classroom
 - 2.1 Communication systems in the CLIL classroom
 - 2.2 Dialogic teaching in CLIL classrooms
3. Interaction patterns and scaffolding in the CLIL classroom
 - 3.1 The IRF pattern in the CLIL classroom
 - 3.2 Interactional scaffolding: teacher and peer scaffolding
4. Action research in the CLIL classroom: Benefits of classroom observation for teaching practice

Description of the practical activities in unit 3:

1. Oral discussion of the third assigned reading (Llinares et al, 2012. Chapter 3)
2. Identifying the dimensions of 'field', 'tenor' and 'mode' in two extracts from classroom interactions
3. Analysing of a CLIL classroom interaction

UNIT 4: Oral and written texts in the CLIL classroom

Contents of unit 4

1. The notion of 'text'
2. Selecting oral and written texts in the CLIL classroom
 - 2.1 Authentic vs. adapted materials
 - 2.2 Assessing instructional materials
 - 2.2.1 Traditional instruments: Readability formulas
 - 2.2.2 Alternative approaches
3. Scaffolding oral and written texts in the CLIL classroom
 - 3.1 Scaffolding content
 - 3.2 Scaffolding language

Description of the practical activities of unit 4:

1. Selecting sources of authentic language input for CLIL subjects

UNIT 5: Micro-teaching practice

Contents of unit 5

Practical activity

Description of the practical activities of unit 5:

End-of-module assessment activity:

1. Developing a micro-teaching session that integrates all the theoretical and practical notions dealt with in the subject.
2. Oral presentation of the session in front of the rest of class
3. Peer-assessment and self-assessment (using a rubric)

Educational activities

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	43.5	7				1	-	35.5
2	35	6				1	-	28
3	25	4				1	-	20
4	20	3				1	-	16
5	24.5	3				2	2.5	17
Assessment	2	2						
TOTAL	150	25				6	2.5	116.5

L: Lectures (100 students)

HI: Hospital internships (7 students)

LAB: Laboratory or field practices (15 students)

COM: Computer room or language laboratory practices (30 students)

SEM: Problem classes or seminars or case studies (40 students)

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 recognise, analyse and implement CLIL classroom language.
2. Can analyse, select and plan the use of different types of texts (both oral and written) in the CLIL classroom.
3. Can monitor the different types of interactions that take place in a CLIL classroom.

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 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 in a written part, which will account for 50% of the mark, and an oral presentation, in which students will be asked about the syllabus explained in class (20%). The remaining 30% corresponds to the evaluation of online tasks carried out.

Bibliography (basic and complementary)

Basic readings

Lighthown, P. & N. Spada (2006). *How languages are learned*. 3rd ed. Oxford: Oxford University Press

Llinares, A., T. Morton & R. Whittaker (2012). *The roles of language in CLIL*. Cambridge: Cambridge University Press

Further readings

Alexander, R. J. (2008). *Towards dialogic teaching: Rethinking classroom talk* (4th ed.). York: Dialogos.

Boers, F., & Lindstromberg, S. (2008). *Cognitive linguistic approaches to teaching vocabulary and phraseology*. Berlin: Mouton de Gruyter.

Calabrese, I., & Rampone, S. (2007). *Curricular content resources for Primary*. Oxford: Oxford University Press.

Cameron, L. (2003). *Metaphor in Educational Discourse*. London: Continuum.

Christie, F. (2002). *Classroom discourse analysis. A functional perspective*. London: Continuum.

Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121-129.

Dalton-Puffer, C. (2006). Questions as strategies to encourage speaking in content-and-language-integrated classrooms. En A. Martínez-Flor & E. Usó-Juan (Eds.), *Current trends in the development and teaching of the four language skills* (Amsterdam). Mouton de Gruyter.

Dalton-Puffer, C. (2007). *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam: John Benjamins.

Dalton-Puffer, C. (2007). *Empirical perspectives on CLIL classroom discourse*. Frankfurt: Peter Lang

Dalton-Puffer, C., Nikula, T., & Smit, U. (2010). *Language use and language learning in CLIL classrooms*. Amsterdam/Philadelphia: John Benjamins.

Dalton-Puffer, C., T. Nikula and U. Smit (2010). *Language Use and language learning in CLIL classrooms*. Amsterdam/Philadelphia: John Benjamins.

Dale, L., Van der Es, W., & Tanner, R. (2012). *CLIL activities. A resource for subject and language teachers*. Cambridge: Cambridge University Press.

Devrim, D. Y. (2015b). *Teaching grammatical metaphor: Designing pedagogical interventions*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Echevarría, J., Vogt, M. E., & Short, D. J. (2017). *Making content comprehensible for English learners. The SIOP model*. (5th ed.). Boston: Pearson.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.

Grievesson, M., & Superfine, W. (2012). *The CLIL Resource Pack: Photocopiable and Interactive Whiteboard Activities for Primary and Lower Secondary Teachers*. Verlag: Delta Publishing.

Halliday, M. A. K. (1994). Spoken and written modes of meaning. In D. Graddol & O. Boyd-Barret (Eds.), *Media texts: Authors and readers* (pp. 51-73). Clevedon: Multilingual Matters.

Halliday, M. A. K., & Matthiessen, C. (2004). *An introduction to functional grammar* (3rd edition). London: Arnold.

Lasagabaster, D. (2001). La observación de la clase de L2. *Revista de Psicodidáctica*, 11-12, 67-86.

Nikula, T. (2005). English as an object and tool of study in classrooms: Interactional effects and pragmatic implications. *Linguistics and Education*, 16, 27-58.

Nikula, T. (2010). Effects of CLIL on a teacher's classroom language use. In *Language use and language learning in CLIL classrooms* (pp. 105-123). Amsterdam/Philadelphia: John Benjamins.

Nikkula, T., Dalton-Puffer, C., & Llinares, A. (2013). CLIL classroom discourse. Research from Europe. *Journal of Immersion and Content-Based Language Education*, 1(1), 70-100.

Ruddell, M. R. (1993). *Teaching content reading and writing*. Hoboken, NJ: John Wiley & Sons.

Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.

Walsh, S. (2006). *Investigating Classroom discourse*. London: Routledge

Other resources and complementary educational materials

Selected webpages to obtain authentic materials for the CLIL classroom:

<https://americanenglish.state.gov/about-us>

<https://learnenglishkids.britishcouncil.org/en>

<http://www.bbc.co.uk/learningenglish/>

<https://www.kids-world-travel-guide.com/australia-facts.html>

<https://owlcation.com/academia/Irish-Facts-Information-Kids>

<https://www.nasa.gov/kidsclub/index.html>

<https://www.esa.int/esaKIDSen/index.html>

<https://kids.nationalgeographic.com/>

<http://easyscienceforkids.com/>

<https://kidsinmuseums.org.uk/>

<https://www.atozkidsstuff.com/>

<https://www.education.com/activity/arts-and-crafts/>

Self-study modules to improve your academic English

<https://view.genially.com/6069d4cc7e2ace0cd7da9652>