

COURSE PROGRAM

Academic Year: 2025/2026

Identification and characteristics of the course			
Code	401452	ECTS Credits	
Course name (English)	Disciplinary English for content subjects		
Course name (Spanish)	Inglés específico para disciplinas no lingüísticas		
Degree programs	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	2nd	Type of course	Compulsory
Module	Linguistic Aspects		
Matter	Linguistic Aspects of Bilingual Education		
Lecturer/s			
Name	Office	E-mail	Web page
Ana M ^a Piquer Píriz	A-13	anapiriz@unex.es	
Rafael Alejo González	A-17	ralejo@unex.es	
Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer (If more than one)	Ana M ^a Piquer Píriz		
Competencies/Learning Outcomes			
Basic and general competencies			
1. GC1: To understand and analyse CLIL contexts in Primary and Secondary schools			
2. 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.			
3. 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			
CCC3: To be able to communicate effectively in English			
Specific competencies			
SC7: To be able to incorporate innovative strategies and materials and ICT to teaching practices in CLIL contexts			
SC3: To apply educational innovation proposals that integrate the learning of non-linguistic subjects and the foreign language.			

Contents
Course outline
Introduction to academic English. BICS and CALP. CLIL is CALP. English for the Natural Sciences. English for the Social Sciences. English for Music. English for Physical Education. English for Arts. English for Mathematics. English for ICTs
Course syllabus
Lesson 1: Introduction to English for Specific Purposes Contents of lesson 1: 1. Introduction: ESP as a development in English Language Teaching (ELT) 1.1 ESP within history of ELT 1.2 ESP vs CLIL and EMI: similarities and differences 2. Definition of ESP 2.1 Specific vs special language use 2.2 Needs analysis as defining feature 2.3 Use of content-related topics and methodology 3. Classifications of ESP 3.1 Thematically-oriented 3.2 Context-oriented 3.3 Degree of specificity 4. Stages/approaches to ESP 4.1 Register analysis 4.2 Rhetorical and discourse analysis 4.3 Analysis of learning skills 4.4 Analysis of learning needs 5. Needs analysis: types 5.1 Target Situation Analysis 5.2 Present Situation Analysis 5.3 Learning Situation Analysis Description of the practical activities of lesson 1: • Adapting ESP textbooks materials to CLIL practice • Reading and summarizing a paper comparing ESP and CLIL

Lesson 2: Specific language use in CLIL: vocabulary

Contents of lesson 2:

1. General vocabulary knowledge
 - 2.1 Linguistic dimensions
 - 2.1.1 Form
 - 2.1.2 Meaning
 - 2.1.3 Use
 - 2.2 Psycholinguistic dimensions
 - 2.2.1 Breadth
 - 2.2.2 Depth
 - 2.3 Introducing the main vocabulary tests

2. Conceptual tools in vocabulary analysis
 - 2.1 Counting units: Types vs word families
 - 2.2 Groups of words: low, medium and high frequency
3. Subject-specific Vocabulary (SSV)
 - 3.1 Definition
 - 3.2 Related Vocabulary groups: semi-technical, academic
 - 3.3 Identifying SSV in texts
4. Assessing the vocabulary level of CLIL materials
 - 4.1 Introducing coverage
 - 4.2 Coverage of CLIL texts

Description of the practical activities of lesson 2:

- Assessing the vocabulary of CLIL materials
- Creating a glossary of Subject-specific vocabulary for a CLIL subject

Lesson 3: The language of schooling and genres

Contents of lesson 3:

1. Introducing the concept of *Integration* in CLIL
2. Linguistic features of academic registers
3. Main challenges of school registers
4. The concept of genre
 - 4.1. Difference between genre and register
 - 4.2. Main features of genres: purpose, variation, structural and linguistic features
 - 4.3. Main school genres and their features: Recount, Procedure, Explanation

Description of the practical activities of lesson 3:

- Reading and analysing the assigned reading for this unit
- Sharing the analysis in an online forum and discussing the rest of the groups' ideas.
- Analysing the different genres identified in the Primary School Curriculum in Australia

Lesson 4: Disciplinary language

Contents of lesson 4:

1. Understanding Disciplinary Literacy
 - 1.1. Pluriliteracies
 - 1.2. Stages in Disciplinary Literacy
 - 1.3. Roles in Disciplinary literacy: Novice vs experts
2. Genres in main subject areas
 - 2.1. Science genres
 - 2.2. Geography genres
 - 2.3. History genres
 - 2.4. Other disciplinary languages: Mathematics, Physical Education, Music, Technology, ICT, Arts

Description of the practical activities of lesson 4:

1. Reading and discussing the assigned reading for this unit

2. Providing outlines of selected sections corresponding to the genres illustrates in different disciplines in Llinares et al (2012)

End-of-module assessment activity:

Developing a language analysis of a text belonging to a disciplinary subject that includes information about: its contextualisation, a vocabulary analysis, the main features of the language of schooling present in the text and the predominant genres (identifying both their language and structural features).

Sustainable Development Goals taken into account



Educational activities

		Face-to-face activities (F2FA)					Online activities (OA)					
UNIT	TOTAL	L	HI	LAB	COM	SEM	TSC	PSC	TAC	PAC	SGT	PS
1	40	6				2				14	1	17
2	39	6				2				13	1	17
3	35	5				1				12	0.5	16.5
4	34	6				1				11		16
Assessment	2	2										
Total	150	25				6				50	2.5	66.5
		% 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 identify the specific features (register, genre, function and technical terminology) of the disciplinary language employed in different CLIL subjects.
2. Can use this knowledge about disciplinary language to improve students' understanding of subject contents thus facilitating their learning process.

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 also obligatory for students opting for the global evaluation and will be worth 30%, too.
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 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

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

Schleppegrell, M. J. (2006). The challenges of academic language in school subjects. In I. Lindberg & K. Sandwall (Eds.), *Spraket och kunskapen: att lära på sitt andraspråk i skola och högskola* (pp.47-69). Göteborg, Sweden: Göteborgs universitet institutet för svenska som andraspråk.

Further readings

Berkenkotter, C., & Huckin, T. (1995). *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power*. Hillsdale, NJ: Lawrence Erlbaum Assoc.

Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. London: Longman.

Biber, D. (2006) *University Language. A corpus-based study of spoken and written registers*. Amsterdam: John Benjamins.

Dudley-Evans, A., & St John, M. J. (1998). *Developments in English for Specific Purposes. A multi-disciplinary approach*. Cambridge: Cambridge University Press.

Flowerdew, J. (ed.) (2002) *Academic discourse*. London: Longman.

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: a learning-centred approach*. Cambridge: Cambridge University Press.

Jordan, R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press.

Laufer, B., & Nation, I. S. P. (1995). Vocabulary size and use: lexical richness in L2. *Applied Linguistics*, 16(3), 307-322.

Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 20-34). Cambridge: Cambridge University Press.

McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.

Nation, I. S. P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.

Piquer-Píriz, A. M. (2023). *E-Learning in English Medium Instruction (EMI): Academic Language for University Students*. Peter Lang.

Other resources and complementary educational materials

ICLUEx Modules (self-study modules to improve your academic English):

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