

COURSE PROGRAM

Academic Year: 2026/2027

Identification and characteristics of the course				
Code	401456		ECTS Credits	6
Course name (English)	Placement in schools (English)			
Course name (Spanish)	Prácticas en centros bilingües (inglés)			
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	2	Type of course	Compulsory	
Module	Practicum			
Matter	Placement			
Lecturer/s				
Name		Office	E-mail	Web page
Rafael Alejo González		A.17	ralejo@unex.es	
Magdalena López Pérez		2.1	magdalenalopez@unex.es	
Subject Area	Filología Inglesa, Didáctica de la Lengua y la Literatura			
Department	Filología Inglesa, Didáctica de las Ciencias Sociales, la Lengua y la Literatura			
Coordinating Lecturer (If more than one)	Rafael Alejo González			
Competencies				
BASIC COMPETENCIES				
CG1 - To understand and analyse CLIL contexts in Primary and Secondary schools.				
GC2 - To be able to design innovative teaching proposals integrating both the contents of non-linguistic disciplines involved in the different CLIL programmes and the foreign language being taught (English)				
CG3 - To be able to handle the coordination of bilingual education programmes.				
GC4 -To get to know and to be able to apply research techniques and innovative teaching strategies in CLIL contexts.				
GC5 - To strengthen the knowledge of the educational advantages of Content and Language Integrated Learning (CLIL) and to be able to enhance them in classroom practices.				
CB8 - 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				
CB9 - To communicate their conclusions and the ultimate knowledge and rationale behind them to specialist and non-specialist audiences in a clear and unambiguous way.				

CROSS-CURRICULAR COMPETENCIES

CT1 - To plan and organize personal work.
 CT2 - To communicate effectively (in oral and written expression and comprehension) knowledge, procedures, results and ideas related to ICT, with special emphasis on the drafting of technical documentation.
 CT3 - To be able to communicate effectively in English
 CT5 - To show initiative and to act decisively, providing effective solutions to the problems posed even in situations of lack of information and/or with time and/or resource restrictions.
 CT6 - To show adequate interpersonal skills.
 CT9 - To be able to be a leader as well as to influence and motivate other people, making effective use of available resources.
 CT10 - To show initiative to provide and/or evaluate alternative or innovative solutions to problems, showing flexibility and professionalism when considering different assessment criteria.
 CT11 - To be motivated by an interest in quality and continuous improvement, acting with rigour, responsibility and professional ethics.
 CT13 - Be able to integrate quickly and work efficiently in unidisciplinary and multidisciplinary teams in the field of computer applications, services and systems, assuming different roles and responsibilities with full respect for fundamental rights and equality between men and women.

SPECIFIC COMPETENCIES

CE4 - To understand and expand the knowledge of the roles of the different educational agents in the context of CLIL education.
 CE5 - To be able to make proposals for methodological innovation based on CLIL principles.
 CE7 - To be able to incorporate innovative strategies, attractive materials and ICTs into teaching practice in bilingual education contexts.
 CE8 - To use advanced interpersonal communicative skills when interacting in the CLIL classroom.
 CE10 - To know and broaden the knowledge of the most appropriate assessment procedures to be applied in bilingual education contexts.
 CE11 - To have an in-depth knowledge of international projects related to CLIL Education.
 CE12 - To be able to articulate resources and support methodologies adapted to students with special needs in collaboration with other professionals in the CLIL classroom.

Contents

Course outline

- Observation of teaching-learning processes in the bilingual classroom
- Reflecting about educational process in two languages
- Activity planning in the bilingual classroom
- Designing and implementing content lessons in a foreign language
- Writing a teaching report

Course syllabus

Name of lesson 1: Introduction to the placement period
 Contents of lesson 1: Presenting aims, functions, structure, and assessment
 Description of the practical activities of lesson 1: Oral discussion in class

Name of lesson 2: The teaching-learning process in CLIL
 Contents of lesson 2: CLIL lesson plans; case studies: description of the learning process.
 Description of the practical activities of lesson 2: Discussion, implementation and presentation of a CLIL activity.

Name of lesson 3: Assessment and conclusions
 Contents of lesson 3: Assessment of/for learning in CLIL; methods and techniques for the placement period; innovation proposals to improve the quality of the practicum.
 Description of the practical activities of lesson 3: Discussion and written report.

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		2										5
2		1										10
3		1										10
Assessment		1										
Total	150	5									120	25
		% 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. Office-hour consultations to solve questions presented by students
2. Autonomous work to analyse documents and to elaborate reports and to answer practical cases.
3. Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.

Learning outcomes

- Can apply the theoretical concepts and teaching methodologies covered in the rest of the subjects of the Master's programme
- Can plan and develop activities designed for the CLIL classroom adapted to the educational context
- Can develop observation and reflection skills on the teaching practice of the CLIL schools
- Can get involved in the planning and/or revision of a lesson dealing with specific work related to an L2 (English)
- Can cooperate with other teachers involved in CLIL projects

Assessment systems

Assessment criteria:

1. Positive attitude towards the placement.
2. Application of theoretical content to practical issues and originality in the approach to these issues.
3. Ability to plan CLIL activities and to adapt to different classroom situations.
4. Clarity of exposition, expression and presentation of the report.
5. Regular class attendance with an attitude of participation, effort and involvement.

The teacher-tutor at the work placement centre will issue a report with a grade (from 1 to 10) on the work carried out by the students during the work placement period.

The teacher-tutor of the Faculty will evaluate the written report submitted by students with a grade from 1 to 10. The report, which will be written in English, will consist of at least 4 main sections:

1. Description of the CLIL school project
2. Weekly observation report
3. A CLIL activity
4. Personal reflections and conclusion

The final mark will be the result of adding the assessment by the tutor in the CLIL school (40%) and the university tutor from the Faculty of Education (60%).

The assessment will comply with the general evaluation rules for the UEx and with the practicum rules for the Faculty of Education (<https://www.unex.es/conoce-la-unex/centros/educacion/informacion-academica/practicas-externas/Normativaprcticasexternas20192020aprobada.pdf>)

Bibliography (basic and complementary)

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.

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

Martínez, J. D. & López, M^a Magdalena (2012). *Activities and Resources for Bilingual Classrooms*. Sevilla: Ediciones Alfar.

Martínez, J. D. (Ed.) (2012). *Teaching and Learning English through Bilingual Education*. Newcastle Upon Tyne: Cambridge Scholars Publishing.

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

Other resources and complementary educational materials

Some relevant websites from EU-funded projects on CLIL:

- <https://clil4yec.eu/>
- <http://www.clil4children.eu/>
- <http://languages.dk/clil4u/>
- <http://www.clilmyopenwindowontheworldaroundme.eu/>