

Course title	Introduction to Content and Language Integrated Learning
Lecturer	Determined later
Lecturer's email address	
Hours	15
ECTS	5
Academic year	2020/2021
Semester	Winter / summer
Content	<p>Introduction to Content and Language Integrated Learning is designed for all students interested in teaching and learning English/L2 through the use of the target language to teach other subjects across the curriculum/bilingual education. This course combines theoretical knowledge of CLIL with opportunities to develop fluency and understanding of the English language.</p> <p>The areas covered in the course include the following thematic units:</p> <ul style="list-style-type: none"> • Defining CLIL • The rise of CLIL • Core features of CLIL methodology • Planning CLIL lessons • CLIL teacher's roles • CLIL material • Linguistic features in a CLIL setting • Content in a CLIL setting • Assessment issues in CLIL • The advantages of CLIL • Why is CLIL relevant to contemporary education and to the teaching profession? • Bumps in the road to good practice in CLIL • The future of CLIL • CLIL practice in selected educational settings: students' presentations.
Learning outcomes	<p>At the end of the course the learner is expected to be able to:</p> <ul style="list-style-type: none"> • define the term Content and Language Integrated Learning; • demonstrate familiarity with theoretical underpinnings of CLIL; • demonstrate understanding of basic principles of CLIL methodology and CLIL teacher's roles; • demonstrate familiarity with issues related to linguistic features and content in a CLIL setting and CLIL material; • identify different types of assessment used in a CLIL setting.

Selected literature	<ul style="list-style-type: none"> • Borowiak, A. (2019). CLIL Education. In B. Lewandowska-Tomaszczyk (eds.), <i>Contacts and Contrasts in Educational Contexts and Translation</i> (pp. 73-83). Springer, Cham. • Coyle, D., Hood, P. & Marsh, D. (2010). <i>CLIL. Content and Language Integrated Learning</i>. Cambridge: Cambridge University Press. • Dale, L., & Tanner, R. (2012). <i>CLIL Activities with CD-ROM: A Resource for subject and language teachers</i>. Cambridge University Press. • Marsh, D., Maljers, A., & Hartiala, A. K. (2001). Profiling European CLIL Classrooms. Jyväskylä, Finland: Centre for Applied Language Studies. • Mehisto, P., Marsh, D., & Frigols, M. J. (2008). <i>Uncovering CLIL content and language integrated learning in bilingual and multilingual education</i>. Macmillan. • Spratt, M. (2017). CLIL Teachers and their Language. <i>Research Papers in Language Teaching & Learning</i>, 8(1). • Stryker, S. B., & Leaver, B. L. (Eds.). (1997). <i>Content-based instruction in foreign language education: Models and methods</i>. Georgetown University Press. • Surmont, J., Struys, E., Van Den Noort, M., & Van De Craen, P. (2016). The effects of CLIL on mathematical content learning: A longitudinal study. <i>Studies in Second Language Learning and Teaching</i>, 6(2), 319-337. • Wolff, D. (2009). Content and language integrated learning. <i>Handbook of foreign language communication and learning</i>, 6, 545-572. • Vázquez, V. P., & Ellison, M. (2018). Examining teacher roles and competences in Content and Language Integrated Learning (CLIL). <i>Linguarum Arena: Revista de Estudos em Didática de Línguas da Universidade do Porto</i>, 4, 65-78. • Vázquez, V. P., Rubio & F. (2010). Teachers' Concerns and Uncertainties about the Introduction of CLIL Programmes. <i>Porta Lingarum</i> 14, Junio 2010, 45-58.
Teaching tools/methods	Lectures; individual and group work.
Form of examination	End-of-term quiz and/or presentation