

Module MACLIL: Content and Language Integrated Learning

Module Description

Module Title: Content and Language Integrated Learning

Level: M

Credits 30

Subject Code

Notional Learning Hours: 300 (50 hours contact, 10 hours supervised research work, 240 hours distance learning, project work and self-study)

Prerequisites

Completion of Module 1: Language Teaching Methodology (although in exceptional circumstances – a student might be permitted to study for this module prior to studying for Module 1).

Participants are expected to have a level of English which allows them to function in an academic setting such as the one offered in this module. This will include participating in classroom discussions, pair and group work through the medium of English as well as the preparation of English-medium materials for a subject of choice. Though there will be a measure of language development through the delivery of the module, it is not intended for colleagues looking explicitly for language improvement.

Learning Outcomes

On completion of this module students will:

- be aware of the range of educational contexts which make up the field of CLIL; be able to define what constitutes a CLIL context
- have a critical awareness of the theoretical domains of language education and learning which contribute to an understanding of CLIL
- be aware of current trends and current debate in CLIL
- be able to describe the language used in subject materials and in the classroom teaching of subjects
- be able to use techniques for investigating subject and classroom language
- be able to demonstrate understanding of a range of approaches to and methodologies for teaching CLIL
- be able to demonstrate awareness of the range of tasks used in integrating content and language and be able to design such tasks
- be able to provide language support for teaching and learning subjects
- be aware of the factors determining the construction of assessment procedures in CLIL; be able to design assessment procedures for a specific CLIL context

- be able to use techniques and procedures for carrying out limited classroom observation and action research with a CLIL focus.

Assessment

1. A portfolio (50%) containing:
 - A teacher-education plan: candidates plan a teacher-education event within a CLIL context
 - A Classroom research exercise: candidates investigate a CLIL context
 - A set of materials: candidates construct CLIL teaching/learning resources
2. Main assignment (3,000 words, 50%):

Candidates will investigate and report in both practical and theoretical terms on an aspect of the module programme.

Key and Other Associated Skills

- Assessing the merits of contrasting theories and explanations
- Constructing and managing an argument
- Thinking and judging independently
- Critically judging and evaluating evidence
- Writing in an appropriate academic style
- Conducting a literature search
- Conducting an internet search
- Micro-teaching
- Reflecting on their own practice in the light of theory
- Conducting classroom observations and action research
- Constructing educational materials
- Analysing the language demands of learning contexts and materials
- Planning lessons
- Planning teacher-education sessions
- Working independently and collaboratively

Indicative Curriculum Content

- CLIL Contexts
- Task design
- Analysing learning materials
- The language demands of subject lessons
- Planning lessons
- Language skills development within CLIL
- Micro-teaching
- ICT + software resources

- Assessment in CLIL
- The role of L2 teachers in CLIL Programmes
- Lesson Observation + Action research
- School Policy
- Professional Development and Networking

Module Delivery

Location

Norwich Institute for Language Education

Planned Min/Max Students

Minimum: 6

Maximum: 20

Timetabling Arrangements

30 hours per week = 5 x 3hrs informal lectures; 3 x 3 hrs workshops; 2 x 2 hrs workshops; 1 x 1 hour group tutorial; 1 x 1 hour individual tutorial.

Module Leaders

Keith Kelly and John Clegg

Module Tutors

Keith Kelly, John Clegg, Kay Bentley

Mode of Delivery

Taught full time for 2 weeks (approximately 60 classroom hours)

Distance learning for 24 weeks (240 hours)

LTA Strategy

- Independent learning from reading and tasks
- Interactive delivery through informal lectures, workshops, tutorials, tasks and discussion
- Development of theoretical knowledge and practical skills through classroom observation and action research
- Development of critical awareness through guided reflection on experience
- Assessment through appropriate tasks

Indicative Reading

Fruhauf, G., D. Coyle and I. Christ. 1996. *Teaching Content in a Foreign Language*. Alkmaar: Europees Platform

Marsh, D. and G. Langé (Eds). 1999. *Implementing Content and Language Integrated Learning*. Jyväskylä: TIE-CLIL

Masih, J. (Ed). 1999. *Learning through a Foreign Language*. London: CILT

European Commission. 2002. *CLIL/EMILE The European Dimension*. Jyväskylä: University of Jyväskylä. david.marsh@cec.jyu.fi

Johnson, R. K, and M. Swain (Eds). 1997. *Immersion Education: International Perspectives*. Cambridge: Cambridge University Press

Chamot, A. U. & J. M. O'Malley. *The CALLA Handbook*. Reading, Mass: Addison-Wesley

Echevarria, J. M. Vogt and D. Short. 2004. *Making Content Comprehensible for English Learners*. New York: Pearson.

Gibbons, P. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth NH: Heinemann

Strong, J. 2001. *Literacy Across the Curriculum: Making it Happen*. London: Collins Educational/National Literacy Trust

www.naldic.gov.uk. National Association for Language Development in the Curriculum.

Specialist Resources Required

Subject specific textbooks

Attendance Requirement

N/A