

GUÍA DOCENTE DE LA ASIGNATURA

(curso 2022/23)

Titulación	GRADO DE MAESTRO EN EDUCACIÓN PRIMARIA
Plan de Estudios	ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria (BOE 29/12/2007). https://www.boe.es/boe/dias/2007/12/29/pdfs/A53747-53750.pdf

Asignatura	FORMACIÓN PARA EL BILINGÜISMO (INGLÉS)	Créditos ECTS	6
Código	800467	Idioma	Español
Carácter	Optativa	Curso	4º
Módulo	Formación Complementaria		
Materia	Didácticas Específicas		

EQUIPO DOCENTE		
Profesor	Email	URL
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1.- PRESENTACION

The purpose of this subject is to get an approach to bilingualism. Mostly, the subject will provide students with basic training on CLIL concepts, principles and its use.

2.-COMPETENCIAS

Generales	CG8. Diseñar estrategias didácticas adecuadas a la naturaleza del ámbito científico concreto, partiendo del currículo de Primaria, para las áreas de Ciencias Experimentales, Ciencias Sociales, Matemáticas, Lengua, Musical Plástica y Visual y Educación Física.
Transversales	CT1. Conocer la dimensión social y educativa de la interacción con los iguales y saber promover la participación en actividades colectivas, el trabajo cooperativo y la responsabilidad individual. CT4. Dominar estrategias de comunicación interpersonal en distintos contextos sociales y educativos. CT10. Conocer y utilizar las estrategias de comunicación oral y escrita y el uso de las TIC en el desarrollo profesional. CT14. Aplicar el uso oral y escrito de una lengua extranjera en el desarrollo de la titulación.

Módulo	CM 8.13 Aplicar los conocimientos científicos al hecho educativo, profundizando en el ámbito didáctico disciplinar en diversos campos del saber, dirigidos especialmente a la resolución de problemas de la vida diaria.
Materia	CM 8.13.5 Conocer el uso de determinados recursos didácticos relevantes para la enseñanza de la Lengua materna, las lenguas extranjeras, entre otros.

3.- RESULTADOS DE APRENDIZAJE

Al superar la asignatura se espera que el alumnado:

At the end of the semester, the student will be able to:

- Get a basic knowledge of bilingualism and bilingual education.
- Develop a critical awareness of bilingual education.
- Know the main concepts and principles of CLIL.
- Develop skills, and practice in CLIL classes.

The CEFR describes level C1's user capable of carrying out the following linguistic skills:

- Understanding:
 - o Listening:
 - Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
 - Can understand television programmes and films without too much effort.
 - o Reading:
 - Can understand long and complex factual and literary texts, appreciating distinctions of style.
 - Can understand specialised articles and longer technical instructions, even when they do not relate to my field.
- Speaking:
 - o Spoken interaction:
 - Can express myself fluently and spontaneously without much obvious searching for expressions.
 - Can use language flexibly and effectively for social and professional purposes.
 - Can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
 - o Spoken production:
 - Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Writing:
 - o Writing:
 - Can express myself in clear, well-structured text, expressing points of view at some length.
 - Can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.
 - Can select style appropriate to the reader in mind.

4.- CONTENIDOS

Variety of languages in Spain.

Introduction to Bilingualism.

CLIL concepts and principles.

CLIL in practice.

Language in CLIL.

5.- METODOLOGÍA DOCENTE Y ACTIVIDADES DE APRENDIZAJE

In line with the methodological approach defined at CES Don Bosco, we will develop a methodology that goes beyond presenting the content, transmitting the "what". We understand that our mission is to mediate in order to build that content, preparing students to be able to build it on their own and transfer it to their future professional context. This involves teaching people to think in a well-founded, orderly, effective and practical way that encourages maturity and autonomy. To do this, we will use varied thinking techniques that will allow students to structure, deepen and streamline some cognitive processes; specific analysis, establish connections with others, promote knowledge (metacognitive processes). This will help balance the development of the capacities. We will rely on techniques such as critical thinking activities, interview...

To give solidity to the structures we want our students to build, we will support the development of techniques in graphic and visual organizers. In this way, the mental processes that we want to stimulate and strengthen are being built with the content and are "visualized" better.

Throughout the course, we will propose activities to be carried out individually, in pairs, in small heterogeneous teams and in large groups. We will apply techniques typical of the cooperative learning strategy, such as team work. Likewise, we will take advantage of the possibilities offered by the effective integration of technical devices (flexibility, interactivity, simulation of educational realities...) to improve learning experiences and achieve the planned objectives. For this we will use tools like Kahoot, Mentimeter and others.

5.1.- Actividades formativas

ACTIVIDAD/ TIPOLOGÍA	DESCRIPCIÓN GENERAL	COMPETENCIAS ASOCIADAS	ECTS ¹ (horas)
Exposición (presencial)	Exposición de los contenidos mediante presentación del profesor de los aspectos esenciales de las materias.	CM 8.13.1; CM 8.13.3; CM 8.13.4	5% de la carga del módulo 172,5h/ECTS
Actividades prácticas (presencial)	Clases prácticas en el aula, laboratorio o seminario, individuales o en pequeño grupo, para la realización de actividades y resolución de problemas propuestos por el profesor.	CM 8.13.2; CM 8.13.5; **CM 8.13.6; **CM 8.13.7; CM 8.13.8	25% de la carga del módulo 862,5h/ECTS

¹ Conforme el reparto de créditos ECTS que aparece en la memoria verificada en la materia a la que pertenece esta asignatura.

Tutorías (presencial)	Tutorías iniciales de proceso y finales para el seguimiento de los logros de aprendizaje	CM 8.13.1; CM 8.13.3; CM 8.13.4 **CM 8.13.6;/**CM 8.13.7	5% de la carga del módulo 172,5h/ECTS
Trabajos tutelados (no presencial)			
Estudio independiente (no presencial)	Trabajo independiente del alumno para la consulta de bibliografía y el estudio de los contenidos de las materias	CM 8.13.1;CM 8.13.3; CM 8.13.4	60% de la carga del módulo 2082h/ECTS
Campus Virtual (no presencial)	Utilización de las Tic para favorecer el aprendizaje, como instrumento de consulta, tutoría online y foro de trabajo.	CM 8.13.1;CM 8.13.3; CM 8.13.4	5% de la carga del módulo 172,5h/ECTS

6.- EVALUACIÓN

6.1. Sistema de Evaluación

El sistema de calificación se realiza según los criterios descritos en el **RD1125/2003**

<https://www.boe.es/buscar/pdf/2003/BOE-A-2003-17643-consolidado.pdf>

6.2. Técnicas de Evaluación

TÉCNICA	TIPO DE PRUEBA	PONDERACIÓN
Pruebas escritas	<p>Final exam with short questions and a writing part. Details will be explained to students previously in the class and on the web page. The minimum score to be considered in the final mark: 2 points out of 4.</p> <p>The final exam will include two sections: short questions and writing parts with concepts learnt during the semester. Details will be explained previously in the class and on the webpage. The minimum score to be considered in the final mark: 2,5 points out of 5.</p> <p>The content of the exam is the material uploaded on the virtual campus, nevertheless, aspects or concepts explained in class, also expressions or vocabulary in English considered important will also be part of the material that can be asked about in the exam.</p> <p>Students will have to read two or three short books in English every term. They will read it at home, but we will comment on the books in class, mentioning vocabulary or expressions that students don't know and will enrich their level of English. Students will have to answer one or two questions about the book in the exam, as well as being asked about the vocabulary/ expressions mentioned in class. The book is a compulsory part of the module. The exam will not be considered passed without passing the books.</p>	50%
Proyectos	<p>Group final project. Details will be explained to students previously in class and on the web page.</p> <p>The minimum score to be considered in the final mark: half of 3, 5.</p>	20%

Debates y exposiciones	<p>Presentations(1-3). They can be in groups or individually. Details will be explained to students previously in the class and on the web page.</p> <p>If it's in a group, all the members of the group must be in class to be assessed.</p> <p>The minimum score to be considered in the final mark: 1.25 points out of 2,5.</p>	30%
Casos prácticos		
Otros	Students are expected to pay attention in class, so they must not use mobile phones or laptops if it's not strictly necessary for the class.	

6.3.- Criterios de Evaluación

GENERALES:

- Para obtener la nota final aprobada, es necesario alcanzar al menos el 50% de la puntuación máxima en cada una de las técnicas de evaluación.
- Para la cita y referencia de fuentes de información de los trabajos académicos, los alumnos deben seguir las recomendaciones de las normas APA 7ª ed.
- El plagio y los intentos de engaño en las técnicas de evaluación supondrá la pérdida de la convocatoria en curso.
- Entendemos que el alumnado universitario tiene asumidas las capacidades lingüísticas en relación a la expresión oral y escrita. Por tanto, es primordial y obligatorio la corrección ortográfica (ortografía, acentuación y puntuación), gramatical y léxica en los trabajos y exámenes realizados como condición imprescindible para superar la asignatura. Este criterio será detallado en cada una de las técnicas de evaluación

Sin embargo, quedarán exentos de la aplicación de este criterio de calificación todas aquellas personas que acrediten presentar una Necesidad Específica de Apoyo Educativo acreditados a través del SOUAE.

- The plagiarism in the works and the attempts of cheating in the exams will entail a fail mark in the current call.

- To pass every type of evaluation techniques, a minimum of 5 out of 10 must be obtained.

-The use of English in exams, tests, presentations will be taken into account when assessing them. The teacher will mark them down if there are mistakes in spelling, grammar, confusing ways of expressing ideas, etc., both written and spoken.

-Students will have to read two or three short books in English every term. They will read it at home, but we will comment on the books in class, mentioning vocabulary or expressions that students don't know and will enrich their level of English. Students will have to answer one or two questions about the book in the exam, as well as being asked about the vocabulary/ expressions mentioned in class. The book is a compulsory part of the module. The exam will not be considered passed without passing the books.

CRITERIOS PARA 2ª CONVOCATORIA

La nota de todas las técnicas aprobadas se guarda para segunda convocatoria teniendo que recuperar las técnicas suspensas.

- The marks/activities already passed in the 1st call are kept for the July call.

If the student needs to take again the subject, they need to pass an exam and do a micro-teaching. (The content may change depending on the circumstances.)

Microteaching AICLE

Design of an AICLE activity that includes the 4 c s in which the teaching of the English language is integrated with a specific subject. It should include a description of the group, school, objectives, materials and timing.

ALUMNOS DE SEGUNDAS Y SUCESIVAS MATRÍCULAS

One of the language skills that is assessed in Bilingual coursework is language accuracy and control - what can also be described as “correctness”. Although some errors may not affect exam marks significantly, systematic repetition of basic errors will mark down the final grade.

If the mistakes in English show an evident lack of proficiency in writing the student may fail the exam.

Students will have to read a book in English every term. They will read it at home, but we will comment on the book in class, mentioning vocabulary or expressions that students don't know and will enrich their level of English. Students will have to answer one or two questions about the book in the exam, as well as being asked about the vocabulary/ expressions mentioned in class. The book is a compulsory part of the module.

Evaluation of students who repeat the subject:

Examination of the material uploaded to the platform (50% of the grade).

Final project (50% of the grade). This consists of the creation of a microteaching that lasts between 7 and 10 minutes IN ENGLISH so that their level of oral English can be assessed. It must include a description of the session, group, objectives, materials and timing. Details will be provided about the theme, structure...

The student will present it in person or in a video call with other classmates or he/she will send a previously recorded video. If that is the case, in the presentation you must address the camera as if it was a student and explain how it will work. Also, you must send or upload a document with all the information required about the session. Should be perfectly adequate to the level of the course you have chosen.

Examination of material will be available on the campus.

* Para el alumnado de segundas y sucesivas matrículas se tendrán en cuenta los criterios generales de evaluación.

7.- DOCUMENTACIÓN Y RECURSOS

7.1.- Bibliografía Básica

Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Multilingual Matters.

Bentley, K. (2010). *The TKT: Teaching Knowledge Test course*. Cambridge: Cambridge University Press.

Coyle, Hood & Marsh (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Dale, L., & Tanner, R. (2012). *CLIL activities : a resource for subject and language teachers*. Cambridge: Cambridge University Press

Ioannou Georgiou, S (2012). "Reviewing the Puzzle of CLIL". *ELT Journal* 66 (4): 495-504

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

7.2.- Otros recursos

They will be shown on the webpage.

REVISADO Y CONFORME:

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Coordinador de grado.

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