

*Formación online de alta calidad
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Universidades*



*Didáctica y metodología en programas de educación bilingüe
en las enseñanzas no Universitarias.*

*Didactics and Methodology of bilingual teaching in non-
university studies.*



UNIVERSIDAD
NEBRIJA

PRESENTACIÓN

Este curso responde a la creciente necesidad, para el colectivo docente, de disponer de herramientas concretas que le permitan afrontar el incipiente e imparable bilingüismo en la enseñanza obligatoria.

Para ello, en el presente curso, se exponen y ejemplifican diferentes modelos de programación a la vez que se comparte una ingente cantidad de textos bibliográficos en los que poder encontrar referencias y ejemplos válidos para cualquier área del currículo.

OBJETIVOS

- Conocer los aspectos básicos de la educación bilingüe, su definición y teorías.
- Conocer los fundamentos CLIL y los programas de éxito.
- Identificar las características del aprendizaje integrado de contenidos y lenguas extranjeras.
- Reconocer CLIL como término global.
- Comprender y manejar las cinco dimensiones de CLIL: dimensión de la cultura, del entorno, del lenguaje, del contenido, y del aprendizaje.
- Saber aplicar la metodología CLIL: características comunes de la metodología CLIL.
- Reconocer la importancia de las preguntas en la clase CLIL.
- Comprender los principios y organización del proceso de la enseñanza-aprendizaje en las materias no lingüísticas.
- Aprender a trabajar con las competencias del profesorado CLIL: identificando las necesidades del alumno, planificando, evaluando, cooperando de manera reflexiva.
- Seleccionar los contenidos de las materias no lingüísticas.

- El diseño de las unidades didácticas: objetivos de aprendizaje, materiales CLIL, factores que influyen en el diseño y evaluación de los materiales.
- Aproximarse el trabajo con las TIC en CLIL.
- Conocer los fundamentos de la evaluación en CLIL.

MODALIDAD

Online.

NÚMERO DE HORAS

125 horas (5 ECTS).

PROFESOR/A

nrcarril@edxcellent.com

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ÍNDICE

1. BILINGUAL EDUCATION: DEFINITION AND THEORIES	1
1.1. Immersion Bilingual Education	2
1.2. Inter-linked Terms	3
1.3. CLIL, Content-based language teaching (CBLT) and Immersion	4
1.4. Spanish bilingual education	6
1.4.1. <i>The Spanish linguistic map</i>	6
1.4.2. <i>CLIL official initiatives in Spain</i>	8
1.5. CLIL Rationale	12
1.6. Successful CLIL Programmes	13
2. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)	16
2.1. A definition of CLIL as an umbrella term	16
2.2. CLIL Dimensions and Focuses	18
2.2.1. <i>The Culture Dimension</i>	19
2.2.2. <i>The Environment Dimension</i>	19
2.2.3. <i>The Language Dimension</i>	20
2.2.4. <i>The Content Dimension</i>	21
2.2.5. <i>The Learning dimension</i>	22
2.3. The Potential of CLIL	23
2.4. Curriculum Development	25
3. METHODOLOGY	26
3.1. introduction to CLIL methodology	26
3.2. Core features of CLIL methodology	28

3.3. Effective CLIL language teaching performance	29
3.4. Scaffolding the learning	33
3.5. The importance of questions in CLIL lessons	34
3.6. What CLIL teachers are able to do	35
4. NON-LANGUAGE AREAS (CONTENT SUBJECTS). TEACHING AND LEARNING PRINCIPLES	37
4.1. Organization of the teaching and learning process	37
4.2. The content	38
4.3. A learner-centred approach	39
4.4. The Communicative approach	40
4.5. Task-based teaching and learning	42
4.5.1. Defining tasks	42
4.5.2. Task-based lesson design	44
4.5.3. Task-based pedagogy	45
4.5.4. Content and Language Integrated Learning and Task-based Learning	45
4.6. Integrating content and language	46
5. CLIL TEACHER COMPETENCES	47
5.1. Identifying learner needs	48
5.2. Planning	52
5.3. Multimodality	59
5.4. Interaction	65
5.5. Subject Literacies	69
5.6. Assessment	74

5.7. Cooperation and Reflection	78
5.8. Context and Culture	82
6. NON-LANGUAGE AREAS: CONTENT SELECTION	87
7. FRAMEWORK FOR UNIT PLANNING	89
7.1. The 4Cs Framework	89
7.2. Considering content	92
7.3. Connecting content and cognition	92
7.4. Communication	93
7.5. The 3As Tool	95
7.6. CLIL Task and Materials evaluation: the Matrix	97
7.7. Cultural awareness	97
8. PLANNING A UNIT	99
8.1. Learning outcomes and objectives	100
8.2. CLIL Materials	100
8.3. Factors influencing materials design and assessment	101
8.4. Quality CLIL materials	104
8.5. How to choose and adapt materials for CLIL	109
8.5.1. Using texts	109
8.5.2. Content and language familiarity	112
8.5.3. Skills development	113
8.5.4. What should we ask about CLIL materials?	115
8.6. Task design	116
8.7. Content-obligatory or content-compatible language?	119

8.8. Information and communication technology in CLIL	120
9. ASSESSMENT	121
9.1. Main issues for assessment in CLIL	123
10. APPENDIX 2	131

DIDÁCTICA Y METODOLOGÍA EN PROGRAMAS DE EDUCACIÓN BILINGÜE EN LAS ENSEÑANZAS NO UNIVERSITARIAS. DIDACTICS AND METHODOLOGY OF BILINGUAL TEACHING IN NON-UNIVERSITY STUDIES.

1. BILINGUAL EDUCATION: DEFINITION AND THEORIES

The term 'bilingual education' presupposes that the learners are, or will become, bilingual. Bilingualism is often associated with children who are brought up in bilingual families, and its use is often linked to speakers of languages belonging to linguistic minority groups who are in the process of being integrated into a wider linguistic environment.

Essentially, if the term is used in education it raises expectations that the outcome of this educational experience will be that students will attain 'balanced' or near-equal capabilities in two languages.

However, in academic and scientific circles, the word bilingual is viewed as a much more complex phenomenon, and in addition, it should be noted that there are rather polarized views on what does or does not constitute bilingualism. It is worth noting these because if a term is contentious and controversial, then its use in different contexts can lead to even greater acrimony and fractionalism. However, it should be stressed that controversy, and the debate which arises over a term as important and misunderstood as this one, is an essential part of leading towards greater understanding of the phenomenon in question. This, in turn, can ultimately benefit those involved, and the specific society at large.

We talk about bilingual education to refer to the use of a second or foreign language in school for the teaching of content subjects. Bilingual education programmes may be of different types and include:

- a. the use of single school language which is not the child's home language. This is sometimes called an immersion programme.