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*Desarrollo curricular de la docencia bilingüe en las enseñanzas no
universitarias.*

Curriculum development in non-university bilingual teaching.



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 fundamentales de la educación bilingüe y los diferentes enfoques.
- Identificar los diferentes tipos de enseñanza bilingüe en España.
- Reconocer las características principales del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras.
- Reconocer la importancia de las 4Cs en CLIL: contenido, comunicación, cognición y cultura.
- Comprender la importancia del desarrollo de destrezas cognitivas en la aplicación de AICLE.
- Identificar las características esenciales de CLIL y su potencial.
- Conocer los diferentes componentes de un currículo CLIL.
- Reconocer los diferentes modelos curriculares dentro del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras.
- Aproximarse a la elaboración y diseño de un currículo CLIL, reconociendo los diferentes pasos a tener en cuenta.
- Comprender las cinco dimensiones de CLIL así como la importancia del contexto en el desarrollo curricular.

- Establecer objetivos y metas en un contexto CLIL.
- Reconocer los rasgos fundamentales de la metodología CLIL.
- Identificar las competencias del profesor del área no lingüística en un contexto CLIL.
- Conectar y relacionar el aprendizaje del contenido con el aprendizaje de la lengua extranjera.
- Seleccionar contenidos adecuados en un contexto CLIL.
- Diseño de unidades didácticas CLIL.
- Reconocer los fundamentos de la evaluación en CLIL y compararlos con los procesos tradicionales en la enseñanza de lenguas extranjeras.

MODALIDAD

Online.

NÚMERO DE HORAS

150 (6 ECTS).

PROFESOR/A

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DESARROLLO CURRICULAR DE LA DOCENCIA BILINGÜE EN LAS ENSEÑANZAS NO UNIVERSITARIAS. CURRICULUM DEVELOPMENT IN NON-UNIVERSITY BILINGUAL TEACHING.

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.
- b. the use of the child's home language when the child enters school but later a gradual change to the use of the school language for teaching some subjects and