

Theory and Practice of Content and Language Integrated Learning (H002246)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0

Study time 90 h

Course offerings and teaching methods in academic year 2023-2024

A (semester 1)

Dutch

Gent

independent work

seminar

lecture

Lecturers in academic year 2023-2024

Sanctobin, Véronique

LW06

staff member

Vogl, Ulrike

LW06

lecturer-in-charge

Offered in the following programmes in 2023-2024

crdts

offering

Master of Science in Teaching in Languages(main subject African Languages and Cultures)

3

A

Master of Science in Teaching in Languages(main subject Applied Language Studies)

3

A

Master of Science in Teaching in Arts and Humanities (main subject Archaeology)

3

A

Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)

3

A

Master of Science in Teaching in Science and Technology(main subject Biochemistry and Biotechnology)

3

A

Master of Science in Teaching in Science and Technology(main subject Bioengineering)

3

A

Master of Science in Teaching in Science and Technology(main subject Biology)

3

A

Master of Science in Teaching in Economics(main subject Business Administration)

3

A

Master of Science in Teaching in Economics(main subject Business Economics)

3

A

Master of Science in Teaching in Science and Technology(main subject Chemistry)

3

A

Master of Science in Teaching in Social Sciences(main subject Communication Science)

3

A

Master of Science in Teaching in Science and Technology(main subject Computer Science)

3

A

Master of Science in Teaching in Social Sciences(main subject Criminological Sciences)

3

A

Master of Science in Teaching in Languages(main subject East European Languages and Cultures)

3

A

Master of Science in Teaching in Economics(main subject Economics)

3

A

Master of Science in Teaching in Science and Technology(main subject Engineering and Technology)

3

A

Master of Science in Teaching in Science and Technology(main subject Geography and Geomatics)

3

A

Master of Science in Teaching in Science and Technology(main subject Geology)

3

A

Master of Science in Teaching in Arts and Humanities (main subject History)

3

A

Master of Science in Teaching in Social Sciences(main subject Laws)

3

A

Master of Science in Teaching in Languages(main subject Linguistics and Literature)

3

A

Master of Science in Teaching in Science and Technology(main subject Mathematics)

3

A

Master of Science in Teaching in Health Sciences(main subject Medical Sciences)

3

A

Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)

3

A

Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)

3

A

Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)

3

A

Master of Science in Teaching in Arts and Humanities (main subject Philosophy)

3

A

Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)

3

A

Master of Science in Teaching in Social Sciences(main subject Political Science)

3

A

Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	3	A
Master of Science in Teaching in Economics(main subject Public Administration and Management)	3	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	3	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	3	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	3	A
Master of Science in Teaching in Physical Education	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)	3	A
Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)	3	A
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Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	3	A
Master of Science in Teaching in Economics (abridged programme)(main subject Economics)	3	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	3	A
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Master of Science in Teaching in Science and Technology (abridged programme)(main subject Physics and Astronomy)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Political Science)	3	A

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Master of Science in Teaching in Health Sciences (abridged programme)(main subject Veterinary Medicine)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)	3	A
Master of Science in Teaching in Economics (abridged programme)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)	3	A
Master of Science in Teaching in Physical Education (abridged programme)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)	3	A

Teaching languages

Dutch

Keywords

CLIL, CLIL didactics, CLIL education, language developmental teaching

Position of the course

This course contributes to the realization of the basic competences for CLIL teachers and the training competences of the educational master's programme UGent, as included in the training sheet and concretely in the competence matrix to be consulted on www.ugent.be/educatievemaster.

In this course, the basic principles, methods, developments and applications of CLIL didactics and CLIL education are explored and applied.

Following this course presupposes that the participating students have sufficient language skills in a certain CLIL target language (French, English or German, or Dutch in the case of non-Dutch-speaking students). Insofar as this target language is not their mother tongue, they are expected to have acquired it by attending language courses and/or taking up a (study) stay (e.g. Erasmus) in an environment where the target language is the standard language.

The course is followed by one of the four courses 'Language skills for Content and Language Integrated Learning (German/English/French/Dutch)'. On the basis of these two courses, the student's CLIL qualification is recognised.

Contents

Based on recent scientific insights, students are familiarized with the basic principles, methods and developments of CLIL didactics and CLIL education, with a view to a teaching career in secondary education. Analysis of good practice is the common thread.

By creating a material portfolio for their own field, students are also encouraged to apply the theoretical frameworks in practice.

The following topics are introduced:

- CLIL: definition and framing
 - Research into CLIL and the effectiveness of CLIL didactics;
 - the legal framework for CLIL in the Flemish educational context and the role of the Flemish Education Inspectorate;
 - forms of cooperation within a CLIL school (in particular: cooperation with the language teachers);
 - reference works and useful material.
- Aspects of language:
 - Language use in a school context: types of language (school language versus home language, professional language, social language, language of instruction, mother tongue versus target language);
 - language-oriented vocational education and language development (context, interaction, language support);

- (language) acquisition processes and (language) learning strategies;
- the CEFR (Common European Framework of Reference for Languages).
- General principles of CLIL didactics:
 - Language and business subjects: linking content to language (dual focus);
 - the 4 components of CLIL (Content, Communication, Cognition, Culture);
 - use of authentic material and (possibly) didactizing of that material;
 - task-oriented education (including Higher Order Thinking Skills and Deep Learning);
 - principles of scaffolding;
 - quality criteria for the CLIL lesson.
- CLIL Lesson Design:
 - Objectives for language and business;
 - principles of lesson structure and the different phases of a CLIL lesson;
 - activating teaching methods (e.g. in function of collaborative learning);
 - activities to stimulate receptive/productive skills;
 - scaffolding (e.g. with authentic material);
 - indoor class differentiation;
 - ICT applications;
 - learning paths: the CLIL lesson(s) in the curriculum.
- Evaluation and feedback:
 - Evaluating professional content;
 - evaluating and adjusting language;
 - integrated evaluation;
 - providing customized feedback on language development.

Initial competences

Students are expected to have a satisfactory command of the language in which they want to offer CLIL education, or should have made the necessary preparations in order to take up this course unit.

During the first lesson week, students take an exploratory language test (German, English, French or Dutch). The test consists of a written and oral part. If the student has a score below the B2 level of the Common European Framework for Modern Foreign Languages (), he/she will receive a recommendation regarding a remedial track or will be advised not to take this course unit.

Final competences

- 1 Being able to interpret the concept of CLIL from theoretical frameworks and translate those insights into practice.
- 2 Know the legal framework around CLIL education in Flanders and be able to interpret its implications.
- 3 Know the different types of language (school language versus home language, professional language, social language, instructional language) and can situate and interpret their use.
- 4 Know the principles of language-developing teaching and be able to apply them.
- 5 Know the general principles of CLIL didactics and be able to apply them.
- 6 The curricula for one's own subject area can be subjected to a critical analysis, and detect possibilities in the light of the CLIL didactics to be applied.
- 7 The ERKT scales can be used for CLIL education.
- 8 Searching for (authentic) material and being able to critically analyze it and, if necessary, didactize it for the benefit of your own CLIL context.
- 9 Know and be able to apply the principles of task-oriented education.
- 10 Be able to analyse didactic material and make proposals for optimisation, in function of the quality criteria for CLIL didactics.
- 11 ICT-apps oordeelkundig kunnen selecteren in functie van de CLIL-didactiek.
- 12 Be able to select differentiation techniques and use them efficiently, with specific attention to diversity and multilingualism in the student groups.
- 13 Being able to situate the role of feedback in the course of formative evaluation and know the different methods in function of CLIL education
- 14 Being able to design a lesson for your own CLIL education, i.e. being able to correctly formulate goals from a dual focus, being able to build the lesson with attention to the different teaching phases, using activating teaching methods that stimulate the use of language and, in addition, pay special attention to the principle of scaffolding.

15 Know the principles for a high-quality evaluation and be able to apply them in a CLIL lesson.

16 Reflect on practice from a theoretical and/or empirical perspective.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Independent work

Extra information on the teaching methods

Interactive lectures, possibly in blended learning, tutorials (possibly also online), independent work, participation in a discussion forum.

The student should take into account that the lectures are a starting point for the independent processing of the learning material through the creation of the personal material portfolio, which will take up most of the learning time.

In certain cases, students can also carry out an observation assignment as part of a CLIL internship. This is discussed with the teacher. In that case, part of the material portfolio assignment will be lost.

Learning materials and price

Via online learning platform Ufora

Estimated price: 0 euro

References

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Coyle, D., Hood, P., & Marsh, D. (2013). *CLIL: Content and language integrated learning*. Cambridge University Press.

Dale, Liz, et al. *CLIL Activities: a Resource for Subject and Language Teachers*. Cambridge University Press, 2015.

Genesee, Fred, and Else V. Hamayan. *CLIL in Context: Practical Guidance for Educators*. Cambridge University Press, 2016.

Graaff, R. de e.a. (2007) An Observation Tool for Effective L2 Pedagogy in Content and Language Integrated Learning. *International Journal of Bilingual Education and Bilingualism* 10/5, 603-624

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Martens, Liesbeth, and Piet Van de Craen. *Klaar Voor CLIL Het CLIL-handboek voor Vlaanderen en Nederland*. Acco, 2017.

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Mehisto, Peeter, et al. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan, 2009.

Pil, L. (2017) de stuwkracht van CLIL. *Indialoog* 2017-2018, 44-49

Strobbe, Lies, et al. *Je Vak in Een Vreemde Taal?: Wegwijzers Voor De CLIL-Onderwijspraktijk*. Acco, 2013.

Course content-related study coaching

Study coaching is conducted by the teaching assistants.

- Interactive support via Ufora en MS Teams
- By appointment.

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Skills test, Written assessment open-book

Examination methods in case of periodic assessment during the second examination period

Skills test, Written assessment open-book

Examination methods in case of permanent assessment

Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Written exam: Open book exam online), aimed at practice

Continuous assessment: Paper: Portfolio with CLIL material, observation report of the internship

Calculation of the examination mark

50% End-of-term assessment

50% Continuous assessment

Passing the whole course unit is only possible if the student passes both evaluation methods separately. Students who mathematically pass the course unit as a whole, but have not obtained at least 10 out of 20 for either the end-of-term assessment or the continuous assessment, obtain a final mark of 9 out of 20. Students who are absent without any good reason or who do not participate in part of the evaluation, cannot pass and will also obtain 9 out of 20, even when the mathematical final mark is at least 10 out of 20.

Facilities for Working Students

Students with working student status can discuss the facilities in dialogue with the lecturer-in-charge.