

COURSE SYLLABUS

COURSE: [20257] CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING)

COURSE DATA

Degree	European Track
Academic Year	2025-2026
Credits	5 ECTS
Course type	Elective
Departament	Education, Research Methods and Evaluation
Language of instruction	English
Name and email of instructor	Magdalena Custodio Espinar mcustodio@comillas.edu

SHORT DESCRIPTION

The main objective of the subject Content and Language Integrated Learning (CLIL) is to familiarize the future teacher of Early Childhood Education and Primary Education with the main principles, strategies and resources of bilingual teaching, with special emphasis on their application within the the bilingual education programmes of the Community of Madrid.

CONTENTS AND STRUCTURE

TOPIC 1: INTRODUCTION TO CLIL

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- Bilingualism and Bilingual Education.
 - CLIL v Immersion v Content-based language teaching (CBLT)
 - The rationale for CLIL
 - Bilingual / English programs in the Community of Madrid
 - The CLIL teacher profile
 - CLIL lesson planning
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TOPIC 2: THE THEORIES BEHIND CLIL

The three pillars of CLIL:

- Communicative language teaching
 - BICS and CALP (Cummins)
 - The four Cs.
 1. Content
 2. Communication. Language demands analysis (Coyle) (Language of/for/through learning)
 3. Culture
 4. Cognition: HOTS and LOTS, taxonomies
 - Attention to diversity in the classroom, differentiation
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TOPIC 3: SCAFFOLDING LEARNING

- Scaffolding: The Rationale
 - Types of scaffolds:
 1. Reception
 2. Transformation
 3. Production
 - Scaffolding language use: focus on form
 - Resources: ICT & AI in the CLIL classroom
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TOPIC 4: ASSESSMENT AND EVALUATION

- Assessment and evaluation in CLIL
 - Formative and summative assessment in the CLIL classroom
 - Content, language and process integrated assessment from practice
 - Alternative assessment tools recommended in CLIL
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METHODOLOGY



The methodology of this course seeks to exemplify some of the principles and strategies used in bilingual teaching. The seminars will therefore combine short keynote presentations with numerous individual and group assignments. Some of the sessions will be taught by two teachers at the same time, following *team-teaching* strategies, and with the possibility of supervising the students' work by sub-groups or small cooperative groups. Students will have to take the compulsory readings of each module, in many cases in preparation for the seminars. They will also work as a group on a set of *lesson plans* in which they will integrate curricular objectives from different areas.

ASSESSMENT AND GRADING

Assessment type	Assessment criteria	Percentage
FINAL EXAM	- Understanding of CLIL theoretical concepts - CLIL material analysis capability and Class scheduling	50%
GROUP AND/OR INDIVIDUAL WORK: CLIL LESSON PLANNING	- Capacidad de trabajo en equipo - Competencia de programar sesiones de diferentes asignaturas / áreas curriculares, desde una perspectiva de AICLE - Puntualidad en la entrega y claridad expositiva	30%
TRABAJO EN CLASE	- Puntualidad en la entrega	10% (A)
A) DESIGN AND PRESENTATION OF AN ICT/AI RESOURCE	- Claridad en la exposición oral - Integración de los conocimientos teóricos en las actividades de análisis y programación	10% (B)
B) ASISTENCIA Y PARTICIPACIÓN	- Calidad de la participación en clase	

- ❑ Committing any serious academic misconduct, such as **plagiarism** of previously published material, or **copying** in the exam or any other graded activity, **will imply not being able to pass the course in the ordinary assessment period.**



- ❑ The **use of AI** to create complete works or relevant parts, without citing the source or the tool or without being expressly allowed in the description of the work, will be considered plagiarism and regulated according to the General Regulations of the University.
- ❑ At the beginning of the term the professor will announce the **office hours** for the course. Tutorials are an essential part of the development of the course, and students may attend tutorials during the course within those office times, but it is recommended that they are arranged in advance with the professor.
- ❑ Any non-face-to-face **learning activity** that requires the **submission** of an assignment/document, etc. will be submitted by the student through Moodle, always in PDF format.
- ❑ To be able to take the final exam, students must not have missed **more than one third of the classes without justification**. If this requirement is not met, the student may lose the right to be assessed both in the ordinary and extraordinary assessment period (art. 93-1 of the General Regulations).
- ❑ To pass the subject, the student must obtain a passing grade (5/10) in the set of continuous assessment activities, in the set of written tests, and in the total sum of all the components of the assessment. Otherwise, the student will have to take the next call, in which the marks of the evaluation activities approved in the ordinary call (exam, lesson plan, practical exercises) will be saved. Failed or non-submitted activities must be submitted through Moodle before the date of the final exam of the extraordinary call.
- ❑ In order to be able to take the final exam in the ordinary call, it is a requirement not to have unjustifiably missed more than a third of the classes. If this requirement is not met, the student will lose the ordinary and extraordinary exams (art. 93.1 of the General Regulations). Failure to attend the first hour of a double class means that you have missed the entire session, regardless of whether or not the student attends the second hour.

STUDENT WORKLOAD (in hours)

CONTACT HOURS	OUTSIDE CLASSROOM	OVERALL
LECTURES 35.00	INDIVIDUAL WORK 30.00	150.00
CLASSWORK 25.00	PERSONAL STUDY 32.00	
SEMINARS/WORSHOPS 15.00		
GROUPWORK 13.00		

READING LIST / RELEVANT REFERENCES

BASIC BIBLIOGRAPHY

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



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- Bertaux, P., Coonan, C. M., Frigols-Martín, M. J. & Mehisto, P. (2010). The CLIL teacher's competences grid. Common Constitution and Language Learning (CCLL). Comenius Network.
 - 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
 - Mehisto, P., Marsh, D. & Frigols, M.J. (2008). Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: Macmillan Education.
 - Nieto Moreno de Diezmas, E., & Custodio Espinar, M. (2022). Multilingual education under scrutiny: A critical analysis on CLIL implementation and research on a global scale. Peter Lang.

COMPLEMENTARY BIBLIOGRAPHY

- Berardo, K. & Deardorff, D. K. (eds.) (2012). Building Cultural Competence: Innovative Activities and Models. Sterling, VA: Stylus.
 - Buckingham, L. R. (2015). Bilingual education and CLIL. In D. Sánchez García (coord.), Complementary theories and concepts for TEFL (pp.123-148). Madrid: CEF.
 - Buckingham, L. R. (2018). Defining the role of language assistants in the bilingual classroom. Revista Tecnología, Ciencia y Educación (9):38-49.
 - Coyle, D. (1999). "Supporting students in content and language integrated learning contexts: planning for effective classrooms." In J Masih (ed.), Learning through a foreign language: models, methods and outcomes. Centre for Information on Language Teaching and Research, London, UK, pp. 46-62.
 - Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Papers on Bilingualism, No. 19, 121-129.
 - Cummins, J. (2000). Language, Power and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters.
 - Custodio Espinar, M. (2012). CLIL Young learner lesson. En Harmer, J.: Essential Teacher Knowledge. Appendix C: Lesson planning. p. 251-252. England: Pearson. ISBN 978-1-4082-68-04-9
 - Custodio Espinar, M. (2023). Collaborative Lesson Planning for CLIL Student Teachers of Primary Education. In J.L. Estrada Chichón & F.Zayas Martínez (Eds.), Training Teachers for Bilingual Education in Primary Schools (pp. 109-128). IGI Global. <https://doi.org/10.4018/978-1-6684-6179-2.ch006>
 - Ioannou Georgiou, S (2012). "Reviewing the Puzzle of CLIL". ELT Journal 66 (4): 495-504
 - Ioannou Georgiou, S. & Pavlou, P. (eds.) (2011). Guidelines for CLIL Implementation in Primary and Pre-Primary Education. PROCLIL.
 - López Hernández, Alfonso (2016). Language Analysis in EFL and CLIL: A Practical Guide.
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