

## **Course Description**

### **MEDD8846 Principles and Practice: Course Design in Content and Language Integrated Learning**

<b>Course description</b>	
<p>This course focuses on introducing the principles and practice of CLIL. It covers the historical development of the field by discussing the theories and practice of different related approaches including: content-based instruction (CBI), and content and language integrated learning (CLIL). Established research traditions of genre theories (e.g. the ‘Genre Egg’) and pedagogical theories (e.g. the ‘Teaching and Learning Cycles’, the ‘Detailed Reading’ approach) informing the work of CLIL are given emphasis. The different contexts in which these approaches have developed are also examined with a view to adapting/re-designing them to suit the local or new pedagogical contexts. Course participants are guided in expanding their capacity to adapt and design CLIL/LAC materials.</p>	
<b>Course objectives</b>	
<p>The two primary objectives of this module are that participants be able to:</p> <ul style="list-style-type: none"> <li>understand the main principles and practices in LAC/CLIL and academic literacy studies from socio-cultural perspectives; and</li> <li>apply the principles and practices learned in the module to the analysis and evaluation of others’ curriculum mapping and pedagogical designs as well as to design their own.</li> </ul>	
<b>Course learning outcomes (CLOs)</b>	<b>Aligned programme learning outcomes (PLOs)</b>
1. describe and differentiate the different related approaches / programmes in different school-based contexts	PLOs 1-4
2. describe the underlying principles behind the different programmes and approaches in relation to second/foreign language learning theories	PLOs 1-4
3. analyse and adapt programme materials and/or textbooks to suit different contexts and approaches	PLOs 1-5
4. explicitly link insights developed from the analysis of those pedagogical designs to the discussion of related issues in the literature	PLOs 1-5
<b>Course assessment methods</b>	
<ul style="list-style-type: none"> <li>Analysing connection and disconnects in current curriculum and material evaluation</li> <li>Critical evaluation of a school-based context</li> <li>An action plan (or a proposal) for implementing LAC / CLIL practice in the school-based context</li> </ul>	
<b>Course content and topics</b>	
<ul style="list-style-type: none"> <li>Language Across the Curriculum (LAC) and Content and Language Integrated Learning (CLIL) in educational contexts</li> <li>Identifying the “disconnects” in current curriculum and teaching</li> <li>Understanding the existing Hong Kong situation</li> <li>Programme models and models of collaboration between content teachers and language teachers (Comparing: Immersion, Language for Specific Purposes (LSP), &amp; Content and Language Integrated Learning (CLIL) etc.)</li> <li>Fostering collaboration between English and content subject teachers</li> <li>Material evaluation for better LAC materials and curriculum mapping</li> <li>Mapping the language demands of lesson and assessment tasks across different subject areas</li> <li>Teaching and learning theories that enable LAC and CLIL practice</li> <li>Understanding the relationship between language and content</li> <li>Teaching and learning theories</li> <li>Student motivation</li> <li>Teacher-centered Learning vs. student-centered Learning</li> <li>Learning style and catering</li> </ul>	

- Teachers' beliefs
- LAC/ CLIL and Assessment Practice: 3 different approaches
- Balancing the cognitive and language demands of assessment-for-learning tasks
- Curriculum and course planning aspects:
- Needs and context analysis for LAC/CLIL implementation
- Planning goals and learning outcomes
- Planning and designing an action plan
- Providing for effective implementation
- Administrative aspects of LAC / CLIL implementation
- School-based Streaming policy
- Setting up LAC / CLIL committee or task force
- Change and reform
- Curriculum decision making
- Sustainability
- Teachers' professional development and networking
- Government support on LAC / CLIL
- Critical Perspectives on LAC/CLIL and future direction
- The role of L2 teachers in LAC/CLIL
- More on planning and implementing LAC / CLIL in school-based contexts

#### **Required / recommended readings and online materials**

##### Recommended reading materials:

Derewianka, B. (1990). *Exploring how texts work*. Rozelle, NSW: Primary English Teaching Association.

[REQUIRED]

Ball, P., Kelly, K. & Clegg, J. (2015). *Putting CLIL into practice*. Oxford: Oxford University Press.

Coyle, D., Hood, P., & Marsh, D. (2012). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.

Gibbons, P. (2009). *English learners, academic literacy, and thinking: learning in the challenge zone*. Portsmouth, NH: Heinemann.

Hoare, P., Kong, S., & Evans, M. (1997). *Co-ordinating language across the curriculum: A handbook for English-medium schools*. Hong Kong: The Hong Kong Institute of Education.

Lin, A. M. Y. (2016). *Language across the curriculum in English-as-an-additional-language (EAL) contexts: Theory and practice*. Dordrecht: Springer.

Zimmerman, F. (1989). *English for science*. Englewood Cliffs, N.J.: Prentice Hall Regents.

##### Useful online resources:

Hong Kong Education Bureau website on Medium of Instruction:

<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-secondary/moi/index.html>

<http://www.edb.gov.hk/index.aspx?nodeID=8312&langno=1>

#### **Other additional course information**

Nil