

TEACHING GUIDE

TEACHING AND LEARNING IN THE BILINGUAL CLASSROOM: REALITY AND CHALLENGE

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

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I.-Subject Identification

Type	OPTATIVA
Teaching period	4 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

Teaching and learning in the bilingual classroom: reality and challenges. (6 créditos ECTS). La asignatura será impartida en **INGLÉS**.

The subject "Teaching and learning in the bilingual classroom: reality and challenges" is one of the subjects that forms part of the English Language Minor, for the Degree in Primary Education. Teaching and learning in the bilingual classroom: reality and challenges is a subject whose main purpose is to offer students a broad vision of the application of the CLIL approach to the bilingual classroom and to train them as future teachers in active methodologies, educational inclusion in bilingual contexts and in the design of curricular material to promote the acquisition of content and foreign language at the Primary Education stage.

III.-Learning outcomes

CGI02. Organizational and planning capacity
CGI04. Knowledge of a foreign language.
CGP01. Teamwork.
CGP02. Work in an international context
CGS01. Autonomous learning
CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
CG02. Know how to apply this knowledge to the work in a professional way, demonstrating the mastery of the competences through the elaboration and defense of arguments and resolution of problems in these areas of study.
CG03. Be able to collect and interpret relevant data from the different areas of study and to make judgments that include a reflection on relevant issues of a socio-educational, scientific and ethical nature.
CG04. Be able to transmit information, ideas, problems and solutions to specialized people linked to their training, as well as to people whose link is indirect.
CG05. Acquire the necessary learning skills to expand their studies autonomously.
CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
CE05 . Respect for cultural and personal differences of students and other members of the educational community.
CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .
CE08 . Commitment to enhance the academic performance of students and their school progress, within the framework of an integral education.
CE01 . Know the different curricular areas of Primary Education (especially the subject that concerns us) with all the elements of the Teaching/Learning process and the interdisciplinary relationship between the areas.
CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
CE04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).
CE06 . Detect possible difficulties that students may present and develop didactic strategies and curricular adaptations promoting the educational and social inclusion of students. Promote a climate of coexistence in the classroom and resolve conflicts that may arise peacefully. (Perspective of Attention to Diversity)
CE08 . Design and elaborate educational approaches to communication and expression using gestural and iconic-verbal strategies. (On basic or instrumental learning)
CE10 . Use different languages to promote and develop creativity. (About creativity)
CE14. Effectively address language learning situations in multicultural and multilingual contexts. Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.
CEGPMI 1. Que los estudiantes conozcan el currículo escolar de inglés de Primaria y sepan desarrollar y evaluar los contenidos mediante recursos didácticos apropiados y promover las competencias correspondientes entre los alumnos.
CEGPMI 2. Que los estudiantes sean capaces de reflexionar sobre las prácticas del aula para innovar y mejorar la labor docente en la enseñanza de la lengua inglesa y su literatura, adquiriendo hábitos y destrezas para el aprendizaje autónomo y cooperativo.
CEGPMI 3. Que los estudiantes conozcan los métodos y enfoques actuales para la enseñanza de una lengua extranjera a alumnos de Educación Primaria, así como criterios de valoración de los mismos.
CEGPMI 4. Que los estudiantes conozcan los procesos de adquisición de la comprensión oral y escrita y la producción oral y escrita de la lengua inglesa y su enseñanza.
CEGPMI 5. Que los estudiantes sean capaces de analizar, producir y adaptar recursos y materiales didácticos para la enseñanza de la lengua inglesa a alumnos de Educación Primaria.
CEGPMI 6. Que los estudiantes conozcan y valoren la cultura y las formas de vida de los principales países de habla inglesa.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

IV- Contents

IV. A. - Syllabus

Bloque temático	Temas	Apartados
I. - BILINGUAL EDUCATION IN SPAIN: REALITY AND CHALLENGES.	Tema 1: Introduction to Bilingual Education.	1. Theoretical perspectives and influences: integrated EAL and content- based approach. 2. The primary school teacher and the challenges of bilingual education. 3. Active methodologies and CLIL in the bilingual classroom.
II.- TEACHING AND LEARNING IN THE BILINGUAL CLASSROOM.	Tema 2: Introduction to CLIL Tema 3: Putting theory into practice: creating projects.	Materials that speak to all: UDL for CLIL and bilingual education: 1. The "4 Cs", Bloom's taxonomy and how to develop LOTS/ HOTS/ BICS AND CALP. 2. Scaffolding techniques. 1. Making a Model. 2. Make Scientific Method and experiments. 3. Drama. 4. Project- based learning for CLIL. 5. Designing CLIL lessons and materials with AI. 6. Assessment instruments and techniques in the bilingual classroom.

IV.B.-Training activities

Type	Title
Lectures	Readings selected from the bibliography
Individual work	Individual work (activities and exercises related to the theory which will be handed in to the teacher)
Group work	Group Work where the students will have to reflect upon different aspects of bilingual education.
Oral presentations	Oral presentations related to the contents of the subject.
Practical sessions	Research on the use of ICT in the bilingual classroom

Practical sessions	Participation in practical sessions where the students will have to put into practice the theoretical knowledge acquired during the term. The topic, specific content and extension of the works, will be provided by the teacher.
Academic tutorials	Students will be able to ask questions that could not be solved during face-to-face classes, as well as request further reading and/or any other information relating to the course.

V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	24
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	20
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	27
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Group work	Week 4 to Week 15	Active methodologies such as flipped classroom, cooperative learning and scientific Method, Model Making and Role Play in the bilingual classroom or scaffolding content and language will be put into practice.
Group work	Week 4 to Week 15	Presentation of CLIL projects based on PBL designed by students.
Theoretical sessions	Week 5 to Week 16	Students will think about problem-solving activities to be used in the bilingual classroom. Students will learn about gamification and how to implement it in the bilingual classroom. Students will learn some principles related to flipped classroom and will have to demonstrate how to use it in the primary classroom.
Practical sessions	Week 4 to Week 15	Teacher training for CLIL. Lesson will have a theoretical framework and students will put it into practice by shifting contents into real practice in the classroom.



Theoretical sessions	Week 1 to Week 4	General overview of the bilingual Education Lessons will follow a theoretical and practical approach to foster the active role of the students. The teacher will present the contents and students will carry out practical activities corresponding to those contents. Open discussion and critical thinking skills will be promoted.
Academic tutorials	Week 1 to Week 15	Students will be able to ask questions that could not be solved during face-to-face classes, as well as request further reading and/or any other information relating to the course.
Tests and/or exams	Week 16 to Week 20	Exam of theoretical knowledge aligned with the learning outcomes

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

El sistema de evaluación de las titulaciones en el marco del EEES es la evaluación continua. En el sistema de evaluación continua la asistencia a clase es obligatoria y su valoración en el proceso de evaluación continua de la asignatura la establecerán los profesores en cada asignatura.

% Mínimo de asistencia a clase: 80%. Nota: para no admitir a una prueba a un estudiante por no cumplir con el mínimo de asistencia, se deberá poder justificar por el profesor utilizando un sistema probatorio.

Observaciones

Sin menoscabo de los derechos y deberes de los estudiantes recogidos en el Estatuto del estudiante (RD 1791/2010), en los Estatutos de la URJC y en su Normativa interna, el alumno debe atender a las siguientes aclaraciones:

- **ORTOGRAFÍA Y EXPRESIÓN.**- La calificación de pruebas escritas incluye aspectos como la ortografía y expresión universitaria. Cada profesor determinará los criterios de corrección.

- **TRABAJOS UNIVERSITARIOS.**- Deben ser originales. Cuando se emplean fragmentos ajenos estarán citados. Su uso no puede ser indiscriminado. El profesor podrá orientarte al respecto y determinará los criterios de corrección. Recuerda: el plagio, que debe demostrarse, es un delito.

La evaluación de la asignatura consta de varias pruebas:

Método de evaluación	Actividad de evaluación	Contenido / Descripción	Ponderación	Nota mínima	Reevaluable	Fecha
ES1	Prueba escrita de preguntas cortas sobre fundamentos teóricos y metodológicos de la enseñanza bilingüe	Multiple-choice test and short questions	25%	5	Sí	Durante el curso
ES2	Trabajo grupal	Trabajo colaborativo	10%	-	No	Durante el curso
ES3	Prueba escrita en la que se combinen preguntas tipo test, preguntas cortas y preguntas de desarrollo	Evalúa competencias clave del desempeño profesional	50%	5	Sí	Fecha del examen oficial
ES4	Portafolio individual reflexivo sobre prácticas docentes, enfoque CLIL y gestión del aula	Actividades que promueven el aprendizaje autónomo, la reflexión crítica y el compromiso ético y pedagógico con la mejora docente	15%	-	No	Durante el curso

* Todos los items de evaluación anteriores se tienen en cuenta tanto en la convocatoria ordinaria, como en la extraordinaria. Convocatoria adelantada (para aquellos estudiantes que soliciten la convocatoria adelantada y se les conceda porque cumplen los requisitos establecidos en el Reglamento de Evaluación de los Resultados de Aprendizaje de la URJC)

La evaluación de la asignatura vendrá determinada por 2 bloques diferenciados que deben aprobarse por separado (nota mínima de 5 sobre 10 en cada uno):

1. Aplicación práctica de materia (40 %). El estudiante deberá realizar los trabajos escritos en los que demuestre el dominio de



la materia y su aplicación práctica en relación con el contenido de la asignatura. Debe alcanzarse una calificación mínima de 5/10 para superar la materia.

2. Prueba escrita presencial de contenidos (60 %). El estudiante deberá superar una prueba escrita en formato tipo test y preguntas cortas sobre el total del contenido de la asignatura. Es necesario obtener una calificación mínima de 5 puntos sobre 10 para superar la prueba y, por tanto, la materia.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Baker, C. (2001) Foundations of Bilingual Education and Bilingualism. Clevedon: Multilingual Matters. Ball, P., Kelly, K. & Clegg, J. (2016) Putting CLIL into Practice. Oxford: Oxford University Press.

Bhatia, T. K. & Ritchie, W. (2006) The Handbook of Bilingualism. London: Blackwell. Clegg J. (1999) "Task Design in the Bilingual Secondary School." Learning through a Foreign Language: Models, Methods, and Outcomes. Ed. J. Masih. London: Centre for Information on Language Teaching Research.

Do Coyle, Philip Hood, David Marsh (2010) CLIL content and language integrated teaching. Cambridge University Press.

Key Bentley (2010) The TKT course CLIL module.

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Fred Genesee, Else Hamayan (2016) CLIL in context practical guide for Educators. Cambridge University Press.

Lasagabaster, D. & Ruiz de Zarobe, Y. (eds.) (2010) CLIL in Spain. Implementation, Results and Teacher Training. Newcastle: Cambridge Scholars.

Liz Dale (2012) CLIL Activities. Cambridge University Press.

Margaret Grieson, Wendy Superfine (2012) The CLIL Resource Pack. Cambridge University Press.

Snow, M. A., and D. M. Brinton (1997) The Content-Based Classroom. New York: Longman.

Van de Craen, P. (2001) "Content and language integrated learning, culture of education and learning theories." Reflection on Language and Language Learning. Ed. M. Bas and J. W. Zwart. Amsterdam: John Benjamins.

Consultation bibliography

IX.-Professors

Name and surname	MARINA TORNERO TARRAGÓ
E-mail address	marina.tarrago@urjc.es
Department	Filología Extranjera, Traducción e Interpretación
Campus	Madrid - Vicálvaro
Category	Profesor Sustituto
Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0
Name and surname	NURIA GARCÍA MANZANARES
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Campus	Madrid - Vicálvaro



Category	Titular de Universidad interino
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	3
Number of sexennia	1
No. of positive evaluations by Docencia	3

