

Language Skills and Curricular Learning: Research Contributions

Code: 43222
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

Contact

Name: Judit Chico Gutierrez

Email: Judit.Chico@uab.cat

Use of Languages

Principal working language: catalan (cat)

Other comments on languages

Students' linguistic needs are taken into account at all times.

Teachers

Cristina Escobar Urmeneta

Maria Roser Canals Cabau

Prerequisites

Bachelor's degree.

Objectives and Contextualisation

- Become familiar with different research lines, epistemological traditions and examples of language (first, second or foreign) across the curriculum approaches.
- Carry out a study of limited scope on oral or written language across the curriculum.
- Obtain and provide feedback on research decisions made by course takers.

Competences

- Analyse data according to its nature and present results in accordance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.

- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.

Learning Outcomes

1. Analyse data obtained in research into language skills and curricular learning.
2. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
3. Continue the learning process, to a large extent autonomously.
4. Defend the research carried out orally, using the appropriate technology.
5. Design strategies for collecting information about language skills and curricular learning.
6. Find and analyse theoretical problems concerning the relationship between language skills and curricular learning.
7. Identify educational problems related to the relationship between language skills and curricular learning and evaluate the methodological approaches that enable them to be solved.
8. Identify in practice problems concerning the relationship between language skills and curricular learning.
9. Identify theoretical references and their adaptation for interpreting problems related to research centred on the relationship between language skills and curricular learning.
10. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
11. Judge the theoretical and social importance and pertinence of research related to language skills and curricular learning.
12. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
13. Recognise the research contributions in the area of communication and language skills as a transversal platform for curricular knowledge in non-linguistic areas.
14. Understand the most important aspects in the specific context of language skills and curricular learning and analyse them as objects of research.
15. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
16. Use research methods, strategies and techniques and design research pertinent to the research problem in context.
17. Write scientific summaries to be presented to different audiences.

Content

- Language competence and subject-matter learning. Developing academic discourse-skills in first, second and foreign languages across the curriculum.
- Language skills and scientific competence in Social Sciences and Experimental Sciences.
- Talking to learn content and language in the classroom: Teacher-learner and learner-learner interaction.
- In-building support in content lessons taught through an additional language.

Methodology

The training activity will be developed from the following dynamics:

- Master classes
- Reading of articles and documentary collections
- Analysis and collective discussion of articles and documentary sources
- Classroom practices: problem solving / cases / exercises
- Oral presentation
- Tutorials

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	20	0.8	
Tutorials	10	0.4	
Type: Supervised			
Analysis and collective discussion of articles and documentary sources.	16	0.64	
Classroom practices: problem solving / case analysis / research / innovations	12	0.48	
Oral presentation	4	0.16	
Type: Autonomous			
Analysis of research and innovation projects	42	1.68	
Reading of articles and documentary collections	46	1.84	

Assessment

The evaluation of the module will be carried out through the activities indicated.

The final grade will be the weighted average of the planned activities. In order to apply this criterion, it will be necessary to obtain a minimum of 40% in all proposed evaluation activities.

Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended a minimum of 80% of the classes.

The procedure for reviewing the tests will be carried out individually

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities during the development of the subject	20% - 30%	0	0	1, 6, 14, 4, 5, 8, 7, 9, 15, 10, 11, 13, 17, 3
Attendance and participation	10% - 20%	0	0	6, 2, 4, 8, 7, 15
Report / individual work	40% - 50%	0	0	1, 6, 2, 14, 4, 5, 12, 8, 7, 9, 15, 10, 13, 17, 3, 16

Bibliography

Angermuller, J, Maingueneau, D., & Wodak, R. (Ed.) (2014). *The Discourse studies reader. Main currents in theory and analysis*. Amsterdam, The Netherlands: John Benjamins.

Bazerman, C., Little, J., Bethel, L., Chavkin, T, Fouquette, D., & Garufis, J. (2005). *Reference guide to writing across the curriculum*. West Lafayette, IN: Parlor Press and WAC Clearinghouse.

- Benejam, P. (2002). Didáctica y construcción del conocimiento social en la escuela. *Pensamiento Educativo. Revista de investigación educacional latinoamericana*, 30, 61-74.
- Benejam, P. (2014). Com ensenyar? Una resposta basada en les capacitats psicolingüístiques. En Benejam, P. (Ed.) *Quina educació volem?* (pp. 89-103). Barcelona. Associació de mestres Rosa Sensat.
- Canals, R. (2006). *L'argumentació en l'aprenentatge del coneixement social*. Tesis doctoral no publicada. Universitat Autònoma de Barcelona.
- Canals, R. (2007). La argumentación en el aprendizaje del conocimiento social. *Enseñanza de las Ciencias Sociales*, 6, 49-60.
- Canals, R. (2012). *El debate como estrategia didáctica para educar en la participación ciudadana*. En N. Alba,, F.Y. García, & A. Santisteban (Eds.), *Educación para la participación ciudadana en la enseñanza de las ciencias sociales, Vol. I* (pp. 245-254). Sevilla: Asociación Universitaria de Profesorado de Didáctica de las Ciencias Sociales y Díada Editora.
- Canals, R. (2015). *El desarrollo del pensamiento social en la formación inicial del profesorado para dar respuesta a problemas invisibles desde el currículo*. Paper presented at the XXVI Simposio Internacional de Didáctica de las Ciencias Sociales. Universidad de Extremadura, Extremadura, Spain.
- Canals, R. (2015). El pensamiento crítico en el aula. *Aula de secundaria*, 12, 24-29.
- Canet Pladevall, R. & Evnitskaya, N. (2011). Rethink, rewrite, remake or learning to teach science through English. In C. Escobar Urmeneta, N. Evnitskaya, E. Moore, & A. Patiño (Eds.), *AICLE -- CLIL -- EMILE. Educació plurilingüe: Experiències, research & polítiques* (pp. 167-177). Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.
- Casas, M., Barceló, B., Bosch, D., Canals, R., Domènech, A., Freixenet, D., González, N., & Oriol, M. (2005). *Ensenyar a parlar i a escriure ciències socials*. Barcelona: Associació de Mestres Rosa Sensat.
- Casas, M., Bosch, D., Márquez, C., Noguerol, A., Ramírez, R., Serra, M.T. & Valls, C. (2007). *Competències bàsiques per parlar i escriure ciència a l'educació primària*. Barcelona: Associació de Mestres Rosa Sensat.
- Casas, M., Bosch, D., & González-Monfort, N. (2005). *Las competencias comunicativas en la formación democrática de los jóvenes: describir, explicar, justificar, interpretar y argumentar*. *Enseñanza de las Ciencias Sociales*, 4, 39-52.
- Dale, L., & Tanner, R. (2012). *CLIL Activities: A Resource for Subject and Language Teachers with CD-ROM*. London, UK: MacMillan.
- Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning*. Amsterdam, The Netherlands: John Benjamins.
- Davies P. (2004). Contributing to citizenship education by improving the quality of students' arguments. *Teaching Business and Economics*, 8(1), 26-30.
- Dolz, J., & Pasquier, A. (1996). *Argumentar para convencer*. Gobierno de Navarra: Departamento de Educación y cultura.
- Echevarría, J., Vogt, M.E., & Short, D.J. (2008). *Making content comprehensible for English learners: The SIOP® model*, 4th Edition. London, UK: Pearson Education.
- Escobar Urmeneta, C. (2013). Learning to become a CLIL teacher: Teaching, reflection and professional development. *International Journal of Bilingual Education and Bilingualism*, 16(3), pp: 334-353.

Escobar Urmeneta, C., & Evnitskaya, N. (2013). Affording students opportunities for the integrated learning of content and language. A contrastive study on classroom interactional strategies deployed by two CLIL teachers. In J. Arnau (Ed.), *Recovering Catalan through school: Challenges and instructional approaches* (pp.159-183). Bristol: Multilingual Matters & Institut d'Estudis Catalans.

Escobar Urmeneta, C., & Evnitskaya, N. (2014). 'Do you know Actimel?' The adaptive nature of dialogic teacher-led discussions in the CLIL science classroom: A Case Study. *The Language Learning Journal*, 42(2), 165-180.

Escobar Urmeneta, C. (2014). Conversar más y mejor en la clase de inglés. Para aprender mejor y llegar más lejos. *Aula de innovación educativa*, 237, 12-17.

Escobar Urmeneta, C. (Forthcoming). Aprendizaje Integrado de Contenidos y Lengua. En Nussbaum, L y Masats, D. (próxima aparición). *La Enseñanza de las Lenguas Extranjeras en la ESO*. Madrid. Síntesis.

Escobar Urmeneta, C., & Walsh, S. (forthcoming). Classroom interactional competence in content and language integrated learning. In A. Llinares, & T. Morton (Eds.), *Applied Linguistics perspectives on CLIL*. Amsterdam, The Netherlands: John Benjamins.

Escobar Urmeneta, C., & Nussbaum, L. (Eds.). (2011). *Aprender en una altra llengua / Learning through another language / Aprender en otra lengua*. Servei de publicacions de la UAB.

Evnitskaya, N. (2012). '¿Permanecer en silencio supone no participar en la interacción en el aula de segundalengua?' Paper presented at the XXX AESLA International Conference: Applied Linguistics in the Age of Globalization. Universitat de Lleida, Lleida, Spain.

Evnitskaya, N., & Morton, T. (2011). Knowledge construction, meaning-making and interaction in CLIL science classroom communities of practice. *Language and Education*, 25(2), 109-127.

Fortanet, I. (Ed.) (2013). *CLIL in higher education: towards a multilingual language policy*. Bristol, UK: Multilingual Matters.

Gajo, L. (2007). Linguistic knowledge and subject knowledge: How Does Bilingualism Contribute to Subject Development? *The International Journal of Bilingual Education and Bilingualism*, 10(5), 563-581.

Hall, J.K., Hellermann, J., & Pekarek Doehler, S. (Eds.) (2011). *L2 Interactional Competence and Development*. Clevedon, UK: Multilingual Matters.

Hess, D. (2008). Controversial issues and democratic discourse. In L.S. Levstik, & C.A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 124-136). New York, NY/London, UK: Routledge.

Jorba, J., Gómez, I., & Prat, A. (Eds.) (1998). *Parlar i escriure per aprendre*. Barcelona: ICE de la Universitat Autònoma de Barcelona.

Lasagabaster, D., & Doiz, A. (Eds.) (2016). *CLIL experiences in secondary and tertiary education: In search of good practices*. Bern, Switzerland: Peter Lang.

Lattimer, H. (2010). *Reading for learning: Using discipline-based texts to build content knowledge*. Urbana, IL: NCTE

Lemke, J. (1997). *Aprender a hablar ciencia. Temas de educación*. Barcelona: Paidós.

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th edition). Oxford, UK: Oxford University Press.

Lightbown, Patsy M. (2014). *Focus on content based language teaching*. Oxford, UK: Oxford University Press.

Llinares, A., Morton, T., & Whittaker, R. (2012). *The role of language in CLIL*. Cambridge, UK: Cambridge University Press.

Llinares, A. and Morton, T. (2016, forthcoming). *Applied Linguistics Perspectives on CLIL*. Amsterdam (Holland): John Benjamins.

Macaro, E (2013). *Language Learning: research, policy and practice*. London: Routledge.

Macaya, A., & Santisteban, A. (2001). Orígenes y cualidades de la argumentación: Una investigación desde la formación inicial. In F.J. Perales (Ed.), *Las Didácticas de las Áreas Curriculares en el siglo XXI* (pp. 1727-1741). Granada: Grupo Editorial Universitario.

Márquez, C., Izquierdo, M., & Espinet, M. (2006) Multimodal science teachers' discourse in modelling the water cycle. *Science Education*, 90(2), 202-226. [DOI: 10.1002/sce.20100].

Mattozzi, I. (2004). Enseñar a escribir sobre la historia. *Enseñanza de las Ciencias Sociales*, 3,41-46.

Mercer, N. (1995). *The guided construction of knowledge*. Clevedon, Avon: Multilingual Matters. Versión en español: La construcción guiada del conocimiento. Barcelona: Paidós, (1997).

Mercer, N., & K. Littleton (2007). *Dialogue and the development of children's thinking*. London, UK: Routledge.

Mohan, B.A. (1986). *Language and content*. Reading, MA: Addison Wesley.

Moore, E., Nussbaum, L., & Borràs, E. (2012) Plurilingual teaching and learning practices in 'internationalised' university lectures. *International Journal of Bilingual Education and Bilingualism*, 16, 471-493.

Mortimer, E.F., & Scott, P.H. (2003). *Meaning making in secondary science classrooms*. Philadelphia, PA: Open University Press.

Moschkovich, J. (Ed.) (2010). *Language and mathematics education: Multiple perspectives and directions for research*. Charlotte, NC: Information Age Publishing.

Muñoz, C.(2012) Intensive exposure experiences in second language learning Bristol, UK: Multilingual Matters.

Oliver, R., & Philp, J. (2014). *Focus on Oral Interaction*. Oxford, UK: Oxford University Press.

Oliveras, B.; Márquez, C.; Sanmartí, N. (2013). The use of newspaper articles as a tool to develop critical thinking in science classes. *International Journal of Science Education*, 35 (6), 885-905.

Pallotti, G. & Wagner, J. (Eds.). (2011). *L2 Learning as Social Practice: Conversation-Analytic perspectives*. National Foreign Language Resource Center. Honolulu, HI: University of Hawai'i at Manoa.

Plá, S. (2005). *Aprender a pensar históricamente. La escritura de la historia en el bachillerato*. México: Plaza y Valdés.

Planas, N. (2012). Heteroglossia and "orchestration" in multilingual mathematics classrooms. A H. Forgasz & F. Rivera (Eds.), *Advances in mathematics education. Toward equity: gender, culture, and diversity I*(pp. 333-343). Nova York: Springer.

Planas, N., & Civil, M. (2013). Language-as-resource and language-as-political: Tensions in the bilingual mathematics classroom. *Mathematics Education Research Journal*, 25(1), 3-26.

Roca, M.; Márquez, C.; Sanmartí, N. (2013). Las preguntas de los alumnos:Una propuesta de análisis. *Enseñanza de las Ciencias*, 31, 1, 95-114 [ISSN: 0212-4521]

Scott, P., & Ametller, J. (2007). Teaching science in a meaningful way: striking a balance between opening up and closing down classroom talk. *School Science Review*, 88(324), 77-83.

Seedhouse, P., Walsh, S., & Jenks, C. (Eds.) (2010). *Conceptualising 'Learning' in Applied Linguistics*. Basingstoke, UK: Palgrave Macmillan.

Snow, M., Met, M., & Genesee, F. (1992). A Conceptual framework for the integration of language and content instruction. In P.A. Richard-Amato, & M.A. Snow (Eds.), *The Multicultural Classroom: Readings for content-area teachers* (pp. 27-38). Reading, MA: Addison-Wesley. Reprinted.

Szende, T. (2016). *The Foreign Language Appropriation Conundrum: Micro Realities & Macro Dynamics*. Bruxelles: P.I.E. Peter Lang.

V.V.A.A. (2001). La construcción del conocimiento social y el lenguaje: el discurso social en el aula. *Revista Iber*, 28, 57-68.

Vogt, M.E., & Echevarría, J. (2011). *Response to intervention (RTI) and English learners: Making it happen*. London, UK: Pearson Education.

Walsh, S. (2006). *Investigating Classroom Discourse*. London, UK: Routledge.

Wilkinson, R., & Walsh, M. L. (2015). *Integrating content and language in higher education: From theory to practice*. Maastricht, The Netherlands: Peter Lang

Woore, R, Macaro, E, Graham, S (2015). *Improving foreign language teaching: Towards a research-based curriculum and pedagogy*. Abingdon: Routledge.