

Name of university, Name of faculty: Trnava University
Faculty of Education

INFORMATION SHEET OF THE SUBJECT

Code: RSAJ114 **Name:** Bilingual Education and CLIL

Cover: Department of English Language and Literature

Type of educational activity: Seminar

Scope of educational activity (in hours):

Weekly: 2

For term of study: ZS 46

Method of educational activity: Combined

Number of credits: 1

Recommended semester: WT

Study grade:
Master

Recommended semester

Study programme

2. year WT

Teaching English and literature as the third subject (RSAJ)

Underlie subjects:

Conditions for passing the course:

Method of evaluation: Completion by taking an examination

Continuous evaluation: The following conditions must be met in order to successfully complete the course:

- Participation in seminars is mandatory (minimum 75% attendance).
- A CLIL lesson plan must be prepared and submitted (worth 20 points).
- A part of the planned CLIL lesson must be presented and taught during the seminar in front of other students, known as "microteaching" (worth 30 points). It is imperative to note that students will not be awarded points for an incomplete lesson plan or a plan that exhibits deficiencies. It is imperative to note that students will not be granted admission to the examination without first having demonstrated their comprehension of the lesson. In order to proceed to the final examination, students are required to obtain a minimum of 35 points.

Final evaluation: written exam (test)

Finished: The course ends with an exam. The exam consists of a written test with a maximum score of 50 points. Test grading scale: A 50-46%, B 45-41%, C 40-36%, D 35-31%, E 30-26%, FX 25-0%. Students with special educational needs have the option of taking an oral test.

Credits will not be awarded to students who score 0 points in any part of the assessment.

Learning outcomes:

LO1: The student is familiar with the principles and models of bilingual education and CLIL.

LO2: The student has developed the skills needed to learn from and further interpret the knowledge acquired about CLIL.

LO3: The student knows and can correctly use the English technical terminology associated with bilingual education and CLIL.

LO4: The student can plan a CLIL lesson.

LO5: The student can critically evaluate and select suitable techniques and tasks for CLIL lessons in primary and secondary schools and assess their suitability for CEFR levels A1–B2.

LO6: The student can effectively use appropriate techniques in their teaching support outputs as a teaching assistant.

LO7: The student can effectively incorporate appropriate tasks into CLIL lessons as part of their teaching practice in the role of a teaching assistant.

Schedule of subject:

1. Definitions of bilingualism.
2. Ways in which a person can become bilingual.
3. Bilingualism in the family, environment, and school.
4. Advantages of bilingualism.
5. Definitions and models of CLIL
6. Principles of CLIL
7. Planning thematic units in CLIL, lesson planning
8. Goals and outcomes
9. Evaluation of tasks and materials in terms of CLIL principles
10. Preparation of own tasks and worksheets
11. Supporting students' language skills (reading comprehension, writing, listening, speaking).
12. Student assessment

Recommended reading:

Language requirements: English

Notes:

Workload for full-time study:

seminars: 24 hours

preparation of semester project: 15 hours

preparation for exam: 36 hours

total: 75 hours

Workload for part-time study

seminars: 8 hours

preparation of semester project: 5 hours

exam preparation: 12 hours

total: 25 hours

Workload for RŠAJ: seminars: 4 hours preparation of semester project: 4 hours total: 8 hours					
Course evaluation: Assessed students in total: 0					
A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%
Lecturers: Mgr. Zuzana Sucháňová, PhD., examiner, instructor, seminary supervisor					
Date of last change: 01.09.2026					
Approved by: prof. PaedDr. Silvia Pokrivčáková, PhD.					