# COURSE DESCRIPTION

## COURSE DETAILS

Title: **LOS PRINCIPIOS DEL APRENDIZAJE INTEGRADO DE LENGUAS Y CONTENIDO (AICLE)**
Code: 103424
Degree/Master: **MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B** Year: 1
ECTS Credits: 4 Classroom hours: 16
Face-to-face classroom percentage: 16% Study hours: 84
Online platform:

## LECTURER INFORMATION

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## PREREQUISITES AND RECOMMENDATIONS

**Prerequisites established in the study plan**

None.

**Recommendations**

Students should be competent in English at level B2.

## OBJECTIVES

- Que el alumnado comprenda las características y beneficios de los enfoques de integración de lenguas y contenido en la enseñanza bilingüe.
- Que el alumnado conozca y analice los requisitos estructurales y de organización en los centros que conlleva la implantación del enfoque AICLE.
- Que el alumnado sea capaz de valorar y utilizar las estrategias metodológicas ,los recursos materiales y los instrumentos de evaluación más efectivos para este tipo de enfoque.

## INTENDED LEARNING OUTCOMES

| | |
|---|---|
| CB6 | To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts. |
| CB9 | To ensure that students are able to effectively communicate their conclusions and the reasons that underpin them to specialist and non-specialist audiences in a clear and unambiguous manner. |
| CE1 | To facilitate the acquisition of skills in analysis and synthesis, problem solving, critical thinking and the ability to apply theoretical knowledge to the different bilingual education models. |

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|---|---|
| CG2 | To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas. |
| CT4 | To be able to write and present the results of their own research in the form of a scientific article before a specialized audience. |
| CT5 | To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals. |

## CONTENT

**1. Theory contents**

1. Bilingual education and CLIL (Content and Language Integrated Learning).
2. The CLIL trajectory.
3. Characteristics and benefits of CLIL.
4. The various types of CLIL.
5. What research has shown: linguistic and content outcomes.
6. Implementing a CLIL programme: challenges and initiatives.
- The role of the bilingual coordinator.
- Functions of language assistants.
- Complementary activities: cultural events and international exchanges.
7. Macro and micro organisational decisions:
- The School Linguistic Project.
- Integrated Curriculum.
- Languages across the curriculum.
8. Basics in CLIL methodology: the linguistic skills, academic functions, text types, the student factor, strategies and techniques, coexistence of L1 and L2, co-teaching, structuring lessons.
9. Advocating a 3-level coordination and collaboration:
- Foreign language teachers-content teachers.
- Content teachers-content teachers.
- Foreign language teachers-mother tongue teachers.
10. Language and content scaffolding.
11. Introducing assessment in CLIL: characteristics.
- Why and how to assess.
- Purpose and problems.
- Assessing content or assessing the language?
- Searching for a practical approach: criteria and instruments.
12. EMI and CLIL in higher education: objectives, motivations and decisions.
13. Implementing bilingual programmes at the university: challenges and initiatives.

**2. Practical contents**

- Review of specific existing literature.
- Comparison of case studies.
- Elaboration of integrated lesson plans.

## METHODOLOGY

**Clarifications**

Students will be guided in the elaboration of additonal work, mainly text analysis and project work.

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**Face-to-face activities**

| Activity | Total |
|---|---|
| *Case study* | *1* |
| *Lectures* | *10* |
| *Projects* | *3* |
| *Group work (cooperative )* | *2* |
| **Total hours:** | **16** |

**Off-site activities**

| Activity | Total |
|---|---|
| *Information search* | *21* |
| *Reference search* | *11* |
| *Self-study* | *41* |
| *Group work* | *11* |
| **Total hours:** | **84** |

## WORK MATERIALS FOR STUDENTS

Case studies
Oral presentations
References

## EVALUATION

| Tools | Percentage |
|---|---|
| **Self-assessment** | 10% |
| **Oral presentations** | 10% |
| **Observation records** | 10% |
| **Assignments and projects** | 70% |

Period of validity for partial qualifications: *One academic year*

## BIBLIOGRAPHY

**1. Basic Bibliography:**

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Lorenzo, F., Moore, P., Casal, S. (2011). On complexity in bilingual research: the causes, effects, and breadth of content and language integrated learning – a reply to Bruton (2011). Applied Linguistics, 32(4), 450-455.
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**2. Further reading:**

None.

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.