

## COURSE DESCRIPTION

### COURSE DETAILS

Title: **LENGUAJE Y COMUNICACIÓN: INGLÉS PARA EL PROFESORADO DE CONTENIDOS**

Code: 103428

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: [www3.uco.es/m1819/](http://www3.uco.es/m1819/)

### LECTURER INFORMATION

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

The language of instruction and communication will be English. A CERF B2 level is advisable.

### OBJECTIVES

1. To gain an understanding of the fundamental theoretical underpinnings of CLIL, as well as the pedagogical potential inherent in this new approach with a high impact on students' learning.
2. To critically look at the singularity of CLIL and the implications thereof for the teaching-learning of languages and of the so-called content subjects in the fields of science and the humanities.
3. To develop critical thinking skills concerning different text types and genres pertaining to disciplinary discourse, as well as to analyse how academic knowledge is coded in oral and written texts in content subjects.
4. To understand how the Integrated Language Curriculum and the School Language Project can facilitate an integrated approach aimed at improving students' language competence across the curriculum in bilingual education.
5. To become familiar with a wide range of initiatives, resources and methodological strategies to be implemented in content subjects to enhance students' optimal learning in class.

### INTENDED LEARNING OUTCOMES

- |      |                                                                                                                                                                                                |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CB10 | To make students able to show learning abilities that allow them to continue studying in a self-directed or independent manner                                                                 |
| CB7  | To ensure that students know how to apply the knowledge gained and are able to problem solve in unfamiliar situations in a variety of multidisciplinary contexts within their field of study.  |
| CE4  | To be able to link own knowledge and teaching experience with new teaching models and to apply them to facilitate the writing, use and adaption of teaching materials in bilingual classrooms. |



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CG3	Ability to foster, in academic and professional contexts, technological, social or cultural advancement within a knowledge-based society.
CT2	Development of skills for correct oral, written and graphic communication.
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. The theoretical and conceptual foundations of CLIL (Content and Integrated Language Learning): a general overview of the essentials.
2. Learning and cognition in CLIL: assimilating content and learning languages in bilingual education. LOTS (lower-order thinking skills) and HOTS (higher-order thinking skills), or making learning happen. Linguistic and conceptual scaffolding.
3. Coding human knowledge through language in CLIL. BICS and CALP. A map of disciplinary discourse: disciplinary discourse, text types and genres. Language to think and learn with: how to use oral and written texts in content subjects. Pluriliteracies in the Knowledge Society and visible learning.
4. The Integrated Language Curriculum and the School Language Project: a holistic approach to language teaching and learning meant to boost students' language competence across the curriculum in bilingual education.
5. Initiatives, resources and methodological strategies to be implemented in content subjects to enhance students' optimal learning in class. Evaluating, adapting and creating didactic materials and tasks for bilingual classes. The European dimension of education: European Language Portfolio (ELP) and Erasmus+.

### 2. Practical contents

Both theoretical and practical contents have been detailed in the previous section.

## METHODOLOGY

### Clarifications

The methodology of this course will be largely student-centred and aimed at enhancing students' critical thinking skills, language competence and self-confidence when dealing with the singularities of CLIL and content subjects in bilingual education. Therefore, students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the teacher, and contribute to the whole learning process in a wide range of individual, pair and group activities. English will be the common language of classroom management and communication, so a CEFR B2 level is highly advisable. Part-time students who cannot attend classes on a regular basis are required to inform the teacher of their personal circumstances as soon as possible, so as to provide for the necessary assessment procedures. At any rate, these students are required to comply with the same assessment criteria to get a pass on this course.

### Face-to-face activities

Activity	Total
<i>Debates</i>	2
<i>Case study</i>	2
<i>Lectures</i>	6
<i>Workshop</i>	2
<i>Group work (cooperative )</i>	2
<i>Tutorials</i>	2
<b>Total hours:</b>	<b>16</b>

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### Off-site activities

Activity	Total
Analysis	6
Information search	6
Reference search	10
Self-study	62
<b>Total hours:</b>	<b>84</b>

## WORK MATERIALS FOR STUDENTS

Case studies  
Dossier  
Oral presentations  
References

### Clarifications:

Students will be provided with the bibliographic references necessary to reach the course learning objectives. Classes will be student-oriented, so students are required to get involved in class dynamics, read recommended material before attending class sessions, look for information, analyse dossiers of relevant articles at home and in class, and contribute actively to class debate, workshops and group work. Materials will be available on Moodle.

## EVALUATION

Tools	Percentage
Attendance sheets	10%
Observation records	10%
Group work	20%
Assignments and projects	60%

Period of validity for partial qualifications: *For the whole academic year.*

### Clarifications:

Students who cannot attend classes on a regular basis are required to inform the teacher of their personal circumstances as soon as possible, so as to provide for the necessary assessment procedures. At any rate, these students are required to comply with the same assessment criteria to get a pass on this course.

## BIBLIOGRAPHY

### 1. Basic Bibliography:

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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.