COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **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: 4.0   Classroom hours: 16

Face-to-face classroom percentage: 16.0%   Study hours: 84

Online platform:

LECTURER INFORMATION

Name: PAVON VAZQUEZ, VICTOR MANUEL (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Facultad de Filosofía y Letras

E-Mail: victor.pavon@uco.es   Phone: 8429

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

English at B2 level (minumun) is advisable.

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.
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.

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LOS PRINCIPIOS DEL APRENDIZAJE INTEGRADO DE   PAGE 1 / 5   2023/24 Year

COURSE DESCRIPTION

OBJECTIVES

- To review the principles of bilingual education in formal contexts.
- To understand the basics of teaching content material through a foreign langauge.
- To analyse the characteristics of models for bilingual education programmes: CBI, CLIL, EMI, etc.
- To know the methdological underpinnings of Content and Language Integrated Learning (CLIL).

CONTENT

1. Theory contents
 1. Principles of bilingual education
1.1. Benefits and challenges.
1.2. Bilingual education models.
1.3. Bilingual programmes and CLIL.
1.4. Characteristics of CLIL programmes.
 2. Aspectos organizativos en la implementación de un proyecto bilingüe.
2.1. The organisation of bilingual schoosl.
2.2. Structuring the curriculum: the School Lingustic Project (SLP) and the Languages Across the Curriculum (LAC) model.
2.3. Coordination between content and language teachers.
 3. Methodology
3.1. Methodoogical changes for content and language teachers.
3.2. Collaborative and cooperative learning, task-based learning and scaffolding of content and language.
3.4. Evaluation and assessment in CLIL.
3.5. Creation of CLIL lesson plans.

2. Practical contents
 All the theoretical contents will be complemented with specific practice.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Reduced inequalities

METHODOLOGY

Clarifications
Methodology will be adapted in terms of frequency and nomber of activities.

Face-to-face activities

Activity	Total
Case study	2
Debates	2
Group work (cooperative)	4

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Activity	Total
Lectures	2
Projects	4
Text commentary	2
Total hours	**16**

Off-site activities

Activity	Total
Activities	14
Analysis	10
Exercises	15
Information search	10
Reference search	10
Self-study	25
Total hours	**84**

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Oral presentations

Clarifications

All the materials will be uploaded into the Moodle platform.

EVALUATION

Tools	Percentage
Assignments and projects	60%
Group work	10%
Oral presentations	10%
Problem solving	10%
Text commentary	10%

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COURSE DESCRIPTION

Period of validity for partial qualifications:

Until the end of the academic year.

Clarifications:

Para poder ser evaluado el alumno debe asistir al 80% de las sesiones programadas.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

Applied Linguistics (advance access) 1-21.http://applij.oxofrdjournals.org/

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Cummins, J. (2000). Language, Power and Pedagogy: Bilingual Children in the Crossfire. Clevendon: Multilingual Matters.

De Graaf, R., Koopman, G.J., Anikina, Y. and Westhoff, G. (2007). "An observation tool for effective L2 pedagogy in Content and Language Integrated Learning (CLIL)". The International Journal of Bilingual Education and Bilingualism, 10, 5: 603–624.

Deller, S., and C. Price. 2007. Teaching Other Subjects through English. Oxford: Oxford University Press.

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Pavón, V. (2011). "Enseñanza y aprendizaje integrado de lengua y contenidos (AICLE)". In S. Casal (ed.), Implicaciones de la enseñanza bilingüe en centros educativos. Sevilla: Aljibe, pp.19-34 .

Pavón, V. (2013). "Foreword". In D. Marsh, The CLIL Trajectory: Educational Innovation for the 21st iGeneration.

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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.

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