

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **DESARROLLO DE MATERIALES AICLE**

Code: 599005

Degree/Master:

**MÁSTER UNIVERSITARIO EN ENSEÑANZA BILINGÜE Y  
APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUAS  
EXTRANJER**

Year: 1

ECTS Credits: 6.0

Classroom hours: 0

Face-to-face classroom percentage: 0.0%

Study hours: 150

Online platform: <https://moodle.uco.es/m1819/course/view.php?id=5013>

### LECTURER INFORMATION

Name: ÁVILA LÓPEZ, FRANCISCO JAVIER (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

English B2

### INTENDED LEARNING OUTCOMES

- |             |  |
|-------------|--|
| CG1MIE<br>B | To know and use the Information and Communication Technologies applied to bilingual education and CLIL.  |
| CB7         | To know how to apply acquired knowledge and problem-solving abilities to new or unfamiliar environments within broader (or multidisciplinary) contexts related with the student's area of study.   |
| CT2         | To know and apply policies and practices of attention giving, especially to socially disadvantaged students, and to incorporate the principles of equality between men and women and of universal accessibility for all in the field of study. |
| E5MIEB      | To apply student-centered communicative methodologies in the CLIL classroom, such as project-based, homework or cooperative learning.  |
| E7MIEB      | To create and adapt teaching materials for bilingual education, converting the authentic material into teaching material and adjusting the linguistic level of the original language.  |
| E8MIEB      | To incorporate new teaching strategies, new materials and new information technologies into bilingual education, taking advantage of the volume of information they provide for educational purposes.  |
| E10MIEB     | To evaluate linguistic and non-linguistic content in bilingual education in a coordinated manner.  |

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### OBJECTIVES

Conocer y utilizar las Tecnologías de la Información y la Comunicación aplicadas a la enseñanza bilingüe y el AICLE

Evaluar coordinadamente los contenidos lingüísticos y no lingüísticos en la enseñanza bilingüe.

Aplicar metodologías comunicativas centradas en el estudiante en el aula AICLE, tales como el aprendizaje basado en proyectos, en tareas o cooperativo

Crear y adaptar materiales didácticos para la enseñanza bilingüe, convirtiendo el material auténtico en material didáctico y graduando el nivel lingüístico de la lengua origen.

Incorporar nuevas estrategias docentes, nuevos materiales y nuevas tecnologías de la información a la enseñanza bilingüe aprovechando el caudal informativo que éstas proporcionan para fines educativos.

Saber aplicar metodologías comunicativas centradas en el estudiante en el aula AICLE, tales como el aprendizaje basado en proyectos, en tareas o cooperativo.

Sabe crear y adaptar materiales didácticos para la enseñanza bilingüe, convirtiendo el material auténtico en material didáctico y graduando el nivel lingüístico de la lengua origen.

Incorporar nuevas estrategias docentes, nuevos materiales y nuevas tecnologías de la información a la enseñanza bilingüe aprovechando el caudal informativo que éstas proporcionan para fines educativos.

Demostrar que se conoce y utiliza las Tecnologías de la Información y la Comunicación aplicadas a la enseñanza bilingüe y el AICLE.

### CONTENT

#### 1. Theory contents

1. Rationale and basic principles of materials development

a. Definition

b. A note on terminology

c. A map of the terrain

d. Goals

2. Current language learning trends. Implications for materials development.

a. Text-driven

b. Task-based approaches. The CLIL case.

c. Project work.

3. CLIL ICT Materials Development

a. Basic criteria for producing ICT CLIL Materials

b. Specific criteria

4. Principles for planning and designing a CLIL lesson

a. Integration of content and language objectives. The 4 Cs model

b. BICs and CALP

c. Comprehensible input: procedures

d. Providing meaningful learning experiences

e. Attention to diversity

5. Design and exploitation of CLIL activities and materials

a. Authenticity

b. Development of cognitive strategies



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- c. Procedures for making content concepts clear
- d. Opportunities for practice, application and interaction
- e. Collaborative work
- 6. Analysis of CLIL materials and lesson plans
  - a. Analysis of commercially produced and other materials
  - b. Analysis of teaching sequences

### 2. Practical contents

- 1. CLIL Materials rubric. Evaluation of materials.
- 2. Production of ICT CLIL Materials. Design of a CLIL teaching unit.
- 3. CLIL ICT Materials Development. An integrated unit.
- 4. CLIL Lesson design

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

## METHODOLOGY

### Clarifications

Metdología interactiva, las sesiones se plantean como talleres de elaboración de materiales didácticos.

### Face-to-face activities

### Off-site activities

Activity	Total
<i>Activities</i>	30
<i>Analysis</i>	15
<i>Exercises</i>	20
<i>Group work</i>	15
<i>Information search</i>	10
<i>Projects</i>	30
<i>Reference search</i>	10
<i>Self-study</i>	20
<b>Total hours</b>	<b>150</b>

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### WORK MATERIALS FOR STUDENTS

Case studies - [https://dv.ujaen.es/login.php?client\\_id=docencia=en](https://dv.ujaen.es/login.php?client_id=docencia=en)

Dossier - [https://dv.ujaen.es/login.php?client\\_id=docencia=en](https://dv.ujaen.es/login.php?client_id=docencia=en)

Exercises and activities - [https://dv.ujaen.es/login.php?client\\_id=docencia=en](https://dv.ujaen.es/login.php?client_id=docencia=en)

Lessons summary - [https://dv.ujaen.es/login.php?client\\_id=docencia=en](https://dv.ujaen.es/login.php?client_id=docencia=en)

References - [https://dv.ujaen.es/login.php?client\\_id=docencia=en](https://dv.ujaen.es/login.php?client_id=docencia=en)

#### Clarifications

Plataforma ILIAS (UJA)

### EVALUATION

Tools	Percentage
Assignments and projects	40%
Essay tests	30%
online questionnaires	30%

#### Period of validity for partial qualifications:

1 semana

#### Clarifications:

Interacción en el foro de la asignatura (ILIAS) para realizar las actividades y tests propuestos.

#### Clarifications:

### BIBLIOGRAPHY

#### 1. Basic Bibliography

Ellis, R. (2011) Macro- and micro-evaluation of task-based teaching. In: Tomlinson, B. (ed). *Materials Development in Language Teaching*. (2nd ed) Cambridge: Cambridge University Press. pp.212-235. Ellis, R. (1998)

Goldstein, B. and Driver, P. (2014) *Language Learning With Digital Video*. United Kingdom: Cambridge University Press.

Harwood, N. (2014) *English language teaching textbooks: content, consumption, production*. Edited by N. Harwood. Basingstoke: Palgrave Macmillan.

Masuhara, H. (2011) What do teachers really want from coursebooks? In: Tomlinson, B. (ed). *Materials Development in Language Teaching*. (2nd ed) Cambridge: Cambridge University Press. pp.236-266.

McDonough, J., Shaw, C. & Masuhara, H. (2013) *Materials and Methods in ELT: A Teacher's Guide*. 3rd ed. Oxford: Wiley-Blackwell. McGrath, I. (2013) *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory*. London: Bloomsbury.

Mukundan, J. & Touran, A. (2013) A Review of Textbook Evaluation Checklists across Four Decades (1970-2008) In: Tomlinson, B. & Masuhara, H. (ed). *Research for Materials Development in Language Learning*. London: Bloomsbury.

Pryor, S. (2013) The Developments and Trialling of Materials for Second Language Instruction: A Case Study. In:

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- Tomlinson, B. & Masuhara, H. (ed). Research for Materials Development in Language Learning. London: Bloomsbury.
- Roberts, J. T. (1996) Demystifying materials evaluation. System 24 (3): pp.375-389. Tomlinson, B. (2011) Materials Development in Language Teaching. (2nd ed) Cambridge: Cambridge University Press. Tomlinson, B. (2012) State-of-the-Art Article: Materials development for language learning and teaching. Language Teaching 45 (2).
- Sharpe, R., Beetham, H. and Sara, D. F. (2010) Rethinking Learning for a Digital Age: How Learners Are Shaping Their Own Experiences. New York, NY: Taylor & Francis.
- Stephenson, H., Dummett, P. and Hughes, J. (2012) Life Intermediate Workbook. United States: National Geographic Learning.
- Timmis, I. (2014) Writing materials for publication: Questions raised and lessons learned. In: Harwood, N. (2014) English language teaching textbooks: content, consumption, production. Edited by N. Harwood. Basingstoke: Palgrave Macmillan.
- Tomlinson, B. (2011) Introduction: principles and procedures of materials development. In: Tomlinson, B. (2013) Developing principled frameworks for materials development. In: Tomlinson, B. (ed). Developing Materials for Language Teaching. London: Bloomsbury.
- Tomlinson, B. (ed). Materials Development in Language Teaching (2nd ed) Cambridge: Cambridge University Press. pp.1-31. (Principles drawn from Second language acquisition research.)
- Tomlinson, B. and Swan, M. (1998) Materials development in language teaching. Edited by B. Tomlinson. Cambridge: Cambridge University Press.
- Weller, M. (2007) Virtual learning environments: using, choosing and developing your VLE. New York, NY: Taylor & Francis.
- Woodward, T. (2001) Planning Lessons and Courses. Designing sequences of work for the language classroom. Cambridge: Cambridge Univ. Press.

### 2. Further reading

#### GENERAL Y COMPLEMENTARIA:

- \* CLIL activities : a resource for subject and language teachers. Edición: -. Autor: Dale, Liz. Editorial: Cambridge [etc.] : Cambridge University Press, 2013
- \* Making content comprehensible for English learners: the SIOP model. Edición: 3rd ed. Autor: Echevarria, Jana. Editorial: Boston : Pearson Education, 2007
- \* Materials evaluation and design for language teaching. Edición: -. Autor: Mc Grath, Ian. Editorial: Edinburgh: Edinburgh University Press, cop. 2002

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.