



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
 ESTUDIOS INGLESES AVANZADOS:
 LINGÜÍSTICA COGNITIVA,
 LITERATURA Y EDUCACIÓN B**



2024/25 YEAR

**LOS PRINCIPIOS DEL APRENDIZAJE
 INTEGRADO DE LENGUAS Y
 CONTENIDO (AICLE)**

Course details

Course name: 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: <https://moodle.uco.es/>

Coordinating teacher

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Brief description of the contents

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

Prerequisites

Prerequisites established in the study plan

None

Recommendations

English at B2 level (minimun) is advisable.

Study programme

1. Theory contents

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 schools.

2.2. Structuring the curriculum: the School Linguistic Project (SLP) and the Languages Across the Curriculum (LAC) model.

2.3. Coordination between content and language teachers.

3. Methodology

3.1. Methodological 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

Practical contents:

All the theoretical contents will be complemented with specific practice.

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Methodology

Clarifications

None.

Face-to-face activities

Activity	Total
Assessment activities	5
Information processing activities	6
Reading comprehension, listening, visual, etc. activities	5
Total hours	16

Off-site activities

Activity	Total
Exercise and problem solving activities	20
Information processing activities	32
Information search activities	32
Total hours	84

Results of the training and learning process

Knowledge, competencies and skills

- 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.

Assessment methods and instruments

Tools	Percentage
Attendance checklist	10%
Group or individual globalizing projects	60%
Means of practical execution	10%
Oral means	10%
Students assignments	10%

Period of validity for partial qualifications:

1 year

Clarifications:

All the materials will be uploaded into the Moodle platform.

Sustainable development goals

Quality education
Gender equality
Reduced inequalities

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
