INSTITUTO DE ESTUDIOS DE POSGRADO

MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y EDUCACIÓN B

2024/25 YEAR

DISEÑO Y DESARROLLO DE MATERIALES PARA LA ENSEÑANZA INTEGRADA DE LENGUA Y CONTENIDOS (AICLE)

Course details

Course name: DISEÑO Y DESARROLLO DE MATERIALES PARA LA ENSEÑANZA INTEGRADA DE LENGUA Y CONTENIDOS (AICLE)

Code: 103426

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

This course reviews the literature on materials development for EMI, providing keys for evaluation, adaptation, production, and exploitation of learning materials for English-taught higher education courses. It identifies the key assets in the coordinated application of materials development and EMI research, drawing on the prerequisites for coordinated language use and content learning. The key approaches for the development of interactive communicative materials are considered and analyzed to provide a deep insight on the rationale behind the main educational proposal—task-based content through language teaching (TBCLT)—that offers a number of indications to develop task-based EMI materials taking into account the potential of a text-driven syllabus that includes integrated project work as a staple diet of classroom dynamics.

Prerequisites

Prerequisites established in the study plan

Prerequisites established in the study plan

Recommendations

Students should exhibit a B2 level (CEFRL) of English

Study programme

1. Theory contents

1. Understanding the role of materials in CLIL.
2. Manipulation of concepts in meaningful contexts.
3. The psycho-affective dimension.
4. Paper and on-line materials.
5. Using and adapting existing materials.
6. Connecting objectives, contents and assessment.
7. Anticipation and connection with previous knowledge.
8. Thematic coordination.
9. Dealing with linguistic and cognitive heterogeneity.
10. Facilitating the integration of content and language.11. Specific materials for collaborative work, task-based
teaching, and project work.
12. Learning to develop attractive and motivating materials.

2. Practical contents

1. Critical analysis of materials.
2. Adaptation of materials.
3. Elaboration of materials.

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province-wide results from Ontario (1998-99). Canadian Modern Language Review, 58(1), 9-26.

Methodology

Clarifications

Students will be guided intheir work, mainly materials analysis and project work.

Face-to-face activities

Activity	Total
Reading comprehension, listening, visual, etc. activities	6
Written expression activities	10
Total hours	***16***

Off-site activities

Activity	Total
Information processing activities	50
Information search activities	34
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.

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.

CG3   Ability to foster, in academic and professional contexts, technological, social or cultural advancement within a knowledge-based society.

CT1   To know how to manage the sources of scientific information and useful resources for study and research.

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
Group or individual globalizing projects	80%
Means of practical execution	10%
Students assignments	10%

Period of validity for partial qualifications:

One academic year

Sustainable development goals

Good health and well-being
Quality education
Gender equality
Peace, justice and strong institutions

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).