



UNIVERSIDAD DE CORDOBA

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



2024/25 YEAR

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

Course details

Course name: 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: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

Online platform: <https://moodle.uco.es/m2425/>

Coordinating teacher

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Brief description of the contents

The contents addressed aim to help students attain the following learning 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.

Prerequisites

Prerequisites established in the study plan

None.

Recommendations

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

Study programme

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 deep 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.

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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 singularity of CLIL and of 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>Oral communication activities</i>	7
<i>Summary and consolidation activities</i>	5
<i>Written expression activities</i>	4
Total hours	16

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	40
<i>Information processing activities</i>	40
<i>Information search activities</i>	4
Total hours	84

Results of the training and learning process

Knowledge, competencies and skills

- CB10 To make students able to show learning abilities that allow them to continue studying in an 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.
- 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.

Assessment methods and instruments

Tools	Percentage
Attendance checklist	10%
Group or individual globalizing projects	20%
Oral means	20%
Students assignments	50%

Period of validity for partial qualifications:

For the whole academic year.

Clarifications:

Attendance to 80% of face-to-face activities is required. Students (especially part-time students) who justify their inability to attend that percentage of classroom activities will be asked to compensate for those absences in several ways to be determined by the instructor. Students will be provided with the bibliographical 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 the course Moodle.

Sustainable development goals

Quality education
 Gender equality
 Sustainable cities and communities
 Climate action
 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).
