



UNIVERSIDAD DE CORDOBA

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



2024/25 YEAR

DESARROLLO DE MATERIALES AICLE**Course details**

Course name: 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/>**Coordinating teacher**

Name: ÁVILA LÓPEZ, FRANCISCO JAVIER**Department:** FILOLOGÍAS INGLESA Y ALEMANA**Office location:** Primera Planta**E-Mail:** ff1avlof@uco.es**Phone:** 957218124**Brief description of the contents**

This course reviews the literature on materials development for CLIL/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

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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

- Critical analysis of materials.
- Adaptation of materials.
- Elaboration of materials.

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Methodology

Clarifications

Students are required to carefully read the provided materials and suggested bibliography, watch the videos and the related presentations and then take the different activities that progressively build on previous knowledge to finally get to the final assignment where all the contents need to be applied to achieve the final objectives.

Face-to-face activities

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	30
<i>Information processing activities</i>	60
<i>Information search activities</i>	60
Total hours	150

Results of the training and learning process

Knowledge, competencies and skills

- CG1MIE 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.
- E10MIE B To evaluate linguistic and non-linguistic content in bilingual education in a coordinated manner.

Assessment methods and instruments

Tools	Percentage
Examination	30%
Group or individual globalizing projects	40%
Students assignments	30%

Period of validity for partial qualifications:

One academic year

Clarifications:

Students are required to carefully read the provided materials and suggested bibliography, watch the videos and the related presentations and then take the different activities that progressively build on previous knowledge to finally get to the final assignment where all the contents need to be applied to achieve the final objectives.

Sustainable development goals

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).
