



## Teaching Guide

Identifying Data					2017/18
Subject (*)	English		Code	652513201	
Study programme	Mestrado Universitario en Didácticas Específicas				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	1st four-month period	First	Obligatoria	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador	Bobadilla Pérez, María	E-mail	m.bobadilla@udc.es		
Lecturers	Bobadilla Pérez, María	E-mail	m.bobadilla@udc.es		
Web					
General description	<p>Nesta materia ofrecerase unha formación básica na metodoloxía da aprendizaxe integrada de contido e lingua estranxeira (AICLE). Dende o punto de vista teórico, estudaranse os seus precedentes, analizaranse os seus elementos e as súas implicacións curriculares e a súa avaliación. Así mesmo definiranse conceptos tales como multilingüismo, bilingüismo e plurilingüismo e analizaranse modelos de educación bilingüe/plurilingüe e considerarase a normativa europea, nacional e autonómica que a regula. Dende o punto de vista práctico presentaranse diferentes recursos útiles en AICLE, analizaranse boas prácticas educativas en torno a esta metodoloxía e realizarase un proxecto de investigación en torno á súa aplicación.</p>				

## Study programme competences / results

Code	Study programme competences / results
A1	To know the theoretical basis of interdisciplinary work and identify its centre of interest in school and non-school contexts.
A2	To identify and critically analyse interdisciplinary proposals in the educational world.
A3	To design, justify and evaluate in a systematic manner interdisciplinary proposals in different educational contexts.
A4	To develop the linguistic competence in a foreign language oriented towards the teaching in specific subjects.
A5	To acquire a methodological training to carry out educational research.
A6	To establish the general descriptors which conform a research project: to select, to develop, to deal with and interpret data and present results according to the purpose of the research.
A7	- To be able to apply theoretical knowledge related to Specific Didactics, both in research as in innovation and evaluation.
A8	To be able to defend and argue in oral and written ways the completed investigation and/or innovation work, using audio-visual aids.
A9	To test and evaluate disciplinary and interdisciplinary teaching projects in real educational contexts and to promote suggestions for improvement related to the obtained results.
A10	To know the theoretical basis which sustain research and innovation in the field of Specific Didactics.
A12	To identify the main research and innovation lines and their evolution in the area of Specific Didactics.
A13	To analyse and critically assess research work and innovation projects in specific disciplinary fields.
A14	To know the different types of methodologies used in educational research considering its appropriateness for problem-solving.
A15	To identify quality and control criteria both in research and in the teaching practice, encouraging a critical, reflective and innovative spirit.
A16	To design, justify and evaluate research and innovation projects in the field of Specific Didactics.
A17	To select, adapt and apply materials, resources and ICTs to improve the teaching and learning in different disciplinary fields.
A18	To acknowledge the research and innovation applied to Educational Sciences as a lifelong tool for innovation, educational and social improvement.
B1	To have and understand general knowledge to establish foundations and /or opportunities to stand out in the development and implementation of ideas, mainly in an action- research context.
B2	To be able to apply the acquired foundations and their problem-solving capabilities in new multidisciplinary contexts related to the specific research areas.
B3	To be able to join contents and accept the challenge to formulate complex statements out of a limited or incomplete information, including reflections about social and ethic responsibilities related to the application of their own knowledge and opinions.



B4	To be able to transfer and communicate their conclusions and opinions in a clear and straight manner both in a specialized and a non-specialized audience.
B5	To have the required learning abilities to continue in a life-long-learning and autonomous process.
B6	To be able to analyse and synthesize.
B7	To be able to adapt to new situations.
B8	To work with initiative and in an autonomous way.
B9	To work in a collaborative way.
B10	To be able to organize and plan in curricular and cross-curricular subjects.
B13	To be able to communicate with their peers, educational community and with society in general in the field of their areas of knowledge.
B14	To incorporate ICTs for the research process, information management, data analysis and for transferability.
B15	To be able to update knowledge, methodologies and strategies in their teaching practices
C2	To express correctly, both orally and in written texts, in a foreign language (English).
C3	To use the main ICT's basic tools for their professional development and for their life-long-learning process.
C5	To understand the importance of the entrepreneurship culture and the available means for entrepreneurs.
C6	To critically value available knowledge, technology and information to solve problems which students must face.
C7	To assume as a professional and as a citizen the importance of life-long-learning.
C8	To value the importance that research, innovation and technical developments have on society's socio-economical and cultural progress.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Coñecer as tendencias actualizadas en didáctica da lingua estranxeira e máis concretamente en AICLE.	AJ4 AJ7 AJ10 AJ12 AJ15 AJ17	BJ1 BJ6 BJ13 BJ14 BJ15	CJ7
Afondar nos métodos de planificación, desenvolvemento e avaliación dos procesos de ensino e aprendizaxe en AICLE.	AJ1 AJ3 AJ9 AJ16 AJ17	BJ2 BJ5	CJ2 CJ6
Analizar boas prácticas docentes torno ao modelo AICLE.	AJ2 AJ3 AJ4 AJ7 AJ9 AJ10 AJ13 AJ15	BJ2 BJ4 BJ6 BJ8 BJ9 BJ13 BJ15	CJ2 CJ5 CJ7 CJ8



Coñecer os avances na investigación e innovación de programas AICLE en distintos contextos.	AJ1 AJ2 AJ5 AJ7 AJ9 AJ10 AJ12 AJ13 AJ14 AJ15	BJ2 BJ3 BJ15	CJ2 CJ3 CJ6 CJ8
Realizar un proxecto de investigación en AICLE	AJ1 AJ4 AJ5 AJ6 AJ8 AJ9 AJ10 AJ12 AJ13 AJ14 AJ16 AJ18	BJ6 BJ8 BJ14	CJ2 CJ3 CJ8
Desenvolver proxectos didácticos AICLE innovadores orientados ao desenvolvemento da competencia plurilingüe.	AJ2 AJ3 AJ12 AJ13 AJ15 AJ17 AJ18	BJ2 BJ4 BJ6 BJ7 BJ9 BJ10 BJ13 BJ14 BJ15	CJ2 CJ3 CJ8
Expoñer, argumentar e defender oralmente os resultados dun proxecto AICLE.	AJ4 AJ7 AJ8 AJ16	BJ4 BJ6 BJ7 BJ8 BJ9 BJ13 BJ14	CJ2 CJ3

Contents	
Topic	Sub-topic
1. AICLE: Introducción. Definición y contexto teórico.	
2. Aproximaciones metodológicas en AICLE.	
3. Materiales y recursos AICLE en las diferentes áreas	
4. Planificación docente en AICLE en las diferentes áreas.	
5. Análisis y valoración de prácticas efectivas en AICLE.	

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours



Guest lecture / keynote speech	A1 A2 A3 A4 A5 A7 A10 A12 A13 A15 A17 A18 B1 B6 B8 B10 B15 C7	27	15	42
Document analysis	A1 A2 A3 A5 A6 A7 A12 A13 A14 A18 B1 B5 B6 B7 B8 B13 B14 B15 C2 C5 C6	0	25	25
Directed discussion	A2 A4 A7 A8 A9 A13 A18 B2 B3 B4 B6 B7 B13 B15 C2 C5 C6	10	10	20
Supervised projects	A1 A2 A9 A10 A12 A13 A14 A15 A18 B3 B6 B8 C2 C8	0	18	18
Collaborative learning	A1 A3 A4 A7 A8 A16 A17 B2 B9 B10 B13 B14 B15	0	35	35
Oral presentation	A2 A4 A8 A10 A14 A16 B2 B3 B4 B6 B7 B8 B9 B10 B13 B14 C2 C3 C7 C8	5	5	10
Personalized attention		0	0	0

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Exposición oral complementada co uso de medios audiovisuais e a introdución dalgunhas preguntas dirixidas aos estudantes, coa finalidade de transmitir coñecementos e facilitar a aprendizaxe. A clase maxistral é coñecida tamén como "conferencia", "método expositivo" ou "lección maxistral". Esta última modalidade adóitase reservar a un tipo especial de lección impartida por un profesor en ocasións especiais, cun contido que supón unha elaboración orixinal e baseada no uso case exclusivo da palabra como vía de transmisión da información á audiencia.
Document analysis	Técnica metodolóxica que supón a utilización de documentos audiovisuais e/ou bibliográficos (fragmentos de reportaxes documentais ou películas, noticias de actualidade, paneis gráficos, fotografías, biografías, artigos, textos lexislativos, etc.) relevantes para a temática da materia con actividades especificamente deseñadas para a análise destes. Pódese empregar como introdución xeral a un tema, como instrumento de aplicación do estudo de casos, para a explicación de procesos que non se poden observar directamente, para a presentación de situacións complexas ou como síntese de contidos de carácter teórico ou práctico.
Directed discussion	Técnica de dinámica de grupos na que os membros dun grupo discuten de forma libre, informal e espontánea sobre un tema, aínda que poden estar coordinados por un moderador.
Supervised projects	Metodoloxía deseñada para promover a aprendizaxe autónoma dos estudantes, baixo a tutela do profesor e en escenarios variados (académicos e profesionais). Está referida prioritariamente á aprendizaxe do "como facer as cousas". Constitúe unha opción baseada na asunción polos estudantes da responsabilidade pola súa propia aprendizaxe. Este sistema de ensino baséase en dous elementos básicos: a aprendizaxe independente dos estudantes e o seguimento desa aprendizaxe polo profesor-titor.
Collaborative learning	Conxunto de procedementos de ensino-aprendizaxe guiados de forma presencial e/ou apoiados con tecnoloxías da información e as comunicacións, que se basean na organización da clase en pequenos grupos nos que o alumnado traballa conxuntamente na resolución de tarefas asignadas polo profesorado para optimizar, a súa propia aprendizaxe e o dos outros membros do grupo.



Oral presentation	Intervención inherente aos procesos de ensino-aprendizaxe baseada na exposición verbal a través da que o alumnado e profesorado interactúan dun modo ordenado, formulando cuestións, facendo aclaracións e expoñendo temas, traballos, conceptos, feitos ou principios de forma dinámica.
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### Personalized attention

Methodologies	Description
Guest lecture / keynote speech Supervised projects	Os traballos tutelados requiren atención personalizada, por iso as titorías terán unha importancia relevante.

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Collaborative learning	A1 A3 A4 A7 A8 A16 A17 B2 B9 B10 B13 B14 B15	Esta proba consiste na elaboración dun proxecto didáctico AICLE, no que se valorarán elementos tales como a calidade deste, a relación de fontes documentais ou os recursos e estratexias utilizadas.	50
Oral presentation	A2 A4 A8 A10 A14 A16 B2 B3 B4 B6 B7 B8 B9 B10 B13 B14 C2 C3 C7 C8	Esta proba consistirá na presentación e defensa do proxecto CLIL, no que se valorará a calidade do traballo, a claridade na exposición e os recursos utilizados.	20
Supervised projects	A1 A2 A9 A10 A12 A13 A14 A15 A18 B3 B6 B8 C2 C8	Esta proba consiste na elaboración de forma individual dun traballo de investigación en torno á aplicación de metodoloxías integradoras de lingua e contido.	30

### Assessment comments

Aqueles alumnos/as con dispensa académica de exención de asistencia solicitada formalmente en tempo e forma serán avaliados a través dun traballo e dunha proba individual. A nota final será a media das cualificacións obtidas, solicitándose en cada unha delas unha nota igual ou superior a 5 sobre 10 para aprobar a materia.
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### Sources of information

<b>Basic</b>	Bentley, K. 2010. The TKT COURSE CLIL MODULE. CAMBRIDGE: CUPOUTROS: Baker, Colin. 2001. Foundations of Bilingual Education and Bilingualism. Clevedon: Multilingual Matters. Coyle, D., Hood, P. y Marsh, D. 2010. CLIL. CONTENT AND LANGUAGE INTEGRATED LEARNING. Cambridge: CUP. Dale, L. y Tanner, R. 2012. CLIL activities. A resource for subject and language teachers. Cambridge: CUP. Dalton-Puffer, C. 2007. Discourse in Content and Language Integrated Learning (CLIL) Classrooms. Amsterdam/Philadelphia: John Benjamins Publishing Companies. Madrid, Daniel y Hughes, Stephen (eds.) 2011. Studies in Bilingual Education. Bern: Peter Lang. Francisco Lorenzo, Fernando Trujillo y José Manuel Vez 2011. Educación bilingüe. Integración de contenidos y segundas lenguas. Madrid: Editorial Síntesis. Marsh, D., (ed.) 2002. CLIL/EMILE. The European dimension. Actions, trends, and foresight potential. Jyväskylä: University of Jyväskylä.
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<b>Complementary</b>	<p>Barrios, Elvira (ed.) 2010. La educación bilingüe en Andalucía: Análisis, experiencias y propuestas. Granada: Grupo Editorial Universitario.</p> <p>Beacco, Jean-Claude y Byram, Michel 2007. From Linguistic Diversity to Plurilingual education. Guide for the Development of Language Education Policies in Europe: Strasbourg: Council of Europe. Language Policy Division</p> <p>Beaten Beardsmore, H. 1986. Bilingualism: Basic principles. Clevedon: Multilingual Matters.</p> <p>Brinton, Donna, Snow, Margarite y Wesche, Marjorie 2003. Content-based second language instruction Ann Arbor, MI: University of Michigan Press.</p> <p>Crawford, J. 1989. Bilingual Education: History, politics, theory and practice. New Jersey: Trenton, Crane Publishing</p> <p>Cummins, Jim y Swain, Merrill 1986. Bilingualism in Education. London: Longman</p> <p>Escobar, C. 2004, Content and language integrated learning: Do they learn content? Do they learn language?. Linguistic Perspectives from the classroom: Language teaching in a multicultural Europe. Eds. J.D., Anderson, J.M. Oro y J. Varela. Santiago de Compostela: Universidad de Santiago de Compostela. 28-38.</p> <p>Escobar, C. y Sánchez, A. (2009). Language Learning through tasks in a CLIL Science Classroom. Porta Linguarum 11: 65- 83</p> <p>Genesee, Fred 1987. Learning through Two Languages: Studies of Immersion and Bilingual Education. M.A, Cambridge: Newbury House.</p> <p>Genesee, Fred 1994. Integrating Language and Content: Lessons from Immersion. Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning.</p> <p>Hoffman, Charlotte 1986. An Introduction to Bilingualism. Londres. Longman.</p> <p>Johnstone, Richard, Dobson, Alan y Pérez Murillo, M<sup>a</sup> Dolores 2010. Proyecto de Enseñanza Bilingüe (España). Available at <a href="http://www.ite.education.es/w3/form_prof_docs/britishcouncil/bc_report%20_espanol_final.pdf">http://www.ite.education.es/w3/form_prof_docs/britishcouncil/bc_report%20_espanol_final.pdf</a></p> <p>Lasagabaster, D. y Ruiz de Zarobe. (ed.) 2010. CLIL in Spain: Implementation, results and teacher training. Newcastle upon Tyne: Cambridge. Scholars Publishing.</p> <p>potential. Jyväskylä: University of Jyväskylä.</p> <p>Martínez Agudo, Juan de Dios (ed.) 2012. Teaching and Learning English through Bilingual Education. New Castle Upon Tyne: Cambridge Scholars, pp. 181-121.</p> <p>Mehisto, Pete, Frigols, Maria Jesus y Marsh, David 2008. Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education. Oxford: Macmillan Education</p> <p>Paulston, C. B. 1980. Bilingual Education: Theories and Issues. Rowley, MA, Newbury House.</p> <p>Ramos, F. (2009). Una propuesta de AICLE para el trabajo con textos en Segundos Idiomas. Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras 12:169-182</p>
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### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.