

Modelo normalizado para actividades de Formación del Profesorado Universitario

TÍTULO DE LA ACTIVIDAD FORMATIVA

Materials Development for CLIL / EMI at the University

PROGRAMA AL QUE PERTENECE EL CURSO

Programa de formación del profesorado adscrito al Plan de Plurilingüismo

DIRECTOR/A ACADÉMICO/A DEL CURSO

Nombre y apellidos: Víctor Pavón Vázquez
Categoría profesional: TU
Departamento: Filologías Inglesa y Alemana
Facultad o Escuela: Filosofía y Letras
Correo electrónico: victor.pavon@uco.es

PROFESORADO QUE IMPARTE EL CURSO

Nombre y apellidos: Javier Ávila López
Categoría profesional: TU
Departamento: Filologías Inglesa y Alemana
Facultad o Escuela: Filosofía y Letras
Número de horas a impartir: 10
Correo electrónico: javila@uco.es

NÚMERO DE CRÉDITOS / HORAS (*Indicar número de horas presenciales y/o virtuales*)

10 h. presenciales

PRECIO DE MATRÍCULA (15 € / crédito)

15 €

CALENDARIO Y HORARIO

23, 24 y 25 de abril de 2024.

Lugar de Celebración: Facultad Medicina y Enfermería. Edificio Sur. Seminario 9.

PLAZO DE PREINSCRIPCIÓN / MATRICULACIÓN

Periodo de Preinscripción: Del 18 de enero al 7 de abril de 2024.

Periodo de matriculación. Del 8 al 15 de abril de 2024.

La preinscripción se solicita a través de la aplicación informática habilitada para ello (<https://www.uco.es/servicios/fpu/solicitud-cursos/>). Una vez finalizado el plazo de preinscripción se comunicará por correo electrónico si ha sido admitido/a al curso y el

Nº PLAZAS Y CRITERIOS DE ADMISIÓN

Número máximo de alumnos: 20

Abierto a todo el profesorado de la UCO. Los profesores pertenecientes al Plan de Plurilingüismo de la UCO tendrán prioridad y el resto de plazas se otorgarán por estricto orden de preinscripción. De no formar parte del Plan, el solicitante habrá que acreditar un nivel B2 en inglés.

BREVE JUSTIFICACIÓN (Maximo 250 palabras)

Recent studies show how the most significant problem defined by CLIL teachers is the lack of appropriate materials that follow dual aims. Based on this feedback the development of CLIL materials has come to be a key constituent of teachers' methodology courses.

This course focuses on designing CLIL integrated curricula. It aims to encourage teachers to create and adapt their own teaching materials as well as to promote ideas to develop foreign language learner's creativity and motivation towards the process of acquiring a second language.

OBJETIVOS EXPRESADOS EN TÉRMINOS DE LAS COMPETENCIAS QUE EL ALUMNADO DEBE ALCANZAR

Basic competences

- To possess and understand the knowledge that provides the basis or opportunity to be original in the development and/or application of ideas, often in a research context.
- That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.
- That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear

and unambiguous manner.

General competences

- To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.
- To know how to communicate about their areas of knowledge in the field of bilingual education with colleagues in the academic community and with society in general.
- To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.

Specific competences

- To design integrated curricula within their area of knowledge altogether with linguistic contents to elaborate bilingual English/Spanish teaching programmes.
- To create and adapt didactic materials for bilingual English/Spanish teaching, adjusting with sensitivity the linguistic level to the different learning rhythms, adapting the authentic material and turning it into didactic material.
- To incorporate new strategies, teaching materials and information technologies in activities in the English/Spanish bilingual classroom.
- To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.
- To be able to assess, select and use appropriate literary texts for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).
- To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.
- To know the teaching/learning methodology based on the integration of both language and content (CLIL) and to design and develop didactic activities based on this methodology

CONTENIDOS

The course is divided into three main sections: the elaboration process and the analysis and evaluation of CLIL materials, the selection and adaptation of texts to the student's knowledge level and the use of ICT for learning and teaching in bilingual contexts, all of them within the perspective of the communicative approach and the task-based learning.

Detailed content:

1. CLIL materials in CLIL units
2. Types of materials: reference, supplementary, coursebooks.
3. What is materials development?
4. CLIL Materials
5. Productive and receptive skills: how to select and use materials and resources in CLIL contexts
6. Evaluating CLIL textbooks
7. Personalizing CLIL lessons. ICT as a key resource within the CLIL approach.
8. Analyzing and evaluating CLIL activities, lessons and projects

METODOLOGÍA

La metodología será eminentemente práctica y participativa a través de la realización de tareas, proyectos y elaboración de los propios materiales.

EVALUACIÓN

La evaluación tendrá un carácter mixto mezclando instrumentos de naturaleza formal (actividades, exposiciones, etc.) con instrumentos de corte informal (observaciones, participación, autoevaluación, etc), favoreciéndose la evaluación del aprendizaje sobre la evaluación de sumativo. Se evaluará asimismo la asistencia, que es obligatoria al 80%.

REFERENCIAS BÁSICAS

Basic:

Coyle, D., Hood, P. and Marsh, D. (2010). CLIL. Cambridge: CUP.

Fisher, D. and Frey, N. (2008). Word Wise and Content Rich. Portsmouth: Heinemann.

Harwood, N. (2010) English Language Teaching Materials. Cambridge: CUP.

Mehisto, P. (2012) "Criteria for producing CLIL learning material" in Encuentro. Revista de Investigación e Innovación en la Clase de Idiomas. 21, pp.15-33. Available at <http://encuentrojournal.org/textcit.php?textdisplay=440>

Recommended:

Ball, P., Kelly, K. and Clegg, J. (2015). Putting CLIL into Practice. Oxford: OUP (see chapter 7)

Beatty, K. (2012). From theory to textbook: Constructing language materials for young learners. In LACLIL- Latin American Journal of Content and Language Integrated Learning, 5(2), 13-27. Available at

<http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/laclil.2012.5.2.7/2816>

Bee Chin N. and Wigglesworth, G. (2007) Bilingualism. An advanced resourced book. New York and Canada: Routledge Applied Linguistics.

Bentley, K. (2009). Primary Curriculum Box. Cambridge: CUP.

Bilbrough, N. (2007) Dialogue Activities: Exploring Spoken Interaction in the Language Class. Cambridge: CUP.

Calabrese, I. & Rampone, S. (2007). Curricular Content Resources for Primary. Oxford: OUP.

Chambers, A., Conacher, J. E. and Littlemore, J. (2004). ICT and Language Learning. Integrating Pedagogy and Practice. Birmingham: University of Birmingham Press.

Dale, L. and Tanner, R. (2012) CLIL Activities. A resource for subject and language teachers. Cambridge: CUP.

- Dudeny G. (2007). The internet and the language classroom. 2nd Ed. Cambridge: CUP.
- Dudeny G and Holy, N. (2008). How to teach English with technology. Essex: Pearson. Longman.
- Gondová, D. (2015). Selecting, adapting and creating CLIL materials, in CLIL in Foreign Language Education. Nitra: UKF pp.153.163. Available at http://www.tedu.edu.tr/sites/default/files/content_files/research_files/etextbook_clil_in_fle_-_final2.pdf
- Grieveson, M. & Superfine, W. (2017). The CLIL Resource Pack. London: Delta Publishing.
- Hill, D. (2009). CLIL-ing your textbook. In Latin American Journal of Content & Language Integrated Learning, 2(2), pp. 31-36. Available at <http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/laclil.2009.2.2.13/2740>
- Hughes, A. (2008). Testing for Language Teachers. 8th Ed. Cambridge: CUP.
- López Medina, B. (2016). Developing a CLIL textbook evaluation checklist. LACLIL, 9(1), 159-173
<http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/6016/pdf>
- McCarthy, M., O’Keeffe, A. Walsh, S. (2010). Vocabulary Matrix. Andover, Hampshire: Heinle.
- Marsh, D. (2000). Using languages to learn and learning to use languages. Eds. D. Marsh & G. Langé. Finland: University of Jyväskylä.
- Mckay, P. (2005). Assessing Young Language Learners. Cambridge: CUP.
- Richards, J.C. and Lockhart, C. (2002) Estrategias de reflexión sobre la enseñanza de idiomas. Madrid: CUP.
- Stone, R. (2007) Best Practices for Teaching Science: What Award-Winning Classroom Teachers Do. California: Corwin Press.
- Thornbury, S. (2002). How to teach vocabulary. Harlow: Pearson-Longman
- Wilson, J.J. (2009). How to teach listening. Edinburgh: Pearson Longman

Dirigir (a través de Registro) a:

Formación del Profesorado Universitario

Vicerrectorado de Estudios de Postgrado y Formación Continua

Avda. Medina Azahara, 5

Rectorado