Universida de Vigo

IDENTIFYING DATA
(*)AICLE

Subject	(*)AICLE
Code	P02M178V01104
Study programme	(*)Máster Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil e Primaria

Descriptors	ECTS Credits		Choose	Year	Quadmester
	4.5		Mandatory	1st	1st

Teaching language	French Galician English
Department	
Coordinator	Valcárcel Riveiro, Carlos
Lecturers	Valcárcel Riveiro, Carlos
E-mail	carlos.valcarcel@uvigo.es
Web	
General description	(*)Nesta materia adquiriranse os conceptos e prácticas metodolóxicas esenciais no ámbito da Aprendizaxe integrada de contidos e linguas estranxeiras (AICLE)

Competencies

Code	
A1	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
A2	Know how to apply ones own acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to ones area of study
A3	Be able to integrate ones own knowledge and face the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of ones knowledge and judgements
A4	Know how to communicate ones own conclusions and the ultimate knowledge and reasons behind them to specialised and non-specialised audiences in a clear and unambiguous manner
A5	Possess the learning skills that will enable one to continue studying in a largely self-directed or autonomous manner
B2	Be proficient in speaking, listening, reading and writing in a foreign language
B3	Use the basic tools of information and communication technologies (ICT) required for the exercise of ones profession and for lifelong learning
B4	Develop oneself for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnosing problems, formulating and implementing knowledge-based solutions aimed at the common good
B6	Assess critically the available knowledge, technology and information to solve the problems faced
B7	Take on the importance of lifelong learning as a professional and citizen
B8	Appreciate the importance of research, innovation and technological development in the socio-economic and cultural progress of society
C1	Know the theoretical foundations of interdisciplinary work and identify ones own centres of interest in school and non-school contexts
C2	Identify and analise critically interdisciplinary proposals in the field of education
C3	Design, justify, organize and assess interdisciplinary proposals systematically in different educational contexts
C4	Develop foreign language skills for teaching in specific areas
C7	Ability to apply theoretical knowledge in specific didactics to research, innovation and evaluation
C8	Ability to defend and justify both orally and in writing the research and/or innovation work carried out, using audiovisual support tools when necessary

C9	Test and evaluate disciplinary or interdisciplinary teaching approaches in real educational contexts, and encourage proposals for improvement according to the results obtained
C10	Conocer los fundamentos teóricos que sustentan la investigación e innovación en el ámbito de las Didácticas Específicas
C11	Know, understand and use scientific language and apply it correctly in its different forms of expression and communication
C12	Identify the main lines of research and innovation and their evolution in the Specific Didactics
C13	Analyze and assess critically researches and innovation projects in specific disciplinary areas
C14	Know different methodological approaches used in educational research, considering their pertinence for solving specific problems
C15	Identify quality and control criteria both in research and in teaching practice, fostering a critical, reflective and innovative attitude
C16	Design, justify, organise and assess proposals for research and innovation in the field of Specific Didactics
C17	Select, adapt and apply ICT materials and resources and of other kinds to improve teaching and learning in the different discipline areas
C18	Acknowledge research and innovation applied to the education sciences as a permanent tool for educational and social innovation and improvement
D1	Ability to analyse and synthesise
D2	Ability to adapt to new situations
D3	Work independently and proactively
D4	Work collaboratively
D5	Organizational and planning skills in disciplinary and interdisciplinary educational fields
D6	Ability to innovate (creativity) within school and non-school educational contexts
D7	Behave ethically and with social and environmental responsibility as a teacher and/or researcher
D8	Ability to communicate with peers, the educational community and society in general in ones areas of knowledge
D9	Integrate ICT into research processes and information management, data analysis and dissemination and communication of results
D10	Ability to update knowledge, methodologies and strategies in teaching practice
D11	Ability to understand the meaning and application of gender mainstreaming in different fields of knowledge and in professional practice to achieve a fairer and more equitable society
D13	Sustainability and environmental commitment. Equitable, responsible and efficient use of resources

Learning outcomes

Expected results from this subject	Training and Learning Results			
Know the advances in the research of CLIL programs (Content Integrated Learning in Foreign Languages).	A1 A2 A3 A5	B3 B4 B6 B8	C1 C2 C10 C12 C13 C14 C15 C17	D1 D2 D3 D6 D8 D9 D13
Identify practical examples of CLIL programmes in the different specialities taught in the Master degree.	A1 A3 A5	B2 B4 B6 B7 B8	C1 C2 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D3 D4 D5 D8 D9 D10
Become familiar with the specific terminology of each of the specialties for the implementation of CLIL sessions.		B2 B6	C1 C2 C4 C7 C10 C11	D1 D2 D3 D4 D5 D6 D7 D8 D10 D11

Develop CLIL materials and resources.	A1	B2	C1	D1
	A2	B3	C3	D2
	A3	B4	C4	D4
	A4	B6	C7	D5
		B7	C8	D6
		B8	C9	D7
			C10	D8
			C11	D9
			C14	D10
			C15	D11
			C16	D13
			C17	
			C18	

Contents

Topic	
1. CLIL: Introduction. Definition and theoretical context.	- Objectives of CLIL. - The four Cs: communication, cognition, content and culture. - Language skills. - Communicative competence. - Cognitive skills.
2. Methodological approaches used in CLIL.	- CLIL models. - Collaborative learning and CLIL. - BICS and CALP. - Scaffolding. - Communication functions and models. - Visual organizers.
3. CLIL materials and resources in the different teaching areas.	- Learning environments and CLIL. - Audio editing. - Video editing. - Text didactization. - Resource sites for English and French.
4. Teaching planning in CLIL in the different teaching areas.	- The CLIL lesson sequence. - Activation activities. - Comprehension activities. - Vocabulary activities. - Speaking activities. - Writing production activities. - Evaluation in CLIL.
5. Analysis and assessment of effective CLIL practices.	- Criteria for assessing CLIL learning materials. - Criteria for assessing teaching practices for CLIL.

Planning

	Class hours	Hours outside the classroom	Total hours
Project based learning	13.5	54	67.5
Introductory activities	2	4	6
Portfolio/dossier	0	10	10
Presentation	2	22	24
Lecturing	5	0	5

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

Methodologies

	Description
Project based learning	During most of presential sessions and self-study hours, students, organized in working groups, will develop a project consisting of the development of a CLIL lesson for one of the disciplines of the Primary or Preschool Education syllabus.
Introductory activities	In the first session, the teacher will propose a series of activation or reflection activities on CLIL programmes in Galicia.
Portfolio/dossier	Each student will create a blog that will constitute their classroom diary. For each session, students must complete a sample form proposed by the teacher.
Presentation	On the official date of the examination, working groups should present the projects developed. Each group will have a maximum of 20 minutes for its oral presentation, which will be held in English or French
Lecturing	In the first session, the teacher will present the goals, contents, teaching planning and methodology, evaluation and procedures for personalized attention.

Personalized attention

Methodologies	Description
Lecturing	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.
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Presentation	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.

Assessment

	Description	Qualification	Training and Learning Results			
Project based learning	Organized in working groups, students will work on a project consisting of the development of a CLIL lesson. The project will be presented orally on the official date of the exam and assessed according to an evaluation rubric proposed by the teacher in the first face-to-face session.	60	A1 A2 A3 A4 A5	B2 B3 B4 B6 B7 B8	C1 C2 C3 C4 C7 C8 C9 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D13

Portfolio/dossier	All the work carried out by each student on his/her portfolio up to the last day of the classes will be assessed by the teacher according to a rubric provided at the beginning of the course.	10	A1 A2 A3 A4 A5	B2 B3 B4 B6 B7 B8	C1 C2 C3 C4 C7 C8 C9 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D13
Presentation	Each group will present its project in English or French on the official date of the examination. Groups will have a maximum of 20 minutes and presentations will be assessed on the basis of a rubric provided by the teacher at the beginning of the course.	30	A1 A2 A3 A4 A5	B2 B3 B4 B6 B7 B8	C1 C2 C3 C4 C7 C8 C9 C10 C11 C12 C13 C14 C15 C16 C17 C18	D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D13

Other comments on the Evaluation

The dates and deadlines for the evaluations will be posted from the beginning of the term on the course website and on the faculty website.

1. Evaluation in December/January examination.

1.a. Evaluation of presential students

Students will have to carry out and present orally in groups a CLIL lesson, as well as to complete a worksheet of reflection and evaluation of each face-to-face session in their portfolios. The final grade will be calculated on the basis of the weighted sum (project and presentation 90%, portfolio 10%) of the grades obtained in each part.

1.b. Non-presential evaluation

Students who are unable or unwilling to attend the classes should ask the teacher to take the non-presential evaluation during the first two weeks of the course. The non-presential evaluation will consist of a written examination on 100% of the syllabus contents. The exam will take place on the official date set by the centre. It will be scored from 0 to 10 according to an evaluation rubric established by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. The type of exam and the evaluation rubric used by the teacher will be available on the course website.

2. Evaluation in June/July examination

Students not attending any evaluation (presential or non presential) in December/Juanuary will be graded as absent. Students attending the examination in June/July must take a written exam on 100% of the syllabus contents. The examination will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to an evaluation rubric provided by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Any work carried out during the course will not be considered.

3. Working languages

The working languages of the course will be English and French. At all times, the teacher will communicate with the students, in French or English, both orally and in writing. Unless otherwise indicated by the teacher, students may use any of the working languages. Examination documents will be written in French and English, but students may take the exam in any of these languages.

4. Students with special educational needs (SEN)

Students with special educational needs due to specific learning difficulties may benefit from an adaptation of the evaluation system. This adaptation, agreed between the teacher and the students concerned, will seek to ensure that all necessary means are made available for students with SEN to demonstrate the achievement of the learning objectives.

The use of automatic translators is strictly forbidden. Their repeated use in a project or examination may invalidate them.

Sources of information
Basic Bibliography
BENTLEY, K., **The TKT course : teaching knowledge test : CLIL module (Content and Language Integrated Learning)**, Cambridge University Press, 2010
COYLE, D. / HOOD, P. / MARSH, D., **CLIL**, Cambridge University Press, 2012
DALE L. e TANNER, R, **CLIL activities : a resource for subject and language teachers**, Cambridge University Press, 2012
Complementary Bibliography
BALL, P. / KELLY, K. / KLEGG, J., **Putting CLIL into Practice**, Oxfird University Press, 2015
Eurydice/Bruxelles, **L☐enseignement d☐une matière intégré à une langue étrangère (EMILE) en Europe**, Eurydice/Bruxelles, 2006

Recommendations

Other comments

A B1 level in English or French is recommended.