

Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education
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Faculty/School:	Postgraduate School and Vocational Training
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Course:	MATERIAL AND RESOURCES: ANALYSIS, PRODUCTION AND ADAPTATION.
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Type:	Compulsory	ECTS credits:	4
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Year:	1	Code:	8368
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Teaching period:	Second semester
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Area:	Planning, Teaching and Evaluating
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Module:	The Bilingual Classroom
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Teaching type:	Distance
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Language:	English
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Total number of student study hours:	100
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Teaching staff	E-mail
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SUBJECT DESCRIPTION

The subject Materials and resources: analysis, production and adaptation is based mainly on two different but complementary aspects. First, this subject will consist of the most important aspects that teachers should take into account while creating materials. The main objective is to produce complete and very useful materials for our students. Moreover, the subject presents several steps to adapt and update materials for students with different characteristics. Secondly, the subject analyzes the big amount of resources that can be used by the professionals who teach English or different subjects in English. In this section of the subject, it will be analyzed the criteria that can be followed to identify which materials are better for our students according to their characteristics, learning styles and special needs. Thirdly, the subject presents different approaches and techniques to use the materials

appropriately in the classroom.

GOAL

The objective of this subject is to help teachers of English recognize and use a variety of approaches they can implement when creating materials for their students. Creating materials is a challenging and time-consuming activity. This is why the other main objective of this subject is to establish clear criteria for choosing the appropriate materials for our students, taking into consideration the wide variety of them that can be found nowadays thanks to the internet and the vast number of available electronic resources.

PRIOR KNOWLEDGE

No specific theoretical requirements for this course. Good command of English is expected

COURSE SYLLABUS

1. GENERAL RESOURCES FOR THE TEACHER AND STUDENTS IN THE CLIL LESSON.

- 1.1. General considerations about the relevance of English and CLIL subjects in Bilingual education
- 1.2. Differences regarding resources and materials between teaching an L2 and a CLIL class
- 1.3. Analysis of the main differences between resources and materials
- 1.4. Study of the role of resources in the CLIL approach
- 1.5. Suitable resources to be used in CLIL lessons
- 1.6. Resources for CLIL/English teachers

2. GENERAL STUDY AND CLASSIFICATION OF MATERIAL ACCORDING TO DIFFERENT CRITERIA IN THE CLIL LESSON.

- 2.1. General requirements for CLIL materials
- 2.2. Types of materials depending on their origin and their initial purpose
- 2.3. Categories of materials according to their format
- 2.4. Classification of materials used in CLIL lessons depending on their content

3. PRODUCTION OF CLIL PERSONALISED MATERIAL DEPENDING ON STUDENTS' CHARACTERISTICS AND GROUPS' FEATURES.

- 3.1. Justification of the relevance of developing new and personalised material
- 3.2. Analysis of students' characteristics before the production of CLIL material
- 3.3. Evaluation of groups' features in the development of materials
- 3.4. Steps and key aspects in the elaboration of materials
- 3.5. Specific measures for digital materials
- 3.6. Possible problems during the production process of materials and how to solve them
- 3.7. The role of the CLIL teacher in relation to materials

4. ADAPTATION OF CLIL MATERIALS DEPENDING ON STUDENTS' LINGUISTIC COMPETENCE AND ASSESSMENT OF THE QUALITY OF MATERIALS.

- 4.1. Attention to diversity
- 4.2. Adaptation of CLIL materials
- 4.3. Assessment of the quality of materials

5. DEVELOPMENT OF CLIL DIDACTIC UNITS AND CLIL PROJECT-BASED LEARNING

- 5.1. Didactic Units vs. Project-based learning
- 5.2. Didactic units

5.3. CLIL Project-based learning

EDUCATION ACTIVITIES

The learning methodology used in this subject follows a practical-theoretical approach. Students will have four synchronous classes; the first three will be divided into two parts: in the first part, the teacher will summarize the most important theoretical contents of the subject, and the second part will be devoted to a practical activity that will deal with the theoretical content previously discussed. The fourth synchronous class will be entirely practical, in line with the so called “flipped classroom” methodology, so students must have previously worked on the theoretical content of this class (which will be available on the digital platform). During the theoretical explanations, interesting real situations will be discussed, combining theoretical knowledge with pedagogical practice.

Apart from the synchronous classes, students will work on two activities through which they will deepen their knowledge of the subject and which will allow them to collect information from different sources. They will also have the opportunity to participate in two online forums whereby academic discussion and critical thinking will be promoted.

Constant communication between teachers and students will be part of the teaching methodology too.

As for the exam, its main goal is not to make students memorize, but understand and reflect on the content of the subjects, so as to enable them to create their own materials and help them to select, use and assess the most suitable materials.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
6 hours	94 hours

SKILLS

Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

General Skills

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Analyse the new forms of communication developed by the new technologies and apply them in order to achieve the improvement and internationalisation of English-Spanish bilingual education.

Assess the methods, strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

Specific skills

Design curricula according to the CLIL model, integrating linguistic and disciplinary content which develop the (Spanish-English) bilingual model.

Promote the reflection and assessment of the different teaching models and the assessment tools used in evaluating the teaching of English as a foreign language.

Create and adapt material and assessment tools that may be used in the bilingual classroom (Spanish English), bearing in mind the level of linguistic competence of our students, the different learning rates and their suitability for being used in the subject's knowledge area.

LEARNING RESULTS

To integrate language and content in the curriculum of different subjects.

To assess different tools and materials in the teaching of English as a foreign language.

To adapt and create materials that will be used in the language and integrated content lessons.

LEARNING APPRAISAL SYSTEM

ORDINARY CALL EXAM.

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

•Activity 1: 2 points

•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

•Forum 1: 0.25 points

•Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Class participation: 0,5 points

Participation will be valued through proactive participation in the class sessions.

PARTICIPATION CAN NEVER BE EVALUATED BY THE CONNECTION TO THE CLASS SESSIONS, but the students must participate in them and justify it by means of a screenshot that they must upload to the platform.

Those students who cannot connect to the class sessions will have the possibility to visualize the session and make a SUMMARY to obtain that participation note.

- The summary must contain between 120 and 240 words, summarize the content of the class session and the practical activities carried out.

EXTRAORDINARY CALL

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to realize the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

•Activity 1: 2 points

•Activity 2: 2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0,5 points

•Forum 1: 0.25 points

•Forum 2: 0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Attendance and participation: it is necessary to carry out the attendance and participation in the class sessions in the ordinary call in order to obtain this score. It will not be possible to get the score for class attendance and participation if it is not done during the ordinary call.

SECOND AND FOLLOWING CALLS. For these students, the ordinary and extraordinary call system will remain the same.

ADDITIONAL INFORMATION DELIVERY OF ACTIVITIES.

The student must deliver the exercises on the date and channels indicated. The student is responsible for being aware of the Virtual Classroom to check these deliveries and deadlines. The work will be delivered on the date indicated by the teacher, in PDF format, in the space designated for this purpose in the Virtual Classroom of the subject, not being the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. Delivery of activities will not be accepted by email to the teacher. All those works presented out of date or by other means will count as not presented works.

EVALUATION REGULATIONS All the tests that can be evaluated will be subject to what is established in the UFV Graduate School and Permanent Training Evaluation Regulations and the University's Coexistence Regulations. Plagiarism behaviors, as well as the use of illegitimate means in the assessment tests, will be sanctioned in accordance with what is established in these regulations. Teachers have at their disposal an anti-plagiarism computer tool that they can use as they deem necessary. The student will be obliged to accept the permissions for the use of the tool in order for that activity to be qualified.

The use of artificial intelligence to perform any of the requested deliveries that are part of the evaluation system is not allowed.

SCORES The final grade will be based on a total score of 10 points obtained by the student, according to the following scale: Failure (suspension): 0-4.99 / Pass (aprobado): 5-6.99 / Notable (notable): 7-8.99 / Excellent (sobresaliente): 9-10 and Matriculation of Honor (matrícula de honor), which will imply having obtained outstanding, in addition to a special mention.

Those absences that are due, solely, to these three cases will be justified (requesting documentation for said justification):

- Writ of summons.
- Hospitalization.
- Death of direct family member.

BIBLIOGRAPHY AND OTHER RESOURCES

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