

# Teaching guide

## IDENTIFICATION DETAILS

|                                      |   |               |      |
|--------------------------------------|---|---------------|------|
| Academic year:                       | 2025-2026   |               |      |
| Degree:                              | University Master's Degree in Bilingual Education   |               |      |
| Scope                                | Educational sciences  |               |      |
| Faculty/School:                      | Postgraduate and Lifelong Learning School   |               |      |
| Course:                              | MATERIAL AND RESOURCES: ANALYSIS, PRODUCTION AND ADAPTATION.                                      |               |      |
| Type:                                | Compulsory  | ECTS credits: | 4    |
| Year:                                | 1   | Code:         | 8368 |
| Teaching period:                     | Second semester   |               |      |
| Subject:                             | Planning, Development and Evaluation in the Bilingual Classroom/Planning, Teaching and Evaluating |               |      |
| Module:                              |   |               |      |
| Teaching type:                       | Virtual   |               |      |
| Language:                            | English   |               |      |
| Total number of student study hours: | 100   |               |      |
| 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 evaluable 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 subject is developed with distance methodology through the Virtual Classroom where the student will have:

- Synchronous online classes taught by the teacher in which theoretical and practical aspects will be worked on in which the student can participate during them.
- In them the contents will be reviewed and the student's doubts will be answered live. These classes will be recorded on the platform.
- Tutorials to resolve doubts.
- Study material for the required reading subject: Teaching units, presentations with the summary of the classes and other material selected by the teacher (articles, videos and audios).
- Work and activities to be carried out by the student and debate and participation forums that aim to deepen the subject.

## DISTRIBUTION OF WORK TIME

| TEACHER-LED TRAINING ACTIVITIES | INDIVIDUAL WORK |
|---------------------------------|-----------------|
| 6 Hours                         | 94 Hours        |

## LEARNING RESULTS

Design curricula in accordance with the AICLE model, integrating linguistic and disciplinary content, which develop the bilingual teaching model (Spanish-English).

Create and adapt evaluation materials and tools that can be used in the bilingual classroom (Spanish-English), taking into account the level of linguistic competence of our students, the different learning rhythms and their suitability to work in the subject's area of knowledge.

To promote the criticism and evaluation of the different teaching materials and evaluation tools used in teaching English as a foreign language.

## **SPECIFIC LEARNING RESULTS**

To integrate language and content into 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 take 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 take 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 (suspended): 0-4.99/Pass (approved): 5-6.99/Remarkable (notable): 7-8.99/Excellent (outstanding): 9-10 and Matriculation of Honor (enrollment of 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.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation

shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

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