

63314 - Didactic Resources for Content Teaching in English

Syllabus Information

Academic year: 2024/25

Subject: 63314 - Didactic Resources for Content Teaching in English

Faculty / School: 107 - Facultad de Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education

590 - University Master's Degree in Teaching, specializing in Geography and History

591 - Master's Degree in Teaching, specializing in Philosophy

592 - Master's Degree in Teaching, specializing in Business and Economics

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the

Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-

food

ECTS: 3.0

Year: 1

Semester: Second semester

Subject type: Optional

Module:

1. General information

The subject and its expected results respond to the following approaches and objectives:

1. Acquire basic principles of English language acquisition and know the pedagogical models that support bilingual teaching
2. Know the different elements of a didactic unit and be able to plan and elaborate them correctly
3. Know the different phases of the teaching and learning process for CLIL teaching and to plan and elaborate different activities resources for each one of them
4. Know and apply different activities and resources to facilitate learning.
5. Know and select different tools and activities to plan the evaluation of the learning process.

The subject reviews the principles of L2 learning, provides models and tools to design didactic sequences in bilingual classrooms and to adapt materials and activities according to students' needs, facilitating an effective learning of the subject and the foreign language

The subject will be taught in English. Students must have a minimum level of oral and written proficiency B2 according to MCRL, and preferably a C1 level in writing skills.

2. Learning results

- Explain the relationship that should exist between the foreign language and the curricular content in CLIL teaching List the different parts of a lesson or didactic unit for the bilingual classroom and describe its main characteristics.
- Correctly formulate the different parts of a didactic unit: objectives, learning outcomes, conceptual contents, communicative contents, cognitive processes, activities, and evaluation criteria and tools
- Identify the communicative requirements (lexis, linguistic structures and functions) of an activity or lesson and suggest ways to support comprehension and production in L2
- Identify and explain the main stages of a basic lesson for the bilingual classroom
- Plan and implement different activities designed to activate and evaluate the learner's prior knowledge.
- Design multimodal materials and resources that facilitate the proper understanding and assimilation of concepts, exploring the possibilities offered by new technologies
- Evaluate the difficulty of a text.
- Adapt, design and apply different graphic organizers to support understanding and learning of knowledge
- Adapt, design and apply different activities and resources that help the learner to deepen their learning.
- Design assessment activities and tools by developing appropriate assessment criteria and achievement indicators for the classroom

3. Syllabus

1. Teaching CLIL: foundations and principles
2. Types and models in CLIL teaching
3. Planning lessons: identifying and describing the elements in a CLIL lesson
4. Analysing resources from a communicative perspective
5. Texts as vehicles for learning language and content
6. A model for teaching in the CLIL classroom; the stages of learning in CLIL
7. Adapting and elaborating resources to support learning
8. Using graphic organizers and visuals
9. Promoting deep learning and thinking
10. Assessment in CLIL: Types of assessment; tools for assessment; showcasing learning; Assessment for learning

4. Academic activities

Class attendance will require the active participation of students. It will also be necessary to carry out activities of analysis, evaluation and elaboration of materials both in class and out of class.

- Reading and analysis of documents and other multimodal materials related to the different topics of the program
- Brief presentation of the theoretical foundations, interspersed with the activities described below.
- Practical implementation/demonstration of the activities and resources by the teacher.
- Student participation in discussion activities, online quizzes, one-minute papers, etc.
- Application of the principles, approaches and models analysed in tasks of reflection, analysis, evaluation and elaboration of materials
- Group work and presentation to the rest of the class of the results and conclusions obtained.
- Mandatory and optional individual or group tutorials.

5. Assessment system

The student must demonstrate that they have achieved the intended learning results through the following assessment activities:

Modality A: For students who regularly attend classes

1. Participation in practical classes and portfolio of practices (40%)
2. Group work: elaboration and defence of a Didactic Unit (60%).

In order to consider that a student regularly attends class and actively participates in the practical tasks, they must perform and pass 80% of the face-to-face activities and strictly respect the deadlines

Assessment criteria:

- Adequate integration and application of the learning principles and models studied in the proposed activities, resources and units proposed.
- Innovation: Use of ICT, active methodologies, attention to diversity, cooperative work, etc.
- Originality of the proposed activities and materials.
- Quality of resources.

- Variety and quality of the final and formative evaluation activities

Global test and second call

The global test of the first and second call will be held on the date set in the official exam calendar and will consist of two evaluation activities that are of an individual nature

Written test of application of the contents of the subject (50% of the grade)

Design, elaboration and oral defence in English of a didactic unit for the teaching of a curricular subject in English (50% of the grade)

The evaluation criteria for activity 2 are the same as in modality A. The didactic unit must be delivered on the date indicated for the written test set in the exam calendar. The defence will take place after the written test has been completed.

In order to pass the subject, a minimum grade of 5 must be obtained in each of the two activities.

Fifth and sixth calls

For the fifth and sixth calls, the same guidelines will be followed as those indicated for the global test and the second call.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.