

## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
<b>NombreCompleto</b>	Teaching English as foreign language II
<b>Code</b>	E000005928
<b>Tittle</b>	<a href="#">Grado en Educación Primaria</a>
<b>Taught In</b>	Grado en Educación Infantil y Grado en Educación Primaria [Cuarto Curso] Grado en Educación Primaria [Cuarto Curso]
<b>Level</b>	Reglada Grado Europeo
<b>Quarter</b>	Semestral
<b>Credits</b>	6,0
<b>Character</b>	Optativa (Grado)
<b>Department</b>	Centro de Enseñanza Superior Alberta Giménez (CESAG)
<b>Responsible</b>	Ana Burguera
<b>Schedule</b>	Mondays and Tuesdays (8,00-10,00)
<b>Schedule Tutorials</b>	The tutorial schedule will be provided at the beginning of the course.
<b>Descriptor</b>	-

Teacher Information	
<b>Teacher</b>	
<b>Name</b>	Ana María Burguera Negre
<b>Department</b>	Departamento de Lenguas
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## SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject	
<b>Contribution to the professional profile of the degree</b>	
<p>The main purpose of this subject is to provide students with the theoretical and practical bases of CLIL (Content Language Integrated Learning) in order to promote foreign language learning and teaching through contents at different teaching levels. Moreover, we want our students to be able to identify, analyze and create CLIL materials, as well as to assess the knowledge acquired.</p> <p>The theoretical and practical contents of this subject enable the students for the basic teaching of English as a second language in Infant Education as it provides them with knowledge to use English in the classroom, allow international exchanges and broaden their education in English speaking countries.</p>	



## Prerequisites

This subject does not have prerequisites but it is highly recommended that the student have a minimum level of B2, according to the Common European framework of References for Languages.

## Competencies - Objectives

### Competences

#### GENERALES

<b>CGI03</b>	Capacidad de organización y planificación	
	<b>RA1</b>	Planifica su trabajo personal de una manera viable y sistemática
	<b>RA2</b>	Se integra y participa en el desarrollo organizado de un trabajo en grupo
<b>CGS11</b>	Capacidad de aprender	
	<b>RA1</b>	Se muestra abierto e interesado por nuevas informaciones
	<b>RA4</b>	Establece relaciones y elabora síntesis propias sobre los contenidos trabajados
<b>CGS13</b>	Capacidad para trabajar de forma autónoma	
	<b>RA1</b>	Realiza sus trabajos y su actividad necesitando sólo unas indicaciones iniciales y un seguimiento básico
	<b>RA2</b>	Busca y encuentra recursos adecuados para sostener sus actuaciones y realizar sus trabajos
<b>CGS15</b>	Comprensión de las culturas y las costumbres de otros países	
	<b>RA2</b>	Muestra interés por el conocimiento de otras culturas

#### ESPECÍFICAS

<b>CEP43</b>	Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los alumnos.
<b>CEP52</b>	Expresarse, oralmente y por escrito en una lengua extranjera
<b>CEP61</b>	Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los alumnos.

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### Objectives

- The student will be able to develop the curricular content of Primary education using English.
- The student will produce materials which reach the curricular objectives and the learning of English according to the level in Primary Education.
- The student will be able to make a class presentation in English about a cross curricular topic which has been prepared in advance.
- The student plans their workload realistically and systematically.

#### Contents

- Introduction to CLIL in Infant and Primary Education
- Terminology and definitions
- CLIL components: subjects, languages, teachers and students.
- Methodology and teaching/learning strategies.
- Skills, activities and assessment.
- Resources and materials.
- ICT
- Scaffolding language, contents and learning.
- CLIL lesson plan

## TEACHING METHODOLOGY

### General methodological aspects of the subject

Theory and practical classes to work on classroom activities and teaching lesson planning.

### In-class Methodology: Activities

The student designs CLIL sessions:

- CLIL topic
- CLIL activities

### Non-Presential Methodology: Activities

- CLIL video recording sessions
- Question bank: the student will have to prepare individually subject key questions provided by the lecturer.

- Study

## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Lecciones magistrales	Ejercicios prácticos/resolución de problemas	Trabajos grupales
50,00	30,00	10,00
NON-PRESENTIAL HOURS		
Estudio personal y documentación		
60,00		
<b>ECTS CREDITS: 6,0 (150,00 hours)</b>		

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
<p><b>EXAM: Written exam (50%, minimum standards 25%, can be retaken in July)</b></p> <ul style="list-style-type: none"> <li>• 30 T/ F statements 25%</li> <li>• 5 short questions 25%</li> </ul> <p>- The continuous assessment will only be added when the student passes the final written exam.</p>	<p>Aspects to be assessed:</p> <ul style="list-style-type: none"> <li>• Content subject knowledge.</li> <li>• Correct usage: grammar, syntax and lexis according to corresponding B2.</li> </ul>	50 %
<p><b>INDIVIDUAL/GROUP WORK: Speaking Skills (25%, cannot be retaken)</b></p> <ul style="list-style-type: none"> <li>• CLIL video session</li> </ul> <p>- The video presentation must take 3-4 minute.s. If the student does not follow the presentation instructions, he/ she may fail it</p>	<p>Aspects to be assessed:</p> <ul style="list-style-type: none"> <li>• Subject contents and teaching material according to the pupils' level.</li> <li>• Adequate use of verbal and nonverbal communication.</li> <li>• Correct usage: grammar, syntax,lexis and pronunciation according to corresponding B2.</li> </ul>	25 %
<p><b>INDIVIDUAL/GROUP WORK: Written work (25%, cannot be retaken)</b></p> <ul style="list-style-type: none"> <li>• CLIL lesson plan</li> </ul>	<p>Aspects to be assessed:</p> <ul style="list-style-type: none"> <li>• Quality and clarity of information.</li> <li>• Subject contents and teaching</li> </ul>	



<p>- Compulsory attendance is required when preparing the presentation in class. If any student fails attendance on any of these days, he/ she will only be able to get the minimum standards (5).</p>	<p>material according to the pupils' level.</p> <ul style="list-style-type: none"> <li>• Correct usage: grammar, syntax and lexis according to corresponding B2</li> </ul>	<p>25 %</p>
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### Ratings

- Plagiarism / on line translator / or help from a third party will be penalized with a zero (0).
- Attendance to class and classroom teaching activities are compulsory (see schedule 2018-19).
- \*If a student fails 66% compulsory attendance (artículo 15 de la Normativa Académica), s/he may not be allowed to take the final written exam. \*Your mails will only be answered if they include the appropriate greeting forms and they are written in English.

### WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
<ul style="list-style-type: none"> <li>• Lesson plan</li> </ul> <p>Compulsory attendance is required when preparing the presentation in class. If any student fails attendance on any of these days, he/ she will only be able to get the minimum standards (5).</p>	<p>(19,20,27 November)</p>	<p>(4 December, 9.00)</p>
<ul style="list-style-type: none"> <li>• Lesson plan + video submission</li> </ul>	<p>(4 December, 9.00 )</p>	<p>(4 December, 9.00 )</p>

### BIBLIOGRAPHY AND RESOURCES

#### Basic Bibliography

- Mehisto, P & Marsh, D & Frigols, MJ. 2008. Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Macmillan Education
- Read, C. 2007. 500 Activities for the Primary Classroom. Macmillan Books for Teachers.
- Deller & Price. 2007. Teaching other subjects through English. OUP.

#### Complementary Bibliography



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2018 - 2019**

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- Halliwell,S. 1992. Teaching English in Primary Classroom. Longman.
- Wright,A. 2000. Storytelling with Children. OUP.
- Afolayan,A & Macauley & Hilken,P. 2002. Teaching Primary English. Longman.
- Slattery,M.& Willis,J. 2003. English for Primary Teachers. OUP
- Lewis,G. 2003. Games for Children. OUP.
- Reilly,V&Ward, S.1997. Very Young Learners. OUP