

## COURSE FACT SHEET

Subject Data	
<b>Subject</b>	Teaching English as foreign language II
<b>Subject code</b>	E000005928
<b>Degree</b>	Bachelor's Degree in Primary School Education
<b>Taught In</b>	Bachelor's Degree in Primary Education ( 4th Year)
<b>Level</b>	Formal European Degree
<b>Quarter</b>	1 <sup>st</sup> Term
<b>Credits</b>	6,0 ECTS
<b>Type</b>	Elective
<b>Department</b>	Languages
<b>Lecturer</b>	Ana Burguera
<b>Schedule</b>	-
<b>Office hours</b>	The tutorial schedule will be provided at the beginning of the course.

Teacher Information	
<b>Teacher</b>	
<b>Name</b>	Ana Burguera Negre
<b>Office</b>	8
<b>E-mail</b>	aburguera@cesag.org

## SUBJECT DATA

Contextualization of the subject
<b>Contribution to the professional profile</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 Primary 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>



## Requirements

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

### Core Competences

<b>CGI03</b>	Organization and planning capacity	
	<b>RA1</b>	Plans personal work in a systematic way
	<b>RA2</b>	Integrates and participates in group work
<b>CGS11</b>	Ability to learn	
	<b>RA1</b>	Shows interest in learning new information
	<b>RA4</b>	Relates and elaborates synthesis on worked contents
<b>CGS13</b>	Ability to work autonomously	
	<b>RA1</b>	Works on tasks with basic follow-ups
	<b>RA2</b>	Searches and finds adequate resources to carry out tasks
<b>CGS15</b>	Understanding other cultures.	
	<b>RA2</b>	Shows interest in other cultures

### Specific Competences

<b>CEP43</b>	Develops and evaluates curriculum contents through appropriate teaching resources and promotes the corresponding skills in students.
<b>CEP52</b>	Communicates both orally and writing using the foreign language
<b>CEP61</b>	Develops and evaluates curriculum contents through appropriate teaching resources and promotes the corresponding skills in students.

## OBJECTIVES & CONTENTS

### 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 Primary Education
- Terminology and definitions
- CLIL components: subjects, languages, teachers and students.
- Methodology and teaching/learning strategies.
- Skills, activities and assessment.
- CLIL lesson: cross curricular stories.
- Scaffolding language, contents and learning.
- ICT

## TEACHING METHODOLOGY

### General methodological aspects of the subject

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

### Classroom sessions

The student designs CLIL sessions:

- CLIL topic
- CLIL activities

### Non- Classroom sessions

- CLIL video recording sessions
- Study

## WORKLOAD

CLASSROOM HOURS		
Master classes	Seminars and Workshops	Group Work
22.00	30.00	20.00
NON-CLASSROOM HOURS		
Study	Group Work	
90.00	18.00	
ECTS CREDITS: 6,0 (180,00 hours)		

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Percentage
<p><b>EXAM: Written exam (50%, minimum standards 25%, can be retaken in July)</b></p> <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> </ul>	50
<p><b>Speaking Skills (25%, cannot be retaken)</b></p> <p>- <b>video session</b></p> <p>The video presentation must take 4-5 minutes. But if the student speaks less or reads the story, he/ she may fail this part.</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>Written Skills (25%, cannot be retaken)</b></p> <p><b>Compulsory classroom activities in class:</b></p> <p>- <b>Individual activities</b></p> <p>- <b>Pair work: story creation</b></p> <p>- Compulsory attendance is required when preparing the cross- curricular story in class. If any member fails attendance on any of these days, s/he</p>	<p>Aspects to be assessed:</p> <ul style="list-style-type: none"> <li>♦ Quality and clarity of information.</li> <li>♦ Subject contents and teaching material according to the pupils' level.</li> <li>♦ Correct usage: grammar, syntax and lexis according to corresponding B2</li> </ul>	25



will have to create a different story just getting the minimum standards (5).

### Ratings

- Plagiarism / on line translator / or help from a third party will be penalized with a zero (0).
  - A medical certificate specifying illness dates is required to retake any continuous assessment activity.
  - 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.

### PLANNING

Activities	Implementation	Delivery date
Pair work: story creation	3rd-4th week November	-
Story + video submission		Last session

### BIBLIOGRAPHY AND RESOURCES

#### Basic Bibliography

- Scrivener, J. (2011). *Learning Teaching*. Macmillan Books for Teachers.
- Read, C. (2007). *500 Activities for the Primary Classroom*. Macmillan Books for Teachers.
- Deller & Price. (2007). *Teaching other subjects through English*. OUP.
- Moon, J. (2005). *Children Learning English*. Macmillan Education.
- Mehisto, P & Marsh, D & Frigols, MJ. (2008). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education
- Seymour, D & Popova, M. *700 Classroom Activities*. Macmillan Education

#### Additional Bibliography

- - Coyle, D & Hood, P & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- Halliwell, S. (1992). *Teaching English in Primary Classroom*. Longman.



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ADSCRITO A LA UNIVERSIDAD PONTIFICIA COMILLAS

## Syllabus 2020 - 2021

- 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

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