

## FICHA TÉCNICA DE LA ASIGNATURA

Datos de la asignatura	
<b>Nombre completo</b>	Teaching English as foreign language II
<b>Código</b>	E000005928
<b>Título</b>	<a href="#">Grado en Educación Infantil por la Universidad Pontificia Comillas</a>
<b>Impartido en</b>	Grado en Educación Infantil [Cuarto Curso] Grado en Educación Infantil y Grado en Educación Primaria [Cuarto Curso]
<b>Nivel</b>	Reglada Grado Europeo
<b>Cuatrimestre</b>	Semestral
<b>Créditos</b>	6,0 ECTS
<b>Carácter</b>	Optativa (Grado)
<b>Responsable</b>	Ana Burguera
<b>Horario</b>	-
<b>Horario de tutorías</b>	-
<b>Descriptor</b>	-

Datos del profesorado	
<b>Profesor</b>	
<b>Nombre</b>	Ana María Burguera Negre
<b>Departamento / Área</b>	Departamento de Lenguas
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## DATOS ESPECÍFICOS DE LA ASIGNATURA

Contextualización de la asignatura	
<b>Aportación al perfil profesional de la titulación</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>	
<b>Prerequisitos</b>	
<p>This subject does not have prerequisites but it is highly recommended that the student have a minimum level of B2, according to the</p>	

Common European framework of References for Languages.

## Competencias - Objetivos

### Competencias

#### 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>CEC15</b>	Capaz de usar una segunda lengua en el contexto del aula (Inglés-Nivel B2)	
<b>CEIN52</b>	Ser capaz de fomentar una primera aproximación a una lengua extranjera antes de los seis años.	

## BLOQUES TEMÁTICOS Y CONTENIDOS

### Contenidos – Bloques Temáticos

- Introduction to CLIL in Infant 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

### Objectives

- The student will be able to develop curricular objectives and contents of Infant education.
- The student will produce teaching materials and design learning activities taking into account the objectives of Infant 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 will plan their workload in a practical way.

### Contents

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## METODOLOGÍA DOCENTE

### Aspectos metodológicos generales de la asignatura

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

### Metodología Presencial: Actividades

The student designs and plans a CLIL story + activities

### Metodología No presencial: Actividades

- Readings
- Study

## RESUMEN HORAS DE TRABAJO DEL ALUMNO

HORAS PRESENCIALES		
Lecciones magistrales	Seminarios y talleres (casos prácticos)	Trabajos grupales
22.00	30.00	20.00
HORAS NO PRESENCIALES		

Estudio personal y documentación	Trabajos grupales
90.00	18.00
<b>CRÉDITOS ECTS: 6,0 (180,00 horas)</b>	

## EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

Actividades de evaluación	Criterios de evaluación	Peso
<p><b>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>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 will have to create a different story just getting the minimum standards (5).</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 %

### Calificaciones

- One decimal place is just taken into account in grades.

-The participation and attendance to the reading seminars, compositions and presentations is compulsory. These activities are part of the continuous assessment and, consequently, they cannot be retaken.

- Plagiarism, the use of an online translator or help from a third party will be penalized with a zero ("0") of that 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.

- A medical certificate specifying illness dates is required to retake any continuous assessment activity.

\*Your mails will only be answered if they include the appropriate greeting forms and they are written in English.

## PLAN DE TRABAJO Y CRONOGRAMA

Actividades	Fecha de realización	Fecha de entrega
Pair work: story creation	4th week November- 1st week December	--
Story + video submission	--	Last session

## BIBLIOGRAFÍA Y RECURSOS

### Bibliografía Básica

- 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

### Bibliografía Complementaria

- 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.
- 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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