

TECHNICAL SHEET OF THE SUBJECT

Data of the subject

Subject name	Teaching English as foreign language II
Subject code	E000005928
Main program	Bachelor's Degree in Primary School Education
Involved programs	Grado en Educación Primaria [Fourth year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Centro de Enseñanza Superior Alberta Giménez (CESAG)
Coordinator	Ana Burguera
Schedule	-
Office hours	The tutorial schedule will be provided at the beginning of the course.
Course overview	-

Teacher Information

Teacher

Name	Ana María Burguera Negre
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SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject

Contribution to the professional profile of the degree

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.

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.

Prerequisites

This subject does not have prerequisites but it is highly recommended that the student have a minimum level of B2, according to the

Competencies - Objectives

Competences

GENERALES

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

ESPECÍFICAS

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

MODULARES

CM01	Able to use the second language in the context of the classroom (B2 Level).	
	RA1	Fulfils the competences of the European Portfolio of Languages according to the level that is needed at the end of the Degree (B2).
	RA3	Develops the English curricular contents in English

CM03	Able to express themselves orally and in writing in the target language	
	RA1	Fulfils the competences of the European Portfolio of Languages according to the level (A2, B1, B2 or C1)
	RA2	Has developed the pleasure and interest for learning a foreign language and transmit to other (especially to their students), the confidence in the possibilities to manage in this language with sufficient efficacy.
	RA3	Capable of communicating in English about a previously prepared subject.

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks
<ul style="list-style-type: none"> • Introduction to CLIL in Infant Education • Terminology and definitions • CLIL components • Methodology and teaching/learning strategies. • Skills, activities and assessment. • ICT • CLIL lesson: cross curricular stories.
Objectives
<ul style="list-style-type: none"> • 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 plans their workload realistically and systematically.
Contents
<ul style="list-style-type: none"> • Introduction to CLIL in Primary Education • Terminology and definitions • CLIL components • Methodology and teaching/learning strategies • Skills, activities and assessment. • ICT • CLIL lesson: cross curricular stories.

TEACHING METHODOLOGY

General methodological aspects of the subject
Theory and practical classes to work on classroom activities.
In-class Methodology: Activities
The student designs a cross curricular story.

Non-Presential Methodology: Activities

- Watching videos.
- Reading articles.
- Study

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Lecciones magistrales	Seminarios y talleres (casos prácticos)	Trabajos grupales
22.00	30.00	20.00
NON-PRESENTIAL HOURS		
Estudio personal y documentación	Trabajos grupales	
90.00	18.00	
ECTS CREDITS: 6,0 (180,00 hours)		

EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
Written exam (50%, minimum standards 25%, can be retaken in July): 50 T/F statements on the content subject. - The continuous assessment will only be added when the student passes the final written exam.	Aspects to be assessed: <ul style="list-style-type: none"> • Content subject knowledge. 	50 %
Compulsory classroom activities (50 %, cannot be retaken in July) - The students will create a story+ material in class using an IA as a compulsory resource. - Compulsory attendance is required when preparing the cross-curricular story in class (the last two weeks). If any member fails compulsory attendance on any of these sessions, s/he will be penalized in the group grade (-0, 5 per hour). The group may be penalized:	Aspects to be assessed:	

- if the task does not follow the correct format / requirements, the members will only be able to get the minimum standards(5).
- -1 point per day of delay delivery.
- if the story has been plagiarized /written/ corrected by someone or translated using an automatic translator instead of an IA, the group will get a 0.
- ***The final grade will be the average of both grades. In case a student fails the classroom activity, he/she will have to retake the exam to get a higher grade and be able to pass the subject.**

- Subject contents and teaching material according to the pupils' level.
- Correct usage: grammar, syntax and lexis according to corresponding B2.

50 %

Ratings

IMPORTANT:

- The student will print his /her own **subject dossier (2025-2026)** as it will be used during the lessons (the dossiers which have been completed from another academic year are not allowed in class). After the third warning without the subject dossier in class, the student won't be allowed to come into class.
- One decimal place is just taken into account in the final grades.

- Attendance to class and classroom teaching activities are compulsory (see schedule). 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 date and time) 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.**

WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
<ul style="list-style-type: none"> • Group work: story creation 	The last two weeks	last day
<ul style="list-style-type: none"> • The group will hand in two documents in paper format using a template given by the lecturer. 		last day

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

- Scrivener, J. (2021). *Learning Teaching*. Macmillan Books for Teachers.
- Read, C. (2017). *500 Activities for the Primary Classroom*. Macmillan Books for Teachers.
- Deller & Price. (2017). *Teaching other subjects through English*. OUP.
- Moon, J. (2015). *Children Learning English*. Macmillan Education.
- Mehisto, P & Marsh, D & Frigols, MJ. (2018). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education
- Seymour, D & Popova, M. (2018). *700 Classroom Activities*. Macmillan Education

Complementary Bibliography

- Coyle, D & Hood, P & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- Halliwell, S. (2012). *Teaching English in Primary Classroom*. Longman.
- Wright, A. (2017). *Storytelling with Children*. OUP.
- Afolayan, A & Macauley & Hilken, P. (2016). *Teaching Primary English*. Longman.
- Slattery, M. & Willis, J. (2013). *English for Primary Teachers*. OUP
- Lewis, G. (2016). *Games for Children*. OUP.
- Reilly, V & Ward, S. (2017). *Very Young Learners*. OUP

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