



## COURSE FACT SHEET

Subject Information	
<b>Subject Information</b>	Teaching English as foreign language II
<b>Subject code</b>	E000005928
<b>Degree</b>	Bachelor's Degree in Infant Education
<b>Taught In</b>	Bachelor's Degree in Infant and Primary Education (4 <sup>th</sup> year) Bachelor's Degree in Infant Education (4 <sup>th</sup> year)
<b>Level</b>	Formal European Degree
<b>Quarter</b>	1st term
<b>Credits</b>	6,0
<b>Character</b>	Elective
<b>Department</b>	Centro de Enseñanza Superior Alberta Giménez (CESAG)
<b>Lecturer</b>	Ana Burguera
<b>Schedule</b>	-
<b>Schedule Tutorials</b>	The tutorial schedule will be provided at the beginning of the course.

Lecturers' profile	
Lecturer	
<b>Name</b>	Ana Burguera Negre
<b>Department</b>	Languages
<b>Office</b>	8
<b>E-Mail</b>	aburguera@cesag.org

## SUBJECT DATA

Subject Contextualization
Contribution to the professional profile
<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>

## 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 - Objectives

### Core Competencies

<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>CEC15</b>	Uses a second language in classroom contexts (English-Level B2)
<b>CEIN52</b>	Fosters a foreign language approach to pupils of Infant Education

## 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 plans their workload realistically and systematically.

### Contents

- 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.

## TEACHING METHODOLOGY

### Methodological aspects of the subject

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

### Classroom sessions

The student designs and plans a CLIL story + activities

### Non- classroom sessions

- Readings
  -
- Study

## WORKLOAD

CLASSROOM HOURS		
Master classes	Seminars and workshops	Group Work
22	30	20
NON- CLASSROOM HOURS		
Individual work + Group Work		
90 + 18		
CREDITS ECTS: 6 (180 hours)		

## EVALUATION & ASSESSMENT CRITERIA

Evaluation activities	Evaluation criteria	Percentage
<b>Written exam (50%, minimum standards 25%, can be retaken in July):</b>  <b>50 T/F statements on the content subject</b>  - The continuous assessment will only be added when the student passes the final written exam.	Aspects to be assessed: Content subject	50 %
<b>Compulsory classroom activities ( 50 %, cannot be retaken in July)</b>  The students will create a story + material in class using AI as a compulsory resource.  <b>Compulsory attendance</b> 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:  - if the story has been plagiarized /written/ corrected by someone or translated using an automatic translator instead of AI, the group will get a 0.  - 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.  <b>*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.</b>	Aspects to be assessed:  Subject contents and teaching material according to the pupils' level. Correct usage: grammar, syntax and lexis according to corresponding B2.	50 %

## Qualifications

### 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.**

## PLANNING

Activities	Implementation	Delivery date
Group work: story creation	The last two weeks	last day
The group will hand in two documents in paper format using a template given by the lecturer.		last day

## **BIBLIOGRAPHY & 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.
- 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.