

## 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>	Mondays and Tuesdays (8.00-10.00)
<b>Horario de tutorías</b>	The tutorial schedule will be provided at the beginning of the course.
<b>Descriptor</b>	-

Datos del profesorado	
<b>Profesor</b>	
<b>Nombre</b>	Ana María Burguera Negre
<b>Departamento / Área</b>	Departamento de Lenguas
<b>Despacho</b>	8 aburguera@cesag.org
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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 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>

### Prerequisitos

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.

### 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



## 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 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 will plan their workload in a practical way.

## 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

## 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 lesson:

- topic introduction.
- CLIL sessions
- activities

### Metodología No presencial: Actividades

- question bank: the student will have to prepare individually some subject key questions provided by the lecturer.



- Study

## RESUMEN HORAS DE TRABAJO DEL ALUMNO

HORAS PRESENCIALES		
Lecciones magistrales	Seminarios y talleres (casos prácticos)	Seminarios y talleres (casos prácticos)
50.00	30.00	10.00
HORAS NO PRESENCIALES		
Estudio personal y documentación		
60.00		
<b>CRÉDITOS ECTS: 6,0 (150,00 horas)</b>		

## EVALUACIÓN Y CRITERIOS DE CALIFICACIÓN

Actividades de evaluación	Criterios de evaluación	Peso
<p><b>EXAM: Written exam (50%, minimum standards 25%, can be retaken in July)</b></p> <ul style="list-style-type: none"> <li>• <b>30 T/ F statements 25%</b></li> <li>• <b>5 short questions 25%</b></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>• <b>CLIL video session</b></li> </ul> <p>The video presentation must take 3-4 minutes. 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</b></p>	<p>Aspects to be assessed:</p>	

<p><b>work (25%, cannot be retaken)</b></p> <ul style="list-style-type: none"> <li>• <b>CLIL lesson plan</b></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>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>	<p>25 %</p>
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### Calificaciones

- 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.

### PLAN DE TRABAJO Y CRONOGRAMA

Actividades	Fecha de realización	Fecha de entrega
<ul style="list-style-type: none"> <li>• <b>Lesson plan</b></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>• <b>Lesson plan + video submission</b></li> </ul>	<p>(4 December, 9.00 )</p>	<p>(4 December, 9.00)</p>

### BIBLIOGRAFÍA Y RECURSOS

#### Bibliografía Básica

- 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.



### 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.

En cumplimiento de la normativa vigente en materia de **protección de datos de carácter personal**, le informamos y recordamos que puede consultar los aspectos relativos a privacidad y protección de datos que ha aceptado en su matrícula entrando en esta web y pulsando "descargar"

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