

## TECHNICAL SHEET OF THE SUBJECT

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

Teacher Information	
<b>Teacher</b>	
<b>Name</b>	Ana María Burguera Negre
<b>Department</b>	Departamento de Lenguas
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## SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
<p><b>Contribution to the professional profile of the degree</b></p> <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>
<p><b>Prerequisites</b></p> <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.

## Competencies - Objectives

### Competences

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

#### MODULARES

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



<b>CM03</b>	Able to express themselves orally and in writing in the target language	
	<b>RA1</b>	Fulfils the competences of the European Portfolio of Languages according to the level (A2, B1, B2 or C1)
	<b>RA2</b>	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.
	<b>RA3</b>	Capable of communicating in English about a previously prepared subject.

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### 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.

#### In-class Methodology: Activities

The student designs CLIL sessions:

- CLIL topic
- CLIL activities

#### Non-Presential Methodology: Activities

- CLIL video recording sessions
- Question bank: the student will have to prepare individually subject key questions provided by the lecturer.
- 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	
<b>ECTS CREDITS: 6,0 (180,00 hours)</b>		

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
<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 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/ group work: story creation</b></p> <p>Compulsory attendance is required when preparing the cross- curricular story in class (3 days). If any member fails compulsory attendance on any of these sessions, s/he will be penalized in the group grade (-1 point per each hour of class).</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 %

## Ratings

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

## WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
Pair work: story creation Weeks: 21-25 Nov 28-2 Dec		
Story + video submission		Last week: 2nd December

## 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

### Complementary 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



# CESAG

**Syllabus**  
**2022 - 2023**

- Lewis,G. (2003). *Games for Children*. OUP.
- Reilly,V&Ward, S.(1997). *Very Young Learners*. OUP

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