

## GUÍA DOCENTE 2024 - 2025

### 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
<b>Contribution to the professional profile</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>



## 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

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- The student will be able to develop curricular objectives and contents of Infant education.
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- The student will produce teaching materials and design learning activities taking into account the objectives of Infant Education.
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- The student will be able to make a class presentation in English about a cross curricular topic which has been prepared in advance.
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- The student will plan their workload in a practical way.

### Contents

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- Introduction to CLIL in Infant /Primary Education.
- Terminology and definitions.
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- CLIL components: subjects, languages, teachers and students.
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- Methodology and teaching/learning strategies.
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- Skills, activities and assessment.
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- CLIL lesson: cross curricular stories.
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- Scaffolding language, contents and learning.
- 
- ICT

## 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
<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> <p style="padding-left: 40px;">Content subject knowledge.</p>	50 %
<p><b>Speaking Skills (25%, cannot be retaken in July)</b></p> <p><b>- video session</b></p> <p>The video presentation must take 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> <p style="padding-left: 40px;">Subject contents and teaching material according to the pupils' level.</p> <p style="padding-left: 40px;">Adequate use of verbal and</p> <ul style="list-style-type: none"> <li>♦ nonverbal communication.</li> </ul> <p style="padding-left: 40px;">Correct usage: grammar, syntax, lexis and pronunciation according</p> <ul style="list-style-type: none"> <li>♦ to corresponding B2.</li> </ul>	25 %

<p><b>Written Skills (25%, cannot be Retaken in July)</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.</p>	<p>Aspects to be assessed:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>- Quality and clarity of information. Subject contents and teaching material according to the pupils' level.</p> <p>- Correct usage: grammar, syntax and lexis according to corresponding B2.</p>	<p>25 %</p>
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### Qualifications

- Plagiarism / on line translator / or help from a third party will be penalized with a zero (0).
  - One decimal place is just taken into account in grades.
  - 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). 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.

### PLANNING

Activities	Implementation	Delivery date
Pair work: story creation	4 <sup>th</sup> week November- 1 <sup>st</sup> week December	
Story + video submission		Last session



## **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.