





#### **TEACHING GUIDE**

Subject: Patterns and Usage of the English Language II

Degree: Degree in Early Childhood Education

Character: Mandatory Language: English

Modality: On-site/distance

Credits: 6
Course: 4th
Semester: 7th

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Mr. Stephen C Jenkins

#### 1. COMPETENCES AND LEARNING OUTCOMES

## 1.1. Competencies

# Basic skills

**CB1** Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

**CB2** Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field of study.

**CB3** Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

**CB4** Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

**CB5** Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

# General skills

**CG1** Understand and relate the general and specialized knowledge of the profession, considering both its epistemological singularity and the specificity of its teaching.

**CG2** Conceive the teaching profession as a lifelong learning process that adapts to scientific, pedagogical and social changes throughout life and is committed to innovation, quality of teaching and the renewal of teaching practices, incorporating processes of reflection in action and the contextualized application of experiences and programs of well-founded validity.

**CG3** Understand the complexity of educational processes in general and teaching-learning processes in particular.

CG6 Ability to analyze and synthesize

**CG7** Oral and written communication in the mother tongue and in a second language

CG10 Interpersonal relationship skills, teamwork and multidisciplinary group work.

CG16 Promote creativity or the ability to generate new ideas, as well as the entrepreneurial spirit

CG18 Ability to design and manage projects

#### Specific skills

**CEC1** Know the objectives, curricular contents and evaluation criteria of Early Childhood Education.



**CEC2** Ability to promote and facilitate learning in early childhood from a comprehensive and integrative perspective that encompasses the cognitive, emotional, psychomotor, and volitional dimensions.

**CEC4** Ability to understand language development in early childhood, to identify possible disorders, and to support its proper development; to effectively address language learning situations in multicultural and multilingual contexts; and to demonstrate proficiency in oral and written expression, mastering diverse techniques of communication.

**CEC8** Act as a counselor for parents in relation to family education in the 0-6 period and master social skills in dealing with and relating to the family of each student and with families as a whole. **CEC9** Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it in students.

**CEC10** Ability to understand the role, possibilities, and limitations of education in today's society; to identify the fundamental skills relevant to early childhood education institutions and their professionals; and to apply knowledge of quality improvement models in educational centers.

**CEM41** Know the language and literacy curriculum for this stage as well as the theories on the acquisition and development of the corresponding learning.

CEM42 Promote speaking and writing skills.

CEM43 Know and master oral and written expression techniques.

**CEM44** Knowing oral tradition and folklore.

**CEM45** Understand the transition from oral to written form and know the different registers and uses of language.

**CEM46** Know the process of learning to read and write and its teaching.

**CEM47** Deal with language learning situations in multilingual contexts.

**CEM48** Recognize and value the appropriate use of verbal and non-verbal language.

**CEM49** Know and appropriately use resources to encourage reading and writing.

**CEM50** Acquire literary training and especially learn about children's literature.

**CEM51** Be able to promote a first approach to a foreign language.

## 1.2. Learning outcomes

- Be able to express oneself orally and in writing correctly in Spanish and in a foreign language.
- Know the fundamental aspects of the curriculum regarding languages, reading and writing, and, particularly, second language learning.
- Know the theories on language acquisition, the stages of development of the linguistic and pragmatic components of the language.
- Apply knowledge of teaching the mother tongue and second language in early childhood.
- Know, value, and know how to communicate the importance of reading at this stage.
- Be able to teach content-related lessons in English. Be able to identify learning difficulties related to languages and reading and writing.
- Ability to use reading promotion strategies appropriate to this educational level
- Know the cultural elements and the most important literary production of Englishspeaking countries.

# 2. CONTENTS

## 2.1. Prerequisites

None.

## 2.2. Description of contents

- History of the English Language
- Regional variations and English around the world
- Pragmatics
- Discourse Analysis
- Sociolinguistics

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# 2.3. Training activities

# In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	21.9	100%
AF3. Practical classes. Seminars and workshops	16.9	100%
AF4. Tutorials	14.1	100%
AF5. Working in small groups	7.1	100%
AF6. Individual study and independent work	84.9	0%
AF7. Assessment activities	5.1	100%
TOTAL NUMBER OF HOURS	150	

# <u>Distance learning mode</u>:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes.	13.9	0%
AF3. Practical classes. Seminars and workshops	10.1	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112.1	0%
AF7. Assessment activities	1.9	100%
TOTAL NUMBER OF HOURS	150	

# 2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching	Description	
	methodologies		
MD1	Expository method. Master class	Structured presentation of the topic by the teacher to provide information to students, transmit knowledge and activate cognitive processes.	



		Active student participation is encouraged through debate activities, case discussions, questions and presentations.
MD2	Individual study	Independent and reflective work by the student to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse, and put into practice previous knowledge.
MD5	Case study	Analysis of a real or simulated case with the aim of understanding it, interpreting it, solving it, generating hypotheses, contrasting data, reflecting, completing knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroassessment	Student evaluation by the teacher

#### 3. EVALUATION SYSTEM

# 3.1. Grading system

The final grading system will be expressed numerically, in accordance with Article 5 of Royal Decree 1125/2003 of September 5 (BOE, September 18), which establishes the European Credit Transfer System (ECTS) and the official grading scale for university degrees, valid throughout the national territory.

0 - 4.9 Fail (SS)

5.0 - 6.9 Pass (AP)

7.0 - 8.9 Excellent (NT)

9.0 - 10 Outstanding (SB)

The distinction of "Matrícula de Honor" (Honors) may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

#### 3.2. Evaluation criteria

# Ordinary call

Modality: In person

Modality. In person	
Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Stake	10%
Final exam	50%



Modality: Distance learning

Evaluation systems	Percentage
Activities	30%
Stake	10%
Final exam	60%

## Extraordinary call

Modality: In person

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	Evaluation systems	Percentage
	Activities	40%
	Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

#### 3.3. Restrictions

#### Minimum rating

In order for there to be an adequate average with the previous weights, it is necessary to obtain at least a grade of 5 on the final test.

#### **Attendance**

The student who, without justification, fails to attend more than 25% of the classes may be deprived of the right to take the exam in the ordinary call.

# Writing rules

Special attention will be paid to the presentation and content of written assignments, practical exercises, and projects, as well as to exams, considering grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

# 3.4. Warning about plagiarism

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established in the Student Regulations may be applied.

#### 4. LITERATURE

# Basic bibliography

Yule, G. (2007). The study of language (3rd ed.). Cambridge University Press.

# Recommended bibliography



Crowley, T. (2024). Bakhtin and the history of the language. In K. Hirschkop & D. Shepherd (Eds.), *Bakhtin and cultural theory* (pp. 177–200). Manchester University Press.

Pavón, V., Prieto, M., & Ávila, J. (2015). Perceptions of teachers and students of the promotion of interaction and cooperative learning through task-based activities in CLIL. *Porta Linguarum*, 23, 75–91.

# 5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at: <a href="https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3">https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3</a>