





### **TEACHING GUIDE**

Subject: Patterns and Usage of the English Language I

Degree: Degree in Early Childhood Education

Character: Mandatory
Language: English

Modality: On-site/Distance

Credits: 4
Course: 3rd
Semester: 5th

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### 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.

[2]



**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** Understand the development of language in early childhood, identify possible dysfunctions and ensure its correct development. Effectively address language learning situations in multicultural and multilingual contexts. Express oneself orally and in writing, and master the use of different expression techniques.

**CEC8** Ability to counsel parents on family education during the 0–6 stage and to demonstrate social skills in engaging with individual families and the wider school community.

**CEC9** Ability to reflect on classroom practices to innovate and improve teaching; to acquire habits and skills for autonomous and cooperative learning; and to foster these 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, the learning of second languages.
- 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 English-speaking countries.

# 2. CONTENTS

## 2.1. Prerequisites

None.

## 2.2. Description of contents

- The origins and development of language
- The sounds and structuring of language
- Syntax and Semantics



# 2.3. Training activities

# In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	14.6	100%
AF3. Practical classes. Seminars and workshops	11.3	100%
AF4. Tutorials	9.4	100%
AF5. Working in small groups	4.7	100%
AF6. Individual study and independent work	56.6	0%
AF7. Assessment activities	3.4	100%
TOTAL NUMBER OF HOURS	100	

# Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes.	9.3	100%
AF3. Practical classes. Seminars and workshops	6.7	100%
AF 4. Tutorials	8	100%
AF6. Individual study and independent work	74.7	0%
AF7. Assessment activities	1.3	100%
TOTAL NUMBER OF HOURS	100	



## 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 methodologies	Description
MD1	Expositorymethod. Master lecture	Structured presentation of the topic by the teacher to facilitate information to students, transmit knowledge and activate cognitive processes.  Active student participation is encouraged through debate, discussion of cases, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, to deepen the acquisition of the 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 significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.
MD5	Case studies	Analysis of a real or simulated case to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete 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. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroevaluation	Teacher's evaluation of the student

### 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

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Stake	10%
Final exam	50%

Modality: Distance learning

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

## Extraordinary call

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Wedanty: Distance learning	
Evaluation systems	Percentage
Activities	40%
Final exam	60%

### 3.3. Restrictions

### Minimum qualification

To average the above weightings, it is necessary to obtain at least a grade of 5 in the final test.

# <u>Attendance</u>

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 standards

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

## Literature basic

Crystal, D. (2019). *The Cambridge Encyclopedia of the English language* (3rd <sup>ed.</sup>). Cambridge University Press.

Yule, G. (2010) The Study of Language (4th edition). Cambridge UniversityPress.

## Literature recommended

Carstairs-McCarthy, A. (2018). *An Introduction to English Morphology: Words and their Structure* (2nd ed.). Edinburgh University Press.

Griffiths, P. (2006). An Introduction to English Semantics and Pragmatics. Edinburgh University Press.

Gut, U. (2009). Textbooks in English Language and Linguistics (TELL): Introduction to English Phonetics and Phonology (Vol. 1). Peter Lang - Internationaler Verlag der Wissenschaften.

Ogden, R. (2017). *An Introduction to English Phonetics* (2<sup>nd</sup> ed.). Edinburgh University Press.

Tokar, A. (2012). Textbooks in English Language and Linguistics (TELL): Introduction to English Morphology (Vol. 5). Peter Lang - Internationaler Verlag der Wissenschaften.

Liceras, J. (2010). Entrevista a Juana Muñoz Liceras. *Marco ELE: Revista de didáctica español como lengua extranjera*, 11.

Pavón, V., Prieto, M. y 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,

### 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>