Patterns and Usage of the English Language I

Grado en Educación Infantil

UNIVERSIDAD NEBRIJA

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 Students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area 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, taking into account 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 Promote and facilitate learning in early childhood, from a globalizing and integrative perspective of the different 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 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 Understand the function, possibilities and limits of education in today's society and the fundamental skills that affect early childhood education schools and their professionals. Know models of quality improvement with application to 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 with respect to 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	Expository method. Master class	Structured presentation of the topic by the teacher in order 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, in order 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	Carrying out a project to solve a problem, applying 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	Teacher assessment	Student evaluation by the teacher

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of 5 September (BOE, 18 September), which establishes the European Credit System and the Grading System for official university degrees and their validity 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 mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of Honors may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one Honors may be awarded.

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

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

<u>Extraordinary call</u>

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

<u>Minimum rating</u>
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.

<u>Attendance</u>
The student who, unjustifiably, stops attending more than 25% of the face-to-face classes may be deprived of the right to take the exam in the ordinary call.

<u>Writing rules</u>
Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, taking into account 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

Antonio de Nebrija University will not tolerate plagiarism or copying in any case. The reprodicution of paragraphs from audit texts   other than that of the student   (Internet, books, articles, works of colleagues …) will be considered plagiarism, when the original source from which they come is not cited . *The use of citations cannot be indiscriminate. Plagiarism is a crime.*

In case of being detected of this type of practice, it will be considered a Serious Fault and the sanction provided for in the Student Regulations may be applied.

4. LITERATURE

Literature basic

Crystal, D. (2019). *The Cambridge Encyclopedia of the English language* (3rd ed.). Cambridge University Press.
Yule, G. (2010) *The Study of Language (4*th 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* (2nd 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: https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3