



Second Language
Learning
Grado en Educación
Primaria



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject : Second Language Learning

Degree: Degree in Primary Education

Character: Optional

Language: English

Modality: On-site/Distance

Credits: 6

Course: 3rd

Semester: 6th

Professors / Teaching Staff: Dr. Mrs. Zeina FD Alhmoud; Dr. Mrs. Elsa Del Campo Ramirez; Dr. Mrs. Katarzyna Barbara Parys

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 Ability to use skills specific to intellectual work (understand, synthesize, outline, explain, present, organize).

CG3 Ability to manage information.

CG7 Ability for self-initiative, self-motivation and perseverance.

CG10 Ability for interpersonal communication, awareness of one's own capabilities and resources.

CG12 Ability to recognize diversity and respect multiculturalism.

Specific skills

CEC1 Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.

CEC2 Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

CEC3 Effectively address language learning situations in multicultural and multilingual contexts.

CEC12 Assume the educational dimension of the teaching role and promote democratic education for active citizenship.

CEM41 Acquire literary training and learn about children's literature.

CEM47 Deal with language learning situations in multilingual contexts.

CEM48 Express yourself, orally and in writing, in a foreign language.

CEM55 Acquire practical knowledge of the classroom and its management.

CEM56 Know and apply the processes of interaction and communication in the classroom and master the social skills and abilities necessary to foster a classroom climate that facilitates learning and coexistence.

CEM57 Control and monitor the educational process and in particular the teaching-learning process by mastering the necessary techniques and strategies.

CEM66 Develop and evaluate curriculum content using appropriate teaching resources and promote corresponding competencies in students.

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Be able to express oneself orally and in writing correctly in Spanish and English.
- Know, value and communicate the importance of the literature and culture of the Spanish and English languages.
- Be able to teach content corresponding to the English language.
- Know how to use literacy promotion techniques appropriate to the educational level, taking into account different multilingual and multicultural realities.
- Deal with language learning situations in multilingual contexts.
- Develop and evaluate curriculum content using appropriate teaching resources and promote corresponding competencies.
- Acquire literary training and learn about children's literature in English.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

- Second language acquisition at an early age
- Foreign language teaching and learning process : basic concepts
- Influencing factors in the learning of English.
- Bilingual Education: basic concepts
- ICT in foreign language teaching and learning process

2.3. Training activities

On-site modality :

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	17	100%
AF3. Practical classes. Seminars and workshops	22	100%
AF4. Tutorials	14	100%
AF5. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%

AF7. Assessment activities	5	100%
TOTAL NUMBER OF HOURS	150	

Distance modality :

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2.Asynchronous theoretical classes.	10	0%
AF3. Practical classes. Seminars and workshops	14	0%
AF 4 Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7 Assessment Activities	2	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 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	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 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 "Matricula de Honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of honorary matriculation awards 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: On-site

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

Modality: Semi on-site and Distance

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

Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Semi on-site and Distance

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum rating

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in 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, 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

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. *The use of quotations cannot be indiscriminate. Plagiarism is a crime.*

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

- Dewaele , J.M., & Li, C. (2020). Emotions in second language acquisition: A critical review and research agenda. *Foreign language world*, 196 (1), 34-49.
- Horwitz, E. K. (2020). *Becoming a language teacher: A practical guide to second language learning and teaching*. Castledown Publishers.
- Lightbrown , P. M. and Spada, N. (2003). *How Languages are Learned*. Oxford University Press.
- Teimouri , Y., Plonsky , L., and Tabandeh , F. (2022). L2 grit: Passion and perseverance for second -language learning. *Language Teaching Research*, 26 (5), 893-918.

Literature recommended

Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Multilingual Matters.

- Cook, V. and Singleton, D. (2014). *Key topics in second language acquisition*. Multilingual Matters.
- Dörnyei, Z. and Murphey, T. (2009) *Group dynamics in the language classroom*. Cambridge University Press.
- Gabryâs -Barker, D. and Bielska, D. (2013). *The affective dimension in second language acquisition*. Multilingual matters
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley Blackwell.
- Macaro, E. (2008). *Teaching and learning a second language: a review of recent research*. Continuum.
- Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education.

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-primaria/#masInfo#profesores>