





### **TEACHING GUIDE**

Subject: Second Language Learning

Degree: Degree in Early Childhood Education

Character: Optional Language: English

Modality: On-site/Distance

Credits: 6
Course: 3rd
Semester: 6th

Professors/Teaching Staff: Dr. Mrs. Zeina FD Alhmoud

#### 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.

### <u>General skills</u>

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

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

#### Specific skills

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

**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.

**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.

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

**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

Upon completion of this subject, the student must:

- Be able to express oneself orally and in writing correctly in Spanish and English.



- Ability to recognize, 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, considering 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.
- Factors that influence the learning of English.
- Bilingual Education: Basic Concepts
- ICT in foreign language teaching and learning process

## 2.3. Training activities

#### In-person mode:

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. Working in small groups	7	100%	
AF6. Individual study and independent work	85	0%	
AF7. Assessment activities	5	100%	
TOTAL NUMBER OF HOURS	150		

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	10	0%
AF3. Practical classes. Seminars and workshops	14	0%

[3]



TOTAL NUMBER OF HOURS		150
AF7. Assessment activities	2	100%
AF6. Individual study and independent work	112	0%
AF 4. Tutorials	12	0%

# 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 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	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	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%
Participation	10%
Final exam	50%

Modality: Distance learning

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

## Extraordinary call

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

### 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

Lightbrown, P. M. and Spada, N. (2003). How Languages are Learned. Oxford University Press.

### Recommended bibliography

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

Benson, P. (2001). Teaching and research: autonomy in language learning. Longman.

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.

Nunan, D. (1999). Second language teaching and learning. Heinle Cengage Learning.

Ortega, L. (2009). Understanding second language acquisition. Hodder Education.

Vanpatten, B. (2002). From input to output: a teacher's guide to second language acquisition. McGraw-Hill.

### 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