Oral and Written Communication Skills in English II
Degree in Early Childhood Education

UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

1.   COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

General 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 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 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 role, possibilities, and limitations of education in today's society, as well as the fundamental skills relevant to early childhood education institutions and their professionals. Demonstrate knowledge of quality improvement models applicable 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 Know 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 be able 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
- To 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

- Oral and Written Communication in English.
- Reading Comprehension and Written Expression in English.
- Present and past perfect.
- The relative.

- Adverbs.
- The most frequent speech acts in daily communication: comprehension and practice.

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	

Distance learning mode:

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 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%
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
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, 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

Murphy, R. (2019). *English Grammar in Use. Cambridge*
Harrison, L., Cushen, C. & Hutchison, S. (2006) *Achieve IELTS 2. English for International Education. Upper intermediate-Advanced.* Heinle Cengage Learning: National Geographic Greg Archer, G., Brook-Hart, G., Elliot, S. & Haines, S. (2023). *Learning. Marshall Cavendish Education. Complete Advanced.* Cambridge

Recommended bibliography

Oxford University Press (2020). *Oxford Advanced Learner's Dictionary Paperback* (10th Ed .) Oxford University Press.

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