



Patterns and Usage  
of the English  
Language I  
**Degree in Primary  
Education**

## TEACHING GUIDE

**Subject:** Patterns and Usage of the English Language I

**Degree:** Degree in Primary Education

**Character:** Mandatory

**Language:** English

**Modality:** On-site/Distance

**Credits:** 6

**Grade:** 3rd

**Semester:** 5th

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### 1. COMPETENCIES AND LEARNING OUTCOMES

#### 1.1. Competencies

##### Core competencies

**CB1** Students know how to possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, while relying on 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 competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.

**CB3** Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

**CB4** Students are able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

**CB5** Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

##### General competencies

**CG1** Ability to make use of intellectual work skills (understanding, synthesizing, schematizing, explaining, exposing, organizing).

**GC2** Ability to use a basic methodology for researching sources: analysis, interpretation and synthesis.

**CG3** Ability to manage information.

**CG4** Ability to present clearly, orally and in writing, complex problems and projects within their field of study.

**CG5** Ability to learn and work independently.

**CG6** Ability to work in teams, integrate in multidisciplinary groups and collaborate with professionals from other fields.

**CG7** Capacity for self-initiative, self-motivation and perseverance.

**CG8** Heuristic and speculative capacity for creative and innovative problem solving.

**CG9** Ability to carry out new projects and action strategies in real situations and in different areas of application, from a humanistic perspective.

**CG10** Interpersonal communication skills, awareness of one's capabilities and resources.

**CG11** Ability to adapt to new situations.

**CG12** Ability to recognize diversity and respect multiculturalism.

**CG13** Sensitivity to environmental issues and to cultural and linguistic heritage.

**CG14** Ability to document one's own culture and acquire the knowledge and ability to communicate with other cultures.

**CG15** Ability to acquire and fulfill a professional ethical commitment.

**CG18** Ability to use self- and co-assessment.

**CG19** Have the necessary training base to continue post bachelor degree studies (Master's degree), at national or international level.

**CG20** Knowledge of and respect for fundamental rights and equality between men and women.

Specific competencies

**CEC3** Effectively deal with language learning situations in multicultural and multilingual contexts.

**CEC4** Encourage the reading and critical commentary of texts from the various scientific and cultural domains contained in the school curriculum.

**CEC18** Selectively discern audiovisual information that contributes to learning, civic formation and cultural richness.

**CEM40** Understand the basic principles of language and communication sciences.

**CEM41** Acquire literary training and knowledge of children's literature.

**CEM42** Know the school curriculum of languages and literature.

**CEM43** Speak, read and write correctly and adequately in the official languages of the corresponding Autonomous Community.

**CEM44** Know the process of learning written language and its teaching.

**CEM45** Promote reading and encourage writing.

**CEM46** Be aware of the difficulties in learning the official languages of students of other languages.

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

**CEM48** Express oneself orally and in writing in a foreign language (English) (at level C1 in bilingual mode and B1 in monolingual mode).

**CEM66** Develop and evaluate curriculum content through appropriate didactic resources and promote the corresponding competencies in students.

## 1.2. Learning outcomes

- Understand the basic principles of language and communication sciences.
- Be able to express oneself orally and in writing correctly in Spanish and English.
- Read correctly in Spanish and English.
- Know, value and know how to communicate the importance of the literature and culture of the Spanish and English languages.
- Know how to use techniques to promote reading and writing appropriate to the educational level.
- Acquire literary training and knowledge of children's literature.
- Know the school curriculum of languages and literature.
- Develop and evaluate curriculum content through appropriate didactic resources.
- Deal with language learning situations in multilingual contexts.
- Be able to express oneself clearly and communicate effectively in a second language.

## 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

### Training activities

One-site modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
AF1.Theoretical synchronous classes	22	100%
AF3. Practical classes. Seminars and workshops	17	100%
AF4. Tutorials	14	100%
AF5. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Evaluation activities	5	100%
<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>	

Distance modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF4 Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Evaluation activities	2	100%
<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>	

### 2.4. Teaching methodologies

The teaching staff will be able to choose among one or several of the following methodologies detailed in the verified report of the degree:

Code	Teaching methodologies	Description
MD1	Expository method. Master lecture	Structured presentation of the topic by the teacher in order to facilitate 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	Autonomous and reflective work of the student, in order 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 in order 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 the provisions of art. 5 of Royal Decree 1125/2003, of September 5 (BOE September 18), which establishes the European Credit System and the system of Grades in 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 Good (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 higher 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 honorary matriculation award may be granted.

#### 3.2. Evaluation criteria

##### Ordinary call

Mode: On-site

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

Mode: Distance

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

Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance

Evaluation systems	Percentage
Activities	40%
Final exam	60%

### 3.3. Restrictions

Minimum qualification

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 regular exam.

Writing standards

Special attention will be paid to the papers, practices and written projects, as well as in the exams to both the presentation and the content, taking into consideration grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted on such work.

### 3.4. Plagiarism warning

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. BIBLIOGRAPHY .

Basic bibliography

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

Yule, G. (2010) *The Study of Language* (4<sup>th</sup> edition). Cambridge University Press.

### Recommended bibliography

- 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). Interview with Juana Muñoz Liceras. *Marco ELE: Revista de didáctica español como lengua extranjera*, 11.
- Pavón, V., Prieto, M. & 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**

The e-mail addresses of the professors and the academic and professional profiles of the teaching staff can be consulted at <https://www.nebrija.com/carreras-universitarias/grado-educacion-primaria/#masInfo#profesores>.