



Patterns and Usage of  
the English Language  
**Grado en Educación  
Primaria**



UNIVERSIDAD  
**NEBRIJA**

## TEACHING GUIDE

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

**Degree:** Degree in Primary Education

**Character:** Mandatory

**Language:** English

**Modality:** On-site / Distance

**Credits:** 6

**Course:** 4th

**Semester:** 7th

**Professors / Teaching Staff:** Gabriel Neila González; Nadia María Arias González; Dr. Stephen C Jenkins

### 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).

**CG2** Ability to use a basic methodology for source research: analysis, interpretation and synthesis.

**CG3** Ability to manage information.

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

**CG5** Ability for learning and independent work.

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

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

**CG8** Heuristic and speculative ability to solve problems in a creative and innovative way.

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

**CG10** Ability for interpersonal communication, awareness of one's own 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 skills to communicate with other cultures.

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

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

**CG19** Have the necessary training base to continue post bachelor degree studies (Master's degree), nationally or internationally.

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

#### Specific skills

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

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

**CEC18** Selectively discern audiovisual information that contributes to learning, civic education and cultural wealth.

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

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

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

**CEM43** Speak, read and write correctly and appropriately 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** Know the difficulties in learning official languages for students of other languages.

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

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

**CEM66** Develop and evaluate curriculum content using appropriate teaching resources and promote 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 communicate the importance of the literature and culture of the Spanish and English languages.
- Know how to use reading and writing promotion techniques appropriate to the educational level.
- Acquire literary training and learn about children's literature.
- Know the school curriculum of languages and literature.
- Develop and evaluate curriculum content using appropriate teaching resources
- Deal with language learning situations in multilingual contexts.
- Be able to express yourself clearly and communicate effectively in a second language.

## **2. CONTENTS**

### **2.1. Prerequisites**

None.

### **2.2. Description of contents**

- History of the English Language
- Regional variations and English around the world
- Pragmatics
- Discourse Analysis
- Sociolinguistics

### **2.3. Training activities**

On-site modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1.Synchronous theoretical classes	22	100%
AF3. Practical classes. Seminars and workshops	17	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%
<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>	

Distance modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF 4 Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>	

#### 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%
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Modality: 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: 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

Yule, G. (2007) *The Study of Language 3rd edition*. Cambridge Cambridge University Press.

### Recommended bibliography

Crowley, T. (2024). Bakhtin and the history of the language. In *Bakhtin and cultural theory* (pp. 177-200). Manchester University Press.

Pavón, V., Prieto, M. and 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, 75-91.

Stephen, L. (2024). *History of English Thought in the Eighteenth Century: Vol. I*. BoD – Books on Demand.

## **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>