

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 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 competencies

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

CG2 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 develop and uphold 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.
- Ability to recognize, value, and 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%
TOTAL NUMBER OF HOURS	150	

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%
TOTAL NUMBER OF HOURS	150	

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 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 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 Good (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

Mode: On-site

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

Mode: Distance

Evaluation systems	Percentage
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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 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 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, considering grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted on such work.

3.4. Plagiarism warning

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. BIBLIOGRAPHY

Basic bibliography

Crystal, D. (2019). *The Cambridge Encyclopedia of the English language* (3rd ed.). Cambridge University Press.
Yule, G. (2010) *The Study of Language* (4th edition). Cambridge University Press.

Recommended bibliography

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- 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.
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- 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>.