

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: Dr. Mr. Gabriel Neila González; Mrs. Jennifer Foley

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.

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 develop and uphold a professional ethical commitment.

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

CG19 Have the necessary training base to continue post-bachelor's 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.
- Ability to recognize, 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%
TOTAL NUMBER OF HOURS	150	

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%
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	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	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 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: On-site

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

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 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

Yule, G. (2007). *The study of language* (3rd ed.). Cambridge University Press.

Recommended bibliography

Crowley, T. (2024). Bakhtin and the history of the language. In K. Hirschkop & D. Shepherd (Eds.), *Bakhtin and cultural theory* (pp. 177–200). Manchester University Press.

Pavón, V., Prieto, M., & Ávila, J. (2015). Perceptions of teachers and students of the promotion of interaction and coo

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>