COURSE SYLLABUS

Academic Year: 2024/2025

Identification and characteristics of the course				
Code	501650 (FEYP) 501695 (FFP) 502876 (FFP-Bilingual section) 502045 (CUSA)		ECTS Credits	6
Course name (English)	English Grammar			
Course name (Spanish)	Gramática del Inglés			
Degree programs	BA in Primary Education			
Faculty/School	Faculty of Education and Psychology (FEYP, Badajoz) Teacher Training College (FFP, Cáceres) Centro Universitario Santa Ana (CUSA)			
Semester	7th	Type of course	Compulsory	
Module	Specialism subject			
Matter	Specialism subject in Foreign Languages			
Lecturer/s				
Name	Office		E-mail	Web page
Fernández Portero, Ignacio	1501-2-15(FFP)		ignaciofp@unex.es	
Marín Chamorro, Raquel	A-18 (FEYP)		rmarin@unex.es	
Castellano Risco, Irene Olga	A-21 (FEYP)		ircastellano@unex.es	
Guerrero Rico, María	Sala de profesores		mariagr@unex.es	
Subject Area	English Philology			
Department	English Philology			
Coordinating Lecturer (If more thanone)	Fernández Portero, Ignacio (FFP) Coordinator Marín Chamorro, Raquel M. (FEYP) Guerrero Rico, María (CUSA)			

Competencies

SPECIFIC COMPETENCIES (CE)

CE69 - To know the linguistic, psycholinguistic, sociolinguistic and didactic foundations of language learning and be able to assess its development and communicative competence.

CE70 - To acquire full communicative competence as well as a good linguistic (phonetic, phonological, grammatical and pragmatic) and sociocultural knowledge of the foreign language being taught.
CE72 -To design activities so that all students can achieve a good oral communication in the new language, establishing individual plans for those students who need it.

BASIC AND GENERAL COMPETENCIES (CB & CG)

CB3 -To collect and interpret relevant data (normally within their study area) to deliver judgements which include a reflection about social, scientific or ethics-related topics.
CG11 -To know and be able to apply the information and communication technologies in the classroom. To critically distinguish the most appropriate audio-visual information for learning, civic training and cultural diversity.

CROSS-CURRICULAR COMPETENCIES (CT)

CT2.1– To know how to apply the needed learning skills to undertake later studies with a high degree of autonomy.
CT2.2 – To use in an efficient way a set of learning resources, techniques and strategies to guarantee an autonomous, responsible and never-ending lifelong learning.
CT3 - To acquire and declare an ethical commitment as a teacher, which in turn needs to enhance the idea of comprehensive education, with critical and responsible attitudes; guaranteeing a true equality between men and women, equality of opportunity and of universal accessibility for people with disabilities, apart from keeping the essence of a culture based on peace and democratic values.

Contents

Course outline

To use standard English, both receptive and productively, with fluency, based on daily life and educational situations using a wide lexical and grammatical repertoire. To know the principles of second language acquisition, the main foreign language teaching methods, and some of the socio-cultural aspects of the English language.

Course syllabus

ENGLISH GRAMMAR: THEORY AND PRACTICE

Lesson 1: What is grammar? Why teaching grammar? Description of the practical activities of lesson 1: Practical activities related to Lesson 1

Lesson 2: Grammar and methods in English Language Teaching Description of the practical activities of lesson 2: Practical activities related to Lesson 2
Lesson 3: How to teach grammar from examples and through texts Description of the practical activities of lesson 3: Practical activities related to Lesson 3
Lesson 4: How to deal with grammar errors Description of the practical activities of lesson 4: Practical activities related to Lesson 4
Lesson 5: Factors that contribute to successful grammar practice Description of the practical activities of lesson 5: Practical activities related to Lesson 5
Lesson 6: How to teach grammar to young learners (TASK-BASED APPROACH) Description of the practical activities of lesson 6: Practical activities related to Lesson 6
Lesson 7: Activities and tasks. Grammar can be fun! Description of the practical activities of lesson 7: Practical activities related to Lesson 7

MORPHOLOGY AND SYNTAX

Lesson 8: Tense and aspect Description of the practical activities of lesson 8: Practical activities related to Lesson 8
Lesson 9: Adjectives and pronouns Description of the practical activities of lesson 9: Practical activities related to Lesson 9

Lesson 10: Prepositions and particles
Description of the practical activities of lesson 10: Practical activities related to Lesson 10
Lesson 11: Modals
Description of the practical activities of lesson 11: Practical activities related to Lesson 11
Lesson 12: Subordinate clauses
Description of the practical activities of lesson 12: Practical activities related to Lesson 12
Lesson 13: Infinitives and gerunds
Description of the practical activities of lesson 13: Practical activities related to Lesson 13

FUNCTIONAL GRAMMAR IN LANGUAGE TEACHING

Lesson 14: Influencing the behavior of others:
- Requests
- Suggestions and advice
- Invitations

Description of the practical activities of lesson 14: Practical activities related to Lesson 14

Lesson 15: Feelings and attitudes:
- Expressing desire
- Regrets

Description of the practical activities of lesson 15: Practical activities related to Lesson 15

Lesson 16: Expressing certainty and uncertainty
Description of the practical activities of lesson 16: Practical activities related to Lesson 16

Lesson 17: Describing places and people
Description of the practical activities of lesson 17: Practical activities related to Lesson 17

Lesson 18: Promises and offers
Description of the practical activities of lesson 18: Practical activities related to Lesson 18

Educational activities

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	**Total**	**L**	**HI**	**LAB**	**COM**	**SEM**	**SGT**	**PS**
1, 2, 3, 4, 5 (2 hours each)	26	10						16
6, 7 (5 hours each)	26	10						16
8	20	8						12
9, 10	10	4						6
11	8	3						5
12	15	6						9
13	8	3						5
14, 15 (4 hours each)	20	8						12
16, 17, 18 (2 hours each)	15	6						9
Assessment		2						
TOTAL	150	60						90

L: Lectures (85 students)
HI: Hospital internships (7 students)
LAB: Laboratory or field practices (15 students)
COM: Computer room or language laboratory practices (20 students)
SEM: Problem classes or seminars or case studies (40 students)
SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies

- Oral presentations. Lectures focused on the exposition of the different concepts and procedures related to the course.
- Analysis and discussion of bibliographical and audio-visual materials.
- Debates and discussion on topics related to the course.
- Guidance, decision making and resolution of the doubts raised by the students. Monitoring of distance learning and monitoring of individual work or small-group work. One-to-one or group supervision.
- Reading assignments prior to lectures.
- Course study and exam preparation.
- Project presentation in an autonomous way. This activity will be scheduled so that students can present their projects in an autonomous way.
- Exams. This activity aims to assess the learning outcomes of students in relation to the objectives and competencies set in the course syllabus.

Learning outcomes

- Acquisition and mastering of theoretical contents, showing the critical capacity developed during the course on the topics taught.
- Capacity building to analyse and synthesize the topics and cases proposed by the lecturer, as well as decision making, problem-solving, organization, planning and adaptative skills for the resolution of diverse situations that can take place in a classroom.
- Clarity in oral presentations and in written works.
- Regular attendance to class and seminars with a good attitude regarding participation, effort and involvement.

Assessment systems

The students must notify the lecturer (in writing) the type of assessment they prefer during the first three weeks of each term, and the lecturer must provide the corresponding Quality Commission with this information. If a student does not provide the lecturer with this information in that time, it will be assumed that he/she will opt for the formative assessment. Once they choose a type of assessment, they will not be able to change it for the first call and they will have to follow the regular procedure for the following ones.

A. Formative assessment

40%: portfolios, observation of the student´s involvement and participation in seminars; compositions and other written documents; project presentation.

60%: Final written exam (in English), in which the theoretical and practical contents described above will be included.

There is no recovery of the unrealized parts, except for justified reasons.

B. Global/summative assessment

Global test. In this test the 100% of the course contents will be assessed in two parts: a written exam (70%) in which the theoretical and practical contents described above will be included and an oral exam (30%) consisting of a 4-5 minutes presentation of a topic chosen by the student among the contents taught during the course.

Both in the formative assessment and in the global/summative assessment it is necessary to pass all the parts to pass the subject.

Bibliography (basic and complementary)

Basic bibliography

Bland, J. (ed.) (2015). Teaching English to Young Learners, critical issues in Language teaching with 3 to 12 years old. London. (Bloomsbury Academic).

Burrows, P. (2014). A creative approach to teaching grammar. (Bloomsbury).

Halliwell, S. (1992). Teaching English in the Primary Classroom (Longman Handbooks for Language Teachers Series).

Harmer, J. & Thornbury, S. (1995). How to teach grammar. (Longman Group)

Lewis, G. & Mol, H. (2009). Grammar for young learners. Resources books for teachers, Oxford: Oxford University Press.

Murphy, R. (2012). English Grammar in Use. 4th Ed. A self-study reference and practice book for intermediate learners of English. Cambridge: Cambridge University Press.

Scrivener, J. (2012). Teaching English Grammar: What to teach and how to teach it. London: McMillan Education.

Additional bibliography

Cameron, L. & McKay, P. (2010). Bringing creative teaching into the young learner classroom. Into the classroom. Oxford:Oxford University Press.

Deinzer, D. (2007). Teaching Grammar: Approaches and methods. Norderstedt: GRIN verlag.

Lindstromberg, S. (2004). Language activities for teenagers. Cambridge handbooks for language teachers. Cambridge:Cambridge University Press.

Other resources and complementary educational materials

Dictionaries

- Collins Cobuild Dictionary for Advanced Learners of English
- Longman Dictionary of Contemporary English
Oxford Advanced Learners Dictionary

Audio resources

https://librivox.org/
http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm

Online dictionaries

http://www.wordreference.com
http://www.onelook.com
http://www.linguee.es/

Phonetic dictionary

http://lingorado.com/ipa/es/

Online grammar

http://www.edufind.com/www.better-english.com