Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412022 **Name:** English grammar: English morpho-syntax and semantics (Advanced)

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 2

Module: Mention in English Teaching (Qualifying Program of Teaching English as Second

Language-TESL)

Subject Matter: Mention in English Teaching (Qualifying Program of Teaching English as Second

Language-TESL) **Type:** Elective

Department: English Language

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

143PA	Maria De La Paz Marin Garcia **(Responsible Lecturer)**	maripaz.marin@ucv.es
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CAOGD	Maria De La Paz Marin Garcia **(Responsible Lecturer)**	maripaz.marin@ucv.es
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OEN1A41	Maria De La Paz Marin Garcia **(English Responsible Lecturer)**	maripaz.marin@ucv.es

Module organization

Mention in English Teaching (Qualifying Program of Teaching English as

Subject Matter	ECTS	Subject	ECTS	Year/semester
Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)	30,00	Advanced English writing	6,00	4/2
		English grammar: English morpho-syntax and semantics (Advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2
		Teaching ESL and children's literature	6,00	3/2

Recommended knowledge

Although official certification is not required, it is recommended that students of this subject have a B 1 level of English or higher.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Students produce well-organised oral texts that are appropriate for the interlocutor and their communicative purpose.

R2   Students perform with correctness, fluency and spontaneity that allow them to maintain interaction, being able to react, question or repeat the pre- vious statement to ensure mutual understanding.

R3   Students understand the overall meaning, essential information, the main points and the most relevant details in clear, well-organised oral and writ- ten texts using standard language on general and current topics, related to their own specialty, or topics of special interest to them.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.		x		
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.			x	
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.	x			
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.			x	
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.	x			
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				x

SPECIFIC		Weighting			
		1	2	3	4
ELEX3	To communicate clearly, structuring and organizing their speech and adapting it to different situations.			x	

ELEX4	To speak, write and make presentations in internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture. At higher levels of proficiency, pupils will speak and write for academic purposes and creative expression, using language that is inventive and imaginative.	**x**
ELEX5	To think through, interpret and evaluate fiction and non-fiction texts from print and electronic sources to analyze how language is used to evoke responses and construct meaning, how information is presented, and how different modes of presentation create impact.	**x**
ELEX9	Applying CLIL didactic methods or techniques to teach non-linguistic contents, using English as a communicative vehicle for the language wit- hin the school linguistic project.	**x**
ELEX14	To use English orally and in the written form in an accurate way dealing with language learning situations in multicultural and multilingual con- texts.	**x**

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R3	50,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
	0,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R3	30,00%	Non-final written exams: individual or group directed work.
R1, R2	20,00%	Summative final or continuous oral exam

Observations

<u>**EVALUATION**</u>:

The **Final exam** wil be a multiple choice or short question test. The final exam will also include a sentence transformation exercise and a word formation exercise between 8 and 12 items each. Students will not lose points for wrong answers.

For the **formative assessment tasks** to be taken into account, they must be submitted on the dates specified by the course professor. Assignments that are submitted late without justification will be taken into account only for the second exam call. It is necessary to achieve a passing grade of 5/10 in both the formative and summative assessment tasks in order to pass the course. In the case that only one of these assessment types is passed, the student will fail the first exam call. However, the mark for the assessment type that has been passed (either formative or summative assessment) will be kept for the second exam call.

<u>**SINGLE ASSESSMENT**</u>:

A student who is unable to attend any of the classes or whose attendance is below 80% will take a single, summative assessment that is worth 100% of the final grade for the subject. This exam will consist of the following parts: oral test (20%), written exam (50%) and solution of practical

cases (30%) The tasks in the single summative assessment fulfill the requirements of R1, R2, R3.

USE OF ARTIFICIAL INTELLIEGNCE (AI):

Students **may** use AI to:

- Resolve doubts about tasks- Assist learning (alternative explanations or self-assessment exercises)- Search for alternative resources and references for study

Students **may not** use AI to:

- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves

Citation and acknolwegement criteria:

- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of knowledge, etc.)

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	PARTICIPATIVE MASTERCLASS
M2	CLASSROOM PRACTICES
M3	CASE STUDIES
M4	APPRENTICESHIP CONTRACTS
M5	WORK AT SEMINARS
M6	PROBLEM-BASED LEARNING
M7	GROUP TUTORING
M8	INDIVIDUAL TUTORING
M9	PROJECT-BASED LEARNING
M10	COOPERATIVE AND COLLABORATIVE WORK

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2	R1, R2, R3	40,00	1,60
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M1, M2, M7, M8, M10	R1, R2, R3	7,00	0,28
Supervised monographic sessions with shared participation M1, M2, M7	R3	2,00	0,08
Presentation in plenary. Application of interdisciplinary knowledge M10	R1, R2	2,00	0,08
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8, M10	R1, R2, R3	5,00	0,20
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M10	R1, R2, R3	4,00	0,16
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M7, M10	R1, R2, R3	15,00	0,60
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M8	R1, R2, R3	75,00	3,00
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Grammar	·Verb tenses review: past, present & future ·Conditionals ·Gerunds and Infinitives ·Articles, countable/uncountable nouns & quantifiers ·Comparatives and superlatives ·Modals: ability, permission, advice, criticism, obligation and necessity, degrees of certainty ·Passive voice ·Questions, question tags, indirect questions ·Reported speech, reported questions, reporting verbs ·Relative clauses ·Teaching resources
Vocabulary	·Travel and transport ·Hobbies, sports and games ·People and society ·Education and learning ·Science and technology ·Health and fitness ·Food and drink ·Weather and the environment ·Money and shopping ·Fashion design ·Teaching resources

Temporary organization of learning:

Block of content	Number of sessions	Hours
Grammar	20,00	40,00
Vocabulary	10,00	20,00

References

Required reading:

Mann, M. & Taylore-Knowles, S. (2008) *Destination B2 Grammar and Vocabulary*. MacMillan.
ISBN: 978-0-230-03538-6

All students are expected to purchase a copy of the course book and bring it to class each class day.

Additional Course Material: Will be posted on the *Campus Virtual* throughout the course.

Students are expected to download this material and print it out to work on during classes.

Recommended reading:

Coe, N., Harrison, M. & Paterson, K. (2006). *Oxford Practice Grammar*. Oxford University Press.

Clark, S. & Pointon, G. (2003). *Word for Word*. OUP (2003)

Eastwood, J. (2005). *Oxford Learner's Grammar*. Oxford University Press.

Hall, D. & Foley, M. (2012). MyGrammarLab Intermediate. Pearson Education Unlimited.

Hashemi, L. & Thomas, B. (2003). *Grammar for First Certificate*. Cambridge University Press.

Jacobs, R. A. (1996). *English Syntax*. A *Grammar for English Language Professionals*. Oxford University Press.

McCarthy, M. & O'Dell, F. (2001). *English Vocabulary in Use* (upper intermediate). Cambridge University Press.

Murphy, R. (2019). *English Grammar in Use*. Book with answers. Cambridge University Press.

Murphy, R. (2019). *English Grammar in Use*. Supplementary exercises. Cambridge University Press

Parrott, M. (2000). *Grammar for English Language Teachers*. Cambridge University Press.

Swan, M. (2002). *The Good Grammar Book*. Oxford University Press.

Swan, M. (2006). *Practical English Usage*. Oxford University Press.

Thomson, A. J. & Martinet, A. V. (1995). *A Practical English Grammar.* Oxford University Press.

Vince, M. (2009) *First Certificate. Language Practice*. Macmillan.

Yule, G. (2019). *Oxford Practice Grammar Advanced*. Oxford University Press.

Dictionaries:

It is highly recommend that you use a good, complete English-English dictionary. You will need it for this level of study. There are many good dictionaries available. Here are a few examples I recommend.

·Cambridge International Dictionary of English
·Collins Cobuild English Language dictionary
·Concise Oxford Dictionary of the English Language
·Longman Dictionary of Contemporary English
·Oxford Advanced Learner's Dictionary of Current English.
·Webster's New World Dictionary   or Webster's Ninth New Collegiate Dictionary