



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: -

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

143PA	<u>Maria De La Paz Marin Garcia</u> (Responsible Lecturer)	maripaz.marin@ucv.es
OEN1A41	<u>Maria De La Paz Marin Garcia</u> (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

Minimum good B1 level in English (certificate is not necessary)



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 previous 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 written 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
ELEX2	To interact in discussions and play a number of roles. To listen to, read and view with understanding, accuracy and critical appreciation a wide range of fiction and non-fiction texts from print, non-print and electronic sources.			X	



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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 within 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 contexts.		x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	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.
	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
	40,00%	Non-final written exams: individual or group directed work.
	10,00%	Summative final or continuous oral exam

Observations

The final examination consists of a multiple-choice multiple-choice test of 50 questions. Wrong questions do not deduct points. In addition, there will be a sentence transformation exercise with 10 sentences and a word formation exercise with 10 words.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

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	43,00	1,72
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	4,00	0,16
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	<ul style="list-style-type: none">·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	<ul style="list-style-type: none">·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

Basic Bibliography:

Mann, Malcolm & Steve Taylore-Knowles. Destination B2 Grammar and Vocabulary. MacMillan, 2008.
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 Bibliography:

- Coe, N., Harrison, Mark. & Paterson, Ken. (2006). *Oxford Practice Grammar*. Oxford: Oxford University Press.
- Clark, S. & Pointon, G. (2003). *Word for Word* .OUP (2003)
- Dean, M. (1996) *English Grammar Lessons*. Interactive CD-ROM including tests, listening, and over 1,000 grammar hints. Oxford: Oxford University Press.
- Eastwood, J. (2005). *Oxford Learner's Grammar*. Oxford: Oxford University Press.
- Eastwood, J. (2006). *Oxford Practice Grammar* (Intermediate). CD-ROM with interactive 'find and correct the mistake' exercises. Oxford: OxfordUniversityPress
- Hall, D. & Foley, M. (2012). *MyGrammarLab Intermediate*. Essex: Pearson Education Unlimited.
- Hashemi, L. & Thomas, B. (2003). *Grammar for First Certificate*. Cambridge: Cambridge University Press.
- Hewings, M. (2002). *Advanced Grammar in Use CD ROM*. Cambridge: CUP Press.
- Jacobs, R. A. (1996). *English Syntax. A Grammar for English Language Professionals*. Oxford: Oxford University Press.
- McCarthy, M. & O'Dell, F. (2001). *English Vocabulary in Use* (upper intermediate). Cambridge: Cambridge University Press.
- Parrott, M. (2000). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.
- Quirk, R., Greenbaum, S. & Clalker, S. *A Student's Grammar of the English Language*. Longman.
- Swan, M. (2002). *The Good Grammar Book*. Oxford: Oxford University Press.
- Swan, M. (2006). *Practical English Usage*. Third Ed. Oxford: Oxford University Press.
- Thomson, A. J. & Martinet, A. V. (1995). *A Practical English Grammar*. Oxford: Oxford University Press
- Vince, Michael *First Certificate. Language Practice*. Macmillan, 2009.



Viney, B, & Craven, M. (2005). *English Grammar in Use CD ROM*. Cambridge: Cambridge University Press.

Yule, G. Advanced (2006) *Oxford Practice Grammar*. CD-ROM with interactive 'find and correct the mistake' exercises. Oxford: 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
- Gran Diccionario Oxford (English-Spanish Spanish-English)



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: