



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162022 **Name:** English grammar: English morpho-syntax and semantics (advanced)

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

Module: Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter: Knowledge of English **Type:** Elective

Field of knowledge: Social and legal sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

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Module organization

Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter	ECTS	Subject	ECTS	Year/semester
Knowledge of English	12,00	English grammar: English morpho-syntax and semantics (advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3, 4/1
Didactics and Literature	6,00	Teaching of ESL and children's literature	6,00	4/2
Oral and Written Communication	12,00	Advanced English writing	6,00	0, 4/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2

Recommended knowledge

Minimum B1. Certificate is not needed but it is recommended to have that level according to European Framework of Reference.



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 text 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
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		X		
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.			X	
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			X	
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.		X		
SPECIFIC		Weighting			
		1	2	3	4



Year 2023/2024

1162022 - English grammar: English morpho-syntax and semantics (advanced)

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 (integrated learning content and language), using English as a communicative vehicle for the language within the school linguistic project.		x
ELEX14	Using English language, 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

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3	20,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R2, R3	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	0,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R3	50,00%	Written tests: Objective tests with short and extended responses.

Observations

Final exam will be a multiple choice or short question test between 50-70 questiones. The final exam will also include a sentence transformation exercise and a word formation exercise between 8 and 12 items each.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3	50,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R3	20,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.



R1, R2	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R2, R3	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	0,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).

Observations

Final exam will be a multiple choice or short question test between 50-70 questions. The final exam will also include a sentence transformation exercise and a word formation exercise between 8 and 12 items each.

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	Participatory Master Class
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring



M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M5, M7, M9, M10	R1, R2, R3	4,00	0,16
Theoretical Class M1, M5, M7, M9	R1, R2, R3	20,00	0,80
Practical Class M1, M5, M7, M9, M10	R1, R2, R3	23,00	0,92
Seminar M5, M7, M9	R1, R2, R3	4,00	0,16
Tutoring M9, M10	R1, R2, R3	5,00	0,20
Evaluation M9, M10	R1, R2, R3	4,00	0,16
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M7, M9	R1, R2, R3	15,00	0,60
Individual work M7, M9, M10	R1, R2, R3	75,00	3,00
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M13, M19, M20	R1, R2, R3	20,00	0,80
Practical class (e-learning mode) M11, M13, M19, M20	R1, R2, R3	20,00	0,80
Seminar (e-learning mode) M13	R1, R2, R3	4,00	0,16
Individual tutoring (e-learning mode) M19	R1, R2, R3	4,00	0,16
Evaluation (e-learning mode) M19, M20	R1, R2, R3	2,00	0,08
TOTAL		50,00	2,00

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11	R1, R2, R3	90,00	3,60
Group Work (e-learning mode) M18		6,00	0,24
Asynchronous Tutoring (e-learning mode) M19, M20		4,00	0,16
TOTAL		100,00	4,00



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

- Bolen, J. (2020) 39 No prep/Low-prep ESL Grammar Activities and Games for Teenagers and Adults.
- Brook-Hart, G. et al (2021) *Complete First Student's Book with answers, English for Spanish speakers*. Cambridge University Press
- Clark, S. & Pointon, G. (2003). *Word for Word*. Oxford University Press.
- Coe, N., Harrison, M. & Paterson, K. (2006). *Oxford Practice Grammar*.
- 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.
- May, P. (2014) *Compact First Students Book with answers*. Cambridge University Press.
- McCarthy, M. & O'Dell, F. (2017). *English Vocabulary in Use (upper intermediate). Book with answers and Enhanced eBook*. 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. (2010). *Grammar for English Language Teachers: with exercises and a key*. Cambridge University Press.
- Powerpoint publishers (Eds.) (2023). English Word Formation exercises B1 to C1: Intermediate to Advanced Vocabulary Practice; FCE, CAE, TEOFL, IELTS Exam preparation.
- Swan, M. & Baker, D. (2010). *Practical English Usage*. Diagnostic Test Pack: Grammar tests. Oxford University Press.
- Swan, M. (2002). *The Good Grammar Book*. Oxford University Press.
- Swan, M. (2016). *Practical English Usage*. 4th Ed. Oxford University Press.
- Thomson, A. J. & Martinet, A. V. (1995). *A Practical English Grammar*. Oxford University Press
- Vince, M. (2014) *First Certificate. Language Practice*. Student book +Key. Macmillan.
- Viney, B. & Craven, M. (2005). *English Grammar in Use CD ROM*. Cambridge: Cambridge University Press.
- Yule, G. Advanced (2019) *Oxford Practice Grammar*. Oxford University Press.



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:



ONLINE 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: