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: English Language

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

OEEXTON	Arash Javadinejad **(Responsible Lecturer)**	arash.javadinejad@ucv.es
OIEXTGO	Maria De La Paz Marin Garcia **(Responsible Lecturer)**	maripaz.marin@ucv.es
OEN1A16	Maria De La Paz Marin Garcia **(English Responsible Lecturer)**	maripaz.marin@ucv.es
OEN1O16	Arash Javadinejad **(English Responsible Lecturer)**	arash.javadinejad@ucv.es

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

Although official certification is not required, it is recommended that students of this subject have a B1 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 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**
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 coopoerative 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**
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

EVALUATION:

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 loose 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 in the first exam call, 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 taken into account for the second exam call.

SINGLE ASSESSMENT:

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 INTELLIGENCE (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.)

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). |

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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   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	26,00	1,04
Seminar (e-learning mode) M13	R1, R2, R3	4,00	0,16
Individual tutoring (e-learning mode) M19	R1, R2, R3	8,00	0,32
Evaluation (e-learning mode) M19, M20	R1, R2, R3	2,00	0,08
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11	R1, R2, R3	80,00	3,20
Group Work (e-learning mode) M18		6,00	0,24
Asynchronous Tutoring (e-learning mode) M19, M20		4,00	0,16
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

<u>Required reading:</u>

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.

<u>Recommended reading:</u>

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.

<u>Dictionaries:</u>

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