

Syllabus
ENGLISH GRAMMAR

A. General Information

1. Academic Unit	FACULTAD DE EDUCACIÓN					
2. Program	PEDAGOGÍA EN EDUCACIÓN BÁSICA MENCIÓN INGLÉS					
3. Code	EBI126					
4. Location in the curriculum	II semestre, I año					
5. Credits	7					
6. Type of course	Mandatory	X	Elective		Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	1	Practical	1	Teaching Assistance	0
9. Class hours	Classes	68	Teaching Assistance		0	
10. Prerequisites	English Language Learning I					

B. Contribution to the Graduate's Profile

This course is in the Fifth Semester in the Bachelor's cycle. It will focus on learning grammar, which indicates the rules ordering each possibility of oral or written communication and serving as a means to reflect on human language. We all use it on a daily basis and, thus, we tend to overlook it, being, on the contrary, an essential aspect for clear and effective communication between human beings.

In this context, the course helps to understand that one characteristic of humanity is being able to communicate through articulated sounds, which can convey notions having an astonishing level of complexity and abstraction.

Under this specific use of language, there are common rules to all languages, rules which some specialists tend to characterize as genetically determined. Unlike other rules which depend on each particular language, accounting for the variety thereof.

In order to approach the concept of grammar and understand its importance, we should start with a definition. Grammar refers to the set of rules, regularities and exceptions that govern a given language. Its importance lies in the fact that it serves to establish the correct ways of expressing and communicating adequately, either in one's own language or in a foreign language, as in this case. Grammar above all has a descriptive character, that is, it focuses on analyzing and describing the way in which it is used or should be used in a certain language within a **CEFR B2+ band**.



The course “English Grammar” contributes to the generic competencies of Global Vision, Ethics and to the specific competencies of:

Competency 1. “Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.

Competency 5. Demonstrates professionalism in their teaching for the benefit of student learning.

C. Competencies and General Learning outcomes developed from the course.

Generic Competencies	General Learning Outcomes
<i>Analytical Vision</i> <i>Global Vision</i> <i>Ethics</i>	Explain the role of grammar in learning English as one of the three dimensions of language, distinguishing the grammatical differences between oral and written communication and the role of context in its development.
Specific Competencies	
C1. 1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	Apply the uses of tenses, conditionals, modals, connectors, and other elements of speech and their functions to assess one's own knowledge about these elements and identify and correct personal errors and those of others.
C5. Demonstrates professionalism in their teaching in benefit of the student’s learning.	Demonstrate appreciation for the grammar of the English language by reflecting on the experience of appropriation of the grammar and the importance that the error represents in the process of their learning.

D. Units, Content and Learning Outcomes

Units of Contents	Competency	Learning Outcomes
Unit I: Introduction to Grammar	C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	<p>Explain the importance of grammar for proper performance in real and hypothetical communicative situations.</p> <p>Compare the constituent elements of grammar in oral and written communication through class work.</p> <p>Explain the role of context in English grammar through practical exercises.</p>
Unit II: Verb Tenses: Conditionals and Modals, and Connectors, Adverbs, and Text Organizers.	<p>C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.</p> <p>C5. Demonstrates professionalism in their teaching in benefit of the student's learning.</p>	<p>Properly identify the different grammatical forms studied through practical exercises.</p> <p>Analyze the main characteristics of tenses, modal and conditional verbs, as well as text and discursive organizers such as: connectors, prepositions, adverbial and prepositional phrases.</p> <p>Assess their own disciplinary knowledge specifically, tenses, modal and conditional verbs as well as text and discourse organizers such as: connectors, prepositions, adverbial and prepositional phrases.</p>
Unit III: Teaching Grammar	<p>C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.</p> <p>C5. Demonstrates professionalism in their teaching in benefit of the student's learning.</p>	<p>Examine attitudes and beliefs about grammar based on one's own previous experience and from the teaching perspective during professional practice.</p> <p>Analyze their own performance in teaching grammatical content in practical class situations.</p> <p>Explain and evaluate methodologies to teach grammar based on practical exercises.</p>

E. Teaching Methods

In order to achieve meaningful learning, it is necessary to implement teaching strategies and methodologies that activate previous knowledge in students and encourage their constant participation, being them the bridge through which knowledge is built by the student and mediated by the teacher.

In this scenario, the applicable teaching strategies will be the following:

- Group work
- Modeling by the teacher
- Lecture
- Worksheets
- Class planning
- Individual reading
- Simulation of methodological strategies studied in class.

F. Evaluation

Evaluation of the course will be focused on:

- Test on contents and skills
- Exam 1: oral and written
- Exam 2: oral written
- Final Exam.

G. Learning Resources

Mandatory Bibliography:

- Azar Schramper, B. (2014). *Basic English Grammar*. (4th Ed.) New York: Longman.
- Brown, D. (2014). *Principles of language learning and teaching*. (6th Ed.) New York: Pearson.
- Hughes, J. & Ceri J. (2011). *Practical grammar, level 3*. Hampshire: Heinle Cengage Learning.
- Larsen-Freeman, D. (2014). *Teaching Grammar*. In Celce – Murcia, M, Brinton, D. M., Snow, M. A. (Eds.), *Teaching English as a Second or Foreign Language* (pp 256-270). MA: National Geographic Learning-Heinle Cengage Learning.
- Parrot, M. (2010). *Grammar for English language teachers*. (2nd Ed.) Cambridge, University Press.
- Scheonberg, I. & Maurer J. (2016). *Focus on grammar 1*. New York: Pearson.

Complementary Bibliography:

- Azar Schramper, B. (2009). *Understanding and Using English Grammar*. (4th Ed.) New York: Longman.
- Azar Schramper, B. (2011). *Fundamentals of English Grammar*. (4th Ed.) New York: Longman.



- Barret G: (2016). Perfect English Grammar. New York: Zephyros Press.
- Brown, D. (2015). Teaching by principles: an interactive approach to language pedagogy. (4th Ed.) New York: Pearson.
- Carter, R., Hughes, R. & McCarthy, M. (2000). Exploring grammar in context. UK: Cambridge University Press.
- Celce-Murcia, M. & Larsen-Freeman, D. (2015). The Grammar Book. (3rd Ed.) Boston: Heinle, 2015.
- Frodesen, J. & Eyring J. (2007). Grammar Dimensions 4: Form, Meaning and Use. Boston: Heinle & Heinle.
- Harmer, J. (2015). The practice of English language teaching 5th Ed. London, Longman.
- Hinkel, E. & Fotos, S. (Eds.). (2002). New perspectives on grammar teaching in second language classrooms. NY: Routledge.
- Larsen-Freeman, D., & Anderson, M. (2013). Techniques and Principles in Language Teaching 3rd edition. Oxford university press.
- McCarthy, M. & O’Keefe, A. (2014). Spoken grammar. In Celce – Murcia, M, Brinton, D. M., Snow, M. A. (Eds.), Teaching English as a Second or Foreign Language (pp 271- 287). MA: National Geographic Learning-Heinle Cengage Learning.
- Murphy, R. & Smalzer W. (2009). Grammar in use intermediate. (3erd. Ed.) Cambridge: University Press.
- Richards, J. C. (2002). Methodology in Language Teaching: An Anthology of Current Practices. Cambridge: University Press.
- Scrivener, J. (2010). Teaching English Grammar. New York: MacMillan.
- Scrivener, J. (2011). Learning Teaching; The Essential Guide to English Language Teaching. New York: MacMillan.
- Swan, M. & Walter C. (2003). The good grammar book. Oxford: OUP.
- Ur, P. (2009). Grammar Practice Activities. Cambridge, University Press.
- Ur, P. (2012). A Course on English Language Teaching. (2nd. Ed) Cambridge: University Press, 2012.