COURSE PROGRAM

Academic Year: 2025/2026

Identification and characteristics of the course				
Code	501650 (FEYP) 501695 (FFP) 502876 (FFP-Bilingual section) 502056 (CUSA)		ECTS Credits	6
Course name (English)	English Grammar			
Course name (Spanish)	Gramática del Inglés			
Degree programs	BA in Primary Education			
Faculty/School	Faculty of Education and Psychology (FEYP, Badajoz) Teacher Training College (FFP, Cáceres) Centro Universitario Santa Ana (CUSA)			
Semester	7th	Type of course	Optative	
Module	Specialism subject			
Matter	Specialism subject in Foreign Languages			
Lecturer/s				
Name	Office		E-mail	Web
Fernández Portero, Ignacio	1501-2-15(FFP)		ignaciofp@unex.es	
Sánchez Barroso, Begoña	2-8 (FEYP)		bsanchezba@unex.es	
Castellano Risco, Irene Olga	A-21 (FEYP)		ircastellano@unex.es	
Guerrero Rico, María	Sala de profesores		mariagr@unex.es	
Subject Area	English Philology			
Department	English Philology			
Coordinating Lecturer (If more than one)	Fernández Portero, Ignacio (FFP) Coordinator Sánchez Barroso, Begoña (FEYP) Guerrero Rico, María (CUSA)			

Competencies /Learning Outcomes

SPECIFIC COMPETENCIES (CE)

CE81 - To know the linguistic, psycholinguistic, sociolinguistic and didactic foundations of language learning and be able to assess its development and communicative competence.

CE82 - To acquire full communicative competence as well as a good linguistic (phonetic, phonological, grammatical and pragmatic) and sociocultural knowledge of the foreign language being taught.

CE84 -To design activities so that all students can achieve a good oral communication in the new language, establishing individual plans for those students who need it.

BASIC AND GENERAL COMPETENCIES (CB & CG)

CB3 -To collect and interpret relevant data (normally within their study area) to deliver judgements which include a reflection about social, scientific or ethics-related topics.

CG11 -To know and be able to apply information and communication technologies in the classroom. To critically distinguish the most appropriate audio-visual information for learning, civic training and cultural diversity.

CROSS-CURRICULAR COMPETENCIES (CT)

CT2.1– To know how to apply the needed learning skills to undertake later studies with a high degree of autonomy.
CT2.2 – To use in an efficient way a set of learning resources, techniques and strategies to guarantee an autonomous, responsible and never-ending lifelong learning.
CT3 - To acquire and declare an ethical commitment as a teacher, which in turn needs to enhance the idea of comprehensive education, with critical and responsible attitudes; guaranteeing a true equality between men and women, equality of opportunity and of universal accessibility for people with disabilities, apart from keeping the essence of a culture based on peace and democratic values.

Contents

Course outline

To use standard English, both receptive and productively, with fluency, based on daily life and educational situations using a wide lexical and grammatical repertoire. To know the principles of second language acquisition, the main foreign language teaching methods, and some of the socio-cultural aspects of the English language.

Course syllabus

Name of lesson 1: What is grammar? Why teaching grammar? Contents of lesson 1: Form, meaning, and use, grammar pedagogy, grammatical competence Description of the practical activities of lesson 1: Practical activities related to Lesson 1
Name of lesson 2: Grammar and methods in English Language Teaching Contents of lesson 2: Learning styles and methods Description of the practical activities of lesson 2: Practical activities related to Lesson 2
Name of lesson 3: How to teach grammar from examples and through texts Contents of lesson 3: Contextualized grammar instruction, noticing hypothesis, input enhancement Description of the practical activities of lesson 3: Practical activities related to Lesson 3
Name of lesson 4: How to deal with grammar errors Contents of lesson 4: Error analysis, interlanguage, corrective feedback, fossilization, form-focused feedback Description of the practical activities of lesson n: Practical activities related to Lesson 4
Name of lesson 5: Factors that contribute to successful grammar practice Contents of lesson 5: Practice quality, spaced repetition, meaningful output, task engagement, form-meaning connections Description of the practical activities of lesson 5: Practical activities related to Lesson 5
Name of lesson 6: How to teach grammar to young learners (Task-Based Approach) Contents of lesson 6: Task-Based Language Teaching (TBLT), Scaffolding Description of the practical activities of lesson 6: Practical activities related to Lesson 6
Name of lesson 7: Activities and tasks. Grammar can be fun! Contents of lesson 7: Grammar games, interactive tasks, kinesthetic learning, learner engagement, meaningful contexts Description of the practical activities of lesson 7: Practical activities related to Lesson 7
Name of lesson 8: Tense and aspect Contents of lesson 8: Future, present, past, progressive (continuous) verb forms… Description of the practical activities of lesson 8: Practical activities related to Lesson 8
Name of lesson 9: Adjectives and pronouns

Contents of lesson 9: Position, order, personal-reflexive-indefinite-interrogative-relative pronouns…   Description of the practical activities of lesson 9: Practical activities related to Lesson 9
Name of lesson 10: Prepositions and particles   Contents of lesson 10: General, particular prepositions, expressions…   Description of the practical activities of lesson 10: Practical activities related to Lesson 10
Name of lesson 11: Modals   Contents of lesson 11: Can & could, may & might, must, ought, should, will, would…   Description of the practical activities of lesson 11: Practical activities related to Lesson 11
Name of lesson 12: Subordinate clauses   Contents of lesson 12: Subordinate clauses & tense simplification in subordinate clauses   Description of the practical activities of lesson 12: Practical activities related to Lesson 12
Name of lesson 13: Infinitives and gerunds   Contents of lesson 13: Infinitives & participles   Description of the practical activities of lesson 13: Practical activities related to Lesson 13
Name of lesson 14: Influencing the behavior of others   Contents of lesson 14: Requests, suggestions, advice, invitations   Description of the practical activities of lesson 14: Practical activities related to Lesson 14
Name of lesson 15: Feelings and attitudes   Contents of lesson 15: Expressing desire, regrets   Description of the practical activities of lesson 15: Practical activities related to Lesson 15
Name of lesson 16: Expressing certainty and uncertainty   Contents of lesson 16: Modal verbs, pragmatic competence, degrees of certainty   Description of the practical activities of lesson 16: Practical activities related to Lesson 16
Name of lesson 17: Describing places and people   Contents of lesson 17: Adjectives and adjective order, relative clauses, sensory language, descriptive writing   Description of the practical activities of lesson 17: Practical activities related to Lesson 17
Name of lesson 18: Promises and offers   Contents of lesson 18: Modal verbs (will, shall, can, would), speech acts, future forms, politeness strategies, pragmatic functions   Description of the practical activities of lesson 18: Practical activities related to Lesson 18

Sustainable Development Goals taken into account

1 FIN DE LA POBREZA	2 HAMBRE CERO	3 SALUD Y BIENESTAR	4 EDUCACIÓN DE CALIDAD	5 IGUALDAD DE GÉNERO	6 AGUA LIMPIA Y SANEAMIENTO
☐	☐	☐	☒	☐	☐

7 ENERGÍA ASEQUIBLE Y NO CONTAMINANTE	8 TRABAJO DECENTE Y CRECIMIENTO ECONÓMICO	9 INDUSTRIA, INNOVACIÓN E INFRAESTRUCTURA	10 REDUCCIÓN DE LAS DESIGUALDADES	11 CIUDADES Y COMUNIDADES SOSTENIBLES	12 PRODUCCIÓN Y CONSUMO RESPONSABLES
☐	☐	☐	☒	☐	☐

☐	☐	☐	☐	☐	☐
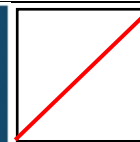
Educational activities

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	**Total**	**L**	**HI**	**LAB**	**COM**	**SEM**	**SGT**	**PS**
1, 2, 3, 4, 5 (2 hours each)	26	10						16
6, 7 (5 hours each)	26	10						16
8	20	8						12
9, 10	10	4						6
11	8	3						5
12	15	6						9
13	8	3						5
14, 15 (4 hours each)	20	8						12
16, 17, 18 (2 hours each)	15	6						9
Assessment		2						
TOTAL	150	60						90

L: Lectures (85 students)
HI: Hospital internships (7 students)
LAB: Laboratory or field practices (15 students)
COM: Computer room or language laboratory practices (20 students)
SEM: Problem classes or seminars or case studies (40 students)
SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies

- Oral presentations. Lectures focused on the explanation of the different concepts and procedures related to the course.
- Analysis and discussion of bibliographical and audio-visual materials.
- Debates and discussion on topics related to the course.
- Guidance, decision making and resolution of the doubts raised by the students. Monitoring distance learning and monitoring of individual work or small-group work. One-to-one or group supervision.
- Reading assignments prior to lectures.
- Course study and exam preparation.
- Project presentation in an autonomous way. This activity will be scheduled so that students can present their projects in an autonomous way.
- Exams. This activity aims to assess the learning outcomes of students in relation

tothe objectives and competencies set in the course syllabus.

Learning outcomes

- Acquisition and mastering of theoretical contents, showing the critical capacity developed during the course on the topics taught.
- Capacity building to analyse and synthesize the topics and cases proposed by the lecturer, as well as decision making, problem-solving, organization, planning and adaptative skills for the resolution of diverse situations that can take place in a classroom.
- Clarity in oral presentations and in written works.

Assessment systems

The assessment of this course is governed by the Evaluation Regulations for Official Undergraduate and Master's Degrees of the University of Extremadura (DOE 212, dated November 3, 2020).

Students are responsible for choosing the global evaluation modality, which they may do within the deadlines established later in this same article for each of the calls (ordinary and extraordinary) for each course. To this end, instructors will manage these requests through a specific space created for this purpose on Moodle (Virtual Campus). If the student does not explicitly request otherwise, the assigned modality will be formative assessment. Choosing the global evaluation modality implies the waiver of the right to continue being assessed through the remaining formative assessment activities and the loss of any grades already obtained in those that have already taken place.

A. Formative assessment

40%: academic activities, such as practical exercises, individual and collaborative assignments, development and presentation of projects, and execution of targeted tasks aimed at reinforcing and applying theoretical knowledge in practical contexts.

60%: Final written exam (in English), in which the theoretical and practical contents described above will be included.

There is no recovery of the unrealized parts, except for justified reasons.

B. Global/summative assessment

Global test. In this test the 100% of the course contents will be assessed in two parts: a written exam (70%) in which the theoretical and practical contents described above will be included and an oral exam (30%) consisting of a 4-5 minutes presentation of a topic chosen by the student among the contents taught during the course.

Both in the formative assessment and in the global/summative assessment it is necessary to pass all the parts to pass the subject.

Bibliography (basic and complementary)

Basic bibliography

Bland, J. (2015). *Teaching English to Young Learners. Critical issues in Language teaching with 3 to 12 years old*. Bloomsbury.

Burrows, P. (2014). *A creative approach to teaching grammar*. Bloomsbury.

Halliwell, S. (1992). *Teaching English in the Primary Classroom.* Longman.

Harmer, J. & Thornbury, S. (1995). *How to teach grammar*. Longman.

Larsen-Freeman, Diane, & Anderson, Marti. (2011). *Techniques and Principles in Language Teaching (3rd ed.)*. Oxford University Press.

Lewis, G. & Mol, H. (2009). *Grammar for young learners*. Resources books for teachers. OUP.

Murphy, R. (2012). *English Grammar in Use 4th: A self-study reference and practice book for intermediate learners of English*. Cambridge UP.

Scrivener, J. (2012). *Teaching English Grammar: What to teach and how to teach it*. McMillan.

Ur, Penny. (2011). *Grammar Practice Activities: A Practical Guide for Teachers (2nd ed.)*. Cambridge University Press.

Additional bibliography

Cameron, L. & McKay, P. (2010). *Bringing creative teaching into the young learner classroom: Ideas and activities to personalize for your young learners (Into the Classroom)*. OUP.

Deinzer, D. (2007). *Teaching Grammar: Approaches and methods*. GRINverlag.

Lindstromberg, S. (2004). *Language activities for teenagers.* Cambridge UP.

Nunan, David. (2004). *Task-Based Language Teaching*. Cambridge University Press.

Willis, Dave & Willis, Jane. (2007). *Doing Task-Based Teaching*. OUP.

Other resources and complementary educational materials

Dictionaries

- Collins Cobuild Dictionary for Advanced Learners of English
- Longman Dictionary of Contemporary
English
- Oxford Advanced Learners Dictionary

Audio resources

https://librivox.org/
http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm

Online dictionaries

http://www.wordreference.com
http://www.onelook.com
http://www.linguee.es/

Phonetic dictionary

http://lingorado.com/ipa/es/

Online grammar

https://www.ef.com/wwen/english-resources/