

COURSE PROGRAM

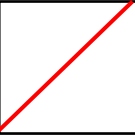
Academic Year: 2026/2027

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	7 th	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	
Seijas Pérez, Iria	A-21 (FEYP)	bsanchezba@unex.es	
Castellano Risco, Irene Olga	VRIM ¹ (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 Seijas Pérez, Iria (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.			

¹ Vicedecanato de Relaciones Instituciones y Movilidad

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
Theoretical and practical analysis of English grammar from a communicative and pedagogical perspective applied to foreign language teaching in Primary Education. Study of the methodological foundations for grammar teaching, error detection and correction, and the design of meaning-focused activities. Systematic review of the main grammatical categories and structures of English and their didactic application through tasks, activities, and projects aimed at developing students' linguistic and communicative competence.
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  ☐  ☐  ☐  ☒  ☐  ☐

 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
☐	☐	☐	☒	☐	☐
 13 ACCIÓN POR EL CLIMA	 14 VIDA SUBMARINA	 15 VIDA DE ECOSISTEMAS TERRESTRES	 16 PAZ, JUSTICIA E INSTITUCIONES SÓLIDAS	 17 ALIANZAS PARA LOGRAR LOS OBJETIVOS	
☐	☐	☐	☐	☐	☐

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 to the 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 adaptive 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, D., & Anderson, M. (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, P. (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, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
- Willis, D., & Willis, J. (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/>