Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Bilingüismo con énfasis en inglés

Course: Advanced English Grammar
Code: LI514
Prerequisite: LI436 – Upper-intermediate English.
Credits: 4
Course hours: 3 in-class hours – 8 hours of autonomous work

I. General Description

Advanced English Grammar is the fifth language-oriented course of the *Licenciatura en Bilingüismo con énfasis en inglés* from *Universidad Tecnológica de Pereira (UTP)*. This course aims at raising students' awareness of advanced English grammatical structures and their use in oral and written tasks.

This will be done through the identification and analysis of dependent and independent clauses that are found in oral and written authentic discourse. To reach this, previous knowledge and mastery of basic and intermediate morpho-syntactic forms of English and Spanish will be required. Although grammatical forms seem to be the core of the course, thorough attention will be given to semantic, pragmatic, textual, discourse and sociolinguistic features of the English language. The methodology of the course includes both inductive and deductive approaches through guided exercises and communicative tasks that involve listening, speaking, reading, and writing activities.

To meet the pedagogical orientation required for the profile of English teachers in development, **one academic credit** will be devoted to the exposure and analysis of theoretical input regarding Grammar Teaching approaches, methods and techniques. Theoretical input, reflections of actual classes and design of grammar tasks will be included. In order to succeed in this course, student's self-regulation, critical position and autonomy are needed given the fact that mastering English grammar and learning how to teach it require trial, error-making, reflection, and constant correction.

II. General Language Competences

a. Develop grammatical competence at a B2 level as described by the CEFRL (2018):
Grammatical control
"Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy."(p. 133)

Coherence and cohesion
"Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse.

Though there may be some 'jumpiness' in a long contribution.

Can produce text that is generally well-organized and coherent, using a range of linking words and cohesive devices.
Can structure longer texts in clear, logical paragraphs."(p.142)

b. Establish relationships between Spanish and English grammatical features.
c. Acquire critical thinking skills for analyzing sentences and paragraphs.
d. Demonstrate basic teaching competences to design and implement English units around key grammatical items.

III. **Specific   Language**

Competences   Reading   and

listening:

- ***Listening***: "*Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.*"*(CEFRL, 2018, p. 59)*
- ***Reading: "****Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships." (CEFRL, 2018, p. 63)*
- ***Inferencing:*** *"Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues." (CEFRL, 2018, p. 67)*

Writing:

- Write simple, complex and compound complex sentences that are grammatically accurate while maintaining coherence and cohesion in a text.
- *"Can often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure." (CEFRL, 2018, p. 80)*

Speaking:

- Use accurate, fluent and coherent utterances in informal and formal communicative and academic situations.
- Maintain successful oral interaction by associating independent and dependent clauses.
- *"Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.*
- *Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience." (CEFRL, 2018, p. 74)*

Teaching practicum:

- Design, monitor and test learning tasks around a grammatical category based on grammar teaching approaches studied in the course.

IV.   Learning outcomes

Learning Outcomes Licenciatura en Bilingüismo	Learning outcomes Intermediate English course: At the end of the semester, students will be able to:
1. Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.	- Advanced English Grammar students will be able to use English language in an advanced way applying the theoretical concepts seen throughout the course.
2. Plantea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.	- Design appropriately grammar units that involve inductive and deductive approaches.
3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.	- Recognize, share and select ICT tools to foster autonomous meaningful learning.
4. Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional.	- Evaluate her/his own professional development through theoretical and practical tasks related to teaching components
5. Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo.	- Make group decisions regarding the development of tasks.
6. Apropia criterios de sostenibilidad ambiental en la vida profesional y	- Foster environmental sustainability through the practice of a no paper policy.

cotidiana.	- Raise awareness about the various environmental issues in our society.

V. Content units:

UNITS	Timetable
Unit 1: The place of grammar ● What is grammar? ● Language levels; where is grammar? ● English vs Spanish grammar ● Advanced grammar course syllabus and guidelines	Week 1
Unit 2: Adverb clauses: ● Time and Place ● Reason and Result ● Concession: ○ Contrast and Opposition ● Review and practice	Weeks 2 – 5
Partial exam 1	**Week 6**
Unit 3: Communicative competence and grammar use	Week 7
Unit 4: Approaches in grammar teaching: (1 hour) A sample of an inductive grammar lesson **Unit 5: Grammar tasks' design:** Workshop (2 hours)	Week 8
Unit 6: Noun clauses: ● Roles in sentence construction ● Functions ● Review and practice	Weeks 9 – 12
Partial exam 2	**Week 13**
Unit 7: Adjective clauses: ● Defining and non-defining ● Subject and object patterns ● Possessive, qualitative and quantitative ● Review and practice	Weeks 14 - 16

VI. Methodology

This course is designed based on Content-based approach, particularly with a language-driven emphasis. It involves not only the development of linguistic competences but also the learning of socio-cultural and pedagogical themes related to the professional development of English pre-service teachers. Learners develop communicative skills (listening, reading, speaking, and writing) and are aware of structural items of English language through exposure to theory related to English Grammar teaching. Both inductive and deductive approaches for grammar teaching are applied in every session of the course.

There is also a social constructivist approach in the course evidenced through activities such as debates, discussions, workshops and material design in which group work is essential to achieve determined goals, promoting a learning scenario of cooperation. Hence, the learner has an active role in his/her learning process. In the same line, the content proposed in the course permits the constant reflection upon learners' professional growth, considering critical perspectives in the field of ELT as well as awareness on how to articulate sociolinguistic and pragmatic elements for the teaching of grammar.

A **Formative Teaching practicum** scenario is provided through which students explore concepts regarding English grammar from linguistic and didactic perspectives. They must apply that knowledge in the

design and implementation of an English grammar task, using an inductive approach, with students of English from different institutions or schools. One academic credit will be assigned for this type of practicum.

Procedures:

In-class work: During the 3 in-class hours, students are exposed to diverse type of input in order to activate knowledge of focused grammar elements and pedagogical aspects for teaching it. Reading, writing, listening and speaking activities are included. During the sessions, students observe, practice and analyze target grammar/pedagogical topics throughout controlled exercises. During the second half of the course, students are expected to use that knowledge of grammar and the teaching of it to 1) perform tasks which call for specific grammar items studied during the course and 2) reflect upon grammar teaching issues.

Another essential aspect for the development of the course is feedback. The students will give and receive guided feedback on the exercises they complete in and out of class. The feedback will come from each other and the teacher. By means of these sources of feedback, the course will be a learning community more than a group of individual teachers in development.

Out-of-class work: During the 8 out-of-class hours, students will practice based on the input they have received by doing specific tasks which will, in turn, empower their use of advanced English grammar and development of teaching competences. Part of this time will be used for interacting with the monitor of the course. They will also use this time to design a grammatical task that must be piloted.

Important note: The course has a technological component that is based on constant communication via email and an LMS. The professor and students will commit to use the LMS Schoology® as a learning platform for the course. In case that unexpected situations come about during the semester, Schoology® will be used as the main mean of communication and for the development and submission of tasks. Exceptions will be considered according to students' physical, cognitive or psychological traits for interacting with the platform.

These strategies are expected to help develop autonomous learning, to establish different channels of communication, and to enhance a possibility of asynchrony in class.

VII.   Course assessment:

Assessment in this course will be:

- Formative: Continuous feedback will be provided during classroom activities such as drills, mock tests and class design in written and oral form. The feedback will not be quantifiable but provided to contribute to learners' grammatical and teaching awareness. This will be given by peers and the teacher. Constant reflection will be requested upon error-making, rule-discovery exercises and observation of actual English classes in real-life settings.

- Summative and continuous: The assigned products will be collected and assessed at different moments of the course. For example, exercises of gap-filling, cloze-text, error correction, sentence transformation, a grammar task and partial tests will be collected and administered at specific moments of the course. These will be weighted and graded, so the scores are accumulated as parts of a total that ranges between 0.0 and 5.0. The following table includes the products, expected submission times and their weights.

Linguistic component products	Weight	Time	Teaching practicum products	Weight	Time
1. Partial test 1: Compulsory test that will evaluate **adverb** clauses use through communicative and academic tasks.	20%	Week 6	6. Grammatical task based on inductive approach: Based on theoretical foundations covered in the course, a complete task for learning and practicing determined grammatical aspects will be designed and piloted with controlled groups. Scores will be based on criteria related to theoretical application, demands, meaningful content, creativity, variety and users' evaluation.	15%	Week 15
2. Controlled grammar exercises (virtual and in-class)	10%	Week 2-7			
3. Partial test 2: Compulsory test that will evaluate **noun** clauses use through communicative and academic tasks.	20%	Week 13			
4. Final test: Compulsory test that will evaluate **adverb, noun and adjective** clauses use through communicative and academic tasks.	25%	Week 18			
5. Controlled grammar exercises (virtual and in-class)	10%	Weeks 8 to 16			

VIII.   Materials

A digital monolingual dictionary (mobile app) or a physical monolingual dictionary.

Texts and worksheets that students will be provided via email or through the LMS (Learning Management System) Schoology®.

Portfolio: a binder in which students will keep record of exercises, feedback, mock tests, theoretical input and tasks designed.

Recycled paper (block sheets) will be used for learners to develop their written exercises.

The students and professor will use selected input from textbooks, content books and/or articles. Some input will be presented digitally considering all the copyright laws as pertinent.

Bibliography

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