

## SUBJECT TEACHING GUIDE

### M1613 - Development of Second Language Grammatical Competence

#### Master's Degree in the Learning and Teaching of Second Languages

Academic year 2022-2023

1. IDENTIFYING DATA					
Degree	Master's Degree in the Learning and Teaching of Second Languages			Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training				
Discipline					
Course unit title and code	M1613 - Development of Second Language Grammatical Competence				
Number of ECTS credits allocated	2	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
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Other lecturers					

3.1 LEARNING OUTCOMES
- The student properly assimilates the teaching - learning grammar in a second language
- Reflects on the process
- Assimilates grammar and offering them specifically in the field of L2 teaching .
- She/he provides grammar explanations in a clear and orderly manner.
- Designs based on consistent grammatical contents and the level of the group with the descriptive sense of grammatical point assimilated activities.
- Shaping students for the proper development of their teaching.
- Determines grammatical levels for students L2 .

#### 4. OBJECTIVES

- To identify and to explain the different profiles of students.
- To identify and to explain the different grammar levels
- To design a coherent proposal exercises, activities and tests.
- To articulate a descriptive discourse of Spanish grammar.
- To identify and to name the various elements of Spanish grammar .
- To evaluate the role of grammar in the teaching / learning Spanish as L2
- To evaluate the role of the teacher in the teaching / learning grammar of Spanish as L2
- To evaluate the role of students in the teaching / learning grammar of Spanish as L2

#### 6. COURSE ORGANIZATION

##### CONTENTS

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| 1 | <p>The role of grammar in the teaching / learning in L2.</p> <p>1.1 . The teacher's role in teaching grammar in L2 .<br/>Profiling students. Determining grammatical levels . coherent proposal exercises, activities and tests. consistent articulation of speech descriptive grammar. terminological treatment.</p> <p>1.2 . The role of the student in the teaching of grammar in L2.</p> |
| 2 | <p>2. Development of grammatical competence : a proposal for a grammatical description .</p> <p>2.1 . Simple statements.<br/>Alternatives in the description of simple statements . Teaching / learning linked.</p> <p>2.2 . Complex sentences: sentences and paragraphs .<br/>Alternatives in the description. Teaching / learning linked.</p>  |

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Activities in room (90% of the final grade). Carrying out all the activities, which may offer a diverse typology, linked to the continuous evaluation, whose specific breakdown and schedule will be duly explained to the beginning of the course, has an emin	Others	No	Yes	90,00
Attendance and participation (10% of the final grade).	Others	No	No	10,00
TOTAL				100,00
Observations				
<p>We understand that university students have taken language skills in relation to oral and written expression . It is therefore essential and mandatory spell checking (spelling, accents and punctuation ) , grammatical and lexical in the work and examinations as an essential condition to pass the subject .</p> <p>With regard to the fraudulent conduct (plagiarism ) of the evaluation tests , the qualification shall comply with the provisions of Article 54.1 of the Rules of evaluation processes at the University of Cantabria: The fraudulent conduct testing or evaluation activities directly involve the failing grade ' 0 ' in the subject' .</p> <p>For all academic work , the APA Standards should be noted.</p>				
Observations for part-time students				
<p>The assessment procedure for students part-time does not attend class regularly consist of an examination and / or delivery of jobs that will tell the teacher, on the date established by the Faculty for examination of the subject. Those who attend class eligible for the same assessment that all students .</p>				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC
Pérez Saiz, Manuel. Método de los relojes. Gramática descriptiva del español. PUbliCan, 2009, Santander.
Benítez, Pedro y M <sup>a</sup> José Gelabert. Breve gramática. Español lengua extranjera. Colección Idiomas de hoy, Barcelona, Difusión, 1995.
Bosque, Ignacio y Violeta Demonte, Gramática descriptiva de la lengua española, 2 volúmenes, Madrid, Espasa, 1999.
Matte Bon, Francisco. Gramática comunicativa del español, dos volúmenes, Madrid, Edelsa, 1995.
González Hermoso, A., J. R. Cuento y M. Sánchez Alfaro. Gramática del español lengua extranjera, Madrid, Edelsa, 1994.