

**Classroom Grammar: Methodologies and Applications**

Code: 106384  
ECTS Credits: 6

Degree	Type	Year	Semester
2504211 Spanish Language and Literature	OT	3	0
2504211 Spanish Language and Literature	OT	4	0

**Contact**

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**Use of Languages**

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: Yes

**Teachers**

Cristina Buenafuentes de la Mata

**Prerequisites**

It is a subject that proposes, from a perspective that combines theory and practice, how different contents of Spanish grammar can be worked on in a secondary school classroom, taking into account the framework of the currently valid competency curriculum. In order to take it, the student must have knowledge of Spanish grammar.

**Objectives and Contextualisation**

This subject is part of the subject "Spanish language: synchrony" and its objective is the knowledge and command of the procedures that allow incorporating grammar content in the Secondary and Baccalaureate classroom.

At the end of the course, students should:

- (A) know the current Secondary School curriculum in Catalonia,
- (B) be familiar with the methodologies used in the Secondary and Baccalaureate classroom to work on grammar,
- (C) know how to use (and create) didactic resources oriented both to the knowledge of the basic notions of grammar and to their application of skills and transversality.

**Competences**

- Spanish Language and Literature
  - Advise organisations and institutions on linguistic or literary issues.

- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language, its evolution throughout history and its current structure.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language and linguistics, and evaluate their academic relevance.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.

## Learning Outcomes

1. Apply and use the appropriate digital media and tools to the teaching of philological contents.
2. Apply grammatical knowledge to the resolution of exercises.
3. Characterise linguistic phenomena taking into account the different levels of analysis.
4. Compare different analyses of the same phenomenon.
5. Correctly identify linguistic units in the teaching of grammar.
6. Detect the most common errors in non-native speakers considering their mother tongue.
7. Determine from a normative point of view the appropriateness of a communicative situation.
8. Determine the linguistic knowledge appropriate to each level of knowledge.
9. Distinguish from a grammatical point of view the errors of Spanish as a foreign language according to the learner's native language.
10. Evaluate their own progress in the acquisition of knowledge of the contents of this subject.
11. Identify cultural implications in grammar.
12. Identify situations that need to be changed or improved from a linguistic point of view.
13. Identify which aspects of meaning are structurally determined.
14. Infer justified conclusions from observation of data.
15. Know how to explain grammatical errors to secondary school pupils.
16. Propose solutions based on linguistic knowledge.
17. Recognise the relationship between structure and interpretation.
18. Transmit the literary and linguistic knowledge acquired, adapting it to a specific professional sector.
19. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
20. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

## Content

1. The situation of grammar in secondary education. Official documents: the curriculum. The textbooks.
2. The grammatical update: terminological aspects, contents and approaches. The Glossary of Grammatical Terms. Typology of grammar exercises: towards a reflective and scientific approach.
3. Competence-oriented grammar: transversal approaches to grammar teaching. Grammar-based writing problems.
4. Examples of good practices: didactic proposals.

## Methodology

The learning of this subject by the student is distributed as follows:

- Directed activities (35%).

These activities are divided into master classes and practices and seminars directed by the professors, in which the theoretical explanation will be combined with the discussion of all kinds of texts.

- Supervised activities (10%).

These are tutorials scheduled by the teachers, dedicated to correcting and commenting on any aspect related to the course.

- Autonomous activities (50%).

These activities include both the time devoted to personal study and the completion of reviews, papers and analytical comments, as well as the preparation of oral presentations.

- Evaluation activities (5%).

The evaluation of the subject will be carried out through oral presentations and written tests.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class, practice and seminars	52.5	2.1	2, 1, 10, 3, 4, 6, 8, 5, 11, 13, 14, 17, 15, 18
Type: Supervised			
Assignments and exercises	76	3.04	2, 1, 3, 6, 8, 19, 20, 5, 12, 14, 16, 15, 18
Type: Autonomous			
Evaluation and appointments	21.5	0.86	10, 12

## Assessment

The evaluation will consist of the following activities:

1. A written review of some of the proposals for competency activities seen in the classroom. (25%)
2. A video about some of the proposals for competency activities seen in the classroom. (25%)
3. A work related to the typology of exercises that are worked in the Secondary and Baccalaureate classroom. The work may involve a pilot experience with a small group of Secondary/High School students. (40%)

Participation in class will be valued at 10%.

To pass the course it is necessary to obtain at least 5 points out of 10 in the average of the three activities (applying the corresponding weighting).

Re-evaluation and no-evaluable

All activities are mandatory to access the retake test. Otherwise, the final grade will be NOT EVALUABLE.

The student will lose the right to re-evaluation if the sum of the activities carried out with their corresponding percentage is less than 3.5 points. If the student is entitled to re-evaluation, they can only recover, at most, two of the three activities.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Participation	10%	0	0	2, 1, 10, 4, 20, 11, 13, 12, 14, 16, 18
Review	25%	0	0	2, 1, 10, 3, 4, 6, 8, 9, 19, 20, 5, 11, 13, 12, 14, 16, 17, 15, 18
Video	25%	0	0	2, 1, 10, 3, 4, 8, 19, 20, 5, 13, 16, 17, 18
Work related to the type of exercises	40%	0	0	2, 1, 10, 3, 4, 6, 7, 8, 9, 19, 20, 5, 11, 13, 12, 14, 16, 17, 15, 18

## Bibliography

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## **Software**

Does not apply.