

Licenciatura en Enseñanza de (Alemán) (Español) (Francés) (Inglés) (Italiano) como Lengua Extranjera (LICEL)

WORK PLAN

Morphology, Word Formation and Lexicology in English

General Objective	At the end of the subject of <i>Morphology, Word Formation and Lexicology in English</i> , the student will be able to analyze the fundamentals of the structure and function of the morphological units of English, the different processes of word formation and the conceptual structure of the lexical relations between the words and the phraseological units in order to apply these linguistic aspects to their teaching practice of English as a second language. "	Period	2018-2
Tutor's Name	Lic. Paula I. Aguilar Angulo	Semestre	Tercero

**** It is recommendable that you consult the program of this subject in the curriculum to complement the information provided here.**

CONTACT INFORMATION & SCHEDULE

SUAyED contact:	56.23.16.17 56.23.15.71	Tutor's contact:	55 1928-7315
e-mail address	paula.iaa81@gmail.com		
Online Tutoring	SEA Platform		
Tutoring in cubicle	Schedule: Tuesdays 17-20 hrs. Monthly Tutoring Sessions Jan 30 / March 20 / Abril 17 / Mayo 08	To access this course at SEA: 1) Request the password from your tutor. 2) Enter a www.ceted.acatlan.unam.mx / sae 3) Enter username: student number (9 digits, no dash, if you need more numbers, add zero (s) at the beginning) 4) Enter your personal password : date of birth (4 digit year, followed by 2 month digits and 2 day digits: yyyyymmdd) 5) Once accessing SEA, click on the name of the subject 6) Write the password of the subject: ---- To access subsequently, you will only be asked your username and personal password .	
Individual and group tutoring	Both classroom and cubicle tutoring will be online only through the SAE platform every week. The teacher will give tutoring in person once a month in order to answer questions. Please see the "Noticeboard" tab to check the days when the teacher can be found at the SUAyED Division,		
SEA	(X) Distance		

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EVALUATION CRITERIA

PARTIAL EVALUATION					
Unit(s)*	Compulsory Learning Activities ¹	Marks	Delivery Deadline	Feedback Deadline	Directions to carry out Learning Activities
1	Concept Chart: morphology, morpheme, types of morpheme, word and lexeme	2	Fri. Feb. 09	Tue. Feb. 13	TASK 1 – After reading the texts provided, create a chart containing the following aspects: 1)concept; 2)definition and 3)example (when applicable) in order to explain the terms of: morphology, morpheme, types of morpheme, word and lexeme. (individual)
1	Case Study#1: Inflectional & Derivational Morphology	2	Mon. Feb. 19	Fri. Feb. 23	TASK 2 – Applying the information learnt along Unit 1, generate a number of solutions to the given case in EFL teaching-learning (on the basis of Inflectional and Derivational Morphology). You must a) carry out each of the tasks presented and b) identify the possible impact of the decisions you choose. You are supposed to: *See beyond the surface of the given case and consider all sides to the problem. *Prepare for and consider other issues you have yet to come across in your own teaching *Develop your analysis skills and improve your ability to deal with problems as they occur in the classroom. (pairs)
2	Forum 1: Introduction to English Vocabulary – Discussion Questions	2	Mon. Feb.26	Thu. Mar. 08	TASK 3 – Once you have read the information from the website indicated, participate in Forum 1: Introduction to English Vocabulary and answer the questions below: 1. Where do English words come from? Is it the same origin in Spanish? 2. What does the text mean by native words? Give two examples.

¹ Puede ser monografías, cuestionarios, ensayos, control de lectura, examen, participación en foro o wiki, presentación, etc.

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					<p>3. What are exotic words? Give two examples.</p> <p>4. What suggestions are made for doing word analysis? (individual)</p>
2	Word Analysis	2	Mon. Mar. 05	Wed. Mar. 07	<p>TASK 4 – In pairs, do the following task on a Word document:</p> <p>1. Answer the question: What’s the relationship between morphemes and word analysis?</p> <p>2. Select 8 common words (in the English teaching field) and operate the suggested analysis [1-parse; 2-Glose; 3-Literal meaning; 4-dictionary definition].</p> <p>No feedback will be provided on this task, unless requested.</p>
2	Case Study#2: Words – Their Construction & Use	2	Wed. Mar. 14	Wed. Mar. 21	<p>TASK 5 – Applying the information learnt along Unit 2, generate a number of solutions to the given case in EFL teaching-learning (on word formation). You must a) carry out each of the tasks presented and b) identify the possible impact of the decisions you choose.</p> <p>You are supposed to:</p> <ul style="list-style-type: none"> *See beyond the surface of the given case and consider all sides to the problem. *Prepare for and consider other issues you have yet to come across in your own teaching *Develop your analysis skills and improve your ability to deal with problems as they occur in the classroom.(pairs)
2	Suffixes & Prefixes	2	Tue. Mar. 20	Thu. Mar. 22	<p>TASK 6 – Reflect on the importance of word formation in your EFL teaching practice.</p> <p>Prepare a set of flashcards or any other didactic material exemplifying (with a picture, definition and sentence) the suffixes and prefixes you think your students could find most difficult to learn.</p> <p>Check out the links provided & select at least 10 prefixes and 10 suffixes. Consider their relevance according to their meanings, frequency or significance when teaching English. (pairs)</p>

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3	Chart: History of the English language – The Nineteenth Century and after.	2	Mon. Apr. 02	Wed. Apr. 04	<p>TASK 7 – What do you think are the reasons that explain the addition of new words to any given language? Skim the reading selection and identify the events and examples that caused the formation of new words in English. Then, complete the chart in the Activities Section with the information required. (individual)</p>
3	Forum 2: Introduction to Lexicology	2	Mon. Apr. 09	Wed. Apr. 18	<p>TASK 8 – Once you have read Chapter 2: The Linguistic Sign. What’s in a Word? (Lipka, 1992) and examined the different models that have tried to explain the linguistic sign, check out for Heger’s Trapezium and participate in Forum 2: Introduction to Lexicology discussing the three models saying which one you consider more useful in your teaching practice.</p> <p>Also, read through the text from: Antrushina and Afanasieva et al., 1999 and answer the questions below:</p> <ol style="list-style-type: none"> 1. What are the different ways to analyze a word? 2. What is the external structure of a word? 3. What is its internal structure? 4. What are the main differences between studying words syntagmatically and paradigmatically? (individual)
1-4	Pair Project: Glossary Book	10	Sun. Apr.22	Tue. Apr 24	<p>Find a partner and work on a Morphology Glossary Book that should contain those terms that were new or important to you along the 3 units studied in this course. Cite appropriately the references used. You must provide at least 20 terms.</p> <p>Remember to keep uniformity in your writing style as well as the format. Make a distinction between the terms and the definitions.</p> <p>The bibliographical or electronic sources must be properly cited with a MLA or APA citation style.</p> <p>ONLY ONE FILE per pair is to be sent.</p>
3	Forum 3: Euphemisms &	2	Mon. Apr.23	Thu. May. 03	<p>TASK 9 – Go over the texts proposed and participate in</p>

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	Phraseological Units				<p>Forum 3: Euphemisms & Phraseological Units. Answer the questions below individually*:</p> <ol style="list-style-type: none"> 1. What is the reason for using euphemisms? 2. Is there any euphemism used with the same intention in Mexico and in another Spanish speaking country? What about an example in English? 3. In what areas can euphemisms be more frequently found? Give one example of at least three areas. Surf the internet to find these concepts: cliché, proverb, saying, collocation and idiom. 4. What is phraseology? 5. What do we mean when we say that an idiom has a “double” meaning? 6. Why is it very important to use idiomatic expressions carefully? 7. Should idioms, collocations, sayings, proverbs, and clichés be taught in English class? Give reasons.
3	Case Study#3: Teaching Phraseological Units	2	Wed. May.02	Mon. May. 07	<p>TASK 10 – Applying the information learnt along Unit 3, generate a number of solutions to the given case in EFL teaching-learning(on the teaching of Phraseological Units). You must a) carry out each of the tasks presented and b) identify the possible impact of the decisions you choose. You are supposed to:</p> <ul style="list-style-type: none"> *See beyond the surface of the given case and consider all sides to the problem. *Prepare for and consider other issues you have yet to come across in your own teaching *Develop your analysis skills and improve your ability to deal with problems as they occur in the classroom. (pairs)
1-4	Individual Project: Morphology Practice Handbook	10	Sun. May 13	Fri. May 18	<p>The aim of this project is to have students develop a deeper understanding of a particular grammatical/morphological aspect of the English language by developing a Handbook addressed to both EFL teachers and students.</p>

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					<p>Your tutor will have to approve your topic, so that no topic may be repeated in the group. The project should contain the following sections:</p> <ol style="list-style-type: none"> 1. Cover and Index 2. A theoretical framework including a brief description of the student's selected topic. 3. An explanation of the grammatical/morphological aspect itself addressed to EFL teachers and students' understanding. 4. Four short exercises, 1 per skill -speaking, listening, reading & writing (or 1 integrative exercise) to provide students with meaningful practice on the topic. 5. Conclusions (suggestions, problems likely to be found when checking the grammar point, further treatment, etc.) 6. Answer Key 7. A Consulted Sources section containing at least 5 electronic or bibliographical sources. Sources must be properly cited with a MLA or APA citation style.
EVALUACIÓN FINAL					
	As a final evaluation, the student must take a final exam including the contents of the four units revised throughout the semester	60	Check the calendar for final exams by the end of the term		
	Final Grade	100			

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WORKING PROCEDURE

- **Individual and team work:** Students will work individually and in pairs along the course according to the directions appointed for each activity. Pairing up will depend on the participants of the course. The student will work with the same partner throughout the semester, and must inform the tutor about it.
- **Individual work:** concept charts, mind maps, news/magazine articles, descriptions, reports, and glossary book
- **Work in pairs:** interviews, essays, comic strips, TV spots, geographic maps, and timelines.
- **Tasks:** Tasks must be uploaded on the SEA platform in the allotted spaces. There is **no** task nor project **revision previous** to the due date. There will only be one single delivery for each of the tasks and projects. In case of technical problems, please inform the tutor before delivering it via email or in person.
- **Late delivery:** When requesting an extemporaneous delivery of tasks or quizzes, **the student will have 72 hours from the due date. Any late delivery will be penalized, assigning a maximum score of 80 points.**
- **Communication tutor-students:** The teacher and students will communicate through the SAE platform. Likewise, the partial and final grades will be sent to each student by the same means. In case of drawbacks when trying to communicate through the platform, the tutor and participants are to do it via email.
- **Academic Integrity Policy:** Any plagiarism act, partial or complete, detected in any assignment or test will be penalized with a **failing mark of zero** if it is the first offense. In case there is a second offense, the student will be given a **failing mark in the rest of the tasks assigned during the term**. The LICEL department will be notified in both cases.
- **Grades round up:** All passing grades, partial or final, will round up from .05 to .09
- **Extraordinary Exam:** In case of taking extraordinary exam, the student must deliver a Morphology Practice Handbook (*see “Individual Project” description in the Evaluation Criteria section) as a requirement having a weight of 60 points in order to take the extraordinary exam weighing the remaining 40 points of their final grade.

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GUIDELINES FOR INDEPENDENT STUDY

UNIT 1: ENGLISH MORPHOLOGY		
Objective: The student will examine the basic concepts used in the morphological field as well as the specific characteristics of the structure and function of linguistic units at a morphological level in order to identify the similarities and differences between the morphological system of English and Spanish.		
Basic Sources	Topics	Directions
Chapter 1: Thinking about Morphology and Morphological Analysis. In: Aronoff, M. and Fudeman, K. A. (2011) <i>What is morphology?</i> . Malden, Mass.[u.a.]:Wiley-Blackwell., pp. 1-3 Chapter 4: The Internal Structure of Words and Processes of Word Formation in English. In: Brinton, L. J. (eds.) (2000) <i>The structure of modern English</i> . Amsterdam: John Benjamins Pub., pp. 73-78.	1.1 Basic Concepts: morphology, morpheme, types of morpheme, word and lexeme.	After reading the texts provided, create a chart containing the following aspects: 1)concept; 2)definition and 3)example (when applicable) in order to explain the terms of: morphology, morpheme, types of morpheme, word and lexeme. (individual)
Chapter 5: Morphology and Word Formation. In: Delahunty, G. P. and Garvey, J. J. (2010) <i>The English Language From Sound to Sense</i> . [e-book] Colorado: www.parlorpress.com. pp. 123-131. Available through: http://wac.colostate.edu/http://wac.colostate.edu/books/sound/chapter5.pdf [Accessed: 09 Jan 2018]. Chapter 3: Morphology: The Words of Language. In: Fromkin, V., Rodman, R. and Hyams, N. M. (2007) <i>An introduction to language</i> . Boston, MA: Thomson Wadsworth. pp. 80-93 Chapter 4: The Internal Structure of Words and Processes of Word Formation in English. In: Brinton, L. J. (eds.) (2000) <i>The structure of modern English</i> . Amsterdam: John Benjamins Pub., pp. 75-79.	1.2 Derivations and Inflections	After going over the texts, underline the main concepts and examples given in the reading and answer the exercises provided in the Resources Section. (individual) No feedback will be given to this activity unless requested.

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<p>Chapter 5: Grammatical Categories and Word Classes. In: Brinton, L. J. (2000) <i>The structure of modern English</i>. Amsterdam: John Benjamins Pub. pp. 118-126</p> <p>Chapter 3: Morphology: The Words of Language. In: Fromkin, V., Rodman, R. and Hyams, N. M. (2007) <i>An introduction to language</i>. Boston, MA: Thomson Wadsworth. pp. 78-80</p>	<p>1.3 Parts of Speech & Content Words and Function Words</p>	<p>Applying the information learnt along Unit 1, generate a number of solutions to the given case in EFL teaching-learning (on the basis of Inflectional and Derivational Morphology). You must a) carry out each of the tasks presented and b) identify the possible impact of the decisions you choose.</p> <p>You are supposed to:</p> <ul style="list-style-type: none"> *See beyond the surface of the given case and consider all sides to the problem. *Prepare for and consider other issues you have yet to come across in your own teaching *Develop your analysis skills and improve your ability to deal with problems as they occur in the classroom. (pairs)
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UNIT 2: WORD FORMATION

Objective: The student will explore the specific procedures used in word formation derived from the study of the origin of words, language borrowings, composition and parasyntesis, among others, through practical exercises so as to be able to identify, to a basic level, the similarities and differences between word formation in English and Spanish.

Basic Sources	Topics	Directions
<p>Department Of Linguistics, University Of Oregon. (1998) 'Web Lecture 1.1 Introduction to English vocabulary' <i>The Structure of English Words LING 150</i>. [online] Available at: http://darkwing.uoregon.edu/~1150web/weblec1.1.html [Accessed: 09 Jan 2018].</p>	<p>2.1 Introduction to English Vocabulary</p>	<p>Once you have read the information from the website indicated, participate in Forum 1: Introduction to English Vocabulary and answer the questions below:</p> <ol style="list-style-type: none"> 1. Where do English words come from? Is it the same origin in Spanish? 2. What does the text mean by native words? Give two examples. 3. What are exotic words? Give two examples. 4. What suggestions are made for doing word analysis? (individual)
<p>Department Of Linguistics, University Of Oregon. (1998) 'Web Lecture 1.2 Analyzing words' <i>The Structure of English Words LING 150</i>. [online] Available at:</p>	<p>2.2 Analyzing Words</p>	<p>In pairs, do the following task on a Word document:</p> <ol style="list-style-type: none"> 3. Answer the question: What's the relationship between morphemes and word analysis? 4. Select 8 common words (in the English teaching field)

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<p>http://darkwing.uoregon.edu/~1150web/weblec1.2.html [Accessed: 09 Jan 2018].</p>		<p>and operate the suggested analysis [1-parse; 2-Glose; 3-Literal meaning; 4-dictionary definition]. No feedback will be provided on this task, unless requested.</p>
<p>Department Of Linguistics, University Of Oregon. (1998) 'Web Lecture 1.3 Words - their construction and use' <i>The Structure of English Words LING 150</i>. [online] Available at: http://darkwing.uoregon.edu/~1150web/weblec1.3.html [Accessed: 09 Jan 2018].</p>	<p>2.3 Words – Their Construction & Use</p>	<p>Applying the information learnt along Unit 2, generate a number of solutions to the given case in EFL teaching-learning (on word formation). You must a) carry out each of the tasks presented and b) identify the possible impact of the decisions you choose. You are supposed to: *See beyond the surface of the given case and consider all sides to the problem. *Prepare for and consider other issues you have yet to come across in your own teaching *Develop your analysis skills and improve your ability to deal with problems as they occur in the classroom. (pairs)</p>
<p>Department Of Linguistics, University Of Oregon. (1998) 'Web Lecture 1.4 Suffixes and Prefixes' <i>The Structure of English Words LING 150</i>. [online] Available at: http://darkwing.uoregon.edu/~1150web/weblec1.4.html [Accessed: 09 Jan 2018].</p> <p>http://www.readingfirst.virginia.edu/elibrary_pdfs/Building_Vocabulary.pdf http://homepage.usask.ca/~dul381/common/prefixes_suffixes_roots.pdf</p>	<p>2.4 Suffixes & Prefixes</p>	<p>Reflect on the importance of word formation in your EFL teaching practice. Prepare a set of flashcards or any other didactic material exemplifying (with a picture, definition and sentence) the suffixes and prefixes you think your students could find most difficult to learn. Check out the links provided & select at least 10 prefixes and 10 suffixes. Consider their relevance according to their meanings, frequency or significance when teaching English. (pairs)</p>
<p>Rubba, D. J. (2006) 'An overview of the English morphological system' <i>cla.calpoly.edu</i>. [online] Available at: https://www.calpoly.edu/~jrubba/morph.over.html [Accessed: 09 Jan 2018].</p> <p>Hernando Cuadrado, L. A. (1996) <i>Sobre la formación</i></p>	<p>2.5 English & Spanish – A Contrastive Analysis on Word Formation</p>	<p>Try to deduce the main differences in the morphemic inventory and word formation (method) between English and Spanish. After checking the reading selections and doing research on your own, try to explain the differences between English and Spanish from the morphological and word formation point of view.</p>

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<p><i>de palabras en español</i>. [e-book] ASELE. Actas VII. Available through: http://cvc.cervantes.es http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/07/07_0255.pdf [Accessed: 09 Jan 2018].</p>		<p>Compose a comparative chart explaining the differences in either a) the morphemic inventory or b) the word formation method between English and Spanish. (choose only one of the two)(individual) No feedback will be provided on this task, unless requested.</p>
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UNIT 3: LEXICOLOGY

Objective: The student will explore the historical dimension of English lexicology, as well as the similarities and differences between the phraseological units in English and Spanish when applying their knowledge in a research and pedagogical proposal in the EFL teaching area.

Basic Sources	Topics	Directions
<p>Chapter 10: The Nineteenth Century and After. In: Baugh, A. C. and Cable, T. (2002) <i>A History of the English language</i>. London: Routledge. pp. 279-294</p>	<p>3.1 History of the English language – The Nineteenth Century and after</p>	<p>What do you think are the reasons that explain the addition of new words to any given language? Skim the reading selection and identify the events and examples that caused the formation of new words in English. Then, complete the chart in the Activities Section with the information required. (individual)</p>
<p>Chapter 2: The Linguistic Sign. What's in a Word? In: Lipka, L. (1992) <i>An outline of English lexicology</i>. Tübingen Germany: Max Niemeyer. pp. 40-46</p> <p>Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 6-10</p>	<p>3.2 Introduction to Lexicology</p>	<p>Once you have read Chapter 2: The Linguistic Sign. What's in a Word? (Lipka, 1992) and examined the different models that have tried to explain the linguistic sign, check out for Heger's Trapezium and participate in Forum 2: Introduction to Lexicology discussing the three models saying which one you consider more useful in your teaching practice. Also, read through the text from: Antrushina and Afanasieva et al., 1999 and answer the questions below:</p> <ol style="list-style-type: none"> 1. What are the different ways to analyze a word? 2. What is the external structure of a word? 3. What is its internal structure? 4. What are the main differences between studying words syntagmatically and paradigmatically? (individual)

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<p>Chapter 7: What is “Meaning”? In: Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 129-136</p> <p>Chapter 9: Homonyms: Words of the Same Form. In: Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 158-175</p>	<p>3.3 What is Meaning?</p>	<p>Study the reading selection and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is Polysemy? 2. Is polysemy an advantage or disadvantage of language? Justify your reasons. 3. What is homonymy? 4. What is the traditional classification of homonyms? 5. How are homonyms relevant to language teaching? Illustrate your answer with examples. (individual) <p>No feedback will be provided on this task, unless requested.</p>
<p>Chapter 10: Synonyms: Are Their Meanings the Same or Different?. In: Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 176-210</p> <p>Chapter 11: Euphemisms & Antonyms. In: Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 216-219</p>	<p>3.3 Synonyms & Antonyms</p>	<p>After going over Chapters 10 & 11 from: Antrushina and Afanasieva et al., 1999, answer the questions below:</p> <ol style="list-style-type: none"> 1. What is a synonym? 2. Are the meanings of synonymous words identical or do they present differences? 3. In a synonymic group, which word is considered to be the dominant synonym? 4. What are the characteristic features of a dominant synonym? 5. Are there antonyms in the main grammatical categories (nouns, adjectives, verbs and adverbs)? Give two paired examples of antonyms in the main grammatical categories (nouns, adjectives, verbs and adverbs) (individual)
<p>Chapter 11: Euphemisms & Antonyms. In: Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 210-216</p> <p>Chapter 12: Phraseology: Word-Groups with Transferred Meanings. In: Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 221-236</p>	<p>3.4 Euphemisms & Phraseological Units</p>	<p>Read through the texts proposed and participate in Forum 3: Euphemisms & Phraseological Units. Answer the questions below individually*:</p> <ol style="list-style-type: none"> 1. What is the reason for using euphemisms? 2. Is there any euphemism used with the same intention in Mexico and in another Spanish speaking country? What about an example in English? 3. In what areas can euphemisms be more frequently found? Give one example of at least three areas. <p>Surf the internet to find these concepts: cliché, proverb,</p>

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		<p>saying, collocation and idiom.</p> <ol style="list-style-type: none"> 4. What is phraseology? 5. What do we mean when we say that an idiom has a “double” meaning? 6. Why is it very important to use idiomatic expressions carefully? 7. Should idioms, collocations, sayings, proverbs, and clichés be taught in English class? Give reasons.
<p>Chapter 12: Phraseology: Word-Groups with Transferred Meanings. In: Antrushina, G., Afanasieva, O. and Morozova, N. (1999) <i>English Lexicology</i>. Moskva: Дрофа. pp. 221-236</p> <p>García Muñáis, M. T. (1997) <i>PROPUESTAS PARA LA ENSEÑANZA DE UNIDADES FRASEOLÓGICAS EN LA CLASE DE E/LE</i>. [PDF] ASELE. Actas VIII. Available through: http://cvc.cervantes.es http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/08/08_0361.pdf [Accessed: 09 Jan 2018].</p> <p>Las unidades fraseológicas del español su enseñanza y adquisición en la clase de ELE. (n.d.) [PDF] pp. 187-192. Available through: http://www.academia.edu http://www.academia.edu/196342/Las_unidades_fraseologicas_del_espanol_su_ensenanza_y_adquisicion_en_la_clase_de_ELE [Accessed: 09 Jan 2018].</p>	<p>3.5 Teaching Phraseological Units</p>	<p>Applying the information learnt along Unit 3, generate a number of solutions to the given case in EFL teaching-learning (on the teaching of Phraseological Units). You must a) carry out each of the tasks presented and b) identify the possible impact of the decisions you choose. You are supposed to:</p> <ul style="list-style-type: none"> *See beyond the surface of the given case and consider all sides to the problem. *Prepare for and consider other issues you have yet to come across in your own teaching *Develop your analysis skills and improve your ability to deal with problems as they occur in the classroom. (pairs)

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ADDITIONAL SOURCES

Unit 1

Carstairs-Mccarthy, A. (2002) *An introduction to English morphology*. Edinburgh: Edinburgh University Press.

edb.utexas.edu. (2014) 'TheParts of Speech - A review for ESOL students' [online] Available at: <http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm> [Accessed: 09 Dec 2017].

Chapter 10: Word Classification. In: Hatch, E. & Brown, C. (1995) *Vocabulary, Semantics, and Language Education*. New York: Cambridge. pp. 219-259

Chapter 5: Grammar: grammatical elements. In: Robin, R.H. (1991) *General Linguistics*. New York: Longman. pp. 177-207

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Licenciatura en Enseñanza de (Alemán) (Español) (Francés) (Inglés) (Italiano) como Lengua Extranjera (LICEL)

**CALENDAR
2018-2**

WEEK	DATE	UNIT	ACTIVITY
1	Jan. 29-Feb.02	--	Registration
2	Feb. 06-09	1	Check the guidelines to work on the subject. // 1.1 Basic Concepts: morphology, morpheme, types of morpheme, word and lexeme. TASK 1
3	Feb. 12-16	1	1.2 Derivations and Inflections
4	Feb. 19-23	1	1.3 Parts of Speech & Content Words and Function Words. TASK 2
5	Feb. 26-Mar. 02	1	2.1 Introduction to English Vocabulary. TASK 3 (Forum 1)
6	Mar.05-09	2	2.2 Analyzing Words. TASK 4
7	Mar.12-16	2	2.3 Words – Their Construction & Use. TASK 5
8	Mar. 20-23	2	2.4 Suffixes & Prefixes / 2.5 English & Spanish – A Contrastive Analysis on Word Formation TASK 6

9	Apr.02-06	2	3.1 History of the English language – The Nineteenth Century and after. TASK 7
10	Apr.09-13	3	3.2 Introduction to Lexicology. TASK 8 (Forum 2)
11	Apr.16-20	3	3.3 What is Meaning? / 3.3 Synonyms & Antonyms. PAIR PROJECT
12	Abr. 23-27	3	3.4 Euphemisms & Phraseological Units. TASK 9 (Forum 3)
13	May 02-04	3	3.5 Teaching Phraseological Units TASK 10
14	May 07-11	3	INDIVIDUAL PROJECT
15	May 14-18	--	
16	May 21-25	--	

Days off: February 05th & March 19th; May 01st, 10th, 15th, 2018.

Exams: May 28th – June 08th, 2018. (Sistema Escolarizado)