UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: ENGLISH GRAMMAR AND DISCOURSE FOR EARLY CHILDHOOD EDUCATION

Code: 47388

Type: ELECTIVE

ECTS credits: 6

Degree: 303 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Academic year: 2022-23

Center: 103 - FACULTY OF EDUCATION OF CUENCA

Group(s): 33

Year: 4

Duration: First semester

Main language: English

Second language:

Use of additional languages:

English Friendly: N

Web site:

Bilingual: Y

Lecturer: **ARSENIO MOYA GUIJARRO** - Group(s): **33**

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación Desp. 2.22	FILOLOGÍA MODERNA	969179100 Ext. 4721	arsenio.mguijarro@uclm.es	

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

Code	Description
2.2.II.01.	Be able to communicate fluently, correctly and in a socially satisfactory way within the parameters required at the B2 level of the Common European Framework of Reference (Independent User: Advanced), deepening in the development of the five communication skills of the foreign language: listening, reading, speaking, interacting and writing.
2.2.II.02.	Develop verbal and non-verbal communication strategies to facilitate the transmission and understanding of the message, paying special attention to the communication structures that the teacher needs to interact with the pupils in the Early Childhood Education classrooms.
2.2.II.03.	Select and elaborate on oral and written texts that are relevant and of interest to Early Childhood Education pupils that promote the learning of the English language.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CT01	Knowledge of a second foreign lanugage.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Identify and master the grammatical and discursive tools of the English language to produce oral and written discourses with coherence and textual cohesion.

Analyse and produce simple and complex sentences (nominal, relative, conditional, infinitive, gerund, and participle).

Reflect on the functioning of the coherence and cohesion resources present in texts belonging to different discursive genres.

Know how to use songs, games, and stories to practice the most relevant aspects of the English language in children's classrooms from a communicative and playful prism.

Know how to express and interact fluently and correctly within the parameters required by level B2 of the Common European Framework of Reference for Languages, participating without prior preparation in conversations that deal with daily and more specific topics, expressing personal opinions and exchanging information on topics of general, personal or professional interest.

Additional outcomes

6. Units / Contents

Unit 1:

Unit 2:

  Unit 2.1

  Unit 2.2

  Unit 2.3

Unit 3:

  Unit 3.1

  Unit 3.2

  Unit 3.3

Unit 4:

  Unit 4.1

  Unit 4.2

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Project or Topic Presentations [ON-SITE]	Assessment tests	2.2.II.02.	0.4	10	Y	N	
Study and Exam Preparation [OFF-SITE]	Self-study	CB02	2	50	Y	N	
Writing of reports or projects [OFF-SITE]	Guided or supervised work	2.2.II.03.	1.6	40	Y	N	
Final test [ON-SITE]	Assessment tests	CB02	0.25	6.25	Y	Y	
Class Attendance (theory) [ON-SITE]	Lectures	CT01	0.75	18.75	Y	N	
Class Attendance (practical) [ON-SITE]	Cooperative / Collaborative Learning	2.2.II.01.	1	25	Y	N	
		Total:	**6**	**150**			
		Total credits of in-class work: 2.4				Total class time hours: 60	
		Total credits of out of class work: 3.6				Total hours of out of class work: 90	

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Final test	70.00%	70.00%	
Progress Tests	10.00%	10.00%	
Oral presentations assessment	20.00%	20.00%	
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	hours

Unit 1 (de 4):	
Activities	**Hours**
Study and Exam Preparation [AUTÓNOMA][Self-study]	1
Final test [PRESENCIAL][Assessment tests]	2
Group 30:	
Initial date: 12-09-2222	**End date:** 28-09-2022
Group 33:	
Initial date: 12-09-2222	**End date:** 28-09-2022

Unit 2 (de 4):	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Assessment tests]	20
Study and Exam Preparation [AUTÓNOMA][Self-study]	24
Final test [PRESENCIAL][Assessment tests]	7
Group 30:	
Initial date: 03-10-2022	**End date:** 03-11-2022
Group 33:	
Initial date: 03-10-2022	**End date:** 03-11-2021

Unit 3 (de 4):	
Activities	**Hours**
Project or Topic Presentations [PRESENCIAL][Assessment tests]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	15
Group 30:	
Initial date: 07-11-2022	**End date:** 30-11-2022
Group 33:	
Initial date: 07-11-2022	**End date:** 30-11-2021

Unit 4 (de 4):	
Activities	**Hours**
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	5
Group 30:	
Initial date: 05-12-2022	**End date:** 21-12-2022

Group 33:		
Initial date: 05-12-2022		**End date:** 21-12-2022

Global activity	
Activities	**hours**
Study and Exam Preparation [AUTÓNOMA][Self-study]	50
Final test [PRESENCIAL][Assessment tests]	9
Project or Topic Presentations [PRESENCIAL][Assessment tests]	25
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	20
	Total horas: 104

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Carter, R. and McCarthy, M.	Cambridge Grammar of English	Cambridge University Press			2006	Gramatical aspects of the English Language
Downing, A. and Ph. Locke	A University Course in English Grammar	John Benjamins	London		2006	Description of the English grammar from a functional perspective
Duran, E. and G. Ozón	English Words and Sentences. An Introduction	Cambridge University Press	Cambridge		2013	Introduction to English Grammar
Foley, M. and D. Hall	My Grammar Lab. Intermediate B1/B2	Pearson			2013	
Harmer, Jeremy	The Practice of English Language Teaching	Pearson	Harlow		2015	Chapters 2, 3 and 15 dealt with teaching grammar to young learners
Lewis, G. and H. Mol	Grammar for Young Learners	Oxford University Press			2009	
Moya Guijarro A. Jesús. 2017	Processing Reality in Picture Books	Peter Lang Verlag, 431-458.	Frankfurt and Main			
	https://www.peterlang.com/view/9783631701409/fm_toc.xhtml#_idContainer000					
Moya Guijarro, A. Jesús	A Multimodal Analysis of Picture Books for Children. A Systemic Functional Approach	Equinox	UK	9781908049780	2014	A multimodal analysis of nine picture books intented for children in three different stages of cognitive development. The nine picture books can be used to teach English to young children
	https://www.equinoxpub.com/equinox/books/showbook.asp?bkid=553&keyword=					
Moya Guijarro, A. Jesús	The Role of Semiotic Metaphor in the Verbal-Visual Interplay of Three Children¿s Picture Books. A Bimodal Systemic-Functiona lApproach.				2016	Relación texto-imagen en libros álbum
	http://www.atlantisjournal.org/index.php/atlantis/article/view/170					
Murphy, R.	English Grammar in Use. Thrid Edition	Cambridge University Press			2013	
Nixon Caroline and M. Tomlinson	Primary Grammar Box	Cambridge University Press			2008	Grammar games and activities for young learners
Parrot, M.	Grammar for English Language Teachers	Cambridge University Press	Cambridge		2010	
Ramos, I., J. Moya and. J. Albentosa (eds.)	New Trends in English Teacher Education	Ediciones de la UCLM	Cuenca		2008	Selection of papers dealing with linguistic and didactic aspects related to the teaching of English as a FL
Ventola, Eija and A. Jesús Moya (Eds.)	The World Told and the World Shown: Multisemiotic Issues	Palgrave Macmillan	London		2009	Tools to analyse the meaning of visual language in context.
Moya Guijarro, A. Jesús y Cristina Cañamares (Ed.)	LIBROS ÁLBUM QUE DESAFÍAN LOS ESTEREOTIPOS DE GÉNERO Y EL CONCEPTO DE FAMILIA TRADICIONAL. ANÁLISIS SEMIÓTICO Y MULTIMODAL	Servicio de Publicaciones de la UCLM	Cuenca		2020	Análsis verbal y visual de libros álbum que rompen con estereotipos de género. Albacetización visual.
Moya-Guijarro, A. J and E. Ventola	A Multimodal Approach to Challenging Gender Stereotypes in Children¿s Picture Books	Routledge			21	
	https://www.routledge.com/A-Multimodal-Approach-to-Challenging-Gender-Stereotypes-in-Childrens/Moya-Guijarro-Ventola/p/book/9780367703592					
Jesús Moya y Cristina Cañamares	Libros álbum que desafían los estereotipos de género y el concepto de familia tradicional	Arcadia.UCLM	CUENCA	978-84-9044-406-1	20	
	https://publicaciones.uclm.es/libros-album-que-desafian-los-estereotipos-de-genero-y-el-concepto-de-familia-tradicional/					
						This collection offers a thorough treatment of the ways in which the verbal and

Moya-Guijarro, Jesús and Eija Ventola	A Multimodal Approach to Challenging Gender Sterertypes in Children's Picture Books	Routledge	New York	22	visual semiotic modes interrelate toward promoting gender equality and social inclusion in children¿s picture books. Drawing on cutting-edge theoretical work in multimodality, including multimodal cognitive linguistics, multimodal discourse analysis, and visual social semiotics, the book expands on descriptive-oriented studies to offer a more linguistically driven perspective on children¿s picture books. The volume explores the choice afforded to and the lexico-semantic and discursive strategies employed by writers and illustrators in conveying representational, interpersonal, and textual meanings in the verbal and non-verbal components in these narratives in order to challenge gender stereotypes and promote the social inclusion of same-sex parent families. This book will be of particular interest to students and scholars in multimodality, discourse analysis, social semiotics, and children¿s literature. Chapters 1 & 8 of this book are freely available as downloadable Open Access PDFs under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license available at http://www.taylorfrancis.com.

https://www.routledge.com/A-Multimodal-Approach-to-Challenging-Gender-Stereotypes-in-Childrens/Moya-Guijarro-Ventola/p/book/9780367703592