

**1. General information****Course:** ENGLISH GRAMMAR AND DISCOURSE FOR EARLY CHILDHOOD EDUCATION**Code:** 47388**Type:** ELECTIVE**ECTS credits:** 6**Degree:** 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2022-23**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Group(s):** 12**Year:** 4**Duration:** First semester**Main language:** English**Second language:****Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N**Lecturer:** ELIECER CRESPO FERNANDEZ - Group(s): 12

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2. Pre-Requisites

The student must have passed the course units *Foreign Language and its Teaching I: English* and *Foreign Language and its Teaching II: English* from the first and the second year respectively of the Degree of Teacher in Early Childhood Education.

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

Not only is the knowledge of the English language essential for the training and professional development of the future Early Childhood Education teachers; it is also crucial for them to know how English is structured as well as its main elements and units. In this regard, the course unit *Grammar and Discourse for Early Childhood Education* delves into the scientific study and systematic reflection of English grammar (morphology and syntax) and discourse. This course focuses on one of the two dimensions on which the speciality of Foreign Language: English is based: the knowledge of grammar as part of the more general knowledge of the English language. After completion of the course, students will be able to know the basic principles of English grammar and apply them in their future jobs in order to teach the language successfully.

The course unit *English Grammar and Discourse for Early Childhood Education* is integrated in the speciality of "Foreign Language: English" which belongs to the Degree of Teacher in Early Childhood Education.

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 level B2 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, oral interaction 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 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.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CT01	Knowledge of a second foreign language.
CT03	Correct oral and written communication.

5. Objectives or Learning Outcomes**Course learning outcomes****Description**

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

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.

Use new technologies to enhance the development of oral skills and as a resource for teaching and/or learning the English language.

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

Additional outcomes

Analyse the word as a morphological unit and identify the main processes of word formation

Analyse and produce simple and complex sentences, distinguishing between clauses and sentences as well as the different clause types (nominal, adjectival, adverbial, infinitival, gerundive and participial).

Identify the main morphological and syntactic elements of the English language, from the word to the text, and get to know how they work in discourse

Reflect on clause and sentence structure and analyse the different phrase types: nominal, adjectival, verbal, adverbial and prepositional phrases. Identify the coordination and subordination links existing in the sentence or in texts and reflect on the mechanisms of coherence and cohesion.

6. Units / Contents

Unit 1: INTRODUCTION

Unit 1.1 Key concepts: Grammar, Linguistics and Discourse

Unit 1.2 Units and levels of language description

Unit 2: TALKING ABOUT PEOPLE, THINGS, EVENTS AND CIRCUMSTANCES

Unit 2.1 Identifying, classifying, and modifying entities. Nominal and Adjectival Groups

Unit 2.2 Expressing present, past and future time in English. Verbal Group

Unit 2.3 Expressing circumstances of time, place and manner. Prepositional and Adverbial Groups

Unit 3: CREATING, EXPANDING AND ORGANISING THE MESSAGE. FROM THE CLAUSE TO THE TEXT

Unit 3.1 Identifying clause types and sentence patterns in English. Coordination and Subordination

Unit 3.2 Using subordinate clauses to expand the message: conditional clauses, reported speech, relative clauses, and non-finite clauses

Unit 3.3 Creating coherent texts. Thematic and Information structures

Unit 4: TEACHING ENGLISH GRAMMAR IN EARLY CHILDHOOD EDUCATION

Unit 4.1 Analysing games, songs and stories to practice grammatical structures

ADDITIONAL COMMENTS, REMARKS

The main aim of this course is to help students gain understanding of the main rules and elements of English morphosyntax (vocabulary and grammar). To this end, following a hierarchical structure, the different language units are studied: the word, the phrase, and the clause and the text. In this way, students get familiar with the main morphological and syntactic elements of the English language and how they work in (real and contextualised) discourse.

The approach to the English grammar followed here is, first and foremost, functional and communicative: In fact, this course unit deals with the scientific study of English as a structured system of communication. Attention will thus be paid to the pragmatic and communicative aspects of language units in texts belonging to different discourse types as well as to the mechanisms of coherence and cohesion.

This course unit closes with aspects related to the teaching of English grammar in the Early Childhood Education classroom.

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CT01	1.4	35	N		Presentation of contents and grammatical structures and their application to the teaching of English in Early Childhood Education
Project or Topic Presentations [ON-SITE]	Assessment tests	2.2.II.01. 2.2.II.02. 2.2.II.03. CB02 CB04 CT01 CT03	0.6	15	Y	N	Oral presentation in cooperative work groups of the topics covered in the course contents
Study and Exam Preparation [OFF-SITE]	Self-study	CB02 CB04 CT01 CT03	3	75	N		Student's self-study on activities and topics related to the course contents
Formative Assessment [ON-SITE]	Assessment tests	2.2.II.01. CB02 CB04 CT01 CT03	0.3	7.5	Y	N	Written assessable test basically on the practical course contents
Writing of reports or projects [OFF-SITE]	project-based learning	2.2.II.01. 2.2.II.02. 2.2.II.03. CB02 CB04 CT01 CT03	0.6	15	N		Writing of reports or projects on the course contents
Formative Assessment [ON-SITE]	Assessment tests	2.2.II.01. CB02 CB04 CT01 CT03	0.1	2.5	Y	Y	Written final exam on the course contents: Theoretical and practical sections.
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
Progress Tests	20.00%	20.00%	Written (or oral) assessable test(s) on the practical course contents. This activity can be retaken in the written final test of the extraordinary call.
Final test	70.00%	70.00%	Written final test (theoretical and practical) on the course contents.
Oral presentations assessment	10.00%	10.00%	Oral presentation (in cooperative work groups) of the topics covered in the course. This presentation cannot be retaken.
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).

Evaluation criteria for the final exam:

Continuous assessment:

The final test will be held at the date fixed in the official calendar of exams. It will consist of several theoretical questions and practical exercises and have a weight of 70% of the final grade. If the student does not get at least 40% in any of the two sections of the exam (although the average exam mark is over 5), the exam grade will be "FAIL 4".

Students will have the option of taking the so-called "progress test" (20%), oral or written, mostly devoted to the practical course contents, on a previously announced date. Students who do not pass the progress test will be able to retake it in the practical section of the exam in the extraordinary call.

Students who do not participate in the oral presentation of topics (10%) will not have the opportunity to retake this activity.

To add the percentages of the progress test and the oral presentation, the final exam grade must be at least 4 (out of 10).

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

Non-continuous evaluation:

The final test will be held at the date fixed in the official calendar of exams. It will have a weight of 70% of the final grade. On the same day, students will take a practical exam, corresponding to the progress test (20%), devoted to checking to what extent students have acquired the practical course contents.

Instead of the oral presentation to the class in cooperative work groups, students will have to do an individual oral presentation (10%) via Teams on any of the course topics (to be specified by the lecturer) on a date to be arranged between the lecturer and the student. The oral presentation cannot be retaken.

To add the percentages of the practical test and the oral presentation, the final exam grade must be at least 4 (out of 10).

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Those students who decide to take the non-continuous evaluation model must inform the professor about that decision within the first four weeks of the academic year.

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

Specifications for the resit/retake exam:

The resit exam will be held at the date fixed in the official calendar of exams and will consist of several theoretical issues and practical exercises. If the student does not get at least 40% in any of the two sections of the exam (theory and practice), the exam grade will be "FAIL 4" although the average exam mark is over 5. It is important to note that (continuous evaluation) students will have the option of maintaining the grade obtained in the progress test if they want to do so. In this case, the weight of the final test will be 70% and that of the progress tests up to 20%. To add the percentage of this evaluation activity, and that of the oral presentation (10%), the grade of the final text must be at least 4 (out of 10).

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Grammatical and expression mistakes will be penalised in all kinds of activities to be performed by the student. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

Specifications for the second resit / retake exam:

The second resit exam will be held at the date fixed in the official calendar of exams. It will consist of several theoretical issues and practical exercises and have a weight of 100% of the final grade. To pass the test, the grade must be at least 5 (out of 10). If the student does not get at least % in any of the two sections of the exam (theory and practice), the exam grade will be "FAIL 4" although the average exam mark is over 5.

If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course.

The detection by the teacher that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student. (See Article 8 of the UCLM Student Assessment Regulations)."

Grammatical and expression mistakes will be penalised in the second resit exam. For every mistake of those included in the list "mistakes to avoid" (see Moodle), the student will miss 0.25 points in the corresponding activity up to a maximum of 3 points (12 mistakes). If the mistake is repeated, the repetition(s) will be also penalised.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Formative Assessment [PRESENCIAL][Assessment tests]	2.5
Unit 1 (de 4): INTRODUCTION	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	10
Project or Topic Presentations [PRESENCIAL][Assessment tests]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	1.5
Writing of reports or projects [AUTÓNOMA][project-based learning]	3
Teaching period: September 2022	
Unit 2 (de 4): TALKING ABOUT PEOPLE, THINGS, EVENTS AND CIRCUMSTANCES	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9
Project or Topic Presentations [PRESENCIAL][Assessment tests]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2
Writing of reports or projects [AUTÓNOMA][project-based learning]	3

Teaching period: October 2022

Unit 3 (de 4): CREATING, EXPANDING AND ORGANISING THE MESSAGE. FROM THE CLAUSE TO THE TEXT

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9
Project or Topic Presentations [PRESENCIAL][Assessment tests]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2
Writing of reports or projects [AUTÓNOMA][project-based learning]	3

Teaching period: November 2022

Unit 4 (de 4): TEACHING ENGLISH GRAMMAR IN EARLY CHILDHOOD EDUCATION

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9
Project or Topic Presentations [PRESENCIAL][Assessment tests]	9
Study and Exam Preparation [AUTÓNOMA][Self-study]	27
Formative Assessment [PRESENCIAL][Assessment tests]	2
Writing of reports or projects [AUTÓNOMA][project-based learning]	3

Teaching period: December 2022

Global activity

Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	37
Project or Topic Presentations [PRESENCIAL][Assessment tests]	19
Study and Exam Preparation [AUTÓNOMA][Self-study]	72
Formative Assessment [PRESENCIAL][Assessment tests]	7.5
Formative Assessment [PRESENCIAL][Assessment tests]	2.5
Writing of reports or projects [AUTÓNOMA][project-based learning]	12
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Campos, M., A. Lillo, V. Pina and David B. Bell	Grammar in Gobbets. A Guide to English Grammar and Usage	Aguaclara	Alicante		2021	
Crespo-Fernández, Eliecer	Describing English. A Practical Grammar Course	Grupo Editorial Universitario	Granada	978-84-16729-46-3	2016	Manual de la asignatura
Duran Eppler, E. and G. Ozón	English Words and Sentences: An Introduction	Cambridge University Press	Cambridge		2013	
Lewis, G. and H. Mol	Grammar for Young Learners	Cambridge University Press	Cambridge		2018	
Parrott, M.	Grammar for English Language Teachers	Cambridge University Press	Cambridge		2010	
Yule, G.	The Study of Language	Cambridge University Press	Cambridge		2014	
Matthews, P. H.	The Concise Oxford Dictionary of Linguistics	Oxford University Press	Oxford		2014	
Akmajian, A., Farmer, A., Bickmore, L., Demers, R. and Harnish, R.	Linguistics: an Introduction to Language and Communication	MIT Press	Cambridge, MA		2017	
Plag, Ingo	Word-Formation in English	Cambridge University Press	Cambridge		2018	