

**1. General information****Course:** DISCOURSE AND GRAMMAR IN THE CLASSROOM**Type:** ELECTIVE**Degree:** 394 - UNDERGRADUATE DEGREE IN PRIMARY EDUCATION (CU)**Center:** 103 - FACULTY OF EDUCATION OF CUENCA**Year:** 4**Main language:** English**Use of additional languages:****Web site:****Code:** 46379**ECTS credits:** 6**Academic year:** 2023-24**Group(s):** 30**Duration:** First semester**Second language:****English Friendly:** N**Bilingual:** Y**Lecturer:** ARSENIO MOYA GUIJARRO - Group(s): 30

Building/Office	Department	Phone number	Email	Office hours
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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
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
MLI.01	Be able to successfully communicate, with fluency and accuracy, at the B2 level of the Common European Framework of Reference (Independent User: Vantage) and develop the five communicate skills of the foreign language: listening, speaking, oral interaction, reading and writing.
MLI.04	Acquire the lexical, semantic, grammatical and discursive bases of the English language, to allow students to understand the function of different linguistic units in communication and, thus, acquire the necessary linguistic background to manage a foreign language class in Primary Education.
MLI.06	Select and elaborate relevant and interesting oral and written texts for pupils, which allow learning of the English language.
MLI.11	Be able to plan what is going to be taught and evaluated, as well as be able to select, elaborate and implement different teaching strategies and several types of activities.

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

Acquire the necessary phonetic, grammatical and discursive tools so as to use the English language autonomously.

Be able to make an oral description or maintain a conversation on a wide range of topics of general interest or related to their specialty.

Delve into pupils' development of the communicative competence in the English language, by reading literary texts in their original language, presenting and discussing their characteristics and through written expression.

Be able to write coherent and cohesive texts on a wide range of topics related to their personal or professional life by using different elements in a linear sequence.

Use songs, games and storytelling to practise the most relevant grammar aspects of the English language in the foreign language classroom from a communicative and functional perspective.

Additional outcomes**6. Units / Contents****Unit 1:**

Unit 1.1

Unit 1.2

Unit 1.3

Unit 2:

Unit 2.1

Unit 2.2

Unit 2.3

Unit 2.4

Unit 3:

Unit 3.1

Unit 3.2

Unit 3.3

Unit 3.4

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
Study and Exam Preparation [OFF-SITE]	Self-study	CB04 MLI.11	2	50	Y	N	
Writing of reports or projects [OFF-SITE]	Guided or supervised work	MLI.06	1.6	40	Y	N	
Final test [ON-SITE]	Assessment tests	MLI.01 MLI.04	0.16	4	Y	Y	
Class Attendance (theory) [ON-SITE]	Combination of methods	MLI.01	0.8	20	Y	N	
Class Attendance (practical) [ON-SITE]	Combination of methods	MLI.04 MLI.06 MLI.11	1.44	36	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
Progress Tests	20.00%	0.00%	
Oral presentations assessment	10.00%	20.00%	
Final test	70.00%	80.00%	
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
Final test [PRESENCIAL][Assessment tests]	4
Unit 1 (de 4):	
Activities	Hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	5
Class Attendance (practical) [PRESENCIAL][Combination of methods]	9
Group 30:	
Initial date: 04-09-2023	End date: 04-10-2023
Group 33:	
Initial date: 04-09-2023	End date: 04-10-2023
Unit 2 (de 4):	
Activities	Hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	5
Class Attendance (practical) [PRESENCIAL][Combination of methods]	9
Group 30:	
Initial date: 09-10-2023	End date: 01-11-2023
Group 33:	
Initial date: 09-10-2023	End date: 01-11-2023
Unit 3 (de 4):	
Activities	Hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	5
Class Attendance (practical) [PRESENCIAL][Combination of methods]	9
Group 30:	
Initial date: 06-11-2023	End date: 29-11-2023
Group 33:	
Initial date: 06-11-2023	End date: 29-11-2023

Unit 4 (de 4):	
Activities	Hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	12.5
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	10
Class Attendance (theory) [PRESENCIAL][Combination of methods]	5
Class Attendance (practical) [PRESENCIAL][Combination of methods]	9
Group 30:	
Initial date: 04-12-2023	End date: 20-12-2023
Group 33:	
Initial date: 04-12-2023	End date: 20-12-2023
Global activity	
Activities	hours
Class Attendance (practical) [PRESENCIAL][Combination of methods]	36
Class Attendance (theory) [PRESENCIAL][Combination of methods]	20
Study and Exam Preparation [AUTÓNOMA][Self-study]	50
Final test [PRESENCIAL][Assessment tests]	4
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	40
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Moya-Guijarro, A. J and R. Martínez Mateo	Challenging Male Gender Stereotypes in Children's Picture Books. A Social Semiotic and Multimodal Analysis. http://doi.org/10.28914/Atlantis-2022-44.1.10				2022	Representation of male characters in children's picture books that challenge male gender stereotypes.
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 https://www.peterlang.com/view/9783631701409/fm_toc.xhtml#_idContainer000	Peter Lang Verlag, 431-458.	Frankfurt and Main			
Moya Guijarro, A. Jesús	A Multimodal Analysis of Picture Books for Children. A Systemic Functional Approach https://www.equinoxpub.com/equinox/books/showbook.asp?bkid=553&keyword=	Equinox	UK	9781908049780	2014	A multimodal analysis of nine picture books intended for children in three different stages of cognitive development. The nine picture books can be used to teach English to young children
Moya Guijarro, A. Jesús	The Role of Semiotic Metaphor in the Verbal-Visual Interplay of Three Children's Picture Books. A Bimodal Systemic-Functional Approach. http://www.atlantisjournal.org/index.php/atlantis/article/view/170				2016	Relación texto-imagen en libros álbum
Murphy, R.	English Grammar in Use. Third 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 LIBROS ÁLBUM QUE DESAFÍAN LOS ESTEREOTIPOS DE GÉNERO Y EL CONCEPTO DE	Palgrave Macmillan	London		2009	Tools to analyse the meaning of visual language in context.
Moya Guijarro, A. Jesús y		Servicio de				Análisis verbal y visual de libros álbum que rompen con

Cristina Cañamares (Ed.)	FAMILIA TRADICIONAL. ANÁLISIS SEMIÓTICO Y MULTIMODAL	Publicaciones de la UCLM	Cuenca	2020	estereotipos de género. Albacetización visual. This collection offers a thorough treatment of the ways in which the verbal and 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 .
Moya-Guijarro, A. J and E. Ventola	A Multimodal Approach to Challenging Gender Stereotypes in Children's Picture Books	Routledge	New York	978-0-367-70361-5	2022
Moya-Guijarro, A.J. and B. Ruiz Cordero	A Multimodal Cognitive Analysis of Visual Metonymies in Picture Books featuring same-sex-parent families.				2020