

COMPARATIVE APPROACHES TO ENGLISH GRAMMAR

1.- Datos de la Asignatura

Código	304604	Plan		ECTS	6
Carácter	Optativo	Curso		Periodicidad	
Idioma de impartición asignatura		Inglés			
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma virtual	Studium				

1.1.- Datos del profesorado*

Profesor Coordinador	Ramiro Durán Martínez	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Educación		
Despacho	Despacho 75. Edificio Europa. Facultad de Educación.		
Horario de tutorías	Miércoles y jueves de 10:00 a 13:00		
URL Web	https://produccioncientifica.usal.es/investigadores/57010/detalle		
E-mail	rduran@usal.es	Teléfono	5731

*Replique esta tabla por cada profesor/a que imparte la asignatura

1.2.- Datos del profesorado*

Profesor Coordinador	Izaskun Elorza	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Filología		
Despacho	Despacho 1.1 (edificio en Calle Placentinos 18)		
Horario de tutorías	Martes de 11:30 a 14:30 y miércoles de 16:00 a 19:00		
URL Web	https://produccioncientifica.usal.es/investigadores/56888/detalle		
E-mail	iea@usal.es	Teléfono	6151

2.- Recomendaciones previas

- Nivel mínimo de competencia comunicativa en inglés: C 1. 2. (cf. Marco Común Europeo de Referencia para las Lenguas)
- Haber realizado algún curso de introducción a la lingüística aplicada a la enseñanza del inglés, de didáctica de la lengua inglesa o de introducción a la gramática sistémico-funcional.

3.- Objetivos de la asignatura

MODELO ÚNICO de guía docente de asignaturas de Grado y Máster Universitario

- To provide a comprehensive grounding in English grammar through contrasting theoretical and practical perspectives, with a focus on its roles in language teaching and multimodal communication.
- To develop advanced expertise in grammar for effective, context-aware English language teaching, while encouraging critical inquiry and classroom-based research, in both EFL and bilingual education contexts.
- To introduce visual social grammar as a theoretical and practical framework for analysing and designing multimodal texts, offering opportunities for research into visual and graphic narratives.
- To enable students to investigate and apply grammar as a flexible, meaning-making resource across linguistic and visual modes, fostering both pedagogical innovation and academic research.

4.- Competencias a adquirir / Resultados de aprendizaje	
Competencias <i>Complete esta columna si su titulación no ha sido adaptada al RD822/2021</i>	Resultados de aprendizaje <i>Complete esta columna si su titulación ha sido adaptada al RD822/2021</i>
4.1: Competencias Básicas:	4.1: Conocimientos: - Visual Social Grammar: Understand and critically engage with theories of visual social grammar and multimodality. - Grammar and Teaching: Be aware of the interplay between language form and function in language use and of how meaning is constructed.
4.2: Competencias Específicas:	4.2: Habilidades: - Visual social grammar: Analyse and create multimodal texts using visual grammar frameworks. - Grammar and Teaching: Be able to corrective feedback to students' use of English in a productive way.
4.3: Competencias Transversales:	4.3: Competencias: - Visual social grammar: Apply visual grammar knowledge in academic and creative contexts with critical and reflective awareness. - Grammar and Teaching: Be able to provide descriptive and explanatory tools for the teaching of the grammar of English both in an EFL and in a bilingual education context.

5.- Contenidos (temario)
VISUAL SOCIAL GRAMMAR <u>Theoretical Course Contents:</u> • Comparative approaches to English grammar based on social semiotics: an introduction • Michael Halliday's comprehensive theory of language as social semiotic and the systemic functional grammar (SFG) of English

- Visual grammar: Kress and Van Leeuwen's visual social semiotics

Practical Course Contents:

- Discourse analysis: identifying the grammar in discourse
- Multimodality: Making meaning by combining resources in discourse
- My project of multimodal storytelling

GRAMMAR AND TEACHING

- GRAMMAR IN COMMUNICATIVE ENGLISH LANGUAGE TEACHING. Approaches to Grammar Teaching in English Language Teaching (ELT); Analyzing Language: Form & Meaning; Clarifying and Focusing; Opinions About Language and Learning; Language Awareness vs Language Analysis; Language Standards and Rules.
- THE ROLE OF GRAMMAR IN BILINGUAL EDUCATION: ELT vs Bilingual Education. Content and Language Integrated Learning (CLIL). Scaffolding & Language Learning. Vocabulary & Memory. Language Learning and Language using.
- EXPLICIT AND IMPLICIT GRAMMAR FEEDBACK: Teacher Approaches to Error Correction, Correction Aims, Error Correction Procedure, Managing Oral Mistakes, Managing Written Mistakes.

6.- Metodologías docentes

Class work will consist of lectures, discussions, presentations and a wide range of ELT and multimodal analysis tasks. Students will practice through in-class simulations of real teaching and authentic text analysis. Active participation is required in all the sessions.

6.1.- Distribución de metodologías docentes

		Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
		Horas presenciales.	Horas no presenciales.		
Sesiones magistrales					
Prácticas	- En aula				
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- Otras (detallar)				
Seminarios					
Exposiciones y debates					
Tutorías					
Actividades de seguimiento online					
Preparación de trabajos					
Otras actividades (detallar)					
Exámenes					
TOTAL					

7.- Recursos, bibliografía, referencias electrónicas o de otro tipo

Burns, A. & J. C. Richards (2018) *The Cambridge Guide to Learning English as a Second Language*. Cambridge University Press.

Halliday, M.A.K. (1978). *Language as social semiotic: the social interpretation of language and meaning*. London: Arnold.

Harmer, J. (2012) *Essential Teacher Knowledge. Core Concepts in English Language Teaching*. Harlow: Pearson

Harmer, J. (2015) *The Practice of English Language Teaching*. (5th ed.). Harlow: Pearson

- Jewitt, C., Bezemer, J., & O'Halloran, K. (2016). *Introducing multimodality* (1st ed.). Routledge.
- Kress, G., & Van Leeuwen, T. (2006 and 2021). *Reading images: The grammar of visual design* (2nd and 3rd editions). Routledge.
- Liontas, J. I. (2018) *The TESOL Encyclopedia of English Language Teaching*. New Jersey: John Wiley & Sons.
- Medgyes, P. (2018) *The Non-native Teacher*. 3rd edition. West Sussex: English Teaching Professional.
- Thornbury, Scott (2017) *About Language. Tasks for teachers of English*. (2nd ed.). Cambridge: Cambridge University Press.
- Thornbury, Scott (2005) *Beyond the sentence: introducing discourse analysis*. Oxford: McMillan Education.
- Scrivener, Jim (2011) *Learning Teaching*. (3rd ed.). London: Heinemann
- Spratt et al (2011) *The Teaching Knowledge Test Course*. (2nd ed.). Cambridge: Cambridge University Press.

8.- Evaluación

8.1: Criterios de evaluación:

Assessment of the visual social grammar will be based on the student's understanding and application of key concepts in visual social grammar, the critical use of relevant literature, and the coherence between theoretical grounding and project design. Marks will reflect the creativity, clarity, and purposefulness of the multimodal project, the effectiveness of oral and written communication, and the ability to justify design choices in a reflective and academically informed manner.

Assessment of the grammar and teaching part will be based on the design of a lesson focused on teaching a specific grammatical point using a text. You should begin by identifying the characteristics of your target students. Based on this profile, choose a text that offers an appropriate level of challenge in relation to the group's attitudes, skills, and interests. Your choice must be justified through an analysis of the grammatical feature(s) you intend to teach, as well as the text's methodological potential for facilitating this instruction. Lastly, you are expected to develop a detailed lesson plan.

8.2: Sistemas de evaluación:

8.2.1. Assessment of the part of VISUAL SOCIAL GRAMMAR (50 % of the final mark):

- Oral Project Presentation (20% of the final mark of this part)
- Written critical justification of the project (literature review, project design, description and discussion) (30 % of the final mark of this part) + Project Book (requirement sine-qua-non for assessment)

8.2.2. Assessment of the part of GRAMMAR AND TEACHING (50 % of the final mark):

- Lesson Plan Presentation (20% of the final mark of this part)
- Written version of the lesson plan presented, including the following elements (length, level, language skills addressed, grammatical focus, learning objectives, assumptions, timing, lesson stages, procedures, specific aims for each stage, and possible assessment methods) (30 % of the final mark of this part).

8.3: Consideraciones generales y recomendaciones para la evaluación y la recuperación:

Active class participation and practice, as well as thorough planification and elaboration of the required outcome(s) are expected for performance at the expected level.

Asking for advice to your course lecturers is the best way to solve any unclear issues.

9.- Organización docente semanal

The course is composed by 12 sessions, to be distributed in the first teaching period (first semester).
