

COMPARATIVE APPROACHES TO ENGLISH GRAMMAR**1.- Datos de la Asignatura**

Código	304604	Plan		ECTS	6
Carácter	Optativo	Curso		Periodicidad	
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma Virtual	Plataforma:	Studium			
	URL de Acceso:	https://moodle.usal.es/			

Datos del profesorado

Profesor Coordinador	Izaskun Elorza	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Filología		
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Horario de tutorías	A convenir		
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Profesor Coordinador	Ramiro Durán Martínez	Grupo / s	
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2.- Sentido de la materia en el plan de estudios

Bloque formativo al que pertenece la materia
Itinerario de Lingüística: La lengua inglesa y sus aplicaciones metodológicas
Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios.
1. Orientación profesional 2. Orientación investigadora
Perfil profesional.
Capacitación para la docencia e investigación en lengua y lingüística inglesas

3.- Recomendaciones previas

Dado que la docencia es en inglés, se espera que los alumnos tengan, al menos, un nivel C1.2 de destreza lingüística en esta lengua (cf. *Marco Común Europeo de Referencia para las Lenguas*).

4.- Objetivos de la asignatura

The course aims at helping students understand different descriptions of the grammar of English from a discursive perspective. The contents of this course are applicable both to increase the students' awareness of the communicative resources of the English language as well as to provide descriptive and explanatory tools for the teaching of English.

When students have successfully completed this course, they will:

- Be aware of the interplay between language form and function in language use and of how meaning is constructed by means of language.
- Be aware of different approaches to grammar for English language teaching and description.
- Be familiar with different techniques for grammar teaching and description.
- Be able to provide corrective feedback to students' use of English in a productive way.
- Identify the different relevant constituents and units at work.
- Posses tools for English grammar teaching and description with the help of ICTs.
- Be able to apply a comprehensive and efficient model for the teaching of grammar.
- Be able to do research in the field of English language teaching and/or language description.
- Be able to apply their knowledge for real teaching and/or language descriptive analyses.

5.- Contenidos

1. Approaches to grammar
2. Analyzing language: Form, function and meaning making
3. Grammar for teaching and grammar for description
4. Language, systems, notions and texts
5. Grammar for teaching: Error correction in the EFL classroom for increasing accuracy
6. Grammar for teaching: Key issues when planning a unit of work
7. Grammar for description: metafunctional meaning making

8. Grammar for description: English language analysis

6.- Competencias a adquirir

Básicas/Generales.

- Explore issues related to ideology, socio-cultural and cognitive values through real texts.
- Promote team work, team excellence and team spirit.
- Develop the ability to participate and innovate in English language teaching and description.

Transversales.

Específicas.

- Identify central structural grammar components of text production and text reception.
- Explore the relation between cognitive patterns, linguistic choices, text and grammar structure, and the socio-cultural implications.
- Develop ways to improve teaching and description practices by using authentic language material.
- Explore how varied approaches to grammar involve different descriptions and explanations.

7.- Metodologías docentes

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

8.- Previsión de distribución de las metodologías docentes

		Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
		Horas presenciales.	Horas no presenciales.		
Sesiones magistrales		8		20	28
Prácticas	- En aula	20		10	30
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- De visualización				
Seminarios					
Exposiciones y debates		10	6	30	46
Tutorías		10			10
Actividades de seguimiento online					
Preparación de trabajos			6	30	36
Otras actividades (detallar)					
Exámenes					
TOTAL		48	12	90	150

9.- Recursos

Libros de consulta para el alumno

Brown, H. Douglas. (1994b) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

Cameron, Lynne. (2001) *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Gomez Morón, R *et al* (2009) (Eds) *Pragmatics Applied to Language Teaching and Learning*. Newcastle upon Tyne: Cambridge Scholars Publishing

Halliday, M.A.K. (2004) *An Introduction to Functional Grammar*. London: Arnold.

Harmer, Jeremy (2007) *The Practice of English Language Teaching*. Harlow: Pearson

Thompson, Geoff (2014) *Introducing Functional Grammar*. Oxon: Routledge.

Thornbury, Scott (1997) *About Language. Tasks for teachers of English*. Cambridge: Cambridge University Press.

Thornbury, Scott (1999) *How to teach grammar*. Harlow: Longman.

Thornbury, Scott (2005) *Beyond the sentence: introducing discourse analysis*. Oxford: McMillan Education.

Scrivener, Jim (2005) *Learning Teaching*. London: Heinemann

Spratt *et al* (2005) *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.

Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.

Links and resources of relevance to this course can be found in:

<http://www.britishcouncil.org/professionals-grammar-movies.htm>

<http://www.teachingenglish.org.uk/try/resources/quizzes/grammar>

<http://a4esl.org/>

<http://www.bbc.co.uk/learning/subjects/english.shtml>

<http://www.isfla.org>

<http://www.podcastsinenglish.com/pages/freesample.shtml>

10.- Evaluación

Las pruebas de evaluación que se diseñen deben evaluar si se han adquirido las competencias descritas, por ello, es recomendable que al describir las pruebas se indiquen las competencias y resultados de aprendizaje que se evalúan.

Consideraciones Generales

In addition to class participation, on completion of the course students will be required to show their course achievement of English grammar teaching and English grammar description.

Criterios de evaluación

Evaluation will be done on the basis of active participation in the sessions and the required outcome (paper and/or presentation)

Instrumentos de evaluación

The final mark will represent class participation and tasks completion (50%) and required outcome(s) (paper and/or presentation) (50%)

Recomendaciones para la evaluación

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.

Recomendaciones para la recuperación.

Personal feedback from your course lecturers is essential to plan a successful preparation for resit.
