

**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:	<a href="https://moodle.usal.es/">https://moodle.usal.es/</a>			

**Datos del profesorado**

Profesor Coordinador	Izaskun Elorza	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Filología		
Despacho	Dpto. de Filología Inglesa, C. Placentinos 18, 37008 Salamanca, Despacho 1.2		
Horario de tutorías	A convenir		
URL Web	<a href="http://campus.usal.es/~posgradoingles/Programa.html">http://campus.usal.es/~posgradoingles/Programa.html</a> <a href="http://english.usal.es/">http://english.usal.es/</a>		
E-mail	<a href="mailto:iea@usal.es">iea@usal.es</a>	Teléfono	923294500 Ext. 6151

Profesor Coordinador	Ramiro Durán Martínez	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Educación		
Despacho	Seminario de Inglés (Edificio Europa).		
Horario de tutorías	A convenir		
URL Web	<a href="http://campus.usal.es/~posgradoingles/Programa.html">http://campus.usal.es/~posgradoingles/Programa.html</a> <a href="http://english.usal.es/">http://english.usal.es/</a>		
E-mail	<a href="mailto:rduran@usal.es">rduran@usal.es</a>	Teléfono	923 294500 Ext. 5731

## 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 manifold perspectives. The contents of this course are applicable to provide descriptive and explanatory tools for the teaching of the grammar of English both in an EFL and in a bilingual education context, as well as for analysing multimodal (verbal and visual) texts with the aim of promoting critical awareness and literacy.

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 verbal and visual language.
- Be aware of different approaches to grammar for English language teaching and for descriptions of English language and culture.
- Be able to provide corrective feedback to students' use of English in a productive way.
- Identify the different relevant constituents of a lesson plan.
- Be able to apply their knowledge for real teaching and/or verbal and visual language descriptive analyses.
- Be able to apply multimodal analyses for exploring and for promoting critical awareness.

## 5.- Contenidos

### **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.

### **VISUAL GRAMMAR**

LANGUAGE AND VISUAL COMMUNICATION. Visual social semiotics. The semiotic landscape. Multimodality and new literacies.

GRAMMAR OF VISUAL DESIGN: Enacting social relations. Construing representations. Composing visual space. Intermodality.

APPLICATIONS OF MULTIMODALITY: Multimodality in education. Multimodality in advertising. Multimodality in art.

## 6.- Competencias a adquirir

<b>Básicas/Generales.</b>
<ul style="list-style-type: none"> <li>• Explore issues related to ideology, socio-cultural and cognitive values through verbal and visual texts.</li> <li>• Develop the ability to participate and innovate in English language teaching and description.</li> </ul>
<b>Específicas.</b>
<ul style="list-style-type: none"> <li>• Identify key grammar components of verbal and visual text production and reception.</li> <li>• Explore the relation between cognitive patterns, linguistic choices, text and grammar structure, and socio-cultural implications.</li> </ul>
<b>Transversales.</b>
<ul style="list-style-type: none"> <li>• Develop ways to improve teaching and description practices by using didactic materials.</li> <li>• Explore how varied approaches to grammar involve different descriptions and explanations.</li> <li>• Explore how to construct and interpret meaning by means of visual resources.</li> </ul>

## 7.- Metodologías docentes

Class work will consist of lectures, discussions and a wide range of ELT and multimodal analysis tasks. f  
Students will practice through in-class simulations of real teaching and authentic text analysis.

## 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		26		25	51
Prácticas	- En aula	28		10	38
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- De visualización				
Seminarios					
Exposiciones y debates					
Tutorías		2		8	10
Actividades de seguimiento online					
Preparación de trabajos			8	13	21
Otras actividades (detallar)					
Exámenes		4	26		30
<b>TOTAL</b>		<b>60</b>	<b>34</b>	<b>56</b>	<b>150</b>

## 9.- Recursos

<b>Libros de consulta para el alumno</b>
<p>Burns, A. &amp; J. C. Richards (2018) <i>The Cambridge Guide to Learning English as a Second Language</i>. Cambridge University Press.</p> <p>Halliday, M.A.K. (1978). <i>Language as social semiotic: the social interpretation of language and meaning</i>. London: Arnold.</p> <p>Harmer, J. (2012) <i>Essential Teacher Knowledge. Core Concepts in English Language Teaching</i>. Harlow: Pearson</p> <p>Harmer, J. (2015) <i>The Practice of English Language Teaching</i>. (5th ed.). Harlow: Pearson</p> <p>Jewitt, C., Bezemer, J., &amp; O'Halloran, K. (2016). <i>Introducing multimodality</i> (1st ed.). Routledge.</p> <p>Kress, G., &amp; Van Leeuwen, T. (2006 and 2021). <i>Reading images: The grammar of visual design</i> (2nd and 3rd editions). Routledge.</p> <p>Liontas, J. I. (2018) <i>The TESOL Encyclopedia of English Language Teaching</i>. New Jersey: John Wiley &amp; Sons.</p> <p>Medgyes, P. (2018) <i>The Non-native Teacher</i>. 3rd edition. West Sussex: English Teaching Professional.</p> <p>Thornbury, Scott (2017) <i>About Language. Tasks for teachers of English</i>. (2nd ed.). Cambridge: Cambridge University Press.</p> <p>Thornbury, Scott (2005) <i>Beyond the sentence: introducing discourse analysis</i>. Oxford: McMillan Education.</p> <p>Scrivener, Jim (2011) <i>Learning Teaching</i>. (3rd ed.). London: Heinemann</p> <p>Spratt et al (2011) <i>The Teaching Knowledge Test Course</i>. (2nd ed.). Cambridge: Cambridge University Press.</p>
<b>Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.</b>
<p>Links and resources of relevance to this course can be found in:</p> <p><a href="http://www.britishcouncil.org/professionals-grammar-movies.htm">http://www.britishcouncil.org/professionals-grammar-movies.htm</a></p> <p><a href="http://www.teachingenglish.org.uk/try/resources/quizzes/grammar">http://www.teachingenglish.org.uk/try/resources/quizzes/grammar</a></p> <p><a href="http://a4esl.org/">http://a4esl.org/</a></p> <p><a href="http://www.bbc.co.uk/learning/subjects/english.shtml">http://www.bbc.co.uk/learning/subjects/english.shtml</a></p> <p><a href="http://www.isfla.org">http://www.isfla.org</a></p> <p><a href="http://www.podcastsinenglish.com/pages/freesample.shtml">http://www.podcastsinenglish.com/pages/freesample.shtml</a></p>

<b>10.- Evaluación</b>
<p>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.</p>
<b>Consideraciones Generales</b>
<p>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.</p>
<b>Crterios de evaluación</b>
<p>Evaluation will be done on the basis of active participation in the sessions and the required outcomes (paper and presentation)</p>
<b>Instrumentos de evaluación</b>
<p>The final mark will represent class participation and tasks completion (20%) and required outcome(s) (paper and presentation) (80%)</p>
<b>Recomendaciones para la evaluación</b>
<p>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.</p> <p>Asking for advice to your course lecturers is the best way to solve any unclear issues.</p>

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