

Comparative Approaches to English Grammar

6 credits

1st semester

Dr. Ramiro Durán Martínez

Dra. Izaskun Elorza Amorós

Universidad de Salamanca

Aims and Objectives

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.

The main aims of the course are:

- 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.
-

Course Program

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 SOCIAL GRAMMAR

Theoretical Course Contents:

- 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

Methodology

Class work will consist of lectures, discussions 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.

Assessment

Assessment of 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.

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)

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).

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.

Bibliography and Resources

- 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 University Press