

COMPARATIVE APPROACHES TO ENGLISH GRAMMAR

3 creds.,
1st semester

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Aims and Objectives

The course aims at helping students develop the skill of integrating grammar in the English as a foreign language classroom from a discursive perspective. Its practice increases our awareness of the many resources and strategies which may be employed by participants in the most varied communicative situations.

When students have successfully completed this course, they will be able to:

- Be aware of the interplay between language forms and the functions. These forms serve in their contexts of use.
- Discuss and use different approaches to teach grammar (deductive vs inductive).
- Discuss and try out different techniques to clarify a particular grammar item.
- Analyze and correct student's use of English in a productive way.
- Be aware of the utilization of Internet and digital resources in teaching English language.
- Apply a good and efficient model for the teaching of grammar.
- Do research in the field of language teaching.
- Apply their knowledge in the context of real teaching situation

Course Program

1. Approaches to grammar
2. Analyzing language: Form and meaning
3. Grammar: Clarifying and focusing
4. Language, systems and syllabuses. Forms, functions, notions & texts
5. Working on accuracy: Error correction in the EFL classroom
6. Making the most of the strategies, resources and materials of instruction
7. Research in language teaching

Methodology

Class meetings will consist of lectures, group discussions, and oral presentations in a wide range of ELT tasks. The students will also have to practice through in-class simulations of real teaching. Since regularly we have an international mix of students in the course, there will be ample opportunity for participants to share their own ideas and experiences in the classroom. Active participation will be required in all the sessions.

Assessment

On completion of the course, students will be required to hand in a paper consisting of a grammatical and methodological analysis of a text and the production of a detailed unit of work. Evaluation will be done on the basis of active participation in the sessions and quality of the paper. The paper presented in this course will be part of the final Master's dissertation.

Evaluation will be done on the basis of class participation and class work (60%)

Quality of the presentations (40%)

Bibliography and Resources

- 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
- Harmer, Jeremy (2007) *The Practice of English Language Teaching*. Harlow: Pearson
- 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.
- Thornbury, Scott & Slade (2006) *Conversation: from description to pedagogy*. Cambridge: Cambridge University Press.
- Scrivener, Jim (2005) *Learning Teaching*. London: Heinemann
- Spratt et al (2005) *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press
- Glazer, Nathan, Moynihan, Daniel Patrick, 1970, *Beyond the Melting Pot*, Cambridge: The MIT Press.

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.podcastsinenglish.com/pages/freesample.shtml>