

**Name of Course:** A Discourse Approach to Grammar A (M.Ed.)

גישה פרגמטית להוראת אנגלית A (תואר שני)

**Name of Teacher:** Professor Elite Olshtain

**Number of Hours:** Four hour classes in alternate weeks for one semester

**Type of Course:** Interactive lecture (first year, compulsory)

**Course Description:** Students will be encouraged to study in depth key issues in the structure of the English language. The reading, classroom discussions and individual projects will enhance the students' understanding of English grammar, expand their skills in linguistic analysis and develop a pedagogical approach. The focus will be on contextual analysis, a discourse approach to grammar and a deeper understanding of the acquisition process of L2 structure leading to a multifaceted teaching approach.

The course sessions will allow students to become personally involved in analyzing structural features of English in a variety of contexts with special emphasis on EFL teaching. They will prepare teaching units that will relate to the learners' first language and that will take full advantage of new technologies and will share experiments which they will carry out in their classes.

**Course Objectives:**

1. Students will prepare teaching units that will relate to the learners' first language and that will take full advantage of new technologies.

2. Students will share experiments which they will carry out in their classes.

**Course Outline:**

1. From traditional grammar to a discourse approach to grammar
2. Universal grammar and linguistic idiosyncrasies
3. The significance of contextual analysis
4. Form, Meaning and Use
5. Focus on Form
6. Grammar, discourse (spoken and written) and pragmatics
7. The tense and aspect system of English in relation to text structure
8. Reference in English in comparison to other languages

**Methods of Teaching:**

Interactive lectures and on-line activities

**Course Requirements:**

Four major textbooks will be used in this course – specific chapters in these textbooks will be assigned as required reading while the others will be for enrichment. In addition, articles on specific topics will be assigned for reading during the course.

1. Attendance and active participation
2. Required readings prior to each lecture
3. Term paper

**Assessment:**

English Mastery will be assessed in all assignments.

- 10% Reading
- 30% During term assignments
- 60% Final take home exam

**References (\* = required reading):**

- Byrd, P. (2005). Instructed grammar. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 545-561). Mahwah, N.J.: Lawrence and Erlbaum.
- \* Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book* (2nd ed.). Boston: Heinle & Heinle, pp. 13-52, 109-136, 161-204, 297-324, 519-543, 571-609.
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching*. Cambridge: Cambridge University Press, pp. 50-100, 184-200.
- \* Celce-Murcia, M., & Olshtain, E. (2005). Discourse-based approaches: A new framework for second language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 729-742). Mahwah, N.J.: Lawrence and Erlbaum.
- Conrad, S. (2005). Corpus linguistics and L2 teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 393-410). Mahwah, N.J.: Lawrence and Erlbaum.
- Cook, V. (2008). *Second language learning and language teaching* (4th ed.). London: Hodder Education, Ch. 2, 3, 12.
- Frodesen, J., & Holten, C. (Eds.). (2003). *The power of context in language teaching and learning*. Boston, MA: Thomson and Heinle, Ch. 1, 2, 5.
- Williams, J. (2005). Form-focused instruction. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 671-692). Mahwah, N.J.: Lawrence and Erlbaum.