

- Name of Course:** A Discourse Approach to Grammar B (M.Ed.)  
(תואר שני) B גישה פרגמטית להוראת אנגלית
- Name of Teacher:** Professor Elite Olshtain
- Number of Hours:** Four hour classes in alternate weeks for one semester
- Type of Course:** Interactive lecture (second year, compulsory, seminar option)
- Prerequisites:** A Discourse Approach to Grammar A (M.Ed.)
- 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. The Noun Phrase
  - 1.1. Articles
  - 1.2. Reference
  - 1.3. Collectives and quantifiers
2. Adjectives – comparison and superlatives
3. Relative Clauses
4. Phrasal verbs
5. Coordinating conjunctions
6. Logical connectors and expository texts
7. Complementation
8. Reported speech
9. Focus and emphasis

**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.

**Lecture option:**

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

- Seminar option:**
1. Attendance
  2. Required readings prior to each lecture
  3. Progress reports, oral presentation, written paper

**Assessment:**

**Lecture option:** English Mastery will be assessed in all assignments.

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

**Seminar option:** English Mastery will be assessed in each of the following:

- 10% Reading
- 20% During term assignments
- 10% Seminar proposal
- 60% Seminar paper

**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.