Overview: This three-hour-per-week course is designed to provide students with instruction and practice in how to approach the subject of English grammar (linguistic structure) and principally through the English language. Students will be exposed to several different ways of thinking about grammar that differ from the fixed-form, standard modular view and will be expected to develop useful and effective ways for implementing such new ideas. In this way the class will be much heavier on the practice of getting students to understand and implement some fundamental structural elements of English and lighter on the theory of specific grammar points. In addition to focusing on developing teaching knowledge and skills, the classroom will serve as a model environment for the student teachers.

Objectives: This course has three main objectives: to expose the students to different concepts about what grammar is from a more integrated point of view (We will strongly advocate the view that grammar is NOT a separate entity in language), to have a better control and knowledge of English structural elements from this perspective, and to develop specific techniques enabling the student teachers to be better instructors of structural/form elements of English. By the end of the course all students should be able to explain grammatical elements more clearly, and efficiently while at the same time integrating such knowledge into a generalized focus on language development. Following this, any treatment of grammar should revolve around the meaning intended in the language. Students should be able to link grammar to the function or purpose of the intended message for more efficient and effective practice.

Text and Materials:
Summer Reading
For the summer reading this semester there are two books available. Pick one of the two. You DO NOT need to read both.


Main Texts
There are four main texts for this course. We will be using all four of them in their entirety.
In this course we will be comparing and contrasting the more mainstream/traditional views of Nunan (2005) and Thornbury (1999) with somewhat alternative ideas expounded by Willis (2003) and Yule (1998). I will be covering three of the books in class and students will be doing presentations based on Yule (1998).

In addition to the main texts there will also be a large amount of other materials for which the students will be held responsible. These will come in the form of handouts and photocopies provided by the instructor. Do not lose them or forget to bring them to class.

Additional Materials: Students must bring to each class a folder to hold any papers that the instructor gives out.

Methodology
Language Policy: Following international standards for multilingual situations, students are expected to conduct all course work in English. This means all in class work should be conducted in English. Unnecessary and exclusionary use of any other languages will result in a significantly lower participation grade.

Classroom: Various approaches will be employed in the classroom. Direct lecturing on the part of the instructor will kept to a minimum while group work, presentations, in-class activities, and direct and indirect questioning will be stressed. Remember students, the classroom is supposed to serve as a model environment. Be critical and observant of what your instructor does.

Attendance: Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact your teacher as far in advance as possible.

Assignments
Homework: Students will be given homework for each class. Most of the homework will be in the form of reading and answering questions on that reading, getting a presentation ready, and grammar exercises. All assignments, unless you are told otherwise, must be typed and handed in during class on the day they are posted due.

Presentations: In this class each student will be doing one presentation on one of the chapters in Yule (1998). The amount and duration of the presentations will depend on how many people are in the class.

Summer Reading Project: All students are expected to have read one of the assigned winter reading books (See above). A write up from the winter reading is due on the second week of the class (September 14th). The assignment will be incorporated into the Assignments area for final grades.
Projects

Midterm: The midterm will be a project due in the 9th week of class (November 2nd). It will be a written paper following a choice of three basic options. It is generally seen as a rough draft of what will be done for the final project. Students will be given specific guidelines at least four weeks prior to the due date.

Final: This will be where students get to show creatively how they can apply the knowledge acquired in this course in any one of three different areas. Basically, this project is a revision and expansion of what was done for the midterm. Students are expected to follow the suggestions from the professor after the midterm and stick to the same project.

Grades: Final grades will be based on performance in the following categories.

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<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Midterm</td>
<td>10%</td>
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<tr>
<td>Final</td>
<td>25%</td>
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Important Notes

- Late assignments will not be accepted for marks and missed in class work cannot be made up. If, however, you know in advance that you will be late or absent make sure you contact the teacher and maybe something can be worked out.
- The penalty for plagiarism and cheating is automatic failure. Don’t try it.

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Tel. - 2077-7761
E-mail - vxvlack@gmail.com

Website
There will be a website for this class. Each week both before and after class materials will be added to the site, so make sure you check it regularly. The address is: http://www.udveksling.com.

Additional texts of interest


Approaches to Teaching Grammar. Inductive vs deductive approaches. Teaching grammar has been a controversial issue for centuries. Some people perceive it as essential to teaching any foreign language (for example those in favour of Grammar Translation Method), whereas others view it as an impediment to second language acquisition. Even experts on language teaching from the past and contemporary linguists like Stephen Krashen, who once said “The effects of grammar teaching are peripheral and fragile,” seem to question the very idea of including grammar lessons in second language teaching. Certainly, they do not necessarily share a single approach to English grammar. What they tend to share however is, usually found in the opening of grammars written by linguists, and it is a variation of this statement: the aim of this book is to describe English grammar in a scientific way, or the goal is framed in similar terms to what every linguistics student is told in Linguistics 101: that the study of grammar is the study of what speakers know about their language. Of speakers, and grammatical rules are simply generalisations from these constructions. However, some linguists have argued a grammar of frequent patterns is not describing English grammar per se, but something that is only epiphenomenal to the grammatical system. Communicative approaches to presenting grammar usually include a focus on meaning and use as well as form. Grammar can be taught in many ways. There is no “best” way that suits all grammar points. For most teachers of English, the priority of teaching grammar is to assist learners to internalize the structures, rules of language, taught in such a way that they can be used for communication both written and spoken. For this reason, the two terms practice and consciousness-raising are important to define in this paper since they play an important play in successful grammar teaching, especially in the case of EFL. Consciousness-raising. English grammar is the key to understanding and mastering English. English grammar is different from Russian grammar. Some things are easier; for example, English verb conjugation is much simpler. Other things are more difficult; for example, the system of English tenses is rather complicated. English words have few endings that could help us to understand how words connect into sentences. You will find here a simple and practical approach to English grammar that has been useful to many learners of English. We hope that it will be useful to you too. English grammar is very briefly described in Brief Overview of Grammar. The materials in the subsections of the section Grammar describe important issues of English grammar in detail. Home > University > English Language > Approaches to Grammar. Approaches to Grammar. 0.0 / 5. ? English Language. Clause Types 1. Declarative - Subject precedes the predicate, English is an SVO language. Interrogative - Either Yes/No polar or wh- constituent. Polar - Subject operator inversion, operators being copula or auxiliary. Embedded polar lack inversion but instead feature a interrogative complementiser (whether/if).