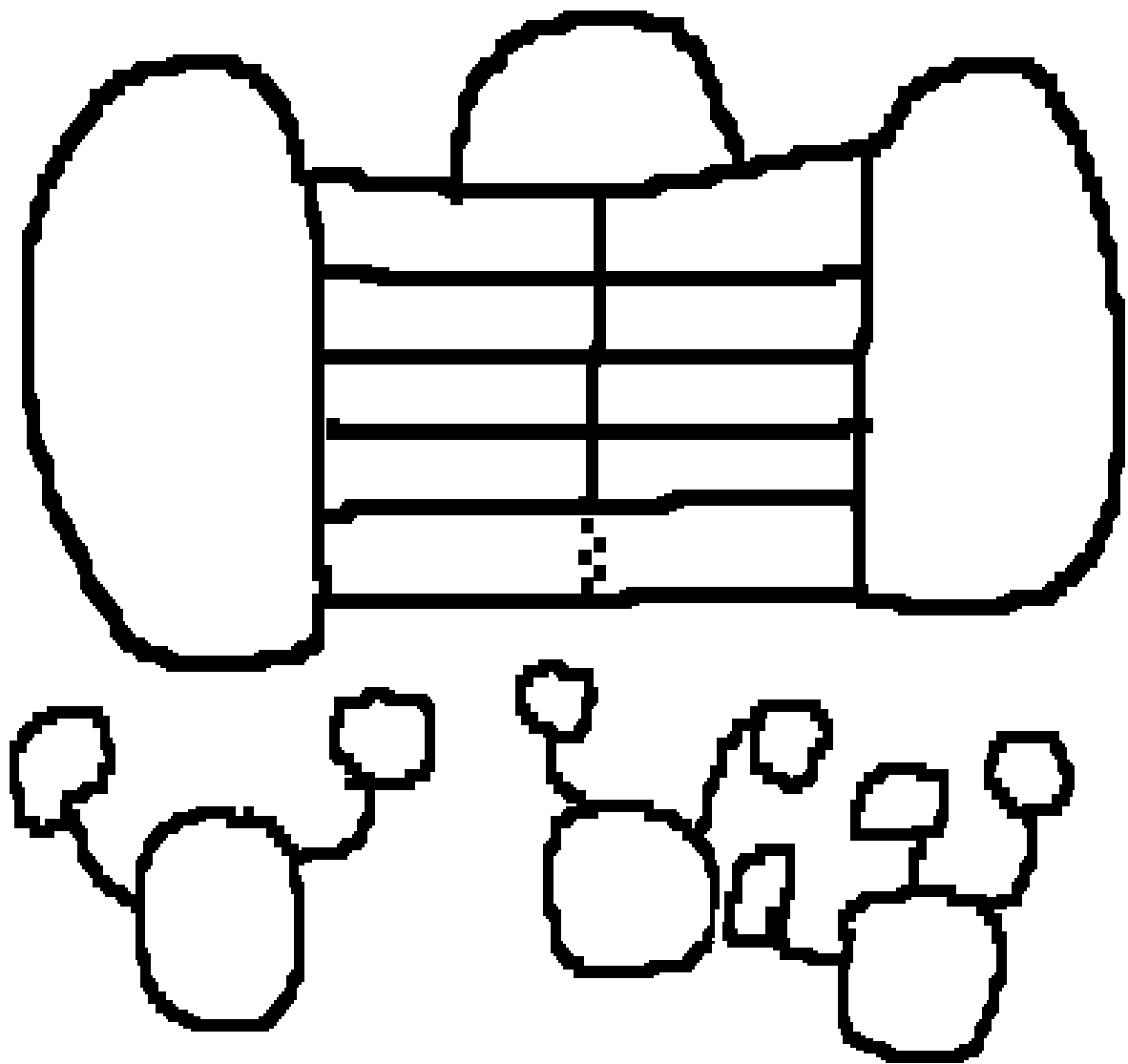


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Teaching Grammar in Academic English Courses

The aim of English Language Courses (ESP - English for specific purposes - courses) at university level is to prepare students for reading academic texts and to tackle the basics of academic writing. Such courses are usually two-term courses, comprising 60 teaching hours per course at the most. The classes are large, frequently of more than 50 students, and multilevel as far as the students' linguistic competence of English as a Foreign Language is concerned.

In the workshop, the author will share her ideas on what grammar to teach and how to teach it so that it would be useful to students in their future encounter with authentic academic texts. Comments and criticism are expected and welcome.



The university EFL courses

- ⊕ *the last EFL classes within the official educational system*

 - ⊕ **aim**
 - ⊗ reading academic texts
 - ⊗ simple writing tasks
 - ⊗ preparation for an encounter with **authentic** academic texts
 - ⊗ an autonomous & competent student

 - ⊕ **time** ⊗ short

 - ⊕ **students** ⊗ multilevel
near beginners - advanced
-

EFL in Academic Context

- ◎ primarily - text & discourse
 - ◎ still - some grammar needs to be taught
-

Questions and (possible) answers

How to bridge the gap between what they know and what they need?

How to help them cope with academic texts they (will) encounter?

- use what they already know
- get them to think
- let them see and understand the underlying structure
- let them understand how texts function

What grammar to teach?

- The grammar related to the SENTENCE
Sentences are the building blocks of texts.

How to teach grammar?

- simplifications** to reveal the STRUCTURE beneath the actual wording
- metaphors**
- not much theory
- emphasis on the **logical** aspect of language
- active** student participation
(thinking about problems, drawing conclusions)
- demonstrating how to **use** grammar
(grammar as useful and relevant to their studies)

WHAT (EXACTLY)

- 1** *WORD CLASSES*
- 2** *SENTENCE FUNCTIONS & SENTENCE STRUCTURE*
- 3** *CHUNKS PERFORMING BASIC STC. FUNCTIONS*
- 4** *CLAUSE VS. SENTENCE*
- 5** *VERB: FINITE VS. NON-FINITE; TENSES: FORM*
- 6** *SIMPLE CONNECTIVES*
- 7** *SENTENCE ANALYSIS*

- 8** *NOUN GROUPS*
- 9** *RELATIVE CLAUSES, REDUCED*
- 10** *OTHER DETAILS RELEVANT TO ACADEMIC TEXTS*
 - ◆ N-V concord & sg. vs. pl.
 - ◆ (a) few/little
 - ◆ etc.

HOW (EXACTLY)

1 *WORD CLASSES*

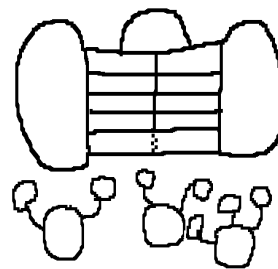
Lexical/content words

vs.

Grammatical words



Their respective
functions within the
sentence

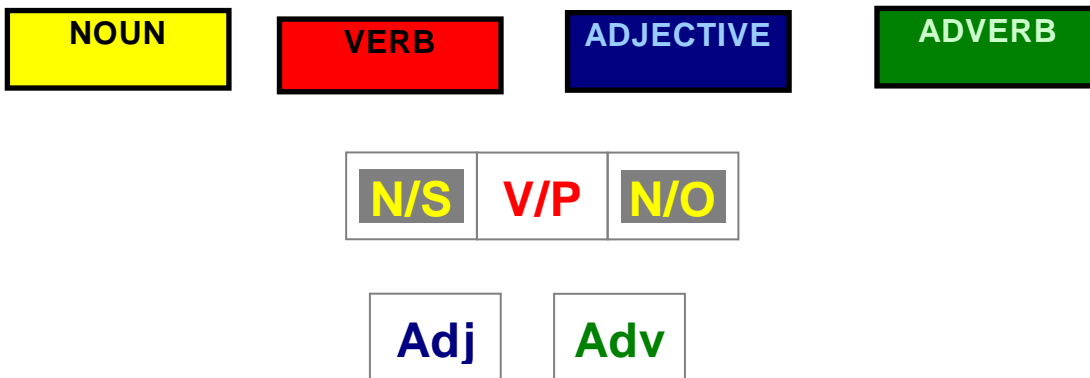


The problem of twins

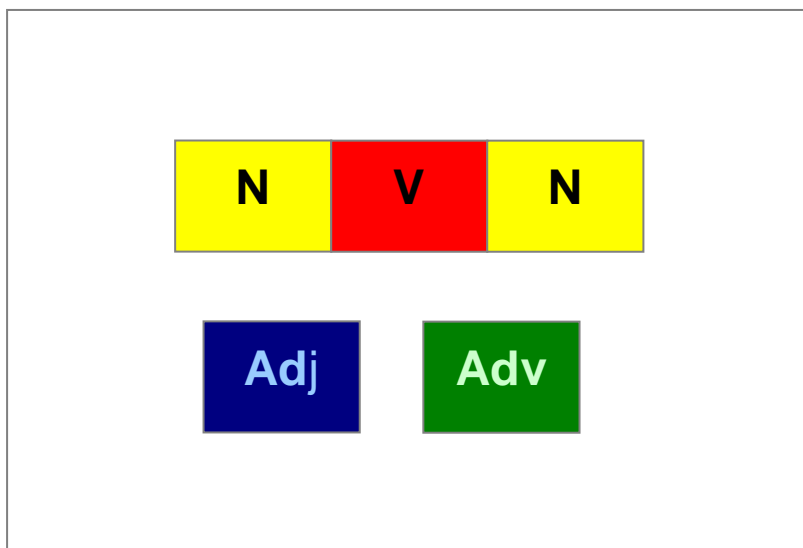
HOW (EXACTLY)

2 SENTENCE FUNCTIONS & SENTENCE STRUCTURE

Basic sentence functions: jobs



Basic sentence structure

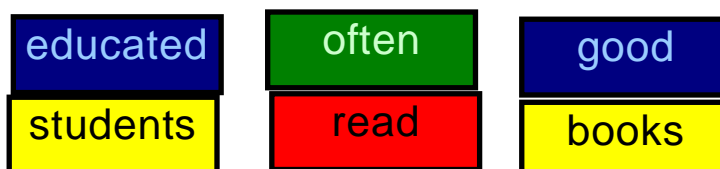


Example 1: Building a sentence:

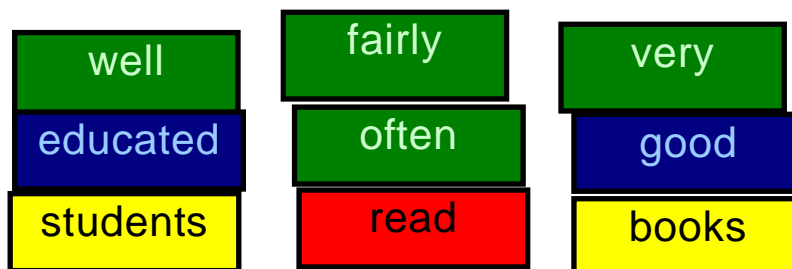
Students read books.



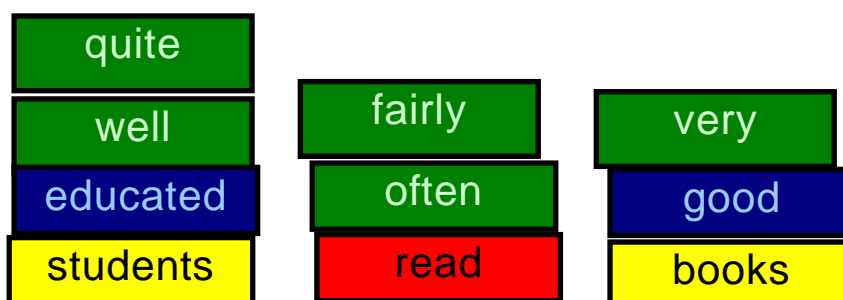
Educated **students**
 often **read**
 good **books**.



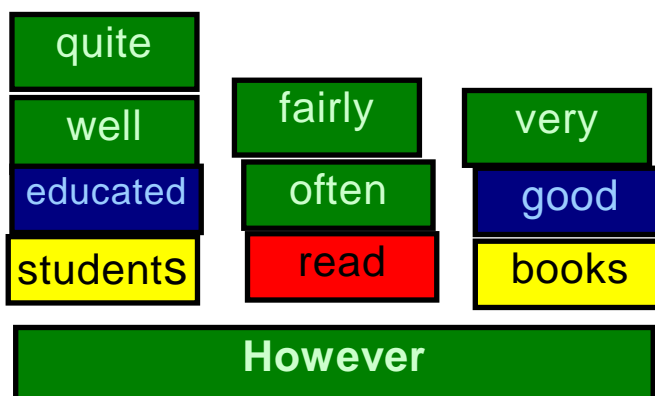
Well **educated**
students
 fairly **often**
read very
good books.



Quite **well**
educated
students fairly
often read
very good
books.



However,
quite well educated
students fairly **often**
read very **good**
books.



HOW (EXACTLY)

3 *CHUNKS PERFORMING BASIC STC FUNCTIONS*

Building blocks performing sentence functions

Little people working at certain positions

FORMS

- ❖ one word
- ❖ phrase (group)
- ❖ clause (NB NOT Verb)

◆ equals (no hierarchy at work)

◆ **some special phrases / groups:**

noun groups

gerund, participial, prepositional, *to-infinitive* phrases

4 *CLAUSE VS. SENTENCE*

- Punctuation
- No. of verbs ↗

One clause = one predicate = one verb

HOW (EXACTLY)

5 *VERB: FINITE VS. NON-FINITE; TENSES: FORM*

❖	NON-FINITE	FINITE
What	participles infinitives	Tenses
Stc. function	Adj Adv N	V(P) <u>only &</u> <u>always</u>
Other	Remember their verbal origin: eg take objects	time (PrPsF) voice (ActPass) aspect (SPrPf)

HOW (EXACTLY)

5 *VERB: TENSES: FORM*

❖ FORM

	AUXILIARY	MAIN VERB
FORM	finite	non-finite
CHOICE	determined	any
MEANING	grammatical	lexical

Progressive: Be + Present Participle
Passive: Be + Past Participle
Perfect: Have + Past Participle
Simple: Do + Infinitive
Etc.

❖ FUNCTION

HOW (EXACTLY)

6 *SIMPLE CONNECTIVES*

and

or

but

7 *SENTENCE ANALYSIS*

1 Making up sentences

2 Analysing a more complicated sentence

Example 2

On the other hand, quite well educated students, patiently sitting in this classroom, who buy books with their own pocket money, read carefully evaluated books of good quality borrowed from the local library only from time to time.

Example 2, cont. (1)

	FORM	FUNCTION
On the other hand,	ph	Adv
quite well educated	ph	Adj
students	w N	
patiently sitting in this classroom,		
who buy books with their own pocket money,	cl	Adj
read		
carefully evaluated books		
of good quality		
borrowed from the local library		
only from time to time.		

Example 2, cont. (2)

On the other hand,
quite well educated students,
patiently sitting in this classroom,
who buy books with their own
pocket money,
read
carefully evaluated books
of good quality
borrowed from the local library
only from time to time.

Example 2, cont. (3)

On the other hand,

quite well educated students

patiently sitting in this classroom,

who buy books

with their own pocket money,

read

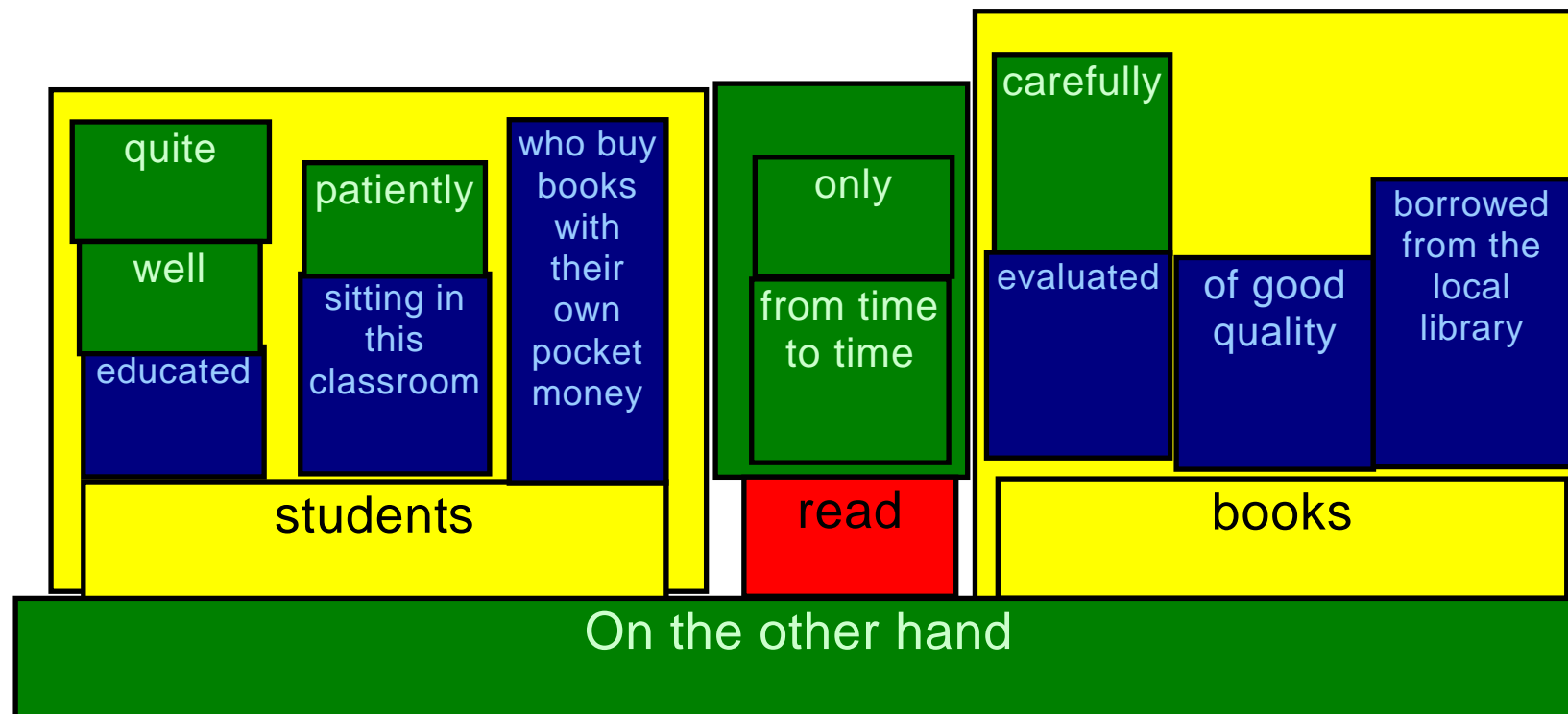
carefully evaluated books

of good quality

borrowed from the local library

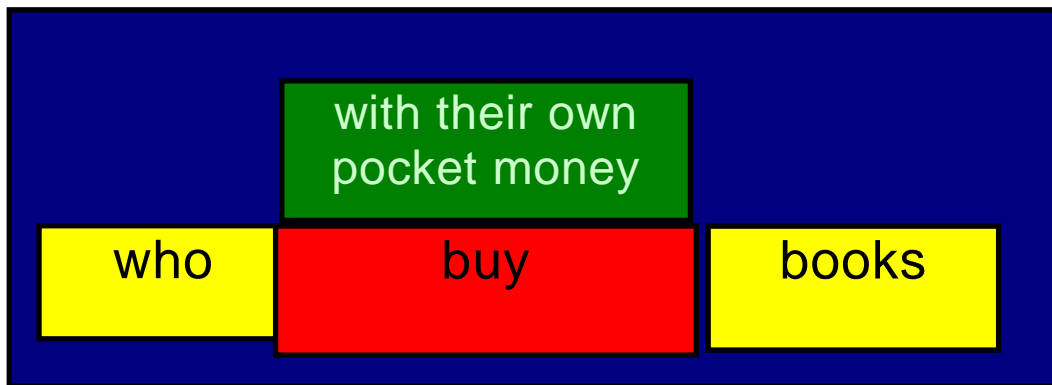
only from time to time.

Example 2, cont. (4)

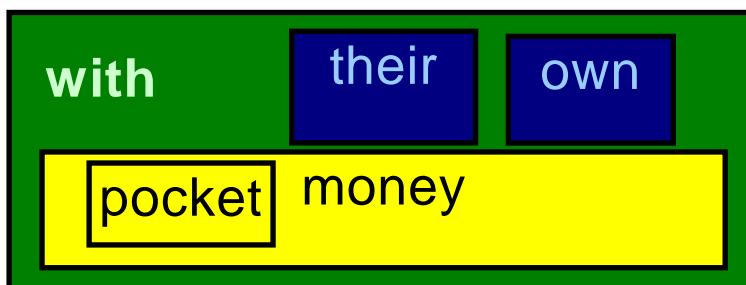


Example 2, cont. (5)

who buy
books
with their
own
pocket
money

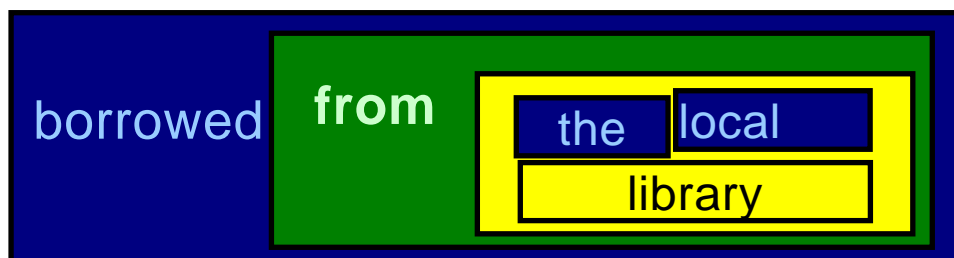


with their own
pocket money



Example 2, cont (6)

borrowed
from the
local
library



Examples 3, 4, 5, 6

Changes in methods training may have broader implications for changes in research contexts of our discipline since current emphases seem to reflect themes in the structure of contemporary sociology and grant funding, its rewards, short turn-around time, quick publication, and individual academic entrepreneurship.

Plato assumed that forms, unavailable to sense, were far removed from material things. In his scheme they constituted, through dialectical organization, a transcendent realm of being set apart from, indeed posed in opposition to, the changing, moving world of physical particulars.

(When science operates without a sensitive conscience about the influence of its discoveries on the life of the world, it has excluded values from information.)

This omission finds expression in the yearnings of those who feel lost in an age committed to technological progress and which seeks solutions to human problems in technology and economics.

By these means, and with in-depth examples from a large range of major works from all periods, the book shows how it is possible for the student to enter the often seemingly impenetrable world of a text and be able to make potentially original interpretations of it without removing its life.