

Língua Inglesa – Formação de Professores
Dr. Andrew Packett e Dr. Michael Cemlyn-Jones
(2º semestre)

Course description: This course looks at language from a pedagogical perspective by exploring the question of what it is prospective teachers of English need to know about its underlying systems in order to teach the language effectively. The principal aim, therefore, is to raise language awareness through developing participants' explicit knowledge about grammar, vocabulary, phonology, and discourse. This goal is achieved through carrying out language analysis tasks on a wide range of texts (including published teaching materials). Attention will also be given to enabling more effective use of relevant reference sources, such as grammars and dictionaries.

Bibliography:

Thornbury, S. (1997) *About Language*. Cambridge University Press

Supplementary texts:

Arndt, V., Harvey, P., & Nuttall, J. (2000). *Alive to Language: Perspectives on language awareness for English language teachers*. Cambridge University Press.

Bolitho, R., & Tomlinson, B. (1995) *Discover English: A Language Awareness Workbook* Heinemann.

McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press

Swan, M. (1994) 'Design Criteria for Pedagogic Language Rules', in Bygate, M., Tonkyn, A. & Williams, E. (Eds.) *Grammar and the Language Teacher*. Prentice Hall

Van Lier, L. (1995) *Introducing Language Awareness*. Penguin. Available online at

Learner's dictionaries:

Oxford Advanced Learner's Dictionary (7th edition), 2005.

Longman Dictionary of Contemporary English (4th edition), 2003.

Macmillan English Dictionary for Advanced Learners, 2002.

Pedagogic grammars:

Biber, D., Conrad, C., & Leech, G. (2002) *Longman Student Grammar of Spoken and Written English*. Pearson Education.

Carter, R., & McCarthy, M. (2006) *Cambridge Grammar of English*. Cambridge University Press

Swan, M. (2005) *Practical English Usage (3rd Edition)* Oxford University Press.