

# EN7523: Grammar Awareness DL

Was ED7523 Grammar Awareness DL

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## 57 items

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In the reading list below, several grammar books have been marked 'recommended for purchase' but to complete the course you only **need to** have **one good reference grammar**. You might, of course, **want to** get more than one, e.g. to be able to draw on different approaches to grammar in your teaching. Whichever grammar book or books you decide on, it/they should be useful to you for years to come. Note also that many of the publications below are available online (e.g. articles and chapters), even when that is not immediately apparent on the list.

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## Grammar Description & Analysis (25 items)

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**An introduction to English grammar** - Sidney Greenbaum, Gerald Nelson, 2009

**Book** | **Recommended for Purchase** | We suggest you buy one good grammar book for the grammar course. It is useful to have one that you get to know really well so you can use it for reference for a long time to come. This is a useful, mainstream alternative but there are also others recommended below. If you buy this one as a second hand book, check that it gives you access to the companion website with keys to exercises, and additional exercises too.

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**A comprehensive grammar of the English language** - Quirk, Randolph, Crystal, David, 1985

**Book** | **Background** | As the title suggests, this grammar tries to cover all of English grammar and does a pretty good job of it too. If you can't find the explanation you are looking for anywhere else, you might find it here.

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**A university grammar of English** - Quirk, Randolph, Greenbaum, Sidney, Quirk, Randolph, 1973

**Book** | **Recommended for Purchase** | This is a pretty thorough, mainstream grammar and there is a book of exercises with a key as well.

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**A communicative grammar of English** - Leech, Geoffrey N, Svartvik, Jan, 2002

**Book** | **Recommended for Purchase** | This is a mainstream grammar but organized around functions and notions - a different perspective, but the terminology you are probably most used to.

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**English grammar: a resource book for students** - Berry, Roger, 2011

**Book** | **Recommended for Purchase** | The book looks at grammar as it is actually used, and is divided into A, B, C sections where A contains the most basic information, and D the most advanced. The exercises in this book are excellent if you want to check your understanding. There are solutions and comments after each section.

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**A student's introduction to English grammar** - Huddleston, Rodney, Pullum, Geoffrey K., 2005

**Book** | **Recommended for Purchase** | Much of the Grammar Awareness course is based

on Huddleston's view of grammar. It is only slightly different from other 'main-stream' (non-functional) grammars.

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**Grammar** - Thornbury, Scott G., 2006

[Book](#) | [Background](#)

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**English grammar today: an A-Z of spoken and written grammar** - Carter, Ronald, 2011

[Book](#) | [Background](#) | The grammar of spoken English is different from that of written English. This book is based on corpus data, i.e. actual use of English.

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**Analysing English grammar: a systemic functional introduction** - Fontaine, Lise, 2013

[Book](#) | [Recommended for Purchase](#) | As pointed out above, you only need to buy one grammar book. The Grammar Awareness course is based on main-stream rather than functional grammar. But if you are interested in functional grammar, this one might be it. There are a number of other introductions to functional grammar below to choose from.

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**Exploring English grammar: from formal to functional** - Coffin, Caroline, Donohue, Jim, North, Sarah, 2009

[Book](#) | [Recommended for Purchase](#) | If you are interested in 'functional grammar' this is a very good introduction.

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**A university course in English grammar** - Downing, Angela, Locke, Philip, 2002

[Book](#) | [Recommended for Purchase](#)

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**An introduction to functional grammar** - Halliday, M. A. K., Matthiessen, Christian M. I. M., 2004

[Book](#) | [Background](#) | Halliday is the founder of systemic functional grammar/linguistics. Seriously interested in functional grammar? Do you already have some background in it? Then you should read this. But there are other, more accessible introductions on the list.

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**Introducing functional grammar** - Thompson, Geoff, 2004

[Book](#) | [Recommended for Purchase](#)

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**Functional English grammar: an introduction for second language teachers** - Lock, Graham, 1996

[Book](#) | [Recommended for Purchase](#)

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**Collins COBUILD English grammar** - Sinclair, John, University of Birmingham, 1990

[Book](#) | [Background](#) | All the COBUILD books are corpus based. In other words, their rules and examples are derived from large collections of real use of English.

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**Grammar for English language teachers** - Parrott, Martin, 2000

[Book](#) | [Background](#) | Like all pedagogic (teaching) grammars, this one is easy to read. But it is simplified grammar, so read it critically.

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**Practical English usage** - Swan, Michael, 2005

[Book](#) | [Background](#) | This is a pedagogic grammar - a grammar book to be used in teaching. That means it is simplified which makes it easy to read, but not always entirely right (language is more complex than this). Read it critically.

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**English syntax: a grammar for English language professionals** - Jacobs, Roderick A, 1995

[Book](#) | [Background](#)

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**Oxford guide to English grammar** - Eastwood, John, 1994

[Book](#) | [Background](#)

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**Making sense of grammar** - Crystal, David, 2004

[Book](#) | [Background](#) | A brief, accessible little book - full of useful insights.

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**Rediscover grammar** - Crystal, David, McLachlan, Edward, 2004

[Book](#) | [Background](#) | Another slim, well written and useful book by the popular author and scholar.

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**The teacher's guide to grammar** - Cameron, Deborah, 2007

[Book](#) | [Background](#) | This slim and accessible book looks at grammar from a discourse (text) perspective. It is written for English teachers in schools where English is either L1 or a second/additional language for most pupils.

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**Focus on grammar and meaning** - Luciana C. De Oliveira, Mary J. Schleppegrell, 2015

[Book](#) | [Background](#) | Schleppegrell and her colleagues are functional grammarians who work a lot with teachers in schools and often to improve students' writing. Their approach is very insightful but also practical.

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**The teacher's grammar of English: a course book and reference guide** - Cowan, Ron, 2008

[Book](#) | [Background](#)

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**Cambridge grammar of English: a comprehensive guide : spoken and written English grammar and usage** - Carter, Ronald, McCarthy, Michael, 2006

[Book](#) | [Background](#) | Most grammars are only concerned with written language. This grammar also deals with language as it is actually spoken.

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## Grammar terms & concepts (4 items)

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**The Oxford dictionary of English grammar** - Chalker, Sylvia, Weiner, E. S. C., 1994

[Book](#) | [Background](#) | Confused by grammar terms and concepts? Look it up here.

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**The Cambridge dictionary of English grammar** - Peters, Pam, 2013

[Book](#) | [Background](#) |

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**Longman dictionary of language teaching and applied linguistics** - Jack C Richards, Richard Schmidt, 2010

[Book](#) | [Background](#)

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**Discover English: language analysis for teachers** - Rod Bolitho, Brian Tomlinson, 2005

[Book](#) | [Background](#)

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## Grammar teaching & learning (20 items)

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**The anti-grammar grammar book: a teacher's resource book of discovery activities for grammar teaching** - Hall, Nick, Shephard, John, 1991

[Book](#) | [Background](#) | Interesting consciousness raising tasks on the use of verb forms for intermediate students.

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**Enhancing cooperative learning in TESOL teacher education** - M. DelliCarpini, 2008-03-07

[Article](#) | [Background](#) |

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**Grammar myths** - Roger Berry

[Article](#) | [Background](#) |

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**Focus on form-a myth in the making?** - R. Sheen, 2003-07-01

[Article](#) | [Background](#) | While the Grammar Awareness course does not deal with the teaching of grammar, at some point you need to make the link between this course and second language teaching and learning. This is a good place to start.

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**Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context** - Nassaji, Hossein, Fotos, Sandra, 2010

[Book](#) | [Background](#) | While the Grammar Awareness course does not deal with the teaching of grammar, at some point you need to make the link between this course and second language teaching and learning. This is a very good place to start.

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**Developing grammar in context: Intermediate with answers** - Nettle, Mark, Halsted, Diana Hopkins, 2003

[Book](#) | [Background](#) |

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**Current Issues in the Teaching of Grammar: An SLA Perspective** - Rod Ellis, 2006-03-01

[Article](#) | [Background](#) | This paper can help you make the link between grammar and the learning and teaching of it.

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**TESOL Methods: Changing Tracks, Challenging Trends** - B. Kumaravadivelu, 2006-03-01

[Article](#) | [Background](#) | This paper can help you make the link between grammar and the learning and teaching of it.

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**Games for grammar practice: a resource book of grammar games and interactive activities**

- Zaorob, Maria Lucia, Chin, Elizabeth M. Liew Siew, 2001

[Book](#) | [Background](#) |

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**How to teach grammar** - Thornbury, Scott G., 1999

[Book](#) | [Background](#) |

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**Uncovering grammar** - Thornbury, Scott G., 2005

[Book](#) | [Background](#) |

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**Natural grammar** - Thornbury, Scott G., 2004

[Book](#) | [Background](#) |

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**Functional grammar in the ESL classroom: Noticing, exploring and practising** - Jones, Rodney H., Lock, Graham, 2010

[Book](#) | [Background](#) | E-book available. From the publishers' blurb: The book introduces six general procedures for teaching grammar to learners of English as a second language. The procedures are designed to encourage learners to notice, explore and practice grammar in context. Each description and discussion of a procedure is followed by two sample lesson plans together with sample texts and worksheets.

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**Re-thinking grammar: the impact of embedded grammar teaching on students' writing and students' metalinguistic understanding** Debra A. Myhill, Susan M. Jones, Helen Lines,

Annabel Watson, 2012-04

[Article](#) | [Background](#) | In this paper there are examples of the classroom activities used in the research project.

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**Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing** - Susan Jones, Debra Myhill, Trevor Bailey, 2013-9

[Article](#) | [Background](#) | [This paper addresses the question: Does teaching grammar explicitly have a positive effect on learners' writing? The setting is L1 English, but it has wider relevance.]

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**Exploring the explicit knowledge of TESOL teacher trainees: Implications for focus on form in the classroom** - R. Erlam, J. Philp, C. Elder

[Chapter](#) | [Background](#) | Do teachers really need explicit knowledge about grammar? What might happen if they don't? This paper explores these questions.

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**'I had to go out and get myself a book on grammar' A study of pre-service teachers' knowledge about language.** - H. Harper, J. Rennie

[Article](#) | [Background](#) | If at the beginning of the grammar course you lack confidence in your grammar knowledge, this paper will perhaps make you feel less 'alone'.

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**Describing and explaining grammar and vocabulary in ELT: key theories and effective practices** - Dilin Liu, 2014 [i.e.2013]

[Book](#) | [Background](#)

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**Meanings into pictures: Icons for teaching grammar** - Agneta M-L Svalberg, 1995

[Article](#) | [Background](#)

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**ELT Journal**

[Journal](#) | [Background](#) | This is one of many journals available to you electronically, through the library. You can find journals by searching by name in the library catalogue, or click on 'journals' above the search box, and search by key word, e.g. 'English Language Teaching'.

## Specialist topics in grammar (6 items)

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**2 Grammar and Spoken English**

[Chapter](#) | [Background](#) | This chapter outlines some of the special features of spoken language. Useful both for teaching conversational language, and for analysing it.

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**Tense** - Comrie, Bernard, 1985

[Book](#) | [Background](#) | If you are particularly interested in Tense, not only in English but in languages of the world, you should dip into this classic.

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**Aspect: an introduction to the study of verbal aspect and related problems** - Comrie, Bernard, 1976

[Book](#) | [Background](#) | If you are particularly interested in Aspect, not only in English but in languages of the world, you should take a look at this classic.

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**The naked verb: the meaning of the English verb tenses** - Maule, David, 1991

[Book](#) | [Background](#) |

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**Modality and the English modals** - Palmer, F. R., 1990

[Book](#) | [Background](#) | If you are especially interested in the meanings of English modal verbs, this is the book for you. A classic.

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**Teaching the English articles as a binary system** - Peter Masters, 1990

[Article](#) | [Background](#)

**Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing** - Susan Jones, Debra Myhill, Trevor Bailey, 2013-9

[Article](#) | [Background](#) | Debra Myhill has researched the teaching of grammar for writing to children in UK schools. She takes a functional approach to grammar.