



Teaching Grammar through the Consciousness-raising Approach in the Context of English as a Foreign Language at University Level

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Abstract

Grammar is a body of rules which govern the structure of words (stem or stem plus prefixes and/or suffixes), and rules which govern the structure of clauses and sentences (specific order of words in a clause or a sentence) that are acceptable to native speakers. This knowledge is needed in order to gain insights into the structure of a language and be able to use it effectively. In the context of English as a Foreign Language at University level, the Consciousness-raising Approach is believed to be the most suitable approach in order to develop language awareness. This approach, based on explicit formulation, leads to implicit acquisition with practice. The learners become aware of the new language item then produce it. For this purpose, a textbook, based on the belief that learning a foreign language involves understanding its grammar and knowing how to apply its rules, has been developed for University English as a Foreign Language students. In this textbook, students are first presented with language elements in the form of definitions with illustrations of form, meaning, use and culture (Part One: What You Need to Know). Then, they are involved in the appropriate use of the form, meaning and use of the target structure through controlled and free activities (Part Two: What You Need to Do). Then, they go through authentic contexts derived from 268 references where these language elements occur naturally and involve the students in the development of their knowledge of form, meaning, use and culture (Part Three).

Keywords: grammar; consciousness-raising; English as a foreign language; university; textbook