## Assignment 1: coursebook analysis (30%)

**Task**

* Choose any two EFL course books at the same CEFR level and compare them in terms of how they present and practice grammar. Describe and critique their approach.
* Include in your comparison the key concepts that were explored in the module, where applicable. Use screen shots in your report to illustrate your points through examples.

**Marking criteria**

* 15% Evidence of understanding and application of key concepts of grammar pedagogy: inductive, deductive approaches; overt versus covert grammar presentations; test-teach-test structure.
* 15% Evidence of ability to critically evaluate grammar materials.

**Word limit:** Report of between 1,500 and 2,000 words.

**Submission:** upload your report to the UoM VLE (Assignment upload link will be provided on the course page)

**Percentage:** 30%

**Suggested structure**

**Introduction**: Briefly give a background to different approaches to grammar teaching.

**General description/background of the two coursebooks**: give a brief description of each book. Look at the publisher description: is there information in the introduction to the book and/or on the back cover or on their website? Does it have a particular approach? Is it a multi-level course? Talk about level, target audience. Look at the map of the book – how is it structured?

***How does the CEFR correspond to Aspire?***

The *Aspire* series has a communicative approach with an emphasis on learning language in real life contexts and on producing language in a broad range of speaking and writing situations. Consequently, its approach mirrors the functional descriptors of the CEFR as well as its broad emphasis on being able to communicate in a range of realistic situations.

*Aspire* Pre­intermediate covers the majority of competences for B1. *Aspire* Intermediate covers the competences for B1 and some of the competencies for B2. *Aspire* Upper Intermediate covers the competencies for B2.

In this booklet, each exercise of the *Aspire* series is mapped against core descriptors at the relevant global level. So, *Aspire* Pre­intermediate is mapped against descriptors at the B1 Threshold level, the first five units of *Aspire* Intermediate are mapped against descriptors at the B1 Threshold level, the last five units are mapped against descriptors at the B2 Vantage level, and *Aspire* Upper Intermediate is mapped throughout against descriptors at the B2 Vantage level.

***How does Aspire match the aims of the CEFR?***

*Aspire’s* grammar and vocabulary syllabus encourages the linguistic competences needed for students to be able to communicate successfully. In particular, the *Grammar* and *Vocabulary* tasks and features, as well as the unit Reviews, provide information and practice necessary for students to build their understanding and use.

The emphasis on the four skills of reading, writing, speaking and listening in *Aspire* reflects the same emphasis in the CEFR. The *Everyday English* section in each alternate unit of *Aspire* introduces and practises key functional areas of language which mirror those in the CEFR. It also encourages students to use English in realistic role play scenarios.

The Video Worksheet sections in *Aspire* develop students’ ability to follow real spoken interaction and production in English.  
The *Now I can . . .* feature in each unit Review sets clear objectives and checks that these objectives have been achieved.

The Workbook and teacher’s resources give students extra practice and learning resources. The Workbook aims to develop learner autonomy.

**Analysis of approaches to grammar in the books**: Describe how each book presents and practices grammar. Use screenshots or images from the books to illustrate your points. You can focus in on one unit in each book or several.

Do they have one approach or do they use a combination of approaches? Think about the concepts and approaches to grammar we have talked about in this module. Do they take an inductive or deductive approach? Is it form-focussed or meaning focussed or both? What kinds of exercises are used? Are they drills? Is there controlled practice? Freer practice?

**Overall impressions and conclusion**: What are your conclusions? Do the approaches they take seem effective to you? What are the strengths of the material? What are its weaknesses? Can you suggest improvements? Is the grammar presented and practiced effectively?