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Make it make sense: Towards a more conceptual approach to English grammar instruction

This presentation challenges the prevailing methods of grammar instruction, particularly those found in popular, graded approaches such as Murphy's "In Use" series. These approaches tend to prioritize the teaching of “rules of thumb” anchored in surface-level morpho-syntactic phenomena, potentially hindering learners' comprehension of the underlying conceptual principles that govern grammatical structures. The presentation provides teaching materials for the Count/Mass Distinction as an illustration for an alternative, conceptual approach.