

GREAL

A RESEARCH ITINERARY FOR TEACHING AND LEARNING GRAMMAR

The GREAL Group (Research Group on Teaching and Learning Languages), which was constituted over 25 years ago at the UAB under the leadership of Dr. Anna Camps, has focused on two types of interrelated tasks: on the one hand, research on teaching and learning languages (specially writing composition) and, on the other hand, transferring knowledge in collaboration with educational practitioners.



Founders of GREAL: Marta Milian, Oriol Guasch, Teresa Ribas and Anna Camps in the WRAB Conference (Writing Research Across Borders), Santa Barbara (California), 2008



Members of GREAL in Plaça del Coneixement (Campus UAB), 2006

This group operates according to the idea that knowledge in language teaching grows out of the interaction between classroom practice and research at the university. In this way, from the very beginning, Primary and Secondary Education teachers have been members of the GREAL group together with other university researchers. All of them have worked closely observing the processes that take place in the classroom, in the follow-up of international research trends on these issues, and in the elaboration of the results that the research was producing.



Members of GREAL in the Seminar of Research in Didactics, Vitoria (Basque Country), 2007



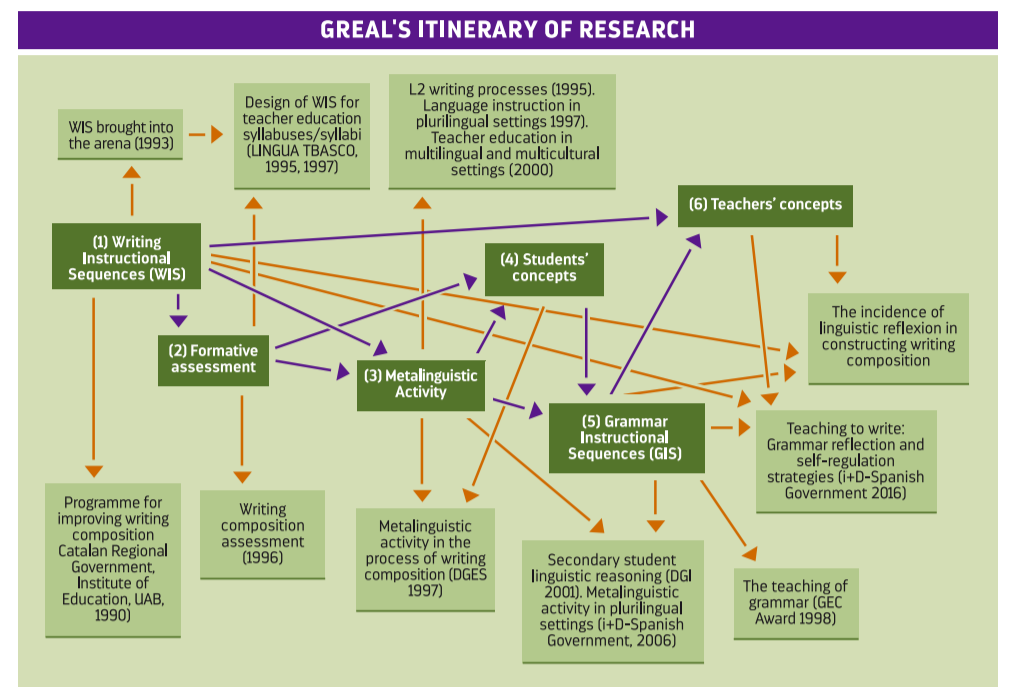
Ignacio Bosque and Anna Camps in the II Conference on Teaching Grammar, Valencia 2016



Uri Ruiz-Bikandi, Itziar Plazaola and Xavier Fontich in the Seminar of Research in Didactics, Vitoria (Basque Country), 2007



Members of GREAL in the Faculty of Education (UAB), 2008



The topics in which the group has set priority and still focus its attention on are those illustrated in posters (1) to (6) that come next, presented according to the chronology in which they were incorporated: (1) Writing Instructional Sequences, (2) Formative Assessment, (3) Metalinguistic Activity, (4) Students' Grammar Concepts, (5) Grammar Instructional Sequences, and (6) Teachers' Concepts.

The group's current project is a new challenge: we seek to generalize among teachers a way of teaching writing composition supported by strategies for self-regulation and metalinguistic reflection during the writing process. Such a project draws on a twofold approach to data: first, from a quantitative perspective, we explore whether the intervention has had any incidence in the product (i.e., the text); and, secondly, from a qualitative perspective, we explore the process that students and teachers follow when writing collaboratively, focusing on how participants think and speak about grammar aspects.

The objective of didactic knowledge is not simply descriptive, but rather it tries to interpret and understand the reality of teaching and learning the language. This understanding is not an end in itself, but rather it is oriented towards the transformation of practice. Language teaching is an intervention discipline: results attained must lead to improving the learning of the language and its use.

Camps, A. (2000). Introducció: Objecte, Modalitats i àmbits de la recerca en didàctica de la llengua. Dins A. Camps, I. Rios i M. Cambra (coord.), *Recerca i formació en didàctica de la llengua* (p.12). Barcelona: Graó.



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