

Pedagogical English Grammar (REQ / 3 cr.)

Instructor: Prof. Myskow

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10/18 (Sun. 10:00-17:00)	11/29 (Sun. 10:00-17:00)	1/31 (Sun. 10:00-17:00)
2/28 (Sun. 10:00-17:00)		

Note: Online work equivalent to 12 hours will be provided.

Course description

As a pedagogical grammar course, our focus is not only on the forms and functions of English grammar but the strategies and techniques for teaching and learning them. The course has three principle aims. **The first aim** is to gain familiarity with the patterns of English syntax (i.e., grammatical form(s)). To achieve this, it is essential that we possess a shared terminology to talk about grammar, including grammatical categories and phrase structure rules. **The second aim** of the course is to explore the meaning and use of grammatical constructions. Attention will also be devoted to the meanings of grammatical constructions beyond the clause at the textual or discourse level. **The third aim** of the course is to develop strategies and techniques for teaching and learning grammar. Pedagogical issues treated in the course include the distinction between inductive and deductive instructional techniques, options for integrating focus on form in task-based and task-supported language learning, as well as language analysis techniques that promote learner autonomy such as ‘noticing’, genre analysis and ‘grammaring’. Student-teachers will have a chance to apply these principles by developing lessons and creating micro-teaching videos.

Course Schedule*

Session	Topic	Assigned Readings
1	Principles of Pedagogical Grammar	Chap. 1: Introduction Chap. 2: Grammatical Terminology
2	Inductive and deductive instructional techniques	Chap. 5 Word Order and the Phrase Structure Rules... Chap. 6: More Phrase Structure Rules... Chap. 25: Adverbials
3	Noticing, and integrating focus on form in tasks	Chap. 7: The Tense-Aspect System Chap. 8: Modal Auxiliaries and Related... Chap. 22: Phrasal Verbs
4	Grammaring, technological resources, and evidence-based language learning	Chap. 15: Articles Chap. 26: Logical Connectors Chap. 28: Introduction to Relative Clauses

* *Note:* For this course, the instructor has opted for a ‘flipped classroom’ model in which there is a blend of online and face-to-face (synchronous) sessions. Much of the form-related meta-language of English grammar will be covered out of class in online lectures and assignments. The four (instead of five) face-to-face sessions will be devoted mainly to practical teaching issues as well as the meaning and use of English grammar.

Pre-course Reading

Chapters 1 & 2 from the course textbook (Larsen-Freeman & Celce-Murcia, 2016).

Required textbook

Larsen-Freeman, D., & Celce-Murcia, M. (2016). *The Grammar Book*. (3rd Edition). Boston: National Geographic Learning. ISBN 978-1-111-35186-1

Assignments and Assessment

- Collaboration (20%)
- Lesson plan and teaching video (35%)
- Assignments (30%)
- Final Exam (15%)

Note: 10% will be deducted for each day an assignment is late.

Grade Scale

A 100-85 B 84-70 C 69-60 D 59-0

Course Objectives

1. Assignments & Exam

Class participants will be able to:

- Explain the form, meaning and use of key grammatical constructions to a variety of educational stakeholders, including students and other teachers.
- Use phrase structure rules to diagram the underlying structural properties of English sentences.
- Recognize differences in the use of key grammatical features in different discourse types (e.g., academic vs. conversation) and explain the reasons for these differences.

2. Class Sessions

Class participants will be able to:

- Explain the rationale and the advantages and disadvantages of various approaches and techniques for teaching grammar (e.g., focus on form vs. focus on forms; inductive vs. deductive techniques; genre analysis; task-based vs. language supported tasks; noticing and grammaring).
- Collaborate with classmates to develop classroom activities and tasks that incorporate form-focused instructional techniques

3. Lesson Plan and Instructional Video

Class participants will be able to:

- Distinguish between lesson goals and instructional objectives.
- Create a clear contextualized lesson plan that includes the following parts: description of learning context, purpose, objectives, materials, procedure, assessments.
- Produce a grammar teaching video for their students that is contextualized and incorporates key principles of pedagogical grammar covered in the course.

Instructor Bio

Gordon Myskow (PhD) is Associate Professor and Assistant Director of the MA TESOL Program at Kanda University of International Studies. He has taught courses at the secondary school and university levels in Japan since 2000 and teacher education courses for over a decade. His current research interests are in functional linguistics and subject-matter instruction (e.g., CLIL). His work has appeared in *Journal of English for Academic Purposes*, *English for Specific Purposes*, *Journal of Second Language Writing*, *Linguistics and Education*, *ELT Journal*, *Writing & Pedagogy*, *Functions of Language* and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).