Specialized TESOL Methodology: Grammar

KUIS Fall 2022 (1 credit)

Course description

The course has the following aims:

1. To review the arguments for and against the teaching of grammar, drawing on relevant literature and research.
2. To explore and evaluate a variety of approaches to the teaching of grammar.
3. To devise a grammar-based lesson appropriate for the local context.

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Core texts: Assigned readings (see below)

Assignment:

Design a 45-minute lesson aimed at teaching and practising an item of pedagogical grammar for a group of learners in a context you are familiar with, incorporating either published or original materials, and provide a rationale for your choice of approach and materials.

Include:

- a description of the context for which the lesson has been designed, including the age, level, needs and expectations of the learners, and the curricular context of which the lesson is an element, e.g. how the lesson fits into the timetable
- an outline of the lesson, including its overall aim, and, in tabular form, its stages, and the aims and interactional structure of each stage
- a rationale for the choice of approach, with reference to the relevant literature, and including a mention of how the choice of approach supports and extends your professional development
- any materials, published or original, that supplement the lesson (in an appendix)
- a mention of how you would evaluate the effectiveness of the lesson

Grading: Pass or fail

Schedule:

	Topic	Readings
Day 1 (November 26th)	Grammar teaching: a history and overview	Celce-Mucia, M. (2015). 'An overview of teaching grammar in ELT'. In Christison, et al (eds) *Teaching and learning English grammar.* New York: Routledge
	Pros and cons of grammar teaching	Swan, M.(2006) 'Teaching grammar: does grammar teaching work?' In Swan, M. *Thinking about language teaching.* Oxford: OUP
Day 2 (December 3rd)	The acquisition of grammar	Loewen, S. (2015) 'The acquisition of grammar' in Loewen, S. *Instructed Second Language Acquisition*. London: Routledge.
	Grammar teaching options (explicit vs implicit; deductive vs inductive)	R. Ellis (2002) 'Methodological options in Grammar teaching materials. In Hinkel & Fotos (eds*), New perspectives on grammar teaching in second language classrooms.* Mahwah: Lawrence Erlbaum.
Day 3 (December 10th)	Focus on grammar through discourse	Nassaji , H.& S. Fotos (2011) 'Grammar through discourse.' In Nassaji & Fotos, *Teaching grammar in second language classrooms.* New York: Routledge.
	Corpus linguistics and grammar teaching	Jones, C. & Waller, D. (2015) 'Applications to English language teaching.' In Jones, C. & Waller, D. *Corpus linguistics for grammar: A guide for research.* London: Routledge.
Day 4 (December 17th)	Practising grammar	Ur P. (2016) 'Grammar practice'. In Hinkel, E. (ed.) *Teaching English grammar to speakers of other languages*. London: Routledge.
	Dealing with error	Thornbury, S.(1999) 'How to deal with grammar errors'. in Thornbury, S. *How to teach grammar.* London: Longman.
	Testing grammar	Hughes, S. (2003) 'Testing grammar and vocabulary'. In Hughes, A. *Testing for language teachers (2nd edition)* Cambridge: CUP.