

## Pedagogical English Grammar (REQ / 3 cr.)

Instructor: Dr. Gordon Myskow

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### Course Dates

|                          |                         |                          |
|--------------------------|-------------------------|--------------------------|
| 10/11 (Sun. 10:00-17:00) | 11/8 (Sun. 10:00-17:00) | 11/29 (Sun. 10:00-17:00) |
| 12/20 (Sun. 10:00-17:00) | 1/31 (Sun. 10:00-17:00) |                          |

*Note.* Additional online work equivalent to **6 hours** will be provided through embedded academic writing support. In sessions 2-5, presentations and online discussions are scheduled for the morning from 10:00-12:00. The face-to-face component of these sessions will begin after lunch (1:00-5:00). For Session 1, the face-to-face segment is from 10:00-5:00.

### Course Description

As a pedagogical grammar course, our focus is not only on the forms and functions of English grammar but the techniques and strategies for teaching and learning them. The course has three principal aims. **The first aim** is to gain familiarity with English grammar itself in terms of its structures and functions. For this, it is essential that we develop a shared vocabulary to talk about grammar, including grammatical categories and phrase structure rules. Attention will also be devoted to the meaning and use of grammatical constructions, including those beyond the clause at the textual or discourse level. **The second aim** is to develop techniques for teaching and learning grammar. Pedagogical issues treated in the course include the distinction between inductive and deductive teaching, focus on form in task-based and task-supported language learning, as well as language analysis techniques that promote learner autonomy, such as ‘noticing’, and genre analysis. **The third aim** of the course is to gain familiarity with analytical tools for exploring grammar-related teaching issues beyond the course. Various conceptual and technological tools will be introduced to aid teachers in language analysis and problem-solving in their own teaching contexts. Thus, the focus of the course is not just on learning and teaching grammar but addressing problems by *doing* grammar (i.e., “grammaring”) (Larsen-Freeman & Celce-Murcia, 2016).

### Key Course Outcomes

Upon successful completion of this course, participants will:

1. Demonstrate an understanding of the forms and functions of English grammar and the options for teaching and learning them. **(DP 1,2)**
2. Apply principles of pedagogical grammar in class discussions to analyze, evaluate, and adapt teaching practices **(DP 2,7,10)**
3. Complete collaborative tasks to enhance the learning of all class members and nurture a positive and supportive learning environment **(DP 4,7,10)**
4. Demonstrate facility with educational technology, such as corpus tools, and artificial intelligence **(DP 4,5,7)**
5. Create a *Highly Explicit Lesson Plan* that draws on principles from the course and includes a description of the learning context, purpose, objectives, materials, procedure, and assessment. **(DP 2,10)**
6. Create a *Language Analysis Paper* that applies principles of linguistic analysis to gain a deeper understanding of the language of their pedagogical texts including their complexity/difficulty, authenticity, register and genre conventions, and ideological biases. **(DP 1,2,4,7,10)**

*Note.* DP is an abbreviation of Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

## Course Schedule\*

| Session | Issues/Problems                                                  | Teaching Topics                                                       | Assigned Readings                                                                  |
|---------|------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1.      | <i>How do I contextualize isolated grammatical forms?</i>        | Situational and textual context; introduction to register and genre   | Chap. 1: Introduction<br>Chap. 2: Grammatical Terminology                          |
| 2.      | <i>How do I model grammar skills (i.e., grammaring)?</i>         | Noticing and inductive techniques; Input enhancement & Input tasks    | Chap. 5 Word Order...<br>Chap. 6: More Phrase Structure...<br>Chap. 25: Adverbials |
| 3.      | <i>Which grammatical features should I prioritize?</i>           | Register analysis; Practice exercises; Learner corpus tools;          | Chap. 7: The Tense-Aspect System<br>Chap. 8: Modal Auxiliaries....                 |
| 4.      | <i>How do I treat grammar beyond the sentence (big grammar)?</i> | Text Analysis; Learner corpus tools; Cohesion; and Error Analysis     | Chap. 26: Logical Connectors<br>Chap. 15: Articles                                 |
| 5.      | <i>How 'authentic' is the language in my spoken tasks?</i>       | Spoken grammar and strategies; Output tasks<br>Reactive Focus on Form | Chap. 22: Phrasal Verbs<br>Chap. 28: Introduction to Relative Clauses              |

## Pre-course Reading & Assignment

Please read chapters 1 & 2 from the course textbook (Larsen-Freeman & Celce-Murcia, 2016) and complete assignments 1 & 2. Assignments will be provided to you through Google Classroom in advance of the first session.

## Required Textbook

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

## Assessment

- Participation & Collaboration (15%)
- Pre-class Assignments (20%)
- Highly Explicit Lesson Plan (HELP) (30%)
- Language Analysis Paper (LAP) (35%)

*Note: Points will be deducted for each day an assignment is late.*

## Evaluation

Letter grade

## Grade Scale

A+ 100-95    A 94-85    B 84-70    C 69-60    F 59-0

## Instructor Bio

Gordon Myskow (PhD) is Associate Professor and Assistant Director of the MA TESOL Program at Kanda University of International Studies. For over twenty years, he has taught in a variety of contexts in Japan, including secondary school, and has been active in 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 a number of prominent international journals, including *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*, *Visual Communication*, *Linguistics and the Human Sciences*, and *Functional Linguistics*. He is an advisor to the United Nations Test of English (UNATE).