Pedagogical English Grammar
Spring 2020 Syllabus

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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 and rules 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 pedagogical strategies and techniques for grammar instruction. Among the issues treated in the course will be the distinction between inductive and deductive instructional approaches, the sequencing of language-focused instruction, and language analysis techniques that promote learner autonomy such as 'noticing' and 'grammaring'. Student-teachers will have a chance to apply these principles by developing and teaching their own lessons and activities. As this course covers a considerable amount of material and student-teachers may have very different levels of familiarity with the meta-language of English grammar when entering the course, the instructor has opted for a 'flipped classroom' model in which there is a blend of online and face-to-face sessions. Much of the form-related meta-languaguage of English grammar will be covered out of class in online lectures and assignments that amount to the equivalent of one 6-hour session. The four (instead of five) face-to-face classroom sessions will be devoted mainly to practical teaching issues as well as the meaning and use of English grammar.

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

Required online work equivalent to 4 hours will be provided. Additional online work (including video lectures, a video microteaching and assignments based on the readings) that is the equivalent of a six-hour session will also be provided.

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.

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 some of the key principles of pedagogical grammar covered in the course.

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

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*, *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).