Pedagogical English Grammar (REQ / 3 cr.)

Instructor: Dr. Myskow
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Course Dates

4/11 (Sun. 10:00-17:00)	5/23 (Sun. 10:00-17:00)	6/13 (Sun. 10:00-17:00)
7/25 (Sun. 10:00-17:00)	8/8 (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, lectures and related tasks are scheduled for the morning from 10:00-12:00. The face-to-face (Zoom) component of these sessions will begin after lunch from 1:00-5:00. For Session 1, the Zoom component 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 strategies and techniques for teaching and learning them. As such, the course has three main goals. The first is to gain familiarity with English grammar itself in terms of both its structures and functions. To achieve this, it is essential that we develop a shared vocabulary to talk about grammar, including grammatical categories, phrase structure rules, and other key terminology. The second aim of the course is to explore the meaning and use of grammar. 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 topics treated in the course include the distinction between inductive and deductive instructional techniques, integrating form(s)-focused instruction in task-based and task-supported language learning, sources of learner error, awareness raising, language analysis, and technological resources for language learning.

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	Language analysis (Cohesion), and technology	Chap. 15: Articles Chap. 26: Logical Connectors Chap. 28: Introduction to Relative Clauses
5.	Language analysis (ideational and interpersonal functions)	*No Assigned Readings*

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

Assessment

Participation & Collaboration (20%)

Pre-class Assignments (30%)

Lesson Plan (25%)

Language Analysis Paper (LAP) (25%)

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

Grade Scale

A+ 100-95; **A** 94-80; **B** 79-70; **C** 69-60; **D** 59-0

Course Objectives

1. Pre-class assignments

Class participants will be able to:

- Explain the form, meaning and use of key grammatical constructions to different 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; and noticing).
- 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.

4. Language Analysis Paper (LAP)

Class participants will have the opportunity to:

- Apply principles of linguistic analysis to gain a deeper understanding of the language of pedagogical texts (e.g., student work; textbooks and materials), such as their complexity/difficulty, authenticity, register and genre conventions, ideological biases etc.
- Create a paper that makes effective use of APA and academic register conventions to report, discuss and make recommendations based on the findings from linguistic analysis.

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).