

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

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

**Instructor:** Dr. Gordon Myskow

**Email:** myskow-g@kanda.kuis.ac.jp

### Course Dates

10/10 (Sun. 10:00-17:00)	11/28 (Sun. 10:00-17:00)	12/19 (Sun. 10:00-17:00)
1/30 (Sun. 10:00-17:00)	2/20 (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 on not only 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, or “grammaring” (Larsen-Freeman & Celce-Murcia (2016).

### Course Schedule\*

Session	Issues/Problems	Teaching Topics	Assigned Readings
1. (10/10)	<i>How do I contextualize isolated grammatical forms?</i>	Situational & Textual Context; Register, genre	Chap. 1: Introduction Chap. 2: Grammatical Terminology
2. (11/28)	<i>How linguistically complex are my teaching materials?</i>	Inductive & deductive teaching techniques; Noticing	Chap. 5 Word Order... Chap. 6: More Phrase Structure... Chap. 25: Adverbials
3. (12/19)	<i>Which grammatical features should I emphasize?</i>	Register analysis; Focused tasks and language integration	Chap. 7: The Tense-Aspect System Chap. 8: Modal Auxiliaries....
4. (1/30)	<i>How ‘academic’ is the language in my pedagogic texts?</i>	Error diagnosis; Learner corpus tools; Awareness raising	Chap. 26: Logical Connectors Chap. 28: Introduction to Relative Clauses
5. (2/20)	<i>How ‘authentic’ is the language in my spoken input tasks?</i>	Spoken grammar; Communication strategies; Cohesion	Chap. 15: Articles Chap. 22: Phrasal Verbs

## **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). Boston: National Geographic Learning. ISBN 978-1-111-35186-1

## **Assessment**

- Participation & Collaboration (20%)
- Pre-class Assignments (30%)
- Highly-Explicit Lesson Plan (HELP) (25%)
- Language Analysis Paper (LAP) (25%)

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

**Evaluation:** Letter grade

## **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).