

# ENGE2720 Pedagogical Grammar

## Course Outline

### 1. Course overview

The course aims to equip students with knowledge and skills required to enable learners of English as a second language to develop competence in the use of grammar for communicative purposes. The first part of the course will introduce students to key concepts involved in grammar pedagogy and teaching methodologies. The second part will cover grammatical forms and structures in English that may be particularly difficult for second language learners to acquire, with an emphasis on understanding the connection between form and meaning. Students will apply what they have learned through designing and conducting grammar lessons. By the end of the course, students should feel more confident about the use of grammar terminology in second language teaching and more knowledgeable about a task-based and meaning-oriented approach to grammar teaching in second language classrooms.

### 2. Learning outcomes

By the end of this course, students should be able to:

- Identify and explain the basic concepts in grammar pedagogy
- Show an ability to demonstrate the relation between form, meaning, and use in English grammar
- Design grammar teaching materials that demonstrate understanding of grammar usage across various text types
- Demonstrate an awareness of the issues involved in the teaching and learning of English grammar

### 3. Required readings

Required articles are available on the Course Blackboard for download. Students are required to complete the weekly assigned readings before attending class.

### 4. Assessment scheme

<u>Requirement</u>	<i>Specifics</i>	<u>Grade breakdown</u>	<i>Total grade</i>
<b>Attendance &amp; prep</b>	Come to class prepared to discuss the materials. Perfect attendance is expected.		
<b>Assessment 1 Class participation</b>	Show active learning by listening attentively to peers and acknowledging their contributions, being punctual with assignments, bringing notes on your readings, asking good questions	10%	<b>10%</b>
<b>Assessment 2 Mid-term Quiz</b>	Students are expected to demonstrate knowledge of major grammatical terms and concepts introduced in the first six weeks of lectures. (Week 7)	15%	<b>15%</b>

<b>Assessment 3 Grammar Teaching</b>	Students are to form into groups of 2-3 and deliver a 30-minute grammar lesson class (10%) for junior secondary school students. As a group, they are required to submit a comprehensive lesson plan (20%) aiding their presentation: essential elements include the contextualized explanation of the grammar topic, use of appropriate teaching materials, and well-designed written exercises and communicative tasks. (Week 13)	10%	<b>10%</b>
<b>Assessment 4 Critical Essay</b>	Students are to write a 2000-word in-depth analysis on one of the required readings	40%	40%
<b>TOTAL</b>			<b>100%</b>

### Course text:

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press

For all grammar topics, you should also consult the relevant sections in:

Celce-Murcia, M., & Larsen-Freeman, D. (2016). *The grammar book: ESL/EFL teacher's course* (3rd ed.). Boston, MA: Heinle & Heinle.

### Required readings:

**Andrews, S. (1994).** "The grammatical knowledge/awareness of native-speaker EFL teachers: what the trainers say." In Bygate, M., Tonkyn, A. & Williams, E. (Eds.). *Grammar and the language teacher*. New York: Prentice Hall.

**Celce-Murcia, M. (2002).** "Why it makes sense to teach grammar in context and through discourse." In Hinkel, E. & Fotos, S. (Eds.). *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

**Hinkel, E. & Fotos, S. (2002).** "From theory to practice: A teacher's view." In Hinkel, E. & Fotos, S. (Eds.). *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

**Larsen-Freeman, D. (2013).** "Teaching grammar." In M. Celce-Murcia (Ed.). *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Heinle & Heinle.

**Richards, J. C. (2002).** "Accuracy and fluency revisited. In Hinkel, E. & Fotos, S. (Eds.). *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

**Widdowson, H. G. (1988).** "Grammar, and nonsense and learning." In W. Rutherford & M. Sharwood Smith (Eds.) *Grammar and second language teaching: A book of readings*. New York: Newbury House.

## **Weekly Schedule**

### **Week 1 Introduction: Pedagogical grammar**

Widdowson, H. G. (1988). "Grammar, and nonsense and learning." In W. Rutherford & M. Sharwood Smith (Eds.). *Grammar and second language teaching: A book of readings*. New York: Newbury House.

Andrews, S. (1994). "The grammatical knowledge/awareness of native-speaker EFL teachers: what the trainers say." In Bygate, M., Tonkyn, A. & Williams, E. (Eds.). *Grammar and the language teacher*. New York: Prentice Hall.

### **Week 2 Teaching grammar**

Larsen-Freeman, D. (2001). "Teaching grammar." In M. Celce-Murcia (Ed.). *Teaching English as a second or foreign language* (3<sup>rd</sup> ed.). Boston, MA: Heinle & Heinle.

Celce-Murcia, M. (2002). "Why it makes sense to teach grammar in context and through discourse." In Hinkel, E. & Fotos, S. (Eds.). *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

### **Week 3 Grammar instruction in ESL classrooms**

Nassaji, H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge (Ch.6, pp. 88-102)

Keck, C. & Kim, Y. (2014). *Pedagogical grammar*. Amsterdam / Philadelphia: John Benjamins (Ch.9, pp. 171-195)

### **Week 4 Articles**

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press (Ch.2, pp. 23-51)

### **Week 5 Tense and Aspect**

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press (Ch.3, pp. 53-83)

### **Week 6 Modals and Conditionals**

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press (Ch.4-5, pp. 85-152)

### **Week 7 Mid-Term/ Indirect Objects**

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press (Ch.7, pp. 187-207)

### **Week 8 Reading Week**

### **Week 9 Prepositions and particles**

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press (Ch.6, pp. 156-185)

### **Week 10 Relative clauses**

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press (Ch.9, pp. 240-268)

### **Week 11 Infinitives and gerunds**

Yule, George. (1998). *Explaining English Grammar*. Oxford: Oxford University Press (Ch.8, pp.211-236)

### **Week 12 Application of pedagogical grammar methods: Concept-based instruction**

Negueruela, E., & Lantolf, J. P. (2006). Concept-based instruction and the acquisition of L2 Spanish. In *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis* (pp. 79-102). Georgetown University Press

Williams, L., Abraham, L.B., & Negueruela-Azarola, E. (2013). Using concept-based instruction in the L2 classroom: Perspectives from current and future language teachers. *Language Teaching Research*, 17(3), 363-381.

### **Week 13 Application of pedagogical grammar methods II: Computer-assisted grammar teaching/learning**

Heift, T. and Vyatkina, N. (2017). "Technologies for Teaching and Learning L2 Grammar." In C. A. Chapelle and S. Sauro (Eds.). *The Handbook of Technology and Second Language Teaching and Learning*. John Wiley & Sons, Inc.

### **Week 14 Oral Presentations: Grammar Teaching**

## **Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your university degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behavior include, but not limited to:

- Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include, but not limited to:
  - Copying or allowing another to copy a test, quiz, paper, or project;
  - Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor;
  - Turning in written assignments that are not your own work (including homework);
- Plagiarism – the act of representing the work of another as one's own without giving credit:
  - Failing to give credit for ideas and material taken from others;
  - Representing another's artistic or scholarly work as one's own;
- Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

## **Additional Recommended Readings**

### **Descriptive Grammar Books**

Biber, D., Johansson, S., Leech, G. N. & Conrad, S. (1999) *Longman Grammar of Spoken and Written English*. Longman.

Biber, D., Conrad, S. & Leech, G. N. (2002) *Longman Grammar of Spoken and Written English*. Longman.

Celce-Murcia, M., & Larsen-Freeman, D. (2016). *The grammar book: ESL/EFL teacher's course* (3<sup>rd</sup> ed.). Boston, MA: Heinle & Heinle.

Huddleston, R. & Pullum, G. K. (2005). *A students' introduction to English grammar*. Cambridge University Press.

Huddleston, R. & Pullum, G. K. (2008). *The Cambridge grammar of the English language*. New York: Cambridge University Press.

Leech, G. & Svartvik, J. (1994). *A communicative grammar of English*. London, New York: Longman.

Lindstromberg, S. (2010). *English preposition explained*. Amsterdam / Philadelphia: John Benjamins.

Thornbury, S. (2004). *Natural Grammar*. Oxford University Press

### **Pedagogical Grammar Books**

Benati, A.G. & Lee, J.F. (2008). *Grammar acquisition and processing instruction: Secondary and cumulative effects*. Bristol / Buffalo / Toronto: Multilingual Matters.

Chapelle, C., & Sauro, S. (Eds), (2017). *The handbook of technology and second language teaching and learning*. Willey Blackwell.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Hinkle, E. & Fotos, S. (Eds.) (2002). *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lantolf, J., & Poehner, M. E. (2014). *Sociocultural theory and the pedagogical imperatives in L2 education*. Routledge.

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Lee, J. F., & Benati, A. G. (2007). *Second language processing: An analysis of theory, problems, and possible solutions*. Continuum.

Lindstromberg, S. & Boers, F. (2008). *Teaching chunks of language: From noticing to remembering*. Helbling languages.

Long, M. (2015). *Second language acquisition and task-based language teaching*. Willey Blackwell.

Odlin, T. (1994). *Perspectives on pedagogical grammar*. New York: Cambridge University Press.

Parrot, M. (2000) *Grammar for English Language Teachers*. Cambridge University Press.

Purpura, J. E. (2004). *Assessing grammar*. Cambridge University Press.

VanPatten, B. (1996). *Input processing and grammar instruction*. Norwood, NJ: Ablex Publishing Corporation.

Scrivener, J. (2010) *Teaching English Grammar: What to teach and how to teach it*. Macmillan.

Thornbury, S. (2005) *Uncovering Grammar*. Macmillan.

### 5. Contact details for teacher(s)

<b>Professor/Lecturer/Instructor:</b>	
Name:	Dr. Ivy Wong
Office Location:	TBC
Telephone:	TBC
Email:	iwong0515@gmail.com
Teaching Venue:	TBC
Website:	TBC
Other information:	TBC

<b>Teaching Assistant/Tutor:</b>	
Name:	TBC
Office Location:	TBC
Telephone:	TBC
Email:	TBC
Teaching Venue:	TBC
Website:	TBC
Other information:	TBC

#### **Academic honesty and plagiarism**

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

#### **General Grade Descriptors**

**Grade A / Excellent : Outstanding performance on ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

**Grade A- / Very Good : Generally outstanding performance on ALMOST ALL learning outcomes.**

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

**Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

**Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

**Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.**

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

**Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

**Grade C / Fair : SATISFACTORY performance on the majority of learning outcomes.**

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

**Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.**

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

**Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on a A FEW learning outcomes.**

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

**Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.**

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

**Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.**

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.

#Assessment rubric for each assessment task will be provided during the first lecture.