

Specialized TESOL Methodology: Grammar

KUIS Fall 2024 (1 credit)

Course description

The course has the following aims:

1. To review the arguments for and against the teaching of grammar, drawing on relevant literature and research.
2. To explore and evaluate a variety of approaches to the teaching of grammar.
3. To devise a grammar-based lesson appropriate for the local context.

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Core texts: Assigned readings (see below)

Assignment:

Personal reflection

In this written assignment you are invited to assess the likely impact of the course, including the course readings and discussions, on your current thinking about teaching, and on your classroom practice.

You should include

- A brief description of your current (or most recent) teaching situation;
- A statement of your beliefs about grammar teaching prior to the course, and how these beliefs informed your classroom practice;
- An assessment of the likely impact of the course readings and discussions on your beliefs and (present or future) classroom practice, mentioning specific research findings and/or theoretical positions and/or teaching practices that impressed you, either positively or negatively;
- Conclude by briefly outlining an 'action plan' for your future practice, e.g. identifying possible avenues of experimentation and post-course reflection/exploration, specific to the teaching of grammar.

Provide a bibliography that meets APA standards.

Length: 1500 – 2000 words

Format: Word document

Grading: Pass or fail

Schedule:

11/30 (Sat. 17:00-20:00)	12/7 (Sat. 17:00-20:00)	12/14 (Sat. 17:00-20:00)
12/21 (Sat. 17:00-20:00)		

	Topic	Readings
Day 1 (November 30 th)	Grammar teaching: a history and overview	Celce-Mucia, M. (2015). 'An overview of teaching grammar in ELT'. In Christison, et al (eds) <i>Teaching and learning English grammar</i> . New York: Routledge
	Pros and cons of grammar teaching	Swan, M.(2006) 'Teaching grammar: does grammar teaching work?' In Swan, M. <i>Thinking about language teaching</i> . Oxford: OUP
Day 2 (December 7 th)	The acquisition of grammar	Loewen, S. (2020) 'The acquisition of grammar' in Loewen, S. <i>Instructed Second Language Acquisition (2nd edn)</i> . London: Routledge.
	Grammar teaching options (explicit vs implicit; deductive vs inductive)	R. Ellis (2002) 'Methodological options in Grammar teaching materials. In Hinkel & Fotos (eds), <i>New perspectives on grammar teaching in second language classrooms</i> . Mahwah: Lawrence Erlbaum.
Day 3 (December 14 th)	Focus on grammar through discourse	Nassaji , H.& S. Fotos (2011) 'Grammar through discourse.' In Nassaji & Fotos, <i>Teaching grammar in second language classrooms</i> . New York: Routledge.
	Corpus linguistics and grammar teaching	Jones, C. & Waller, D. (2015) 'Applications to English language teaching.' In Jones, C. & Waller, D. <i>Corpus linguistics for grammar: A guide for research</i> . London: Routledge.
Day 4 (December 21 st)	Practising grammar	Ur P. (2016) 'Grammar practice'. In Hinkel, E. (ed.) <i>Teaching English grammar to speakers of other languages</i> . London: Routledge.
	Dealing with error	Thornbury, S.(1999) 'How to deal with grammar errors'. in Thornbury, S. <i>How to teach grammar</i> . London: Longman.
	Testing grammar	Hughes, S. (2003) 'Testing grammar and vocabulary'. In Hughes, A. <i>Testing for language teachers (2nd edition)</i> Cambridge: CUP.