UNIVERSITY OF MARYLAND COLLEGE PARK
EDCI 437 English Grammar Pedagogy for Teachers of English Language Learners
Tu/Th 12:30-1:45

Instructor: Denis Sullivan, Professor TLPL (EDCI)
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Catalog Course Description:

EDCI 437 English Grammar Pedagogy for Teachers of English Language Learners (3)
Credit will be granted for only one of the following: EDCI437 or EDCI488P. Formerly EDCI488P. Methods of teaching English grammar to English language learners. The role of teaching grammar. Effective methods and techniques for incorporating grammar in other communication activities.

Course Description Extension:

Thus, the course is not an English grammar course per se, but an analysis (for those who already have a knowledge of English grammar) of the problems encountered by those learning English primarily as a second language and possible pedagogical approaches teachers may use in responding to those problems. The focus of the course is on approaches to teaching those aspects of grammar most problematic for English language learners. We will examine commonly employed methods of teaching grammar in relation to methods suggested by research as most effective. This material will be set in the context of the controversy over whether formal grammar instruction is useful in enhancing second language acquisition.

Course Objectives:

The course is grounded in theory and research on the pedagogy of ESL grammar not for its own sake but for how to use such research to inform practice. Successful students will develop useful teaching skills through acquiring:

1. a knowledge of the problematic issues in teaching and learning implicit use of ESL grammar; (TESOL Std.1b1, 1b2, 1b3; INTASC Std. 8; COE Knowledge of pedagogy)
2. a knowledge of the potential influences of ‘order of acquisition,’ the ‘internal syllabus,’ and L1 grammar on acquisition of ESL grammar; (TESOL Std. 1a1, 1a2, 1b1, 1b2, 1b3; INTASC Std. 2; COE Knowledge of Learners)
3. a knowledge of the use of “focus on form” approaches to grammar instruction in communicative settings with motivating content; TESOL Std. 1b1, 1b2, 1b3; INTASC Std. 5; COE Knowledge of Pedagogy)
4. a knowledge of research-based techniques for teaching pronunciation and pragmatics; (TESOL Std. 1a2; INTASC Std. 8; COE Knowledge of Pedagogy)
5. understanding of grammatical errors as learning opportunities, of selection of errors most susceptible to correction, and of the most effective methods for providing correction. (TESOL Std. 1a; INTASC Std. 8; COE Knowledge of Pedagogy)
6. enhanced knowledge of grammatical structures most problematic for ESL learners (TESOL Std. 1a; INTASC Std. 4; COE Knowledge of Subject Matter)

Course Requirements

1. Participation. This is not a lecture class, but rather one based on the regular and informed participation of all class members. It is essential that you attend class, read and study in advance the materials (on ELMS) assigned for each meeting, bring copies, and/or your own detailed notes, and/or computer access to the readings, and engage actively in group and whole class discussion. More than three absences after the schedule adjustment date (February 7) will result in loss of a letter grade.

Each class member will be required to lead two small group discussions on the assigned readings and coordinate the report of group results. The groups will remain intact at least through each round. The instructor will provide lists of discussion questions. The group leader will take the primary role in reporting the group’s findings to the whole class. Within 48 hours after the class the group leader will email the professor a minimum 300 word summary of the group discussion results as an email attachment. (10%, rubric: factual accuracy and clarity of the oral report, factual accuracy, level of detail and use of standard English in the written discussion summary). The professor will assign the dates for leadership responsibility; no make-ups are possible and late submissions of the summary lose a letter grade. No summaries will be accepted more one week after the discussion date.

2. Examination. This will be an in class examination covering knowledge of basic theories, pedagogical applications of the theories, and grammar in short identification and short essay (40-50 words) format. A study guide will be provided. (Undergraduates 40%; Graduate Students 30%) Make-ups are given only for serious and documented reasons. 

April 22.

3. Pedagogical activity. You will develop and present to the class in 10-12 minutes a pedagogical activity on a specific grammatical structure, drawing on theories studied in class. You will briefly describe the learning context and target audience, formally describe the grammatical structure, and then teach the target structure to the class in a communicative format (that is one requiring negotiated interaction among students in groups). This should be primarily your own creation, not something downloaded from the web. (Undergraduates 20%, graduate students 15%; rubric: accurate presentation of the grammatical target structure, accurate application of theories covered in the course to the activity, adherence to time requirement). The professor will assign the specific dates for the presentations; no make-ups are possible.
4. **Final Paper.** You will submit by email attachment (4-5 pages, 12 point type) as the final examination a detailed description of your pedagogical activity with a theoretical rationale for it drawn from course readings (undergraduates 30%, graduate students 20%). Due May 20 by 3:30pm. Late submissions will lose one letter grade. No final examination will be accepted after 3:30 on May 22.

**Graduate Students** only will also write a 4000 word minimum literature review on a specific topic in second language grammar pedagogy, using at least 8 refereed journal articles (25% of the final grade). Due by email submission May 20 at 3:30pm. Late submissions will lose one letter grade. No literature reviews will be accepted after 3:30 on May 22.

For a sample Literature Review see the article by S. Borg, *Teacher Cognition* on the elms site.


**Texts:**
All readings will be from the class elms site and more generally on the Internet.

**Course policies:**

Please check your email daily for any updates on readings.

No electronic devices may be used during class with the exception of computers used only for accessing course readings or note taking.

**University Policies**

- **Academic Accommodations:** If you have a documented disability, you should contact Disability Support Services 0126 Shoemaker Hall. Each semester students with documented disabilities should apply to DSS for accommodation request forms which you can provide to your professors as proof of your eligibility for accommodations. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at [http://www.counseling.umd.edu/DSS/receiving_serv.html](http://www.counseling.umd.edu/DSS/receiving_serv.html).

- **Religious Observances:** The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Faculty should further remind students that prior notification is especially important in connection with final exams, since failure to reschedule
a final exam before the conclusion of the final examination period may result in loss of credits during the semester. The problem is especially likely to arise when final exams are scheduled on Saturdays.

• Academic integrity: The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonor council.umd.edu/whatis.html

The University of Maryland is one of a small number of universities with a student-administered Honors Code and an Honors Pledge, available on the web at http://www.jpo.umd.edu/aca/honorpledge.html. The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate encourages instructors to ask students to write the following signed statement on each examination or assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

• CourseEvalUM

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Tentative* Schedule of Readings from ELMS and generally online (*Assignments may be shifted or augmented depending on class size and classroom dynamics)

Week 1: Syllabus, Ellis Basic Statement, Ellis Grammar (TQ2006), /KrashenComprehensionHypothesis (pages 1-10), Larsen-Freeman_2007, Grammar Metalanguage
Week 2: EllisGrammarTeaching, GrammarPartsOfSpeech/ FotosResearchGrammarTeaching, Tesol “Article”
http://a4esl.org/q/h/9901/cw-articles.html
**Week 3** BorgTeacherTheories, BorgTeacherCognition/, KrashenApplyingComprehension2004, KrashenOnGrammar, GrammarSyntax
Grammar Topics: Subject Verb Agreement
http://owl.english.purdue.edu/owl/resource/599/01/

**Week 4** Ellis Instructed LL, AcquisitionOrder/, EllisStructSyllabus, Grammar Morphology
Grammar Topic: Prepositions; Morphology
http://owl.english.purdue.edu/owl/resource/594/01/

**Week 5** Task-Based Teaching  (Nunn 69-93 ONLY), Eckerth CRTasks, EllisTasks,
Long Focus on Form External
Grammar Topic: Modals
http://writingcenter.unc.edu/handouts/modals/
http://esl.fis.edu/grammar/rules/modal.htm

**Week 6** FotosConsciousnessRaisingTasks, Ellis CRT, SpadaFoFIntegrated (pages 1, 5-21)
Grammar Topic: Verb tenses
http://owl.english.purdue.edu/owl/resource/601/01/
http://owl.english.purdue.edu/owl/resource/601/02/

**Week 7** Pragmatics Instruction #1, Pragmatics Instruction #2, GrammarPhonology,
Pronunciation #1 & 2, Pronunciation Needs&Strategies, Pronunciation _Integration (pages 13-20)

SPRING BREAK March 17-24

**Week 8** TruscottErrorCorrection, FerrisResponseToTruscott, TruscottResponseToFerris, TruscottGrammarCorrection(1999), FerrisGrammarCorrection2
Grammar Topic: Adjectives and Adverbs
http://owl.english.purdue.edu/owl/resource/536/01/
http://owl.english.purdue.edu/owl/resource/537/01/
http://owl.english.purdue.edu/owl/resource/537/02/

**Week 9** TruscottSelectingErrors, Sheen Corrective Feedback, EllisWrittenFeedback, EllisErrorTypology
Grammar Topic: Word Order
Grammar Word Order Handout on elms
http://esl.fis.edu/grammar/easy/order.htm
http://esl.fis.edu/grammar/rules/order.htm
Week 10 Error Correction Student Beliefs, Technology SLA 2009, Learner Control in CALL
Grammar Topic: Subordinate clauses
http://www.ucl.ac.uk/internet-grammar/clauses/rel.htm
http://owl.english.purdue.edu/owl/resource/598/01/

Week 11 Milton Check My Words, CALL Web-Based Grammar 2010, CALL Pronunciation 2009, CALL(I-CALL) 2010
Grammar Topic: Passive Voice
passive voice
http://personal.crocodoc.com/OyPwV1Z
http://writingcenter.unc.edu/handouts/passive-voice/
http://esl.fis.edu/grammar/rules/passive.htm

Examination April 22

Presentations April 24, 29, May 1, 6, 8, 13
(depending on class size)