EDCI 635 English Grammar Pedagogy for Teachers of English Language Learners
Tuesday 5-7:45

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Catalog Course Description:
EDCI 635 English Grammar for Teachers of English to Speakers of Other Languages (3 credits) Prerequisite: permission of department. English grammar and methods of teaching grammar for graduate, prospective and current teachers of English to speakers of other languages. Analysis of the major grammatical structures of American English. Discussion of the role of teaching grammar, and effective classroom methods and techniques for the English as a second/foreign language classroom.

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 active, frequent 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 class discussions.

   Each class member will be required to lead two discussions on an assigned reading. Within 72 hours after the class the discussion leader will email the professor a 1-page summary of the discussion for his/her article as an email attachment. (10% each, total 20% of final grade). The professor will assign the dates for leadership responsibility; make-ups are possible only for serious documented reasons and late submissions of the summary lose 20%.

2. **Examination.** This will be an in class examination covering, grammatical structures, basic theories and pedagogical applications of the theories in short answer and essay format. A study guide will be provided. (35%) Make-ups are given only for serious and documented reasons. **November 25**

3. **Pedagogical activity.** You will develop and present to the class in 15-20 minutes a pedagogical activity on a specific grammatical structure of your choice, drawing on theories studied in class. You will briefly describe the learning context, target audience, grammatical structure and comment on the underlying theoretical rationale, and then teach the activity to the class (20%, rubric: accurate provision of the required content, accurate application of theories covered in the course, adherence to time limit). The professor will assign the specific dates for the presentations (**Dec. 2 and 9**).

4. **Final Paper.** You will submit by email attachment as the final examination a detailed description of your pedagogical activity with a theoretical rationale drawn from course readings, as well as the activity itself (25%). **December 19 by 6pm.** Late submissions will lose one letter grade.


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

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

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/

- 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.studenthonorcouncil.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.ipo.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.

- **Policy on Absence for Illness**

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

If a student is absent more than 2 time(s), the instructor may require documentation signed by a health care professional.

If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

*If the University is closed due to weather or an emergency (closures are announced on the University home page) for more than one class period, I will contact you by email to let you know how the course will proceed until the University reopens.*

**Tentative** Schedule of Readings from ELMS (*Assignments may be shifted or augmented depending on the classroom dynamics and/or unexpected university closing)*

**Week 1:** KrashenApplyingComprehensionHypothesis (pages 1-6), Ellis’BasicStatement, EllisGrammarCurrent, Grammar Metalanguage

Grammar Topic: Subject Verb Agreement
http://owl.english.purdue.edu/owl/resource/599/01/

**Week 2** Larsen-FreemanGrammar, EllisGrammarTeaching, Tesol “Article”.pdf, Grammar Parts of Speech
Grammar topic: Articles
http://writingcenter.unc.edu/handouts/articles/
http://www.slu.edu/Documents/student_development/student_success_center/Article_Use_and_Flowchart.pdf

**Week 3** Research Grammar Teaching Fotos, Borg Teacher Theories, Borg Teacher Cognition, Grammar Syntax

Grammar Topic: Prepositions
https://owl.english.purdue.edu/owl/resource/594/01/

**Week 4** Ellis Instructed LL, Acquisition Order (‘Japanese L1’), Ellis Struct Syllabus, Grammar Morphology

Grammar Topic: Modals
http://esl.fis.edu/grammar/rules/modal.htm

**Week 5** Task-Based Teaching (Nunn, p. 69-93 only), Eckerth CRTasks, Long Focus on Form External

Grammar Topic: Verb tenses
http://owl.english.purdue.edu/owl/resource/601/01/
http://owl.english.purdue.edu/owl/resource/601/02/

**Week 6** Ellis Tasks, Fotos Consciousness Raising Tasks, Spada Fo F Integrated (pages 1, 5-21)

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 7** Pragmatics Instruction #1, Pragmatics Instruction #2, Grammar Phonology, Pronunciation #1 & 2, Pronunciation Needs & Strategies

Grammar Topic: Word Order
http://esl.fis.edu/grammar/easy/order.htm
http://esl.fis.edu/grammar/rules/order.htm

**Week 8** Truscott Error Correction, Ferris Response To Truscott, Truscott Response To Ferris

Grammar Topic: Subordinate clauses
http://www.ucl.ac.uk/internet-grammar/clauses/rel.htm
http://owl.english.purdue.edu/owl/resource/598/01/
http://www2.gsu.edu/~eslhpb/grammar/lecture_10/complex.html

**Week 9** TruscottGrammarCorrection(1999), FerrisGrammarCorrection2, TruscottSelectingErrors

Grammar Topic: Relative clauses
http://esl.fis.edu/grammar/rules/relative.htm
http://www2.gsu.edu/~eslhpb/grammar/lecture_11/relative.html

**Week 10** Sheen Corrective Feedback, EllisWrittenFeedback, Ellis Error Typology. Error Correction Student Beliefs

**Grammar Topic: Pronouns**
http://learnenglish.britishcouncil.org/english-grammar/pronouns

**Week 11** RecastsAsFeedback, Going After the Phrasal Verb 1 & 2, Sheen Phrasal Verb

**Grammar Topic: Phrasal Verbs**
http://owl.english.purdue.edu/owl/owlprint/630/

**Week 12** Learner Control in CALL, CALL Web-Based Grammar 2010, Pronunciation 2009, CALL(I-CALL) 2010

**Grammar Topic: Passive Voice**
passive voice
http://writingcenter.unc.edu/handouts/passive-voice/
http://esl.fis.edu/grammar/rules/passive.htm

**Week 13 Review and Examination (November 26)**
**Week 14** Presentations
**Week 15** Presentations