EDUC 6777 English Language Education:
Grammar for Teachers of English and E.S.L. (INDEPENDENT STUDY)

Professor:

E-Mail:


OTHER READINGS:  Articles and handouts distributed by the instructor

Recommended related website:

New Jersey Department of Education
www.njdoe.gov

Course Description:

This course examines and analyzes grammar according to the traditional model and aligns the terminology, categories, and concepts of this model with those of the new grammars. Except for the use of traditional grammar as a foundation, no single taxonomy is emphasized. Prospective and practicing teachers will be encouraged, in selecting models for use in classroom circumstances, to judge and access that which is the most efficient for presenting particular items. The course is intended to extend the variety of tools at hand for teaching grammar (Mirabal, O., Fall 2006).

Course Requirements:

A. Successful completion of analytical exercises and activities in class and as homework.

B. READING RESPONSES: Three reading responses based on selected chapters of the books used in class. (20% of final grade)
C. LESSON PRESENTATIONS: Each student will give a mini lesson on a topic of interest related to the teaching of grammar. The lesson presentation should be based on the TYPICAL DIFFICULTIES SECTION which appears in each chapter of Grammar for English Language Teachers. A typewritten lesson plan should be turned in on the day of the presentation. Students should discuss with the instructor the topic selected for their mini lesson before October 26, 2009. All presentations will take place during finals week. (20% of final grade)

D. FINAL PORTFOLIO: This portfolio will consist of three parts. Part I (3-5 pages) will be a reflective, self-evaluative essay in which you discuss the impact this course has had on your teaching of grammar to ESL students. If you are not a practicing teacher as yet, you may discuss what you have learned in this course that you think will be helpful to you once you begin teaching. Part II will include your reaction and critical analysis to the content and discussions of our class sessions. It should have ten entries, and each entry should be at least one page. Part III will be a discussion of a grammatical difficulty or problem ESL students encounter while they are learning the English language. You may present and discuss ideas, techniques, activities, exercises, etc. learned in this course which you have successfully applied in your classroom (or wish to apply in your classroom if you are not already a practicing teacher), and suggest possible ways to help your students overcome some common problems ESL students face when learning grammar (2-3 pages). The lesson plan for your mini lesson presentation should be the last entry for this part of your portfolio. (40% of final grade)

E. ACTIVE AND RELATIVE PARTICIPATION in class discussions and class and home assignments. (20% of final grade)

ATTENDANCE IS MANDATORY DURING IN-CLASS SESSIONS
Professor Nancy A. Merrigan  
Fall 2009

Course Outline:

**September 14, 2009: ** MEET IN IRC 316

- Introduction to Course
- “From Theory to Practice: A Teacher’s View” (Hinkel, Ch. 1)
- Words (Parrot)
- Nouns, adjectives, articles, and adverbs (Parrot)

**September 21, 2009:**

- Quantifiers, comparatives, superlatives, and prepositions (Parrot)
- “The Place of Grammar Instruction in the Second/Foreign Language Curriculum” (Hinkel, Ch. 2)

**September 28, 2009:**

- Verbs (introduction) (Parrot)
- Multiword verbs and multiword verbal expressions (Parrot)
- Modal verbs (Parrot)
- “Accuracy and Fluency Revisited” (Hinkel, Ch. 3)

**October 05, 2009: ** MEETING IN IRC 316

- Review/Questions Relating to Course Work Thus Far
- Verbs (Continued – Parrot)
- Infinitive and the –ing form of verbs (Parrot)
- Simple and Perfect Tenses (Parrot)
- *** READING RESPONSE #1 DUE

**October 12, 2009:**

- The use of “used to” and “would” (Parrot)
- Reported and Direct Speech (Parrot)
- “Grammar and Communication: New Directions in Theory and Practice” (Hinkel, Ch. 5)
October 19, 2009:
- Sentence Constituents and Word Order (Parrot)
- Basic Principles and Patterns (Parrot)
- Major Variants (Parrot)

October 26, 2009: MEETING IN IRC 316
- Review/Questions Relating to Course Work Thus Far
- Passive Constructions (Parrot)
- “Why It Makes Sense to Teach Grammar in Context and Discourse” (Hinkel, Ch 7)
- READING RESPONSE #2 DUE

November 02, 2009:
- Complex Sentences (Parrot)
- Finite Adverbial Clauses (Parrot)
- Relative Clauses (Parrot)

November 09, 2009:
- Complex Sentences (continued)
- Non-finite Clauses (Parrot)
- Defining and Non-Defining Phrases and Clauses
- Integrating Elements

November 16, 2009: MEETING IN IRC 316
- Review/Questions Relating to Course Work Thus Far
- “Why English is Difficult to Teach (and Learn)” (Hinkel, Ch. 12)
- READING RESPONSE #3 DUE
- Pronunciation, Spelling, and Punctuation (Parrot)
- Lesson Plan Format

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November 23, 2009:

- "Structure-Based Interactive Tasks for the EFL Grammar Learner,”
  (Hinkel, Ch. 8)

November 30: **MEETING IN IRC 316

- “Methodological Options in Grammar Teaching Materials” (Hinkel, Ch. 9)
- “Grammar Teaching in Writing Classes: Tenses and Cohesion” (Hinkel, Ch. 10)
- “Ten Criteria for a Spoken Grammar” (Hinkel, Ch. 4)

December 14, 2009: ** MEETING IN IRC 316

- Mini Lesson Presentations
- Final Portfolios Due