

TSL561e Pedagogical Grammar

Level: 5

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY 2 YEARS

E-Learning: BLENDED - Learning is done MAINLY online using interactive study materials in Canvas. Students receive guidance and support from online instructors via discussion forums and emails. This is supplemented with SOME face-to-face sessions. If the course has an exam component, this will be administered on-campus.

Synopsis:

TSL 561 Pedagogical Grammar provides students with an overview of past approaches to teaching grammar in second language classrooms, and the relative strengths and weaknesses of different approaches. More recent conceptualisations of the focus-on-form approach argue that grammar teaching must be part of a broader conception of second language learning that includes both form-focused instruction and opportunities for interaction/practice and output. Several focus-on-form methods are then examined critically for their applicability to the TESOL classroom.

Topics:

- Overview of past approaches: Grammar-based; Grammar Translation; Presentation-Practice-Production
- Communicative-based and Task-based approaches
- Explicit and implicit focus on form
- Deductive and inductive noticing; consciousness-raising of form
- Planned and unplanned focus on form
- Teaching grammar: The role of instruction, interaction, practice and output
- Method 1: Focus on Grammar through Processing Instruction
- Method 2: Focus on Grammar through Textual Enhancement
- Method 3: Focus on Grammar through Discourse
- Method 4: Focus on Grammar through Interactional Feedback
- Method 5: Focus on Grammar through Structured Grammar-Focused Tasks
- Method 6: Focus on Grammar through Collaborative Output Tasks

Textbooks:

Yule, George.: Explaining English Grammar. (2000). Oxford: OUP
ISBN-13: 0194371727

Nassaji, Hossein and Sandra Fotos.: Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context. (eText) (2011). Routledge
ISBN-13: 9781136966040

Learning Outcome:

- Discuss past approaches to teaching grammar
- Critique the Communicative-based and Task-based approaches
- Distinguish between the notions in each of the following dichotomies: explicit versus implicit focus on form; deductive versus inductive noticing; planned versus unplanned focus on form
- Appraise the focus-on-form methods
- Evaluate grammar teaching materials in terms of their underlying approach, efficacy and contextual appropriateness
- Design grammar teaching materials that are theoretically sound, effective and contextually appropriate

Assessment Strategies (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	30
	GROUP BASED ASSIGNMENT 1	20
Overall Examinable Components	ECA	50
Total		100