

# **TSL561 Pedagogical Grammar**

**Level:** 5

**Credit Units:** 5 Credit Units

**Language:** ENGLISH

**Presentation Pattern:** EVERY 2 YEARS

## **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:**

Pedagogical Grammar 1st Casey Keck, YouJin Kim John Benjamins Publishing  
ISBN-13: 9789027212184

Teaching Language: From Grammar to Gramaring 1st Diane Larsen-Freeman Cengage  
ISBN-13: 9780838466759

**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 - Regular Semester (Evening Class):**

<b>Components</b>	<b>Description</b>	<b>Weightage Allocation (%)</b>
Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	40
	PARTICIPATION 1	10
Overall Examinable Components	ECA	50
<b>Total</b>		<b>100</b>

\*The information listed is subject to review and change.