English Grammar for Teachers

Programme(s) in which it is offered: B.A.B.Ed. English

Course Category: Elective	**Schedule of Offering**: Odd
Course Credit Structure: 3	**Course Code:** LL256
Total Number of Hours: 45	**Contact Hours Per Week:** 3
Lecture: 3	**Tutorial:** 0
Practical: 0	**Medium of Instruction:** English
Date of Revision: 21-5-2021	**Skill Focus:** Life Skills
Short Name of the Course: EGT	**Course Stream** *(Only for Minor Courses)*: n/a
Grading Method: Regular	**Repeatable:** Credit/Audit/Repeatable
Course Level: Advanced	

Course Description

This course seeks to train aspiring teachers of English in the techniques and methods of discussing grammar in the classroom. To do this, the nuances of English grammar, and its structure and uniqueness are discussed, explained, and practised in detail through a series of teaching and learning exercises.

Course Introduction

Simply put, the word 'grammar' refers to the rules that govern the use of any language. But at its core, grammar is not merely structural or rule-based; it is a well-worked system that ensures meanings are clearly conveyed and communication happens smoothly. Expertise and knowledge in the grammar of any language, brings about clarity of thought, expression, and communication in that language. Teachers of English strive to assist learners to obtain such expertise and clarity, and yet, the teaching of grammar is a challenge that is often very difficult to overcome. This course seeks to address such concerns, by giving learners an overview of various techniques and approaches of teaching grammar. It serves not only as a means of helping learners to clarify and firm up their own concepts of English grammar, but further helps them to understand how to best communicate these ideas and concepts to others, whether it is through discussions, tasks, games, or other activities.

Course Objectives

This course aims to:
1. Give students an overview of various approaches, methods, and techniques of teaching English grammar.
2. Introduce students to special features and nuances of English grammar that will improve their own understanding of the English language.
3. Enable students to prepare their own context-specific tasks and materials for teaching English grammar, so that they can effectively teach it to others.

Course Outcomes

At the end of this course, learners will be able to:
1. Describe and explain various features of English grammar and how these affect meaning-making and communication in the language.
2. Answer questions about key grammatical concepts using appropriate examples.
3. Describe and implement various approaches and techniques of introducing grammatical concepts to learners.
4. Prepare and implement engaging tasks and activities using which learners can

understand and practise grammatical concepts.
5. Critically evaluate materials for teaching grammar and use such materials appropriately in combination with specific strategies suitable to their teaching context.

PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						

Prerequisites and other constraints

This course deals with the grammar of English and various techniques of teaching it to diverse groups of learners. Hence, it is necessary that students taking this course should have a fairly good idea of the various basic aspects of English grammar and its correct use.

Pedagogy

The teaching in this course will be through a combination of lectures and classroom activities. The instructor will introduce concepts and reading material, and guide students in understanding and subsequently explaining concepts. Students will be expected to come up with their own ideas for concept-specific tasks, conduct learner surveys, and prepare lesson plans either in groups or individually. They will make class presentations and take demo classes to further hone their skills.

Suggested Reading:

Primary Texts:
1. Dykes, B. (2007). *Grammar for Everyone: Practical tools for learning and teaching grammar*. ACER press.
2. Parrott, M. (2010). *Grammar for English Language Teachers: with exercises and a key*. CUP.
3. Yule, G. (1998). *Explaining English Grammar: A Guide to Explaining Grammar for Teachers of English as a Second Or Foreign Language*. Oxford University Press.
4. Haussamen, B. (2003). *Grammar Alive! A Guide for Teachers*. National Council of Teachers of English.
5. Hall, N., & Shepheard, J. (1991). *The Anti-grammar Grammar Book: Discovery activities for grammar teaching*. Longman.

Recommended Reading:
1. Penston, T. (2005). *A concise grammar for English language teachers*. Tp Publications.
2. Seely, J. (2006). *Grammar for Teachers*. Oxpecker.
3. Barduhn, S., & Hall, D. (2016). *English for Everyone–English Grammar Guide*. DK Publishing.
4. Watcyn-Jones, P. (1995). *Grammar games and activities for teachers*. Penguin Books.

Evaluation Pattern

The ability to understand grammatical concepts, as well as to explain them, are extremely important for this course, and hence class presentation, demo sessions, as well as other teaching activities constitute a crucial evaluation component here. Individual progress will also be measured through quizzes and a mid-term examination.

(The evaluation matrix is given on the next page)

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components *	Quizzes (5x)	20 % 0f CIA Marks	10	Fortnightly	1, 2, 3
	Mid-Semester Examination	20% of CIA Marks	50	Week 8	1, 2, 3
	Class Presentations (2x)	20% of CIA Marks	20	Week 3; Week 11	1, 2, 3, 5
	Teaching Activities (2x)	20% of CIA Marks	10	Week 6; Week 10	4
	Sample lesson plan and material development	20% of CIA Marks	10	Week 13	4, 5
	CIA Marks	**100 % (To be converted to 60% weightage of CIA Marks)**	**100**	---	---
	ESE Marks	**40% weightage of ESE Marks**	**100**		

* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Module Sessions
Module 1: An Introduction to English Grammar   (5 Hours)
- Why should we learn grammar?
- How can we teach grammar?

Reading:
1. Debata, P. K. (2013). The importance of grammar in English language teaching-A reassessment. *Language in India*, 13(5), 482-486.
2. Savage, K. L., Bitterlin, G., & Price, D. (2010). *Grammar Matters*. New York: Cambridge University Press.

Activities:
a) Discussion 1: The challenges of teaching grammar in today's classrooms

Module 2: Approaches to Teaching Grammar   (10 Hours)
- Traditional approaches
- Functional and communicative approaches
- Deductive and inductive approaches
- Creative ideas for teaching grammar

Reading:
1. Widodo, H. (2006). Approaches and procedures for teaching grammar. *English Teaching*, 5(1), 121.
2. Gardner, S. (2008). Changing approaches to teaching grammar. *order*, 11.

3. Mallia, J. G. (2014). Inductive and Deductive Approaches to Teaching English Grammar. *Arab World English Journal*, 5(2).
4. Larsen-Freeman, D. (2001). Teaching grammar. *Teaching English as a second or Foreign Languag*e, 3, 251-266.

Activities:
a) Activity 1: Comparing and contrasting various approaches to teaching grammar

Module 3: A Primer for Teaching Grammar   (20 Hours)

- Key concepts, categories, and ideas in English grammar
- Explaining grammatical concepts and categories
- Developing materials and tasks for teaching grammar
- Developing lesson plans for teaching grammar
- Grammar instruction in diverse classrooms
- Assessing grammatical knowledge and addressing gaps
- Using technology for teaching grammar

Reading:
1. Dykes, B. (2007). *Grammar for Everyone: Practical tools for learning and teaching grammar*. ACER press.
2. Saricoban, A., & Metin, E. (2000). Songs, verse and games for teaching grammar. The Internet TESL Journal, 6(10), 1-7.

Activities:
a) Activity 2: Teaching activity - 1

Module 4: Evaluating Resources for Teaching Grammar   (7 Hours)

- Assessing materials and their suitability for specific contexts
- Adapting materials for specific use

Reading:
1. Ellis, R. (2014). Evaluating and researching grammar consciousness-raising tasks. In *Managing evaluation and innovation in language teaching: Building bridges* (pp. 220-252). Routledge.

Activities:
a) Activity 3: Evaluating a resource for a specific context

Module 5: Summary   (3 Hours)

- Reviewing grammatical concepts
- Reviewing teaching techniques and approaches

Activities:
a) Activity 4: Teaching activity - 2