

Liverpool John Moores University

Title: THE ROLE OF GRAMMAR IN TESOL
Status: Definitive
Code: **7502SHUTE** (114013)
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool Business School
Teaching School/Faculty: Shanghai University

Team	Leader
Amanda Mason	Y

Academic Level: FHEQ7
Credit Value: 15.00
Total Delivered Hours: 36.00
Total Learning Hours: 150
Private Study: 114

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	12.000
Seminar	24.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS2	Project involving a) the design of a series of grammar learning activities and b) rationale for the approach taken.	75.0	
Report	AS1	Reflection on experience of teaching and/or learning grammar.	25.0	

Aims

The aim of this module is to enable students to critically evaluate various approaches to grammar teaching and apply this knowledge to specific teaching and learning contexts.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate various approaches to grammar teaching in relation to evidence from SLA research (both psycholinguistic SLA and Sociocultural theory).
- 2 Demonstrate a critical awareness of the relationship between grammar and discourse.
- 3 Demonstrate a critical awareness of the relationship between grammar teaching and the teaching of the four skills.
- 4 Analyse the relationship between form and function and communicate this transparently.
- 5 Demonstrate a critical awareness of the social context for language learning and apply that knowledge to meet learner needs.
- 6 Critically reflect on their own experience of teaching and / or learning grammar.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

CW	1	2	3	4	5
CW	2	3	5	6	

Outline Syllabus

- *Form and function transparency.*
- *Teacher and learner beliefs about the role of grammar in language teaching.*
- *The grammar of spoken and written discourse.*
- *Models and approaches to teaching grammar including: PPP, TBL, use of concordances, inductive and deductive approaches.*
- *Grammar teaching techniques.*

Learning Activities

Content will be taught through a series of interactive lectures, student and tutor-led seminars, individual, pair and group work activities, workshops. Classroom techniques will be explored through video and actual demonstrations.

References

Course Material	Book
Author	Celce-Murcia, M and Olshtain, E
Publishing Year	2000
Title	Discourse and Context in Language Teaching
Subtitle	a guide for language teachers

Edition	
Publisher	Cambridge: CUP
ISBN	

Course Material	Book
Author	Hinkel, E and Fotos, S (eds.)
Publishing Year	2002
Title	New Perspectives on Grammar Teaching in Second Language Classrooms
Subtitle	
Edition	
Publisher	Mahwah, N.J. : Lawrence Erlbaum
ISBN	

Course Material	Book
Author	Ellis, R
Publishing Year	2006
Title	Current Issues in the Teaching of Grammar
Subtitle	an SLA Perspective
Edition	
Publisher	TESOL Quarterly 40/1, pp 83-107.
ISBN	

Course Material	Book
Author	Spada, N and Lightbown, P
Publishing Year	2008
Title	Form-Focused Instruction
Subtitle	Isolated or Integrated?
Edition	
Publisher	TESOL Quarterly 42/2, pp 181-207.
ISBN	

Course Material	Book
Author	Thornbury, S
Publishing Year	2005
Title	Beyond the Sentence
Subtitle	Introducing Discourse Analysis
Edition	
Publisher	Oxford: Macmillan Heinemann
ISBN	

Notes

Students have the opportunity to explore various approaches to teaching grammar, focus on the differences between spoken and written English and apply this knowledge to specific learning and teaching contexts.

