



Course Title

Pedagogical Grammar

Contact Information

tesolcrt@msu.edu

Course Instructor

Matt Kessler

Course Facilitator

Dustin De Felice, PhD (also available at defelic5@msu.edu)

Course Overview

This course focuses on English grammar with an emphasis on using that introductory knowledge to develop pedagogically sound teaching practices and/or materials. We will focus on grammar topics that teachers are most likely to encounter when teaching English. Material covered with also include techniques for teaching grammar and providing feedback.

Required Textbook

Folse, K. S. (2016). *Keys to teaching grammar to English language learners: A practical handbook* (2nd ed.). Ann Arbor, MI: University of Michigan Press.

Tech Help

If you are having issues with D2L or want to learn how to do something in it, please follow this series of steps:

- **Step 1:** Familiarize yourself with D2L by enrolling in this self-paced course: [Getting Started with D2L](#)
- **Step 2:** Visit the [D2L Help Page](#).
- **Step 3:** Contact D2L Support by using [this D2L tech support form](#)

Below is a list of video tutorials explaining some of the basic D2L tools you'll use in this course. The page design in these videos may be different from that of our courses, but the functionality is the same.

- [How to take a quiz](#)
- [How to navigate course content](#)

Did you encounter any issues or broken website links for readings or other content?

Please report any broken links or issues to tesolcrt@msu.edu.

Final Portfolio Assignment [Only Required for Full TESOL Online Certificate Participants]

The responses to the questions below should be written using the ePortfolio system that you have become familiar with while taking notes throughout this course.

Please write a reflection of approximately 1000 words that answers the following questions:

At the beginning of the course, we asked you how much you felt you knew about English grammar? (0 = no knowledge, 10 = expert knowledge) Return to that survey and review your feelings at the beginning of the course. Then, explain if/how those feelings have changed through what you have learned in this course.

Describe if and how you think grammar should be taught.

What are the main tips/techniques that you would like to use when teaching grammar? Use one of the grammar points discussed in this course to create one possible activity that could be used in your teaching.

Course Outline

Welcome video

- Introduce yourself
- Introduce the course
- Textbook
- Refer to Course Navigation video in the “course information” folder
- To get started, please click on the Content tab above.

Unit 1

- Part A: Language, grammar, and language variety
- Part B: Native speakers vs. ESL/EFL grammar
- Part C: The importance of knowing grammar
- Part D: Parts of speech & nouns/pronouns

Unit 2

- Part A: Verb terminology
- Part B: Adjective & adverb terminology
- Part C: Conjunction/preposition/interjection
- Part D: Labels for sentence structure

Unit 3

- Part A: Approaches to teaching grammar and lesson planning
- Part B: The verb be
- Part C: Verb tense to express present time
- Part D: Approaches to teaching present time verb tenses

Unit 4

- Part A: Verb Tenses to express past time
- Part B: Verb tenses to express past time (continued)
- Part C: Verb tenses to express future time
- Part D: Verb tenses to express future time (continued)

Unit 5

- Part A: Infinitives and gerunds
- Part B: Phrasal verbs

- Part C: Modals

Unit 6

- Part A: Passive voice
- Part B: Count and non-count nouns
- Part C: Articles and determiners

Unit 7

- Part A: prepositions
- Part B: Affixes and word forms
- Part C: Adjective, adverb, and noun clauses

Unit 8

- Part A: Conditionals and wish
- Part B: More techniques for teaching grammar
- Part C: Providing feedback on grammar

Course Objectives

Unit 1: After completing the presentations and readings for this unit, you should be able to:

1. Define language, grammar, and language variation
2. Differentiate between prescriptive and descriptive grammar
3. Identify the eight parts of speech and different kinds of nouns (e.g., count vs. non-count) and pronouns (e.g., subject vs. object).

Unit 2: We will continue with the terminology for the eight parts of speech by exploring the following topics below. The goals of this unit are to:

4. Define verb terminology, including:
 - Verb base, past, past participle, and present participle
 - Tense and aspect
 - Transitive and intransitive
5. Define the terminology for the following parts of speech:
 - Adjectives
 - Adverbs
 - Conjunctions
 - Interjections
6. Recognize changeable parts of speech
7. Define phrases, clauses, and other labels for sentence structure

Unit 3: The goals of this unit are to:

1. Differentiate between different approaches to grammar, including:
 - Considerations of Form-Meaning-Use
 - Balancing grammar and communication
 - Inductive vs. deductive approaches
2. Explain the grammar of the verb “to be”
3. Explain the verb tenses used to express present time, including:

- Simple Present
- Present Progressive
- Present Perfect
- Present Perfect Progressive

Unit 4: After completing the presentations and readings for this unit, you should be able to:

1. Identify and describe the verb tenses and special expressions used to discuss both past and future time
2. Identify common ESL student errors associated with past and future time verb tenses
3. Describe and employ various strategies for teaching past and future time verb tenses

Unit 5: We will further explore the complex world of verbs. After completing all Unit 5 readings and activities, you should be able to:

1. explain the basic grammar of infinitives and gerunds, including how they are formed and when they are used
2. identify the structure and use of phrasal verbs
3. compare and contrast *intransitive* and *transitive* (separable and inseparable) *phrasal verbs*
4. explain what modals are and why they can be difficult for English language learners

Unit 6: We will finish our discussion of verbs and then begin exploring additional components of English grammar, including the topics below. After completing all activities in Unit 6, you should be able to:

1. Compare and contrast *passive voice* and *active voice* and describe how they are formed and used
2. Explain the differences between count and non-count nouns
3. Define what English determiners are and explain the article system (a, an, the) and how it is connected to the grammar of count and non-count nouns

Unit 7: We have now covered all things related to English verbs, and we have also covered the tricky grammar of articles and count and non-count nouns. In Unit 7, we will explore some additional areas of difficulty for ELLs, including the following topics below. The goals of this unit are to:

1. Learn about prepositions, including:
 - Why they can be so difficult
 - Some tips for helping students remember *at*, *on*, and *in* with places and times
2. Explore and learn about how affixes and word forms are used to create new words and different parts of speech
3. Learn about the basic forms and uses of adjective clauses, adverb clauses, and noun clauses

Unit 8: We are now in the final stretch of this Pedagogical Grammar course! In this unit, we are going to cover one more area of English grammar, and following that, we will address some additional, practical issues related to teaching in the classroom. In Unit 8, the goals are to:

1. Learn about the grammar of English conditionals (if clauses) and the verb *wish*
2. Explore and learn about some additional techniques for teaching grammar, such as:

- Activities, games, drills, mnemonic devices, and more
- 3. Understand some strategies for assessing grammar and providing feedback, including:
 - When to provide feedback
 - Different approaches for providing feedback