

## Developing Grammar Skills in English Language Learners

This course explores the role grammar plays in helping English Language Learners improve their language skills. You'll begin from a more global perspective by exploring seven definitions of grammar. You will then move to the differences between patterns and rules and why second-language learners benefit from instruction on both.

Next, you'll analyze why students need to understand the three dimensions of grammar—form, meaning, and use—and how viewing grammar as a dynamic and changing system helps students overcome many challenges. You'll also discover why teaching grammar in a way that makes it personally meaningful to your students brings the best results.

Because teaching isn't just about presenting lessons, you'll also review the importance of "reading" your students—observing them to figure out what learning processes they're using. By contrasting rote—or mechanical—grammar practice with meaningful practice, you will gain insight into which activities and exercises help students overcome the unique challenges presented by grammatical structures. Finally, you will learn how the specific errors students make reveal their unique challenges, allowing you to develop practice activities that pinpoint these challenges.

## Course Objectives

- Learn several different meanings for the term grammar and the reasons why teaching grammar to ESL/EFL students is so important.
- Discover the three dimensions of grammar: form, meaning, and use.
- Learn to think of grammar as a dynamic system and to apply grammar not only to phrases and sentences but also as an important contribution to the organization of sentences in discourse.
- Explore the connection between grammar and vocabulary words (the lexicon).
- Recognize that grammar has not only rules but also reasons underlying those rules.
- Apply the challenge principle to define the learning challenge present in each of the three dimensions of grammar.
- Explore the different theories of grammar learning, and learn how learner differences can affect the learning process.
- Explore three ways of teaching grammar: taking the traditional PPP (present, practice, and produce) approach, focusing on form within a communicative approach, and grammaring.
- Examine the differences between teaching grammar with and without explicit rules and terminology.
- Distinguish between rote and meaningful practice activities for addressing grammar.
- Examine reasons for giving feedback.

## Course Syllabus

<p><b>Module 1</b></p>	<p><b>Defining Grammar and Its Three Dimensions</b></p> <ul style="list-style-type: none"> <li>• Reading: Introduction</li> <li>• Reading: The Many Definitions of Grammar</li> <li>• Reading: Grammar as Rules and Patterns</li> <li>• Reading: Corpus Linguistics</li> <li>• Reading: Below and Above the Sentence Level</li> <li>• Reading: Why Teaching Grammar Is Necessary</li> <li>• Reading: Three Dimensions of Grammar</li> <li>• Reading: Defining Form, Meaning, and Use</li> <li>• Reading: Form</li> <li>• Reading: Meaning</li> <li>• Reading: Use</li> <li>• Reading: Summary</li> <li>• Check for Understanding</li> <li>• Journal</li> </ul>
<p><b>Module 2</b></p>	<p><b>Grammaring and the Discourse Level</b></p> <ul style="list-style-type: none"> <li>• Reading: Introduction</li> <li>• Reading: The Dynamics of Grammaring</li> <li>• Reading: The Inert Knowledge Problem</li> <li>• Reading: Psychological Authenticity and Language Teaching Methods</li> <li>• Reading: The Discourse Level of Grammar</li> <li>• Reading: Cohesion</li> <li>• Reading: Coherence</li> <li>• Reading: Texture</li> <li>• Reading: Summary</li> </ul>

	<ul style="list-style-type: none"> <li>• Check for Understanding</li> <li>• Module Journal</li> </ul>
<p><b>Module 3</b></p>	<p><b>Lexicogrammar, Reasons, and Rules</b></p> <ul style="list-style-type: none"> <li>• The Grammar and Lexicon Connection</li> <li>• The Grammar of Words</li> <li>• The Lexicogrammar of Patterns</li> <li>• Phrasal Verbs: Straddling the Line Between the Lexicon and Grammar</li> <li>• Reasons and Rules</li> <li>• Reasons Are Broader Than Rules</li> <li>• Reasons to Eliminate Rote Learning</li> <li>• Reasons Explain Exceptions</li> <li>• Summary</li> <li>• Interactivity 3A</li> <li>• Journal</li> </ul>
<p><b>Module 4</b></p>	<p><b>The Challenge Principle and Learning Grammar</b></p> <ul style="list-style-type: none"> <li>• Reading: The Challenge Principle</li> <li>• Reading: Defining the Challenge in Another Way</li> <li>• Reading: Using the Learning Challenge to Guide Teaching</li> <li>• Reading: Learning Grammar</li> <li>• Reading: Observing Learner Behavior</li> <li>• Reading: Different Learning Processes, Different Learners</li> <li>• Reading: Summary</li> <li>• Check for Understanding</li> <li>• Module Journal</li> </ul>

<p><b>Module 5</b></p>	<p><b>Teaching Approaches</b></p> <ul style="list-style-type: none"> <li>• Reading: Approaches to Teaching</li> <li>• Reading: The Traditional PPP (3-P) Approach</li> <li>• Reading: Focus on Form Within a Communicative Approach</li> <li>• Reading: The Grammmaring Approach</li> <li>• Reading: Implicit and Explicit Teaching of Grammar</li> <li>• Reading: Deductive and Inductive Teaching</li> <li>• Reading: Use of Grammatical Terminology</li> <li>• Reading: Summary</li> <li>• Check for Understanding</li> <li>• Module Journal</li> </ul>
<p><b>Module 6</b></p>	<p><b>Practice Activities and Providing Feedback</b></p> <ul style="list-style-type: none"> <li>• Reading: Creating Practice Activities</li> <li>• Reading: Rote Versus Meaningful Practice Activities</li> <li>• Reading: Types of Learning and the Three Dimensions of Grammar</li> <li>• Reading: Practice Activities</li> <li>• Reading: Errors and Feedback</li> <li>• Reading: What is an Error?</li> <li>• Reading: Giving Feedback</li> <li>• Reading: Grammar Textbooks and Syllabi</li> <li>• Reading: Summary</li> <li>• Check for Understanding</li> <li>• Module Journal</li> </ul>