Term Information

Effective Term: Summer 2014

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5630
Course Title: Teaching L2 Grammar and Vocabulary
Transcript Abbreviation: Tchg L2 Gram/Vocab
Course Description:
This course focuses on the teaching of grammar and vocabulary to second language learners. Various theories, models, and techniques associated with grammar and vocabulary instruction and learning are reviewed, and students gain hands-on experience in the application of this material.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component?: Yes
Is any section of the course offered Greater or equal to 50% at a distance?
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Enrollment in a graduate or undergraduate program in T & L, or graduate non-degree program.
Exclusions:

Cross-Listings

Cross-Listings:

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Masters Course
Intended Rank: Junior, Senior, Masters
Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Students will have a working knowledge of issues related to second language grammar and vocabulary acquisition and of ways of teaching L2 grammar and vocabulary as separate subjects and in connection with each other, i.e., lexicogrammar.

Content Topic List

• Grammar teaching options
• Punctuation
• Corpus linguistics
• Lexicogrammar
• Vocabulary and listening
• Vocabulary and speaking
• Vocabulary and reading
• Vocabulary and writing

Attachments

• EDUTL 5630 (Course Description).doc
  (Syllabus. Owner: Wisnor, Steven Thomas)

Comments

• Approved by Undergraduate Studies (by Mercerhill, Jessica Leigh on 03/10/2014 04:01 PM)

Workflow Information

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EDTL 5630: Teaching L2 Grammar and Vocabulary

Instructor: Dr. Alan Hirvela  
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Telephone: 292-0137  
E-Mail: hirvela.1@osu.edu (school only; no email access at home)  
Mailbox: 327 Arps Hall  
Office Hours: Wednesdays 2:00-5:00 (sign-up sheet on office door)  
Other times available by appointment

COURSE OVERVIEW
This course is about two topics that at first sight may not seem to be related but in fact can have a close relationship: grammar and vocabulary. One way to capture that relationship is the term lexicogrammar. As that term suggests, vocabulary can be taught in connection with grammar. What we see here is a kind of partnership between vocabulary and grammar. Exploring how that can be achieved is one of the aims of this course, though we’ll also look at vocabulary in other ways.

The course will begin with a focus on how to teach grammar in a foreign language context, with a particular focus on English. Thus, it is not a grammar course per se. However, while the emphasis is on methods of teaching grammar, we will discuss the English grammatical system itself as is necessary. For a variety of reasons, the course deals with English grammar and examines the teaching of such grammar in both ESL and EFL contexts. However, the principles and techniques reviewed can be applied to the teaching of any language as a second or foreign language. Various approaches to the teaching of specific features of English grammar (e.g., articles, prepositions) are reviewed. A primary objective of the course, then, is to help students develop a repertoire or set of grammar teaching approaches suitable to the grammar teaching context they expect to experience in their teaching careers. Thus, an important task for you is to look for ways (now and after the course) to adapt what we learn to your specific instructional context. A closely related course objective is to help students generate a viable, well developed philosophy toward grammar instruction. This will entail looking at grammar instruction within the larger context of second language acquisition and theories of language and language learning.

Later in the term our attention will shift to the teaching and learning of vocabulary. As all of us know, a seemingly constant desire of second/foreign language learners is to acquire more target language vocabulary. What we’ll look at during this portion of the course is issues related to meaningfully acquiring target language vocabulary as well as possible approaches to vocabulary instruction. This is where we’ll look for linkages with grammar instruction. Here, too, important objectives are to acquire a set of teaching approaches and a philosophy toward vocabulary instruction.

Class sessions typically involve such activities as short lectures, whole class discussion of assigned reading material, engaging in group work, and giving presentations.
**COURSE TEXTBOOK (required)**


**GUIDING QUESTIONS**

A) Which pedagogical approaches to grammar instruction work best for specific groups of L2 learners and learning contexts? (ESL and EFL, especially.)

B) Is L2 grammar best taught inductively or deductively (e.g., communicatively or structurally)?

C) What role(s) should correction play in L2 grammar instruction?

D) Is there a best or preferred sequence for the teaching of specific aspects of L2 grammar?

E) What are the most important qualities of a good L2 grammar teacher?

F) What are the best materials for L2 grammar instruction?

G) To what extent is the native speaker of the target language the most appropriate or the best model in L2 grammar teaching and learning?

H) How do we account for the issues of grammaticality, acceptability, and intelligibility in L2 grammar instruction?

I) What does technology offer in terms of L2 grammar instruction? What are the best roles for technology in the teaching of L2 grammar?

J) How do we account for L1 influences and transfer issues in L2 grammar instruction?

K) What are the best ways to assess L2 grammar learning and ability?

L) How do we know when someone has genuinely acquired command of a grammatical feature?

M) At what point in the language learning/teaching system should grammar instruction be introduced?

N) What are the best ways to prepare students to learn L2 grammar?

O) What is vocabulary (e.g., individual words or phrases)?

P) What are the best ways to acquire target language vocabulary?

Q) What are some common obstacles to acquiring target language vocabulary?

R) Should vocabulary be taught (and learned) in isolation or in conjunction with other skills?

S) When can we say a learner has truly acquired a new vocabulary item?

T) What role(s) can grammar instruction play in the teaching of vocabulary?

U) How is technology contributing to links between grammar and vocabulary?

V) How can we prepare students for meaningful vocabulary acquisition outside the language classroom?

W) How can we meaningfully assess vocabulary knowledge?

X) Compared to other areas of language learning (e.g., listening, speaking), how important is vocabulary? And when should it be taught?
WRITING ASSIGNMENTS

Textbook Critique Paper. For this assignment you will select a grammar or vocabulary teaching textbook and write a critique of it. That is, discuss its strengths and weaknesses. You should first summarize the book’s content and the approach to grammar or vocabulary teaching/learning it takes. This section will be followed by your critique section. While writing your critique, you may cite relevant literature. Due November 18.

Grammar Lesson Project. For this assignment you will select one grammatical feature (e.g. prepositions) and describe how you would teach it. This will include explaining the teaching context (information about the teaching situation, about the students, about the length of time available) and the objectives of the lesson; describing the lesson itself (including the procedures you would follow and the materials you would use); providing a rationale for why you would adopt the approach(es) you chose; and describing (briefly) how you would assess the students’ knowledge/performance. Due October 28.

Grammar or Vocabulary Teaching Philosophy Paper. In this paper you will draw from a variety of sources of input—personal experience (as a learner and possibly teacher), our course materials and discussions, and professional literature concerning grammar or vocabulary instruction—in the process of articulating your current philosophy toward second language grammar or vocabulary instruction. This will involve explaining not just what your philosophy is, but why you have it. This will also involve commenting to some extent on other possible approaches that you’ve rejected for one reason or another. Writing this paper will not only allow you to explore your emerging philosophy, but also to address some of the key issues/questions in the field that a teacher of grammar and/or vocabulary should consider. Due December 2.

*More information about each of these assignments will be provided during the course.

EVALUATION

Textbook Critique (30%)
Grammar Lesson Project (40%)
Grammar or Vocabulary Teaching Philosophy Paper (30%)

A (94-100)  A- (90-93)  B+ (87-89)  B (84-86)  B- (80-83)  C+ (77-79)
C (74-76)  C- (70-73)  D+ (67-69)  D (64-66)

TK20 Requirements for TESOL Endorsement Students

Students in ALL teacher licensure and endorsement programs at Ohio State University are required to purchase a subscription to a commercial data-base (e-portfolio) system called TK20. It is a repository for enrolled students and instructors in certain designated courses to submit selected assessments and grades based on those assessments. TK20 currently costs $100 for an individual registration for a 10-year period. TK20-enrolled students will have full access to TK20 and can use this portfolio to meet TESOL Endorsement program requirements and for other job-related purposes. TESOL
Endorsement students must submit 6 assessments to TK20. These are located in the following courses: EDTL 5615, EDTL 5620, EDTL 7189, and EDTL 7645. You will learn about the specific assessments in these courses. Students cannot receive the TESOL Endorsement without purchasing TK20 and submitting the required assessments to it.

**ACCOMMODATIONS**

**Statement of Student Rights:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs before the second class meeting. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations: HYPERLINK "http://www.ods.ohio-state.edu/" http://www.ods.ohio-state.edu/

**Statement on Diversity**
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**ACADEMIC MISCONDUCT**
The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student or individual, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is not considered an “excuse” for academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, there is an obligation by University Rules to report the suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct: HYPERLINK "http://studentaffairs.osu.edu/info_for_students/csc.asp" http://studentaffairs.osu.edu/info_for_students/csc.asp
COURSE READING ASSIGNMENTS

1st Session, August 26
No assignments; introduction to course

2nd Session, September 2
● Nassaji & Fotos, Chapters 1 & 2

3rd Session, September 9
● Nassaji & Fotos, Chapter 3

4th Session, September 16
● Nassaji & Fotos, Chapter 4

5th Session, September 23
● Nassaji & Fotos, Chapter 5

6th Session, September 30
● Nassaji & Fotos, Chapters 6 & 7

7th Session, October 7
● Nassaji & Fotos, Chapters 8 & 9

8th Session, October 14
● Nation, Chapters 1 & 2

9th Session, October 21
● Nation, Chapters 3 & 11

10th Session, October 28
● Nation, Chapter 9
Due: Grammar Lesson Project

11th Session, November 4
● Nation, Chapter 4

12th Session, November 18
● Nation, Chapter 5
Due: Textbook Critique

13th Session, November 25
● Nation, Chapter 7

14th Session, December 2
● Nation, Chapter 8
Due: Grammar/Vocabulary Teaching Philosophy paper