TED UNIVERSITY
FACULTY OF EDUCATION

ELT 108 Teaching Grammar
Department of Foreign Language Education

Spring, 2024

Instructor: Dr. Arzu Kanat-Mutluoğlu
Class time: Tuesday 16.00-17.50 & Friday 14.00-15.50
Classroom: D228
Credits: 3 Credits, 5 ECTS
Course web-site: https://lms.tedu.edu.tr →ELT
108_02

Office hours: Tuesday 13.00-16.00
Please get an appointment beforehand.
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Course Description

This course aims to enable the students to become competent in teaching grammar. It presents the theoretical and practical perspectives of first grammar, and then, teaching grammar skills. It discusses the role of grammar in the language learning process as well as the individual and contextual factors influencing learning and teaching the grammar process. In addition to the assessment methods of grammar, methods, and techniques of teaching grammar are aimed to be introduced to the students.

Course Objectives
By the end of the course students will be able to:

1. conduct grammar lesson plans for various age groups and levels

2. adapt effective grammar materials and lessons to various age groups and levels,

3. prepare individual, pair, group, and whole class grammar lessons,

4. design grammar assessment tasks,

5. reflect on research in the field,

6. give appropriate and effective feedback.

Student Workload (Total 150 Hrs)

Lectures	30 hrs
Hands on Activities	12 hrs
Resource reviews/Readings	14 hrs

Coursera Classes	34 hrs (19+5)
Assignments & Tasks	50 hrs
Quizzes	10 hrs

Planned Learning Activities & Teaching Methods

Telling/Explaining   Discussion/Debate   Questioning   Reading   Brainstorming
Demonstrating   Collaborating   Web Searching

Assigned Readings

- Thornbury, S. (2000). *How to teach grammar*. Pearson.

- Harmer, J. (2015). *The practice of English language teaching* (5th Ed.). Pearson. (Ch. 1

- Scrivener, J. (2011). *Learning teaching*: The essential guide to English language teaching
  (3rd Edition). MacMillan.

- Willis, D. & Willis, J. (2007). *Doing task-based teaching.* OUP.

Recommended Reading List

- Hinkel, E., & Fotos, S. (2002). *New perspectives on grammar teaching in second language
  classrooms.* Lawrence Erlbaum.

- NA, (2012). *How to teach grammar like a pro*. NA.

- Scrivener, J. (2009). *Teaching English grammar: What to teach and how to teach it.*
  Macmillan.

Assessment Methods & Learning Outcomes Matrix

Assessment Methods	Extent	Learning Outcomes
Participation and In-Class Tasks	10%	#1#2 #3 #4 #5 #6
Lesson Planning & Demo-teaching	20% +10%=30%	#1#2 #3 #4 #5 #6
Quizzes	10%+10%=20%	#1#2 #3 #4 #5
Coursera Integration	20%	#1#2 #3 #4 #5 #6
Demo-teaching of the Coursera activiti	10%	#2 #5 #6
Reflective report	10%	#5

1. **Participation and In-Class Tasks (10%)**	Students are required to read the assigned chapter before class and take an active role in-class discussion. There will be in-class activities (individually or in groups), and you will be asked to discuss, debate, summarize, present, and act out. All the students

		are expected to participate in such class tasks, which will be graded.
2.	**Lesson Planning (20%)**	In groups of 4 or 5, students will create their original grammar lesson plans based on the given guidelines and rubrics. Students will be provided oral and written feedback by their peers and lecturer. Based on the feedback, they will edit their plan, make necessary changes, and resubmit it for a grade.
3.	**Demo Teaching of the Lesson Plan (10%)**	The students will be asked to present their plans in groups as a fully-fledged lesson using materials. The class participants will provide peer feedback to the presenters using an online peer reflection form.
4.	**Quizzes (20%)**	There will be 2 quizzes over the semester. Students will be informed about the quizzes in advance.
5.	**Coursera Integration to The Class (20%)**	This course integrates 2 online courses from Coursera: *Teaching Tips for Tricky English Grammar* and *Techniques for Teaching Adjectives and Adjective Clauses*. You are expected to finish all the content (6 weeks in total) and earn a course completion certificate to get 20% of your course grade. The online courses require approximately 24 hours for completion. As shown on the schedule, you are asked to complete certain modules/weeks from Coursera course before coming to the class. This is highly critical for your effective participation in in-class activities and to stay focused to finish the Coursera course.
6.	**Demo Teaching of Coursera Activities (10%)**	The Coursera courses offer some sample activities for teaching predetermined grammar topics. The students will be asked to work in groups of 4 or 5 (in the same groups for LPs) to demonstrate these activities as a way of micro-teaching. Each group will be assigned with one activity.
7.	**Overall Reflective Report (10%)**	At the end of the semester, the students will be asked to write a reflective report about the whole semester. They will be shared the guidelines and semi-guided questions.

Grading Scale

Percentage Scores*	Grade Points	Letter Grades
100-90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB
74-70	2.00	CC

69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
Absent & Unsuccessful	0.00	FX

Lecturer keeps the right to provide extra credits based on your performances during the courses such as taking an active role in class discussions.

Course Requirements and Class Policy

1. TED University Code of Academic Integrity

TED University takes academic integrity seriously. Please read through the entire code acquaint yourself with how violations are defined! Entire code might be found at the following link: https://student.tedu.edu.tr/en/student/principles-of-academic-integrity

Whatever you produce for this course should be your own work and created specifically for this course. You cannot present work produced by others, nor offer any work that you presented or will present to another course. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source.

2. Attendance

You are expected to attend class on a regular basis, to be on time, and to participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed strictly. If you miss more than 12 hours without any excuses, this may lead you to the ground for lowering one grade letter.

3. Missed Work

If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class unless your absence is a TED University-approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are canceled due to certain circumstances, assignments are due the same week that the campus is re-opened. If you miss a class session, it is your responsibility to get the course materials. All materials will be on Moodle. PowerPoints of each day will be uploaded on Moodle as well.

4. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point reduction per day for late work, and work will not be accepted if it is three or more days late.

5. **Assignment Rules**

All assignments should be following APA 7. Electronic submissions will not be accepted. Please use 12-point type, double-space your text, use standard margins, and insert page numbers on the top right-hand corner of each page. All assignments must be submitted with a cover page that includes students' full names, ID numbers, title of the assignment, and date. Please use spell-check and proofread as points might be deducted for an excessive number of careless errors.

6. **Plagiarism**

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet OR using any AI-generated tools for the completion of any part of your assignments. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place.. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly.

c. Using Artificial Intelligence such as ChatGPT is not allowed for creating original lesson plans. You may experiment with AI, you may critique it, you may learn a new idea from it as you cite it in your work, but you are not allowed to take AI product and submit it as your own work for a grade.

7. **Class Readings & Assigned Coursera content**

Please read the assigned readings and/or fulfill the Coursera assignments **prior to** class so that you may participate fully in the discussion. All readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping-off point for discussion.

8. **Announcements**

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative at all times. Check your e-mail address regularly to be informed.

9. **Contacting the lecturer**

The students of the class can direct their questions to the lecturer via e-mail. They need to follow the ethical standards of sending an e-mail to another party in an educational institution. **The replies to the e-mails will be provided within two days and on weekdays from 9 a.m. to 6 p.m.**

STUDENT SERVICES INFORMATION

Student Development and Psychological Counseling Center:

The Center is a service mandated with providing crisis intervention and supportive listening services to the campus community. A major part of fulfilling that mandate is raising awareness of our service so students know they are never alone in dealing with problems. You may contact the SDPCC at: ogrencidanismamerkezi@tedu.edu.tr, 0312 585 0316, Office A122, or visit their website at http://csc.tedu.edu.tr/

TEDU COPeS - Psycho-Social Support

TED University Psychosocial Support Team was initially established in order to facilitate coping with the psychological, social, familial, academic, and professional difficulties that may arise due to adverse conditions associated with COVID-19 pandemic for TEDU students and employees.

In time we have expanded our services to provide psychosocial support in diverse disasters. In this line, TEDU COPeS offers psychosocial support for TED University students and employees in the aftermath of Kahramanmaraş earthquakes. For further information and/or questions, visit their website at https://copes.tedu.edu.tr/

Specialized Support and Students with Disabilities

Students who may require specialized support due to a disability affecting mobility, vision, hearing, learning, mental or physical health should consult with Specialized Support and Disability Coordinator, Asst. Prof. Emrah Keser E-mail: emrah.keser@tedu.edu.tr , or visit the website at https://www.tedu.edu.tr/tr/main/engelsiz-tedu further information and/or questions, visit their website at https://copes.tedu.edu.tr/

ELT 108 – Tentative Course Schedule*

Date	Content	Assigned Course Readings	Coursera Integration	In-class Tasks & Assignments (Assignments are colored #orange)
WEEK 1 February 19-23, 2024	Introduction to the Course Introduction to Coursera Course Content & Requirements Syllabus Review	Lecture notes		#Study the syllabus and share your comments about it.
WEEK 2* February 26 - March 1, 2024 *Add-drop Period	What is grammar? Some important grammatical concepts Grammar of English	Thornbury , Ch. 1 Harmer p. 21-24 Scrivener p. 99-106 Thornbury Ch. 1 Harmer p. 21-24 Scrivener p. 99-10 Lecture Notes		
WEEK 3 March 4-8, 2024	Teaching Grammar: Introduction	Lecture notes Harmer, p. Ch.13 & Ch 14		#Quiz 1-Grammar Competency
WEEK 4 March 11-15, 2024	The PPP model of grammar teaching: Deductive and Inductive Grammar teaching	Thornbury. Ch 3 &4	Teaching Tips for Tricky English Grammar (TTTEG) - Week 1	
WEEK 5 March 18-22, 2024	The PPP model of grammar teaching: Deductive and Inductive Grammar teaching	Thornbury Ch 3 &4	TTTEG - Week 2	#Sample Lessons from Thornbury
WEEK 6 March 25-29, 2024	Task-based model in Grammar teaching	Willis and Willis Ch. 1 & 2	TTTEG - Week 3	#Demo of Activity 1, 2 & 3 from TTTEG Week 1 & Gambling Gerunds and Infinitives from TTTEG Week 2

WEEK 7 April 1-5, 2024	Task-based model in Grammar teaching	Willis and Willis Ch. 6	TTTEG - Week 4	TBLL Activity
April 8-12, 2024	HAPPY RAMADAN BAIRAM!			
WEEK 8 April 15-19, 2024	How to deal with grammar errors Assessing grammar	Thornbury, Ch. 7 & 9	Techniques for Teaching Adjectives and Adjective Clauses (TTAAC) Week 1	**#Demo of Activities from Week 3 (3 Groups) & Alibi Activity from Week 4**
WEEK 9* April 22-26, 2024 *April 23- Happy Children's Day	How to integrate grammar (The PPP model and alternative model) How not to teach grammar	Thornbury, Ch. 8 &10 Thornbury, Ch. 8 &10	TTAAC, Week 2	
WEEK 10 April 29- May 3, 2024	How to Plan a lesson	Scrivener Ch. 6 Harmer, Ch 12		**#Evaluating Lesson Plans**
WEEK 11 May 6-10, 2024	Technology and Grammar Teaching AI Tools for Grammar Teaching	Lecture notes		
WEEK 12 May 13-17, 2024	Lesson Planning & Demo Teaching			**#Quiz 2-Comprehensive Quiz**
WEEK 13 May 20-24, 2024	Lesson Planning & Demo Teaching			
WEEK 14 May 27-31, 2024	Final remarks and reflection on learning from the course			Submit your edited LP Submit Course reflection

*This syllabus and schedule might be subject to change in accordance with the recent updates.

Last Update: February 22, 2024