



**TED UNIVERSITY
FACULTY OF EDUCATION**

**ELT 108 Teaching Grammar
Department of Foreign Language Education**

Spring, 2022

Instructor: Dr. Arzu Kanat-Mutluoğlu
Class time: Tuesday 14.00-16.00 & Thursday 9.00-11.00
Classroom: F204 & F215
Credits: 2 TEDU Credits, 4 ECTS
Course web-site: <https://lms.tedu.edu.tr> → ELT 108

Office hours: Tuesday 16.00-17.00
Wednesday 11.00-13.00
Online meeting- Do not forget to get an appointment!
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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.

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 participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed strictly.

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 (e.g., attachments via e-mail or on a disc) 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. 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. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. 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! (Sign a contract for "Plagiarism" dishonesty at the onset of the term.)

7. Class Readings

Please read the assigned readings and/or watch videos 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 all times. Check your e-mail address regularly in order to be informed.

9. Contacting the lecturer

When you e-mail me, I'll try to get back to you timely (24-36 hours). If you have questions about any assignments, do not wait for the last day and hour to ask your questions. It is your responsibility to follow the schedule timely. **Better to check MOODLE first to find the answer of a question you may have before you e-mail me.**

10. Required Course Materials

Required course materials will be provided by the lecturer. A selection of reading materials will be used as course materials.

11. STUDENT SERVICES INFO:

o 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>

o Student Counseling Centre

The Student Counseling Centre 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 that students know they are never alone in dealing with problems. For further information and/or questions, you can contact Sila Deniz Beyarslan, sdeniz.beyarslan@tedu.edu.tr, Office 165, or visit SCC website at <http://csc.tedu.edu.tr>

o TEDU COPeS

TED University Coronavirus Psychosocial Support Team was 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. TEDU COPeS aims to provide psychosocial support for TED University students and employees during the coronavirus outbreak. To this end, the team aims to provide support at the early stages of a possible crisis, activate and strengthen your coping strategies, and provide information on support resources. For further information and/or questions, visit their website at <https://copes.tedu.edu.tr/>

Assigned Readings

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

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

1. Participation and In-Class Tasks (20%)

Students are required to read the assigned chapter before class and take an active role in-class discussion. There will be in-class activities 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. Additionally, the peer feedback that the students will provide during demo-teaching will have a role in shaping the grade that the students will get.

2. Lesson Planning and Peer Feedback (15% and 5%)

In groups, students will create their original grammar lesson plans based on the given guidelines and rubrics. Students will provide oral and written feedback to each other. Based on the feedback, they will edit their plan, do necessary changes and resubmit for a grade.

3. Demo Teaching of the Lesson Plan (10%)

The students will be asked to present their plan as a fully-fledged lesson in groups. The participants of the class will provide peer feedback to the presenters by using an online peer reflection form.

4. Quizzes (30%)

There will be 3 quizzes over the semester. Students will be informed about the quizzes in advance.

5. Grammar Besties Portfolio (20%)

Students will search for grammar activities, select 3 of them, and share one of them in the class through presentation and demonstration, and also on Moodle forum. Students are asked to listen to their friends attentively, take notes, and create a portfolio of activities over the semester. Based on what they have learned, students will write a **reflective report** of 500-600 words describing their learning, experiences, and practices throughout the course.

Assessment Methods	Learning Outcomes
Participation and In-Class Tasks	#1#2 #3 #4 #5 #6
Lesson Planning & Demo-teaching	#1#2 #3 #4 #5 #6
Quizzes	#1#2 #3 #4 #5
Grammar Besties	#1#2 #3 #4 #5

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.*

ELT 108– Tentative Course Schedule*

Date	Content	Assigned Course Readings	In-class Tasks & Assignments (Assignments are colored green)
WEEK 1 February 15-17, 2022	<ul style="list-style-type: none"> ● Introduction to the Course ● Course Content & Requirements ● Syllabus Review ● Definitions of grammar 		
WEEK 2 February 22-24, 2022	<ul style="list-style-type: none"> ● Types of grammar, the nature of grammar 	<ul style="list-style-type: none"> ● Ch. 1 Thornbury ● VIDEO: Descriptive vs. prescriptive grammar ● https://www.youtube.com/watch?v=o3jxC3zqkEE 	Video discussion & written report
WEEK 3 March 1-3, 2022	Grammar and teaching – why and how and what changed	Ch. 2 Thornbury	
WEEK 4 March 8-10, 2022	Teaching the rules	Ch. 3 Thornbury	#Quiz 1 on the topics we discussed so far.
WEEK 5 March 15-17, 2021	Using examples	Ch.4 Thornbury	5 lesson samples- Present/Demo teach your group example
WEEK 6 March 22-24, 2022	<ul style="list-style-type: none"> ● Grammar through texts 	<ul style="list-style-type: none"> ● Ch. 5 Thornbury 	5 lesson samples- Present/Demo teach your group example
WEEK 7 March 29-31, 2022	<ul style="list-style-type: none"> ● How to practice grammar Microteaching of grammar activities (The Foundation of Grammar Besties Portfolio)	Ch. 6 Thornbury	Microteaching of grammar activities
WEEK 8 April 5-7, 2022	Microteaching of grammar activities		#Quiz 2 on the topics we discussed so far.

WEEK 9 April 12-14, 2022	How to deal with grammar errors	Ch. 7 Thornbury	<ul style="list-style-type: none"> • Error correction practice • Analysis of 2 Sample Plans
WEEK 10 April 19-21, 2022	<ul style="list-style-type: none"> • How to integrate grammar (The PPP model and alternative model) • How not to teach grammar • How to Plan a lesson 	Ch. 8 Thornbury & Ch. 10 Thornbury	4 lesson samples- Present/Demo teach your group example
WEEK 11 April 26-28, 2022	<ul style="list-style-type: none"> • How to test grammar • Web 2.0 Assessment Tools • Current trends in grammar teaching 	Ch. 9 Thornbury	<ul style="list-style-type: none"> • Search online for sample grammar tests and bring one sample to the class & share it on Moodle. • Search online for the current trends in grammar teaching all over the world. Submit a short report.
WEEK 12 May 3-5, 2022 *Happy Ramadan Feast	Current trends in grammar teaching		#Quiz 3 on the topics we discussed so far.
WEEK 13 May 10-12, 2022	<ul style="list-style-type: none"> • Lesson Plan Demo teaching 		Submit your lesson plan for peer feedback
WEEK 14 May 17, 2022 May 19 th - Holiday	<ul style="list-style-type: none"> • Lesson Plan Demo teaching 		
WEEK 15 May 24-26, 2022	<ul style="list-style-type: none"> • Final remarks and reflection on learning from the course 		<ul style="list-style-type: none"> • Submit your edited Lesson Plan • Grammar Besties & Reflective Portfolio Submission

*This syllabus and schedule might be subject to change in accordance with the recent updates related to COVID 19 Pandemic.