

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

TESL 603

TEACHING GRAMMAR, LEXICON, AND PRONUNCIATION

COURSE DESCRIPTION

Instruction on the skills needed to teach grammar, lexicon, and pronunciation to second language learners.

RATIONALE

Successful, competent English language teachers need to understand standard methods and approaches to teaching the three databases (grammar, lexicon, and pronunciation) and explore ways to put them into practice in an ESL/EFL setting. Understanding the content of the three databases is important, and knowing the most efficient ways to encourage English language learners to acquire them is essential to any TESL candidate.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCE PURCHASES – OPTIONAL

Azar, B, & Hagan, S. (2009). *Understanding and using English grammar with audio CDs and answer key* (4th ed.). New York, NY: Pearson-Longman. ISBN: 9780132333313.

Beck, I., McKeown, M., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford Press. ISBN: 9781593857530.

Celce-Mucia, M., Brinton, D., Goodwin, J., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide with 2 audio CDs* (2nd ed.). New York, NY: Cambridge University Press. ISBN: 9780521729765.

Folse, K. (2016). *Keys to teaching grammar to English language learners* (2nd ed.). Ann Arbor, MI: University of Michigan Press. ISBN: 9780472036677.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word
- E. McGraw-Hill Language Lab App (for smartphones/tablets):
www.mhlanguage.com

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Investigate the theories, methods, and approaches to teaching grammar, lexicon, and pronunciation.
- B. Create effective materials for teaching grammar, lexicon, and pronunciation together.
- C. Evaluate and improve on materials for teaching grammar, lexicon, and pronunciation within the focus on form framework.
- D. Argue for the efficacy of certain approaches over others in teaching the databases and providing learner feedback.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a 400–500-word thread in response to the provided prompt for each forum. For Discussion Board Forum 1, the initial thread must be supported with at least 2 sources cited in current APA format, including the Nassaji and Fotos (2011) textbook. For Discussion Board Forum 2, the initial thread must be supported with at least 3 sources cited in current APA format, including the Nassaji and Fotos (2011) textbook and the Cameron (2018) textbook. In addition to the thread, the student is required to reply to 2 other classmates' threads. The student must cite a minimum of 1 source in each reply using current APA format, as applicable. Each reply must be at least 150 words.

D. Activity Development and Analyses (2)

The student will create short activities that could be implemented in an ESL or EFL classroom based on the focus on form methodologies detailed in Nassaji and Fotos (2011). Each activity will be created to focus on a specific grammar issue, as specified by the instructor, and will incorporate focuses on pronunciation and lexicon as well. Beyond designing this activity, the student will also provide a short analysis of his or her activity, detailing how it both achieves the grammatical goal and adheres to the assigned methodological approach. These analyses must be supported with at least 2 sources cited in current APA format, including the Nassaji and Fotos (2011) textbook. The activity part of the assignment must be 1–2 pages, and the analysis part must be 400–600 words.

E. Peer Activity Evaluations (3)

The instructor will assign the student to a group discussion forum, and each Activity Development and Analysis above, as well as the Grammar Task Lesson and Analysis, will be posted in the forum. In the module/week after submission, the student will critique 2 peers' activities and analyses, providing suggestions for improving their efficacy in achieving the grammatical goal and in representing the specified methodological approach. Critiques must be 300–500 words and must be supported with the Nassaji and Fotos (2011) textook cited in current APA format.

F. Grammar Task Lesson and Analysis

The student will develop a three-phase lesson unit on addressing a specific grammar issue (provided by the instructor), with an emphasis on pronunciation and lexicon. The Task will integrate multiple methods from Nassaji and Fotos (2011). The Task should include the following sections:

1. Informational Introduction: This section will provide an introduction for the Task, a list of objectives, and a description of the demographics of the students in the class.
2. Teacher Guide: Each phase (pre-task, task, and post-task) plan should include a lesson introduction, an indication of the time required to complete the lesson, a list of objectives, required materials, and a sequence of the activities in the phase.
3. Three sequenced, connected Task phases: A pre-task, task, and post-task phase lesson. The student will deliver the completed Task phases with all the necessary components in a user-friendly, motivational format.
4. Analysis: The student will analyze his or her Task, indicating how each phase meets requirements and demonstrates relevant methods from relevant textbook readings. The analysis must be 1,000–1,500 words.

G. Exams (3)

The exams will focus on applying information from the Cameron (2018) text. Exams will be open-book/open-notes, contain multiple-choice, multiple-answer, true/false, fill-in-the-blank, short-answer, and/or essay questions, and have a 1-hour-and-30-minute time limit.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist		10
Discussion Board Forums	(2 at 50 pts ea)	100
Activity Development and Analyses	(2 at 100 pts ea)	200
Peer Activity Evaluations	(3 at 50 pts ea)	150
Grammar Task Lesson and Analysis		250
Exams	(3 at 100 pts ea)	300
	Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

TESL 603

Textbooks: Cameron, *Perfecting Your English Pronunciation* (2018).
 McGraw-Hill Language Lab App
 Nassaji & Fotos, *Teaching Grammar in Second Language Classrooms* (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Cameron: Introduction, ch. 1 Nassaji & Fotos: Preface, ch. 1 1 presentation Videos 1–6 in app	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Cameron: ch. 2 Nassaji & Fotos: chs. 2–3 1 presentation 1 website	Activity Development and Analysis 1	100
3	Cameron: chs. 3–7 1 presentation Videos 7–11 in app	Peer Activity Evaluations 1 Exam 1	50 100
4	Cameron: chs. 8–11, Appendix B Nassaji & Fotos: chs. 4–5 1 presentation Videos 12–15 in app	DB Forum 2	50
5	Nassaji & Fotos: ch. 6–7 1 presentation	Activity Development and Analysis 2	100
6	Cameron: chs. 12–16 1 presentation Videos 16–20 in app	Peer Activity Evaluations 2 Exam 2	50 100
7	Nassaji & Fotos: chs. 8–9 1 presentation 1 video 2 websites	Grammar Task Lesson and Analysis	250
8	Cameron: chs. 17–18, Appendix A 1 presentation	Peer Activity Evaluations 3 Exam 3	50 100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.