Pedagogical Grammars:
Making grammatical analysis accessible and useful to language learners and teachers

CoLang 2012, Week Two, June 25-28 (Monday-Thursday)
Period 3: 2:15-3:45
Room: Watson 302
Session leader: Mary Linn

Course Information:
This workshop discusses the development, purpose, composition and use of pedagogical grammars. We focus on pedagogical grammars for minority and endangered languages. Topics include: grammars and the speech community; typology of grammars; writing grammars; how the language determines what to include; including/writing culture into a grammar; consideration of issues of planning, use, function; examining differences between theoretical and pedagogical grammars. In addition, we look at these topics from several perspectives: that of a pedagogical grammar writer, that of an endangered language teacher, and that of a language program consultant.

The workshop is geared towards linguists and speech community members who are planning to write or are writing a grammar, or reworking a theoretical grammar into a pedagogical grammar. The workshop will include lecture, discussion, examples from pedagogical and theoretical grammars, and hands on exercises and grammar evaluations. As learning is a collaborative process, I expect that participants and session leaders will all contribute and learn from one another.

Schedule:

Day 1, Monday, June 25: What is a pedagogical grammar? Who is the audience?

1) What are different kinds of grammars? What is a pedagogical grammar? What are the parts of a grammar? Who is your audience, and what are they looking for?
2) Group work with grammars: Look at several grammars and discuss what kind of grammar and who they were written for. What are the theoretical, especially second language learning underpinnings?
3) Preparation for Day 2: Form small groups and choose a language with some grammatical description. Choose three parts of the grammar (e.g. a sound not in learners’ L1, a phonological rule, word formation, pronominal agreement, possession, grammatical relations, question formation…) that you will work on. Also discuss who your intended audience will be.

Suggested Readings:
Day 2, Tuesday, June 26: Collaboration: Respectful work, what language examples to use

1) What terminology should we use? How much explanation? When to explain (explicit) and when to use discovery (implicit)?

2) In your group, rewrite the parts of grammar you have chosen for your audience.

3) How to choose and format examples, the heart of the grammar.

4) Preparation for Day 3: Finish reworking your descriptions for your audience. Provide and format your examples.

*Suggested Readings:*

Jargon Buster
http://oxforddictionaries.com/words/jargon-buster

Day 3, Wednesday, June 27: Planning and writing a pedagogical grammar

1) More on how learners learn a second language and approaches and methods we can use in language pedagogy.

2) What resources do you have? Gathering community input. Collaborative work relationships. Inclusion of cultural content and examples.

3) Group work: Take a grammatical form and put it in a CBI lesson plan for a specific audience.

*Suggested Readings:*

Day 4, Thursday, June 28: Collaboration: Getting the grammar into people’s hands and opened.

1) Where does the pedagogical grammar fit into the larger language revitalization plan? What are the distribution options? Will anyone use it?

2) Discussion on training and continued collaboration.

*Suggested Readings:*
Resources

Ameka, Felix K. 2006. Real description: Reflections on a native speaker and non-native speaker
description of a language. Catching language: the standing challenge of grammar
writing, ed. by Felix K. Ameka, Alan Dench, Nicholas Evans. Berlin: Mouton de
Gruyter.


Hill, Jane H. 2006. Writing culture in grammar in the Americanist tradition. Catching
language : the standing challenge of grammar writing , ed. by Felix K. Ameka, Alan
Dench, Nicholas Evans. Berlin: Mouton de Gruyter.


language : the standing challenge of grammar writing , ed. by Felix K. Ameka, Alan
Dench, Nicholas Evans. Berlin: Mouton de Gruyter.


Munro, Pam. 2006. The Joy of grammar: Intro to grammatical analysis. Presented at the Breath

30:2, 351-365.

Payne, Thomas E. 2006. A grammar as a communicative act or What does a grammatical


**Resources for Teachers**

Story-builder: Picture cards for language learning.
http://www.story-builder.ca/

CARLA Center for Advanced Researched in Language Acquisition, University of Minnesota.
http://www.carla.umn.edu/