

**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:*

Mithun, Marianne, 2006. Grammars and the community. *Studies in Language* 30:2, 281-306.

Rice, Keren, 2006. A typology of good grammars. *Studies in Language* 30:2, 385-415.

**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 you audience. Provide and format your examples.

*Suggested Readings:*

Weber, David, 2006. The linguistic example. *Studies in Language* 30:2, 445-460.

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:*

Noonan, Michael. 2006. Grammar writing for a grammar-reading audience. *Studies in Language* 30:2, 351-365.

**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:*

Weber, David, 2006. Thoughts on growing a grammar. *Studies in Language* 30:2, 417-444.

## 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.
- Amery, Rob. 2009. Phoenix or relic? Documentation of languages with revitalization in mind. *Language Documentation and Conservation* 3, 138-148.
- Bright, William. 2006. Contextualizing a grammar. *Studies in Language* 30:2, 245-252.
- Donohue, Mark. n.d. Grammar sketch outlines. [http://www.eva.mpg.de/lingua/tools-at-lingboard/pdf/donohue\\_grammar\\_sketches.pdf](http://www.eva.mpg.de/lingua/tools-at-lingboard/pdf/donohue_grammar_sketches.pdf).301. Accessed June 8, 2012.
- 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.
- Mithun, Marianne. 2006. Grammars and the community. *Studies in Language* 30:2, 281-306.
- Mosel, Ulrike. 2006. Sketch grammar. In *Essentials of Language Documentation*, ed. Jost Gippert, Nikolaus Himmelmann, and Ulrike Mosel, 301-310. Berlin: Mouton de Gruyter.
- Mosel, Ulrike. 2006. Grammaticography: The art and craft of writing grammars. *Catching language : the standing challenge of grammar writing* , ed. by Felix K. Ameka, Alan Dench, Nicholas Evans. Berlin: Mouton de Gruyter.
- Munro, Pamela. 2006. From parts of speech to the grammar. *Studies in Language* 30:2, 307-349.
- Munro, Pam. 2006. The Joy of grammar: Intro to grammatical analysis. Presented at the Breath of Life workshop, Berkeley CA. <http://www.aicls.org/pages/pam.htm>.
- Noonan, Michael. 2006. Grammar writing for a grammar-reading audience. *Studies in Language* 30:2, 351-365.
- Payne, Thomas E. 2006. A grammar as a communicative act or What does a grammatical description really describe? *Studies in Language* 30:2, 367-383.
- Payne, Thomas E. 1997. *Describing Morphosyntax*. Cambridge: Cambridge University Press.
- Rice, Keren. 2006. A typology of good grammars. *Studies in Language* 30:2, 385-415.
- Rice, Keren. 2006a. Ethical Issues in Linguistic Fieldwork: An Overview. *Journal of Academic Ethics* (2006) 4: 123-155.

Rice, Keren. 2006b. Let the language tell its story? The role of linguistic theory in writing grammars. *Catching language: the standing challenge of grammar writing*, ed. by Felix K. Ameka, Alan Dench, Nicholas Evans. Berlin: Mouton de Gruyter.

Supahan, Terry and Sarah Supahan. 2001. Teaching well, learning quickly: Communication-based language instruction. *The green book of language revitalization in practice*, ed. by Leanne Hinton and Kenneth Hale. San Diego: Academic Press.

Tomlin, Russell. 1994. Functional grammars, pedagogical grammars, and communicative language teaching. *Perspectives on pedagogical grammar*, ed. by Terence Odin. Cambridge: Cambridge University Press, 1994.

Towell, Richard. Design of a pedagogical grammar. Subject Centre for Languages, Linguistics and Area Studies Good Practice Guide. Retrieved June 8, 2012, from <http://www.llas.ac.uk/resources/gpg/410>.

Weber, David. 2006. The linguistic example. *Studies in Language* 30:2, 445-460.

Weber, David. 2006. Thoughts on growing a grammar. *Studies in Language* 30:2, 417-444.

### **Resources for Teachers**

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

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