CeLTA Fellowship Report 2015-2016
ESL 220 Grammar Materials
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Project Overview

This project developed grammar materials for ESL 220. A Google Classroom page was created as the platform for the material. Grammar topics include an overview of clauses and phrases, adverbs of reason and purpose, adjective clauses, noun clauses, and passive voice. Each grammar topic includes screencasts of grammar explanations, Google docs of practice materials, and short assessments. A diagnostic tool was also developed. Additionally, corpus data collection sheets are included if instructors choose to teach students how to use online corpora to collect authentic sentence samples for analysis in class.

A grammar diagnostic tool was developed as a pre-test and post-test for instructors to help identify grammatical structures to focus on during the semester. Sentences in the diagnostic were checked with Lextutor to ensure that vocabulary items were from the General Service List because the aim is to measure knowledge of particular grammar constructions and not be a vocabulary test.

Materials include authentic language samples from online corpora, including the Michigan Corpus of Upper-Level Student papers and the Corpus of Contemporary American English. Instructors can adapt the materials into modules that students complete at their own pace. Materials were piloted in fall 2015 and revised in spring of 2016. The Writing Coordinator, Carol Arnold, provided feedback on the materials. This feedback has resulted in revisions of the diagnostic and practice materials.

Outcomes
The Google Classroom page housing these materials is intended to be a "living" document. Other instructors will be encouraged to improve the current materials and and to contribute their own. The Writing Coordinator also noted that this resource will be valuable for instructors who are new to teaching the course and also be a resource for experienced faculty who may want to adapt or update their materials. Carol Arnold and I have planned to present the materials to 220 instructors during a startup meeting fall semester 2016.

Some information that will be pointed out to instructors includes discussion of how to use the materials. More specifically, I will discuss how the screencasts are intended to be models, not necessarily implemented in their own courses. Given that some of the information in the grammar tutorials has information about my cats as a way to engage my students (students love cat videos!), I will encourage instructors to create their own screencasts using their voice and ideas. Furthermore, if instructors create their own screencasts using their own voice, it will likely decrease students' perception that the instructor is not actually teaching them the information,

which is an impression some students have of flipped learning. Training on how to create screencasts will be offered to instructors.

Feedback from students include the following comments:
1. *Because, in this formats, not only am I able to improve my listening skills, the information which is same as those from textbooks can be learned. (Not edited)*
2. *I like listening to videos to summarize it . it helps me to improve my listening skills rather than reading handouts. (Not edited)*
3. *you can pause it (Not edited)*
4. *It's more convenient.*

Students who liked the flipped model noted that they liked the ability to watch explanations and review the information as much as they wanted. A traditional class lecture would generally not allow students the ability to click pause or repeat. This feedback often came from students who prefer to listen to information instead of reading it. The same information that was discussed in each of the screencasts was available as a Google doc.

Impact on Language Teaching

This project has few potential impacts on the language teaching community. Specifically for the English Language Center, the grammar teaching resources developed for this project will help ESL 220 instructors fill a current gap in grammar materials and also serve as a model for compiling grammar resources for other course levels in the future. This project also is a potential model of compiling resources for flipped grammar instruction that could be adapted for any language. Using screencasts for parts of instruction can be effective as students can review the information outside of class which frees up valuable class time for more interactive tasks. This project is also a contribution to the growing body of practical teaching materials developed with corpus linguistics. Considering that the practice assignments include authentic language samples from online corpora, this project may be a new application of corpus linguistics that leads to further research and development.

Link to CeLTA Lunch and Learn screencast:
http://screencast-o-matic.com/watch/cDfqcz1CBH