

Teaching Grammar

DIDACTICS 3

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What is Grammar?

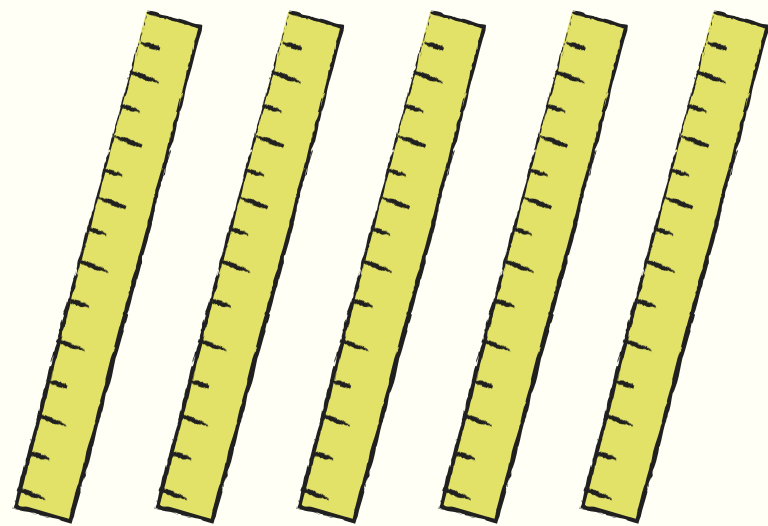
“The way words are put together to make correct sense.” -

Penny Ur

The moment-by-moment structuring of what we say as it is being spoken, but also our internal ‘database’ as to what are possible or impossible sentences. -

Jim Scrivener

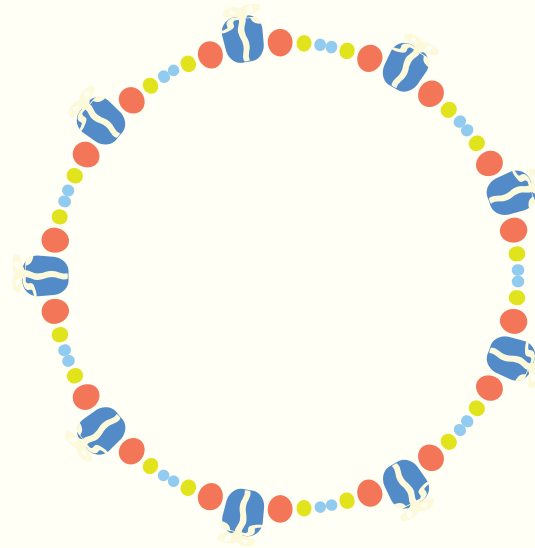
What is not 'teaching grammar'?



list of rules and
explanations



doing test and
exercises



memorising rules



reciting rules

What students need to learn

- accuracy and fluency
- grammatical structures are carrying meaning created by a combination of vocabulary and grammar
- to express time - tenses
- place - prepositions
- possibility - modals or conditional clauses
- word order
- irregularities (past tense verbs, plurals etc.)
- morphology (pronouns and suffixes)
- syntax (formation of negative, or relative clauses)

GRAMMAR CONTENT

Personal approach

SHOULD WE INSIST ON ACCURACY ONLY WHEN IT
AFFECTS MEANING?

WHERE WOULD YOU INSIST ON CORRECT FORMS AND
WHERE WOULD YOU NOT?

How best to teach grammar: explicit or implicit processes?

IF YOU LEARNT ENGLISH, OR ANOTHER FOREIGN LANGUAGE, IN
SCHOOL, HOW WAS GRAMMAR TAUGHT?

WHAT KINDS OF THINGS WERE (UN)HELPFUL IN GETTING YOU TO USE
THE GRAMMAR OF THE LANGUAGE CORRECTLY?

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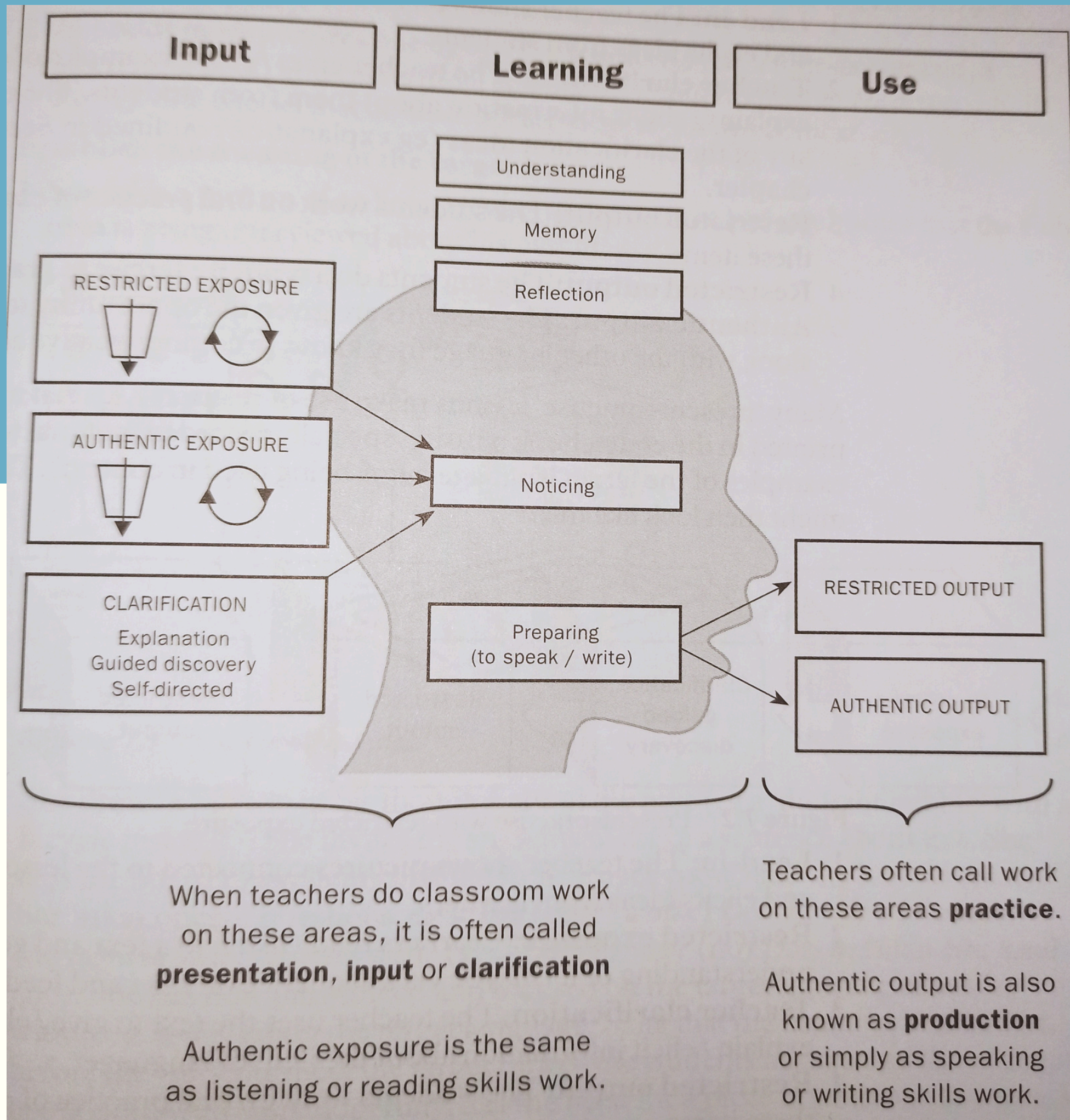
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- YOU CAN ASK SS TO WORK OUT RULES FOR THEMSELVES, BASED ON A SET OF EXAMPLES

How students need to learn

- exposure to the language
- notice and understand
- try using in 'safe' practice
- have opportunities
- contextulizing and communicate in different contexts
- offered speaking and writing tasks that allows them to make use of all they learnt
- remember things they learnt
- return to items again and again with revision tasks

FRIENDLY REMINDER

Present - practice



Present - practice structure

- **LEAD-IN:** THE TEACHERS SHOWS PICTURES RELATED TO THE TOPIC / CONTEXT AND ELICITS IDEAS FROM STUDENTS
- **TEACHER CLARIFICATION:** THE TEACHER GIVES EXAMPLES OF THE LANGUAGE AND EXPLAINS
- **RESTRICTED OUTPUT:** THE STUDENTS WORK ON ORAL PRACTICE OF EXAMPLES OF THESE ITEMS
- **RESTRICTED OUTPUT:** THE STUDENTS DO A WRITTEN EXERCISE TO PRACTISE THESE ITEMS
- **AUTHENTIC OUTPUT:** THE STUDENTS ARE GIVEN THE OPPORTUNITY TO USE THESE ITEMS ALONG WITH OTHER LANGUAGES THEY KNOW



Example

- T draws the picture of a rich man
- T adds more pictures one by one and elicits more statements about his life
- T draws a picture of his thought (a bike)
- appropriate Q: What's this? Does he ride a bike now? Did he ride a bike in the past? But not now?
- He used to ride a bike.

Teacher explanation



KEEP IT SHORT

decide what information will be necessary

PLAN

use of timelines, substitution tables, annotated examples, diagrams,

LET THEM TRY

let learners try using the language first and give explanation that clarifies the issue only when they hit problems

Drill: Yes or no?



IMAGINE THAT!

Drills? Surely you don't still do those! They're so old-fashioned, and they've proved they don't work.

Is it worth arguing back? What would you say?.

Why 'Yes'?

WHY?



BRAIN NEEDS TO AUTOMATISE

we become better at doing certain things through practice

GETTING YOUR TONGUE AROUND IT

selecting the right form quickly, again - something that improves familiarity

GENUINE COMMUNICATION

experimenting and playing with the language even where the language doesn't represent realistic communication

How to drill? If, so...

REPEAT

grammar item, grammar item in a sentence, intonation pattern, exaggerated attention to intonation

LET THEM CREATE

teacher starts the sentence - students complete it, show them picture - they create the sentence

BACKCHAINING

build up sentence bit by bit, starting at the end rather than beginning

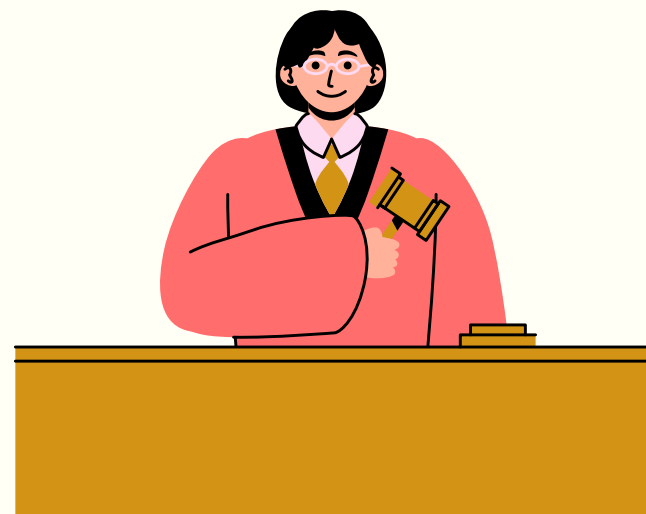
CRITICAL THINKING

introduce sentence with error (e.g. wrong order) students put it right



USE PICTURES

pictures or even better realia
make the explanation
memorable



DON'T JUST SAY 'DO YOU UNDERSTAND?'

ask them to demonstrate their
understanding by giving examples



TEACH EARLY IN THE CLASSROOM

towards beginning of the lesson
when students are fresher

General tips

What exactly to do?

PRINTED EXERCISE

individually, in pairs, group work, together on the board, orally, dictation, cut up sentences - check in pairs, provide a key with possible errors, **auction - game**

PICTURES WITH BUBBLES

students write appropriate sentences to each bubble by thoroughly thinking first, put them in the right order in a logical sense

SPLIT SENTENCES

If you eat that
If you touch the dog
If you steal my boyfriend
If you go out now
If you don't leave
If you don't book a ticket

What exactly to do?

MEMORY TEST



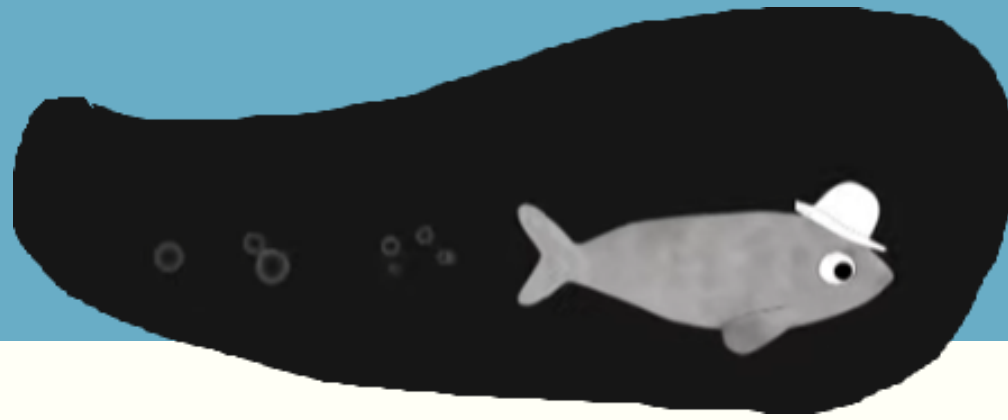
GROWING STORIES

Teacher starts the story by saying one sentence, students build the story by adding one sentence each. Give them limit of sentences, they can work in pairs/groups.

VISUAL GRAMMAR

Use LEGO bricks to demonstrate the parts of the speech, when manipulating the bricks you change the word order.

What exactly to do?



THIS IS NOT MY HAT

TPR

Walk to the door. Pick up Jolanda's pen.

When students are ready, we can add more complicated sentences, always depends on their level/age.

PICTURE BOOKS

Find the right story and teach the grammar through retelling, acting out, sequencing, changing some parts or making different endings.

SOME DRAMA??

Students mime given sentences, others guess.

Lively pictures

Hot seat

Find someone who

Thank you for
your attention.

ENJOY NEW IDEAS IN
YOUR PRACTICE