



Teaching English Grammar

Today's class

- Grammar lesson 1
- Six rules of grammar teaching (Thornbury)
- Grammar lesson 2
- Homework

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Edward Povey - Teaching TESOL

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Welcome To My Site!

Here you can find information, materials and downloads related to my classes at Hankuk University of Foreign Studies.

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Today we are going to study...

PAST PERFECT



This is used:

- to refer to a time previous to an established past time reference.
- in reported speech to transform direct speech instances of past simple and present perfect.
- in conditional clauses to refer to hypothetical past time

Fun Task Time!

Change these sentences in past perfect:

1. I went to the beach.
2. She has seen the movie.
3. I visited that museum.
4. I saw the tiger in the zoo.
5. I never met an American.

HANGMAN



Reference reading for Week 2

10 How NOT to teach grammar

- Sample lesson: How not to teach the past perfect
- Some rules
- Some conditions
- Some caveats

This chapter will be short because a) there are very many more options for teaching grammar well than there are for teaching it badly, and b) it should be clear by now what this book considers to be ineffective grammar teaching, so a lengthy rehearsal of the arguments is probably unnecessary. This chapter, then, will stand as a short summary of what has gone before,

Lesson Analysis

What was wrong with the lesson?

Think of six suggestions to improve the lesson.

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No examples
Relation to other tenses
Easy to understand
Too long
Pictures
Context
Situations
Events / Life

Fun Task Time!

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No models
No communication
No involvement
No motivation
No answers
No sharing / life
No groups
No vocab check



Not relevant
No explanation
Waste of time
Short stories
Talk about events in a video
Talk about their life

Wk2 How NOT to Teach Grammar.pdf - please read

Some rules

What conclusions, then, are to be drawn about the teaching of grammar? Here are some rules of thumb:

- **The Rule of Context:** Teach grammar in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualised as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.
- **The Rule of Use:** Teach grammar in order to facilitate the learners' comprehension and production of real language, rather than as an end in itself. Always provide opportunities for learners to put the grammar to some communicative use.
- **The Rule of Economy:** To fulfil the rule of use, be economical. This means economising on presentation time in order to provide maximum practice time. With grammar, a little can go a long way.
- **The Rule of Relevance:** Teach only the grammar that students have problems with. This means, start off by finding out what they already know. And don't assume that the grammar of English is a wholly different system from the learner's mother tongue. Exploit the common ground.
- **The Rule of Nurture:** Teaching doesn't necessarily cause learning – not in any direct way. Rather than occurring as flashes of insight, language learning is more often than not a process of gradual approximation. Instead of teaching grammar, therefore, try to provide the right conditions for grammar learning.
- **The Rule of Appropriacy:** Interpret all the above rules according to the level, needs, interests, expectations and learning styles of the students. This may mean giving a lot of prominence to grammar, or it may mean never actually teaching grammar at all – in any up-front way. But either way, it is your responsibility as a teacher to know your grammar inside out.

1. The Rule of Context

2. The Rule of Use

3. The Rule of Economy

4. The Rule of Relevance

5. The Rule of Nurture

6. The Rule of Appropriacy

Six Rules of Grammar Teaching

According to Scott Thornbury

1

The Rule of Context

Teach grammar in context. This can mean context of language and context of use (meaning).

If you have to take an item out of context to draw attention to it, re-contextualize it as soon as possible.

(There will be a mini matching quiz at the end of these 6 rules.)

Six Rules of Grammar Teaching

According to Scott Thornbury

2

The Rule of Use

Teach grammar in order to facilitate the learner's comprehension and production of real language.

Always provide opportunities for learners to put grammar to communicative use.

Six Rules of Grammar Teaching

According to Scott Thornbury

3

The Rule of Economy

Minimize presentation time to maximize practice time.

STT > TTT

Six Rules of Grammar Teaching

According to Scott Thornbury

4

The Rule of Relevance

Teach only grammar that students have problems with. Find out what they already know.

Can you think of an example of Korean grammar that is very similar or very different from English?

Six Rules of Grammar Teaching

According to Scott Thornbury

5

The Rule of Nurture

Teaching doesn't always cause learning. Language learning is a gradual process. Provide the right conditions for grammar learning.

* Use **noticing** techniques

Six Rules of Grammar Teaching

According to Scott Thornbury

6

The Rule of Appropriacy

Interpret all of these rules according to the level, needs, interests, expectations and learning styles of your students.

GROUP TASK

Quiz

Here are six “confessions” from teachers. Which rule did the teacher break in each case?

1. The Rule of Context
2. The Rule of Use
3. The Rule of Economy
4. The Rule of Relevance
5. The Rule of Nurture
6. The Rule of Appropriacy

Answers

- A. The Rule of Nurture
- B. The Rule of Appropriacy
- C. The Rule of Use
- D. The Rule of Relevance
- E. The Rule of Context
- F. The Rule of Economy

A. I explained it and drilled it ~ and still they made mistakes. So I explained it and drilled it again.

B. I taught my business class the present perfect continuous using a fairy tale.

C. I presented the rules of adverb order, and then we did some exercises in the book. Tomorrow I'm going to do the second conditional.

D. They don't have any problems with the past tense, but I'm going to teach it again because it's in the book.

E. I gave them five sentences in different tenses and asked them to work out the difference. Then we did some sentence gap-fill exercises.

F. The presentation took about 40 minutes. That left me ten minutes for the role play.

My tips:

- Give your own examples and model the language/answers.
- Use model texts and highlight/draw attention to grammar features
- Let the learners personalize the language
- Think about context of use and set up the context at the start of the lesson.
- Make the activities and language use meaningful.
- Multi-modal (listen, speak, write, act) + learning styles

Example lesson: Past perfect

Level: Intermediate students

Age: University and above

Target grammar:

Past perfect

“When I started this course I had already taught at a kindergarten.”

“When I was 25 years old, I had never been to Asia.”

How things have changed!

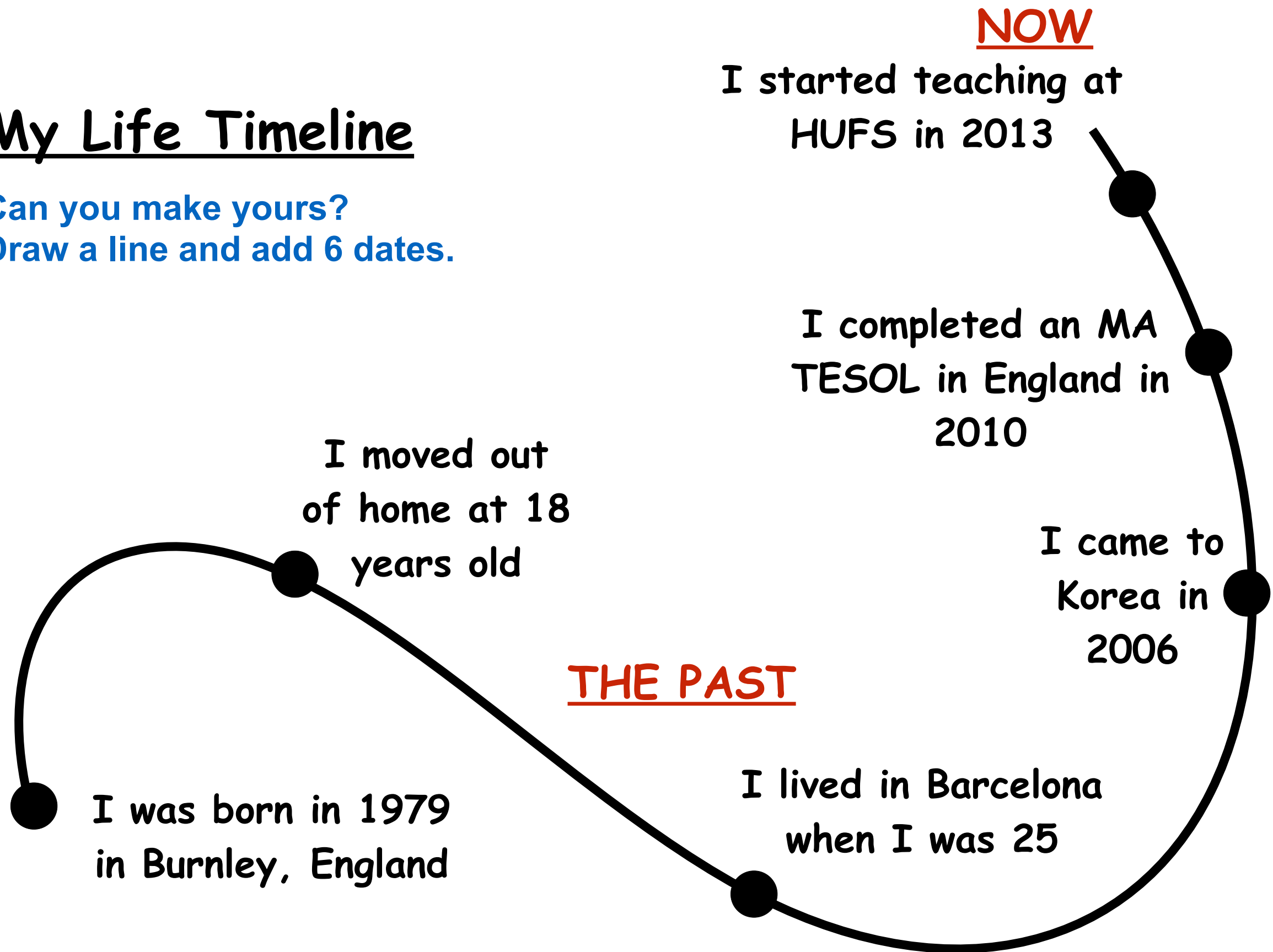


- In the last 15 years, I have...
- taught students of all ages
 - visited 5 countries in Asia
 - had two children

Make a list of three things you **have achieved** in the last 5 years.
Share with your partner.

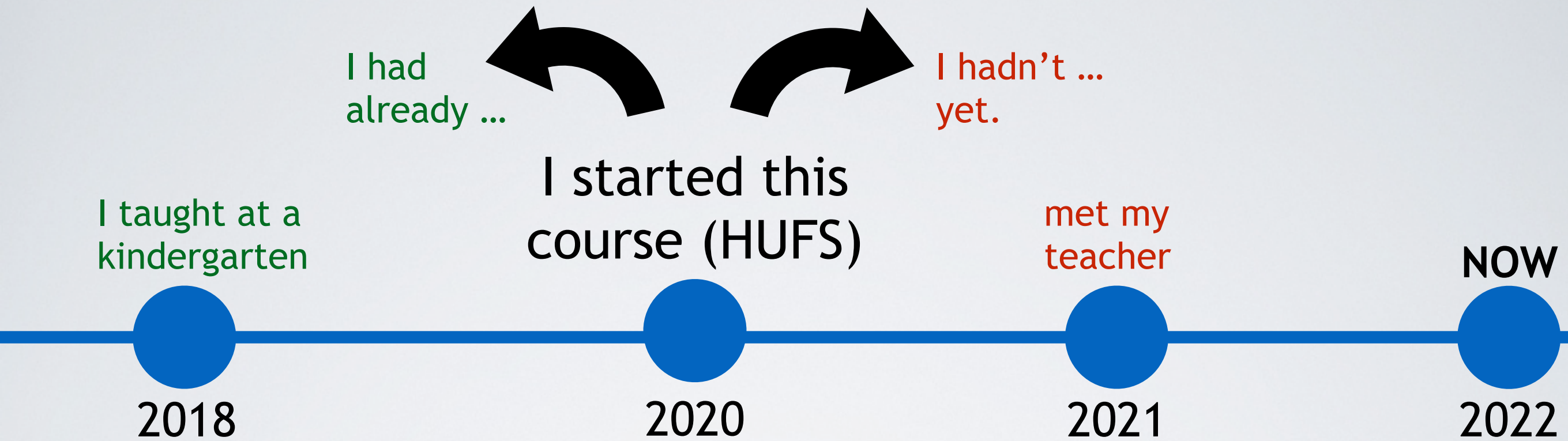
My Life Timeline

Can you make yours?
Draw a line and add 6 dates.



When I came to Korea, I had already lived in Barcelona.
By the time I started teaching at HUFS, I had already completed an MA TESOL.

Life timeline



When I started this course I had already taught at a kindergarten.

When I started this course, I hadn't met my teacher yet.

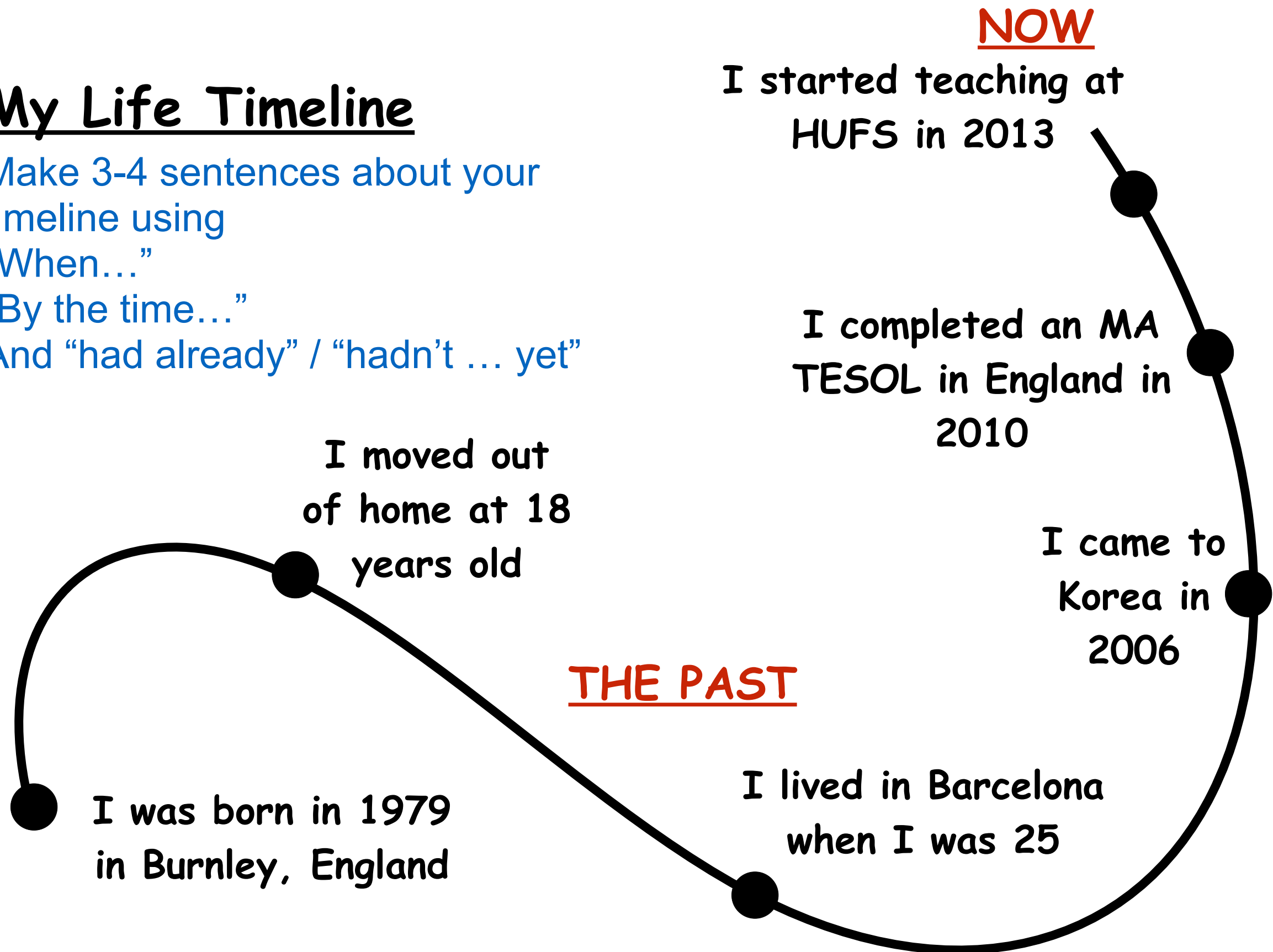
My Life Timeline

Make 3-4 sentences about your timeline using

“When...”

“By the time...”

And “had already” / “hadn’t ... yet”



When I came to Korea, I had already lived in Barcelona.

By the time I started teaching at HUFS, I had already completed an MA TESOL.

Guess the truth

Guess which is true and which is false:

1. When I came to Korea in 2006, I **hadn't** eaten kimchi before.
2. When I was 25 years old, I **had never** been to Asia.
3. Before I started working at HUFs, I **had never** taught teachers.

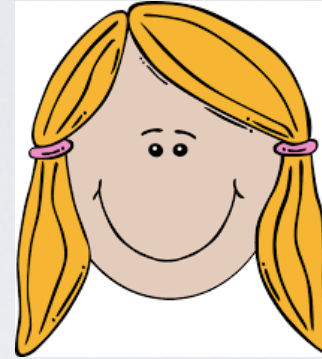
Now your turn. Write 3 sentences using “had” + already or never. Some should be true, some false.

Daily Schedule



Peter

7am - went for a run
8am - drank coffee
9am - ate breakfast
10am - took the subway
11am - started work
12pm
1pm - ate lunch
4pm - finished work



Amy

7am - drank a smoothie
8am - ate breakfast
9am - drove to work
10am - started work
11am
12pm - ate lunch
1pm - drove home
4pm - went for a run

Peter **had already been** for a run when Amy **woke** up.
Amy **had already eaten** breakfast when Peter **drank** coffee.
- can you make another sentence?

Daily Schedule

Task

Complete the daily schedule with your schedule from yesterday. It should be approximately true.

Then compare with your partner.

“By 11am I had already drunk two cups of coffee.”

“I had already eaten breakfast by the time you woke up.”

“When you went to work I hadn’t eaten breakfast yet.”

Date: _____

9:00 am	
9:30 am	
10:00 am	
10:30 am	
11:00 am	
11:30 am	
12:00 pm	
12:30 pm	
1:00 pm	
1:30 pm	
2:00 pm	
2:30 pm	
3:00 pm	
3:30 pm	
4:00 pm	
4:30 pm	
5:00 pm	
5:30 pm	
6:00 pm	
6:30 pm	
7:00 pm	
7:30 pm	
8:00 pm	
8:30 pm	

Notes: _____



Bonus Question:

What do you think is the best tip for teaching grammar? Consider everything we have discussed today and your own ideas.

Homework due Week 3



Read **Week 3** reading homework on my site.

The reading is about arguments *for* teaching grammar and arguments *against* teaching grammar.

Choose one argument *for* and one *against* and write a paragraph for each on the HUFFS discussion board. Explain why you agree or disagree with this argument, or why you think it is important. Include your opinions and experiences.

You can also find a video on my Youtube with 3 improved past perfect lessons related to the content of today's class.