



Teaching English Grammar

Today's class

- Review
- Reading homework review
- Inductive vs deductive teaching
- Homework (reading + prepare a grammar activity for beginners)

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Homework Task starting Week 4

Student Micro-teaching

Micro-teaching / Practice schedule:

- Week 4 Beginners activities practice (students prepare an activity)
- Week 5 Beginner Learners (Micro-Teaching)
- Week 6 Intermediate activities practice
- Week 7 Intermediate Learners (Micro-Teaching)
- Week 8 Advanced activities practice
- Week 9 Advanced Learners (Micro-Teaching)

All students will be placed in one of these **groups** and micro-teach according to this schedule. In the week of your **micro-teaching**, you will teach a short lesson focusing on a grammar point. This is not assessed, the purpose is for practice and feedback.

- Approximately 15 minutes each
- Any grammar point of your choosing
- Prepare necessary materials/PPT

Lesson Analysis

What was wrong with the lesson?

Think of five suggestions to improve the lesson.

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

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

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.

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



A bad grammar lesson:

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

How to make a better lesson to teach and practice past perfect.



Improved grammar lessons - Past Perfect

Improved grammar lessons

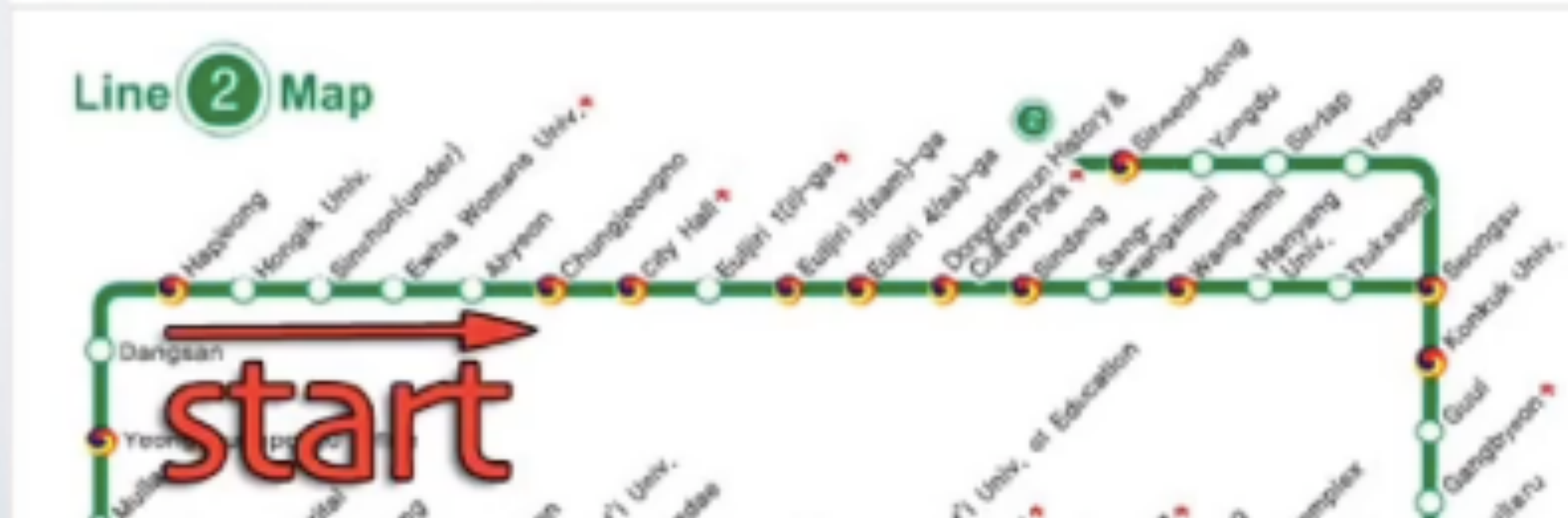
<https://www.youtube.com/watch?v=21110-9-L8o>



Jack and Amy are traveling in Seoul.
They start at Hapjeong.
When they got to Sinchon, they had
already eaten breakfast in Hongdae.

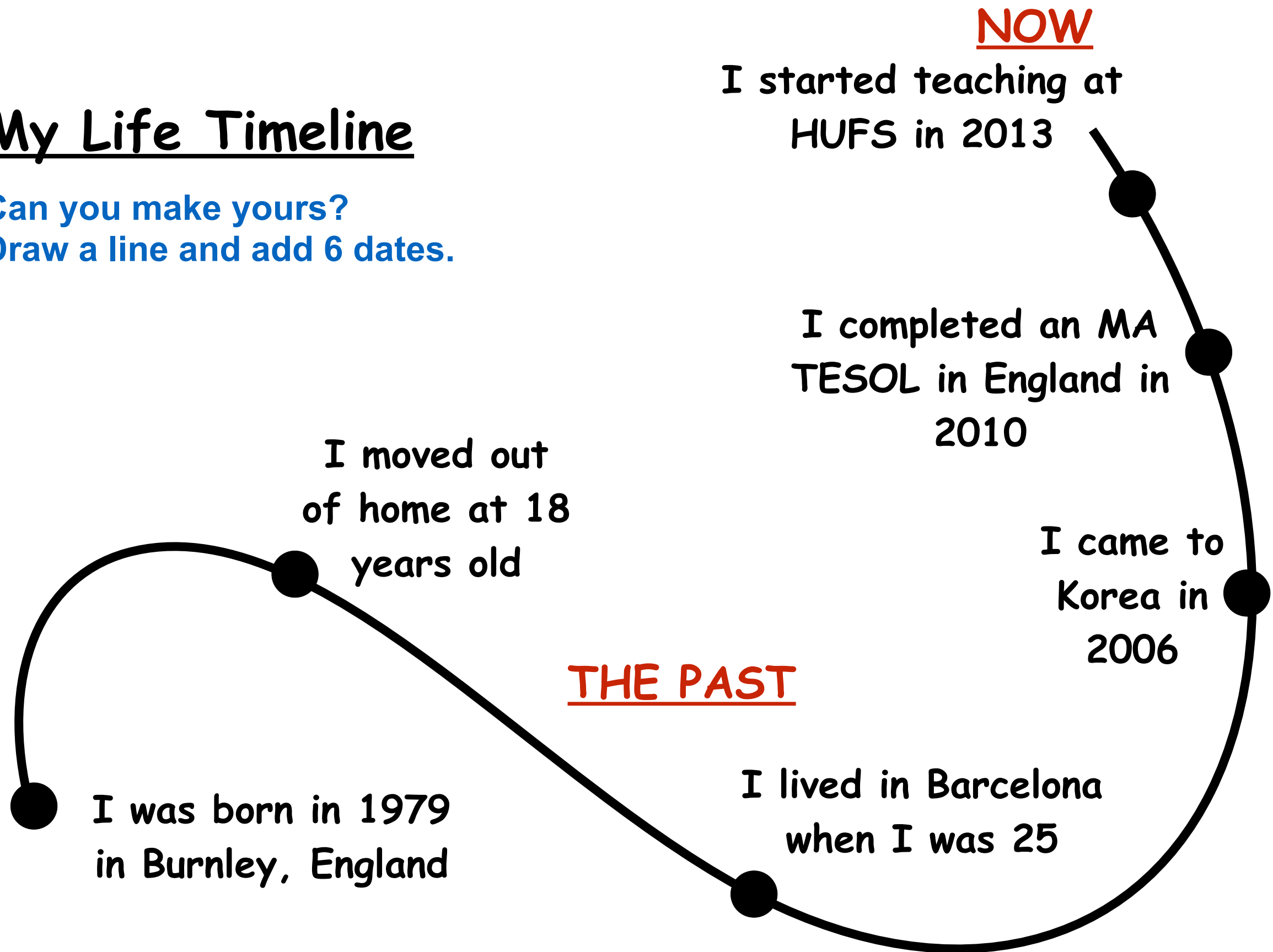


 Green Line



My Life Timeline

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



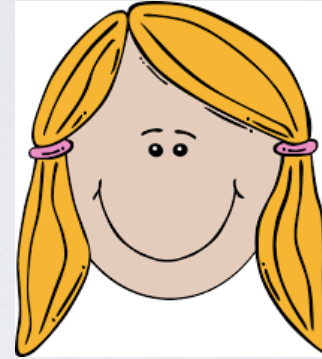
When I came to Korea, I had already lived in Barcelona.
By the time I started teaching at HUFS, I had already completed an MA TESOL.

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

1.



2.



1. Peter **had already been** for a run when Amy **ate** breakfast.
 2. Amy **had already drove** to work when Peter **took** the subway.
- 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: _____

Wk2 How NOT to Teach Grammar.pdf

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 (situations).

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

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.

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



Reading homework discussion

Discuss your thoughts on the cases for/against teaching grammar. Which did you choose? Why?

Look at pages 23-25. Look at the words in bold text.

Do you know the meanings of these words?

Any questions?

Inductive vs. Deductive teaching

INDUCTIVE

specific examples → general rule

DEDUCTIVE

general rule → specific examples

Questions:

What is inductive teaching?

What is deductive teaching?

How are the inductive/deductive lessons different?

Which is more communicative?

Which do you prefer?

EXAMPLE

“Hello everyone, today we’re going to learn present perfect tense with past participle (pp) verbs. Present perfect tense is formed with a present tense form of "to have" plus the past participle of the verb (which can be either regular or irregular in form).”

Inductive or Deductive teaching?

EXAMPLE

““Hello everyone, today we’re going to talk about life experiences. Here is a picture of me in Spain. I’ve been to Barcelona and I’ve seen the Sagrada Família. I’ve eaten paella. I’ve had a picnic on Park Güell.”

Inductive or Deductive teaching?

EXAMPLE

Comparative Adjectives
(Used to compare 2 things)

“The elephant is **bigger than** the mouse”

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add er	Two or more syllables
Form: +er than	Form: +ier than	Form: More ... than
Bigger than	Easier than	more beautiful than
Smaller than	Busier than	more dangerous than
Nicer than	Prettier than	more intelligent than
Taller than	Heavier than	more understanding than
Shorter than	Funnier than	more complex than
Stronger than	Smellier than	more interesting than
Weaker than	Happier than	more difficult than
Longer than	Friendlier than	more frustrating than

Inductive or Deductive teaching?

Inductive vs. Deductive teaching

Deductive

Starts with explicit explanation.
Learning about language.

1.

Comparative Adjectives
(Used to compare 2 things)

"The elephant is **bigger than** the mouse"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add er	Two or more syllables
Form: +er than	Form: +ier than	Form: More ... than
Bigger than Smaller than Nicer than Taller than Shorter than Stronger than Weaker than Longer than	Easier than Busier than Prettier than Heavier than Funnier than Smellier than Happier than Friendlier than	more beautiful than more dangerous than more intelligent than more understanding than more complex than more interesting than more difficult than more frustrating than

"To compare things we usually add -er to the adjective then make a sentence with 'than'. If the adjective is more than two syllables we add "more" before it."

2. "Now let's practice"

Inductive vs. Deductive teaching

Inductive

Starts with a focus on meaning.

Language in context (= in a real life situation).

Learning how to communicate.

1. “Today we’re going to buy a new phone...

...The Galaxy phone is bigger than the LG phone...

...The iPhone is more expensive than the LG phone...”



2. checking rules =

The Galaxy phone is _____ than the LG phone...
The iPhone is _____ expensive than the LG phone...”

Inductive vs. Deductive teaching

Questions

Now we have learned about inductive and deductive teaching, how do you think it relates to your experiences of learning languages in Korea?

If students learn in a deductive way (*focusing on grammar rules rather than how to use grammar in communication*), what do you think is the outcome? What problems might they have as a language learner?

Inductive vs. Deductive teaching

Which approach to use?

- **Older learners can do explicit rule discovery and use meta-language to discuss rules.**
- **Depending on the grammar point, inductive or deductive approach may be best.**
- **Inductive is seen as more meaning-focused and communicative.**
- **Test takers may prefer deductive approach.**
- **Try to use both approaches in your teaching.**

Tip for inductive teaching =

Focus on the “**Context of Use**”



Superlatives:

We use superlatives to talk about amazing things.

“Today we are going to learn about dinosaurs!”

Tip for inductive teaching =

Focus on the “**Context of Use**”



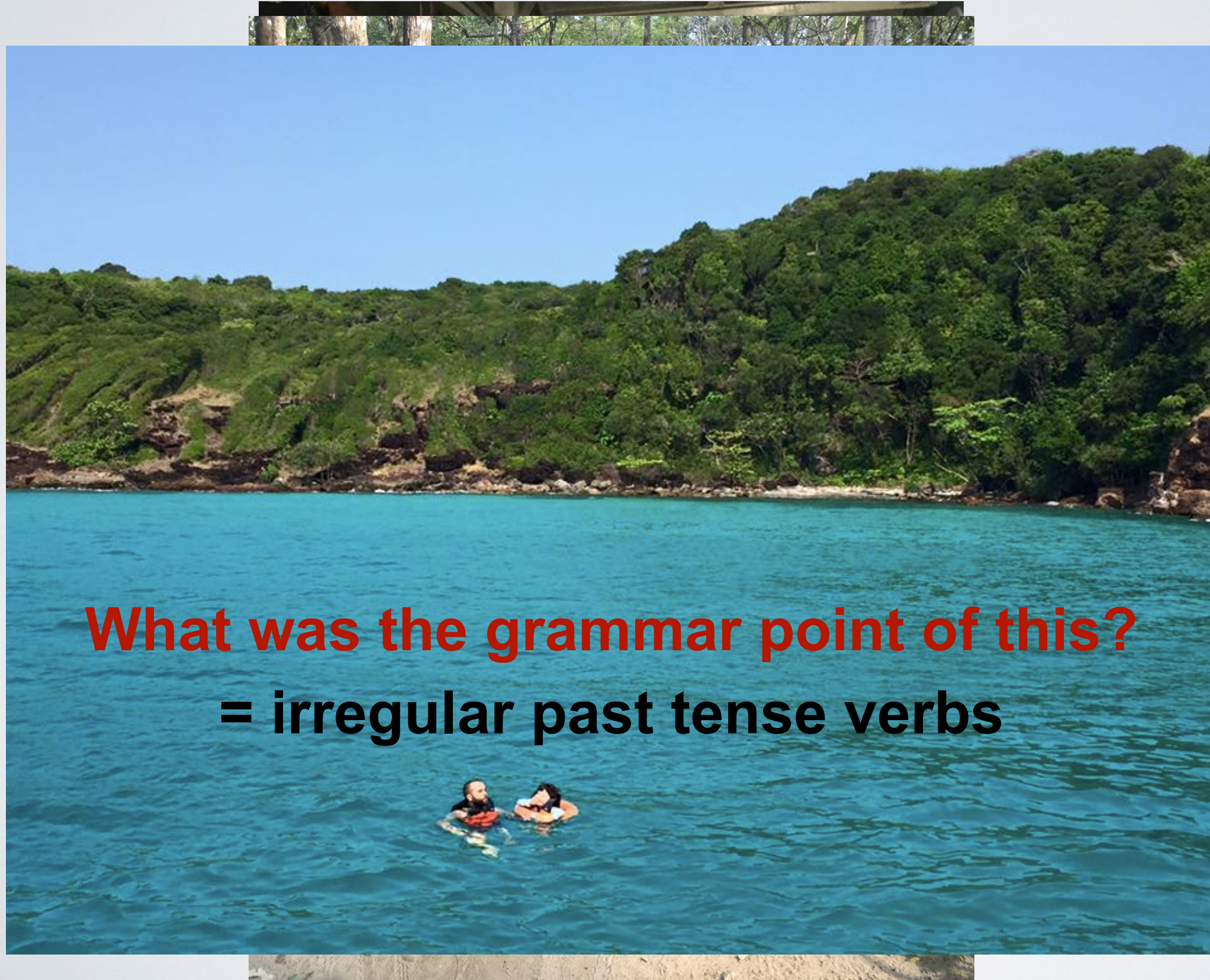
Comparatives:

We use comparatives to compare things, for example when shopping or competing in a competition.

“Today we are going to play a game and find which superheroes are strong, fast and powerful!”

Example:

Let's talk about holidays!



What was the grammar point of this?

= irregular past tense verbs

Inductive vs. Deductive teaching

Task:

Go to this page:

<https://www.learngrammar.net/english-grammar>

Choose one grammar point for your group.

If you are going to teach this grammar, what will be the context of use for the lesson? Choose a context of use that matches your grammar point. Discuss.

Example:

Modals: “should, shouldn’t, must”

Context of use: School and classroom rules



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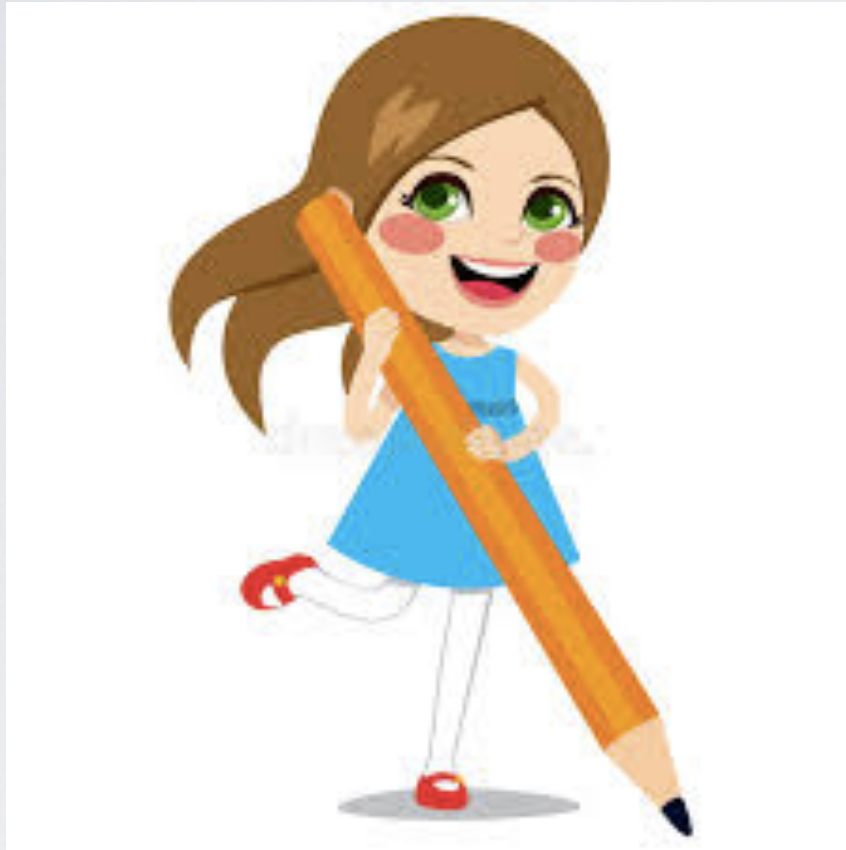
Example Lesson

Guessing game - Find the classroom object!



“It’s on his desk”
“It’s his pen”
“It’s his black pen”

Matching game



It's **his** pencil.

It's **her** pencil.

It's **hers**.

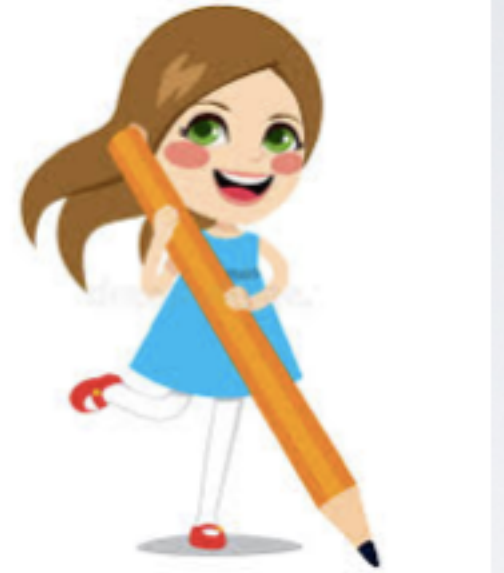
It's **his**.

Label the object



It's **his** pencil.

It's **his**.



It's **her** pencil.

It's **hers**.

1. Take 3 post-it notes.
2. Label 3 things using sentences above.
3. You can change the object name if you know it.
4. If you don't know the object, write "It's his" or "It's hers."

Bag game

Put one of your things in the bag.

Say “It’s mine.”

We will take things out of the bag.

When you see your thing you can say:
“It’s mine.”

We will say:
“It’s her pen.”
“It’s hers.”



Homework Task - See Wk4 reading homework on my website

Prepare a grammar activity to share in small groups (practice session)

1. Fill-in-the-blanks
2. Cloze procedure
3. Word scramble
4. Conversation scramble
5. Sentence cues
6. Error correction
7. Comprehension questions
8. Drills
9. Surveys
10. Information gap
11. Grammar dictation/Dictogloss
12. Games
13. Grammar charts

There are 13 types of tasks and activities starting on page 46.

Choose one of the task types and consider how you could make it more fun, interactive, and meaningful for beginner learners. This could be in terms of the steps of the activity, additional materials, TPR, team competition, or any aspect that you think would improve the task. If you wish, you can choose a grammar point and provide specific examples.

In Week 4 you will share and explain your ideas in groups. Bring the necessary materials to share and demonstrate your ideas. You may be asked to share your ideas with the whole class.

This is a preparation task to develop ideas before micro-teaching.