Ways of Teaching Grammar: The ARTT of grammar teaching

Dr Tim Taylor
HK Institute of Education
Dept of ELE

B4-LP-04
Saturday, 22\textsuperscript{nd} November 2014
9:30 a.m. – 12:30 p.m.

Thanks to my colleague Dr Lixun Wang for his contribution to this presentation.
Overview

Session 1 – 9:45 – 11:00 a.m.
Rethinking Pedagogical Grammar
What is Grammar? Why Do We Learn It?

Session 2 – 11:15 a.m. – 12:00 noon
Three Alternative Methods for HK: the ARTT of Grammar Teaching
- Awareness Raising
- Text-based Teaching
- Task-based Teaching

Session 3 – 12:00 noon – 12:15 p.m.
Conclusions, Questions, Answers and Comments
The structure of an interrogative question

Ungrammatical questions with fronted main verbs (Swam John?) are blocked by auxiliary constraint on the fronted verb position. Since *do* has the auxiliary feature and does not add unwanted meaning, it is the only verb that can be chosen for inverted questions lacking any other auxiliary. Ungrammatical sentences with both a fronted and a medial auxiliary (Can he can go?) are blocked by the consistency requirement: all tokens of a given semantic predicate are given distinct indices in f-structure. In these double-auxiliary non-sentences there are two separate entries at the same level of f-structure and consistency is thus violated.

Of course, life is never that easy.
Language is a system of signs, but who writes the rules?
Grammar is a negotiated system of rules that governs a system of systems.

Grammar reflects many characteristics of language, and language is highly personal, emotional and powerful in addition to being data-driven, cultural and sometimes dull to the core.

Grammar is both simple and complex.
What Is Grammar? How Do We Learn It?

- How do we learn grammar?

- What are the differences between learning L1 and L2? The similarities?

- Is grammar teaching helpful?
10 Grammars

1. Universal Grammar
2. Theoretical Grammar
3. Mental Grammar
4. Transformational Grammar
5. Systemic-functional Grammar
6. Comparative Grammar
7. Reference Grammar
8. Traditional-Structural Grammar
9. Pedagogical Grammar
10. Performance Grammar
Universal Grammar

The system of categories, operations, and principles shared by all human languages and considered to be innate. Taken together, the linguistic principles of Universal Grammar constitute a theory of the organization of the initial state of the mind/brain of the language learner--that is, a theory of the human faculty for language.


Theoretical Grammar

The study of the essential components of any human language. Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favour of one account of grammar rather than another, in terms of a general theory of human language.

Mental Grammar

The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand. "All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty (Chomsky, 1965). A grammar formulated by a linguist is an idealized description of this Mental Grammar."


Transformational Grammar

A theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures. In transformational grammar, the term 'rule' is used not for a precept set down by an external authority but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of a sentence, which has been internalized by the native speaker.

(J. D. Williams, The Teacher's Grammar Book. Routledge, 2005)
Systemic functional grammar (SFG) is a part of a social semiotic approach to language called *systemic functional linguistics*. In these two terms, *systemic* refers to the view of language as "a network of systems, or interrelated sets of options for making meaning"; *functional* refers to Halliday's view that language is as it is because of what it has evolved to do. Thus, what he refers to as the *multidimensional architecture of language* "reflects the multidimensional nature of human experience and interpersonal relations."

Grammar and Meaning
Systemic-Functional Grammar

In structural approaches to grammar, words and phrases combine into sentences to form meaning.

A one-dimensional view of meaning (describing events and states and the entities involved in them).

Tom went to Macau last Saturday.
→ Lixun went to Macau last Saturday.
→ Tom thought about going to Macau last Saturday.
→ Tom went nowhere last Saturday.

(Describing who did what in what circumstance.)
In functional approaches to grammar, there are **three** kinds of meanings/metafunctions (Thompson, 2004):

1. **Experiential:**
   - describe events and states and the entities involved in them.
   - e.g. Tom went to Macau last Saturday vs. Andy went to Beijing last Sunday.

2. **Interpersonal:**
   - interact with other people, to establish and maintain relations with them.
   - e.g. Tom went to Macau last Saturday vs. Where did Tom go last Saturday?

3. **Textual:**
   - organize our messages in ways that indicate how they fit in with the other messages around them.
   - e.g. Tom went to Macau last Saturday.
     - Theme went to Macau last Saturday.
     - vs. It was Tom who went to Macau last Saturday.
Key characteristics
Systemic-Functional Grammar

- concerns the **functions / purposes** of language, what we **do** with language e.g. offering, requesting
- based on real language data - is **descriptive**
- derives from authentic instances of language in **context / in use**
- **discourse** not sentence-oriented
- how people communicate/achieve meaning
- links syntax (form), semantics (meaning) and pragmatics (use)
A Grammar of Options
Systemic-Functional Grammar

- sees language as ‘sets of options’/choices

- ‘A choice made in grammar is not only a choice made in form, but also a choice made in meaning’ (Tsui 1993, p.23)
Active or Passive?
Systemic-Functional Grammar

- Which language option / choice is better?
- *A brand new Mercedes 500 SL coupe hit an elderly man on the Tai Po Road yesterday.*
- *An elderly man was hit by a car on the Tai Po Road yesterday.*
- Why would you choose the passive? What are its functions?
Form and Function
Systemic-Functional Grammar

There is **not a direct link or correlation** between form (structure) and function (purpose).

Unlike structures, functions overlap. They are imprecise and difficult to define. They depend very much on contextual factors.

The link between form and function is *meaning*

ONE FORM .......... MANY FUNCTIONS

ONE FUNCTION ... MANY FORMS
One Function - Many Forms

Systemic-Functional Grammar

- **Offering (a drink):** Have a drink.
  What’ll it be?
  What are you having?
  What can I get you?
  What’s yours?
  OK, my round, folks.
One Form - Many Functions
Systemic-Functional Grammar

FUTURE SIMPLE

- **Will** you have one?
- **OK, I’ll do it.**
- **I know - I’ll go to the film!**
- **You’ll turn right at the corner.**
- **You will enjoy yourself!**
- **He will keep on smoking…**
- **That’ll be Peter! (Doorbell)**

- Making an offer
- Volunteering
- Making a sudden decision
- Giving instructions
- Reassuring/Promising
- Describing an annoying habit
- Making assumptions
...and even more

- I'll see you tomorrow then.
- She will marry a Prince
- I will pass that exam!
- Will you help me. please?
- Will you stop that!

- Making arrangements
- Making predictions
- Expressing determination
- Making a polite request
- Expressing annoyance
Advantages
Systemic-Functional Grammar

- A functional view of language resolves some problems
- *Isn’t it time we all went home?* = Making a suggestion
- *Your mommy might let you sleep now, if you asked her nicely.* = Giving advice
Comparative Grammar

The analysis and comparison of the grammatical structures of related languages. Contemporary work in comparative grammar is concerned with "a faculty of language that provides an explanatory basis for how a human being can acquire a first language."


Reference Grammar

A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences. Examples of contemporary reference grammars in English include *A Comprehensive Grammar of the English Language*, *The Longman Grammar of Spoken and Written English*, and *The Cambridge Grammar of the English Language*. 
Traditional-Structural Grammar

The collection of prescriptive rules and concepts about the structure of the language. "We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. . . . The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language.

Tree diagram

S

NP

N

Peter

Vt

smokes

D

NP

N

a

pipe
Structural Grammar: Disadvantages

- Ambiguous items - *they are cooking apples*
- Fails to account for differences between deep and surface structure e.g
  - *He is easy to please = Subj/Vb/Adj/Infin*
  - *He is eager to please = Subj/Vb/Adj/Infin*
- Tense usage also problematic
  - *It’s time we went for lunch.*
  - *We’re going to lunch tomorrow.*
- The ‘ideal speaker-listener’ - a big mistake?
- Seeks to provide ‘*a mathematically precise view of language*’ (Lyons, 1981: 7-8) and *over-emphasises form, sentence and structure*. Conversely, as it is not data-based, it neglects meaning, function and discourse.
Performance Grammar

A description of the syntax of English as it is actually used by speakers in dialogues. Performance grammar centers attention on language production, suggesting that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated.

Actual language in use and in context, which Chomsky described as: ‘fairly degenerate in quality - numerous false starts, deviations from rules, changes of plan in mid-course ….’.
Spoken language is different
Performance Grammar

- Speech normally has little advanced planning
- The word/sentence boundaries are unclear
- It has multiple redundancy features
- It is normally interactive
- It is ‘additive’
- It is often illogical
- It is often formulaic
- It is often ‘vague’
- It is often under-lexicalised
Pedagogical Grammar

PG primarily deals with syntax and morphology: sentence-level and word-level rules and order. It is grammatical analysis and instruction designed for second-language students. The term PG is commonly used to refer to (1) pedagogical process--the explicit treatment of elements of the target language systems as part of language teaching methodology; (2) pedagogical content--reference sources that present information about the target language system; and (3) some combinations of process and content. How well these aspects of PG align with other forms of grammar is an open question.

Problems with Pedagogical Grammar

- Shifting acceptability instead of comprehensibility
- Grammar is rules… but every rule has exceptions!
- Sentence-level analysis
- Contrastive analysis leaves students with the feeling of being wrong without knowing what is right
- Prescriptive
- Knowledge-based
- Often inauthentic in an effort to conform language to teaching topic
Acceptability (Activity 1)

1. His attitude made me mad.
2. The reason I’m worried is because I think she is ill.
3. His work is different than mine.
4. Can I have another helping of dessert, please?
5. We only have five left.
6. I encountered less difficulties than I expected.
7. Everyone put on their coats and went home.
8. How to spell?
9. We must remember to accurately check our answers.
10. That behaviour is something I will not put up with.
11. It’s me.
12. Who did you meet?
Spelling – Adjacent I and E

“Remember i before e, except after c…”

“or when sounding like “a”, as in neighbour and weigh…”

“or… when the word is an exception to the above rules!”

BUT…

relieve, reprieve, but…
receive, conceive

freight
weigh

neither
weird
Use of AUXILIARY “do”: with interrogative, negative and affirmative sentences

- **Does** my sister live in New York? (Interrogative)
- My sister **does not** live in New York. (Negative)
- My sister lives in New York. (Affirmative)

- **Do** I agree with you? (Interrogative)
- I **do not** agree with you. (Negative)
- I agree with you. (Affirmative)

**BUT…**

My sister **does** live in New York!

I **do** agree with you!
QUANTIFIERS: SOME and ANY

SOME:
- Use *some* in positive (affirmative) sentences. *Some* is used for both countable and uncountable nouns.

Examples:
- I have *some* friends. (friends is countable)
- I’d like *some* water. (water is uncountable)

ANY:
- Use *any* for countable and countable nouns in interrogative sentences and negative sentences:

Examples:
- Have you got *any* cheese?
- He hasn’t got *any* friends.

BUT…

Would you like *some* cheese? (offer)
Can I have *some* water? (request)
Have you got *some* cheese? (pragmatic request)
Sentence-level Forced Choices
(contrasts in language not meaning)

Talking about the past

We learnt about the simple past in Unit 2 of Book 1A and the past continuous in Unit 5 of Book 2B.

We use the simple past to talk about things that happened in the past and are now finished.

Alex: Did you go to the electronics show last week?
Rita: Yes, I did. I bought a game console. It wasn’t the latest model though.

We use the past continuous to talk about an action which continued for a length of time in the past, or to talk about what was happening when another action took place.

Katie: I saw you at the library this afternoon. Were you doing a school project?
Ada: No, I wasn’t. I was reading a magazine when you saw me. If what tense is used to talk about an action that took place?

Do you remember how to form and use past tenses? You can practice here!

Complete the sentences using the correct form of the verbs in the brackets.

1. We were fixing the TV when the phone _________ (ring).
2. He was testing while Ms Lee _________ (talk).
3. I waved at Jo but she _________ (not see) me. (not see)
4. Sam _________ (not chat) online when I arrived. (not chat)
5. Where _________ you _________ when you saw me in Central yesterday? (go)
6. Why _________ you _________ call me yesterday? (not call)

Hint: You can use these verbs. Two of the verbs can be used.

Grammar practice 1 Completing descriptions

Ben posted some pictures from his summer holiday on his blog. Help him to complete the descriptions of the pictures below and on page 13 using the correct simple past or past continuous form of the verbs in the hint box.

1. I _________ (be) on the beach.
2. I _________ (not be) on the beach.
3. I _________ (be) with my family.
4. I _________ (not be) with my family.
5. I _________ (be) alone.
6. I _________ (not be) alone.

Multiple choice:

A) I _________
B) You _________
C) We _________
D) You _________
E) We _________
F) They _________
G) I _________
H) You _________
I) We _________
J) They _________
K) I _________
L) You _________
M) We _________

Contrasts in language not meaning.
Sentence-level Forced Choices (Activity 2)

1. I was suddenly instructed to _______ the guard at the entrance of the embassy last night.

2. The inspector said he was not in a _______ to comment on the case.

3. ‘Cigarette?’ ‘No thanks, I ____________________ .
Sentence-level, Forced Choices

1. I was suddenly instructed to… the guard at the entrance of the embassy last night.
   A. relax
   B. relieve
   C. stand
   D. place

2. The inspector said he was not in a… to comment on the case.
   A. place
   B. position
   C. space
   D. power

3. ‘Cigarette?’ ‘No thanks, I’m not smoking/I don’t smoke.”
   A.    B.
Two attitudes towards grammar

**Prescriptive/Pedagogical**
- Grammar is an unchanging set of normative rules, to be mastered
- Emphasis should be on correctness
- Idealised ‘perfection’
- Originated from ‘dead’ languages like Latin and Greek
- Determined by learned scholars

**Descriptive/Functional**
- Language is constantly changing, fluid, organic
- Describes reality from authentic data /corpora
- About acceptability among communities
- From living language, up-to-date
Two concepts of grammar

Knowledge

- Grammar is a fixed set of rules to be learned
- Approached deductively
- Mastery depends on ability to recall and apply rules correctly

Skill

- Grammar describes patterns of language that assist communication
- Approached inductively
- Mastery depends on actively using opportunities to use language (by thinking, practicing, and negotiating meaning) in tasks and communicative activities
Grammar knowledge or Grammar practice?
Where do people speak like this?
Full form vs. Reduced form

Textbook (full form)
● What can you see in the picture?
● I can see some pork.
● What else can you see?
● I can see three prawns.

More authentic version (reduced)
● What’s in the picture?
● Some pork.
● Anything else?
● Uhh… prawns.
Pete: Do you like autumn, Bob?
Bob: No I don’t. It’s a dull season. The grass is yellow. The leaves fall from the trees. It often rains. It’s often cold. I like winter and summer. In summer the days are longer and warmer and the nights are shorter than in autumn.
Pete: But I like autumn. I think it’s a beautiful season. I like to go to the forest in autumn. It’s so beautiful! You can see all colours in the forest in autumn – the leaves are green, yellow, red and brown. There are lots of fruit and vegetables in autumn: apples and pears, plums and grapes, carrots and cabbages, cucumbers and tomatoes. I think it’s a very tasty season!

(Vereschagina and Pritykina, 1984, pp.38-9)
Pragmatic meaning depends on context or situation

Language is always used in context for an intended purpose

Elements of context:

"George, I wish you'd look at the nursery."
"What's wrong with it?"
"I don't know."
"Well, then."
"I just want you to look at it, is all, or call a psychologist in to look at it."
"What would a psychologist want with a nursery?"
"You know very well what he'd want." His wife paused in the middle of the kitchen and watched the stove busy humming to itself, making supper for four.

"It's just that the nursery is different now than it was."
"All right, let's have a look." They walked down the hall of their soundproofed Happylife Home, which had cost them thirty million dollars installed, this house which clothed and fed and rocked them to sleep and played and sang and was good to them. Their approach sensitized a switch somewhere and the nursery light flicked on when they came within ten feet of it. Similarly, behind them, in the halls, lights went on and off as they left them behind, with a soft automaticity.

"Well," said George Hadley.
Approaches to Learning and Teaching

Figure 4.1 Approaches to Learning and Teaching

- **Learning as …**
  - Learning as a “Product”
  - Learning as a “Process”
  - Learning as “Co-construction”

- **Learning Communities**
  - Teaching as “Co-construction”
    - Applying their knowledge and skills, learners work collaboratively to come up with a proposal of activities for the English Club.
    - Learners make an oral presentation, giving a description of the proposed activities and providing reasons.
    - Learners improve their proposal based on the feedback of their fellow classmates and the teacher.

- **Meaningful Learning**
  - Teaching as “Inquiry”
    - Learners analyze and interpret information, and engage in critical discussion in the process of completing the task.
    - Learners express their views and share ideas based on the information collected.
    - Learners decide on a list of activities to be held for the English Club next year.

- **Knowledge and Skills Building:**
  - Content Knowledge
  - Generic Skills, etc.
  - Teaching as “Direct Instruction”
    - Through the teacher’s explanation and modelling, learners gain knowledge and understanding of the grammar and syntactic structures essential to the completion of the task.
    - Use of modal verbs
    - Idiomatic expressions for making suggestions
    - Use of topic sentences

- **Teaching as …**
  - Teaching as “Direct Instruction”
  - Teaching as “Inquiry”
  - Teaching as “Co-construction”
Session Two –
The ARTT of Grammar Teaching

- AR - Awareness-Raising Grammar Instruction (aka, Consciousness-Raising)
- T - Text-based Grammar Instruction
- T - Task-based Grammar Instruction
AR - Awareness-Raising Grammar Instruction

Principles of Awareness-Raising Grammar

- Also known as Consciousness-Raising (CR)
- ‘Hints’ and ‘demonstrations’ can be more effective than careful, detailed explanations
- What students find out for themselves is remembered longer than what is simply told
- Discovery engages students in deeper processing, engagement and negotiating meanings
- Form supports meaning simultaneously
- Requires students to raise awareness of grammar without making grammar the single focus
Six stages of implementing Awareness-raising (AR) grammar tasks

1. **Orientation to the target** grammar item and the task
2. **Reading a text** with multiple examples of the target grammar item embedded
3. **Identification of examples** in context
4. **Complete information-gap** activity (CLT)
5. **Develop, test and practice** grammatical hypotheses
6. **Teacher clarifies and consolidates** grammar focus
A. The Chairperson of the Conservation Club wants to start a 'Save Paper Campaign'. To increase interest in the campaign, he has posted some information on the club’s notice board. Read the following:

Conservation Club
Datu lives a happy life in the Hong Kong Zoological and Botanical Gardens with his three wives and three children. The family of orang-utans are happy because they have plenty of food to eat. They also have a big cage and are safe from danger. Some people say that their life is boring and that they should be returned to Borneo. However, if they were taken back into the rainforest, they would probably die.

Every year, thousands of trees in the rainforests of Borneo are cut down. This destructive practice is called logging. However, the trees are very important to animals of the rainforests. For example, without trees, the orang-utans have nothing to eat and no shelter.

"If humans continue to destroy the rainforest, the orang-utans will be extinct in 20 years," said biologist Dr David Cam. "If I were the Government, I would make all logging illegal. Look at the forest. It is beautiful, isn’t it? I don’t understand how people can be so thoughtless. If people were more careful with the environment, the world would be a better place."

So, what can we do to save the rainforest and the orang-utans? One reason for logging is the demand for paper. If people stopped using paper, there would be almost no logging. I know we can’t stop using paper completely but we can try to use less paper. Here are some ideas for saving paper:
1. Don’t use paper plates and cups.
2. Write on both sides of a piece of paper.
3. Put waste paper in a recycling bin.
4. Use recycled paper.
5. Try not to use too many tissues.

The Conservation Club is now preparing an information pack about the rainforest. The pack will contain more articles about rainforests, poems about rainforest animals and a questionnaire.

B. Some members of the club asked the chairperson to add some headings to the article about logging. He has thought of seven ideas. Help him choose a good heading for each of the four paragraphs. Write the paragraph number next to the most suitable heading.

- The happy family
- Our club’s coming activities
- Unhappy creatures
- An expert’s opinion
- The damage done by logging
- The importance of logging
- The government’s opinion
- Where orang-utans are found in the world

C. Some other members of the club argue about the content of the article. They do not agree with the attitude of the writer. Work out the attitude of the writer to the following issues. Circle your answers.

1. Do you think the writer agrees with keeping some animals in cages? Yes/No
2. Do you think the writer agrees with logging? Yes/No
3. Do you think the writer supports the work of the scientists? Yes/No
Awareness-Raising (Conditional Type 2)

The aim of the following steps is to increase your understanding of conditional type two. To achieve this, you will have to carry out a few steps:

Step 1:
Read the passage again. Underline all the sentences with the word 'if'. Do this individually.

DON'T TALK TO ANYONE YET.

Step 2:

a. Look at the table below. The sentence(s) in the first column is/are example(s) showing the correct usage of conditional type two. You need to work with your partner to complete the table. Ask your partner to read out his/her sentences. Listen carefully, then write them down in the appropriate column in your table.

b. Talk about the sentences. Why are the sentences in the second column incorrect? Write down your explanations in the third column.

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>Explanation of incorrect sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you were me, what would you do?</td>
<td>The verb ______ should be used in the question.</td>
<td></td>
</tr>
<tr>
<td>2. I would not tell you the answer even if I know it.</td>
<td>The verb ______ should be used in the clause starting with the word if.</td>
<td></td>
</tr>
<tr>
<td>3. If you had the money, you would definitely buy it as well.</td>
<td>The verb ______ should be used in the clause after the comma.</td>
<td></td>
</tr>
</tbody>
</table>

Step 3:
Now go back to the passage. Among the sentences that you have underlined, find out those which show conditional type two.

Step 4:
Based on the examples of conditional type two in both the passage and the above table, discuss the structure of this type of sentences. First, circle all the verb groups in the examples showing conditional type two individually. Then, discuss with your groupmates and complete the following speech bubbles:

* Example: If I had a million dollars, I would buy a Porsche.

** Note that "_________" is used instead of "was" for all persons: It, he, she, I etc.
* If ______ you, I would study hard immediately. (But certainly I cannot be you)
** Note that a comma is needed only when the word "if" is placed at the beginning of a sentence.
Principles of Text-based Grammar instruction

1. Grammar teaching should always be contextualized (literally meaning ‘with a text’)
2. Language never happens out of context; you’ll never find a fish out of water, unless it’s dead.
3. There are layers of context that the teacher should make accessible through activities: the situation, the culture and the co-text.
4. Grammar and language skills can be introduced independently in preparation activities.
5. The text-based approach allows integration of other, skills-based approaches
6. Highly compatible with genre-based and text-type teaching
7. Opportunities for authentic and adapted-authentic texts
Text-based Instruction

Dictogloss Method

1. Warm-up activities (Schema building on the cultural context, social situation, text type)
2. Grammar, other linguistic and co-text context activities
3. Listening to the text
4. Reconstructing the text (individually, then in groups)
5. Checking the text
6. Follow-up activities
Dictogloss Demonstration (Activity 4)

Moroccan Cuisine and Culture

http://youtu.be/yR7bgBVrr4g
Task-based Grammar Teaching

- One of the objectives of a task based curriculum is interactive proficiency.

- The means of achieving this is through experiencing guided interaction via purposeful tasks.

- Therefore, the means and the end become inseparable; the process of learning is part of the product of learning.
## Task or Exercise?

<table>
<thead>
<tr>
<th>Task</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed to be purposeful</td>
<td>An ‘end in itself’ activity</td>
</tr>
<tr>
<td>Contextualized to enhance meaningful communication</td>
<td>Focused on grammar items and structures, vocabulary, forms, etc.</td>
</tr>
<tr>
<td>Involving Ss in thinking, doing and communicating</td>
<td>May narrowly engage students’ cognitive and language capacities</td>
</tr>
<tr>
<td>Product-oriented</td>
<td>May be isolated or provide preparation for tasks</td>
</tr>
<tr>
<td>Drawing upon Ss prior knowledge and future needs</td>
<td>May be purely academic</td>
</tr>
</tbody>
</table>
## Continuum from focus on form to focus on meaning

<table>
<thead>
<tr>
<th>Focus on forms</th>
<th>Focus on meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Non-communicative learning</strong></td>
<td>Practicing language with some attention to meaning but not communicating new messages to others, e.g. ‘Q &amp; A’ practice</td>
</tr>
<tr>
<td><strong>2. Pre-communicative language practice</strong></td>
<td>Practicing pre-taught language in a context where it communicates new information, e.g. information-gap or ‘personalized’ questions</td>
</tr>
<tr>
<td><strong>3. Communicative language practice</strong></td>
<td>Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play &amp; simple problem-solving</td>
</tr>
<tr>
<td><strong>4. Structured communication</strong></td>
<td>Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving, and discussion</td>
</tr>
<tr>
<td><strong>5. Authentic communication</strong></td>
<td></td>
</tr>
</tbody>
</table>

(Littlewood, 2004)
8 principles of task-based teaching

**Principle 1:** Ensure an appropriate level of task difficulty

**Principle 2:** Establish clear goals for each task-based lesson

**Principle 3:** Develop an appropriate orientation to performing the task in the students

**Principle 4:** Ensure that students adopt an active role in task-based lessons

**Principle 5:** Encourage students to take risks

**Principle 6:** Ensure that students are primarily focused on meaning when they perform a task

**Principle 7:** Provide opportunities for focusing on form

**Principle 8:** Require students to evaluate their performance and progress

(Ellis, 2003)
How can you plan which grammar to teach in a task?

**Step One:** Determine what English your students will need to use to complete a task. Modify the task accordingly.

**Step Two:** Determine what English students have already been taught and partly or completely mastered.

**Step Three:** Determine what English is new to students.

**Step Four:** Determine what English may continue to cause students difficulties even though it has been taught.

**Step Five:** Determine what new English in your predicted response you will explicitly focus students’ attention on?

Task-based Grammar Teaching Planning Demonstration (Activity 5)

<table>
<thead>
<tr>
<th>GRAMMAR-USE PLANNING GUIDE FOR TASK-BASED LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Description:</strong> In about 100 words, write a description of the music video <em>The Veldt</em> that you watched earlier. Show some understanding of where the story occurs, who the boy and girl are, and what they are doing.</td>
</tr>
<tr>
<td>Approximately what English do I predict my students will need to USE in doing this task?</td>
</tr>
<tr>
<td>What English have students already been taught, and partly or completely mastered?</td>
</tr>
<tr>
<td>What English is new to students?</td>
</tr>
<tr>
<td>What English may continue to cause students difficulties, even though it has been taught before?</td>
</tr>
<tr>
<td>What English will I explicitly focus students’ attention on?</td>
</tr>
</tbody>
</table>
Principles of AR-T-T Grammar Teaching Approaches

- **Noticing or Awareness**
  Conscious focus on relationship of form and meaning

- **Meaning-making**
  Grammar choices are communicative

- **Context**
  Language and communication happen in a specific place and time to real people

- **Authentic** (or Semi-Authentic)
  Communication in English is not only an academic exercise. What relevance do learning activities have outside of the classroom?

- **Dynamic**
  Includes top-down and bottom up; negotiation of meaning

- **Integrated**
  ARTT grammar teaching is integrated with other language skills
Q: Which one can we do without?

A: None of the above
One more reason for ARTT: Motivation
Students like texts and tasks that they understand...

A happy brain learns better and remembers longer than a stressed, scared or unhappy brain.
Links to useful articles to learn more details about the ARTT methods:

● Awareness-Raising method:
“Grammatical Consciousness-Raising: Tasks for EFL Secondary Learners”
https://drive.google.com/file/d/0BxUfixsP1XzSUTN1a09nX1ZwYzA/view?usp=sharing

● Text-based method:
“Dictogloss as an Interactive Method of Teaching Listening to L2 Learners”*
https://drive.google.com/file/d/0BxUfixsP1XzSajNXTXFCYVVmYmM/view?usp=sharing

● Task-based method:
“Planning and Teaching Task-Related Grammar”
https://drive.google.com/file/d/0BxUfixsP1XzSZIhwQ3ZIUEphVnc/view?usp=sharing

*I have modified this method in my presentation to focus on grammar instruction.