Teaching Grammar in Context

TOPIC 1: Basic Principles of Teaching Grammar in Context

Defining Grammar

• Grammar is ‘a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language.’
  Richards, Platt & Weber, 1985, p.125

Defining Grammar

• Grammar refers to the ‘structural organization of language’
  Larsen-Freeman, 2003, p.34
  i.e. how words are formed (morphology) and how words they are combined (syntax) - a morphosyntactic view of grammar, e.g.:
  I have … / We have … / He/She has … / They have …

Defining Grammar

• Grammar is ‘the way a language manipulates and combines words (or bits of words) in order to form longer units of meanings’
  Ur, 1988, p.4
• ‘The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language’
  Harmer, 2007, p.12

Defining Grammar

• ‘...what the morphosyntax of traditional grammar overlooks are the thousands on thousands of patterns that make up a speaker’s knowledge of a language, such as:
  • Can I come in?
  • Did you have a good time?
  • Have some more.
  • I’m simply amazed’
  Larsen-Freeman, 2013, 258

The importance of collocation

The role of constructions in language use
Goals

- To provide a different perspective on grammar teaching
- To provide hands-on activities to experience different methods of grammar instruction
- To provide examples of how the input from the sessions can be applied/adapted to LOCAL textbooks

**Adapt/ Adopt**

Grammar and 'Grammaring'

- Grammar as a skill or dynamic process
- 'Grammaring' (Larsen-Freeman, 2003) — ability to use grammar accurately, meaningfully and appropriately
- 'This means that, for students to overcome the inert knowledge problem, they must practise using constructions to make meaning under psychologically authentic conditions, where the conditions of learning and the conditions of use are aligned (Segalowitz, 2003)'

Larsen-Freeman, 2013: 264

A 3D grammar framework: Questions a teacher should ask when teaching grammar

<table>
<thead>
<tr>
<th>FORM</th>
<th>MEANING</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is it formed?</td>
<td>What does it mean?</td>
<td>When and why is it used?</td>
</tr>
</tbody>
</table>

A 3D grammar framework

<table>
<thead>
<tr>
<th>FORM/STRUCTURE</th>
<th>MEANING/SEMANTICS</th>
<th>USE/PRAGMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morphosyntactic, lexical, phonemic &amp; graphemic patterns</td>
<td>Lexical &amp; grammatical meaning</td>
<td>Social context linguistic discourse co-text</td>
</tr>
</tbody>
</table>

How is grammar often taught?

OUT OF CONTEXT:

- Taught separately
- Form-focused
- Deductive explanations
- Use of metalanguage
- Sentence-level context
- Mechanical/Repetitive
- Knowledge (and memorization) based
- Meaningless (topics, contexts, examples, activities)
- Boring

What is the alternative?

TEACHING GRAMMAR IN CONTEXT (TGIC):

- Integrated with Reading/ Writing, Speaking/ Listening
- Balanced focus on form, meaning and use
- Text-level context
- Noticing patterns and forms
- Inductive thinking required
- Meaningful (topics, contexts, examples, activities, tasks)
- Practice comprehension, awareness of patterns, using target language
- Sometimes fun
- Grammaring!

'The fifth skill - the ability to use grammar accurately, meaningfully, and appropriately.'
TGIC
PRINCIPLES AND APPROACHES

1. Adopt Authentic Texts
2. Adapt Textbooks
3. Noticing/Awareness-raising/Consciousness-raising
4. Inductive Analysis
5. Task-based Approach
6. Text-based Approach
7. Language Arts Approach

Some Pedagogical Suggestions

1. Encourage learners to explore the relationship between form, meaning and use.
2. Provide opportunities to explore the relationship between grammatical choices and discoursal contexts.
3. Use appropriate input and personalise teaching materials.
4. Use heterogeneous, open-ended exercises (Ur, 2009).
5. Use student-centred self-discovery activities.
6. Use songs, video clips and games.
7. Build on students’ prior knowledge and cater to their learning needs and interests.

PRINCIPLE-BASED ACTIVITIES for TEACHING GRAMMAR IN CONTEXT (TGIC)

1. Building Up Texts
2. Breaking Down Texts
3. Dictogloss
4. Dictocomp
5. Echoing Texts
6. Comparing and Contrasting
7. Crossing Out and Adding In
8. Sequencing
9. Games and Participatory Activities

KEY CONCEPT: Grammar Makes MEANING

Example 1: THE FUTURE TENSE

- The Simple Future Tense is used to talk about an action which will happen in future.
- Simple future verbs are used when the action has not yet taken place:
  - I will arrive tomorrow at 8.
  - I will kiss my boyfriend when I see him.
- Going to can also be added to the main verb to make it future tense:
  - I am going to go to work tomorrow.

- Present continuous tense:
- Use the Present Continuous to express the idea that something is happening now, at this very moment

What meaning is made?

- I arrive at 8 o’clock tonight.
  - Future meaning: simple present tense!
- I’m arriving at 8 o’clock tonight.
  - Future meaning: present continuous tense!

Adapted from Harmer, 2007
• Present Continuous Tense
  What meaning is made?
  • I’m sitting there drinking my latte when suddenly this little bird lands on my head. I’m thinking …wow… what are the odds?
    • Historical present: to make the story more dramatic

CONCEPT 1
Grammar Makes Meaning
In context
For a purpose
Not solely rules.

Concept 2: Meaning-focused
Text-based Grammar Teaching
• A focus on meaning causes learners to THINK about language
  • Thinking = learning
  • Grammar choices depend on context and purpose.
  • FOR EXAMPLE:

  I am in the bathroom.
  In what context might someone say these words?

Focus on context/text
“There are few grammar choices made by speakers or writers that are strictly sentence level and completely context free.”
  • Verbs and verb phrases following preposition must take the gerund form
  • Reflexive pronoun objects must agree in person, number and gender with their subjects
  • Determiners must agree in number and noun type (count/mass) with their head nouns.
    (Celce-Murcia, 2002, p. 121)

Context
  • Husband and wife at home; the phone rings…one of them shouts…. “I am in the bathroom”

Concept 3: Unless internalised, grammar knowledge is not useful
• SLA theories state that the following conditions are needed for language learning to occur:
  • Comprehensible input (i + 1)
  • Noticing
  • Comprehensible stretched output
  • Internalization
    • Practice/USE/automatization/internalization
Concept 4: Vocabulary knowledge and teaching

- Knowing a word includes:
  - Sound, Spelling, Meaning, Use,
  - Grammar function, Connotations,
  - Collocation, Related Words, Chinese

- Knowing a word using a word
  - Internalisation

Learning Activities

- Activity 1: Grammar and meaning
- Activity 2: Vocabulary learning and teaching
  - Application to a local textbook
- Activity 3: PWIM

Grammar and Meaning

- The dog has eaten the meat.
- The dog should have eaten the meat.
- A dog must have eaten the meat.
- Dogs eat meat.

Create a context to create meaning

- The window was broken
- She broke the window.

- Difference in form (grammar) used?
- What is the difference in meaning being communicated?

Grammar and Meaning

- Where is Stella?
- She is in the kitchen.

- Where is Stella?
- She was in the kitchen.
Grammar and Meaning
Differences in Meaning

- The tsunami killed hundreds of people.
- Hundreds of people were killed by the tsunami

Effective grammar learning

- Grammar knowledge is internalized
- Grammar knowledge is automatized

- This happens through a lot of opportunities to use the grammar...
- ...to make meaning...
- ...for a purpose...
- ...in context...
- ...which requires thinking.

So far....

- Grammar makes meaning
  - Not a focus on

- Focus on Meaning and Text when teaching grammar
  - Not the sens_______ level!

- Provide opportunities to use the language
  - Multiple chances to use the language not just one and done!

VOCABULARY LEARNING AND TEACHING

STUDENT-FRIENDLY DEFINITIONS

- “Nearly all effective vocabulary instruction is likely to include a definition. And not any definition will do” (Graves et al. 2013, p. 57).

Student friendly:

Longer, written in complete sentences, does not contain words more difficult than that being defined.

Traditional and Student-Friendly Definitions

<table>
<thead>
<tr>
<th>Traditional Definitions</th>
<th>Student-Friendly Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dazzling: Bright enough to deprive someone of sight temporarily.</td>
<td>Dazzling: If something is dazzling it is so bright that it is hard to look at. After lots of long, dark winter days, sunshine on a sunny day is dazzling.</td>
</tr>
<tr>
<td>Climate: The prevailing weather conditions of a particular region.</td>
<td>Climate: Climate is the usual weather of a place.</td>
</tr>
<tr>
<td>Contagious: Transmissible by direct or indirect contact; communicable</td>
<td>Contagious: A contagious illness is an illness that you can get by touching people of things that have the illness. The flu is a very contagious illness.</td>
</tr>
</tbody>
</table>

Student Friendly?

- An ambulance takes sick people to the hospital.

- A vehicle equipped for taking sick or injured people to and from hospital, especially in emergencies.
**Student Friendly?**

**“Competition”** (Longman Elect 6B)

The activity or condition of striving to gain or win something by defeating or establishing superiority over others.

- The act or process of trying to get or win something (such as a prize or a higher level of success) that someone else is also trying to get or win: the act or process of competing

**YES!**

**“Quick Rich” Explanation (p.8)**

- State the context from which the word comes
- Write the word on the board (or show on PPT)
- Chunk the syllables up and say the word
- Have the students say the word 3 times after you
- Tell them (and write) what word class the word is and other words of the same family
- Show / explain what the word means
- Give examples of use
- Give collocation (if any)
- Relate to other (easily confused) words, if any
- Bring the word back to the context

**Pronunciation**

- Pupils need to hear a new word in isolation as well as in discourse context so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllable that make up the word.

**Interactive Vocabulary Teaching: An Example**

- Anita Archer
- Notice the strategies she uses (L1 class)

**Principles into Practice**

- Teach words in context.
- Promote deep processing (via multiple channels)
- Connect words (old with new, semantic fields)
- Provide frequent and multiple exposures
- Teach independent vocabulary learning strategies
- Teach students how to store words learnt
- Provide opportunities for incidental learning of vocabulary words

**PICTURE WORD INDUCTIVE MODEL**

Emily Calhoun (1999)

- PWIM uses pictures containing familiar objects, actions and scenes to draw out words from children’s listening and speaking vocabularies.
- PWIM helps learners add words to their sight reading vocabulary, as well as their writing vocabulary.
- Learners can also discover phonetic and structural principles present in those words.

What might this look like in your own classroom?
PWIM: STEPS

- Ask students what they see. Label the picture.
- Read and review. Have students repeat.
- The words are categorized and read as a class over a series of days. Identify common characteristics: nouns, verbs, adjectives, similar beginning consonants, rhyming words etc.
- Lead class to give the picture a title.
- Get students to think about the information and what they want to say about the picture. Focus on CONTEXT
- Ask class to generate sentences using the words.
- Then, depending on the grade level, the sentences are categorized and formed into paragraphs. Teacher MODELS writing sentences to form a good paragraph.
- The students then write paragraphs (if applicable).
- Read and review.
- pstorey@eduhk.hk

The teacher’s next step:

- “We worked really hard on our phonics and high frequency words. I used the sticky notes to show how changing the initial consonant makes a new word that rhymes. face, -race, -lace, house, -house, -mouse, kid, hid, lid, did…”

- NOTE: Your photograph should be a living document.

Noticing Language in Context

- “We read a lot of books to see how real authors started sentences so that not all of our sentences would start with THE.”

Writing Titles

- “We worked a lot on titles. Titles are a good lead into main idea and determining importance. We studied different titles of published books. I brought in stacks of books and students had to compare and figure out inductively what kind of title the stack represented. We looked at one word titles, question titles, titles that start with the, repeating titles and titles with alliteration. We used the sentences to help us write class and individual paragraphs”.

Key Points

- ‘Grammaring’ involves MEANING and USE as well as FORM
- Grammar is not (only) about rules.
- Grammar makes meaning!
- Get students to think.
- Get students to use the language.
- Give students lots of practice; lots of opportunities to practice the form in context for a purpose.
- Build bridges

Topic 2: The Reconstruction Strategy

BUILDING UP TEXTS and EXPLORING GRAMMAR THROUGH THEM
Reconstructing

- Noticing and Practising
- Helping students notice how grammar is used in particular contexts by deconstructing and reconstructing a text together
- Select or write a short text containing the target grammatical feature(s)
- Read it to them several times, and ask them to dictate it back to you as you write it up on the board
- Practise it, gradually removing parts of the text until students can recite it from memory

Example

- Target structure:
  - non-finite verbs (Verb + ing vs. Infinitive) for ‘feeling’, ‘wanting’; ‘starting’ and ‘stopping’
  - (feeling & wanting):
    - love/hate/adore doing/to want/long/would like to do
  - (starting & stopping)
    - started/went on/finished/stopped doing vs. started/stopped to do

Example 2:

NEW WORDS
- Beach Volleyball
- Shore
- Splashing

Example 2:

<table>
<thead>
<tr>
<th>Verb + ing</th>
<th>to + Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
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</tr>
<tr>
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<tr>
<td>don’t mind</td>
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<td>enjoy</td>
<td>long</td>
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<tr>
<td>prefer</td>
<td>like</td>
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<tr>
<td>stop</td>
<td>prefer</td>
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<tr>
<td>start</td>
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Worksheet

<table>
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Example:

A: I’m so excited about this vacation. I haven’t had a vacation in ages. I just long to get away from the noise and the air pollution.
B: Yeah. Let’s do something really different this time.
A: Hey, this looks good, maybe in Thailand, or somewhere.
B: I don’t know. I don’t really
A: Really?
B: It sounds dangerous. I at the swimming pool, but actually I’ve never in the sea. I on the beach with a cold drink. I a good tan this year.
A: so lazy. Don’t you something new and exciting? Believe me, once you you won’t be able to stop.
I am standing on a beach. It feels warm. The sky is so blue. The sand is so soft. Some teenagers are playing beach volleyball. Three old ladies are sitting on their beach chairs. They are chatting happily. The water is splashing against the shore. I really love this place.

Pair work

A different day at the beach

- Standing
- Warm
- Blue
- Soft
- Happily
- Love
- Sand
- Playing
- Teenagers

It is not a very good day...

Write your own story

“A Day at the Beach”

Write. Be sure to underline all the verbs.

Building up texts and exploring grammar through them:

Adapting local textbooks

Continue with the strategy

- Repeat the story together.
- Begin taking away language.
- Repeat the entire story using visuals only.
- Ask the students to put the words into columns in a worksheet.

The point

- Students are required to pay close attention to verbs in terms of meaning and form.
- Students also practice the verb form in context and from memory (with visual prompts).
- This allows the teacher time to listen and correct or provide feedback on form/ pronunciation etc.

What we did....

Our focus was on....

- Ways of using texts to focus students’ attention on how verbs make meaning in texts.
  - The same verb may make different meaning such as connecting the subject to an adjective or showing an action (e.g. look).
- Ways of adapting local textbooks using this strategy.
Using songs in the ESL classroom: the power of music to contextualise grammar

TOPIC 3: TEACHING GRAMMAR THROUGH LANGUAGE ARTS

Language Arts Activities

PRIMARY LEVEL
- ‘Motivation for second language learning usually comes through pleasure and enjoyment’
- Key emphases in the Curriculum Guide:
  - elements of fun or playing with the language
  - take on roles and use make-believe to act out situations
  - singing to encourage risk-free language play

CDC English Language Curriculum Guide (Primary 1-6) 2004

Language Arts Activities

ACTIVITIES
- Language arts activities seek to exploit the potential that English offers for pleasurable experiences and the development of language awareness.
- Activities that give expression to real and imaginative experiences, not only help learners work towards the Learning Targets in the Experience Strand, but also provide opportunities for language practice and use.

CDC English Language Curriculum Guide (Primary 1-6) 2004

Learning English through Poems and Songs

SECONDARY LEVEL
- To develop learners’ ability to:
  - understand and appreciate a range of poems and songs
  - respond and give expression to the imaginative ideas, moods and feelings expressed in poems and songs through oral, written and performative means
  - understand how the English language works to convey themes and evoke feelings in poems and songs, and apply this understanding to their learning and use of the language

CDC Curriculum & Assessment Guide (Secondary 4 – 6) 2007

Learning English through Poems and Songs

ACTIVITIES
- Appreciating song lyrics
- Identify the language features of song lyrics
- Re-write song lyrics
- Understand and appreciate the musical genre
- Songs as ‘issues’ and themes

What songs?

AS A TEACHER OF ENGLISH:
- What kind of songs would you use in class?
- What would you use them for?
- What would the purpose be?

PRIMARY LEVEL
Songs as social issues

- Loss/bereavement:
  - 'Tears in Heaven'

- Facing death, looking back:
  - 'Seasons in the Sun'

- Running away from home:
  - 'She's leaving home?'

Songs as stories

- Puff the Magic Dragon
- A Boy named Sue (and many other country songs like it)
- In the Ghetto (Elvis)
- Cat’s in the Cradle (Harry Chapin)
- Stan (Eminem)
- Barry Manilow (Copacabana)
- American Pie (Don McLean)
- Billy Don’t be a Hero (Paperface / Bo Donaldson)

Using songs to focus on

- Grammar in Context:
  - Second conditionals
  - Articles
  - Other grammatical forms (your choice)

If I Were a Boy....

- Is she happy with boys?
  - Give an example (a noun phrase)

- What does she want boys to do?
  - Use a verb

- So, the girl sings this song to....?

What do you notice?

- How is the second conditional formed?
- Simple past tense + Simple past future
- When is it used? In what context? For what purpose?

- If you thought I would wait for you, you thought wrong.

- Why this change in pattern? What is the meaning?

- But you’re just a boy.

- Why the present tense in the last 3 verses?

Here’s another great song for teaching conditionals

- Do I really want to teach neverwooda?

- But hold on a minute, is it really that great?
TOPIC 4:
Teaching Grammar through Meaning

Compare-Contrast Strategy

Comparing and contrasting

**Strategy**
- Choose two similar texts which differ in one area of grammar.
- Students read, or listen to, the two texts.
- Encourage students to notice the grammatical differences between the texts.
- Get students to make changes to the texts and notice how the meaning changes as a result.
- Ask students to write their own texts similar to the examples they have compared, so that they can practise using the grammatical construction.

**Underlying Principles**
- Text-based grammar
- Grammar in Context
- Comprehensible input
- Noticing
- Pushed output

Locked Out

A car stopped in front of a shop. A man got out of the car and ran into the shop. The man pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. The man took the money and ran out of the shop. But when the man got back to the car, the man couldn’t open the door of the car. The man had locked the car with the keys inside.

How many?

“A” and “THE”

- What is their “grammar name”?
- When do we use them?
- Why is “the” used with the first mention of the shopkeeper?

Too Heavy

A man walked into a bank and took away a heavy bag of coins. Then a man ran away quickly, but a man fell down and dropped the bag. All the coins fell on the floor. A man was trying to pick up the coins when the police arrived.

Too heavy

_____ walked into a bank and took away a heavy bag of coins. Then _____ ran away quickly, but _____ fell down and dropped the bag. All the coins fell on the floor. ____ was still trying to pick the coins up when the police arrived.

When do we use a man/ he?
Why can’t we use “a man” all through the story?
Too heavy

A man walked into a bank and took away a heavy bag of coins. Then the man ran away quickly, but he fell down and dropped the bag. All the coins fell on the floor. The man was still trying to pick the coins up when the police arrived.

Part 2: Locked Out (again!)

A car stopped in front of a shop. A man got out of the car and ran into the shop. The man pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. The man took the money and ran out of the shop. But when the man got back to the car, he couldn’t open the door of the car. The man had locked the car with the keys inside.

Can we use “the man” instead of “he”?

A car stopped in front of a shop. A man got out of the car and ran into the shop. He pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. He took the money and ran out of the shop. But when he got back to the car, he couldn’t open the door of the car. He had locked it with the keys inside.

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“Locked Out”

GRAMMAR IN CONTEXT:

• ANAPHORIC REFERENCE
  • When do we use “the” to refer back?
  • When is “he”, “she”, “it” or “them” more suitable?
• SITUATIONAL REFERENCE
  • “The shopkeeper”; “the till”
• ELLIPSIS
  • What can we leave out of a sentence, and still make sense “… the door of the car”
COMPARE-CONTRAST with TENSES

ACTIVITY 3: ORDERING EVENTS:
• Students number pictures to show the correct order of events.

Circle the verbs
• What verb tense is used in the first and last sentence?
• What verb tense is used in the rest of the passage?
• Why are these different?

The meaning....
• PARAGRAPH 4.
• Change all the verbs to PRESENT TENSE.

Jackie loved fighting. He often fought with other children who were unkind to his friends.

• What happens to the meaning?
Jackie loves fighting. He often fights with other children who are unkind to his friends.

3) In 1960, Jackie went to Nan Hua Elementary School. He was a bad student. He did not like studying and never did his homework. He had very bad results.

5) When Jackie was seven, he went to the Chinese Opera School. He started lessons at 5 a.m. and finished at midnight every day. He learnt acrobatics, kung fu, Chinese opera, dancing, singing and acting.

6) Since he was eight years old, Jackie has made more than eighty films. In 1972, he became famous as a stunt man in the Bruce Lee film Fist of Fury. In 1978, Jackie starred in his first successful film, Drunken Master, which made HK$8 million at the box office. In 1985, Jackie made a star both in Hong Kong and the USA.

Adapting Local Textbooks

• Underline all the verbs that are in past tense. Change these to present tense.
• What happens to the meaning of the story when you do this?

• Put a box around all the words and phrases that the writer uses to show time.
• What verb tenses are used when these phrases occur in the text?

• Why is the last sentence written in present tense?
Some years ago, a very strange thing happened to me. I thought of it last night while I was watching a horror film on TV. I was camping with some friends in the New Territories. We went camping often then and enjoyed many happy times in the open air. One night, while Joe Chan and I were taking his dog, Jet, for a walk, we suddenly heard a scary, howling sound. Did Jet hear it too? Definitely, as he immediately ran towards it. When we found him a few minutes later, he was sitting outside an old hut. Was someone staying there at the time? I didn’t want to know, but for some reason Joe opened the door. Suddenly we saw a man with a knife. A second later, the hut was empty. Did we really see the man? I think so, and it’s because of him that I now believe in ghosts!

In 1960, Jackie goes to Nan Hua Elementary School. He is a bad student. He does not like studying and never does his homework. He has very bad results. When Jackie is seven, he goes to the Chinese Opera School. He starts lessons at 5 a.m. and finishes at midnight every day. He learns acrobatics, kung fu, Chinese opera, dancing, singing and acting. Since he is eight years old, Jackie makes more than eighty films. In 1972, he becomes famous as a stunt man in the Bruce Lee film Fist of Fury. In 1978, Jackie stars in his first successful film, Drunken Master, which makes HK$8 million at the box office. In 1985, Jackie stars in Police Story. Then in 1994, Rumble in the Bronx makes Jackie a star both in Hong Kong and the USA.

Can you imagine a context in which someone might tell the story of Jackie Chan’s life in this way?

TOPIC 5: GRAMMAR PRACTICE THROUGH GAMES AND PARTICIPATION

What activity could you design for “pushed output” with your students?

What we did...

OUR FOCUS was on....

• Using a compare/contrast strategy to focus on articles, pronouns and verb tenses
• Adapting a local text to promote noticing verb tense choices in a narrative text
• Demonstrating a text-type approach to a narrative text (which focuses on both organization of the text type and language choices which fulfil the purpose of the text)
• Using the 4-Square writing technique as a possible graphic organizer

FYI: Historical Present Tense

• The present tense is used to relate a past event.
• It is commonly used in oral narratives.
• Backgrounding in one tense (past) and then switched back to the historical present for the rest of the narrative.

• Example:
• One night while Joe and I are walking his dog... we hear... Does Joe hear it too?

• The Point: meaning changes with these choices of grammar (oral narrative versus written; present tense functioning to give current relevance; closeness with the reader).
• Look back at the Jackie Chan example

Narrative Text-Type

Language

What verb tenses are used? Past; past progressive; present (When are they used?)

What signal words/phrases are used?

Some years ago, last night, one night, suddenly, a few minutes later, now

What types of sentences are used?

Statement (declarative), question (interrogative), exclamatory

What pronouns are used?

I, we, him, he, his

These choices of language are appropriate for the purpose of the text.

FYI: Historical Present Tense

• The present tense is used to relate a past event.
• It is commonly used in oral narratives.
• Backgrounding in one tense (past) and then switched back to the historical present for the rest of the narrative.

• Example:
• One night while Joe and I are walking his dog... we hear... Does Joe hear it too?

• The Point: meaning changes with these choices of grammar (Oral narrative versus written; present tense functioning to give current relevance; closeness with the reader).
• Look back at the Jackie Chan example

What we did...

OUR FOCUS was on....

• Using a compare/ contrast strategy to focus on articles, pronouns and verb tenses
• Adapting a local text to promote noticing verb tense choices in a narrative text
• Demonstrating a text-type approach to a narrative text (which focuses on both organization of the text type and language choices which fulfil the purpose of the text)
• Using the 4-Square writing technique as a possible graphic organizer

TOPIC 5: GRAMMAR PRACTICE THROUGH GAMES AND PARTICIPATION
We may think we’re pretty smart, but in fact we have very little notion of how humans learn. Kids know. They play games. Until, that is, they go to school. That’s when the games stop. And often, so does the learning.

(Panel discussion, Graduate School of Education, Stanford University, Feb 2013)

Collective Intelligence

... human minds are plug-and-play devices; they’re not meant to be used alone. They’re meant to be used in networks. Games allow us to do that – they allow us to use collective intelligence. Collectively, we’re not so stupid.

James Paul Gee

Participatory, game-like activities as language learning tools

- CTL & TBL - language learning and development are social processes promoted by interaction (Norris et al, 1998).
- The Zone of Proximal Development (Vygotsky, 1978) between actual and potential attainment.
- Libertarian education (Freire, 1970) achievement, motivation, positive peer relationships, acceptance of differences, higher self-esteem.
- Overcome passivity and reticence typical of Asian learners.
- Involve the power of learning by doing which enhances a learner’s cognitive engagement (Doughty & Long, 2003).
- Help learners actively produce language, enabling them to try out new rules and modify them as necessary (Swain 1995).

We need to catch up with our kids

- Benefits of MMORPGs

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WHAT DOES A TGIC LESSON LOOK LIKE?

Grammar Teaching Resources for School Teachers

http://ec-concord.iied.edu.hk/grammar/

Thanks to my colleague Dr Jackie Lee!

Sample TGIC Lessons Available:

Comparatives
- Senior Primary
- Junior Secondary

Present tense
- Senior Primary
- Junior Secondary

Prepositions
- Junior Primary
- Senior Primary

Present progressive
- Junior Primary
- Senior Secondary

Adjectives for countries
- Junior Primary
- Senior Primary

Past perfect and past tense
- Senior Primary
- Junior Secondary

Few & little
- Senior Primary
- Junior Secondary

Type 1 Conditional
- Junior Secondary

Type 2 Conditional
- Senior Secondary

Subject-verb agreement
- Senior Primary
- Junior Secondary

Modal verb + have + past participle
- Senior Secondary

Relative clause
- Junior Secondary
The wisdom of games
GAMES AND PARTICIPATION ACTIVITIES INCLUDE....

• Language Practice
• Problem-solving (a.k.a. Thinking!)
• Gap-filling (Reasoning, Opinion, Information, Form)
• Integrating Skills (Reading, Writing, Speaking, Listening, Grammar)
• Recycling and Consolidating Learned Language
• Interacting, Participating, Communicating
• Authentic Experience
• Fun

Silly sentences
Grammar and Vocabulary practice, like a moving engine and its parts, are inseparable. Students should be given the opportunity to learn and use new words, in new forms and in new contexts as much as possible.

MAD LIBS
• "Ad lib" is to speak or perform without previous preparation
• Mad Libs gives students the experience of using previously learned language to build new texts in a variety of unexpected ways
• Mad Libs can be organized as individual work (online), pair work (one student providing words, the other filling in and reading text), or as a class activity

Mad Lib 1 – My Imaginary Day

1. doing verb
2. place (noun)
3. adjective
4. colour
5. group of people
6. sport or game
7. doing verb
8. piece of furniture
9. adverb
10. feeling verb
11. place (noun)

My imaginary day

I am 1________ on a 2________. It feels 3______. The sun is shining. The sky is so 4______. The sand is so soft. Some 5______ are playing 6________. An old couple are 7________ on their 8________. They are chatting 9________. The water is splashing against the shore. I really 10______ this 11________.

Mad Lib 2 – Could it really happen?

1. Friend’s name
2. Food (plural)
3. Adjective
4. Singular noun—place
5. Animal singular
6. Friend’s name (#1)
7. Past tense doing verb (movement)
8. Animal (same as #5)
9. Adjective
10. Number
11. Animal singular
12. Past tense doing verb
13. Same as #11
14. Past tense doing verb
15. Food (plural)
16. Friend’s name (as above)
17. Friend’s name (as above)
It happened last Saturday. My friend and I were camping in my back yard. We were telling jokes and eating when we heard an odd, eerie noise coming from the woods. We thought it sounded like a talking creature.

Bravely, my friend and I headed to the woods. I heard music. Right before my eyes I saw my friend disappear and then reappear as a peculiar creature! But then the creature said, “I’m starving. Got any food?”

“Wa-wa-where’s the food?” I stammered.

“What’s wrong with you? I am thy friend!”

That’s when I fainted.

Could it really happen??

For many more online Mad Libs, go to: http://www.eduplace.com/tales/

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Poems:

Language and meaning

Nature’s first green is gold
Her hardest hue to hold
Her early leaf’s a flower
But only so an hour
Then leaf subsides to leaf
So Eden sank to grief
Dawn goes down to day
Nothing gold can stay

Robert Frost

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Poems

Nature’s first cold is hot
Her hardest temperature to hold
Her early ice is flame
But it never stays the same
The flame subsides to ash
A feast is thrown in the trash
Greatness becomes just ok
Nothing hot can stay

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Write Brain Books


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Write Brain!

- Write Brain Activities provide an inspirational context for writing
- Students are given a story outline, professional illustrations, and the feeling of becoming published authors
- The story context is provided by beautiful pictures: either one or a series of illustrations
- Teachers provide students guidance as to which grammar form(s) to focus on using
- Students can work individually, in pairs or groups, or co-constructing a story as a class
- Stories are shared on the walls of the school or online
Write Brain!

Students should consider:
1. What is happening in the picture
2. Label the picture with as many words as possible – including verbs!
3. Who are the characters? Name them! Describe them!
4. How do the characters feel? What are they doing?
5. What do the characters hear? What do they smell?

E-RESOURCES:
NEW places FOR ancient SKILLS

- E-Resources in grammar activities provide students opportunities to:
  - Take learning at their own pace
  - Compete with their classmates
  - Get immediate feedback
  - Have visual and audio reinforcement of learning
  - Participate in a learning community
  - Share communication with classmates, school, parents and beyond

Socrative and kahoot:
Quizzes for preparation, noticing and practice

Edpuzzle:

Pantomime story

- A Pantomime is theatrical entertainment, mainly for children, which may include music, jokes, and comedy. It is often based on a fairy tale or nursery story
- Pantomimes, like Reader’s Theater, provide a story context for comprehensible input
- Pantomimes have the added benefit of encouraging interaction
- Teachers can read a story or invite students to read
- Appropriate “responses” to the story are provided for students

Pantomime fish

Practice!
Listen to the “Pantomime Fish” and call out one of these responses at the appropriate time:

<table>
<thead>
<tr>
<th>You’ll be okay!</th>
<th>We’ll help!</th>
<th>We’ll do that.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He won’t know!</td>
<td>He won’t mind!</td>
<td>He will!</td>
</tr>
<tr>
<td>He’ll be alright!</td>
<td>We won’t tell!</td>
<td>I’ll remind you.</td>
</tr>
<tr>
<td>I’ll find out for you...</td>
<td>He’ll wait.</td>
<td>I’ll get you one!</td>
</tr>
</tbody>
</table>
Fake authenticity

• Games provide the perfect context for authentic interaction, even though they are designed by the teacher and have rules, guidelines and objectives (just like an English lesson!)
• For example “What have you done?!” allows students to have “authentic” interactions with classmates by guessing what they have done, even though the situation, rules and target language (the present perfect simple) are determined by the teacher
• Try it!

References