

Teaching Grammar in Context

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(1)

Teaching Grammar Through Text-based Strategies

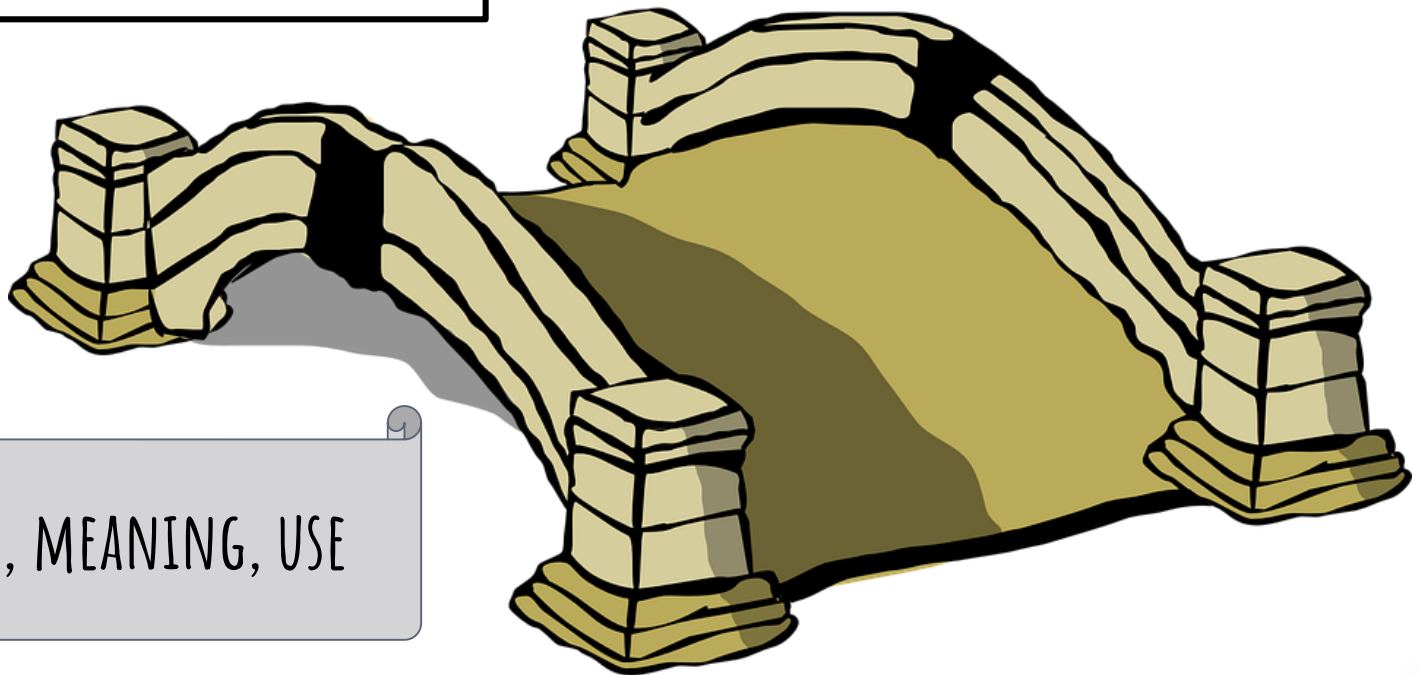


BASIC PRINCIPLES

A REVIEW of SEMINAR 1

Basic Principle #0: All of our activities focus on how we can make this bridge **firmer**, **wider** and **more explicit** to ourselves and our students.

Human experience



FORM, MEANING, USE

Language that describes
that experience

Basic Principle #1: Grammar and lexis cannot be separated

- Grammar involves structures and patterns that are made up of words.
- Words are the starting point.
 - Words
 - Phrases
 - Lexical constructions
 - Lexical chunks
 - Pre-fabricated units
- These combine with grammatical function words to create meaning.



Basic Principle #2:

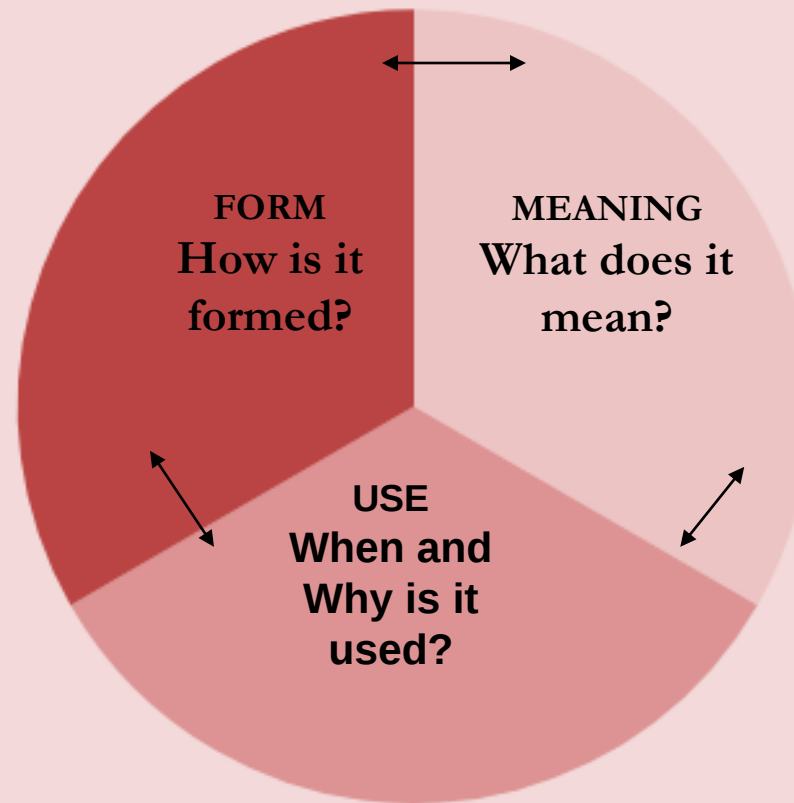
Grammaring is the 5th Language Skill

- The ability to put words together appropriately to form meanings is the 5th language skill:
 1. Reading
 2. Writing
 3. Listening
 4. Speaking
 5. **Grammaring**

Basic Principle #3: Grammar has three dimensions: FORM, MEANING and USE

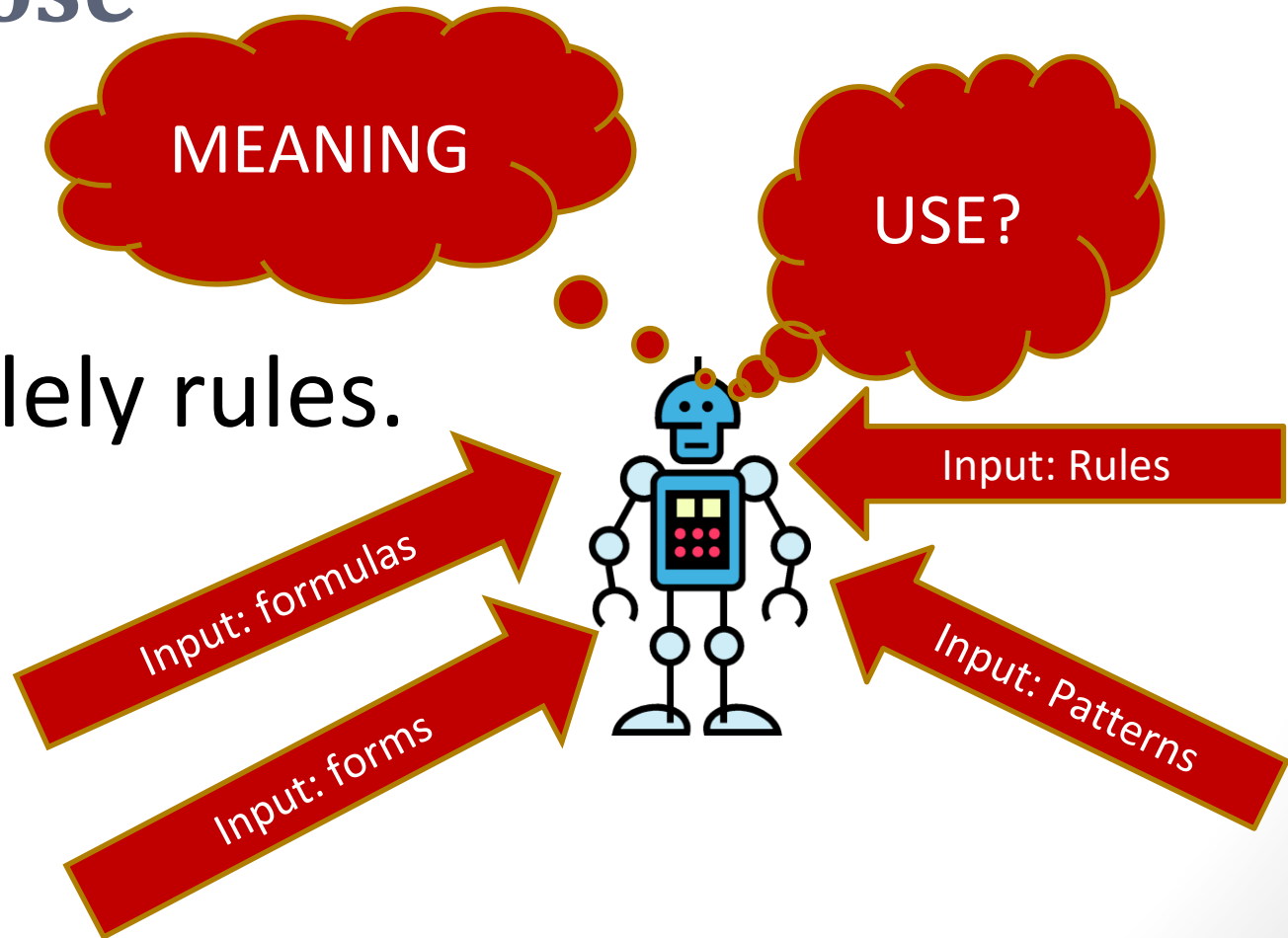
- **FORM**
 - **MEANING**
 - **USE**
- } Are equally important.
- } Require different teaching/learning methods.

A 3D grammar framework: Questions every teacher should ask before teaching a grammar item



Basic Principle #3½ : Grammar makes meaning in a context for a purpose

- Not solely rules.



Basic Principle #4: Grammar teaching should be meaning-focused and text-based

- A focus on meaning and use causes learners to THINK about language



Think, think, think.

What grammatical choices should I make to fit the **context** and my **purpose** appropriately?

• Thinking ➡ learning

Basic Principle #5: Unless internalised, grammar knowledge is not useful

- Grammar knowledge becomes internalized through:

- **Comprehensible input**

- **Noticing**

which incidentally involves **THINKING**

- **Stretched output**

which we can also call 'practice'

but not practice of **de-contextualised** and therefore **meaningless** examples!!!

(Obviously!) (I hope!)

Practice (USE) ➡

automatization/ internalization

Basic Principle #6: Vocabulary knowledge is complex

- Knowing a word includes:

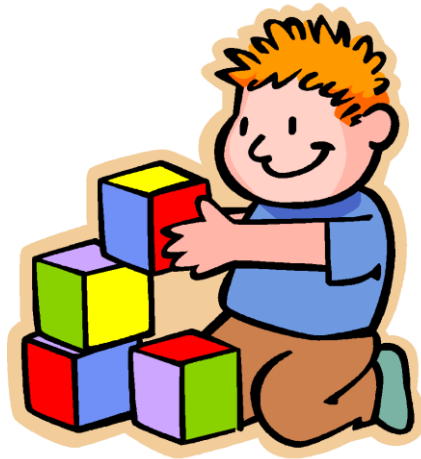
Sound, Spelling, Meaning, Use,
Grammar function, Connotations,
Collocation, Related Words, Chinese

- Knowing a word internalisation using a word



Seminar Two

Teaching Grammar through Text-based Strategies



KEY/CORE STRATEGY

- Present grammar in context
 - a **text-based** approach
- Help students to:
 - **Notice** how the grammar is used in particular contexts
 - **Explore** how grammatical choices are meaningful choices
 - **Practise** using these resources to make meaning

Jones & Lock, 2011

BUILDING UP TEXTS and EXPLORING GRAMMAR THROUGH THEM

The Reconstruction Strategy

Reconstructing

Involves:

NOTICING and PRACTISING

Helping students to NOTICE how grammar is used in a specific context by jointly:

1st **deconstructing** a text and then

2nd **reconstructing** the text



Danger
Demolition in
progress

Reconstructing

Procedure:

1. Select or **write** a short text containing the target grammatical feature(s).
2. Prepare an enlarged version of the text for display.
3. Cover up the target structure, and then cover the text sentence by sentence.
4. Read the text aloud to students several times until they have memorised some of it.
5. Ask them to tell the story back to you, gradually uncovering the sentences they can recall accurately (but leaving the target structure covered).
6. Give students cards with the target structure on them, for posting on the board.

Reconstructing

Chalk and Talk version:

1. Read the text aloud to students several times, and ask them to dictate it back to you as you write it up on the board.
2. Leave spaces where the target structure would go.
3. **Practise** it, gradually erasing parts of the text until students can recite it from memory.
4. Ask them to dictate to you the target structure examples and write them on the board for **noticing** and **exploring**.

Example

- Target structure: **‘Gerund’ vs. ‘Infinitive’**
- Finite Verb + non-finite verb constructions

Verbs taking infinitives:

begin, choose, continue, dare, expect, fail, forget, hate, hope, intend, like, long, love, manage, prefer, proceed, promise, refuse, regret, remember, start, stop, tend, try, want, vow

Verbs taking gerund-*ing*:

admit, appreciate, avoid, **begin**, **continue**, defend, deny, dislike, don't mind, enjoy, finish, **forget**, **hate**, **like**, **love**, **prefer**, quit, recall, regret, **remember**, resume, risk, **start**, **stop**, **try**

Learning challenge #1

- Remembering whether I should use infinitive or gerund:
 - *I finished to do my homework
 - *I want playing now **×**
- Is there a rule I can learn?



Learning challenge #2

- Overlap:
 - What's the difference between
'love to do' and *'love doing'*?

Verbs taking infinitives:

begin, choose, continue, dare, expect, fail, forget, hate, hope, intend, like, long, love, manage, prefer, proceed, promise, refuse, regret, remember, start, stop, tend, try, want, vow

Verbs taking gerund-ing:

admit, appreciate, avoid, begin, continue, defend, deny, dislike, don't mind, enjoy, finish, forget, hate, like, love, prefer, quit, recall, regret, remember, resume, risk, start, stop, try

Some possible ^{patterns}~~rules~~ or tendencies

Some verbs taking gerund-ing:

e.g. enjoy, risk, deny, avoid, appreciate, defend, quit, stop

involve 'actions that are vivid, real, ongoing in the present, or completed in the past. They represent the **success** of the main verb, or the gerund, in accomplishing some outcome...'

e.g. Bob enjoys going to the movies.
Sue avoided talking to Barry.

Some verbs taking infinitives:

e.g. begin, choose, expect, forget, intend, prefer, promise, refuse, start, try, want

involve 'future or **unfulfilled projections**, rather than past or present accomplishments'

e.g. Mary wanted to see the play.
Roy tried to get elected.

Some possible rules or tendencies

- Patterns with:
 - i. 'feeling'
 - ii. 'wanting'
 - iii. 'starting' and 'stopping' ("PHASE VERBS")
- Some verbs expressing "feeling" and some "phase verbs" are followed by the *-ing* non-finite verb form.
- Some verbs expressing "wanting" are followed by the *infinitive* form.

FEELING	WANTING	STARTING & STOPPING
followed by the -ing form of the verb	followed by the infinitive	followed by the -ing form of the verb
I enjoy being lazy	I long to do something exciting	*start thinking about it now
I don't mind waiting	I hope to see you later	*stop doing that

Teaching Idea #1

- Target structure:
 - non-finite verbs (*Verb + ing* vs. *Infinitive*) for 'feeling', 'wanting'; 'starting & stopping'
 - (feeling)
 - like/adore/don't mind/enjoy/prefer *doing*
 - (wanting)
 - long/'d love/hope/want *to do*
 - (starting & stopping)
 - started/went on/finished/stopped *doing*

Materials:

- 3 sets of cards

- 'WANTING'

want

long

hope

I'd love

- 'FEELING'

like

adore

prefer

don't mind

enjoy

- 'STOPPING/STARTING'

stop

start

- Recorded dialogue

A: I'm so excited about this vacation. I haven't had a vacation in ages. *get away* from the noise and the air pollution.

B:

A:

B:

A:

B:

A:

A: I'm so excited about this vacation. I haven't had a vacation in ages. *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? I .

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.

Worksheet

Verb + ing	to + Verb
like adore don't mind enjoy prefer stop start	'd love want hope long like prefer start

- a) Some verbs (e.g. 'like', 'adore') are about feelings, they can always take *-ing*; some can take either *-ing* or *to + verb*.
- b) Some verbs (e.g. 'would love', 'want') are about wanting things. They can only take *to + verb*.
- c) Some verbs (e.g. 'stop', 'start') are about beginning and finishing things. They can always take *-ing* some can take either *-ing* or *to + verb*.

An alternative approach (or a follow up)

For higher ability students

#Teaching Idea #2–verbs that take both infinitive and gerund (Pushed Output Phase)

- a) Tell the difference in meaning between the sentences in each pair.
- b) Create a story for each sentence to show the difference in meaning.

1a. I stopped to think about it.

1b. I stopped thinking about it.

2a. I tried to take French lessons.

2b. I tried taking French lessons.

3a. I would like to go bungee jumping.

3b. I like going bungee jumping.

Primary Level Example

The Reconstruction Strategy

New words

- Beach volleyball



New Words

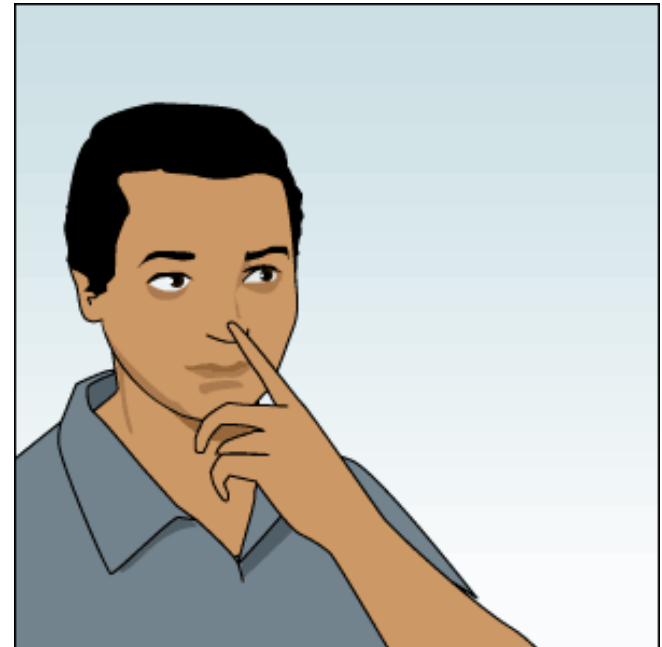
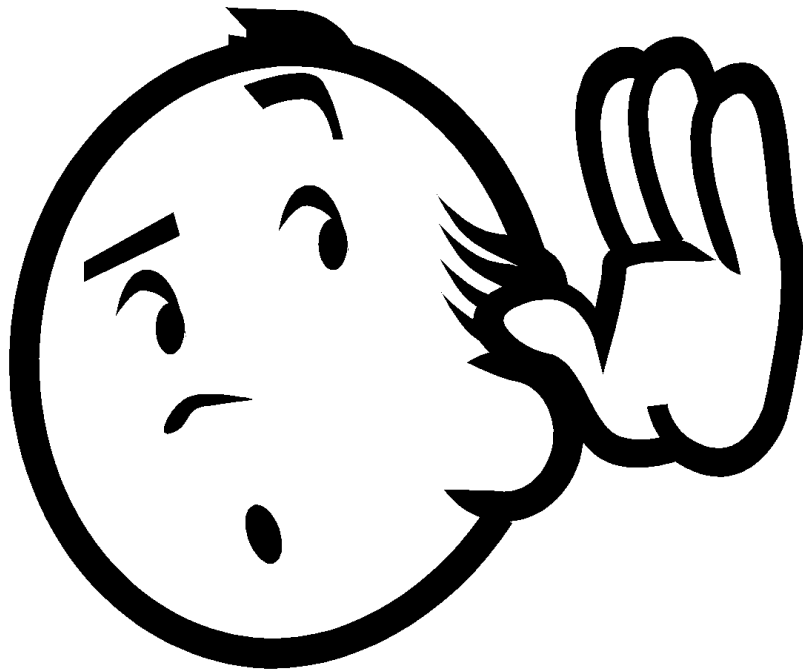
- Shore



New Words

- Splashing







BEACH-BACKGROUNDS.com

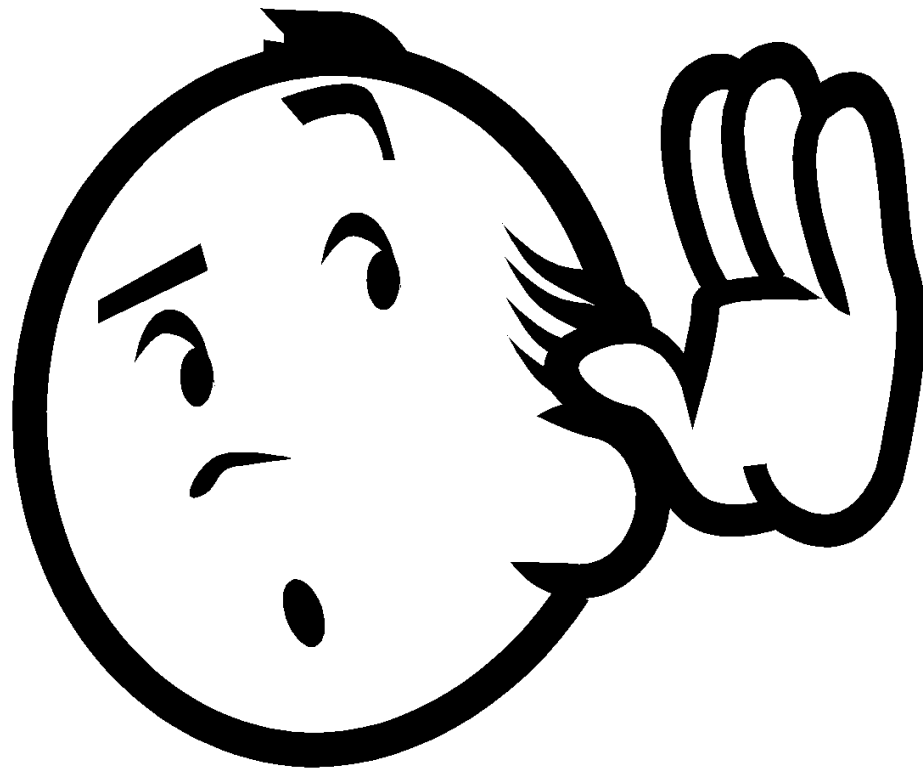
WORDS

SUBJECT

Sticky Note

1 VERB

OTHER PARTS



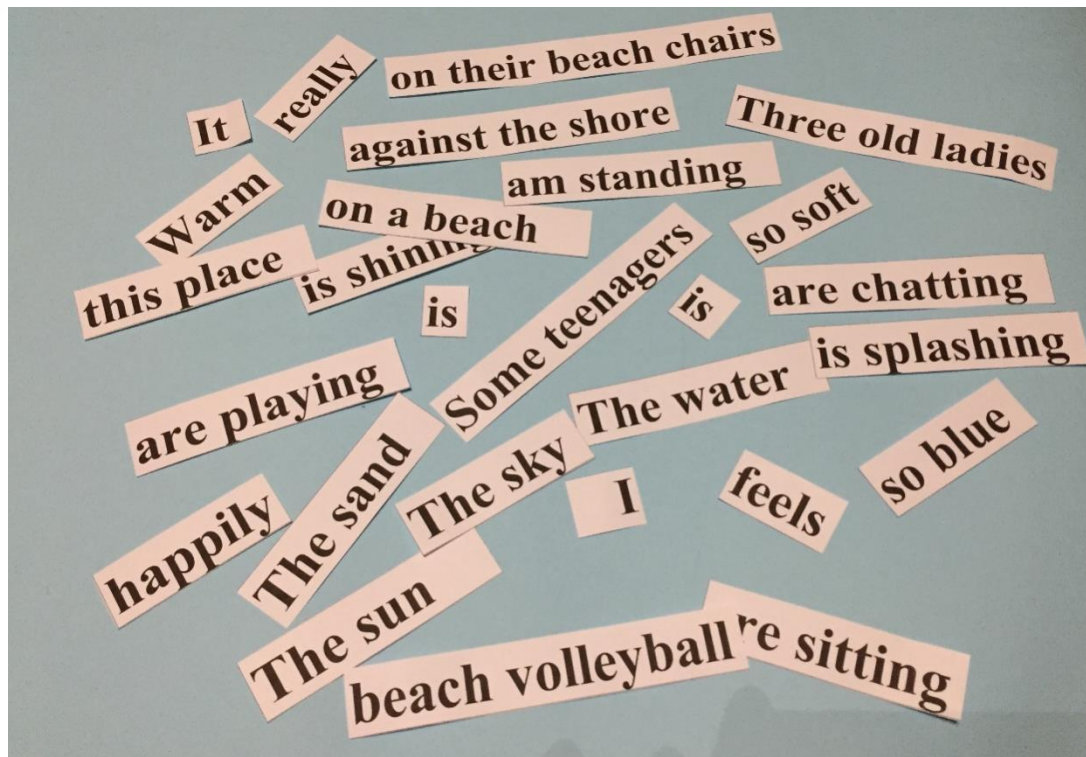
It really on their beach chairs
Warm against the shore
this place am standing
is shining on a beach
is so soft
are chatting
Some teenagers is
are playing is splashing
happily The sand The water
The sky I feels so blue
The sun beach volleyball're sitting

2 **SUBJECT**

VERB

3 **OTHER
PARTS**

It really on their beach chairs
Warm against the shore
this place am standing
is shining on a beach
is so soft
are chatting
Some teenagers is
are playing
The sand is splashing
The sky The water
I feels so blue
The sun
beach volleyball're sitting



Subject

Some teenagers

The sun

The water

VERB

are playing

is shining

is

Other Parts

beach volleyball

so blue



BEACH-BACKGROUNDS.COM



Let's say the
story
together.

VERBS

DOING? **BEING?**



FEELING?

VERBS

Doing verbs	Being verbs	Feeling verbs
am standing is shining are playing are sitting are chatting is splashing	is is	feels love
• In present continuous tense • To describe <u>what you are doing</u>	• In simple present tense • To describe <u>things as they are</u>	• In simple present tense • To describe <u>how you feel</u>

Pair work



I am standing on a beach. It feels warm. The sun is shining. 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.

CHANGE all to present continuous. What happens to the meaning?

CHANGE all to present continuous. What happens to the meaning?



is feeling

I am standing on a beach. It feels warm. The sun is shining. The

being/looking

being/feeling

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. *am loving* I really love this place.

A different day at the beach

Standing
Warm
Blue
Sand
Soft
Teenagers
Playing
Happily
Love



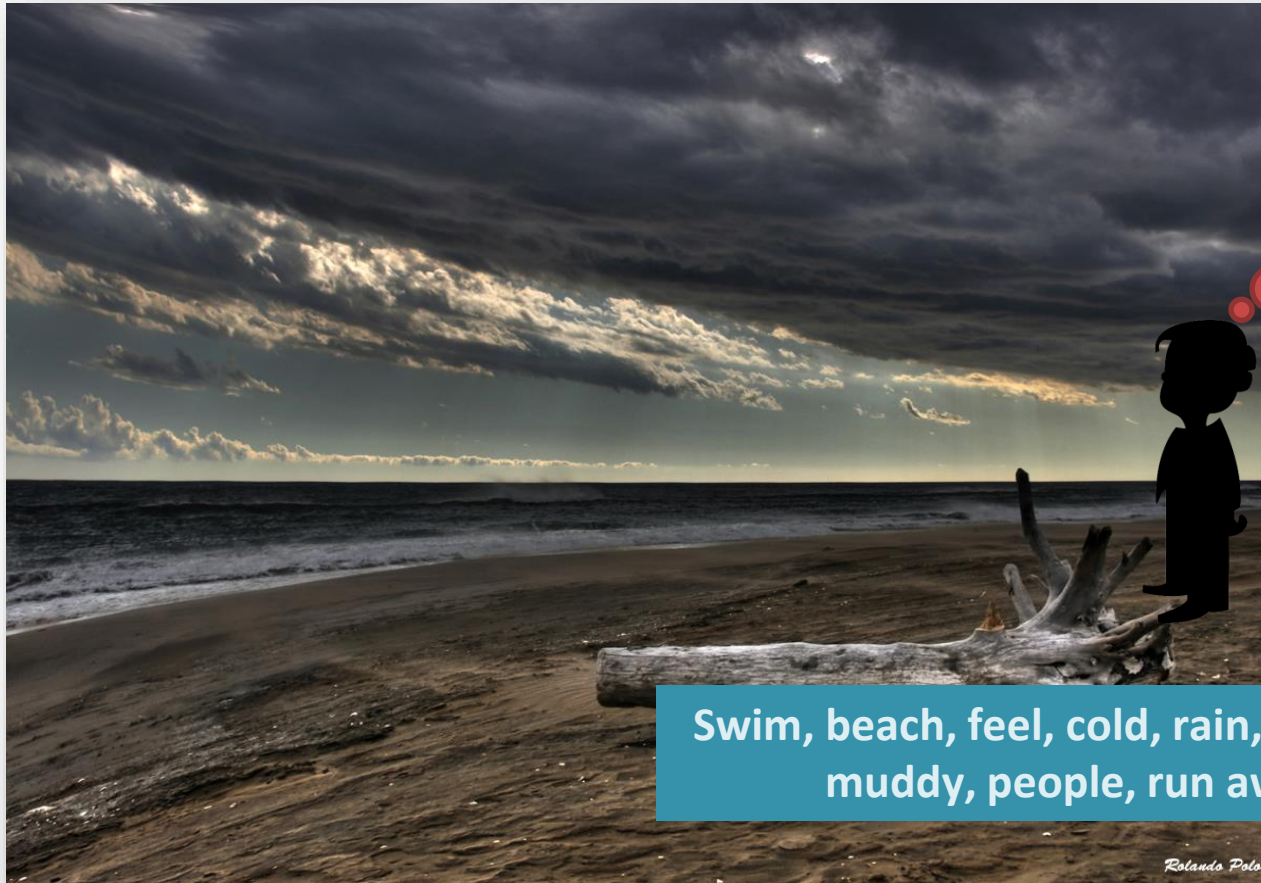
A different day at the beach

- Swim
- Beach
- Feel
- Cold
- Rain
- Sky
- Grey
- Sand
- Muddy
- People
- Run away
- Hate



Write your story

“A Day at the Beach”



Swim, beach, feel, cold, rain, sky, grey, sand,
muddy, people, run away, hate

Rolanda Polo

It is not a
very good
day...

Pushed output

Write. Be sure
to underline all
the verbs



Alternative Follow up idea: Focus on forms

Listen carefully to my story.

What are the differences?

Mark them when you hear them.

Alternative follow up idea:

Focus on forms

Students have this version

I am standing on a beach. It feels warm. The sun is shining. 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.

Teacher reads aloud this version

I am stand on a beach. It feels warm. The sun shining. The sky is so blue. The sand is so soft. Some teenagers are play beach volleyball. Three old ladies are sit on their beach chair. They chatting happily. The water splashing against the shore. I really love this place.

Break Time!!! 10 minutes



Thinking back... (p.6)



Identify the grammar teaching principle demonstrated in the previous activities:

1) Students wrote their own story, “A different day at the beach”.

- a. noticing
- b. pushed output
- c. focus on tenses

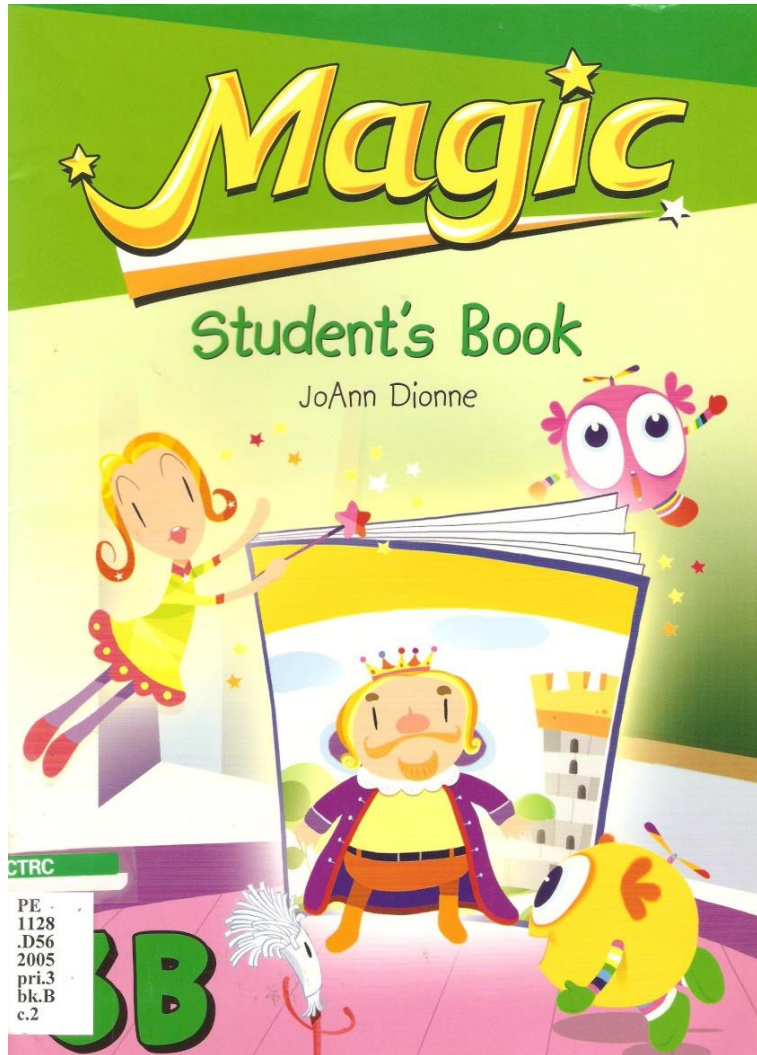
2) Students underlined the verbs in the text.

- a. comprehensible output
- b. pushed output
- c. noticing

3) Students changed all verbs to present continuous.

- a. focus on meaning
- b. scaffolding
- c. noticing

Part 2: Adapting Local Textbooks



→ The lion and the mouse

- One day, a lion **caught** a mouse. 'Dear lion, please don't eat me. I can help you some day,' **said** the mouse. 'Little mouse, **how** can you help me?' the lion **laughed**.



The mouse **ran** away.

One day a
lion
caught a
mouse



"Dear lion, Please don't eat
me."



"Little mouse,

The lion laughed.

someday"

how can you

help me?"

"I can help you

"Thank you lion"

Said the mouse

The mouse ran away

"You can go"

Continue with the strategy

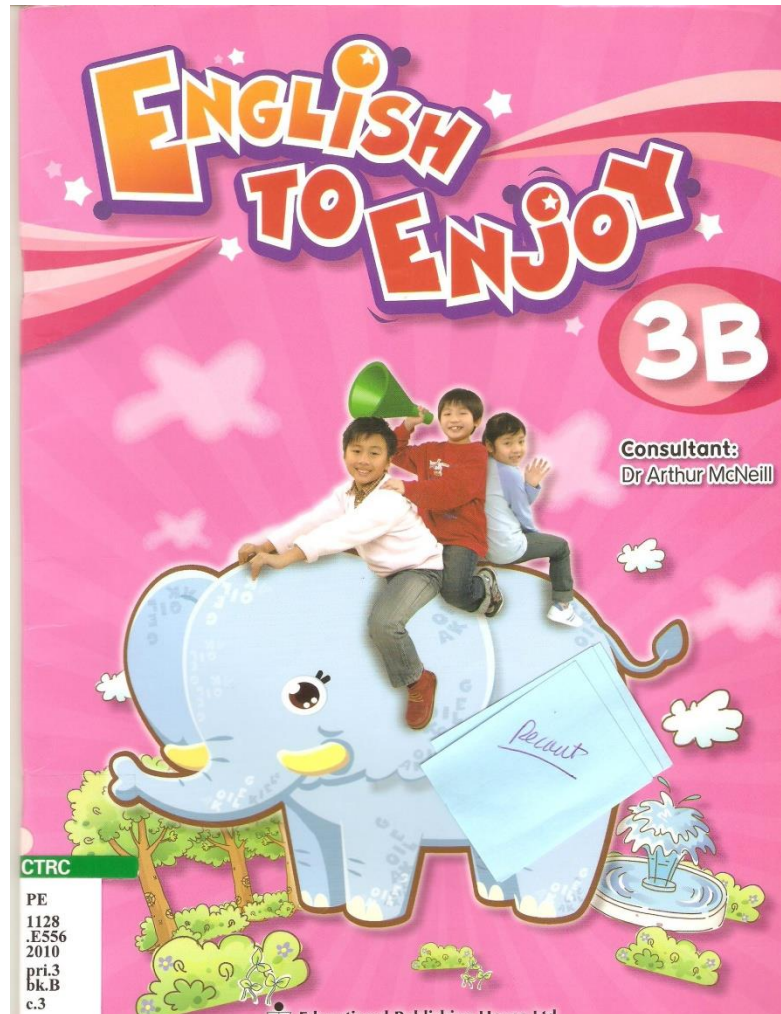
- Repeat the story together.
- Begin taking away language.
- Repeat the entire story using visuals only.
- Ask the students to put the words into columns in a worksheet.

Page 8

Worksheet

What the lion did	What the lion said	What the mouse said	What the mouse did
One day a lion caught a mouse. the lion laughed.	"Little mouse how can you help me?" "You can go"	"Dear lion, please don't eat me," "I can help you someday." "Thank you lion"	said the mouse. The mouse ran away.

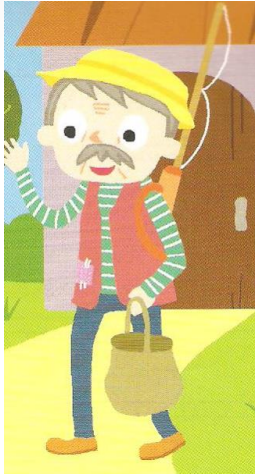
Adapting Local Textbooks



Joe and the Magic Fish



- Picture walk



An old fisherman
All

Joe was

His wife was

Joe was kind

villagers liked her



In a little hut With his wife
to everyone in the village

Helpful, too

He lived

He was

The villagers liked him

Lazy and greedy

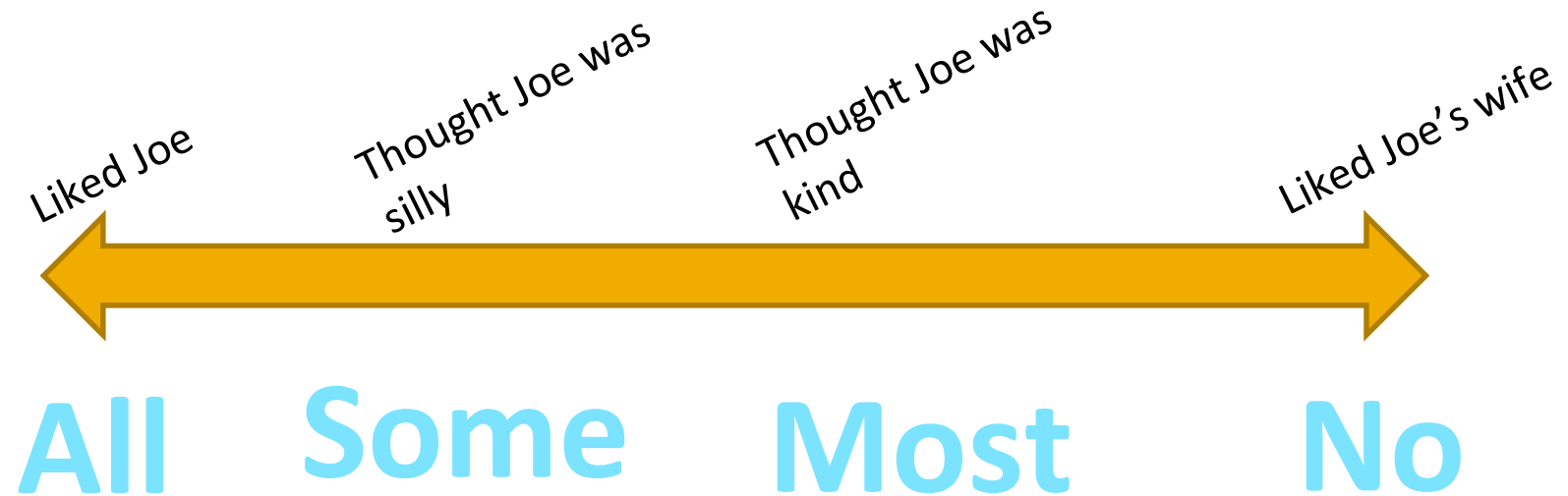
In a small village

no

Worksheet

Joe	Joe's Wife	Where Joe Lived
Joe was an old fisherman.	His wife was lazy and greedy. 	He lived with his wife in a little hut in a small village.
Joe was kind.  He was helpful,  too.		
All the villagers liked him. 	No villagers liked her. 	

Villagers



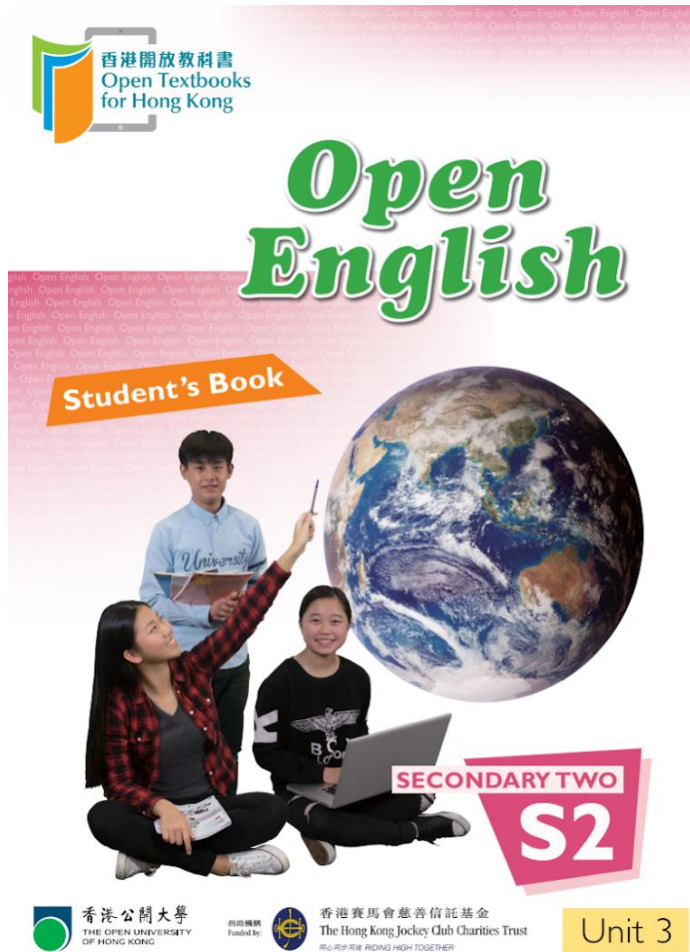
Thought Joe was
silly

Liked Joe's wife

Thought Joe was
kind

Liked Joe

Open English Secondary 2



Over to you

How could you
apply the
Reconstruction
Strategy to
'Sara's journey to
the East'?

READING and LISTENING

Unit 3

To prepare for the competition, your teacher has collected some materials. Read the materials.

Text 1

After reading paragraph 1, answer Q.1 and 2 on p.8.

Sara's Journey to the East

The sun was shining, but Sara looked around unhappily. She was lost. She did not know where she was going. She was travelling around India by herself. She wanted to write an article about Indian culture. The village was quiet, and there were no people in the streets. There were only the quiet calls of birds in the trees. Every shop was shut, and all the windows were boarded up. Sara sighed and kept walking.

10 As she was turning the corner of the street, she heard laughter and children talking. Before she realized it, her dress was wet. It was covered in red paint. She stepped forward, looking for the source of the paint, and got covered in blue powder! Local children wearing traditional costumes jumped out at her. They were holding water pistols filled with different water colours and

15 laughing at Sara's confused face.

'Happy Holi!' they shouted happily. While Sara was mopping her face clean, one of the boys told her that the day was a celebration day — 'Holi is our Spring Festival of Colours. We all chase each other and spray

20 paint powder and watercolours at each other. Later, there will be a huge feast. It's so much fun.'

Sara was delighted. She took a water pistol herself and shot paint at her new friends. That evening, she joined in the village feast and tried saffron rice and sticky

25 Indian sweets. When she got home, she wrote about her experience at the beautiful Festival of Colours.








Text 2

Comic strip

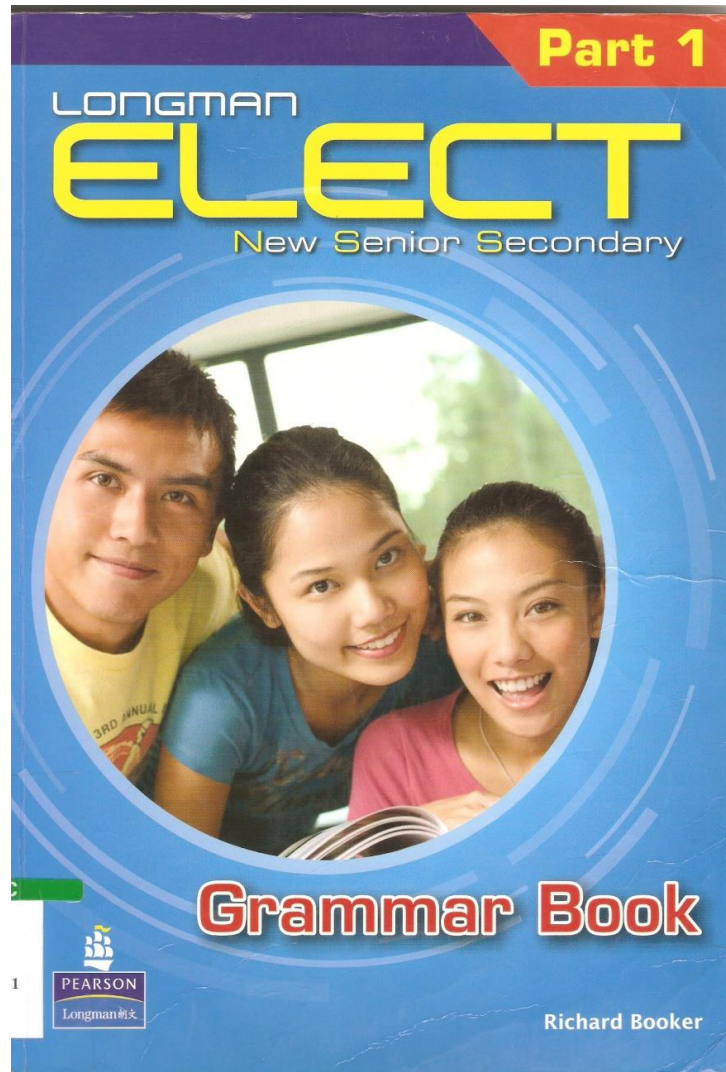


5

READING and LISTENING

Text 3

Longman Elect: NSS



The Present Tense

Verbs with a different meaning in the present continuous

Some verbs have a different meaning when they are used in the simple present and the present continuous. When they are used in the simple present, the verbs describe a state. When they are used in the present continuous, they describe an action.

Verb	Simple present meaning and example	Present continuous meaning and example
have	possess, own We only have \$10 each.	enjoy, experience We're having a good time.
look	have a certain appearance Mandy looks happy today.	use your eyes Why are you looking at me like that?
see	use your eyes I see Joan over there.	meet I'm seeing my boyfriend tonight.
smell	have a certain smell This soup smells good.	put your nose near something Sue is smelling the flowers.
taste	have a certain taste These noodles taste delicious.	put something in your mouth The cook is tasting the soup.
think	have an opinion I think John is funny.	plan, consider I'm thinking of buying an iPhone.
weigh	have a certain weight My bag weighs at least ten kilograms.	find out how heavy something is The shopkeeper is weighing the apples.

Listen.... Add to the list

Relational/ connecting to a description		Nouns/ adjectives	Action/doing		Nouns
Present	Past	Photo of a happy time	Present	Past	Ocean Park
Is	was		Am tasting	went	









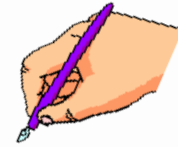


Relational/ connecting to a description		Nouns/adjectives	Action/doing		Nouns
Present	Past		Present	Past	
Is Look Look is	was Were Smelled tasted	Photo of a happy time Happy Happy Really good Really odd Excited Really fun day great	Am tasting think Are looking See	Went were looking Ordered Spit Tasted Saw Were having Visited had	Ocean Park \$500 The photo A great time The Panda Café The menu Hot dog It The hot dog Some children Fish in the tank Ocean Park

The Point

- Students are required to pay close attention to verbs in terms of meaning and form.
- Students also practise 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.

3-2-1 Reflection



- 3 ideas from today that you will/may use in the future

—

—

—

- 2 things that you will do as a result of what was learned today

—

—

- 1 question that you still have

What we did....

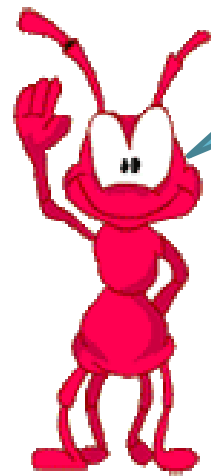
Our focus was on....

- 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.



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See you
next
time!!