Welcome

Coordinators’ Meeting

“Teaching Grammar in Context”

26/12/2013
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
</table>
| 11:00 - 12:00 | Introduction  
             Theoretical Background |
| 12:00 - 12:30 | Break                                       |
| 12:30 - 13:50 | Ideas  
             Task 1  
             Task 2  
             Task 3 |
| 13:50 | SEC Evaluation Sheet                           |
The Magic Lamp

• You and your team have just found a lamp. You rub it, and a surprise! A genie appears. The genie grants you three wishes. You are allowed to make three changes at work. You may have some changes in yourself, your boss, your job, the people around you, etc.

• Design your wish list for your genie. When you have finished, share us.
Learning Outcomes

By the end of this meeting, you will be able to:

• Identify the difference between implicit and explicit ways of teaching grammar.

• Recognize the importance of teaching grammar in context.

• Plan and present a grammatical topic in an effective context.
Why this topic: Teaching Grammar in Context

• Grammar is an integral part of language learning.
• Grammar occupies an important part of the standards.
• A common topic in the schools’ training needs survey
• Class observations show that grammar is often taught in isolation from context.
The place of grammar in the standards

The *Speak to communicate and interact* section focuses on the control and production of language in structured, communicative contexts for a wide variety of purposes.

Much of the explicit grammar learning occurs *here* giving these standards particular significance overall.
The place of grammar in the standards

• The majority of these language structures are embedded primarily in the speaking standards to emphasize the need to teach them communicatively.

• They are then reinforced in the listening, reading and writing standards.

• For each grade, the speaking standards cover essential learning of new grammatical structures alongside practice and consolidation of those learned in earlier grades.
The place of grammar in the standards

• The language structures essential for each grade level can be found at the end of the Standards Document.

• Grammar is found in Section 5 page 367 in the curriculum standards.
The place of grammar in the standards

• The structures are clearly described but also embedded in the speaking standards. This is done to stress the importance of learning and practicing English in \textit{active and interesting contexts, rather than as isolated skills without application}.

• 17 | Qatar English standards | Introduction
There are many approaches to teaching grammar. The most common ones are:

A. Deductive Approach

B. Inductive Approach
Deduction

• A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.

• The grammar rule is presented and the learner engages with it through the study and mechanical manipulation of examples.
Merits vs. Drawbacks

• Discuss the merits and drawbacks of this approach.
Induction

• In an inductive approach learners work out the rules from the context.

• Rules are learnt implicitly.
Merits vs. Drawbacks

• Discuss the merits and drawbacks of this approach.
Effective Rule Presentation

- Rules are short.
- Rules are illustrated by examples.
- Ss’ understanding should be checked.
- Ss. should have an opportunity to personalize the rule.
Grammar in context
3-D Grammar Framework

How is it formed?

What does it mean?

form/structure
meaning/semantics

use/pragmatics

When/Why is it used?

Unification of 3 Aspects of Grammar

- **Form**: Each tense has a particular structure.
  - had + pp. 
  - V.2
- **Ali** had done his HW before he watched TV.
- **Meaning**: Each Tense communicates an idea.
  - Two things happened: Ali did his HW first, watched TV second.
- **Use**: Each tense has a purpose.
  - The past perfect clarifies chronological order.
- **Context synthesizes form, meaning and use.**
Application

• Discuss the advantages of this framework.

• Give examples to clarify the benefits obtained by applying this framework.
Types of Contexts

• Think of the contexts you may use to introduce various grammatical topics.
Examples of Contexts

• Pictures / Charts / Graphs
• Video / Audio
• Stories / Personal Questions / Polls
• Problems / Situations
• Realia
• Real-life tasks Readings
• Dialogue / Role play
Remember!

• Various forms convey different meanings.
• How can you help your Ss. get the right meaning?

• **Minimal Pairs in context**
Effective Grammar Teaching

Tips to be an effective grammar teacher:

• Do some research to have a clear idea about the grammar points you are teaching.

• Use Guided discovery to show the patterns of language. Teach from the context to the grammar rule rather from the rule alone.

• Extend the topic into Ss’ personal experiences.
Task 1: worksheet – video (15 minutes)

• Watch the video and take notes.
• Do you consider this a successful presentation? Why? Why not?
• Give a constructive feedback.
• [http://www.youtube.com/watch?v=anjFtHbZabs&feature=relmfu](http://www.youtube.com/watch?v=anjFtHbZabs&feature=relmfu)
Discuss the presentation method in the ‘conditionals’ worksheet in terms of effective grammar teaching perspective.
Task 2: Personalization  (10 minutes)

• Choose a grammatical topic from your textbook and plan how you could enable your students to extend it into their personal experiences.
Introducing Grammar in Context

• Grammar can be introduced in a set of stimulating, effective contexts.

• Some video clips, cartoons, songs, ...etc. may be excellent examples of introducing grammar in context.

• However, they may contain inappropriate or cultural sensitive images or notions. So be careful with your choice.
Students could practice grammar rules through PBL

• They can be asked to create comic strips.
✓ What grammar lesson is suitable for this sort of project?
• They can be asked to write surveys /questionnaires / practise interrogative forms...etc.
### Conditionals: Dice game, Chain Reaction

<table>
<thead>
<tr>
<th>START</th>
<th>If I pass my exams, ...</th>
<th>If I had a million euros, ...</th>
<th>I wish I had (a/an) ...</th>
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<tbody>
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<td>If I were a president, ...</td>
<td>If I go to Africa this summer, ...</td>
<td>If the weather is nice at the weekend, ...</td>
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<tr>
<td></td>
<td>Say a sentence with any conditional or with I wish</td>
<td>I wish my sister/brother would/wouldn’t ...</td>
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<td>If Columbus had never discovered America, ...</td>
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<td>If I were on a desert island, ...</td>
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<td></td>
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<td>Say a sentence with any conditional or with I wish</td>
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<tr>
<td></td>
<td>If you mix (colour) and (colour), you get (colour)</td>
<td>I wish I were ..., because ...</td>
<td>If I do all my homework tonight, ...</td>
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<td>If I met my favourite actor, ...</td>
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<td>If dinosaurs hadn’t died out, ...</td>
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<td>I wish I could ...</td>
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<td>If I did all my homework tonight, ...</td>
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<td>If telephones had never been invented, ...</td>
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<tr>
<td></td>
<td></td>
<td>I wish I had/hadn’t ... last weekend</td>
<td></td>
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<tr>
<td>FINISH</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>I’d be very happy if ...</td>
<td>I wish I lived in ..., because ...</td>
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</table>
Address various learning styles.

Nothing shakes them up better than getting them out of their seats. When you see your students daydreaming, not paying attention, or simply bored, it's time for action.

- Mix - Pair - Share
- Board race
- Teaching grammar to kinesthetic
- http://www.youtube.com/watch?v=wam5PscoSjU
Imaginative situations

- suspect and detective
- TV host/ hostess and a guest
- father and son
• Divide the class into teams, depending on the number of students you have.
• Ask them to think about the future and what they wish to have then... they will be the inventors!
• Ask them to name their inventions, and to make an accurate and interesting description.
• Once the task is ready, get them to expose it to their classmates. ➔ SPEAKING
Present perfect with yet & since:
http://www.youtube.com/watch?v=u3RVtbj1opU&feature=related
Videos

• Prepositions:

• [http://www.youtube.com/watch?v=N7hzH2UNA2c&feature=related](http://www.youtube.com/watch?v=N7hzH2UNA2c&feature=related)
Videos about wishes and regrets

- [http://www.youtube.com/watch?v=U4cqbRZr
  nJU](http://www.youtube.com/watch?v=U4cqbRZrnJU)
Conversations

• Second conditional IF: TV interview

http://www.youtube.com/watch?v=kOSNTqHHXPA

Remember! Do NOT show inappropriate or cultural sensitive parts.
### DAILY ROUTINES POSTER

<table>
<thead>
<tr>
<th>Activity</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td>![Get up Image]</td>
</tr>
<tr>
<td>Have breakfast</td>
<td>![Breakfast Image]</td>
</tr>
<tr>
<td>Brush my teeth</td>
<td>![Brushing Teeth Image]</td>
</tr>
<tr>
<td>Get dressed</td>
<td>![Dressing Image]</td>
</tr>
<tr>
<td>Take the school bus</td>
<td>![Bus Image]</td>
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<tr>
<td>Start lessons</td>
<td>![Lesson Image]</td>
</tr>
<tr>
<td>Study</td>
<td>![Study Image]</td>
</tr>
<tr>
<td>Paint</td>
<td>![Painting Image]</td>
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<tr>
<td>Listen to the teacher</td>
<td>![Listening Image]</td>
</tr>
<tr>
<td>Make the bed</td>
<td>![Making Bed Image]</td>
</tr>
<tr>
<td>Do the ironing</td>
<td>![Ironing Image]</td>
</tr>
<tr>
<td>Walk the dog</td>
<td>![Walking Dog Image]</td>
</tr>
<tr>
<td>Do the washing</td>
<td>![Washing Image]</td>
</tr>
<tr>
<td>Set the table</td>
<td>![Setting Table Image]</td>
</tr>
<tr>
<td>Cook meals</td>
<td>![Cooking Image]</td>
</tr>
<tr>
<td>Have lunch</td>
<td>![Eating Image]</td>
</tr>
<tr>
<td>Drink tea</td>
<td>![Drinking Tea Image]</td>
</tr>
<tr>
<td>Do homework</td>
<td>![Doing Homework Image]</td>
</tr>
<tr>
<td>Watch TV</td>
<td>![Watching TV Image]</td>
</tr>
<tr>
<td>Listen to music</td>
<td>![Listening to Music Image]</td>
</tr>
</tbody>
</table>
SONGS

• Songs can be a wonderful tool to teach grammar.
• Verbs: revision for grade 7:
  http://www.youtube.com/watch?v=f2NOav4Xx1c&feature=related
Another way in which you can use your students’ interest in certain people. Cut out pictures of famous people from entertainment magazines. (in fact, I recommend stocking up on a big pile of photos to use in a variety of activities).

Ask students to:

• Give advice.
• Make polite requests!
• Use “If I were him/her, I would .........
Task 3: Planning & Presentation

(30 minutes)

• **Identify the standards**

• Go through your Curriculum Standards document and point out one of the grammatical topics in the grade you teach.

• Plan how you would teach this topic in context.

• Take ‘differentiation’ and various ‘learning styles’ into account.

• Give a brief presentation.
Determine what students know

• What standards are taught before?

Here comes the role of the coordinator to coordinate the work through the different grades.

Example for a prep coordinator

Grade 7 ➔ grade 8 ➔ grade 9
# Learning Styles

<table>
<thead>
<tr>
<th>Visual</th>
<th>Musical/Auditory</th>
<th>Verbal</th>
<th>Physical/Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Visual" /></td>
<td><img src="image" alt="Musical/Auditory" /></td>
<td><img src="image" alt="Verbal" /></td>
<td><img src="image" alt="Physical/Kinesthetic" /></td>
</tr>
<tr>
<td>* You prefer using pictures, images, and spatial understanding.</td>
<td>* You prefer using sound and music.</td>
<td>* You prefer using words, both in speech and writing.</td>
<td>* You prefer using your body, hands and sense of touch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logical/Mathematical</th>
<th>Social</th>
<th>Solitary</th>
<th>What is your learning style?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Logical/Mathematical" /></td>
<td><img src="image" alt="Social" /></td>
<td><img src="image" alt="Solitary" /></td>
<td><img src="image" alt="What is your learning style?" /></td>
</tr>
<tr>
<td>* You prefer using logic, reasoning and systems.</td>
<td>* You prefer to learn in groups or with other people.</td>
<td>* You prefer to work alone and use self-study.</td>
<td></td>
</tr>
</tbody>
</table>
Recommended Readings

• Teaching *Grammar in Context, Constance Weaver*

• *How to teach grammar*

  http://www2.vobs.at/ludescher/pdf%20files/grammar.pdf
Thank You