

Teaching grammar: Exploring different lesson structures

Ambedkar University Delhi

Jason Anderson

j.anderson.8@warwick.ac.uk

WARWICK

APPLIED LINGUISTICS

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Aims

- To reflect on how we would structure a grammar lesson.
- To link this to current models or frameworks for planning grammar lessons in ELT.
- To critically evaluate these models.

What are the ingredients of an effective grammar lesson?

- E.g. You are planning a lesson on the past simple tense to a group of students (e.g. primary, secondary). You have 45 minutes.
- What would happen in your lesson?
- What aims / outcomes would you identify?
- Discuss in pairs.

Lesson topic

A lesson on the past simple tense to a group of students (e.g. primary, secondary). You have 45 minutes.

1. What would happen in your lesson?
2. What aims / outcomes would you identify?

Possible ingredients



- 'gap fill' exercises
- explanation of the grammar rules
- speaking practice
- writing practice
- listening or reading text
- correction of errors
- task using the grammar
- check of prior knowledge
- teacher asks questions to check understanding
- anything else?

Different basic structures

1:

- Grammar study
- Controlled practice
- Freer practice

2:

- Reading text
- Noticing grammar in text
- Practice of grammar

3:

- Task using the grammar
- Study of relevant areas of the grammar
- Optional repetition of task

Different basic lesson structures

1: PPP

- Grammar study
 - Controlled practice
 - Freer practice
- What do you think they stand for?
(E.g. 1st P = 'presentation')

2: CAP

- Reading text
- Noticing grammar in text and study
- Practice of grammar

3: TBLT

- Task using the grammar
- Study of relevant areas of the grammar
- Optional repetition of task

Different basic lesson structures

1: PPP

- **Presentation** of grammar
- Controlled **practice** of grammar
- Freer **practice** of grammar

2: CAP

- **Context** for grammar
- **Analysis** of grammar in context
- **Practice** of grammar

3: TBLT

Task-based language teaching

- Task using the grammar
- Study of relevant areas of the grammar
- Optional repetition of task

- **What do you think of them?**

Different basic lesson structures

1: PPP

- **Presentation** of grammar
- Controlled **practice** of grammar
- Freer **practice** of grammar

2: CAP

- **Context** for grammar
- **Analysis** of grammar in context
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3: TBLT

Task-based language teaching

- Task using the grammar
 - Study of relevant areas of the grammar
 - Optional repetition of task
-
- **Design an example lesson using one of the structures.**

VOCABULARY family

1A Work in pairs. Look at the photo of the Chernenko family. Can you find:

- the parents?
- the number of children?
- a son and a daughter?
- a brother and a sister?
- a husband and a wife?

B Look at the family words above. Do you know any other 'family' words? Make a list.

▶▶▶ page 154 **PHOTOBANK**



READING

2A Discuss. What do you think are the good/bad things about life in a big/small family?

B Work in pairs. Student A: look at page 165. Student B: read the text on this page. Circle the numbers in the box which are in your text. What do they refer to?

12 17 11 8 1 7
9 6 15

17 children in the Chernenko family.

C Work in pairs. Tell your partner about your text. Use your notes as prompts.

D Work in pairs. Draw lines to complete the information. Use the texts to help.

the Chernenko family

don't eat breakfast together.

eat dinner together

all live together

The Lewis family

don't all live together.

like their big family

RealLIVES

Family welcomes baby seventeen

BABY DAVID is the latest child of Vladimir and Zynaida. The Chernenkos come from Ukraine and moved to the USA. They have got 17 children, 8 girls and 9 boys, 22, isn't in the photo.)

Context

Life in the Chernenko house is noisy! The house has got 7 rooms but each child sleeps in his or her own bed. They don't always eat at the same time, but in the evenings they have dinner together. They travel everywhere in their 15-seat car. Vladimir Chernenko doesn't think his family is unusual. Large families are quite normal in the Ukraine. Vladimir says, 'We love singing and now we've got lots of voices for our choir!'

One daughter, 20-year-old Liliya, is married and doesn't live with her brothers and sisters. The other children live at home. 'It's good, says 18-year-old Dmitry. 'I like it. My best friend says he's bored because he hasn't got a brother or a sister. I come home from school and I'm never bored. I've always got something to do.' And how about another child? 'We haven't got any plans,' says Zynaida, 'but who knows?'

* **choir** – a group of people who sing together

GRAMMAR have/has got

3A Look at the article on page 30 again and complete the sentences.

- 1 They _____ seventeen children.
- 2 The house _____ seven rooms.
- 3 They _____ any plans for another child.

B Complete the table.

I/You/We/They	_____	got	eight sisters.
He/She	_____		
I	_____ n't	got	a brother.
He/She	_____ n't		

C ▶▶▶ 3.4 Listen and underline the alternative you hear.

- 1 David 's/has got eight brothers.
- 2 I 've/have got a sister and two brothers.
- 3 They 've/had got a car.
- 4 She 's/hasn't got any children.

D Listen again. Which word is stressed in the sentence?

▶▶▶ page 132 **LANGUAGEBANK**

Analysis

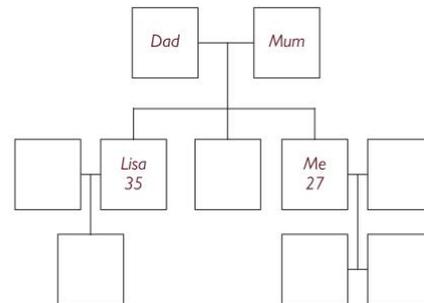
PRACTICE

4A Complete the text. Use the correct form of *have got* or *be*.

1 I 've got _____ a brother.
2 _____ thirty-five children.
3 _____ thirty and two.
My sister ⁵ _____ a brother.
6 _____ a daughter, Eva. Eva _____ (not) any brothers or sisters. My brother ⁸ _____ (not) married, but he ⁹ _____ a girlfriend.
I ¹⁰ _____ married to Marek. We ¹¹ _____ two sons, Vlad and Henryk. They ¹² _____ three and one.

Practice

B Use the information above to complete the family tree.



SPEAKING

5A Complete the questions.

- 1 _____ you _____ any brothers or sisters?
- 2 How many brothers _____ you _____?
- 3 _____ your brother _____ any children?
- 4 How many children _____ he _____?

B Draw your family tree in your notebook. Write your name and two family members in your tree.

C Work in pairs. Exchange family trees with your partner. Ask and answer questions. Add names, ages and jobs to your partner's family tree.

A: How many brothers and sisters have you got?

B: I've got two brothers and one sister.

A: What are their names?

B: Joel, Santiago and Cecilia.

A: And how old are they?

D Look at your own family tree again. Check the information and correct any mistakes.

WRITING apostrophe 's

6A Read the sentences. Underline six examples of 's.

Stuart's got one sister and two brothers. His sister's name's Jane and she's a doctor. Jane's husband is also a doctor and he's got four children from his first marriage.

Work in pairs. Which 's means *has*, *is* or possessive 's'?

Read the text. Put in six missing apostrophes (').

I've got two brothers, Aleksis, and Pavel. Aleksis is forty. He's an engineer and he's married to Katia. They live in an apartment in Moscow. They've got one daughter, Lara. She's at school and she lives at home with them. Aleksis is quite serious, but my other brother, Pavel, is very energetic and lively. He likes sport and he writes for a magazine. He's single.

D Write about two people in your family. Write 50–70 words.



Critical evaluation

General discussion:

1. Of all the frameworks you've met today, which ones are you most interested in trying out in your own classroom? Why?
2. What problems may you have trying them out? How can you deal with these problems?
3. Are there any other frameworks that you think should be added to the list?

Lesson planning frameworks in ELT

PPP	TBLT (Task-based language teaching)	TTT	Receptive skills-lesson	CAP
Presentation Teacher presents new language*	Pre task Students prepare to do a task (e.g. building schemata, listening to others doing the task)	Test Students do an activity or exercise to 'test' their current knowledge of the new language	Pre-text Students warm up their knowledge of the topic. Important vocabulary is taught.	Context New language is contextualised (e.g. receptive skills text, discussion, etc.)
Practice Students do controlled practice of the new language	Task Students do the task (e.g. problem solving, role play, etc.)	Teach Based on the first test, the teacher clarifies anything that the students had problems with	During-text Students do two comprehension tasks while reading or listening (global & detailed)	Analysis Students focus in on some aspect of the new language to improve understanding or use.
Production Students use the new language in a free speaking or writing activity	Analysis New language from the task is analysed (depends on what new language was needed) (Task repetition?)	Test Students do a different activity or exercise to test their knowledge of the new language again	Post-text Students do a production activity (often discussion) on the topic of the text.	Practice Students practice using the new language (speaking or writing, controlled and/or freer) (Evaluation)

- What do they all have in common?
- What do most of them have in common?
- Why are there so many different options?

References / further reading

PPP

See: Anderson (2016) Why practice makes perfect sense: The past, present and potential future of the PPP paradigm in language teacher education. ELTED 19: 14-22.

<http://www.jasonanderson.org.uk/downloads/Anderson%202016%20Why%20practice%20makes%20perfect%20sense.pdf>

Anderson (2017a) A potted history of PPP with the help of ELT Journal 71/2: 218-227.

<https://academic.oup.com/eltj/article/71/2/218/2447419?guestAccessKey=2a6cb69a-aff6-423f-8879-91855886b37e>

Task-based language teaching

See: Nunan (2004) Task-based Language Teaching. Cambridge: CUP.

CAP

See: Anderson (2017b) Context, analysis, practice. IATEFL Voices 256: 4-5.

http://www.jasonanderson.org.uk/downloads/Anderson_2017_Context_analysis_and_practice.pdf

Anderson (2017c) CAP – Context, analysis, practice: A lesson planning model for language teacher education. IATEFL Teacher Training and Education SIG Newsletter 1(Spring): 15-18.

http://www.jasonanderson.org.uk/downloads/Anderson_2017_Context_analysis_practice-A_lesson_planning_model_for_language_teacher_education.pdf

Anderson (2017d) Trinity CertTESOL Companion: Peaslake: Delta Publishing.

Other frameworks?

Check out Jim Scrivener's ARC, Jeremy Harmer's ESA and others, here on Jason's blog:

<https://speakinggames.wordpress.com/2015/07/20/three-is-the-magic-number-the-tefl-paradigms-quiz/>

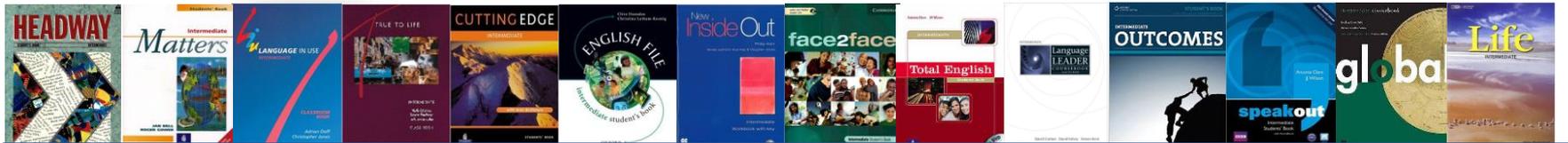
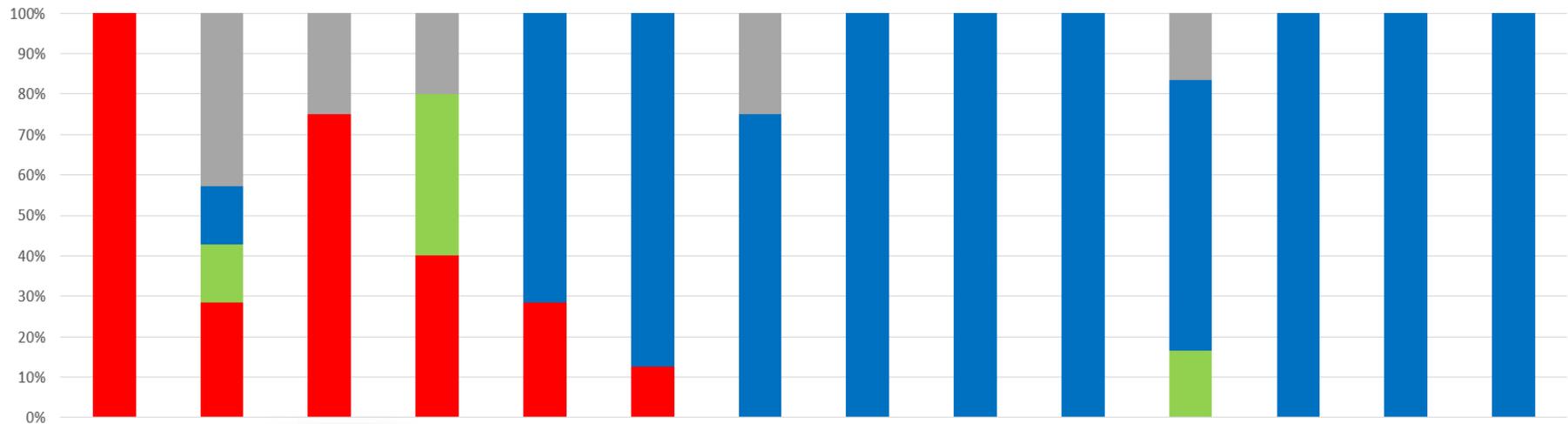
Also see my website: www.jasonanderson.org.uk

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Contexts for the introduction of new language in 1st editions of ELT coursebooks

■ Image-supported
 ■ Text-integrated
 ■ Extensive text
 ■ No context



1986

2000

2013

3 'lesson frameworks' using CAP

C-A-P Phase	1. Intermediate (B1) Making arrangements by email	2. Upper intermediate (B2) Telling an anecdote	3. Advanced (C1) Negotiating a business contract
Context	Learners read and evaluate two different emails; one good, the other not good.	Learners listen to a recording of people telling anecdotes from childhood, matching speakers to topics.	Learners watch video of business negotiation from reality TV show; answer comprehension questions.
Analysis	Learners study the structure of the better email, and notice useful expressions and phrases.	Learners analyse tenses used (e.g. past simple, past continuous, etc.) from the tapescript and why.	Learners watch the negotiation again. Make notes on techniques and language used.
Practice	Learners write emails to each other to plan a weekend holiday.	Learners make notes and then tell anecdotes to each other in groups.	Negotiation role-play on similar topic.

From Anderson, J. (2017d) Trinity CertTESOL Companion

Test-teach-test

1. Check prior knowledge ('test')
2. Responsive language focus / clarify MFP ('teach')
3. Controlled and/or freer practice ('test')

Reflections:

- Have you, or your tutors, used this yet?
- Do you like the sound of it?

TBL: Task-based learning

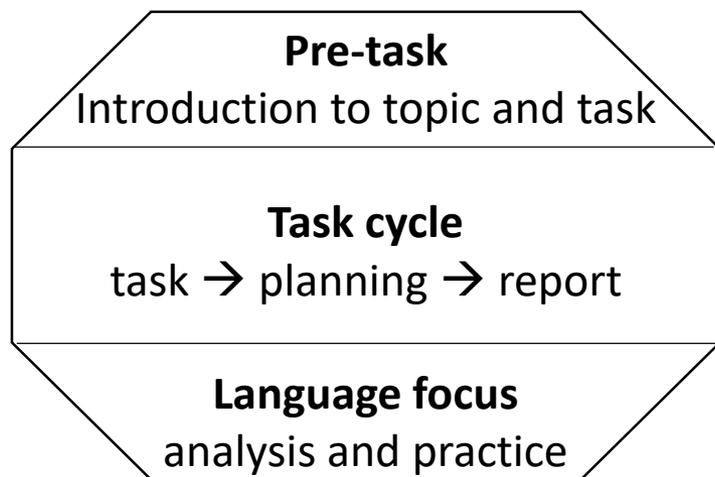
Basic model

- 1. freer practice** (meaningful language use in authentic activity: 'task')
- 2. responsive language focus** (extended language clarification based on task performance)

E.g. “You have £2,000 each. Working in pairs, using the internet, plan the holiday of your dreams. You must agree with your partner.”

TBL: Task-based learning

More complex model (e.g. Willis 1996)



Nunan, 2004, p.4: A task is “a piece of **classroom work** that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order **to express meaning**, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.”