

# 2021 TEACHER TRAINING COURSE

## TEACHING GRAMMAR – ALTERNATIVE APPROACHES

### **Situational Approach**

As you can see from its name, it aims at providing situations in which certain language is necessary.

Grammar should always be closely linked to its use.

Instead of thinking “It’s time to teach should/shouldn’t”, we can say “It’s time that students learned to give and receive advice.”

Students need a variety of abilities/skills in English. Not a checklist of grammar.

Can we start with a situation (real or invented) that will require students to use the target language?

Can this situation be presented orally or visually, rather than in a written form?

The students can realise that they lack the structures to describe the situation. Then the teacher can supply this language.

In this way, students associate the language with the use.

Students can practice orally before a written explanation is provided.

### **Why use the situational approach?**

- It mimics the way we learn a first language, or how we learn outside of the classroom.
- Students will learn habits, not just rules. It foregrounds the use of the language, not the memorisation of rules.
- It presents students with a problem (e.g., how to give advice), then the tools to solve the problem (e.g., should/shouldn’t).
- The teacher is there to guide the students towards the correct use of the language.
- It can motivate students to learn. It becomes very clear that now they can do something new with the language.

### **Example:**

- Where is she?
- How does she feel? Why?
- Did she take an umbrella with her?
- What do we think of her actions? Why?
- What could we say about her?
- She should have taken an umbrella.
- She shouldn’t have gone out without an umbrella.

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### Guided discovery

In many coursebooks there is a grammar section at the back of the book, with rules on one side and activities on the other. This is great, but the rules page can be really difficult to focus on.

A guided discovery activity is any activity which guides learners to discover rules or patterns in language.

It requires some 'working out' from students, not direct explanation of the rules.

The theory is that 'discovering' rules and patterns yourself is more memorable than just being told them.

Example:

### ***My typical weekend***

I love my job, but I can't wait for the weekend to have time for myself!

On Friday nights I often just stay in and watch a film on TV or on the internet. I hardly ever go out as I like to just relax. Sometimes I order a pizza...

I never sleep in very late on Saturday mornings because I have to get up to do the food shopping for the weekend. I **always** go to the supermarket as it's very close to my flat, but occasionally I go to a shopping centre for something special. I love cooking, so I nearly always spend time in the kitchen, trying something new.

I often go out on Saturday nights with friends to a bar or restaurant or, occasionally, I go to the cinema.

Sundays are usually for relaxing, cooking, eating, and seeing friends.

1. Look at the highlighted word – '**always**' is:

- a. A verb
- b. A noun
- c. An adjective
- d. An adverb

2. '**Always**' gives information about:

- a. Frequency (HOW OFTEN/HOW MANY TIMES you do something)
- b. Manner (HOW you do something)

3. Words similar to 'always' are 'adverbs of frequency' Read the text again. Find more adverbs of frequency and underline them in the text.

4. Put the adverbs on the scale

100% \_\_\_\_\_ 50% \_\_\_\_\_ 0%  
**Always**  **Never**

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Look at these examples, then complete the rules

*I often **go** to the beach.*

*I never **have** time.*

*He hardly ever **reads** English newspapers.*

*I **'m** always happy when it **'s** the weekend.*

*She **'s** never late for class.*

*I **can** usually do my homework.*

*I **'ll** never forget you.*

### Rules:

1. With **main verbs** like **sleep, eat, go, take etc.** the adverb of frequency goes before/after the subject and the verb.
2. Adverbs of frequency go before/after verbs like **to be, can, will, would, should etc.**

### Why use guided discovery?

For the teacher:

- You don't have to explain the grammar yourself
- The worksheet does the teaching for you
- You are free to help weaker students
- You can answer questions while monitoring instead of in front of the class

For the students:

- It's more stimulating – the student has to think about the language
- Students don't get too much information at once
- Students can work at their own speed
- They can get help from classmates
- It's hopefully more memorable

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### Noticing activities

The learner needs to pay attention to new words, phrases or rules for input to become intake, i.e. conscious  
The learner needs to 'notice the gap' between native speaker input and their own output.

#### • Deconstruction-reconstruction of texts

1. Find a short, interesting text
2. Deconstruct the text – reduce it to simple sentences, each with one piece of information
3. Give deconstructed text to students
4. Students reconstruct the text from the sentences
5. Compare the result with the original text
6. Help students to 'notice the gap' and to analyse points of interest

For example:

1. Mr Mulholland arrived at his hotel.
2. The hotel was the most expensive in the resort.
3. The Mayor asked him to open the shopping centre.
4. Building of the centre was completed recently.
5. He agreed but only if no meat was on sale.
6. He is a very strict vegetarian.
7. Someone heard the Mayor.
8. The Mayor was happy Mr Mulholland did not complain about the shoe shop.
9. There is a lot of leather in the shoe shop.

**On arrival at his hotel**, the most expensive in the resort, Mr Mulholland was asked by the Mayor to **open the recently completed shopping centre**. He replied that he would only **do so/ on condition that** no meat was **on sale** at the centre as he is a very **strict vegetarian**. The Mayor **was later heard to say** "At least he didn't **complain about** the shoe shop – there's **an awful lot of** leather in there!"

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### Two-way translation

- Find two (or more) short authentic English texts appropriate for the level of your class. Half the class gets one text and half the other. Students work in pairs/groups and translate their text into Italian. The groups with different texts now swap their Italian texts. They translate the new Italian text they receive back into English. Display the original text, the Italian translation and final English version together e.g. put on w/b. There will be lots to discuss with the class when you see the versions together.
- Google translate

Find an interesting text in English and use an internet translator to convert it into Italian (e.g. go to Google and write 'google translate'. Choose 'google translate' not 'google translator'). The result is weird – it's Italian, but sometimes with English syntax and lots of literal translations which don't make sense. You might have to try a few to find one which is right for the class.

Create interest in the topic of the text.

Give the Italian text and students work out the meanings and translate it back to English

Compare with the original.

Alternatively, do the opposite – translate a text from Italian to English and then students try to work it into acceptable English and then compare to the original.

### ARC Lesson: Authentic Use, Restricted Use, Clarification

An ARC lesson is a form of “test teach test” designed to show how much students can/do actually produce a given grammar point.

It can use a selection of the approaches and activities we talked about today

It is most useful for learners who are struggling to progress – who “know” the grammar rules but can't seem to use them comfortably.

For example:

#### Discussion

I'm think of going on a week's holiday somewhere in Italy. Do you have any advice on:

- Where to go?
- What to do?

However, I'm aware that tourists can be very annoying. Can you think of any rules for how to behave when I'm on holiday in Italy? Think about:

- Laws
- Customs/etiquette

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### Gap fill (Complete without prompts, leave aside for after clarification stage)

Complete the rules with appropriate words or phrases

1. If you go to Bilbao, you really \_\_\_\_\_ the Guggenheim museum. It's so interesting.
2. I know you're interested in exotic food, so I think you \_\_\_\_\_ the new Indian restaurant in the centre of town.
3. I don't think you like much adventure on holiday. You probably \_\_\_\_\_ to the Amazon rainforest.
4. This cake is delicious! You absolutely \_\_\_\_\_ it!
5. You \_\_\_\_\_ a ticket if you want to use the tram.
6. You \_\_\_\_\_ alcohol on the underground in London. It's against the law.
7. In most restaurants in Italy you \_\_\_\_\_ a tip. It's not a common custom but you can if you want.

### Clarification (Guided discovery on modal verbs for obligation and advice)

Britain is full of places that you really must see. However, not all places deserve the reputation that they have. Personally, I don't think you should go to Stonehenge – there's a stone circle called Avebury which is bigger, older and with a pub in the middle! You absolutely have to see it! In the same way, if you visit Canterbury in the summer, you ought to explore the nearby beaches. There's a great one called Broadstairs, which also has a fantastic mini golf course. You should definitely play a game or two there. I know it won't be as hot as the south of Spain, but you shouldn't let that stop you.

As for how tourists should behave, there are a few rules. Of course you have to respect local laws and customs, so in most places in Europe you mustn't smoke inside, and in most English bars you must pay for your drink when you buy it, rather than asking for the bill when you've finished. You shouldn't try to kiss a stranger on the cheek when you meet them for the first time – unless they do it first. But you ought to be polite and at least learn a few phrases of the local language. You don't have to be fluent, but people will notice that you've made an effort and hopefully be more polite to you.

#### 1. Complete the rules

**must** can be used for \_\_\_\_\_ and \_\_\_\_\_

**have to** is used in the same/a different way to must

**mustn't** is used for \_\_\_\_\_

**don't have to** is used in the same/a different way to mustn't

**should** is used for \_\_\_\_\_ and \_\_\_\_\_

**ought to** is used in the same/a different way to should

#### 2. Answer these questions

- a. In which form is the verb after a modal? \_\_\_\_\_
- b. Is should or ought to used more in negative sentences? \_\_\_\_\_
- c. How do you make a question from these sentence? \_\_\_\_\_

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You should visit Avebury. \_\_\_\_\_

You have to visit Avebury. \_\_\_\_\_

**d. What's the difference?** \_\_\_\_\_

\_\_\_\_\_

**e. Is ought to used for questions?** \_\_\_\_\_

**Return to gap fill (Students have an opportunity to change their answers, then the teacher corrects)**

### Discussion

Now, think about your home town. What advice would you give people visiting for the first time? What rules of politeness would you give them? Think of a top five for both categories.

### USEFUL SITES

#### Websites for Bond Comparison

<http://longmanhomeusa.com/blog/drawing-in-the-classroom-its-easier-than-you-think/> A useful guide to drawing for English classrooms

<https://eflrecipes.com/2014/06/21/timelines/> Using timelines in English classrooms

<https://youtu.be/sBWt1lJUiOU> An example of how a situation can be used to elicit certain grammatical structures

<https://youtu.be/TNaG1uN40gI> A video of a teacher showing and explaining how he teaches using grammar communicatively

[www.newsoftheweird.com](http://www.newsoftheweird.com) A site for short, interesting texts to demonstrate grammar and vocabulary