



HELLENIC REPUBLIC
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ELT Methods and Practices

Unit 3: Dealing with Grammar

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Issues to be discussed in this unit

- What is grammar?
- Types of grammar.
- Grammar in the audiolingual method.
- Grammar in the communicative approach.
- Teaching grammar: Main principles (form, meaning and use, the importance of context, giving effective explanations).
- Approaches to teaching grammar.
- Choosing grammar activities.



What is grammar?

- Grammar is **not a static object**. It has evolved to express the needs of its users as efficiently as possible. It is a body of rules that underlies language without which language would be chaotic.
- “Language is not fixed, but is rather a dynamic system. Language evolves and changes... [it] grows and organises itself from the bottom up in an organic way, as do other complex systems.” (Larsen-Freeman, 2006).



Different conceptions of grammar (1/2)

- Language itself does not possess some self evident organisation which the linguist merely notes down. Language has many facets and linguists tend to give emphasis to a few facets at the expense of others.
- **Different theories of language entail different ways of studying language and different views of grammar.** In essence theories of language are theories of grammar.



Different conceptions of grammar (2/2)

- For some, grammar involves the **rules of combining words into sentences** and the **rules for forming words**.
- For Chomsky, grammar includes the study of **phonology, syntax and semantics**.
- For others, grammar includes **how words are formed, how they are combined to produce sentences**, and the **meaning/function of these sentences** in the overall system of the language.



Some examples (1/2)

“The grammar of a language consists of the devices that signal structural meanings... All the structural signals in English are strictly formal matters that can be described in physical terms.” (Fries, 1952).

“There is no boundary between lexis and grammar: lexis and grammar are interdependent.” (Stubbs, 1996).



Some examples (2/2)

Grammar:

- noun uk /'græm.ər/ us /-ə/
- A2 [U] (the study or use of) the **rules** about how words **change their form** and **combine** with other words to make **sentences** › [C] mainly UK a **book** of grammar **rules**: a **German** grammar.

([Cambridge Online Dictionary](#))



Example definition of grammar (1/2)

- The branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics.
- The abstract system of rules in terms of which a person's mastery of his native language can be explained.
- A systematic description of the grammatical facts of a language.



Example definition of grammar (2/2)

- A book containing an account of the grammatical facts of a language or recommendations as to rules for the proper use of a language:
 - the use of language with regard to its correctness or social propriety, esp in syntax \Rightarrow the teacher told him to watch his grammar.
 - (as modifier) \Rightarrow a grammar book.
- The elementary principles of a science or art \Rightarrow the grammar of drawing.

([Collins Online Dictionary](#))



Grammar books/grammars (1/2)

Just as there are many different views of language and thus different views of what grammar is, there are many types of grammar books. Each type of grammar book represents the linguist's description of the language.

- **Descriptive grammar:** provides a precise account of actual usage (how people use language in everyday communication).
- **Prescriptive grammar:** attempts to establish rules for the correct use of language.



Prescriptive or descriptive? (1/5)

Sentences with comparatives.

Typical mistakes:

- The weather's **warmer as** last week.
- I've been waiting **longer that** you.

Comparatives are followed by than:

- The weather's **warmer than** last week.
- I've been waiting **longer than** you.



Prescriptive or descriptive? (2/5)

Which is correct: older than I or older than me?

- In informal English, we often use object pronouns (**me, him, her, us, them**) after than. In a more formal style, subject pronouns (**I, he, etc.**) are considered more “correct”. e.g. She’s older than me (informal). / She is older than I (am) (formal).
- When the pronoun is used with a verb, only subject pronouns are possible, of course. e.g. Lucy found more mushrooms than I did. (Not: *.....than me did.).



Prescriptive or descriptive? (3/5)

The grammar of newspaper headlines.

Newspaper headlines often follow rather different grammatical rules from other kinds of writing.

1. Headlines are not always complete sentences.
e.g. “MORE EARTHQUAKE DEATHS”.
2. Headlines often contain strings of three, four or more nouns. e.g. “FURNITURE FACTORY PAY CUT RIOT”.



Prescriptive or descriptive? (4/5)

- In expressions like this, all the nouns except the last one act as adjectives. The easiest way to understand headlines of this kind is to read them backwards.
- ‘FURNITURE FACTORY PAY CUT RIOT’ refers to a RIOT about a CUT in PAY for the workers in a FACTORY that makes FURNITURE.



Prescriptive or descriptive? (5/5)

3. Articles and the verb to be are often left out.
e.g. “SHAKESPEARE PLAY IMMORAL, SAYS HEADMASTER”.
4. Newspaper headlines have a special tense-system. It is unusual to find complex forms like is coming or has produced; generally the simple present form.



Grammar books/grammars (2/2)

- **Pedagogical grammar:** Designed specifically for teaching a foreign language or developing awareness of the mother tongue. It is inherently prescriptive.
- **Theoretical grammar:** goes beyond the study of individual languages and uses linguistic data as a means of developing insights into the nature of language and develops categories for linguistic analysis. It presents a theory of language (functional grammar, universal grammar, transformational generative grammar etc.).



So what is grammar?

- Grammar is a meaning making system.
- Students make use of it when they are ‘learning how to mean’ (Halliday, 1975).
- So, we are teaching grammar in order to help students make meaningful language and not as an end in itself.



To teach or not to teach grammar: arguments against

- The study of grammar promotes knowledge about language not how to use the language.
- We acquire our first language without any explicit knowledge of grammar.
- The natural order in which languages are learned precludes the influence of instruction.
- If communicative competence is the goal, then classroom time is better spent engaging in language use (Krashen, 1981).



To teach or not to teach grammar: arguments for (1/2)

- Without explicit instruction learners' interlanguage often fossilizes.
- Grammar instruction may act as an advanced organizer helping learners to notice features of language when they are ready.
- Learning finite rules can help to simplify an otherwise daunting and complex task by organizing it into neat categories.



To teach or not to teach grammar: arguments for (2/2)

- Older students' expectations about language learning often include grammar instruction.
- Learning grammar structures allows for more creative applications of language. (Lightbown & Spada, 1990, pp. 429-448).



Grammar in the audiolingual approach (1/2)

- Language was seen as a set of distinct entities and language learning as the steady accumulation of these entities.
- Rules were not taught , but memorisation and repetition of language structures was seen as the route to language learning.
- No account was taken of the context in which structures occurred and students were not given insights into the rules of use.



Grammar in the audiolingual approach (2/2)

- Examples of mechanically structured activities might include repetition or substitution. The teacher is in control of the lesson, and students can often successfully participate without any understanding of meaning (Davidson, 1978).



Grammar in the communicative approach (1/4)

- Communication is the be-all and end-all of language learning and grammar is the by-product of this endeavour.
- Grammar is **cumulative**. It should not be presented in a linear additive fashion but should be regularly revised and reintroduced (cyclical/spiral approach).



Grammar in the communicative approach (2/4)

- The grammatical component of a syllabus is characterised by **selectivity**. Grammatical items are not included because they have always been taught but because they can be justified in relation to the type of course, its length, objectives and student population.



Grammar in the communicative approach (3/4)

- Grammar instruction and activities should be integrated within a **communicative framework**.
- Language should be presented and learnt **within a context**.
- The relationship between **forms and their uses** should be made clear to learners.



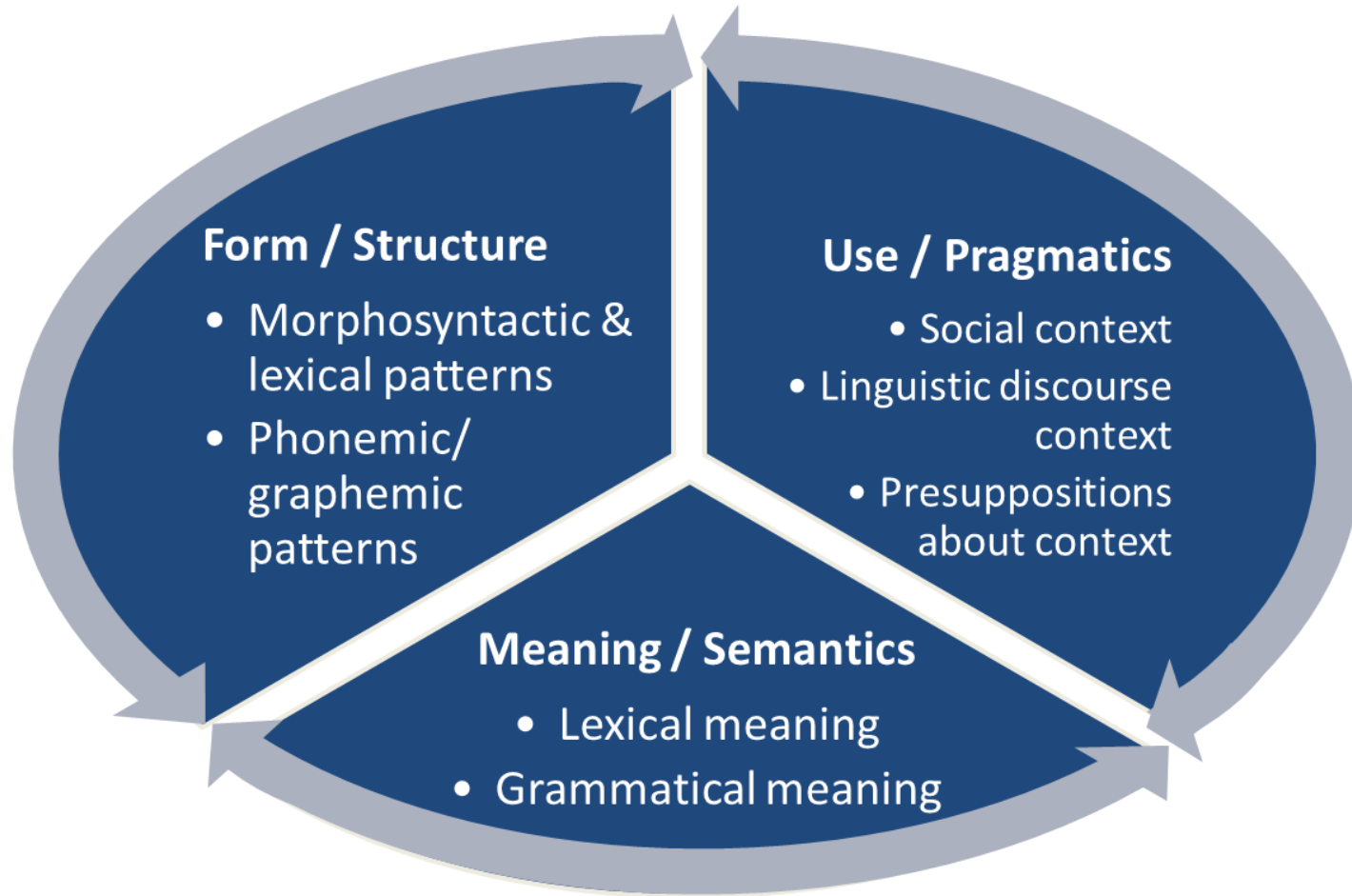
Grammar in the communicative approach (4/4)

When presenting new language items, attention should be given to their form, meaning and use.

- **Form:** how the structure is formed.
- **Meaning:** what meaning the structure expresses.
- **Use:** functions expressed by the language forms. Can only be interpreted with reference to the context.



Three-Dimensional Grammar Framework



Understanding form, meaning and use (1/2)

Grammatical structures do not only have morphosyntactic form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics).

- **Form**-how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or text.
- **Meaning**-what a grammar structure means.



Understanding form, meaning and use (2/2)

- **Use - Pragmatics:** the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language (Levinson, 1983).
- **Register:** the language of groups of people with common interests or jobs, or the language used in situations associated with such groups.



The influence of pragmatics may be ascertained by asking two questions:

- When or why does a speaker/ writer choose a particular grammar structure over another that could express the same meaning or accomplish the same purpose?
- When or why does a speaker/ writer vary the form of a particular linguistic structure?



Example: the possessive (form and meaning)

- **Form:** inflecting regular singular nouns and irregular plural nouns not ending in s with 's or by adding an apostrophe after the s' ending of regular plural nouns and singular nouns ending in the sound /s/.
e.g., dog's / men's / dogs' / bus'.
- **Meaning:** indicates description (a debtor's prison), amount (a month's holiday), relationship (Jack's wife), part/ whole (My brother's hand), and origin / agent (Shakespeare's tragedies).



Example: the possessive (use)

- Possession can be expressed in other ways: with a possessive determiner (e.g., his) or with the periphrastic **of the** form (e.g., the legs of the table).
- The **of the** form is used with nonhuman head nouns and 's with human head nouns.
- Native speakers prefer to use the 's with inanimate human head nouns if the head nouns are performing some action.
- E.g., the train's arrival was delayed
- A noun compound (table leg) is more appropriate than either the 's form for the **of the** form.



Form, meaning or use? (1/8)

Task 1: Suppose that a teacher had shown her/his students the contents of the table below. Decide if her/his intention is to present them with:

- a. the meaning of the present continuous tense,
- b. the form of the present continuous tense,
- c. a series of meaningful sentences.

- I am sitting.
- You are sitting.
- He/she/it is sitting.
- We are sitting.
- You are sitting.
- They are sitting.



Form, meaning or use? (2/8)

Grammar presentation steps:

- **Step 1:** S/he mimes certain actions and asks the class to tell her/him what s/he is doing, choosing sentences among those in Column A from the Table.



Form, meaning or use? (3/8)

- **Step 2:** S/he hands individual or pairs of pupils in the class pieces of paper with instructions written on them, telling her/him to mime the action, and asks the class to choose among those in Column B the sentence that best describes what the pupil(s) is(are) doing.



Form, meaning or use? (4/8)

- **Step 3:** Now, s/he tells pupils that each will each mime an action choosing among those in Column C and s/he will ask them questions about what they are doing. They have to respond by selecting cues from Column C.



Form, meaning or use? (5/8)

COLUMN A.	COLUMN B.	COLUMN C.
What am I doing?	What is [name] doing?	Are youing?
<ol style="list-style-type: none">1. You are holding a pen.2. You are writing a word on the blackboard.3. You are singing.4. You are laughing.5. You are showing us an old photo of somebody.6. You're just thinking.7. You're turning in circles.	<ol style="list-style-type: none">1. He/She is reading a book.2. He/She knocking on the door.3. They are talking.4. They are working.5. He/She is opening the door.6. They are listening to music and dancing.7. They're playing hangman.	<ol style="list-style-type: none">1. No, I'm standing next to my desk.2. No, I'm standing next to Maria.3. No, I'm looking at page 25 in my coursebook.4. No, I'm looking out the window.5. No, I'm putting my things in my schoolbag.



Form, meaning or use? (6/8)

- **Step 1:** The teacher asks the class to listen to a recorded telephone conversation between two young women, Joan and Mary, and then answer the T or F items in Table A below. (The pupils do not see the tape-script).



Form, meaning or use? (7/8)

TABLE A	T	F
1. Mary and Joan are talking on the phone.		
2. Mary's asking Joan to dinner.		
3. Jenny's coming over to Joan's house to study with her.		
4. David's going to Mary's house tonight and bringing some take-out.		
5. Joan is not watching TV right now. She's e-mailing.		
6. Mary's sister is ringing her up while she's speaking with Joan.		
7. Joan and Mary are doing a project together.		
8. Joan and Mary are not seeing each another at the gym next Tuesday.		



Form, meaning or use? (8/8)

COLUMN A. Things happening while the two women are talking on the phone	COLUMN B. Things happening later in the day, not while they're talking on the phone
.....



Grammar beyond the sentence level (1/2)

- Understanding how language operates at sentence level, does not help learners understand how language is used purposefully on oral and written discourse.
- It is one thing to be able to understand and create sentences and quite another to be able to put sentences together and taking into account features of the context to produce socially purposeful meanings.



Grammar beyond the sentence level (2/2)

- Current view of teaching/learning grammar also focuses students' attention at how grammar operates in context and how discourse and genre determine our linguistic choices.



Discourse, genre and text (1/3)

Discourse (talk - λόγος): Forms of “talk” (oral and written) which are institutionally delineated and ordered (e.g. political discourse, medical discourse, pedagogical discourse).



Discourse, genre and text (2/3)

Genre (κειμενικό είδος) particular categories of texts with relatively stable structural forms (e.g. particular beginnings, middles and ends) and with well-established names which encode the functions, purposes and meanings of various social occasions of a particular culture (e.g. news report, letter, interview, promotional leaflet, novel, office memo, political speech, editorial, etc.). The rules that determine genres are institutionally bound and determine what kind of language (lexicogrammar) is appropriate in each instance and how language is organized into text.



Discourse, genre and text (3/3)

Text (κείμενο): A piece of writing of a particular discourse and genre which is intended to convey an overall message and particular bits of information, feelings, attitudes etc.



Activity (1/2)

Look at the two different texts. They are related discourse-wise, but they lexicalized/grammaticalized differently because each text is of a different genre. Guess what is which and explain what helped you decide.

Welcome to Sunset !

We're delighted to have you here. Our staff is at your disposal to make your stay comfortable and pleasant. Ring us if you need us. Dial 0 for the information desk. For all other calls and for Internet connection look at the directory on your bedside table. Other services and facilities in your room: TV, mini-bar, room-service, cleaners upon request.

The flowers and wine are compliments of the manager
Ms Olivia Sukiyama



Activity (2/2)



[1]

A luxurious, five-star hotel in Honolulu, conveniently located near one of the most beautiful beaches in Waikiki, not far from the centre of town. With its own shopping centre, two swimming pools, conference rooms and more services than you can imagine, with staff to please and service you, and prices to surprise you, watching the Hawaiian sunset in Paradise is a must!



Presenting language in context (1/3)

- **Grammar is not an abstract system** detached from contexts of use.
- **Context** is the situation or the linguistic and non-linguistic information surrounding the new grammatical form and results in the new language being used.



Presenting language in context (2/3)

Characteristics of context:

- The context should show what the language means and how it is used.
- It should be interesting to students; something that students can relate to.
- It should be simple enough to show the form and rich enough to show the meaning and its use. Too many new words will distract students; a poor context will not be able to reveal meaning and use.



Presenting language in context (3/3)

Types of context:

- The classroom.
- Situations.
- Formulated information (tables, graphs, maps etc.).
- Dialogues and texts.



The importance of context (1/2)

- Teacher writes 'I went shopping yesterday' on the board.
- Teacher translates.
- Teacher explains the Past Simple form and meaning in L1.

How will students react to this?



The importance of context (2/2)

- Fairy tale – Little Red Riding Hood.
- Adapt story to suit age/language ability.
- Students listen and understand the story by sequencing pictures.
- Students listen and act out story.
- Focus on the past simple used to sequence the events in the narrative.
- Teacher checks meaning and highlights form.

How about this activity?



Present- Practice – Produce (1/2)

- **Presentation:** The teacher selects new materials, presents new language items/information in a meaningful context (dialogue/text), explains new language and makes sure students understand it. This stage helps students assimilate new facts about the language and produce language for the first time. Focus is on accuracy.

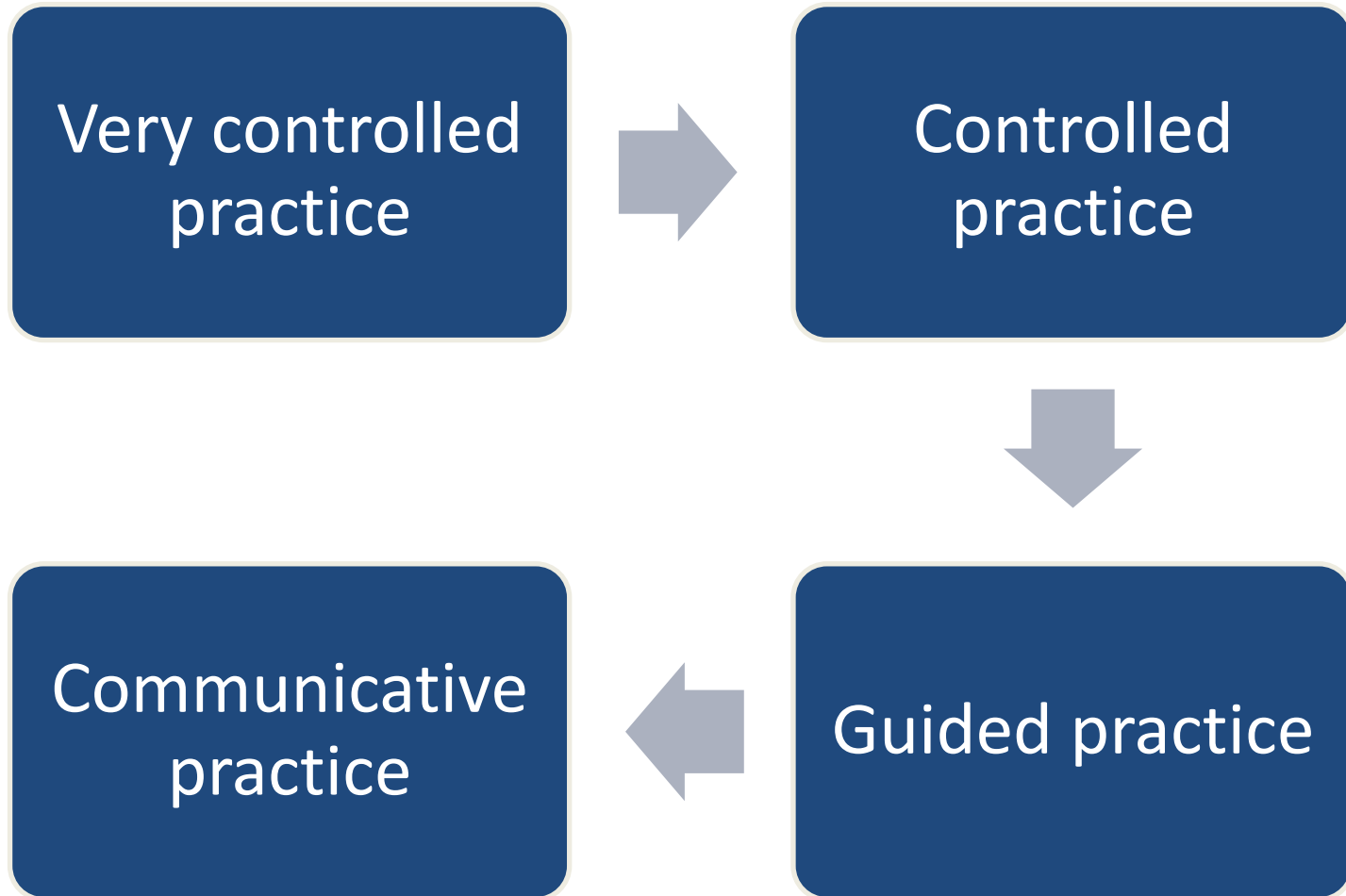


Present- Practice – Produce (2/2)

- **Practice:** This stage falls between the two extremes. Students are given opportunity to practise new language for themselves in meaningful contexts.
- **Production:** In this stage students are engaged in free, uninhibited communication. Focus is on fluency, on getting messages across.



From practice to production



Task based grammar focus

The teacher:

- introduces and defines the topic,
- uses activities to help students recall/learn useful words and phrases,
- ensures students understand task instructions,
- may play a recording of others doing the same or a similar task.

The students:

- note down useful words and phrases from the pre-task activities and/or the recording,
- may spend a few minutes preparing for the task individually.



Task cycle (1/3)

Task.

The students:

- do the task in pairs/small groups. It may be based on a reading/listening text.

The teacher:

- acts as monitor and encourages students.



Task cycle (2/3)

Planning.

The students:

- prepare to report to the class how they did the task and what they discovered/decided
- rehearse what they will say or draft a written version for the class to read.

The teacher:

- ensures the purpose of the report is clear
- acts as language adviser
- helps students rehearse oral reports or organize written ones.



Task cycle (3/3)

Report.

The students:

- present their spoken reports to the class, or circulate/display their written reports.

The teacher:

- acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports,
- may give brief feedback on content and form,
- may play a recording of others doing the same or a similar task.



Language focus (1/2)

Analysis.

The students:

- do consciousness-raising activities to identify and process specific language features from the task text and/or transcript,
- may ask about other features they have noticed.

The teacher:

- reviews each analysis activity with the class
- brings other useful words, phrases and patterns to students' attention.
- may pick up on language items from the report stage.



Language focus (2/2)

Practice.

The teacher:

- conducts practice activities after analysis activities where necessary, to build confidence.

The students:

- practice words, phrases and patterns from the analysis activities.
- practice other features occurring in the task text or report stage.
- enter useful language items in their language notebooks.



A sample task (1/3)

One sentence is missing from the Spiders story below. It is written at the end. Work with a partner and decide where it fits best. Be ready to explain why you think so.

“Phobias make life a misery for thousands. A new organisation called “Triumph Over Phobia” (TOP) has been formed by a pioneering group of volunteers to help people cure their phobias. Here is one success story.”



A sample task (2/3)

Spiders

One woman was so afraid of spiders she could not be left in a house alone. If she saw one would climb on the table and not be able to get down until somebody came into the room and removed it.

During her first TOP meeting, she noticed doodles on a page which resembled spiders and she suddenly recoiled in horror.

She was eventually persuaded to look at photographs of spiders in books, then leave the pages open in a room so she saw them each time she walked in. Her husband began to move the position of the book and change the page so she saw a different one each time.

After three weeks she was given a plastic spider at a TOP meeting and took it home. She later agreed to take the real spider home and gave it the name Bernard.

Two and a half months after first going to the group her phobia had gone.



A sample task (3/3)

Lost sentence:

“One of the group took a real spider in a jar to the next meeting, where it was gradually moved nearer to the sufferer.”



Characteristics of a good presentation (1/2)

A good presentation should be:

- **Efficient:** The aim is to get to the accurate reproduction and practice stage as soon as the students can manipulate the new language.
- **Lively and interesting:** Students must be interested and involved in the presentation; if they are they will remember the new grammar more easily.



Characteristics of a good presentation (2/2)

- **Appropriate:** However interesting, funny or demonstrative a situation is it should be appropriate to the language being presented.
- **Productive:** The situation should allow students to make sentences and/or questions with the new language. (Harmer, 1987:18)



Characteristics of effective explanations

- The explanation should be clear.
- The explanation should include simple vocabulary.
- The explanation should encourage the active involvement of students.
- The explanation should relate new information to old.
- The explanation should be sequenced clearly and signposted.



Approaches to teaching grammar

- **Deductive**– teaching through rules (the rule is provided followed by the provision of examples in which the rule is applied).
- **Inductive**– teaching through examples (students are provided with several examples from which a rule is inferred).

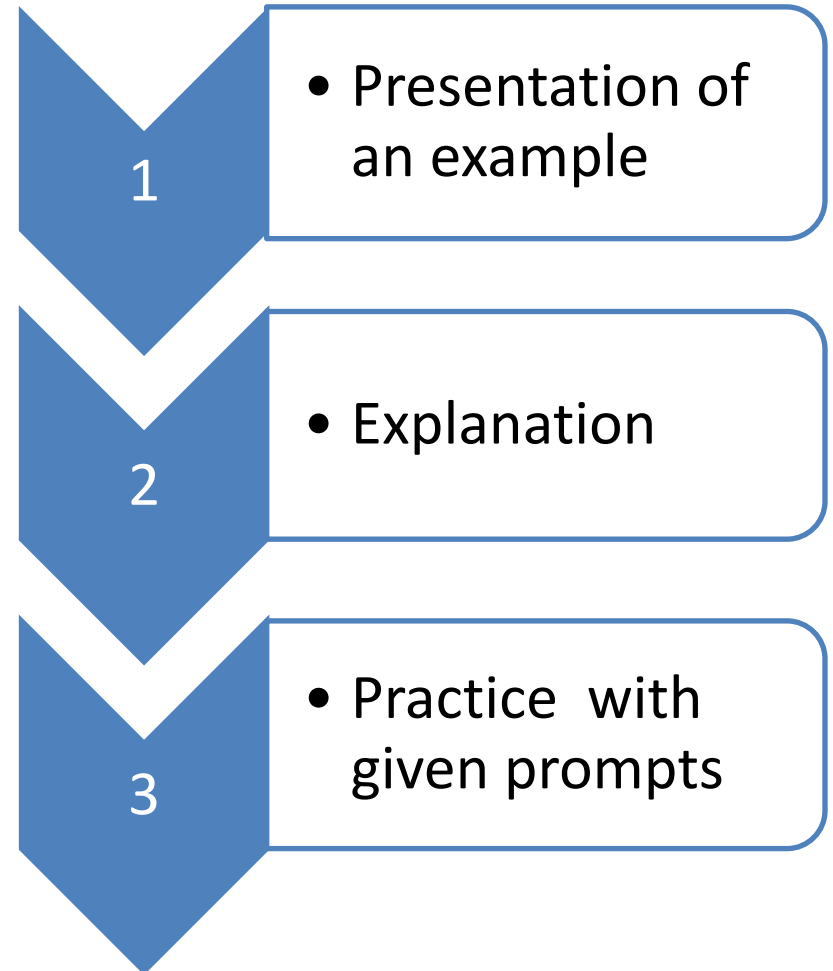


The deductive method

The deductive method relies on **reasoning, analysing** and **comparing**.

The deductive method is criticized because:

- Grammar is taught in an isolated way.
- Little attention is paid to meaning.
- The practice is often mechanical.



Inductive grammar teaching

- In the inductive method, the teacher induces the learners to realise grammar rules **without any form of explicit explanation**.
- The rules will become **evident** if the students are given enough appropriate examples.
- The inductive method is more effective in that students **discover** the grammar rules themselves while engaged in language use.



Sources of inductive instruction

- Realia/Actions.
- Worksheets (can often be structured to inductively lead students to a grammar rule).
- Authentic texts (after listening to a dialogue or reading a text, students can answer questions to highlight certain grammatical structures– these may then be used to derive rules).
- Dialogues.
- Recorded Conversations.



Effective grammar instruction (1/2)

Noticing:

- **Paying attention** to grammar as it occurs in different contexts, e.g. grammar input in lessons, structures in texts and listening material, language practice activities and spoken interactions.



Effective grammar instruction (2/2)

- **Noticing the gap:** Learners become aware of differences in their performance and L1 competence. For example, you read something, or hear something about a grammar item which seems to be new to you and sticks in your mind. In fact, it is probably not new, but you are ‘noticing’ it for the first time. Having ‘noticed’ it you will see it or hear it regularly and wonder how you could have failed to notice it before.



Noticing

- Is necessary for learning.
- Intake is that part of the input which has been noticed.
- Incidental learning is possible, provided that noticing takes place.



Noticing tasks (1/2)

Two friends bump into each other in the street. Read their conversation then answer the questions which follow.

- In lines 1-4 and 6, they use the present continuous form. Why?
- In lines 5 and 7 Sara uses the 'will form'. Why?
- Is it possible to reverse this, ie, use will in lines 1-4 and 6 and use the present continuous in lines 5-7? What would the effect be?

1. **Sara:** Hi Jane, where are you going?
2. **Jane:** The gym – I'm trying to get fit for my holidays, Sara.
3. **Sara:** Oh good for you Jane. Are you doing a class?
4. **Jane:** Yes – aerobics twice a week and I'm taking swimming lessons too.
5. **Sara:** Oh, that's a good idea. Listen, I need to get fit. I'll come with you.
6. **Jane:** That's great Sara. By the way, I'm dieting too.
7. **Sara:** Really? I won't join you on that!



Noticing tasks (2/2)

Look at the conversation on the left and compare it with the reported version on the right. Work with a partner and identify what changes are made to direct speech to make it into reported speech?

Direct Speech	Reported speech
“Let’s go to a restaurant,” she suggested.	She suggested going to a restaurant.
“I haven’t got any money,” he said.	He said he hadn’t got any money.
“I’ll lend you some,” she offered.	She offered to lend him some.
“No, I don’t want to borrow any money,” he said.	He said he didn’t want to borrow any money.
“It doesn’t matter,” she told him.	She told him it didn’t matter.
“Let’s eat at home instead,” he suggested.	He suggested eating at home instead.
“All right,” she agreed.	She agreed that was all right.



From form to meaning focus (1/4)

1. Mainly form-focus.

a. Discrete items:

- A car is than a bicycle (fast).
- Chinese is than English (difficult).
- A lion is than a dog (big).



From form to meaning focus (2/4)

b. Full text:

- Glenda: I don't know which dress to buy, the red or the green!
- Sally: Well, the red one is (expensive), the green one is much (cheap).
- Glenda: yes, but the red one is much (pretty). Which do you think suits me(well)?



From form to meaning focus (3/4)

2. Form and meaning

Compare the people in this family.

Use the adjectives big, fat, thin, small, big, tall, young, short, old:

- Karen is.....Ben.
- Jill is..... .
- Ben
-



From form to meaning focus (4/4)

3. Focus on meaning

Choose one of these pairs of items. How many different ways can you think of comparing them? Use the comparative form of the adjective.

- A radio and a computer.
- A rabbit and a snake.
- Playing football and reading a book.
- Harry Potter and Professor Dumbledore.



Practice is necessary

- Teaching through practice:
 - **Drills:** activities that are structured to allow only one correct answer.
 - **Exercises:** Open-ended grammar activities
- Practice leads to the creation of a continuum ranging from text manipulation activities to text creation activities.



Text manipulation activities (1/2)

- Provide students with sentences that they will be required to operate on in some limited manner such as:
 - fill-in-the blank,
 - make a choice from items provided,
 - substitute another item, or
 - transform into another pattern.



Text manipulation activities (2/2)

- Provides opportunities for focused practice (restricted to a main grammar area) after language has been contextualised and form/meaning established.
- Should be enjoyable, meaningful, give students a reason to use the language, full of practice.



An example

Complete the following sentences by choosing the present simple or present continuous.

- She (look) for a job with EU in Brussels. She (speak) 5 different European languages so I (think) they'll be interested in her.
- I (travel) to work by car, but I (want) to be more eco-friendly, so I (consider) other ways.
- I (read) a book about psychology in everyday life, but it's very dull.



Text creation activities

- Require learners to produce language creatively using the target structure (these activities are not truly communicative because the students are aware that the purpose of the activity is to practice a specific structure).
- They offer semi - controlled and freer practice.
- Chance for learners to experiment a little, integrate new language with old and personalise the language. Students will use the grammar in focus and also other language they know.



Other examples

Focus on meaning, semi-controlled form (sentence completion): e.g. Since this time last year, I have

Focus on meaning, free sentence-making.

e.g. Think of a situation (using the present perfect) that would produce the reaction:

Oh dear! / Wonderful! / What a surprise! Help!

Congratulations! / What a relief! / What a pity! /

Thank you! / I'm sorry! / Oh no! / (sigh).



Meaningful practice

- Happens when the focus is on the **production, comprehension or exchange of meaning**, while the students “**keep an eye on**” the way newly learned structures are used in the process.



Sample Exercise

Look at the table. Rank the items on the left column according to the criteria listed on the top. (After the presentation and mechanical practice of adjective comparatives and superlatives.)

Items	Cheap	Healthy	Tasty	Fattening	Important
Beer					
Water					
Fruit					
Cigarettes					
Alcohol					
Milk					



Examples of tasks for meaningful grammar practice (1/2)

- **Jigsaw:** learners combine different pieces of information to create a whole.
- **Information-Gap:** learners have different information. They negotiate to find the other individual's information.
- **Problem-Solving:** students must find a solution for a problem (typically there is one resolution).



Examples of tasks for meaningful grammar practice (2/2)

- **Decision-Making:** students solve an open-ended problem by discussing multiple options and choosing the best
- **Opinion Exchange:** learners exchange ideas without needing to come to a consensus



Focus on meaning

Full paragraph writing:

Today is picture B.

What has happened since yesterday (picture A)?

Picture A



Picture B



[2]



Focus on communication (1/2)

Performance task:

- You have enough money to go on holiday abroad. You might: a) go skiing in Switzerland b) go on safari in Kenya. Prepare a (written or spoken) presentation comparing them. Present the arguments for or against each; decide which you'd prefer and say why.



Focus on communication (2/2)

Discussion:

- Debate based on comparison. e.g. 'Computers are better than books'. 'It's better to live in the town than in the country'.



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End of Unit

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Notes

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