

Making Grammar Learning Meaningful

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Overview

- Introduction
- Micro Lesson
- Theory Practice Link
- Q&A

Micro Lesson: Inductive Approach (2017)

- Readers Theatre
- Group Activity: Noticing
- Assessment for Learning:
Matching Activity
- Situational Writing: Report Writing



Readers' Theatre Activity

An Extract from "A Seriously Twisted Tale"



Read the extracted speeches from the STELLAR text

“I’m afraid we’ve got a bit of a problem with the evil, fire-breathing dragon,” said the frog.



The frog said that he was afraid they had got a bit of a problem with the evil, fire-breathing dragon.

**Notice
the
changes!**

Change in Pronouns

Change in Tenses

"I'm afraid we've got a bit of a problem with the evil, fire-breathing dragon," said the frog.

The frog said that he was afraid they had got a bit of a problem with the evil, fire-breathing dragon.

There are changes in pronouns and tenses.



Noticing: Group Activity

What patterns have you noticed?

Direct Speech VS Reported Speech
Change in Pronouns & Tenses

Assessment for Learning: Matching Activity



Situational Writing: Writing a Report

Your Task:

Imagine that you are Nora. You informed the Principal about the incident and he asked you to write a report of what you had witnessed.

- **Purpose:**
 - **to write a report of what I have witnessed to the Principal.**
- **Audience:**
 - **the Principal**
- **Context and Culture :**
 - **Formal report**

Direct or Indirect Speech?

Completion of Activity Sheet:

"I'm ordering some food. What would you like, Nora?" my friend asked.

My friend was ordering some food and asked me what I would like.

“Hi! Can I buy you a drink?” Tony’s friend approached and asked me at about 1.35 pm.

At about 1.35 pm, Tony’s friend approached and asked me if he could buy me a drink.

Theory Practice Link

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- ▶ Why the Whole – Part – Whole approach
- ▶ Inductive Approach
- ▶ Noticing

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► Whole – Part – Whole Approach

WHOLE	PART	WHOLE
Learning with, through, and about whole written texts.	Learning about how the parts (textual/grammatical features) of language function in written texts.	Learning to apply what was learned with, through and about written texts.
<i>Start with whole texts.</i>	<i>Focus on knowledge about the parts of language that may be useful for reading and writing.</i>	<i>Return to whole texts for application and practice.</i>

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WHOLE
(Contextualise)

Pupils read the text 'A Seriously Twisted Tale' where direct speech is used in context.

PART
(Explicit)

Examples of direct speech are taken from the text and used to teach the change from direct to indirect speech.

WHOLE
(Contextualise)

Pupils use the rules that they have learnt from changing direct to indirect speech to write a report for their Situational Writing activity.

Examples of Pupils' Work

PART
(Explicit)

WHOLE
(Contextualise)

Pupils apply the rules they have learnt using the inductive approach to make changes from the direct to indirect speech for the sentences first.



They then transfer their sentences to their report.

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▶ Grammar Inductive Approach

In this series of lessons,

- The grammar rule was not taught explicitly.
- Instead, many examples of how the rule is applied was shown to the pupils

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▶ Grammar Inductive Approach

In this series of lessons,

- they had to notice the difference and infer patterns and discover the grammar rule themselves.

Pupils notice the differences on their own in the examples that are given to them.

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▶ Grammar Inductive Approach

In this series of lessons,

- they had to notice the difference and infer patterns and discover the grammar rule themselves.

Pupils write down the patterns they observe in their own words.

Why the 'Inductive Approach'?

- allows the learner to **think deeper** and hence have a **higher chance of retaining the rule taught**.
 - Pupils have to identify patterns through the examples shown and deduce a rule.
 - More interesting and engaging
 - Pupils are actively involved in the process and not just passive recipients.

For example: A lesson on past perfect tense

INDUCTIVE APPROACH

Example 1: I had gone to the park before I finished my work.

Example 2: I had met him before you introduced us.

Example 3: I did not have any money because I had left my wallet at home.

Guiding Questions:

- 1) How many events are there in each sentence?
- 2) Which words in the sentence help you to decide which event takes place earlier or later?
- 3) Look at the event that uses the past perfect tense. Is it the earlier event or the later event in the sentence?
- 4) With these examples, when do we use the past perfect tense?

DEDUCTIVE APPROACH

The rule for the use of the past perfect tense is to show that an action was completed at some point in the past before another past event.

Example 1: I had gone to the park before I finished my work.

Example 2: I had met him before you introduced us.

Example 3: I did not have any money because I had left my wallet at home.

Ok, now do the worksheets as homework.

Specific → General

General → Specific

Positive Feedback

Students found the lessons

- ▶ more engaging as they could work with their classmates and find the rule themselves
- ▶ more meaningful as they saw how they could use what they learnt in their situational report writing at the end.

Challenges / Areas of Development

- Time factor
- Finding sufficient examples that illustrate the target language for the grammar rule.
- Scaffolding through asking appropriate questions and teacher demonstration that will lead students to notice the target language for the appropriate grammar rule.
- Teachers and students need to be familiar with metalanguage.

References

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