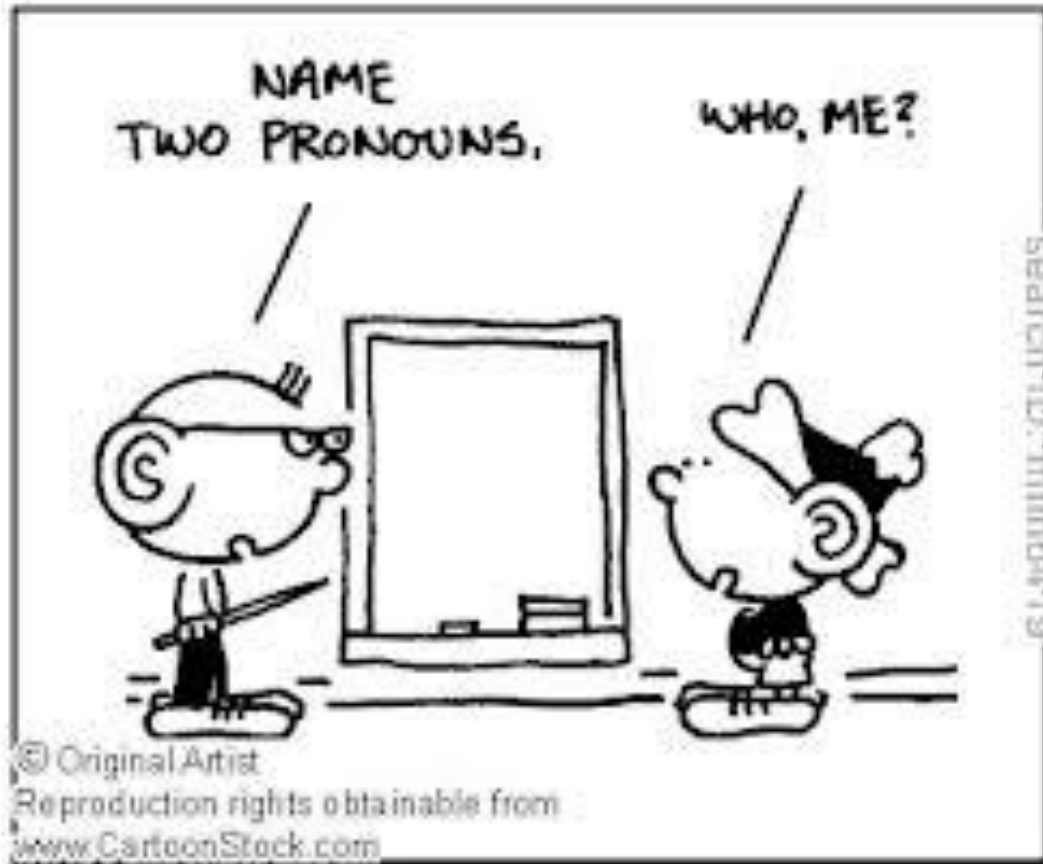
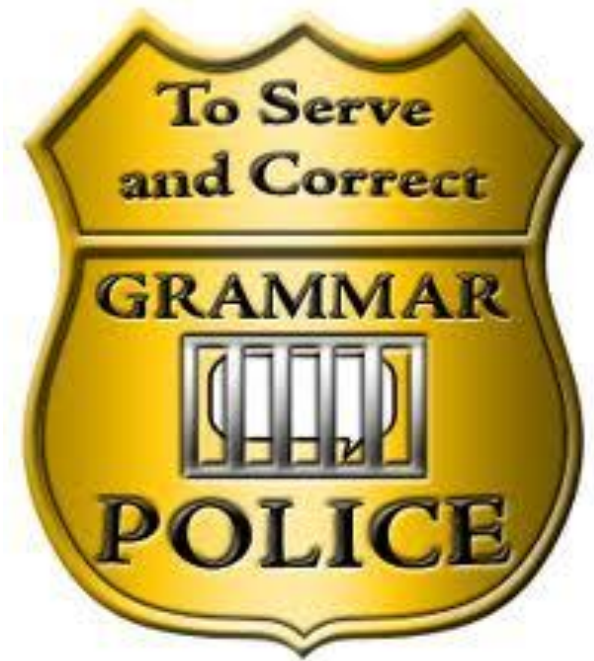


Teaching grammar in context: it does make 'sense'



Content of session

- Why teach grammar
- A grammar that makes sense
- Grammar and other levels
- Grammar and context
- Some examples
- Some activities



What? Grammar?

- Why (not) teach grammar: natural order / knowledge vs. use / exposure / awareness / level of accuracy
- More questions/issues: When (early/late stages) / How (intensive/extensive; explicit/implicit; separate/integrated) / What



What grammar?

- The grammar 'problem'
- A grammar that makes 'sense': form-meaning connection
- Preaching to the converted?
- Need for contextualising grammar
- Need to highlight interrelationship with other elements of text/context



It's all about relationships...

... with words:

Language teaching has changed over the years.

*Language teaching changed over the years.

I am enjoying this workshop.

*I am liking this workshop.

*I am understanding this workshop.

She finds it difficult to do this.

*She thinks it difficult to do this.

It's all about relationships...

... with intonation/stress/pause:

The students like grammar.

Do the students like grammar?

*The students like grammar?

Let's eat Granny!

Let's eat, Granny!

The students, who like grammar, enjoyed the class.

The students who like grammar enjoyed the class.



It's all about relationships...

With text/discourse:

Police arrest Batman

Batman arrested by police

Batman arrested

They said they would come.

They said they will come.

She went to see the teacher.

She went to see a teacher.



Some examples

Que voudriez-vous dans les circonstances
(problématiques) suivantes? Complétez les phrases
avec un déterminant + nom:

J'ai faim,	je voudrais
J'ai soif,	je voudrais
Je suis fatigué(e),	je voudrais
Je suis triste,	je voudrais
Je suis seul(e),	je voudrais
Je suis malade,	je voudrais

Some examples

Practise summarising the plot of a film or a book, making appropriate use of active and passive voice.

a. *This is the story of two thieves, a teacher and a student.*

commit - student - murder

b. *This is the story of a murder and its consequences.*

commit - student - murder

Some activities

1. What do you think of the following task? How is it 'problematic'? How would you improve it?

I saw the man. He closed the door.

> I saw the man who closed the door.

2. Choose a grammatical form in your TL that you find difficult to teach. What would be an appropriate (i.e. clear, meaningful, interesting, etc.) context for introducing it/practising it? What would be an appropriate task?

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