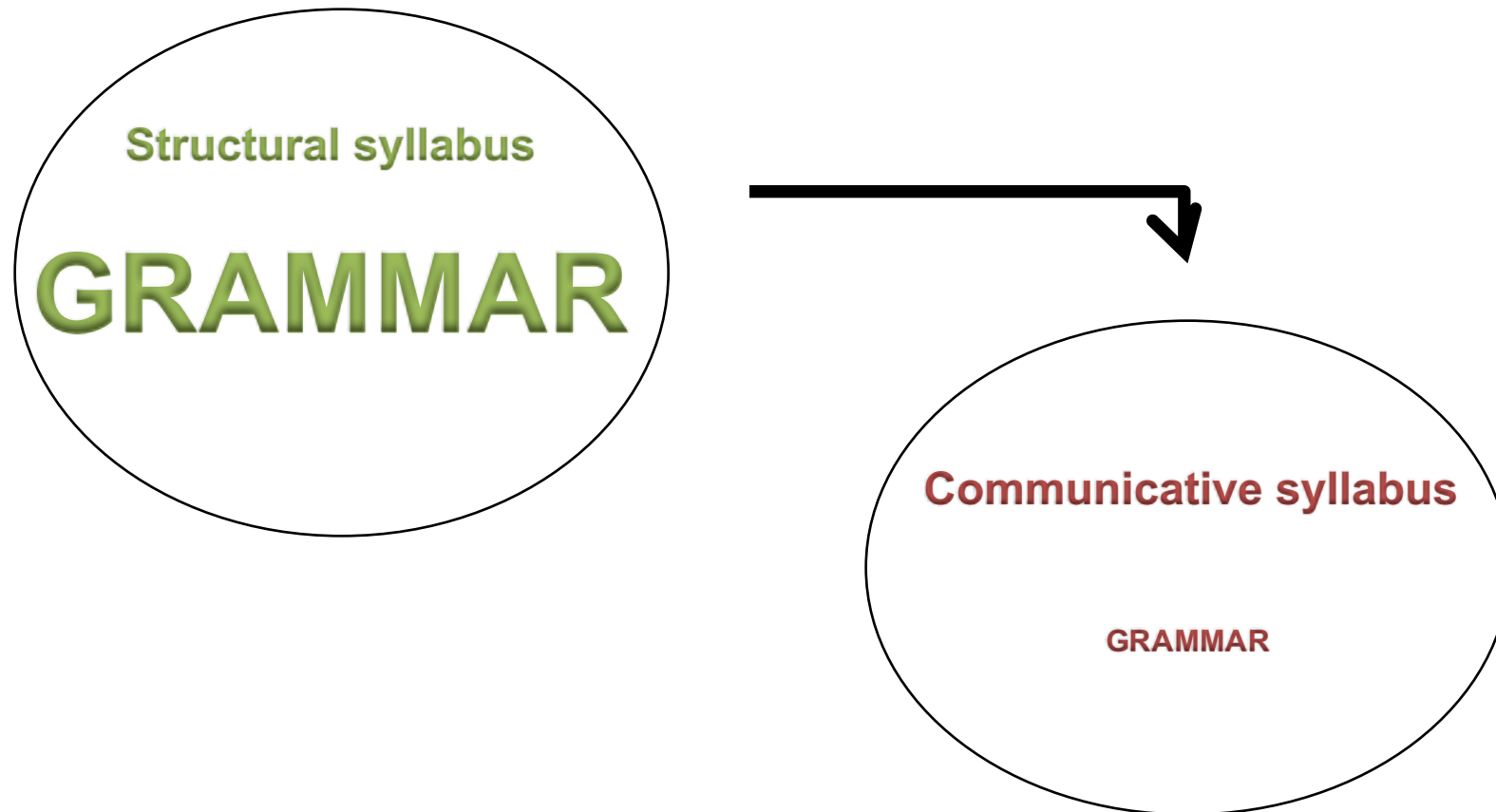


Teaching grammar through the guided analysis of authentic data

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CLIC Summer Workshops for L2 Teachers

The place of grammar instruction in the L2 curriculum



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Why to incorporate grammar instruction into the language curriculum:

- “Natural” language learning does not usually lead to high levels of grammatical and sociolinguistic competence (e.g. Swain 1985, Kowal & Swain 1997, Hammerly 1991)
- Learners expect grammar to be explicitly taught
- Thematically based syllabi do not ensure a systematic coverage of the L2 grammar
- Learners may be able to communicate without acquiring target language forms
- Formal instruction helps to promote more rapid L2 acquisition and higher levels of ultimate attainment (Long 1988)

When should grammar be taught?

- **Level of instruction:**

() Beginner

(**x**) Intermediate

(**x**) Advanced

- **How frequently:**

() Every class

(**x**) Every so often

() Rarely

(**x**) Intensively focusing on a few problematic structures



How should grammar be taught?

Grammar instruction should be less intense and broader based

- **Focus of grammar teaching:**

(**x**) Awareness () Performance

- **Teaching approach:**

(**x**) Grammar teaching is embedded in communicative tasks (Integrated component)

(**x**) Grammatical structures are taught separately from the task-based component (Parallel component)

() Instructor shows the structure and gives the grammar rule to learners

(**x**) Learners notice the structure in enhanced input and “discover” the rule

() Instructor has to teach all grammatical structures of the target language

(**x**) Instructor focuses on areas of grammar that are known for causing problems to learners

**Shouldn't be
mutually
exclusive**



How grammar should be taught

- Learners should have a substantial lexical base to be able to engage in processes of rule extraction
- Grammar instruction should focus on problematic structures
- It should focus on learners' awareness rather than performance, helping learners develop explicit knowledge



Ellis' approach for teaching grammar

- Make learners aware of certain formal properties
 - Consciously noticing → AWARENESS 1
 - Developing explicit knowledge → AWARENESS 2

Ellis' approach for teaching grammar

1. Listen to comprehend: an authentic audio that contains several examples of the target structure
2. Listen to notice: learners perform an activity that helps them notice the structure → **raise awareness 1**
3. Learners analyze the structure and are guided to “discover” the rule → **raise awareness 2**
4. They practice the rule by identifying and correcting errors → **use explicit knowledge**
5. They try out their understanding of the rule in a short production activity

Lesson Plan for an advanced Spanish class

- Objectives:
 - Talk about one's and others' daily routine
 - Briefly review the use of reflexive pronouns with verbs commonly used to talk about the daily routine
 - **Me** ducho antes de acostar**me**.
(I) **Obj pron** shower before of go to bed-**obj pron**
"I shower before bed."
 - Identify, analyze and practice the use of object pronouns to express inalienable possession (e.g. the possession of body parts) in Spanish
 - **Me** lavo los dientes.
(I) **Obj pron** wash the teeth
"I brush my teeth."

The expression of inalienable possession in Spanish

- **Inalienable possession:** implies that the possessed has an inherited connection with the possessor (e.g. body parts, kinship) (Dixon, 1980: 512)
- When possession is inalienable, only the option with the dative pronoun is acceptable. (Cuervo 2003)
 - **Me** operaron la nariz. **ACCEPTABLE**
Dat Pron operated the nose
'They operated my nose'
 - *Operaron mi nariz. **NOT ACCEPTABLE**
(They) operated my nose
'They operated my nose'



1. Why pronouns used to express inalienable possession in Spanish are good candidates for explicit grammar instruction?
2. What would be other grammatical structures (in English or the language you teach) that would be good candidates to be taught explicitly? Explain why.

Lesson: Step 1

La rutina de las mañanas

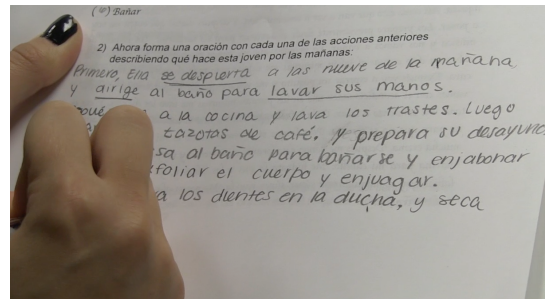
- 1) Mira este vídeo sobre la rutina de la mañana de una joven y numera las acciones según el orden en el que la joven las realiza:

- () Lavar las manos
- () Enjuagar
- () Despertar
- () Exfoliar el cuerpo
- () Lavar los dientes
- () Enjabonar la cabeza
- () Lavar los trastes
- () Secar
- () Maquillar
- () Hidratar la piel y los labios
- () Bañar

Pulsa sobre la imagen para ver el vídeo



- 2) Ahora elige por lo menos 5 acciones del ejercicio anterior y escribe una oración con cada una describiendo qué haces por las mañanas. Compara tus oraciones con las de un/a compañero/a:



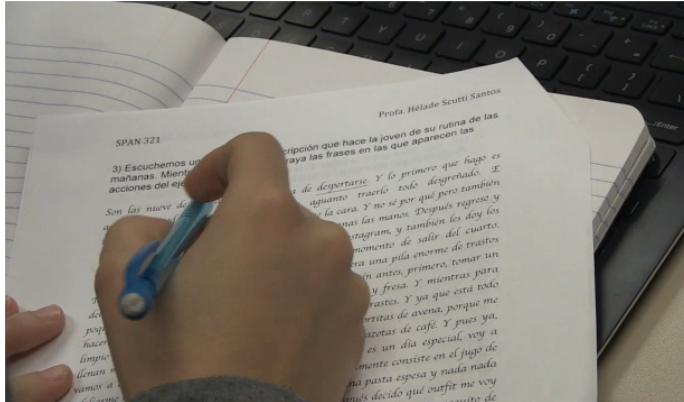
• Listen to comprehend

Learners are presented with an authentic audio that includes several examples of the target structures (**HIGH FREQUENCY**)

• Production

Learners are still focused on meaning but because they are asked to produce using specific verbs their attention will start to gear towards form and which forms are used to produce specific meanings (**ACCESS INTERLANGUAGE SYSTEM TROUGH OUTPUT**)

Lesson: Steps 2 and 3



- **Listen to notice**

The second time learners watch the video they focus on the structure of specific verbs and sentences. (**AWARENESS 1 – CONSCIOUSLY NOTICE**)



- **Analyze the grammatical structure**

They also compare in pairs the grammatical structure they used with the one that appear on the transcription of the video. They “discover” the rule and increase their explicit knowledge of the language (**AWARENESS 2 – COMPARE AND FORM EXPLICIT REPRESENTATION**)

Lesson: Steps 4 and 5



- **Oral and written production**

Learners talk about their daily routine with their partners and write a paragraph at home. They are given the opportunity to try out their understanding of the grammatical rule (PRODUCTION DO NOT HAVE TO BE TARGET-LIKE BUT FEEDBACK MAY BE VERY HELPFUL FOR “NOTICING”)

- **Practice the rule identifying and correcting errors**

Learners test their explicit knowledge of the new linguistic feature by correcting errors in the written production of a classmate (USE OF EXPLICIT KNOWLEDGE)

Bridging Research and Practice

A version of this lesson can be found at:

<http://clicmaterials.rice.edu/>

Assessment

- Assessment instrument:
 - Tests explicit knowledge only
 - It can include error correction, identification of sentences/ constructions that need the object pronoun to express inalienable possession
 - Written production that requires explicit application of the rule

HANDOUT PAGE 7

Your lesson

- Pair with someone
- Choose one of the grammatical topics that you listed in question 8, page 2 of the handout
- Think about an activity that would help you guide learners through the process of “discovering” the rule

