WEEK 9: Moodle Content

Topic	**Grammar – Part 1**
	What do you think of when you hear the word "grammar?" How did you learn about grammar when you were an English student? Do you have positive or negative memories of your experiences?
	The topic of teaching grammar has created controversy in educational institutions. This week you will explore the strong opinions held by proponents of different approaches to using grammar to improve students' English skills. You will create a how you would offer "just-in-time" mini-grammar lessons to students involved in communicative tasks.
Before Class Work	**PREPARATION FOR CLASS**

PREPARATION FOR CLASS

1. Complete the readings. When finished, you should be able to:
   - Explain the difference between an implicit and an explicit approach to gaining grammar knowledge.
   - Distinguish between form-focused and meaning-focused tasks.
   - Identify the following principles of presenting grammatical points to students:
     - Rule making vs. rule giving
     - Contextualization
     - Principle of contrast
     - Principle of personalization
   - Show awareness of methods that help students notice grammatical structures.
   - Show an awareness of the value of using a variety of teaching methods to accommodate students' individual learning styles and meet learning objective requirements.
2. Read the Puzzle Explanation (available on Moodle) before viewing the video clips.
3. View the video clips. Complete the **Week 9 Video Notes** sheet.
4. Complete the quiz.
5. Post at least one comment to the discussion forum.
6. Bring your completed **Week 9 Video Notes** to class.
7. Also bring the Harmer textbook and printed copies of the readings: *Grammar Teaching: Implicit or Explicit?* and *Stephen Krashen's Theory of Second Language Acquisition* to class.

Week 9 READINGS

Textbook
Section A, pages 12-16, Section B5, pages 21-22 and Sections B, C, D, and E pages 70-76 in *The Practice of English Language Teaching* **by Jeremy Harmer.**

Online article:
Grammar Teaching: Implicit or Explicit? **by Professor Larry M. Lynch**

Online article:
Stephen Krashen's Theory of Second Language Acquisition **by Ricardo Schutz**   This article includes both English and Portuguese versions. As you read, decide whether or not it would have been helpful to also have the article available in Arabic as a scaffolding technique.

Online PDF:
Applying the Comprehension (Input) Hypothesis: Some Suggestions **by Stephen D. Krashen**   Read pages 1 and 2 (more if desired)

Online article:
Teaching ESL Students to "Notice" Grammar **by Francis J. Noonan**

PDF file:
Page 8 of the Principles Matrix, *Use a Variety of Teaching Methods.*

Week 9 RESOURCES

Online article:
Lights, Camera, Active Learning! Enhancing ESL Instruction Through Video Projects

Week 9 VIDEO

Read this handout before viewing the video clips: **Puzzle Explanation**. Also download and print the **Week 9 Video Notes.**

As you learned by completing this week's readings, there are strong advocates for very different approaches to including grammar in English language instruction. **NOTE: You should complete this week's readings before viewing the video clips. Also, download and print the Week 9 Video Notes**

document and read the "Puzzle Explanation" handout.

In this clip, Cycle 2 students solve a traditional story puzzle. As you watch the clip, think about these questions:
- What type of grammatical structure is the lesson about?
- How are the students practicing the structure?
- What could you do to extend this lesson using active task-based learning?

Write your notes on the Week 9 Video Notes handout.

Week_9_Video_A

The following clips show grade 2 students participating in a lesson with a "Food" theme. As you view the clips, think about these questions:
- What are the students learning about grammar as they experience this lesson?
- Is this an appropriate way for young children to learn grammar? Why or why not?
- In what ways do you believe grammar structures should be taught to Cycle 1 students?

*Keep in mind the differences between "acquired grammar" and "learned grammar" as differentiated by Krashen. **Write your answers on the Week 9 Video Notes handout. Some of your responses may be useful as you post comments to the Week 9 Discussion Forum.**

Week_9_Video_B

Student-centred teaching strategies include a variety of activities to meet the diverse needs of students in a class. As you watch Cycle 1 students in these clips, make a list of all the materials you see in the lesson and the different skills students must use (e.g., writing, critical thinking, physical movement, etc.) to complete the activities. How could you adapt some of these activities for use in English classes? What could you do with older students to use a variety of skills? **Bring your list and ideas to class as part of the Week 9 Video Notes handout.**

Week_9_Video_C

Week 9 DISCUSSION FORUM

You have read about both implicit and explicit methods of teaching grammar. What do you see happening in the schools you visit? What do you see that's working? What's not working? How do the curriculum materials support implicit acquisition of English? How do they support explicit comprehension of grammatical structures?

Week 9 QUIZ

1. Select the TRUE statements according to the content in Harmer,
   - ☐ Syntax is the knowledge of how to combine the smallest units of grammar with known words to form new words with different meanings.
   - ☐ **Native language (L1) speakers understand the rules of how to form correct sentences, even if they cannot consciously describe those rules.**
   - ☐ **Grammar is the description of the ways in which words can change their forms and can be combined into sentences.**
   - ☐ Spoken and written grammar rules are essentially the same, with spoken grammar being slightly more formal.

   Informative feedback: Syntax does not refer to the smallest units of grammar. Syntax is the order in which words are combined to form sentences. Native language speakers know how to follow the rules of forming correct sentences even if they cannot identify or explain the rules they are following. Harmer defines grammar as the description of the ways in which words can change their forms and can be combined into sentences. Morphemes are the smallest units of grammar. They can be combined with known words to form new words with different meanings. For example, the morpheme "-est" can be added to the word "big" to form the superlative "biggest." And, finally, spoken and written English have different construction principles, with written English usually being more formal.

2. Michael Swan (as cited in Harmer) suggests four characteristics of a good rule. What are they?
   - ☐ **Relevance**
   - ☐ Balanced
   - ☐ **Truth**
   - ☐ **Simplicity**
   - ☐ Pedagogic
   - ☐ **Clarity**
   - ☐ Intransitive

3. What does Krashen believe to be true about learning English as a second language?
   - ☐ There are two different systems of second language performance: the structure system and the motivation system.
   - ☐ **Learners progress when they receive input that is one step beyond their current stage of linguistic competence.**
   - ☐ **As learners produce the target language, the "learning" system provides a planning, editing and correcting**

□ **function, referred to as the Monitor hypothesis.**
□ The study of the grammatical structure of a language and the rules related to that structure is very important to language growth.
□ **"Learning" is the product of formal instruction and is less important than "acquisition" which is the result of a subconscious process of responding to meaningful target language input.**

Informative feedback: Krashen's most well-known distinction is his fundamental Acquisition-Learning hypothesis. He believes that the 'acquisition system,' which requires meaningful interaction in the target language, is much more important for gaining linguistic skills in the target language than focusing on the 'learning system' which consciously studies grammatical rules. The 'learning' system, however, can play the role of monitoring (the Monitor Hypothesis) the output, but only when the learner has enough time to think about and focus on grammatical construction and knows the applicable rule(s). Krashen's Input Hypothesis encourages teachers to expose learners to language that is just beyond their current functional level.

4. Which statement below correctly expresses the opinion of Professor Larry Lynch regarding the use of implicit and explicit grammar instruction?
   □ Grammar teaching should be implicit because students must develop language skill by using language in natural, communicative situations.
   □ Grammar teaching should be explicit because there are a number of illogical English language constructions that are not easy to understand, even in context.
   □ **Grammar teaching should use both the implicit and the explicit approaches as needed to maximize linguistic growth and to appeal to students' different learning styles.**

Informative feedback: Lynch notes that young learners seem to have more natural ability to learn by acquisition while adult learners may find acquisition more difficult and therefore benefit from explicit explanation of the grammatical structure of the target language.

5. Noonan believes that many teachers are confused about the way to teach grammar. Which statement best expresses his recommendation?
   □ Teachers should use more language tapes so students receive many more hours of direct input in the target language, allowing them to 'acquire' language more easily.
   □ **Teachers should draw students' attention to the form and**

meaning of certain language structures so that by increasing awareness, their implicit knowledge of the language will be facilitated.
- ☐ Teachers should require students to draw grammatical diagrams that clarify illogical structures.

Informative feedback: Noonan points out recent data from Rod Ellis that suggests students can achieve higher grammatical accuracy from explicit grammar instruction as *part* of their study. He recommends helping students "notice" problematic grammatical structures by following Rod Ellis' five teaching activities for developing awareness: (1) Listening to Comprehend (2) Listening to Notice (3) Understanding the grammar point (4) Checking for errors in written passages and (5) Trying the grammatical structure in a productive activity. It should be noted that the "noticing hypothesis" was suggested earlier by R. Schmidt (1995. Consciousness and foreign language learning: a tutorial on the role of attention and awareness in learning. In R. Schmidt (ed.), *Attention and Awareness in Foreign Language Learning.* Honolulu: University of Hawai'i. 1–63)

6. In his article "*Applying the Comprehension Hypothesis: Some Suggestions*" Krashen acknowledges the value of teaching grammar in two situations. What are they?
    - ☐ When an affective filter is needed
    - ☐ **When there are gaps left by incomplete acquisition**
    - ☐ **For purposes of language appreciation**
    - ☐ When popular literature is to be read

Informative feedback: Krashen notes "Consciously learned rules can fill some of these gaps, which are typically in aspects of language that do not affect communication of messages. The place to use this knowledge is in the editing stage of the composing process, when appealing to conscious rules will not interefere with communication. I recommend delaying the teaching of these rules until more advanced levels. I would first give acquisition a chance, and then use conscious knowledge to fill in some of the gaps. There is no sense teaching rules for Monitoring that will eventually be acquired."

WEEK 9: Classroom Session

Objectives	Trainees will be able to:
	
	• Explain the difference between an implicit and an explicit approach to gaining grammar knowledge.
	• Distinguish between form-focused and meaning-focused tasks.
	• Identify the following principles of presenting grammatical points to students:
	    o Rule making vs. rule giving
	    o Contextualization
	    o Highlighting (enhancement)
	    o Principle of contrast
	    o Principle of personalization
	• Show an awareness of methods that help students notice grammatical structures.
	• Show an awareness of the value of using a variety of teaching methods to accommodate students' individual learning styles and meet learning objective requirements.

Overview	Trainees enter class today after considering the concepts of implicit and explicit grammar learning and the student-centred principle of using a variety of different teaching materials while viewing this week's video clips. Trainees compare their video notes with other classmates as part of the "Coming In" activity and then complete a grammar task /exercise which sets up a jigsaw learning task focused on the theories and hypotheses of Stephen Krashen (Suggested Task 1). Trainees fill out a short survey (Suggested Task 2) to highlight their own interests and talents that can be shared with students in interesting and meaningful ways. After listening to a mini-lecture (Task 3 Set-up) focused on how to point out elements of grammar in conjunction with communicative production, trainees brainstorm ways to respond to student scenarios and provide just-in-time (JIT) grammar knowledge (Suggested Task 3). Reflection this week takes learners back to their own grammar instruction, to ask how they felt about it and to identify what they have learned in this lesson that changes their perception of grammar as part of English education.

Key Content	1. **Difference between implicit and explicit grammar teaching methods and differentiating between form-focused and meaning–focused tasks**
	Background Info: See assigned readings: *Harmer text, Grammar Teaching: Implicit or Explicit, Stephen Krashen's Theory of Second Language Acquisition, Applying the Comprehension (Input) Hypothesis: Some Suggestions*
	Resource: Suggested Task 1
	2. **Principles of Presenting Grammatical Points to Students and helping students notice grammatical structures**
	Background Info: See assigned reading: *Teaching ESL Students to "Notice" Grammar*
	Background Info: Mini-lecture: Integrating Language /Grammar Study Techniques
	Resource: Suggested Task 3
	3. **Value of Using a Variety of Teaching Methods**
	Resource: "Coming-In" Activity
	Resource: Suggested Task 2
Materials	• Week 9 Video Clips from the Course DVD
	• Story_puzzle_01
	• Eng_GR2_06a
	• Eng_GR2_06b
	• Gr4_Mth_11a
	• Gr4_Mth_11b
	• Math_07b_Groups
	• HANDOUT: Sentence Match Writing – SHEET #5 *(1 per group)*
	• HANDOUT: JIGSAW LEARNING - Krashen's Five Hypotheses *(1 per group)*
	• HANDOUT: Talents and Interests Survey Form *(1 per trainee)*
	• HANDOUT: Student Grammar Scenarios *(1 per group)*
	• HANDOUT: Then & Now *(1 per trainee) (For Reflection)*
	BEFORE CLASS: Write the "Coming In" activity chart on the board.
"Coming In Activity"	*Write the following on the board for trainees as they enter.*
	Video Feedback Notes
	1. *Compare and discuss your video feedback notes with at least one other class member.*
	2. *Write your initials on each other's handout when finished.*

	Sentence Match Writing
	3. *Take a sentence 'starter' sheet from the front.*
	4. *Read the sentence at the top.*
	5. *Write a new sentence that repeats (matches) at least ONE of the grammatical structures but uses different vocabulary. Example: (1) I went to work <u>after driving the children to school</u>. (2) Muna went to work <u>before taking the clothes to the cleaners</u>.*
	6. *Fold the sheet down, so only ONE sentence (the one you wrote) is visible.*
	7. *Give the sheet to another person to add another sentence.*
	8. *Keep trading the sentence sheets until they are full.*
Announce-ments	*Remind trainees of any upcoming events and assignments.*
WIKI Notes Review	*Choose one team (unannounced) to review /explain their WIKI entry from last week. Connect to Moodle and use the classroom computer projection system to display to the class.* • Answer student questions • Emphasize key points

Suggested Task 1

NAME	JIGSAW LEARNING – Krashen's Five Hypotheses
OBJECTIVE(s)	• Explain the difference between an implicit and an explicit approach to gaining grammar knowledge. • Distinguish between form-focused and meaning-focused tasks.

SET-UP	1. Ask for 2 volunteers to read the sentences on their sheets from the "Coming In" activity.
	2. Group Discussion: Ask the group these questions:
	   a. What kind of task was this –implicit or explicit? Why?
	   b. Mention that "implicit" is also known as "grammar-less" and that "explicit" is also known as "grammar-ful."
	   c. Does the task focus on form or meaning?
	   d. Did you like the task? Was there any value to it or can you imagine situations where it would be valuable?
	   e. If you were doing this activity in your class, what would you do next?
	      i. *Elicit possible follow-up actions the teacher could take such as:*
	         1. *Asking students to identify the grammatical structure(s) in the sentences;*
	         2. *Reviewing the sentences to see if they are grammatically correct;*
	         3. *Reviewing the sentences to generate a grammar rule.*
	   f. What would Krashen say about this activity? Do you agree? *(not very useful since it's not implicit) (implicit discussion OF the activity is of as much or greater value)*
	3. Note that Krashen's work has dramatically influenced the field of EFL/ESL since it addresses how people develop grammatical understanding in their second language.
	4. This JIGSAW learning task will focus on Krashen's Five Hypotheses
	5. Set up small groups of 5 people (one team may have 4).

GIVENS	• HANDOUT: JIGSAW LEARNING - Krashen's Five Hypotheses • Copies of readings: *Grammar Teaching: Implicit or Explicit?* and *Stephen Krashen's Theory of Second Language Acquisition*

PROCEDURE – INSTRUCTIONS TO TRAINEES	*Give these instructions to the trainees:* 1. Number off 1-5 in your groups of five. Determine who will be the Leader, the Recorder (Notetaker), Timekeeper, and the Reporter. 2. Leaders, you should first read the INTRODUCTION in the handout aloud to all your group members. 3. Then remove the staple from the handout and distribute the content pages. Each of you will be responsible for digesting the content about one of Krashen's Five Hypotheses and teaching it to your fellow group members. 4. Take 5-6 minutes to read the content and think of a question appropriate for your group and this content. 5. Make your content presentations to the other group members and ask your question, allowing each member 5-6 minutes. 6. The Recorder should take notes.
OUTCOME	• Notes (from each group) on the presentations and the 5 questions asked + group discussion
FOLLOW-UP	1. Bring the class together. 2. Review Krashen's 5 Hypotheses by asking each group to share ONE of the questions they posed to their group and a summary of the ensuing discussion. 3. What questions came up that didn't have good answers? 4. Clarify and connect concepts from trainee answers.

Suggested Task 2

NAME	SURVEY
OBJECTIVE(s)	• Show an awareness of the value of using a variety of teaching methods to accommodate students' individual learning styles and meet learning objective requirements.
SET-UP	1. Maintain original groups of 5, OR ask 2-3 group members to move to another group. Easy way to implement a swap: • "All group members who presented on Krashen's Input Hypotheses and Monitor Hypotheses – move to another group." 2. Mini-Lecture: "One of your teaching challenges is helping your students develop an internal knowledge of grammar that supports their communication." Give a mini-lecture on: Integrating Language /Grammar Study Techniques; See Appendix notes.
GIVENS	• HANDOUT: Talents and Interests Survey Form
PROCEDURE – INSTRUCTIONS TO TRAINEES	*Give these instructions to the trainees:* 1. Before we begin the next major task, survey your group members to find their hidden talents and interests. 2. Your group will use this information to develop creative ways of pointing out and helping students "notice" grammar AS they are involved in other communicative tasks. 3. Fill out the surveys individually and then share your results. Work quickly. You have 5 minutes.
OUTCOMES	• Completed talent survey forms for all group members • Awareness of talents and interests of group members
FOLLOW-UP	1. Bring the class together. 2. Ask each group member to share one interest or talent – go quickly around the class. 3. Remind trainees that using a variety of teaching methods, techniques and materials is one of the student-centred principles. Conclude that there are lots of unique and interesting ways that they can use their talents as teachers – to interest and engage their students. Encourage them to be creative!

Suggested Task 3

NAME	SCENARIOS – Grammar in Context

OBJECTIVE(s)	• Distinguish between form-focused and meaning-focused tasks.
	• Identify the following principles of presenting grammatical points to students:
	    o Rule making vs. rule giving
	    o Contextualization
	    o Highlighting (enhancement)
	    o Principle of contrast
	    o Principle of personalization
	• Show an awareness of methods that help students notice grammatical structures.
	• Show an awareness of the value of using a variety of teaching methods to accommodate students' individual learning styles and meet learning objective requirements.

SET-UP	1. Remind trainees that one way to approach grammar instruction is to **identify grammar issues as students are involved in communicative tasks – and provide the information "just-in-time" (JIT)** - right then and there as the students need it, to complete their task successfully. 2. "This next activity challenges you to use your talents to make these 'mini-grammar moments' interesting and memorable for your students by using a variety of methods and materials." 3. "You will also be asked to think about classroom-wide tools that you could develop (OR you and the students develop) that could support mini-grammar moments." EX: "For example, in cycle 1 classes, you could use large cardboard blocks and wrap labels around them that correspond to the grammatical terms you're using in your classroom (e.g., for very young students this might be "Person" "Thing" "Place" "Action" For older students it might be "noun" "action verb" "preposition" etc.) Then, when questions come up, you can quickly grab the blocks and use them with students to demonstrate the grammatical principle, rule etc."
GIVENS	• HANDOUT: Student Grammar Scenarios • Mini-lecture notes

	• Copies of Reading: *Teaching ESL Students to "Notice" Grammar*
PROCEDURE – INSTRUCTIONS TO TRAINEES	*Give these instructions to the trainees:* 1. Within your small group, choose one of the three grammar scenarios. 2. Read the scenario so you understand the expressive goal of the student. 3. Brainstorm as many ways as you can to innovatively teach a memorable "mini-grammar moment" so the student can proceed successfully with his /her language production. 4. Also think of classroom-wide tools you could develop that would be available to support mini-grammar instruction.
OUTCOMES	• Ideas for meaningful mini-grammar lessons. • Ideas for classroom-wide tools that support mini-grammar instruction.
FOLLOW-UP	1. Bring the class together. 2. Ask each group to share one of their ideas for a "mini-grammar moment." 3. If time, ask class members for ideas on how to modify the activity for extended use.

Reflection	*Pose these questions to trainees for personal reflection. If desired, print the reflection HANDOUT: Then & Now (Past and Current Perceptions).* As you consider the topic of grammar, what do you remember about your own education related to this topic? How did you learn and how did the teacher teach? How did you feel about grammar as part of your own English education? What did you like or dislike? What have you learned today that changes your perception of grammar as part of English education? **Direct trainees to include answers to these questions in their team's WIKI.*
Review Assignments	**Course Assignments & Micro Teaching** Next week continues the study of how to work with grammar within the context of communicative tasks. As you do your reading and are out in the schools, pay particular attention to how grammar exercises can become task-based and linked to true communicative production.

Teams Plan WIKI Notes	*Small Groups meet to synthesize their reflection responses and begin planning their WIKI entry.*
	
	The Wiki should include:
	    a. Comparison between implicit and explicit approaches to increasing knowledge of grammatical structures in students
	    b. Krashen's Five Hypotheses
	    c. Mini-lecture notes: Ways of highlighting or noticing grammatical structures
	    d. Ideas for making integrated "mini-grammar moments" teachable and memorable
	
	NOTE: The WIKI should reference class activities and also assigned readings.

APPENDIX – WEEK 9

Mini-lecture: **Integrating Language Structure Study Techniques**

Adapted from the required readings and lecture notes by Dr. Ali Al-Bulushi

I.   Language "structure" refers to the language's grammar.

II.   Structure can be the focus of your lessons in three primary ways:

1.   **Main Focus:** Planned. Where the whole lesson is about a grammatical point (e.g., the future continuous tense).

2.   **Part of Another Focus:** Planned. Where the focus on grammar /structure is only part of the lesson – and is NOT the main focus.

1.   For example, focusing on grammar information may occur **during** a task, such as during a writing task.

b.   Focusing on grammar information may occur **after** a certain task has been performed. This is a feature of the TBLT (Willis, 1996).

3.   **Opportunistic Focus:** Unplanned. Within the context of other tasks or productive work, an unexpected opportunity to teach a particular structure presents itself. Often, this is a "point of need." Students NEED the structure to complete their work and therefore may ask for help or at least recognize the need.

III. **Known or Unknown Language?**   Any mixed group of students functions at many different levels. How do you know if your students have already mastered a particular structure well enough to move ahead?

1.   **Check performance:** Ask students to perform tasks and check for the language forms in question. Can the students use the forms correctly?

2.   **Elicit the language form directly**. If the student can produce the forms satisfactorily, there is no need to focus on it at this time.

IV.   **Structure (Grammar) Study Techniques**

1.   DEMONSTRATION: Offer the learners a situation (e.g., texts, pictures, or various realia) which show the structure in action. Then model the language and have them copy the structure.

2.   ACCURATE REPRODUCTION (CONTROLLED PRACTICE): Students repeat words, phrases or sentences in a controlled manner and the teacher corrects the mistakes that occur. NOTE: This is the Practice stage of the PPP model.

3.   DISCOVERY - RULE MAKING (INSTEAD OF RULE GIVING)

a.   Students get a series of language /sentence examples.

b.   Students deduce the rule that governs the structure in these

utterances.

4. **IMMEDIATE CREATIVITY:** After getting a basic understanding of the grammatical structure, the student is asked to create their own new sentences using the structure.

5. **EXPLANATION:** Teachers use diagrams, equipment, finger-pointing, and other actions to explain the structure.

   a. Older Students – Can understand "META-LANGUAGE" or terminology about the language that can further describe and explain.

   b. Explanations depend heavily on the form in question, the age and lang. level of the learner.

V. **Helping Students NOTICE the Structure:** The primary assumption in this approach is: If students notice or pay attention to the form during or shortly after input, they will internalize the rule better or more easily.

   1. **(Cross, 2002) Notice through these five features of input:**

      a. **Explicit instruction**

      b. **Frequency**

      c. **Perceptual Salience** (highlight; underline; color – draw attn.)

      d. **Task Demands** – construct a task that requires learners to notice the structure in order to complete the task.

   2. **Other techniques for NOTICING structure**

      a. **Principle of Contrast** – Contrast the unknown with the known (e.g., contast "they are…." With the new "Are they….?).

      b. **Principle of Personalization** – Relate the language structure to the student, to the student's life, to the student's interests. People are always more interested in things that are more personal.

      c. **Contextualization** - Place the new structure/idea within context. Ask learners to use context clues to determine the full meaning of the term.

WEEK 9 HANDOUT: **Sentence Match Writing – SHEET #1**
Use with the "Coming In" Activity

1:   People in many countries get excited when they attend football games.

(fold the top of the sheet over so only one sentence is visible)

2: _____

(fold the top of the sheet over so only one sentence is visible)

3: _____

(fold the top of the sheet over so only one sentence is visible)

4: _____

(fold the top of the sheet over so only one sentence is visible)

5: _____

(fold the top of the sheet over so only one sentence is visible)

6: _____

WEEK 9 HANDOUT: **Sentence Match Writing – SHEET #2**
Use with the "Coming In" Activity

1:   The committee created a plan to build a new road connecting the two cities.

(fold the top of the sheet over so only one sentence is visible)

2: _____

(fold the top of the sheet over so only one sentence is visible)

3: _____

(fold the top of the sheet over so only one sentence is visible)

4: _____

(fold the top of the sheet over so only one sentence is visible)

5: _____

(fold the top of the sheet over so only one sentence is visible)

6: _____

WEEK 9 HANDOUT: **Sentence Match Writing – SHEET #3**
Use with the "Coming In" Activity

1: **If you have a food processor in the kitchen, shredding vegetables is easy.**

(fold the top of the sheet over so only one sentence is visible)

2: _____

(fold the top of the sheet over so only one sentence is visible)

3: _____

(fold the top of the sheet over so only one sentence is visible)

4: _____

(fold the top of the sheet over so only one sentence is visible)

5: _____

(fold the top of the sheet over so only one sentence is visible)

6: _____

WEEK 9 HANDOUT: **Sentence Match Writing – SHEET #4**
Use with the "Coming In" Activity

1: In 1970, the Arabian oryx was almost extinct, but the Oman government protected the oryxes and their numbers grew.

(fold the top of the sheet over so only one sentence is visible)

2: _____

(fold the top of the sheet over so only one sentence is visible)

3: _____

(fold the top of the sheet over so only one sentence is visible)

4: _____

(fold the top of the sheet over so only one sentence is visible)

5: _____

(fold the top of the sheet over so only one sentence is visible)

6: _____

WEEK 9 HANDOUT: **Sentence Match Writing – SHEET #5**
Use with the "Coming In" Activity

1: **Car mechanics know how to fix radiators, engines, and exhaust systems, but they probably can't provide nursing care.**

(fold the top of the sheet over so only one sentence is visible)

2: _____

(fold the top of the sheet over so only one sentence is visible)

3: _____

(fold the top of the sheet over so only one sentence is visible)

4: _____

(fold the top of the sheet over so only one sentence is visible)

5: _____

(fold the top of the sheet over so only one sentence is visible)

6: _____

WEEK 9 HANDOUT: **JIGSAW Learning - Krashen's 5 Hypotheses**
Use with Suggested Task #1

Based on lecture notes from Dr. William Schreck and the writings of Stephen Krashen.

Givens: (1) This HANDOUT (2) Copies of readings: *Grammar Teaching: Implicit or Explicit?* and *Stephen Krashen's Theory of Second Language Acquisition*

Your goal: Be able to explain Stephen Krashen's five hypotheses and how they influence second language acquisition and the role of grammar instruction.

Task Procedure:

1. Number off 1-5. Determine who will be the Leader, the Recorder (Notetaker), Timekeeper, and the Reporter.

2. The Leader should read the INTRODUCTION below.

3. Remove the staple from the handout, and distribute the content pages. Each of you will be responsible for digesting the content about one of Krashen's Five Hypotheses and teaching it to your fellow group members.

4. Take 5-6 minutes to read the content and think of a question to ask your group relative to that content.

5. Make your presentations to the other group members and ask your question, allowing each member 5-6 minutes.

INTRODUCTION: **WHO is Stephen Krashen?**

Professor Stephen Krashen, from the University of Southern California, is an expert in the field of linguistics, specializing in theories of language acquisition and development.

Much of his recent research has involved the study of non-English and bilingual language acquisition. The following pages contain a very brief description of Krashen's widely known and well accepted theory of second language acquisition. His theories have had a significant impact in ALL areas of second language research and teaching.

As you read about Krashen's hypotheses, keep asking yourself: What are our objectives as educators, as teachers of English?   The word "EDUCATOR" has its roots in the Latin: 'duco,ducere' which means 'to lead,' and 'to lead forth.'

REFERENCES

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HYPOTHESES 1: **Acquisition – Learning Hypothesis**

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

Stephen Krashen

The best methods are therefore those that:
1. Supply 'comprehensible input' in low anxiety situations,
2. Contain messages that students really want to hear.

KRASHEN QUOTES
"These methods do not *force* early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

"Conversations with sympathetic more proficient or native speakers who are willing to help the acquirer understand are very helpful."

And, probably most assertive of all of Krashen's theory:
"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."

Stephen Krashen

The Acquisition-Learning distinction is the *most fundamental* of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners.

According to Krashen there are *two independent systems* of second language performance:
1. 'The acquired system' and …
2. 'The learned system'

The **'acquired system'** or 'acquisition' is the *product of a subconscious process* very similar to the process children undergo when they acquire their first language.
It requires *meaningful interaction* in the target language - *natural communication* - in which speakers are concentrated not on the form of their utterances, but in the communicative act", i.e., as in *real* communication via language, they are striving to be understood.

The **'learned system'** or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

HYPOTHESES 2: **Monitor Hypothesis**

The Monitor hypothesis: explains the *relationship* between acquisition and learning and defines the influence of learning on acquisition. The monitoring function is the practical result of learned grammar.

DEFINITION
According to Krashen, the acquisition system is the utterance *initiator,* while the learning system performs the role of the 'monitor' or the 'editor'.

The 'monitor' acts as a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule(s).

It appears that the role of conscious learning is somewhat limited in second language *performance*.

According to Krashen, the role of the monitor is - or should be - *minor*, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

Krashen also suggests that there is *individual variation* among language learners with regard to 'monitor' use. He distinguishes:

b. *Over Users:* those learners that use the 'monitor' all the time;
c. *Under Users:* those learners who have not learned or who prefer not to use their conscious knowledge;
d. *Optimal Users:* those learners that use the 'monitor' appropriately (optimal users).

An evaluation of the person's psychological profile can help to determine to what group they belong. Usually:

1. Extroverts are under-users, while …
2. Introverts and perfectionists are over-users.

Lack of self-confidence is frequently related to the over-use of the 'monitor.'

HYPOTHESES 3: **Natural Order Hypothesis**

The Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggest that the acquisition of grammatical structures follows a 'natural order' which is predictable.

For a given language, some grammatical structures tend to be acquired early while others late.

This order seems to be independent of the:
- **Learners' age**
- **L1 background**
- **Conditions of exposure**

There were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

The natural order of acquisition is often seen in young children who acquire language in much the same pattern, as evidenced by the work of Chomsky and others who have documented the points at which certain rules are learned. For example, the acquisition patterns of young children learning English as a first language lead to:

1. Child copies what he/she hears and uses the past form of the verb "go" correctly: "I went home."
2. Child internalizes the 'rule' for creating past tense verbs by adding the morpheme "-ed" and then changes to using the incorrect form (an exception to the rule): "I goed home."

Krashen rejects grammatical sequencing when the goal is language acquisition.

HYPOTHESES 4: **Input (Comprehension) Hypothesis**

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language.

In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place.

The Input hypothesis is *only* concerned with 'acquisition', not 'learning.'

According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is *one step beyond* his/her current stage of linguistic competence.

For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. ('i' + input)

Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

The Role of Grammar in Krashen's View:

According to Krashen, the *study of the structure* of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs.

It should be clear, however, that
 1. Examining irregularity,
 2. Formulating rules, and
 3. Teaching complex facts about the target language

is **not** language teaching, but rather is "language appreciation" or linguistics.

HYPOTHESES 5: **Affective Filter Hypothesis**

The Affective Filter hypothesis, embodies Krashen's view that a number of 'affective variables' play a *facilitative, but non-causal*, role in second language acquisition.

These variables include:
1. Motivation
2. Self-confidence
3. Anxiety

Krashen claims that learners with *high* motivation, self-confidence, a good self-image, and a *low* level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. **In other words, when the filter is 'up' it impedes language acquisition.**

On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

When should grammar be 'taught'?

Krashen believes the only instance in which the teaching of grammar can result in language acquisition (and proficiency) is:
1. When the students are interested in the subject and
2. The target language is used as a medium of instruction.

Teachers provide mini-lessons on points of grammar—only when relevant, i.e., students want clarification, they desire to know.

Qualifications for WHEN teaching of grammar can be useful:
1. The *teacher talk* must meet the requirements for comprehensible input and …
2. Perhaps with the students' participation, the classroom becomes an *environment suitable for acquisition*.
3. Also, the filter is low in regard to the language of explanation, and…
4. The students' *conscious efforts are usually on the subject matter*, on what is being talked about, and not the medium (English).

Krashen believes: In effect, both teachers and students are deceiving themselves. They believe that it is the subject matter itself, the study of grammar, that is responsible for the students' progress, but in reality their progress is coming from the medium, *comprehensible input*, and not the message (grammar).

According to Krashen, any subject matter that held their interest would do just as well.

WEEK 9 HANDOUT: **Talents & Interests Survey**
Use with Suggested Task #2

All of us have talents and interests. Being aware of your talents allows you to use them to interest and engage your students. Students usually remember special songs, games and other actions better than paper and pencil tasks.

1. **Fill out the survey.**
2. **Share the results with your small group and think of ways you can use your talents and interests to connect with your students.**

Hobbies:_____

_____

_____

_____Art (what type?)

_____Baking

_____Basketry

_____Beading

_____Biology

_____Boating

_____Camping

_____Carpentry

_____Computer

_____Cooking

_____Crafts – ex: make jewelry

_____Decorating

_____Drama – plays /skits

_____Electrical work

_____Fishing

_____Gardening

_____Geology

_____Genealogy (family history)

_____History

_____Home repairs

_____Managing others

_____Music (instrument?)

_____Music (write songs)

_____Outdoor

_____Photography

_____Plumbing

_____Poetry

_____Pottery

_____Reading

_____Reading out loud

_____Rock collecting

_____Sewing

_____Scouting

_____Singing

_____Song writing

_____Speech-giving

_____Sports - Basketball

_____Sports – Football/soccer

_____Sports – Golf

_____Sports - Tennis

_____Sports - Sailing

_____Sports - Track

_____Sports – Beach Volleyball

_____Travel

_____Voice talent (spoken)

WEEK 9 HANDOUT: **Student Grammar Scenarios**
Use with Suggested TASK #3

YOUR Names

1._____

2._____

3._____

4._____

5._____

Givens: Student scenarios; Mini-lecture notes; Copies of reading: *Teaching ESL Students to "Notice" Grammar*

Your goal: A plan for providing "just-in-time" grammar knowledge / awareness to students involved in a communicative task.

Task Procedure:
1. Within your small group, choose one of the three student scenarios.
2. Read the scenario so you understand the expressive goal of the student.
3. Brainstorm as many ways as you can to innovatively teach a memorable "mini-grammar moment" so the student can proceed successfully with his /her language production.
4. Also think of classroom-wide tools you could develop that would be available to support mini-grammar instruction.

Which scenario did you choose?

_____

What are your ideas of how to provide "just-in-time" grammar knowledge /awareness to the student in this situation? *(use back of this sheet as needed)*

_____

_____

_____

_____

Are there any classroom-wide tools that would be helpful? Describe.

SCENARIO A: Instructions

Grade 6 students, Farha and Ziad, are working on writing instructions for a simple art project. Each student must create an animal with the same set of supplies. The supplies are: A sheet of paper, a colored marker, and two paper clips. The students are allowed to fold and tear the paper.

The teacher has told Farha and Ziad to sit on opposite sides of a screen so they cannot see each other. Both Farha and Ziad must create their own animals first and write down statements describing each action taken in the process (e.g., "Fold the paper in half.") After the animals are finished, Farha and Ziad will each receive a second set of supplies and will then take turns reading their written instructions to each other. The challenge is for the partners to build an animal that looks the SAME as the one created by the person who wrote the instructions!

As Ziad is writing his instructions, he raises his hand for help. He wants to explain the lines he has drawn from one side of the paper to the other to create stripes. **How could you help Ziad use prepositions to correctly reference spatial locations?** *(FYI: You can determine what Ziad's special interests are. Could you build on any of his special interests to make the structural content more meaningful for him?)*

SCENARIO B

Grade 3 students are making game cards for a game board they just completed. The game cards all have a picture cut from magazines. The students have been asked to write a question underneath each picture. The question must be in a form that can be answered by a simple "Yes" or "No."   For example, if the picture shows an old woman, the student could write the question: "Is the woman young?" The answer would be "No."

Khalid is looking at a picture of a girl standing beside a building. The girl has long straight hair. Khalid is stuck and doesn't know how to write the question. He asks you in Arabic, "How can I write a question about her hair?" **How could you help Khalid create a simple question form? How could you help him remember the structure so he can move ahead on his own and create questions for the other 4 cards in his pile?** *(FYI: You can determine what Khalid's special interests are. Could you build on any of his special interests to make the structural content more meaningful for him?)*

SCENARIO C

Grade 9 students are writing postcards to their pen pals to tell them what they did with their families over the holiday. Sara is writing to her pen pal in Australia. She does well explaining that her family went to Nizwa to visit her uncle, her aunt, and her two younger cousins. She goes on to tell about the garden her uncle has and the way he waters his date trees. She confidently uses her language to explain how she helped her uncle with outdoor chores. Uncle promised to take the children to eat gelato treats when the chores were finished. But now Sara stops writing and asks for your help. She wants to tell her pen pal about a change in plans. Her youngest cousin, Said, fell off a platform and sprained his ankle very badly. He couldn't walk and her uncle had to take him to the doctor. They could not go to the restaurant for gelato.

Sara's paper has:
"We finished the chores,….

(You figure out that Sara wants to write → "*but, we couldn't get gelato because my cousin fell off a platform and sprained his ankle. Instead, my uncle went to buy the gelato and brought it back in a cooler with ice.*)

How will you help Sara use coordinating and subordinating conjunctions to join her clauses and explain the situation? *(FYI: You can determine what Sara's special interests are. Could you build on any of her special interests to make the structural content more meaningful for her?)*

Coordinating conjunctions:

and, or, but, nor, so, for, yet

Subordinating conjunctions:

after, although, as, as if, as long, because, before, even if, even though, if, once, provided, since, so that, that, though, till , unless, until, what, when, whenever, wherever, whether, while

WEEK 9 HANDOUT: **CAT: Then & Now** (Past and Current Perceptions)
Use for Reflection
Adapted from a classroom assessment tool by Dr. Mohamed Abu-Rahmah

What was the topic of today's lesson: _____

What do you remember about your own education related to this topic? How did you learn and how did the teacher teach?

_____

_____

_____

How did you feel about this part of your own English education? What did you like or dislike?

_____

_____

_____

What have you learned today that changes your perception of this topic as part of English education?

_____

_____

_____

When you think about this topic **today**, what are the first two words that come to mind?

        1. _____

        2. _____

NAME_____ **SECTION** _____