

Knowing Grammar or Using Grammar?

Seminar Handout



Pädagogische
Hochschule
Steiermark



Praxis
Neue Mittelschule

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Table of Contents and Schedule

Table of Contents and Schedule	2
Schedule	Error! Bookmark not defined.
Materials.....	3
Quick Check Grammar Chart	4
How efficient are these exercises?	5
Homework:.....	11
Examples of Efficient Grammar Activities: Find details on epep.at	12
Inductive Learning: Making Hypotheses and Building Rules from Examples	15
12 Principles of Brain-based Learning	16
Theory and Practice in Communicative Grammar, by David Newby	17

Quick Check Grammar Chart

Quick Check Grammar Chart		-	✓	+
Learning Stages	Awareness raising			
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
Pedagogical Principles and Communicative Criteria	Depth of processing and Complex encoding : Will the learners be mentally active and process grammar, lexis and their “world knowledge”?			
	Commitment filter: Will the learners’ cognitive and affective needs be met? (e.g.: curiosity, problem solving, enjoyment, fun, success)			
	Peer and social learning and interaction: Pair – or groupwork, sharing, oral activities, jigsaw activities...			
	Personalisation: Do the learners have the opportunity to draw on their personal experiences and express their own ideas?			
	Contextualisation: Is the exercise embedded in a clear communicative context?			
	Authenticity of process: Will the learners use language in natural, “language-like” ways (rather than manipulate forms)?			
	Task-based: Do the students fulfil a purposeful task that will have an outcome or end product?			
	Testing versus teaching: Does the exercise support learning or only test it?			
	This exercise supports learning processes...	★	★	★

1. Present and practice new grammar in realistic, authentic, contexts that are close to the learners’ experiences.
2. Give your learners time to make their own hypotheses and find rules inductively.
3. Support the construction of new grammatical concepts (notions) in the learners’ minds through scaffolded (guided) activities where meaning and form connections can be made by the learners.
4. Focus on one new concept (notion) at a time or contrast a new concept with one that your learners have already mastered. Do NOT confuse learners by mixing several new concepts and sending them into grammatical minefields.
5. Create personalized exercises and activities in which the learners can associate new grammatical concepts and forms with experiences in their (episodic) memory.
6. Offer open-ended tasks that require the search for meaning. They lead to more brain activity and more depth of processing.
7. Offer grammar tasks that involve several senses (speaking, listening, gestures, images...)
8. Use tasks that lead to authentic cognitive processing. e.g.: search for meanings rather than forms. Ask yourself: would anybody do this outside a language classroom?
9. Organize group activities. These lead to higher engagement and more “chemical support” of the limbic system.
10. Consider your learners’ affective needs: sense of achievement, fun, relevance. These will strongly influence learning.

How efficient are these exercises?

Work with a partner.

Have a look at these exercises and do them yourself.

What do they practice?

What's going on in your brain while you do them?

Watch yourself and take a few notes after each exercise.

Adverbs of frequency

Our friend helps us. (always)

I go shopping in Paris. (never)

She is late. (usually)

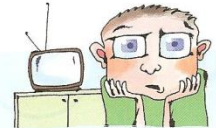
I get headaches. (often)

He forgets my birthday. (always)

You are right. (usually)

They stay in bed late. (sometimes)

I don't go to the doctor. (often)



He always watches TV.

Adverbs of frequency

I'm **always** hungry.

She **often** eats beef.

Simon and I are **usually** tired.

We **sometimes** have curry.

I **never** drink milk.



Kreise die richtigen Wörter ein und bilde die Regel:

Die Wörter *always, often, usually, sometimes, never* kommen *vor/nach* dem Zeitwort.

Beispiele: *I never drink milk. / I often read books.*

Beim Verb *to be (am/is/are)* kommen die Wörter *always, often, usually, sometimes, never* *vor/nach* dem Verb.

Beispiele: *I'm always hungry. / They're often late.*

Source: 1

18

Look at the table. Write sentences. Put the verbs in the correct forms!

✓✓✓✓ = always	✓✓✓X = often	✓✓XX = usually	✓XXX = sometimes	XXXX = never
---------------	--------------	----------------	------------------	--------------

1 My cat / ✓✓✓✓ / break / things.

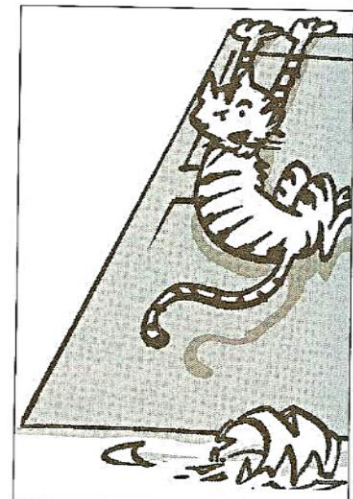
My cat always breaks things.

2 It / be / ✓✓XX / happy.

3 It / ✓XXX / watch / TV.

4 It / ✓✓✓X / go / out all day.

5 It / be / ✓✓✓✓ / hungry!



Adverbs of frequency:

Boardgame

*Example:
She always goes to school by bus.*

He/she often...

He/she usually...

He/she never...

He/she sometimes

He/she often

He/she always...

He/she rarely...

He/she rarely...

He/she usually...

He/she normally..

He/she

He/she sometimes

He/she never...

He/she rarely...

He/she usually...

He/she rarely...

He/she never...

He/she always...

START

END

Work with a partner. Think of a classmate. Say TRUE sentences about him/her. How far can you go before your partner finds out who it is?

Source: 2

Asking Questions in English

Compare the following exercises



Make questions with 'who' or 'what'

Somebody spoke to me. ~ ?

I spoke to someone. ~ ?

Somebody gave me it. ~ ?

I gave it to someone. ~ ?

Something strange happened? ~ ?

Somebody told me. ~ ?

I told someone. ~ ?

Diana told me something interesting. ~ ?

I dropped something. ~ ?

Somebody broke it. ~ ?

I met someone last night. ~ ?



<http://www.englishgrammarsecrets.com/questions1/menu.php>

What do you think they asked?

?	John's in the garden and Sylvia is in town.
?	Put on your blue trousers.
?	Because I wasn't feeling well.
?	Mum gave it to me for my birthday.
?	I did. I'm sorry. I'll buy you a new one.
?	Yesterday. The postman brought it just before I went to work.
?	I think it's M-I-S-S-I-S-S-I-P-P-I but you'd better look it up.
?	I went by taxi. I missed the bus!

Source 3

Form questions

Ask for the **underlined part**. Write the complete English question into the gap.

Example:

The class plays **football**.

Answer:

The class plays **football**.

What does the class play?

1) John is writing **a letter**.

2) **She** walks home from school.

3) The children are sitting **in the garden**.

4) Peter runs with his dog **on Sundays**.

5) My rabbit has **a cage** in the garden.

6) They go to work **by bus**.

7) David likes cats **because they are nice**.

8) **Jenny** isn't sleeping late today.

<http://www.englisch-hilfen.de/en/exercises/questions/form.htm>

Finding out about my friends

- What's the question?** Read Mrs. Pö's answers in column 2 and write the fitting question (passende Frage) into column 1.
- What about you?** Write your answers into column 2.
- ENGLISH ONLY:** Now interview 3 classmates. Remember: **We speak ENGLISH only!**
- Homework: Write about yourself.** Use the back of your collage and present yourself (stell dich vor).

What's your name?
How are you today?
Where do you come from?
Where do you live?

Do you have any brothers and sisters?
Do you have any pets?
What are your favorite hobbies?
When is your birthday?

1	2	3
What's the question?	Mrs. Pö's answer	Possible answers:
	Add your own answers.	
	My name is Elisabeth Pölzleitner.	
	Your answer:	
	My birthday is on the 30 th of January.	My birthday is on the 1 st (first) 2 nd (second), 3 rd (third), 4 th (fourth), 5 th (fifth)...of January, February, March, April, May, June, July, August, September, October, November, December
	Your answer:	
	I like reading, jogging and skiing.	I like playing tennis, playing the piano, watching TV, playing computer games, painting, dancing...
	Yes, I have one sister.	I do not have any brothers and sisters. I am an only child.
	Yes, I have a cat and four ducks.	I have a dog, a hamster, some fish, a guinea pig, a horse, a budgie, three white mice (one mouse), a rat, a turtle, ...
	I'm fine, thanks. And how are you?	I'm tired. I'm not feeling well today. I'm o.k.
	I live in Graz, St. Peter.	
	I speak German, English, French, Italian and Greek.	

Practicing questions and the third person -s in an authentic context:

Listen to your classmates' interviews and find at least one thing that you have in common with each one.

Then write about the things you and your friends have in common.

Example:
Clara likes pizza. I also like pizza a lot.
Click on the notebook to see more examples.




Asking questions:



Use the words from the boxes to write five questions. Use each word once.

When	does	the children	have for dinner	?
What	are	Sue and Katy	birthday	
Why	is	Thomas	not at school today	
How	does	Anna	live	
Where	do	Mrs. Pözlleitner's	go to school	

Now find out more about your teacher(s). Write questions and guess the answers. Then ask your teacher and find out if your guesses were correct.

What...	Tick off your correct answers:
Your answer:	<input checked="" type="checkbox"/>
When	
Your answer:	
Where	
Your answer:	
Why	
Your answer:	
How	
Your answer:	
How many	
Your answer:	
Who	
Your answer:	

The learners will need a lot more space, of course

No! No! No! :

I do not like/ X does not like...

I don't like / X doesn't like...

What are the things you do not like at all? Write down five sentences.

Then ask three classmates what they do not like at all and write sentences.

1. **Example: I do not like....**

2

3

4

5

1 **My friend...**

2

3

4

5

1 **My friend ...**

2

3

4

5

What do you have in common? Are there any things none of you likes?

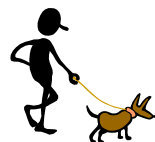
Example: Peter and I do not like...

Dogs, dogs, dogs.

1. Whose dogs are these? Match the pictures with the words.



Peter's dog.



Tom's dogs.

The boys' dog.

The boys' dogs.

The dog's tricks.

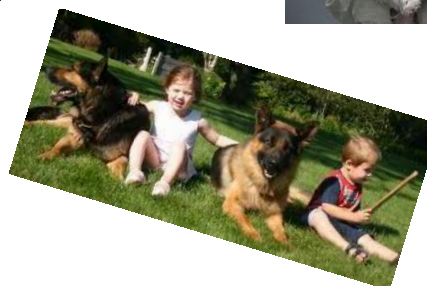
No dogs allowed here.



2. Now label these pictures. Where do you need an apostrophe?



Example: Our neighbors' dogs



Homework:

Make your own matching exercise (like exercise 1). Choose a different topic – find or draw 6 pictures and write 6 sentences. Bring your page to class and ask one of your classmates to match the pictures and the phrases.

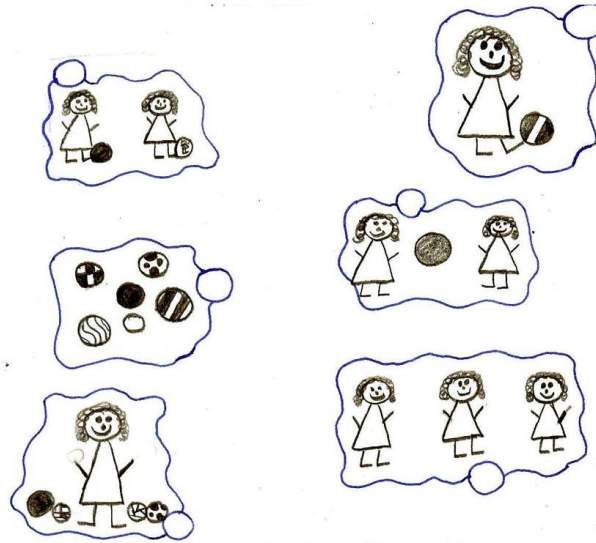
Sources:

1. Gerngross et al. (2007) *More 1, Student's Book*. Helbling. 53
2. Gerngross et al.(2007) *More 1, Workbook*. Helbling. 64
3. Newby, D. (1992) *Grammar for Communication*. Vienna: Österreichischer Bundesverlag. 187

All others: Elisabeth Pölzleitner

Girl's and Girls

1. the girl's ball
2. the girl's balls
3. the girls' ball
4. the girls' balls
5. the girls
6. the balls



○ = Fill in the numbers.

Examples of Efficient Grammar Activities: Find details on epeg.at

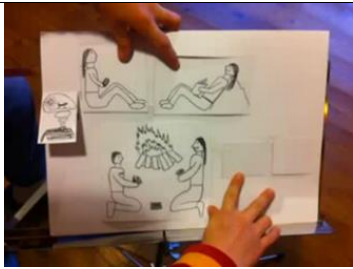


	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-8:55	Classtime	Classtime	Classtime	Classtime	Classtime
8:55-9:00	Registration	Registration	Registration	Registration	Registration
9:00-9:30	Assembly	Assembly	Assembly	Assembly	Assembly
9:30-10:30	Literacy	Maths	Maths	Maths	Maths
(9:45-10:15)	Swimming				
10:30-10:45		Break	Break	Break	Break
10:45-11:45	Maths	Literacy	Literacy	Literacy	Literacy
(11:00-11:45)					
11:45-12:15		French	Robotics	Reading/Book Change	Robotics
12:15 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 2:00	ITC	Science	PE/TA Time	ITC	PE/TA
2:00 - 3:00	RE/SEAL	Science	ITC - 1:45-2:15 PE - 2:15-2:45 2:45-3:15	EPC	PE/TA
3:00-3:15	Class Story	Class Story		Class Story	PE/TA

Talking about routines and



Describing present activities (What are they doing?)



Describing story backgrounds and circumstances (past progressive)
Talking about past events (past simple)



Do you know how ketchup is made?

Describing processes in the Passive Voice



Describing HOW people do something:
Adverbs



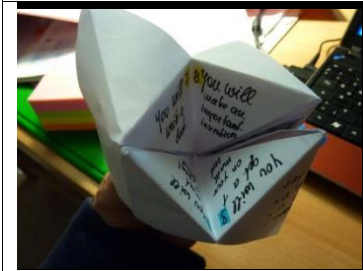

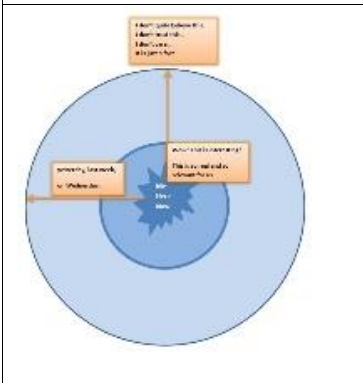

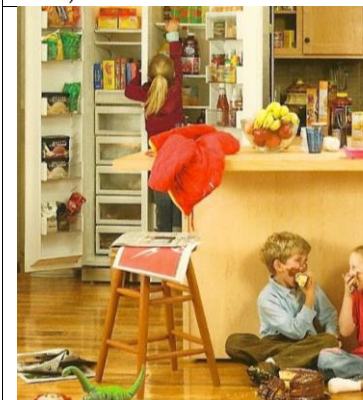
Start

Your or your friend's pet	Your bed	Live in your house/ apartment	Talk about each topic or object: Describe it... How long have you had it...? How long have you been doing it? You can only move your counter if you have used the correct tense.	Your fountain pen		
Your room	Your best friend	Go back 2		The shoes you are wearing today	Your pencil case	
Your desk	Learn French or Spanish	Instrument or sport	Trade places	Your neighbors	Your computer	Your school bag
A favorite object	Your bike	A hobby	Example: I have a dog. He is called Mo. I have had Mo for 3 years. I play the piano at the Musikschule St. Peter. I have been playing the piano for 2 years.	Your place in this classroom	Go Ahead 2	
	A good friend who does not go to GIBS	Trade Places		A sport you do	A favorite object	
Favorite piece of clothing	Go Ahead 2	Your family TV	Go Back 1	A piece of clothing you hate	Your Math teacher	
Your hobby	One of your best friends	Your favorite subject.	A language you are learning	Your German teacher	Your family car	END

Duration: How long have you had your?
 Examples: I have a cat. He is called Moritz. I have had him for more than 15 years.

Talking about how long I have had or done something. Duration: present perfect tense



		<p>Irregular verb forms: Verbs raps: memorizing what sounds right</p>
		<p>Predicting the future: (will future)</p>
		<p>Reporting and Announcing</p>
 <p>The Curious Case of Benjamin Button (Daisy hit by Taxi)</p>		<p>If III: If we could turn back time</p> <p>If that taxi had come one second earlier...</p>
		<p>If II: If I could do whatever I wanted for a whole day....</p>

Find all these and more materials on www.epep.at

Inductive Learning: Making Hypotheses and Building Rules from Examples

The Fast Lenses

Background Circumstances Atmosphere




The sun was shining.
The birds were flying.
It was raining.
He was walking.

Past Events / Action



Suddenly the monster came.
It came towards me.
I ran every.
I jumped into the pond.



- The girl's umbrella.
- The people's umbrellas.
- The boy's umbrella.
- The girl's umbrellas.
- The girl's umbrella.
- The girl doesn't have an umbrella. ☹️
- The stroller's umbrella.

Every day:





- I brush my teeth in the morning and in the evening.
- I feed my cat in the morning.
- I eat my lunch after school.
- I read in my bed at night.



news:

- I'm sitting on my chair in the school.
- I'm thinking about my exercise.
- I'm writing English texts.
- I'm talking with Lilly.

Every day / Usually / Now:




experience 	04	<ul style="list-style-type: none"> • I have never been to the USA. • I have been bitten by a horse. • I have been to many places in Europe.
Changes and Completion 	85	<ul style="list-style-type: none"> • I have put on a lot of weight. • I have dyed my hair. • I have finished an 800-page book.
Duration of a State 	86	<ul style="list-style-type: none"> • I have known my boyfriend for more than five years. • I have had a cat since I was twelve. • I have had a guitar since I was nine.
Recent Events (news) 	87	<ul style="list-style-type: none"> • I have finished my supper. • I have overslept. • I have passed the Latin exam.

Intentions and Plans (going to) 	97	<ul style="list-style-type: none"> • I am going to spend the long weekend in Belgium. • In August I am going to visit Berlin with some friends. • I am going to take part in a two-week International Summer School this year.
Interpreting Signs 	98	<ul style="list-style-type: none"> • (Yawning) I think I am going to sleep very long tomorrow. • It is going to rain in a minute. • I think I am going to get a big spot on my cheek.

12 Principles of Brain-based Learning

<http://www.nea.org/teachexperience/braik030925.html?mode=print> 1 of 3 6/13/07 10:17 AM

NEA:National Education Association

Great Public Schools for Every Child

Implications for the Classroom

Previously published in NEA's Doubts & Certainties

The Caines developed their 12 principles for brain-based learning in 1989 and have modified and refined them over the years. This article from NEA's Doubts & Certainties (1994) discusses the implications of these principles for the classroom.

Educators Renate and Geoffrey Caine define brain-based learning as that which immerses children in a multiplicity of complex experiences -- both authentic and fantasy -- and then provides a number of ways for them to process those experiences, including reflection, critical thinking, and artistic elaboration. The Caines propose the following 12 principles for brain-based learning:

- 1. The brain is a parallel processor.** The brain ceaselessly performs many functions simultaneously. Thoughts, emotions, imagination, and predispositions operate concurrently and interact with other brain processes involving health maintenance and the expansion of knowledge.
Education must embrace and use all the dimensions of parallel processing.
- 2. Learning engages the entire physiology.** The brain functions according to physiological rules. Learning is as natural as breathing, and it is possible to either inhibit or facilitate it. In fact, the actual "wiring" of the brain is affected by our life and educational experiences.
Anything that affects our physiological functioning affects our capacity to learn.
- 3. The search for meaning is innate.** The search for meaning (making sense of our experiences) is survival-oriented and basic to the human brain. The brain needs and automatically registers the familiar while simultaneously searching for and responding to novel stimuli.
*Both familiarity and novelty must be combined in a learning environment.
Effective education must give learners an opportunity to formulate their own patterns of understanding. That means learners need a chance to put skills and ideas together in their own way.*
- 4. The search for meaning occurs through "patterning."** In a way, the brain is both scientist and artist, attempting to discern and understand patterns as they occur and giving expression to unique and creative patterns of its own. The brain resists having meaninglessness imposed on it.
- 5. Emotions are critical to patterning.** What we learn is influenced and organized by emotions and mindsets involving expectancy, personal biases and prejudices, self-esteem, and the need for social interaction. Emotions and thoughts literally shape each other and cannot be separated.
An appropriate emotional climate is indispensable to sound education.
- 6. Every brain simultaneously perceives and creates parts and wholes.** Although there is some truth to the "left-brain, right-brain" distinction, that is not the whole story. In a healthy person both hemispheres interact in every activity, from art and computing to sales and accounting. The "two-brain" doctrine is most useful for reminding us that the brain reduces information into parts and perceives holistically at the same time.
Good training and education recognizes this simultaneous perceiving and creating of parts and wholes. One way to accomplish this is by introducing global projects and ideas from the very beginning.

- 7. Learning involves both focused attention and peripheral perception.** The brain absorbs information of which it is directly aware, but it also absorbs information that lies beyond the immediate focus of attention. In fact, the brain responds to the entire sensory context in which teaching and communication occur. These "peripheral signals" are extremely potent.
Educators, therefore, can and should pay extensive attention to all facets of the educational environment.
- 8. Learning always involves conscious and unconscious processes.** Much of our learning is the result of unconscious processing. Moreover, it is the entire experience that is processed. That means that much understanding may NOT occur during a class, but may occur hours, weeks, or months later.
Educators must organize what they do so as to facilitate the subsequent unconscious processing of experience by students.
- 9. We have (at least) two types of memory systems: spatial and rote learning.** Our natural spatial/autobiographical memory system registers everything -- down to the details of your meal last night. It is always engaged, is inexhaustible, and is motivated by novelty. We also have a set of systems for rote learning, or recalling relatively unrelated information. These systems are motivated by reward and punishment. Thus, meaningful and meaningless information are organized and stored differently.
The only way for people to deal effectively with vast amounts of new information and regular retraining is to learn for meaning.
- 10. The brain understands and remembers best when facts and skills are embedded in natural spatial memory.** Our native language is learned through multiple, interactive experiences. It is shaped by internal processes and by social interaction.
Any complex subject is given meaning when embedded in real experience.
- 11. Learning is enhanced by challenge and inhibited by threat.** The brain learns optimally -- makes maximum connections -- when appropriately challenged. But the brain "downshifts" -- becomes less flexible and reverts to primitive attitudes and procedures -- under perceived threat.
Educators must create and maintain an atmosphere of relaxed alertness, involving low threat and high challenge. That also needs to be the state of mind of the instructor. Above all, learners need to acquire a belief in their capacity to change and learn.
- 12. Every brain is unique.** We all have the same set of systems, and yet we are all different.
Choice, variety, and multisensory processes are essential for brain-based learning and instruction.

Source: National Education Association. *Doubts & Certainties*, January/February 1994. Material adapted from Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain*, ASCD, 1991; Addison Wesley, 1994.