Professional Development Programme

Adopting Effective Strategies to Enhance the Learning and Application of Grammar Knowledge in the Secondary English Language Classroom

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Workshop Agenda

- Learning and teaching of grammar

- Dynamic interplay of form, meaning and use

- Grammar in context: A text grammar perspective

What is Grammar?

- Grammar is an essential component of language learning.

- "a knowledge of what words can go where and what form these words should take" (Harmer, 2015, p. 32)

- "the way words are put together to make correct sentences" (Ur, 2012, p. 76)

- "a nourishing resource that will strengthen students' learning of the language" (Burns, 2011, p. 76)

What is Grammar?

- Four major senses of grammar (Weaver, 1996):

1. Grammar as a description of syntactic structure

2. Grammar as prescriptions for how to use structures and words

3. Grammar as rhetorically effective use of syntactic structures

4. Grammar as the functional command of sentence structure that enables us to comprehend and produce language

Grammar: What does EDB say?

- A meaning-making resource

- Communicative language teaching emphasises natural, meaningful and authentic communication in real-life contexts.

- "To enable learners to use a variety of language items accurately and appropriately in different contexts, it is important to help them connect **grammar items and structures** with the **communicative functions** they perform." (CDC & HKEAA, Supplementary Notes 5)

Learning and Teaching of Grammar

Major Grammar Teaching Approaches

Deductive approaches

Inductive approaches

Major Grammar Teaching Approaches

- **A deductive approach:**
- Focus on rules
- Students then practice the language using specific examples
- Rule-driven: General → Specific

- **An inductive approach:**
- Provide students with examples of language
- Students then discover and state the grammar rules
- Rule-discovery: Specific → General

Deductive Approaches

Advantages	Disadvantages
The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.	Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.	Younger learners may not able to understand the concepts or encounter grammar terminology given.
A number of direct practice/application examples are immediately given.	Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.	The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.	The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

(Widodo, 2006)

Inductive Approaches

Advantages	Disadvantages
Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.	The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
Learners' greater degree of cognitive depth is "exploited".	The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.	The approach can place emphasis on teachers in planning a lesson.
The approach involves learners' pattern-recognition and problem-solving abilities in which particular learners are interested in this challenge.	It encourages the teacher to design data or materials taught carefully and systematically.
If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.	The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

"When presenting new grammatical structures, foreign language **teachers often offer rules first and then examples (a deductive approach)**. *The problem many students have applying these various rules indicates that they may not in fact fully understand the concepts involved*. This approach tends to *emphasize grammar at the expense of meaning* and to *promote passive rather than active participation of the students*. The question needs to be raised, then, regarding the merits of not presenting the rule first but *allowing the students to perceive and formulate the underlying governing patterns presented in meaningful context*." (Shaffer, 1989, p. 395)

"The purpose of this study was to determine the relative effectiveness of an inductive presentation and a deductive one either when difficult concepts are being learned or when the students are weak. *No significant differences were found between the results using the two presentations*. *However, the trend was in favor of an inductive approach for students of all ability levels learning grammar commonly considered to be difficult*." (Shaffer, 1989, p. 399)

"In the present study, ... [r]ather than rotely repeating examples of the structure until acquiring unconscious patterns of behavior, they used the examples provided to hypothesize the governing pattern. Their success with this approach corroborates Bruner's findings that *students do better when having to discover underlying patterns themselves rather than being told them*. Even Ausubel (1963), despite his preference for a deductive approach for adults, conceded that *an inductive approach was valuable for students not yet possessing the concepts under which to subsume new ones*."
(Shaffer, 1989, pp. 399-400)

"Both Ausubel (1963) and Carroll (1964) have asserted that weak students are not capable of generating new ideas autonomously. In the present study, however, ability was not a significant factor. *If enough examples are provided that clearly illustrate a grammatical point, weak students who succeed in perceiving and formulating the underlying concept themselves will have done so in terms which make sense to them*. **When given the rule, they risk only superficial understanding or, worse, may rely on simply memorizing the rule without any real comprehension**." (Shaffer, 1989, p. 400)

"*This study does not propose that teachers use only an inductive approach in the classroom*. *Teachers need to be flexible enough to incorporate various approaches into their lessons* depending on the particular situation. An advantage of an inductive approach, however, is the active rather than passive participation of the students. Cognitive research has shown that *discovering rather than being told underlying patterns favorably affects retention*. Furthermore, in an inductive approach, *grammar is presented in meaningful context*."

(Shaffer, 1989, p. 401)

Text-based Approach

- Using a reading/listening text as a springboard for grammar discovery

Reading / listening text	→	Comprehension questions	→	Examples of target language

Practice	←	Form	←	Meaning
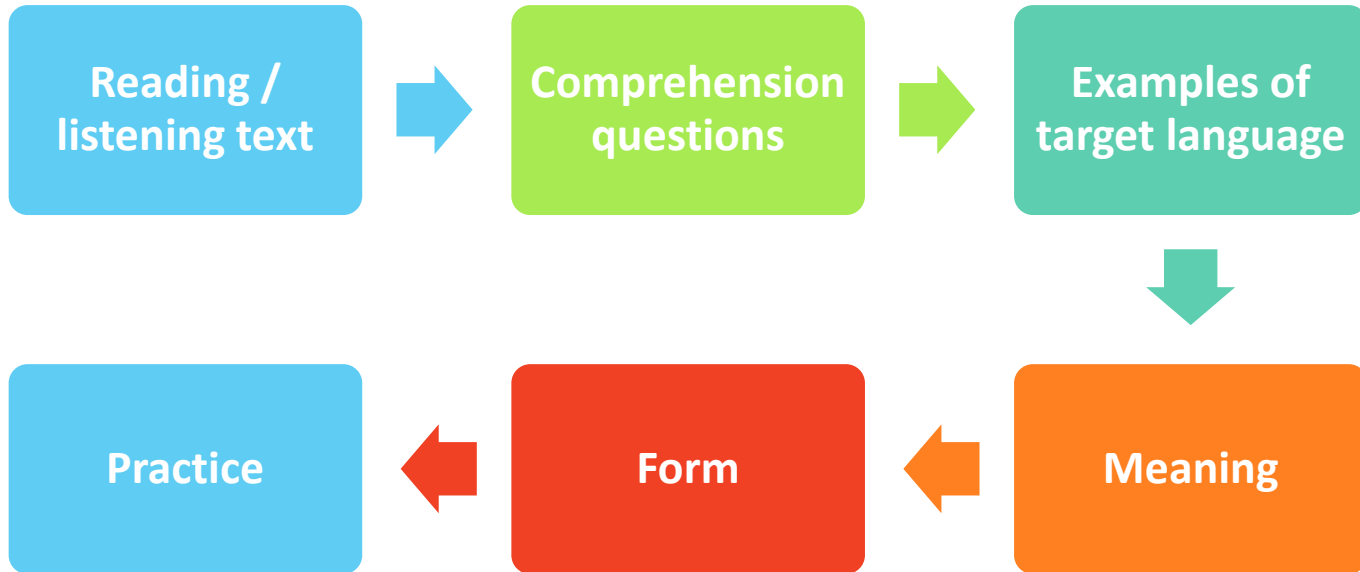
Illustrating Target Language

- "you want the learners really to focus in on a piece of grammar, to see it, think about it and understand it, to become much clearer on its form, meaning and use" (Scrivener, 2011, p. 163).

Teacher explanation

Guided discovery

Self-directed discovery

Illustrating Target Language: Guided Discovery

- Get learners to notice the target language and think about it

- Enable learners to generate their own discoveries and explanations

Possible tasks (Scrivener, 2011):
- ❖ Ask questions that focus on the meaning, context and form
- ❖ Ask learners to analyse sentences from texts
- ❖ Ask learners to reflect on language they have used
- ❖ Ask learners to analyse errors
- ❖ Offer appropriate examples for analysis and discussion

Minimal Grammar Pairs

- I **must** give John a ring. vs. I **have to** give John a ring.

- You **don't have to** bring a backpack. vs. You **mustn't** bring a backpack.

- I **would take part** in the marathon when I was in my 20s. vs. I **used to live** in Japan when I was in my 20s.

- Our teacher told us we **must have worked** hard. vs. Our teacher told us we **had to work** hard.

Studying Examples → Matching Rules

- We use "a/an" when something is one of many.

- We use "a/an" when it is the first time something has been mentioned.

- We use "a/an" with jobs.

- We use "the" when something is the only one.

- We use "the" when something has been mentioned before.

Tabulation

Things	was/were	V-ed	by	People
"A Hard Day's Night"	was	written	by	the Beatles.
The movie "ET"	was	directed	by	Spielberg.
This house	was	built	by	my father.
The money	was	stolen	by	her husband.
The lion	was	killed	by	the hunter.
Things	*was/were*	*V-ed*	*by*	*People*

Provide learners with enough examples!

Questions Facilitating Noticing & Discovery

Target items	Possible questions
Inversion	• What is unusual about the word order? • What is the effect of putting the adverbial expression at the beginning of the sentence?
Hedging	• Focus on the highlighted phrases. What do they have in common? • What effect would it have on the meaning if they were left out?
Cleft sentences	• What is the difference between the two sentences?
Auxiliary vs. main verbs	• Are all the options possible? • Is there any difference in meaning or register?
wish	• Underline the six sentences in the comments with *wish*. • What tense is the verb after *wish*? • Are they wishes about the present or about the past?
Verbs of senses	• Look at the sentences. What kind of words or phrases do you use after *looks*, *looks like*, and *looks as if*?

Consciousness-raising (CR) Tasks

- "**deliberate attempt to draw the learner's attention** specifically to the formal properties of the target language" (Rutherford & Sharwood-Smith, 1985, p. 274)

- "**make learners conscious** of the rules that govern the use of particular language forms while providing the opportunity to engage in meaningful interaction" (Benati, 2020, p. 137)

- "In designing CR tasks, the first step is to isolate a specific feature for attention. The learners are provided with **input data illustrating the feature** … They are then required either to **understand** it, or (if they have not been given the rule) to **describe the grammatical structure** in question." (Nunan, 2004, p. 99)

Consciousness-raising (CR) Tasks

● Goal: To increase awareness of and sensitivity to language

Types	Explanation
Identify / consolidate	Students are asked to search a set of data to identify a particular pattern or usage and the language forms associated with it.
Classify	Students are required to work with a set of data and sort it according to similarities and differences based on formal or semantic criteria.
Hypothesis building / checking	Students are given (or asked to make) a generalization about language and asked to check this against more language data.
Re-constuction / de-construction	Students are required to manipulate language in ways which reveal underlying patterns.
Recall	Students are required to recall and reconstruct elements of a text. The purpose of the recall is to highlight significant features of the text.

(Willis & Willis, 1996)

Checking Understanding

- A timeline to show sequence of events (e.g., past perfect tense)

- A percentage to indicate probability (e.g., must be vs. could be vs. cannot be)

- A percentage to establish degree of reality or imagination (e.g., conditional sentences)

- A continuum to show grades or scales (e.g., frequency adverbs)

- Pictures to differentiate similar objects

Checking Understanding: Concept Questions

- Short simple questions to highlight the core meaning of a new target language item (e.g., vocabulary, grammar)

- To verbally check learners' understanding

*"She __is__ a shop assistant.
She __works__ in a shop."*

❖ Has she got a job?

❖ Is she working now?

❖ Does she work there every day?

❖ Is this the past, present or future?

(Darn & White, n.d.)

Checking Understanding: Concept Questions

- **What concept questions can you ask to check learners' understanding of:**

Target grammar items	Examples
Present continuous	"Look! They are painting the wall."
Future perfect continuous	"By December 2023, John will have been living in Hong Kong for 7 years."
Second conditionals	"If I won the lottery, I would buy a new car."
Have passives	"Tony had his watch fixed last week."
Wish	"I wish my computer had more memory."

Checking Understanding: Concept Questions

- **Different kinds of concept questions:**

- ❖ Yes/no questions (e.g., Are there other rooms in the house?)

- ❖ 50/50 chance questions (e.g., Is it cheap or expensive?)

- ❖ Information questions (e.g., Who lives in it?)

- ❖ Discrimination questions (e.g., Is it the same as a flat?)

- ❖ Shared experience questions (e.g., Is there a cupboard in this room?)

(Darn & White, n.d.)

Basic Principles for Grammar Teaching

- Presenting target grammar items in context
- Inductive vs. deductive approaches
- PPP vs. CLT vs. TBLT vs. …
- Form, meaning, use
- Relevance + Personalisation
- Cognitive depth vs. affective depth
- Input → Output
- Accuracy vs. fluency
- Controlled practice vs. free practice
- Corrective feedback
- Incidental teaching vs. intentional teaching
- Pre-, While-, Post-
- Teach vs. test
- Students' active involvement
- Differentiation

Basic Principles for Grammar Teaching

E-factor How **efficient** grammar presentation and practice activities are

- **Economy**: How time-efficient is it?
- **Ease**: How easy is it to set up?
- **Efficacy**: Is it consistent with good learning principles (e.g., attention, motivation)

A-factor How **appropriate** grammar presentation and practice activities are

- Learners' needs and interests
- Learners' attitudes and expectations

(Thornbury, 1999)

Principles in Contemporary Language Teaching

- **Comprehensible and meaningful input** is the necessary ingredient for language learning.

- Language learning involves the formation and strengthening of **form-meaning connections** in the input during comprehension, and strengthening these links through language use (comprehension and production).
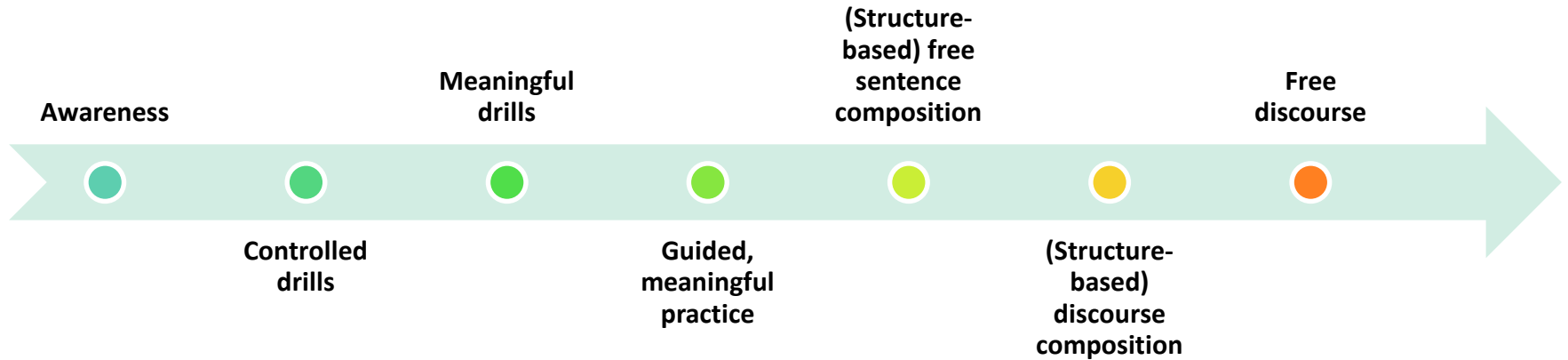
(Benati, 2023; Leeser, 2023)

Grammatical Structures: Presentation and Explanation

Guidelines	Explanation
The structure itself	Was the structure presented in both speech and writing, both form and meaning?
Examples	Were enough examples provided of the structure in a meaningful context? Are you sure the students understood their meanings?
Terminology	Did you call the structure by its (grammar-book) name? If so, was this helpful? If not, would it have helped if you had? What other grammatical terminology was (would have been) useful?
Language	Was the structure explained in the students' mother tongue, or in the target language, or in a combination of the two? Was this effective?
Explanation	Was the information given about the structure at the right level: reasonably accurate but not too detailed? Did you use comparison with the students' mother tongue (if known)? Was this/would this have been useful?
Delivery	Were you speaking (and writing) clearly and at an appropriate speed?
Rules	Was an explicit rule given? Why/why not? If so, did you explain it yourself or did you elicit it from the students? Was this the best way to do it?

(Ur, 1996)

Design Criteria for Pedagogic Rules

Criteria	Explanation
Truth	Rules should be true.
Demarcation	A pedagogic rule should show clearly what are the limits on the use of a given form.
Clarity	Rules should be clear.
Simplicity	A pedagogic rule should be simple. There is inevitably some trade-off with truth and/or clarity.
Conceptual economy	An explanation must make use of the conceptual framework available to the learner. It may be necessary to add to this. If so, one should aim for minimum intervention.
Relevance	A rule should answer the question (and only the question) that the student's English is 'asking'.

(Swan, 1994)

Types of Grammar Practice: From Accuracy to Fluency

Awareness

Controlled drills

Meaningful drills

Guided, meaningful practice

(Structure-based) free sentence composition

(Structure-based) discourse composition

Free discourse

(Ur, 1996)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

4.3 Embracing Learner Diversity

Every class is made up of individuals who are different in terms of motivation, learning styles, preferences, needs, interests and abilities. Teachers can cater for learner diversity through effective curriculum planning and appropriate learning, teaching and assessment strategies.

4.3.1 Curriculum Planning

- The curriculum can be appropriately adapted by trimming learning content and materials, making additions or a combination of both to suit students of different needs, interests, abilities and learning styles.
- The concept of modules, units and tasks can be adopted to organise learning and teaching to accommodate the needs of different students of the same year level or the same class. For the more able students, learning modules can be developed with challenging units and tasks that aim at expanding and enriching their learning experiences; whereas for the less able ones, learning modules should be designed with the inclusion of units and tasks that aim at helping them overcome their weaknesses in language learning and make progress (e.g. practising particular language forms).

Supplementary Notes 2

Catering for learner diversity in the senior secondary English classroom

[Supplementary notes to Chapter 4.6 **Catering for Learner Diversity** *in the English Language Curriculum and Assessment Guide (Secondary 4-6)(CDC & HKEAA, 2007), pp.101-103]*

Learner diversity is a challenge to the majority of teachers teaching English to senior secondary learners. To cater for learner diversity, different strategies can be adopted at the school, subject and classroom levels so that all learners can move forward along the learning continuum.

Some common strategies at the school level include streaming of learners according to their English abilities and arranging small/split class teaching for English lessons while those at the subject level include organising English remedial and enrichment lessons on top of the regular English lessons, adapting the English curriculum and setting different requirements for English tasks/assignments. However, these arrangements and planning will not have any substantial impact on learners unless effective strategies are used by teachers at the classroom level to address learners' varied abilities, interests and learning styles.

https://334.edb.hkedcity.net/new/doc/eng/ELE/SN2_Catering.pdf

Embracing Learner Diversity
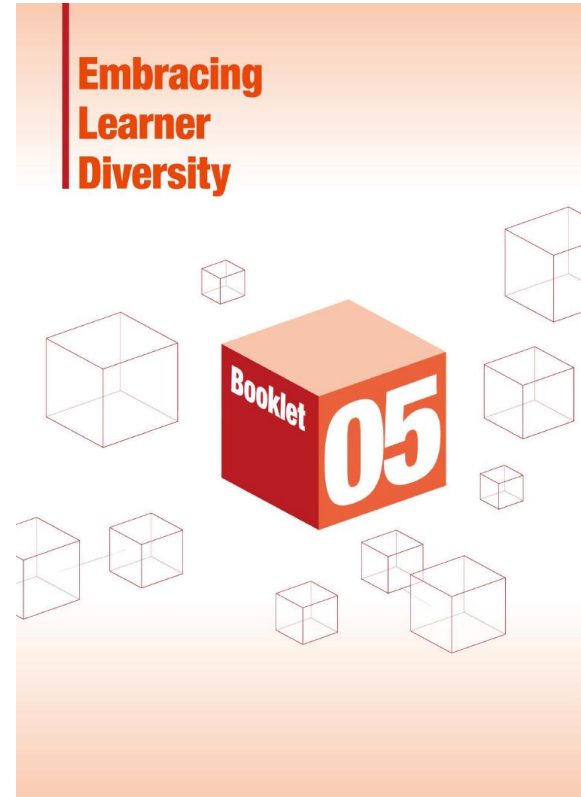
Booklet 05

https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%205_en_20180831.pdf

Catering for Learner Diversity

- Varying the input and output
- Varying questions in terms of language and cognitive demands
- Employing flexible grouping strategies
- Providing timely feedback
- Employing a variety of strategies to enhance interactive learning
- Selecting, adopting and adapting appropriate texts that incorporate different modes of representation
- Breaking tasks into small steps to facilitate understanding and sequencing the steps in the tasks
- Connecting the design of learning materials to students' life experiences to sustain their motivation and attention

Catering for Learner Diversity

Content **Process**

Product

(Tomlinson, 2001)

Catering for Learner Diversity

● Appropriate input and interaction are essential.

● Possible modifications to make features of language more salient and easily perceived and to reduce the burden of processing

Vocabulary	• Use high-frequency vocabulary • Use visual support (e.g., gestures, pictures and drawings)
Slower rate	• Give extra stress on nouns
Syntax	• Use short sentences
Discourse	• Include interaction so that there are opportunities for negotiation of meaning and feedback

(Benati, 2023)

Form, Meaning and Use

Consider this…

Example 1
- A: What does he like to eat?
- B: He like to eat ice-cream.

Example 2
- A: What did he eat last night?
- B: He is eating an ice-cream.

- Both sentences contain a grammatical mistake.

- **Which one is more worthy of teaching / attention?**

➔ Form-based errors vs. Meaning-based errors

Form, Meaning and Use

- Knowing form ≠ Knowing meaning and use in authentic discourse

- Knowing form ≠ Communicating the intended meaning

- "… the FMU distinction is a useful guide to help teachers decide the focus of their lessons as well as how to describe and explain grammar to students." (Crawford, 2020, p. 10).

Form, Meaning and Use: Grammaring

- "Grammaring" as a "fifth skill": "the ability to use grammar structures accurately, meaningfully, and appropriately" (Larsen-Freeman, 2003, p. 143)

- Accuracy (form)
- Meaningfulness (meaning)
- Appropriacy (use)
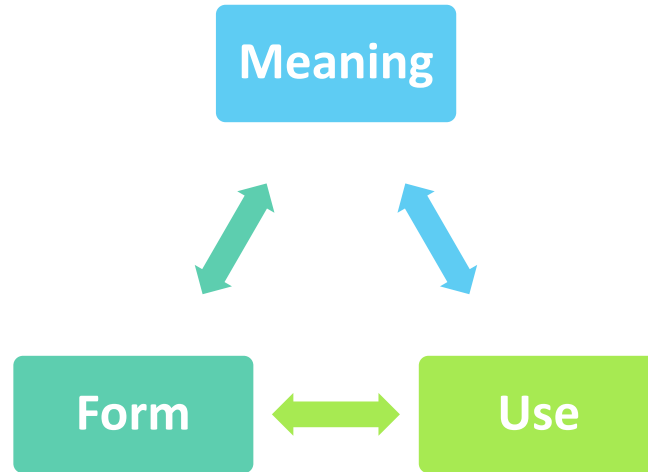
Form, Meaning and Use

1. We **will discuss** the budget at our next meeting.

2. The storm **will move** across the region later this afternoon.

3. Students **will complete** all assignments before the due date.

4. I **will** faithfully **execute** the Office of President of the United States, and **will** to the best of my ability, **preserve**, **protect** and **defend** the Constitution of the United States.

Form, Meaning and Use

5. Our train **leaves** Paris at 7:49 a.m. this morning, and we **arrive** in Lyon at 9:56.

6. Old Navy's sale **ends** today at 8:00 p.m.

What do these 6 sentences show?

Form, Meaning and Use

- **Put these sentences into the five meaning categories given.**
1. I could speak French fluently when I was seven years old.
2. I must get my hair cut.
3. Tom might just win the championship.
4. Could I make a quick call?
5. Even native speakers can make mistakes.
6. Sally must have had a late night.
7. The forecast says the weather should be fine all weekend.
8. It can't have been Bob – he's overseas.
9. You should try this cake – it's delicious.
10. I have to leave at 8 o'clock.

What do these sentences demonstrate about modal meaning?

Possibility	Deduction
Ability	Permission
Obligation	

(Thaine, 2010)

Form, Meaning and Use

- **Look at the following ways of <u>making requests</u>. Order them from most direct to most polite.**

1. Would you mind turning the radio down?
2. I hate to ask, but you couldn't possibly turn the radio down, could you?
3. Turn the radio down!
4. Can you turn the radio down?
5. Would you turn the radio down, please?

(Thaine, 2010)

Form, Meaning and Use

- **Look at the following ways of <u>asking permission</u>. Order them from most direct to most polite.**

1. Do you mind if I leave early?
2. Can I leave early?
3. OK with you if I leave early?
4. I have to leave early, OK?
5. Would it be possible for me to leave early?

What do these two tasks demonstrate about the choice of language?

Teaching Grammar as a Set of Choices

- Grammar: a meaning-making resource

- "While it is necessary to engage learners in activities conducive to *understanding how language items and grammatical features are used to communicate the intended meanings*, it is equally important to develop their *ability to choose and use the appropriate forms to express different communicative meanings in creating or producing texts in specific contexts*."

- "Grammar tasks should be designed to help learners see that *grammatical choices* enable them to *make different kinds of meanings and shape the tone*, and the decisions about *which form to use are determined by the meaning one wishes to make and the communicative function to perform*."

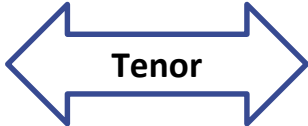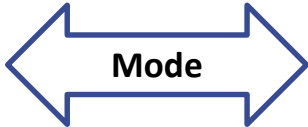# Teaching Grammar as a Set of Choices

- We base our **language choices** on three key considerations:

1. **Purpose** (Why am I writing this?)

2. **Audience** (Who am I writing this for?)

3. **Form** (What kind of writing would be appropriate?)

Teaching Grammar as a Set of Choices

- **Register**: The specific language used in a particular social context and by a specific group or profession (e.g., legal, medical or scientific) when talking or writing about their own field of interest and expertise

- For example, a doctor is likely to use the medical register differently depending on the audience (e.g., writing for peers in a medical journal vs. giving a lecture to first-year medical students vs. explaining a diagnosis to a patient)

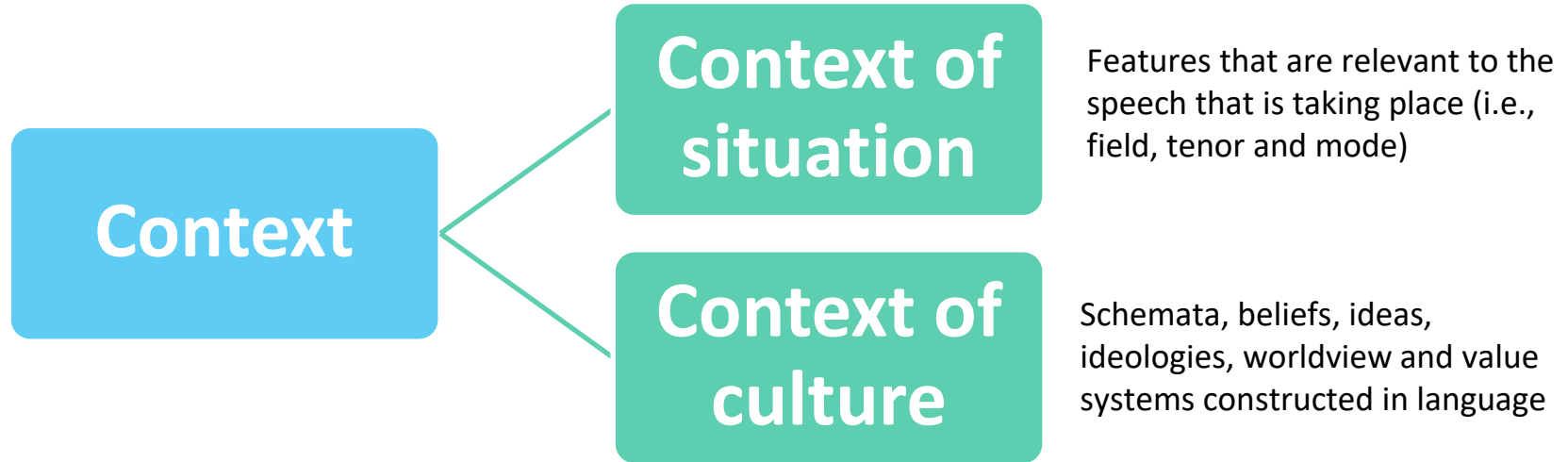- Register is created by how **language** and **grammar** are used.

Teaching Grammar as a Set of Choices

- **Register variation (Humphrey et al., 2012)**

Common sense • Everyday, story world • Simple connections	**Field**	**Specialised** • Technical • Complex connections
Informal • Equal power • Frequent contact • High solidarity	**Tenor**	**Formal** • Unequal power • Infrequent contact • Limited solidarity
Spoken • Language as action • Interactive • Spontaneous	**Mode**	**Written** • Language as reflection • Monologic • Final draft

Importance of Context

- "All meaning is made by **contextualization**; the actual occurrence-meaning, use-meaning or text-meaning of a word or phrase depends entirely on its contextualization" (Lemke, 1988, p. 165)

Context

Context of situation — Features that are relevant to the speech that is taking place (i.e., field, tenor and mode)

Context of culture — Schemata, beliefs, ideas, ideologies, worldview and value systems constructed in language

Formal Register

Appropriate choice of some modal verbs in specific contexts	• <u>May</u> I have another piece of cake? • I <u>should</u> like to offer my sincere condolences.
Lexical verbs rather than multi-word (phrasal/prepositional) verbs	• "find out" ➔ "discover" • "look forward to" ➔ "anticipate"
Expanded (rather than contracted) verb forms	• I <u>should have</u> said something. • I <u>do not</u> wish to discuss this further.
Agentless passives, especially with the dummy subject "it"	• <u>It could be argued</u> that Macbeth brought about his own downfall. • <u>It is considered</u> impolite to talk while eating. • <u>It is generally believed</u> that interest rates will rise this year.
Nominalisation	• The <u>departure</u> of the guests caused much <u>concern</u>. • The <u>achievement</u> of the school's netball team is a <u>cause</u> for <u>celebration</u>.
The personal pronoun 'one'	• <u>One</u> might have expected better service in this restaurant. • <u>One</u> can only hope that one's wishes will be respected.
The subjunctive	• I suggest that she <u>leave</u> at once. • It is essential that they <u>be</u> completely satisfied.
Avoidance of preposition stranding	• For whom are you looking? (rather than "Who are you looking for?") • To which pupils are you referring? (rather than "Which pupils are you referring to?")
Inversion of wording (replacing the conjunction "if") in some conditional clauses	• Had I seen her, I would have said something. (rather than "If I'd seen her, I'd have …") • Should you accept this position, we'd be delighted. (rather than "If you'd accept this position …")

Informal Register

Contracted forms and abbreviations	• We<u>'ll</u> head off in a moment. • You must take loads of photos when you<u>'re</u> on holiday.
Question tags	• This is great, <u>isn't it</u>? • You did see that, <u>didn't you</u>?
Discourse markers commonly used in spoken language	• Well … • Alright …
Ellipsis	• So much to tell you … • Got to go now!
Multi-word verbs (phrasal and prepositional verbs)	• Work out (rather than "calculate") • Come up with (rather than "devise") • Ask for (rather than "request")
Passives using the verb 'get'	• The warehouse <u>got burgled</u> last night. • Our team always <u>gets beaten</u> when they're away. • I <u>got</u> my hair <u>cut</u> last week.
Vague (or imprecise) vocabulary	• That's such a <u>nice thing</u> to say. • Is this the <u>sort of stuff</u> you wanted?
Vernacular language, including slang and idioms	• The <u>kids</u> always <u>got into scrapes</u> when they were little. • I was absolutely <u>knackered</u>.

Six Traits

Trait	What Writers Do	The Impact on Readers
Ideas	Writers use big ideas and pertinent details to convey their message.	Readers are more engaged in reading when the ideas are stimulating.
Organization	Writers create an effective internal structure that emphasizes the big ideas.	Readers grasp the author's message more easily when the structure is clear.
Voice	Writers enhance their message through the personality or tone they adopt.	Readers continue reading when the author's voice is compelling.
Word Choice	Writers choose precise, descriptive words to convey their message more effectively.	Readers enjoy reading when the author's words evoke strong feelings and sensory images.
Sentence Fluency	Writers develop a within-sentence rhythm and weave sentences together so they flow smoothly.	Readers appreciate the lyrical quality of expressive language.
Conventions	Writers use correct spelling, punctuation, capitalization, and grammar as a courtesy to readers.	Readers read the text more easily when the writing is reader-friendly.
Presentation	Writers arrange the words and visuals to highlight the big ideas and make their compositions appealing.	Readers are more likely to want to read a composition when the presentation is clear and inviting.

(Tompkins, 2019)

Grammar in Context

Genres

1. The generic features (structure and grammar) of a genre remain the same regardless of the length and level of complexity of the text one is producing.

2. Through teaching aspects of genres such as structure and grammar, writers will realise the generic purpose of their texts (rather than learning to reproduce 'rule-governed' formats).

3. Multi-generic texts are texts which contain more than one genre (e.g., describe → explain).

(Tompkins, 2019)

Extending sentence grammar to text grammar

Teaching grammar at the text level enables learners to develop more sophisticated grammar knowledge through exploring the relationship between language and context, and heighten their awareness of how grammar affects the coherence and structure of a text.   To prepare learners to be proficient language learners and users, grammar learning and teaching should move from controlled practices, such as substitution drills at the sentence level, to communicative tasks which require learners to apply their grammar knowledge to make or convey meaning at the text level.   For example, learners can be asked to read a narrative text and identify the typical grammar features such as the past tense and sequencers that link events in time (e.g. when, after, before, as soon as).   Guiding questions can be used to help them focus on the grammatical choices made by the writer.   Other activities that help heighten learners' grammatical awareness include sequencing of events and filling gaps in the middle section of the text with the beginning and final sections provided. Learners can also draw on their grammatical knowledge and apply it in writing similar narrative texts.   They can be engaged in activities such as dictogloss, paraphrasing, writing based on a model text, and editing and elaborating a text by providing additional information which is typically associated with certain grammatical features.

When selecting appropriate texts for teaching grammar at the text level, texts related to different topics and students' learning experiences in other subjects, such as biographies of scientists and historical figures and research reports, can be chosen to help learners understand the salient language features of the texts they may come across in other subjects. This not only enhances learners' understanding of how grammar makes meanings in different texts but also kindles their interest in, and equips them with the text processing skills essential for, reading across the curriculum.

Deconstructing Model Texts

Purpose	• Why is the text written like this? • Who is the audience? • Who was it written by?
Message	• What is the text about? • What are its main themes?
Structure	• Are different parts of the text doing different jobs? • Is language used differently in each stage?
Grammar	• What type of language is being used to do each job? • For example, what words are used to describe here? • What are they describing? • What type of words are they?

☆ The **purpose** of the text

☆ The intended **audience**

☆ The **language choices** which communicate the intended meanings for both purpose and audience

(Knapp & Watkins, 2005)

Systems of Strategic Actions

- **How do proficient readers create meaning during reading?**

Thinking *within* the text	Thinking *beyond* the text	Thinking *about* the text
• Readers acquire a literal understanding that they will use to expand their understanding of the texts as they think beyond and about the text.	• Readers link their literal understandings of the text to their own experiences in order to construct an understanding of the deeper messages of the text.	• Readers learn more about how texts are structured and crafted by writers.

(The Fountas & Pinnell Literacy™ Team, 2016)

Major School Genres

Narrative	Recount	Information report
Procedure	Persuasion	Explanation

Genre	Social purpose	Structure	General grammatical features
Narrative	To entertain or amuse	• Orientation • Complication • Resolution • Coda (optional)	• specific participants • generally past tense • prepositional phrases or adverbs of time and place to establish setting • time connectives to sequence events • range of verb types • noun groups to build description of characters, places, things • attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters' actions or behaviours, appreciation of appearances or object etc • figurative language, e.g., simile, metaphor
Recount	To retell a series of events	• Orientation • Sequenced series of events • Reorientation • Coda	• mostly action verbs to relate activities • specific (personal recount) and generalised participants • past tense • adverbs or prepositional phrases provide details of where, when, with whom, how • text connectives to sequence events • attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events
Information report	To classify and/or describe	• General statement or classification • Description	• relating verbs to define, build description, classify • action verbs to relate activities or behaviours • simple present tense (timeless present) • general and technical nouns • noun groups include factual, classifying adjectives • adjectival phrases and clauses to add details to noun groups • declarative statements

(Christie & Derewianka, 2008; Derewianka, 2020, 2022; Derewianka & Jones, 2016; Department of Education, Victoria State Government, 2019; Macken-Horarik et al., 2017)

Genre	Social purpose	Structure	General grammatical features
Procedure	To instruct someone on how to do something To recount or retell steps in a simple procedure	**Procedure** • Goal • Materials • Steps **Procedural recount** • Goal • Materials • Steps • Results	• imperative clauses to express commands • action verbs related to the particular field of activity • imperative form of the verb (command) usually at the beginning of each instruction • general and technical nouns • adverbs or prepositional phrases which provide details of how, when, where, extent, with whom • expanded noun groups to provide details of ingredients/ materials/ equipment
Persuasion	To persuade by arguing one side of an issue To discuss one or more sides to an issue	**Argument (Exposition) (presenting one point of view)** • Statement of position or Thesis • Arguments • Reinforcement of position or thesis **Discussion (presenting different sides of an issue)** • Statement of position or Thesis • Arguments or points for one side of the issue with supporting evidence or reasons • Arguments or points for the other side of the issue with supporting evidence or reasons • Conclusion/ Recommendation Summing up of both sides and recommendation of which side to adopt	• range of verb types • modal verbs (should, must, might) and modal adverbs, e.g. usually, probably • general, abstract and technical nouns as they relate to the issue • attitudes expressed through evaluative language • attitudes amplified or softened through vocabulary choices, adverbs • comment adverbials at the beginning of a sentence e.g. surely, obviously • conjunctions or connectives to link ideas, e.g. because, therefore, on the other hand • declarative statements, may also include rhetorical questions • passive voice

(Christie & Derewianka, 2008; Derewianka, 2020, 2022; Derewianka & Jones, 2016; Department of Education, Victoria State Government, 2019; Macken-Horarik et al., 2017)

| Genre	Social purpose	Structure	General grammatical features
Explanation	To explain how or why something occurs	• Phenomenon identification • Explanation sequence ➢ Causal explanation (why something occurs) ➢ Sequential explanation (how something occurs) ➢ Cyclical explanation – explains phases of a cycle of events (e.g. life cycle of a butterfly, the water cycle)	• relating verbs to define, describe the phenomenon • action verbs in explanation of what occurs and in sequence of events • extended noun groups to include factual adjectives, pre- and post – modification of the head noun • simple present tense (timeless present) • general, non-human, technical, abstract nouns • causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence • dependent clauses which relate cause and effect, time sequences • declarative statements • passive voice

(Christie & Derewianka, 2008; Derewianka, 2020, 2022; Derewianka & Jones, 2016; Department of Education, Victoria State Government, 2019; Macken-Horarik et al., 2017)

Conceptual Meaning of Imperatives

1. Objectively for the addressee to follow a procedure or accomplish a task (e.g., *Turn left*.)
2. Urgently, to forewarn the addressee or to advise the addressee of danger (e.g., *Get out*! *Stay down*!)
3. To show closeness, solidarity, or intimacy (e.g., *Stay warm*.)
4. To exhibit authority over someone (e.g., *Put your pencils down*.)
5. To imply that the addressee would benefit from the action or from not performing the action (e.g., *Exercise and eat more vegetables*. *Don't listen to the rumors*.)
6. In a mitigated way with *please* to seemingly decrease the burden or intrusiveness of a directive (e.g., *Please take your seats*.)
7. In an intensified way with *please* to implore or emphasize a request (e.g., *Please respond*. *Please stop sending us junk mail*.)

Instructional Activities and Strategies

The Teaching-Learning Cycle
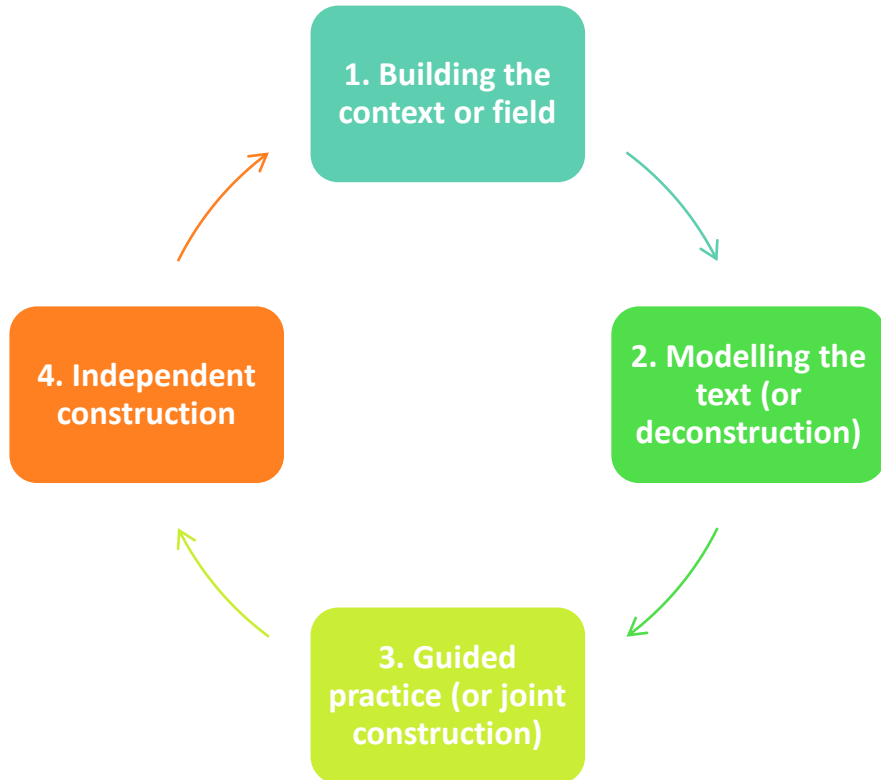
Scaffolding: Engage, Explore, Explain, Extend
1.   Understanding the role of texts in our culture and building shared understanding of the topic
2.   Using model texts to focus explicitly on the structure and the language of the text, how language choices work to shape meaning, and to build a metalanguage
3.   Teachers and students jointly constructing a text
4.   Students' independent writing or approximation of the genre

Diagram boxes:
- 1. Building the context or field
- 2. Modelling the text (or deconstruction)
- 3. Guided practice (or joint construction)
- 4. Independent construction

(de Oliveira & Smith, 2019; Derewianka & Jones, 2016; Humphrey, 2017; Humphrey & Feez, 2016; Hyland, 2007)

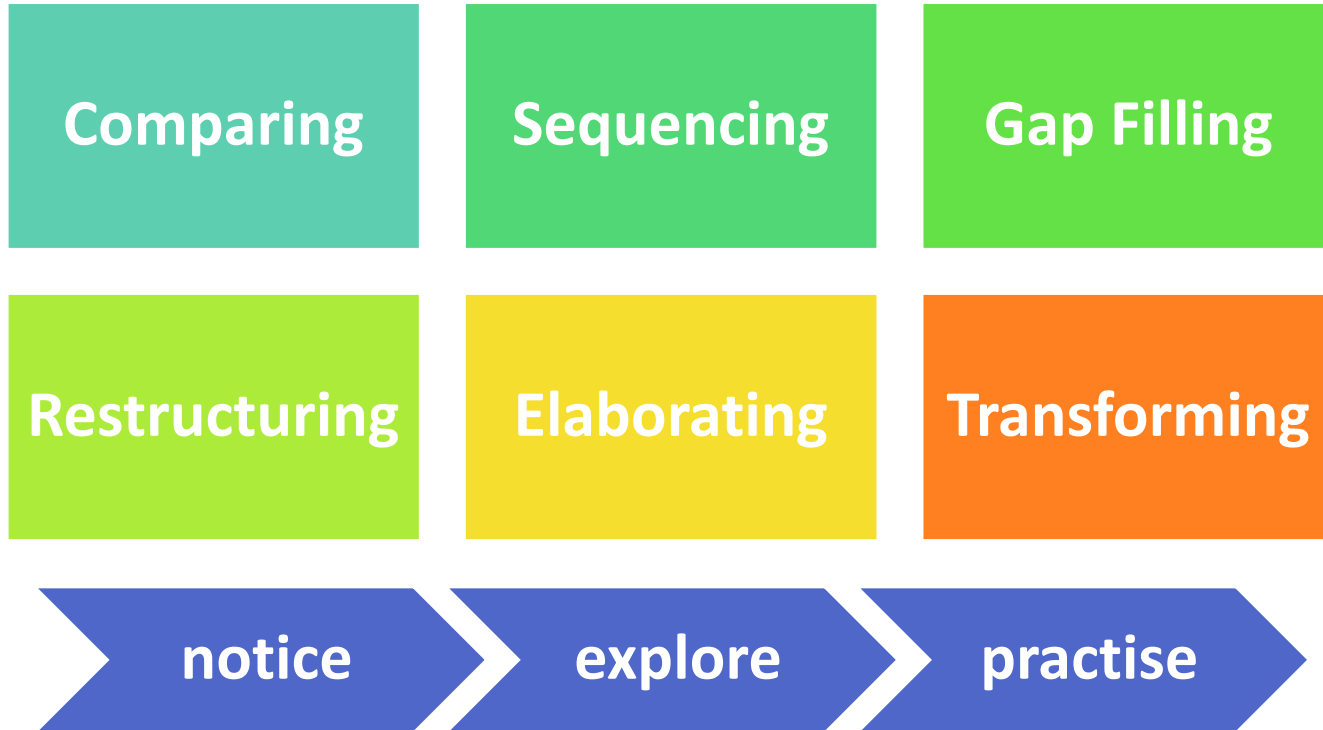# Dictogloss / Grammar Dictation (Wajnryb, 1990)

- A type of collaborative output task

- Learners need to use their grammar resources to reconstruct a text and will become aware of their own shortcomings and needs.

- 4 stages:

Preparation → **Dictation** → **Reconstruction** → **Analysis and Correction**

(Benati, 2013, 2020; Wajnryb, 1990)

Dictogloss / Grammar Dictation (Wajnryb, 1990)

Stages	Details
Preparation stage	• Learners are informed about the topic of the text. • Through a series of warm-up discussions, learners are given the necessary vocabulary to cope with the task.
Dictation stage	• Learners hear the text read aloud for the first time at natural speed. • The first time, learners do not take any notes. • The second time, learners note down key words to help them remember the content and reconstruct the text.
Reconstruction stage	• Learners work together in small groups to reconstruct the text with correct grammar and content.
Analysis and Correction stage	• Learners analyze, compare, and correct their texts. • This is achieved with the help of the teacher and the other groups.

(Benati, 2013, 2020; Wajnryb, 1990)

General Procedures for Teaching Grammar

Comparing	Sequencing	Gap Filling
Restructuring	Elaborating	Transforming

notice → explore → practise

(Jones & Lock, 2011)

Comparing

1. Have the students read or listen to two similar texts which differ systematically in at least one area of grammar.

2. Have the students **notice** the grammatical differences between the two texts.

3. Ask the students to **explore** the differences with reference to differences in the topics, contexts, or purposes of the texts.

4. Have students **practise** producing texts similar to the models they have compared.

Sequencing

1. Choose a text or series of texts and change the sequence of some of the paragraphs or sentences within paragraphs or of certain elements within sentences.

2. Have students work out what the original sequence might have been in one text or a portion of one text through **noticing** a particular grammatical feature or set of grammatical features.

3. Work with the students to **explore** further the kinds of grammatical features that can be used as clues to help to determine the original sequence and why the original sequence is better.

4. Have the students **practise** this procedure on their own with the rest of the text or another similar text.

Gap Filling

1. Find, adapt or write a text containing occurrences of a particular feature you would like your students to work on.

2. Prepare a version of the text with some or all the occurrences of this feature blanked out. They may be single words or longer stretches of text like phrases or clauses.

3. Have the students fill in as many gaps as they can, either based on some limited exposure to the original text (listening to it or reading through it once) or based on their own contextual or grammatical knowledge.

4. Present the original text to the students (either in spoken or written form) and have them compare the ways they filled in the gaps with the occurrences of the feature in the original text and **notice** the kinds of forms that are used and where their answers are different from the original.

5. Have students **explore** the reasons why certain forms are appropriate or inappropriate by trying to either justify what they wrote or explain why it should be changed.

6. Have students **practise** producing the feature in an appropriate way in similar conversations or texts.

(Jones & Lock, 2011)

Reconstructing

1. Find or create a short text containing the target features.

2. Have the students listen to the text several times and slowly build it up on the board, **noticing** the target features and **exploring** how they are used.

3. Have the students orally practise the text.

4. As a way of getting students to **notice** again the target features, gradually remove parts of the text with the target features being the first parts OR the last parts to be removed.

5. At each stage of removal have one or more students recite the text, filling in from memory what has been erased (pictures or diagrams may be used as prompts) in order to **practise** using the target features.

6. Finally, remove the entire text and have students recite it entirely from memory.

(Jones & Lock, 2011)

Elaborating

1. Present the students with a simple text.

2. Create a situation in which certain questions are asked about the text in a way that students **notice** both that additional information would make the text better and that this new information is typically associated with certain grammatical features.

3. **Explore** with students why certain kinds of additions in the text require certain grammatical features and others require different ones.

4. Have students **practise** by continuing to elaborate on the same text or elaborating on a similar text.

(Jones & Lock, 2011)

Transforming

1. Find, adapt or write a text that contains features that might be transformed in different contexts.

2. Have the students listen to or read the text and transfer the information in it into notes or some kind of visual representation.

3. Give the students a context for a different kind of text in which the same information would appear but be expressed differently. Guide students to **notice** how they would have to transform the information in the original text to make it fit into the new context and to **explore** the reasons why. Alternately, present students with a partial example of a new text appropriate to the new context and guide them to **notice** how information from the first text has been transformed and to **explore** the reasons why.

4. Have students **practise** transforming the information from the original text into a new text making use of the notes or visual representation they made in step 2.

(Jones & Lock, 2011)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

Text types

Text types refer to different forms of speech and writing. The intended purpose and audience of each text type determine its structural, stylistic and linguistic features.

To assist students in their development as proficient users of English, it is important that they are introduced systematically to a good variety of text types. Different text types provide meaningful contexts for the learning and purposeful use of specific language items and vocabulary. An awareness of the demands of different text types is essential for successful and effective communication.

Supplementary Notes 1

Building a strong interface between the junior and senior secondary curricula:
Focusing on the development of literacy skills

*[Supplementary notes to Chapter 1.4 **Interface with the Junior Secondary Curriculum and Post-Secondary Pathways** in the English Language Curriculum and Assessment Guide (Secondary 4-6) (CDC & HKEAA, 2007), pp.3-4]*

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/SN1_Interface.pdf

Language and Style

- Fostering learners' abilities to present ideas with appropriate stylistic features through, e.g.
  - ➢ emphasising the use of grammar in context to achieve the intended writing purposes
  - ➢ enriching learners' word choice and contextualising their vocabulary knowledge by assigning writing tasks associated with a wide range of themes, providing authentic practices in lexical expansion and teaching vocabulary building strategies explicitly
- Raising learners' awareness of tone, style and register to achieve the intended writing purposes (such as the degree of formality, reader-writer relationship)

Examples of Text Types for Key Stages 1 – 4 (P1 – S6)

A text is produced for a given purpose. Hence, the text types listed below can be of different natures such as narrative, informational, procedural, expository, persuasive, depending on the purposes they serve. Teachers might like to draw students' attention to both the conventions and features of a particular text type and the purpose the text serves in the learning and teaching process.

Text Types for KS1 (P1 – 3)	Additional Text Types for KS2 (P4 – 6)	Additional Text Types for KS3 (S1 – 3)	Additional Text Types for KS4 (S4 – 6)
• Advertisements	• Accounts	• Book reviews/reports	• Abstracts/synopses
• Captions	• Announcements	• Encyclopaedias	• Agendas
• Cards	• Autobiographies	• Film reviews	• Debates
• Cartoons and comics	• Biographies	• Interviews	• Documentaries
• Charts	• Blogs	• Itineraries	• Editorials
• Conversations	• Brochures	• Letters to the editor	• Essays
• Coupons	• Catalogues	• Manuals	• Feature articles
• Diaries	• Children's encyclopaedias	• Memoranda	• Films
• Directions	• Dictionaries	• Newspaper/ Magazine articles	• Minutes
• Fables and fairy tales	• Directories	• Presentations	• Novels
• Forms	• Discussions	• Short films	• Proposals
• Illustrations	• Emails	• Short novels	• Speeches
• Instructions	• Explanations of how and why	• Social media texts	• Resumes
• Labels	• Formal letters	• Talks	• Thesauri
• Leaflets	• Informational reports	• Trailers	
• Lists	• Jokes		
• Menus	• Journals		
• Notes and messages	• Maps and legends		
• Notices	• Myths		
• Personal descriptions	• News reports		
• Personal letters	• Pamphlets		
• Personal recounts	• Plays		
• Picture dictionaries	• Procedures		
• Poems	• Questionnaires		
• Postcards	• Recipes		
• Posters	• Telephone conversations		
• Product information	• Tongue twisters		
• Rhymes	• Weather reports		
• Riddles	• Webpages		
• Rules			
• Signs			
• Songs			
• Stories			
• Tables			
• Timetables			

Language Items and Communicative Functions	Examples
Use conditionals, inversions, formulaic expressions, etc. to express gratitude and regret	<u>Had it not been</u> for my teacher, I <u>would never have had</u> the confidence to finish this project. <u>May I take this opportunity to express our deepest gratitude to</u> all our teachers for their guidance, patience and support. <u>If you had come</u> earlier, <u>you would have met</u> Michael Jordan. <u>I'm sorry</u> I won't be coming to your graduation ceremony. <u>It's a pity</u> that the concert has to be cancelled because of the typhoon. <u>I wish I could</u> take back my words. <u>I wish I had been</u> more careful with my spending.
Use adjectives, inversions and formulaic expressions to pay a compliment or make a criticism	<u>Never have I seen</u> such a badly put together documentary. <u>Well done!</u> <u>How clever of you</u> to think of all that! Our students were deeply <u>impressed</u> by the love and respect with which the elderly were treated in your centre.
Use formulaic expressions, adverbial clauses, etc. to make a complaint	<u>I've had enough of</u> this nonsense. <u>I'm afraid that</u> the noise your dog makes has kept us awake all night. <u>What a nuisance</u> it is to have to fill in so many forms! You have shown no improvement in your behaviour <u>even though you have been warned several times</u>.
Use adverb phrases and adverbial clauses of reason, concession, result, etc. to justify one's behaviour, decision and point of view in a variety of situations	We have put more chairs in the school hall <u>in order that more people can be accommodated</u>. <u>As a result of</u> the new law, many foreign workers are allowed to work in Hong Kong. <u>Owing to</u> the heavy rain, the concert was cancelled. The two friends have fallen out <u>due to</u> a misunderstanding. Mr. Lee has decided to stop selling deep-fried snacks in the tuck shop <u>because of</u> parental pressure.
Use adjectives, adjective phrases, formulaic expressions, etc. to describe one's feelings and responses to happenings and states of affairs in some detail	It's difficult to describe my feelings at the airport. I was <u>thrilled</u> about studying abroad, <u>sad</u> to leave my family and friends, a little <u>anxious</u> about adapting to a new place, and intensely <u>aware</u> that I had to make something of myself. The runners were <u>too tired to move</u> after the marathon. <u>Embarrassed by his careless blunder</u>, John went all red in the face. <u>You must be joking!</u> <u>What a shame!</u>
Use modals and formulaic expressions to ask for and give advice on a variety of matters	<u>We would be grateful if you could</u> supply us with information on university education in the United Kingdom. <u>Could you</u> give us some hints on how to solve the problem? <u>Why don't you</u> add more illustrations to your project? <u>Perhaps you should</u> discuss this with your parents. Yes, <u>it is a good idea</u> for our students to take part in voluntary service.

Summary

- Deductive vs. inductive approaches to grammar teaching

- A text-based approach to illustrate target grammar items inductively ➜ Noticing and active processing through comprehensible and meaningful input

- Form, meaning and use ➜ Teaching grammar as a set of choices

- Genres and text deconstruction

- Instructional strategies (e.g., The Teaching-Learning Cycle)

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