ENHANCING STUDENTS’ GRAMMAR KNOWLEDGE AND SKILLS THROUGH E-LEARNING
Icebreaker

1. How do you approach teaching grammar?

2. What problems do you have teaching grammar?

3. What areas of grammar pose a problem for your students?

4. Have you used any online resources or apps to help you? Why? OR Why not?
Facilities
Aims

• To consider how grammar can be taught with the use of e-resources.

• To consider the purpose of the task-based approach and the inductive approach in the learning and teaching of grammar at the secondary level.

• To take part in demonstrations and activities which illustrate how to incorporate e-learning into grammar learning activities.

• To consider the ‘flipped classroom’ in the learning and teaching of grammar.
Times and Content

1. Introduction  09.00 – 09.50/14.00-14.50
2. The Flipped Classroom  09.50 – 11.00/ 14.50 – 16.00
3. Break 15 minutes
4. Designing Tasks  11.15 – 12.10/16.15 – 17.10
Introduction

The Task-based Cycle

• Pre- Task
• Task
• Language Focus

Do you use the task based approach?

How do you structure or sequence your tasks?

Using modals, appropriate forms and formulaic expressions to make suggestions/give advice
Introduction

According to KLA Curriculum Guide 2004 (p.128), a good learning task should:

• Have a purpose which involves learners in the use of English for the various purposes in the Learning Targets and Objectives;
• Have a context in which the purpose for using English emerges;
• Involve learners in a mode of thinking and doing;
• Require learners to draw upon their framework of knowledge and skills in the process; and
• Engage learners in carrying out a purposeful activity leading towards a product.
Introduction

The Inductive Approach or Consciousness Raising

True/False Quiz. Try the activity.

1. Why is this approach called CR?

2. What are the features of the activity that make it inductive rather than deductive?

3. How explicitly do you present grammar rules?
Introduction

The Inductive Approach or Consciousness Raising

Follow up Tasks

• Write your own Quiz
• Discussion 1 – New Laws
• Discussion 2 – School Rules
Introduction

Perspectives from Hong Kong

Research done by Carless (2007) with Hong Kong secondary school teacher educators and teachers recommends that a number of factors be taken into consideration.

Please discuss the statements on the cards.

Discussion:

What do you think of these suggestions?
Flipping your Classroom

What could this be?

Running Dictation.

Take turns to run to the text and complete your definition.
Flipping your Classroom

In flip teaching, the students first study the topic by themselves, typically using video lessons prepared by the teacher or third parties.

In class students apply the knowledge by solving problems and doing practical work.

The teacher tutors the students when they become stuck, rather than imparting the initial lesson in person.

Flipping your Classroom

Discussion
Could this approach be useful? How?
How might this approach change things?

Interaction

Learner Autonomy
Flipping your Classroom

British Council Grammar Videos (Learn English Teens)

https://learnenglishteen.britishcouncil.org/grammar-vocabulary/grammar-videos/future-forms

Grammar Snack - Rules
Check your grammar - grouping
Check your Grammar - multiple choice
Check your grammar - Error Correction
Worksheets
Transcript

How would you use this resource?

Open your laptop and have a look at the site
Flipping your Classroom

BBC Learning English – Online Course Material

http://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-9/tab/grammar

CR A Task

Can you find either of these in unit 9?

How could you use this material?
Flipping your Classroom

BBC World Service – Grammar Challenge

An example - Future Plans

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1530_gramchallenge32/

• Student Diary
• Explanation and Table
• MP3 file
Flipping your Classroom

Grammar Reference Sites/Apps

What do you do if you don’t know a grammar rule?

Look it up!

**British Council**


**University sites**

http://www.ucl.ac.uk/internet-grammar/

https://owl.english.purdue.edu/owl/section/1/5/

http://learnenglish.teens.britishcouncil.org/exams

An example of an app which can be used for self-study/self-testing.
Flipping your Classroom

Presenting Grammar

Powerpoint and Sonicpics

Explain Everything
Flipping your Classroom

Sonicpics
Break
Designing Tasks

Do you design tasks? Can you give us an example?
How did you support your task?
What input did you give?
What makes a task successful?

Agree or Disagree
Designing Tasks

Quiz

Good tasks should...

Have built into them a means to assess the success of the task.
Designing Tasks

Quiz

All English teachers must take on the responsibility for selecting and adapting suitable tasks...or designing tasks.
Designing Tasks

Roles in Tasks........verbs

Teacher
• Select, present, motivate
• Group, guide, involve support, monitor
• Diagnose, evaluate, advise, exemplify

Students
• Play, organise, interact
• Negotiate, experiment, choose, decide, recall, display, compare
• Evaluate, develop
Designing Tasks

A Task

Look at the task.

How would you support the task?

What grammar items/vocabulary/functional language would you need to cover before the task?

How about roles and settings/groupings?

What skills/text input would you give?
Designing Tasks

Integrated Skills and Project Work

How could you extend the task you have just worked with to include integrated skills or project work?

Research.....write......interview..........collect
collate.......create....... Present
Designing Tasks

The Advantages of an e-Learning Component

Guess the missing words

- Can provide variety
- An element of choice
- Practice in a safe environment
- Extra exposure
Any Questions?
Feedback
References