

Teaching of Vocabulary and Grammar in context

– *from theory to practice*

Speakers:

Ms Wong Kit Mei, Gladys

(Senior Curriculum Development Officer, EDB)

Ms Tam Wing Yee, Winta

(Vice Headteacher, TWGHs Tsoi Wing Sing Primary School)

Ms Chan Suk Man, Mandy

(English Panel Head, TWGHs Tsoi Wing Sing Primary School)

Ms Cheng Nga Hing, Wendy

(Vice English Panel Head, TWGHs Tsoi Wing Sing Primary School)

Run down

1. **Principles and rationales** that support teaching vocabulary and grammar in context
2. **Experience sharing** by TWGHs Tsoi Wing Sing Primary School
 - ✓ A vocabulary and a grammar lesson
 - ✓ Lesson highlights to engage students

Let's get some warm-up first!

- What beliefs do you have about teaching of vocabulary and grammar?
- How do your grammar lessons look like? Are they similar to what are described?
- Please read the 4 approaches, click the pop up box and show your choice **A, B, C or D** to share your views.

-Language is mainly composed of grammar rules and that knowing these rules is sufficient for learners to know the language.

- The categories of grammar, e.g. nouns, verbs and adjectives, should be taught deductively through an explicit explanation of rules, with memorization and translations of texts from the L2 to the L1.

A

The aim of language learning is to acquire communicative ability, i.e. the ability to use and interpret meaning in real-life communication, not simply learning formal grammatical rules and structures.

Learners should acquire language unconsciously and implicitly as a result of exposure to comprehensible input rather than learn it consciously through explicit teaching of grammatical rules

D

- Language learning is a process of habit formation and conditioning. Therefore, memorization of structural patterns is essential for L2 learning. Such memorization forms and reinforces language habits.

- The target structural patterns are sequenced in a linear manner, usually beginning with an easy structure and ending with more complex forms. To facilitate memorization of the grammar structures, the rules are taught inductively through examples and repetition of sentence-level patterns.

B

- Grammar teaching should consist of a structured three-stage sequence

- In the presentation stage, the new grammar rule or structure is introduced, usually through a text, a dialogue, or a story that includes the structure.

- In the practice stage, students are given various kinds of written and spoken exercises to repeat, manipulate or reproduce the new forms.

- In the production stage, learners are encouraged to use the rules they have learnt more freely and in more communicative activities.

C

What is the reality? Do the grammar lessons look like this in your school?

A deductive approach

Very teacher-centred

Form only!
Function?

Meaningful & purposeful use?

Teacher states the grammar items to be taught.



Teacher tells students the grammar rules.



Teacher asks students to form sentences using the grammar item.

T: Today, we are going to learn SPT.

T: Remember, we add 'ed' to the verbs
T: We use SPT when we see 'yesterday', 'last week'...

T: Memorize the verb tables and we'll have dictation on Thursday.
T: Do exercise 101. Fill in the blanks with the SPT verbs.

What are our beliefs nowadays?

- Grammar learning is only **meaningful and purposeful if it is used in play or in effective communication**, rather than for the mastery of individual language forms.
- Grammar learning is **not a simple linear process**, i.e. the mastery of one form after another, nor does memorization of rules guarantee effective communication.

How should grammar lessons be like?

- Grammar learning depends on **meeting the same form again and again in different contexts**, so that an ever fuller understanding of when and how a form is used develops.
- Ample opportunities should be given to learners to **have fun with English**, to become familiar with the language form and to use it in a **purposeful and meaningful way**, so that links between form, meaning and use can be forged.

Grammar learning integrated with task-based approach

- **Provide suitable contexts in which grammar can be shown as a means to convey meaning or achieve an outcome, rather than taught as a set of items and rules.**
- **Learners are exposed to texts to explore the form, meaning and the use of target grammar items and structures, internalize them through practice, and apply them in suitable communicative contexts.**

Should we teach grammar rules and terms?

- The introduction of grammar terms should be **kept to a minimum** at the primary level especially in KS1.
- Learners may **not** benefit from a **deductive approach**, i.e. teachers just explaining the rules and meaning to them. Teachers should **not** introduce grammar through a heavy concentration on **decontextualized and mechanical drills**.

How shall the grammar rules and terms be introduced?

- Teachers may point out the grammar rules to the learners explicitly at appropriate stages of learning.
- Learners should be given an opportunity to discover language patterns and rules for themselves.
- In the application of the grammar learnt, too much emphasis on accuracy will intimidate the learners. The development of fluency should be given equal emphasis.

Let's put theory
into practice!

What to teach?



meaning / concept



pronunciation



spelling



application / use

How to teach?

Process of Learning Grammar

Inductive/Discovery Approach

1. Notice the target vocab / grammar structure
2. Activate prior knowledge
3. Employ phonics skills to sound out the vocab / phrases
4. Spelling games / rules
5. Application in meaningful context

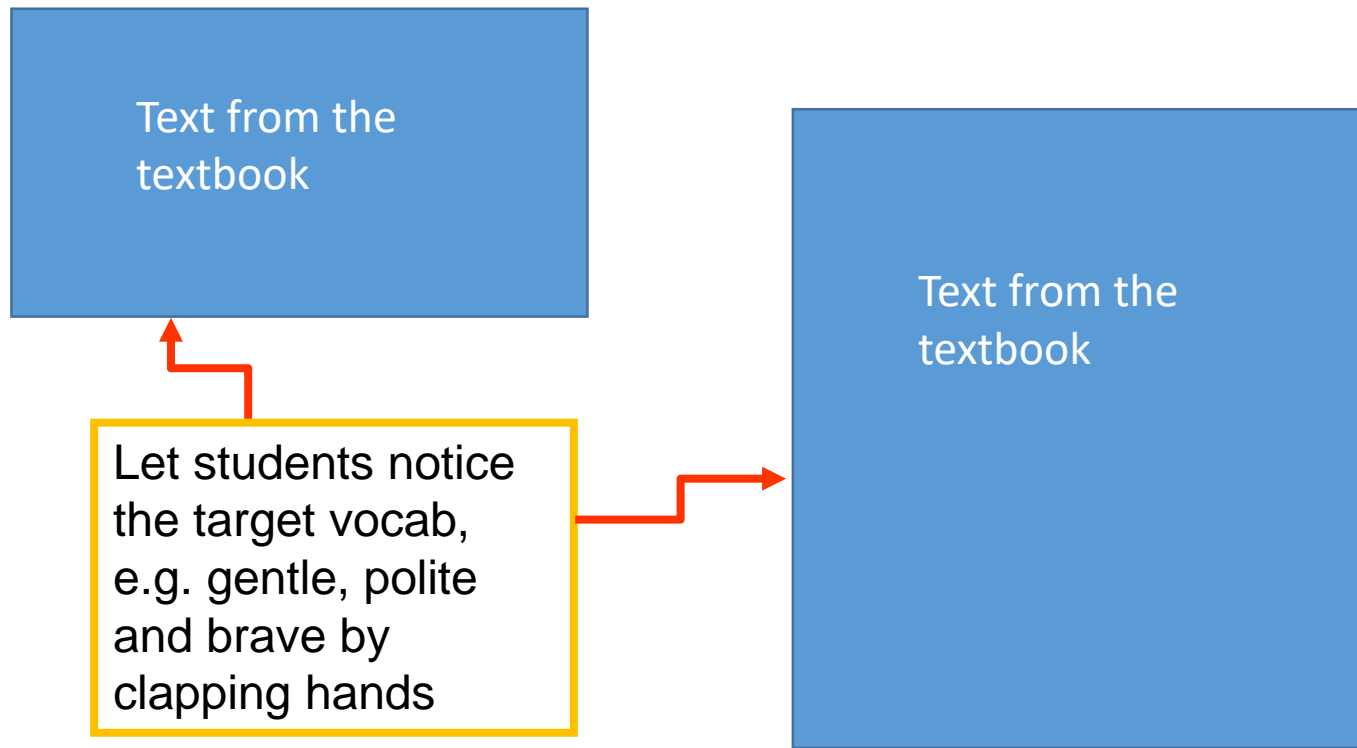
Automatising

- Automatising the grammar rule & using it naturally

Experience sharing

A vocabulary lesson

1) Notice the target vocabulary



Noticing

Meaning


Form

Application


P.3 Target vocab : *adjectives*

2) Understand the meaning / concept of the target vocab

Let students work out the meaning of the target vocab



Text from the textbook
e.g. Sam is funny. He
tells jokes and sing silly
songs.



P.3 Target vocab : *adjectives*

Noticing

Meaning

Form

Application

3.1) Understand the meaning / concept of the target vocab

- Activate students' **prior knowledge**

Now I am going to show you some pictures.
What **adjectives** do you use to talk about these people?

Classkick activity

3D



Enable students
to activate prior
knowledge

Here are three more **adjectives**:

(1) **cheerful** (2) **not honest** (3) **popular**

A. Picture of Pinocchio B. Photo of Mirror C. Picture of Yamade

Pinocchio told lies. Mirror Yamade is always happy.

Doraemon and Terry are _____.

A. **kind** B. brave C. honest

A picture of Doraemon and his best friend

A picture of Terry and his uncle

Another picture of Terry and his uncle

<https://www.youtube.com/watch?v=jL29E52uQSY>
0:44-1:03

P.3 Target vocab : *adjectives*

Noticing

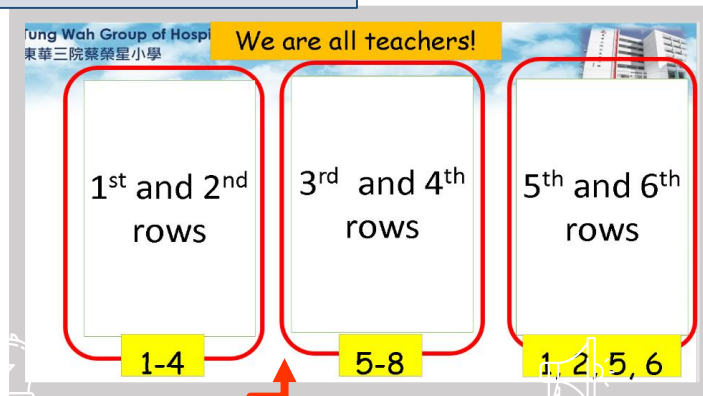
Meaning

Form

Application

3.2) Pronunciation of the target vocabulary

The target vocab
list shown on
textbook



Let students work out the
pronunciation in pairs/groups
using phonics skills and their
tacit knowledge

Pronunciation Tips

- phonics skills (e.g. cut words into **syllables**)

have afternoon tea

- find **small words** in big words

Teacher intervention should come
only when students need help

P.3 Target vocab : *adjectives*

Noticing

Meaning

Form

Application

3.3) Spell the target vocabulary

Photos showing students having pair work on spelling the words learnt in the lesson

Spelling games

Integrate SDL, e.g. challenge ss to spell 3 vocab of their own choice

P.3 Target vocab : *adjectives*

The target vocab list shown on textbook

Spelling Strategies

Chunk it up

Break the words into chunks to make it easier to spell.

c at

shop

Find the rhyme

Think of words that rhyme with your word.

boat

coat

throat

sink

wink

think

Find small words

Find smaller words inside the word you want to spell.

plant

stick

Cut it into syllables

Clap out the syllables. There is a vowel in each syllable.

to/ma/to

su/per/mar/ket

Noticing

Meaning

Form

Application

4.1) Observe the use of the target vocabulary in context (the text)

What **adjectives** have we learnt just now?

Let's see how we **use** the **adjectives** in sentences!

Text from the textbook
- Students are asked to underline the sentences with the target structure

P.3 Target vocab : adjectives

What are the words before the **adjectives**?

Gopal is **gentle** and polite.

Gopal is very **brave** too.

I like Sam because he is **funny**.

Sam is very **kind** too.

I think he is very **smart**.

Can we put other words before?

Let students discover the position of the target vocab (adjectives) in a sentence and what word (verb to be) they usually go with / after

Noticing

Meaning

Form

Application

4.2) Application of the target vocabulary in context

Let's write some sentences to describe our teachers.



I like telling jokes.
I make people laugh.



Miss Johnson

Everyone likes chatting with me.
All students in TWS like me.



Miss Leung

I am not afraid of snakes.



Mr Ng

We do not tell lies.



Miss Lam



Miss Wong

We do not shout at people.
We have a soft voice. We like helping people too.



Miss Chu



Miss Ip



Mr Seto

Let students use the target vocab (adjectives) to make sentences about their teachers

Experience sharing

A grammar lesson

- 1.1) **Activate** prior knowledge if there is any
- 1.2) **Notice** the target grammar structure

Do you remember what **comparative** and **superlative adjectives** are?

How do you know that they are **comparative** and **superlative adjectives**?

1. His eyes are **smaller than** Ivan.

2. He is **shorter than** Jerry but taller than Denny

3. His legs are **shorter than** me.

4. He is **the funniest** in 4E.



Text from the textbook

- Connect the previous learning task with the new task
- Activate students' prior knowledge to help ss notice the target structure

P.4 Target grammar : comparative and superlative adjectives (more...than / the most ...)

2) Generate grammar rules by adopting the **discovery approach**

1. His eyes are **smaller than** Ivan.

2. He is shorter than Jerry but taller than Denny

3. His legs are shorter than me.

4. He is **the funniest** in 4E.

Do they look **alike** or **different**?

'Cola is **the most delicious** drink,' 'It's cheaper than ora

'It's true that orange juice is **more expensive than** cola,'

'It's healthier than cola. 'The cheapest is \$4.80,' 'It's the

the most expensive is \$26.70.' they should buy a health

'These are better for us than chocolate,' We can also get

How many groups can we put the sentences in?

'Cola is the most delicious drink,' 'It's cheaper than orange juice,'

'It's true that orange juice is more expensive than cola,'

'It's healthier than cola. 'The cheapest is \$4.80,' 'It's the most popular.

the most expensive is \$26.70.' they should buy a healthier snack as well.

'These are better for us than chocolate,' We can also get cheaper bread.'

2) Generate grammar rules by adopting the **discovery approach**

You are helping Lee Vincci on slide 10

You are helping Heyson on slide 10

Allow time for students to generate the grammar rules

Facilitate class discussion

they should buy a healthier snack as well.	
'These are better for us than chocolate.'	
We can also get cheaper bread.'	
'The cheapest is \$4.80,'	'It's healthier than cola.
the most expensive is \$26.70.'	'Cola is the most delicious drink.'
'It's the most popular.'	'It's cheaper than orange juice.'
	'It's true that orange juice is more expensive than cola.'

'Cola is the most delicious drink.'	they should buy a healthier snack as well.
the most expensive is \$26.70.'	
'It's the most popular.'	'These are better for us than chocolate.'
We can also get cheaper bread.'	'orange juice is more expensive than cola.'
'The cheapest is \$4.80,'	'It's healthier than cola.'
	'It's cheaper than orange juice.'

P.4 Target grammar : comparative and superlative adjectives (more...than / the most ...)

2) Conceptualise the use of the target grammar structure

Comparatives

'It's cheaper than orange juice,' We can also get cheaper bread.'

'It's true that orange juice is more expensive than cola,'

'It's healthier than cola. 'These are better for us than chocolate,'

they should buy a healthier snack as well.

When do we use the comparatives?

We use **comparatives** to **compare** at least
_____ things or people.

When do we use the superlatives?

We use **superlatives** to **compare** at least
_____ things.

Superlatives

'Cola is the most delicious drink,'

'The cheapest is \$4.80,'

'It's the most popular.'

the most expensive is \$26.70.'

Noticing

Meaning

Form

Application

P.4 Target grammar : comparative and superlative adjectives (more...than / the most ...)

3) Work out the **formation** of the target grammar structure

Comparatives

'It's cheaper than orange juice,'

We can also get cheaper bread.'

'It's healthier than cola.

'These are better for us than chocolate,'

they should buy a healthier snack as well.

'It's true that orange juice is more expensive than cola,'

When do we use
'more' or 'most'?

Hint: Read aloud
the adjectives!

Superlatives

'The cheapest is \$4.80,'

'Cola is the most delicious drink,'

'It's the most popular.

the most expensive is \$26.70.'

Which of the following words
take **more** _____ **than** or **the most** _____ ?

healthy

yummy

short

friendly

beautiful

cute

happy

sweet

happy

hardworking

interesting

clever

difficult

lazy

exciting

generous

easy

dangerous

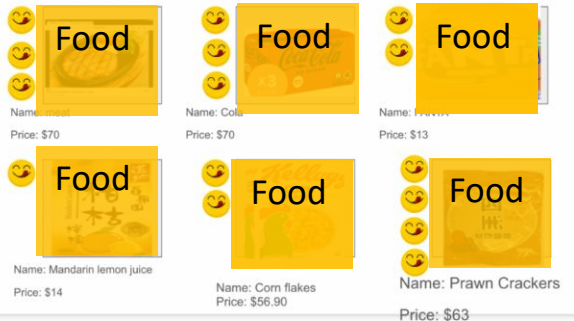
colourful

wonderful

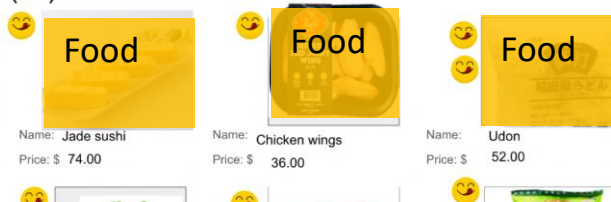
P.4 Target grammar : comparative and superlative adjectives (more...than / the most ...)

4) Apply the target grammar structure in context

4E (30) Jerry



4E (21) Rain



You are helping Gaga Wong on slide 12



< 12/17 >

Gaga Wong ▾

Now, write sentences using the 3-syllable adjectives.
Use the **comparatives** and **superlatives**.

1. Cola is the most expensive.
2. Meat is popular the corn flakes.
3. Prawn Crackers is the delicious.

- Pre-task: SS share pictures of food items on Google Slides.
- In class: SS scan through their classmates' work and draw comparison on prices, popularity and taste.

P.4 Target grammar : comparative and superlative adjectives (more...than / the most ...)

Noticing

Meaning

Form

Application

Experience sharing

Lesson highlights to engage the students

Noticing the target structure through **reading aloud**

Primary Longman Express 2nd Edition 1B

Noticing

Meaning

Form

Application

Reading aloud with actions

'... is coming back from the supermarket ...'

Ss notice the form during reading aloud.

Teacher arrests the moment to help students notice the structure

T: What are you doing?

S: I am playing.

P.1 Target structure : Present continuous tense

Activate prior knowledge and consolidate the concept

Activate students' prior knowledge on Simple Past Tense

(Ss circle all simple past tense verbs in the text.)

T: Why (does it use past tense here)?

S: It happened last year.

Primary Longman Express 2nd Edition 3B

Noticing

Meaning

Form

Application

P.3 Target structure : Simple past tense

Generation of grammar rules by students (1)

P.1 Target structure : Present continuous tense

Tangible steps to generate grammar rules

T: What words can you find again, again and again?



Let Ss make mistakes

One Ss discovered that she circled the wrong word (animal) and tried again (-ing word).



Let SS conceptualise and generate grammar rules on their own

The SS is juggling the components of Present Continuous Tense to complete the structure table on a Classkick task.

Noticing

Meaning

Form

Application

Generation of grammar rules by students (2)

T: What are the differences in using 'too much' and 'too many'?

Student collaboration

Ss got in pairs to observe and discuss with each other the difference in using 'too much' and 'too many'.



Let Ss be the teacher – student thinks aloud the rules he conceptualizes

T: Why are these two different? Mr Yung is the teacher now. Tell the class.

(Ss explained the rules to his class.)

P.4 Target structure : Too much & Too many

Noticing

Meaning

Form

Application

Generation of grammar rules by students (3)

Finding similarities & differences

(Ss looked for similarities and differences and put the words into groups.)

Tasks are gamified and Ss' awareness on the form can be raised.

classkick

Put these food items and drinks into groups.
What can you find?

a mushroom
some mushrooms

some ham

a sausage
some sausages

some milk

some juice

some butter

some jam

some lemon tea

a hot dog
some hot dogs

some cheese

a tomato
some tomatoes

a sandwich
some sandwiches

some soya milk

an egg
some eggs

some bread

Countable

a mushroom
some mushrooms

a tomato
some tomatoes

a sausage
some sausages

a hot dog
some hot dogs

an egg
some eggs

a sandwich
some sandwiches

Uncountable

some ham

some lemon tea

some jam

some butter

some soya milk

some juice

some cheese

some milk

some bread

What's similar / different?

P.2 Target structure :
countable & uncountable
food items

What's similar? What's different?
Put the words into groups.

take took

study studied

stay stayed

was were

sleep slept

listen listened

watch watched

chat chatted

do did

have had

look looked

P.3 Target structure : simple past tense

Noticing

Meaning

Form

Application

Generation of grammar rules by students (4)

What numbers do they look like?
Put the words in the correct order.

first second third fourth fifth sixth seventh eighth ninth tenth

Sequencing games

(Ss arranged the ordinal words in the correct order.)

T: (giving a hint) What numbers do they look like? Make a guess.

The task is gamified and used as a formative assessment to activate Ss' prior knowledge about numbers 1 - 10.

P.2 Target structure : ordinal numbers

Noticing

Meaning

Form

Application

Application of grammar items in meaningful contexts (1)

Noticing

Meaning

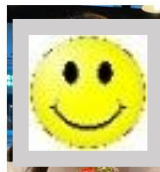
Form

Application

Do you want to know about my habits?



Ask me questions.
Listen carefully. I may
have a bad habit!



TWGHs Tsoi Wing Sing Primary School
2021-2022 (3rd term)
Activity WS (Book 4B Chapter 6)

Name: _____ () Class: 4 _____

A. Ask the teacher about her habits. Fill in the table (e.g. 3 / week).

Pictures showing habits						
Teacher						

B. Fill in the first row about your habits. Then ask your classmates about their habits and fill in the table (e.g. 2 / month). Think of one extra good habit.

Pictures showing habits

2 minutes

me						
1. _____						
2. _____						

C. 5-min writing: Read the above table. Write about your classmates' habits in a paragraph.

Apply grammar items in a **class survey**

S: How often do you ...?

S: I ... once a week.

P.4 Target structure : adverbs of frequency

Application of grammar items in meaningful contexts 2)

Ss are invited to **design the neighbourhood of our new campus** in Shui Chuen O and make sentences using prepositions of place.

Facilitate peer learning through peer assessment

Kaylie's idea about Shui Chuen O

5-minute writing

Choose 5 places to write about using different prepositions.

on your left / right at the corner of next to opposite at the end of

7-11 on your left
TWSPS is next to 7-11
A post office opposite a police station.
a clinic is at the corner of Pok Chuen Street and Sha Tin Road
Sa Sa on your right

P.4 Target structure : Prepositions (giving directions)

Noticing

Meaning

Form

Application

Application of grammar items in meaningful contexts (3)

P.1 Target structure : Present continuous tense

Apply grammar items in an authentic context

Ss watched a video with their class teachers in it.

T: What are Ms Lam and Ms Chiu doing?

S: They are watching Sonics.

Apply grammar items in a role-play:

Ss shot a video of themselves or together with their family members doing something and made sentences using Present Continuous Tense.

Noticing

Meaning

Form

Application

When do we teach vocab and grammar?

Maximize the utilization of the reading texts in textbooks

First Reading – help students grasp a general understanding of the text



Second Reading – enable a deeper understanding of the text through the use of reading skills/strategies



Third Reading – introduce vocab in context



Fourth Reading – teach grammar in context



Fifth Reading ...

Knowledge and skills to be taught

Prediction

Locate specific information

Locate specific information

Decode unknown words

Reference skills ...

Meaning, pronunciation, spelling & usage

Forms & functions

Notice & generate grammar 'rules'

Thank you!

For professional sharing and exchange, please contact

Wong Kit Mei, Gladys

School-based Curriculum Development

(Primary) Section at

kitmeiwong@edb.gov.hk

Phone: 2158 4902