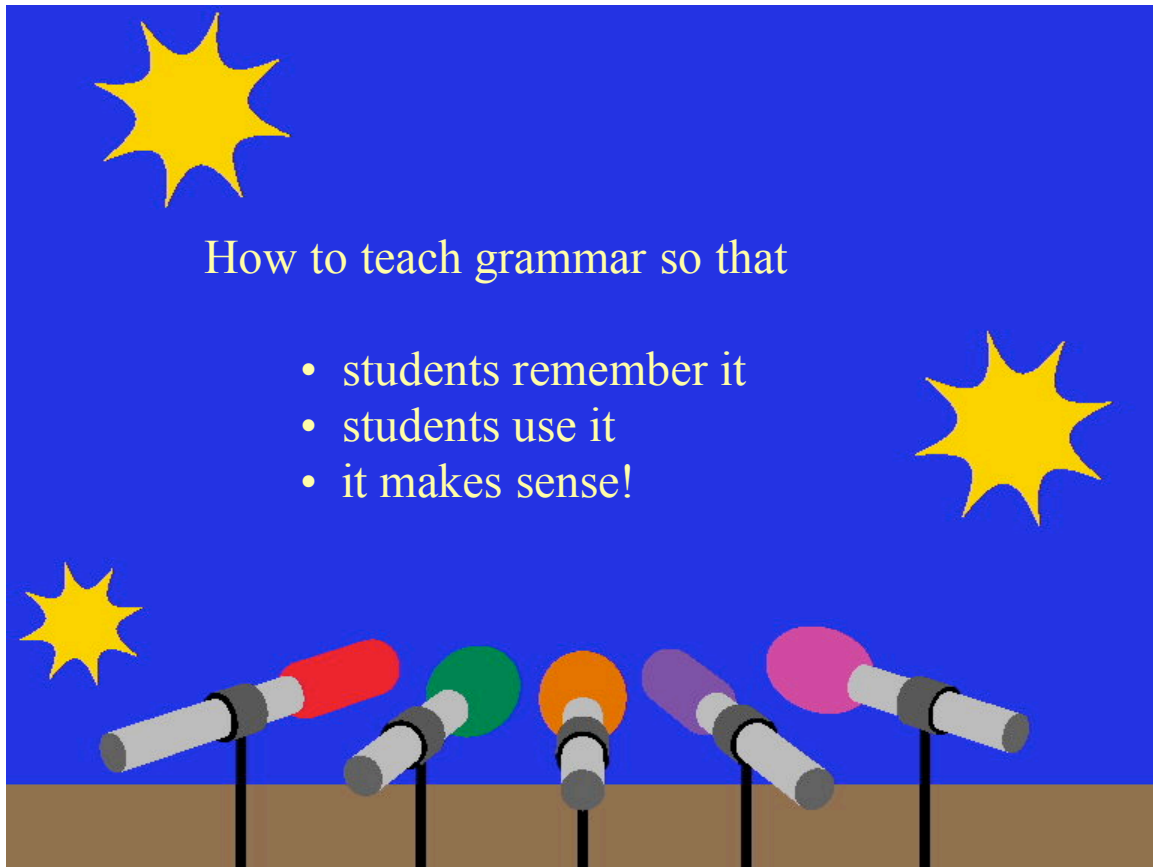


Make Grammar Meaningful



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THE PROBLEM:

Grammar lessons often occupy a central role in secondary foreign language programs.

- Statement of "What students should be able to do" at each level is described in grammatical terms.
- Inability to pass grammar tests keeps students from progressing to the next level of language study
- Textbooks are selected or rejected based on the grammar syllabus of the book
- Even years later, adults remember that grammar lessons were the focus of their high school study program.
- Teachers swarm to workshops that feature games, gimmicks, or tools for teaching grammar.

THE SOLUTION:

Language is acquired. Speakers say what sounds right to them, without regard for grammar rules or paradigms!

As teachers become better informed about SLA (Second Language Acquisition) theory, they discover that **all** students can succeed in second language classes. Not only that, but the top students will perform as well as (in many cases better than) they do in a formal grammar program.

IN ORDER TO EDIT SPEECH:

Know the rule

Focus on the rule at the moment of the utterance

Take time to edit.

5. Writing: Timed writings to assess acquisition level. Essays as homework or on exams to assess learning.

RECYCLING/REPETITION:

PURPOSE: Get the structure to sound right. Constant questioning surrounds the students with language.

PROCEDURE:

1. Make statement
2. Ask questions:
 - “Yes” “Or” “No” answer / Question words for established information
 - Open-ended questions to add a detail and continue to question.

LEVELS OF ERROR CORRECTION:

1. Caretaker language
2. Which sounds better?
3. Try that again

CHANTS, SONGS, AND GIMMICKS

Chants: Sin embargo (hallelujia)
¿Se quedó o se fue?

Gimmicks: Exaggerated gesture for De repente
Vocal inflection
Association with a student

Songs:

Spanish

Auld Lang Syne

Past is hablé
Varias veces hablaba
I will talk is hablaré
I would talk hablaría
I have talked he hablado
To show doubt is hable o hablara

Ten Little Indians

Caigo conozco digo doy
Hago pongo salgo soy
tengo traigo vengo veo
Oigo sé voy estoy

Ten Little Indians

Fui fui di vine
Tuve hice puse estuve
Quise pude supe dije
Traje y anduve

Heigh Ho

Diré haré
Podré pondré saldré
Tendré vendré querré sabré
yHabré una fiesta

Gilligan's Island

por qué is why
quién is who
cuanto is how much
cuándo, when
dónde, where
cuál, cómo, qué, which, how y what
cuál, cómo, qué, which, how y what (echo)

French

Clementine

Il chante
Il a chanté
Il chantait plusieurs fois
Il chanterait s'il pouvait
Et demain il chantera

Auld Lang Syne

Il chante he talks
Il a chanté he talked
Il chantait he used to talk
Il chanterait he would talk
Il chantera he will talk
chanter -e -r to talk (être irregular to be)

Heigh Ho

Aller venir
Entrer sortir partir
Naître mourir
Devenir revenir
Monter descendre
Tomber rester
Retourner arriver

je suis tu es il est nous sommes
vous êtes, il sont

Heigh ho

Il faudra, saura
verra, sera, fera
mourra, pourra
viendra, voudra, recevra
Il y aura une fête!

Ten Little Indians

ouvert, connu, su, lu, plu
reçu, voulu, venu, bu
écrit, dit, fait, mis, pris
eu, cru, dû, été

Gilligan's Island

Qui is who
And **Où** is where
And **pourquoi** is why
Quand is when
and **comment** how
Combien is how much
Combien is how much (echo)