# 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 TYPICAL GRAMMAR PRACTICES:**

Present and Practice Sequencing grammar Exercise sequencing Rules, paradigms Error correction

Research on the relationship between formal grammar instruction and performance on measures of writing ability is very consistent: There is no relationship between grammar study and writing (Krashen, 1984). Perhaps the most convincing research is that of Elley, Barham, Lamb and Wyllie (1976). After a three year study comparing the effects of traditional grammar, transformational grammar and no grammar on high school students in New Zealand, they concluded that "English grammar, whether traditional or transformational, has virtually no influence on the language growth of typical secondary students"

Teaching Grammar: Why Bother? (pp. 17-18) Stephen Krashen 1998 California

### **5 EFFECTIVE GRAMMAR PRACTICES:**

- 1. Guide words
- 2. Constant recycling/repetition (Questioning)
- 3. Horizontal conjugating (Point of View retells)
- 4. Class story.

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
Iwill talk is hablaré
Iwould 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)