

Further reading

Allwright, Dick. 1988. *Observation in the Language Classroom*. Harlow: Addison Wesley Longman.

An account of classroom observation from an historical and educational perspective.

Bowers, Roger (Ed.). 1987. *Language Teacher Education: An Integrated Programme for ELT Teacher Training (ELT Documents: 125)*. London: Modern English Publications and The British Council.

Contains an appendix of 10 worksheets with instructions for use in classroom observation.

Day, Richard. 1990. 'Teacher Observation in Second Language Teacher Education' in Richards, J. C. and D. Nunan (Eds.), *Second Language Teacher Education*. Cambridge: Cambridge University Press, pp. 43-61.

Explains the advantages and disadvantages of several techniques and instruments for observation.

Fanselow, John. 1987. *Breaking Rules: Generating and Exploring Alternatives in Language Teaching*. New York: Addison Wesley Longman.

Helps teachers look at what happens in the classroom and think about new or different ways of doing things.

Hancock, Robert and David Settle. 1990. *Teacher Appraisal and Self-Evaluation*. Oxford: Basil Blackwell.

Practical activities to promote self-evaluation.

Malamah-Thomas, Ann. 1987. *Classroom Interaction*. Oxford: Oxford University Press.

Contains 155 tasks on the topic of classroom interaction. Many of the activities are well suited for observation tasks.

Nunan, David. 1989. *Understanding Language Classrooms: A Guide for Teacher-Initiated Action*. Hemel Hempstead: Prentice-Hall International.

Contains a range of observation tasks, from easy-to-use to fairly complex.

Wallace, Mike. 1991. *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

Chapter 5 and Chapter 7 provide a discussion of central issues in observation as well as several useful observation tasks.

Wajnryb, Ruth. 1992. *Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*. Cambridge: Cambridge University Press.

This book includes 35 observation tasks in seven different areas. Each task includes a guide for preparation for and follow-up to the observations.

3 GRASPING GRAMMAR

Presenting structures

MAP OF UNIT

REFLECTION

Task 1: What's grammar got to do with it?

Your beliefs about the role of grammar in learning

MICROTEACHING

Task 2: Making connections

Discussing effective presentation techniques

PRESENTING

Task 3: Let me count the ways...

Analysing twelve ways of presenting the present perfect tense

Task 4: Getting it across

Presenting form and use

Task 5: Jumbled grammar

Reorganising and reflecting on a grammar presentation

ELICITING AND OBSERVATION

Task 6: Drawing it out

Observing eliciting techniques

Task 7: The eliciting game

Practising eliciting

FURTHER READING

Books and articles related to teaching grammar

Reflection

TASK 1 What's grammar got to do with it?

In this task, you reflect on your own beliefs about the role of grammar in learning English.

Step 1

Work individually.

1 Read the two statements below about learning and teaching grammar and decide to what extent you agree or disagree with each one:

You don't really need to teach grammar explicitly, saying things like, 'This is the past perfect tense and you form it like this'. That's unnecessary. Learners will pick it up for themselves. If they want grammar, the teacher can give them exercises to do outside class, but don't waste precious class time teaching it. I think it's better to teach learners to communicate, to practise as much English as possible in class with real language. Grammar will look after itself.

Amanda

I always look over a new unit in a book and then teach my pupils the grammar rule before we even begin the unit; I explain the rules that are going to come up and then do some exercises with the class. That really helps them to be clear about what the unit is about and they can do the activities in the unit better. I think they learn better that way.

Julio

2 Now write a short paragraph about your own beliefs about the role of grammar in English lessons.

Step 2

Discuss some of your ideas with your class.

Microteaching

TASK 2 Making connections

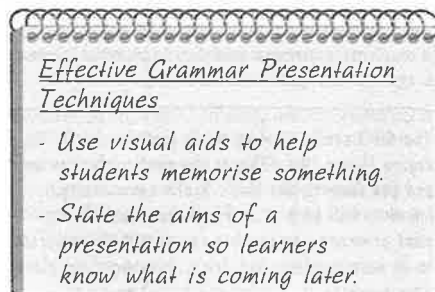
In this task, you think about effective grammar presentation techniques and then present a new grammar point to your class. If you are new to microteaching, read 3. **Microteaching tasks** and 4. **Feedback questions** on pages v-vi of the introduction.

Step 1

G

Work in groups.

Make a list of what you think are effective grammar presentation techniques. For example:



Step 2

I

Work individually.

You are going to present a new grammar point to a group of three or four classmates. Choose one of the following:

- the use of *much* and *many*
- the difference between the simple present tense and the present continuous tense
- imperatives
- present tense of the verb *to be*
- past tense questions
- other (your own choice).

Your lesson must last *only ten minutes*, so do not be over-ambitious. As you prepare your mini-lesson, think about:

- the exact aims of your presentation
- effective presentation techniques
- stages in your presentation

- how much time you will need for each stage
- materials (e.g. visuals, the blackboard, realia)
- how you might involve your group.

Step 3

M and G

- 1 Appoint a timekeeper.
- 2 Each person has ten minutes to present their grammar point. The timekeeper must watch the time strictly: even if the lesson is not finished, tell the teacher to stop after ten minutes.
- 3 Again, strictly limiting yourselves to ten minutes, discuss your answers to the Feedback questions below.

Feedback questions

- a What was clear about the grammar presentation?
- b What might be added to clarify it further?
- c What might have been changed to make the learning more effective?
- d What was particularly effective about the teaching?
- e Any other comments?

- 4 The next person presents their grammar point and receives feedback.

Presenting

TASK 3 Let me count the ways...

In this task, you evaluate twelve presentation techniques for the present perfect tense.

Step 1

P

Work in pairs.

Read each of the techniques on pages 16-19 for presenting the present perfect tense to a class for the first time. Then complete the table opposite. In the appropriate columns, make notes on the advantages and possible problems of each technique. One example is done for you.

Grammar presentation techniques		
Technique	Advantages	Possible problems
1 Using a song text		
2 Using a time line		
3 Reading		
4 Using a picture		
5 Using realia		
6 Personalising		
7 Explaining directly		
8 Practising and presenting	- uses Ls' real lives; - clear explanation given - Ls begin with the use, then learn the form - some amusing questions	- Ls might not understand the questions - needs good elicitation techniques from T - Ls have to be used to working in pairs - not much context provided
9 Discovering		
10 Using a chart		
11 Eliciting		
12 Comparing L1 and L2		

PRESENTATION TECHNIQUES

1 USING A SONG TEXT

The teacher finds a song text which contains a lot of present perfect tenses. She makes a worksheet where some of the present perfect tenses are pasted out and, as the learners listen to the song on the cassette recorder, they try to fill in the gaps. She then asks for the answers, and asks the learners why the present perfect tense is used and not the past tense. She gradually elicits (or explains, if necessary) the use and form of the present perfect tense.

2 USING A TIME LINE

The teacher draws a time line on the board, representing the example sentence *I have seen her* as the dotted line I-----I on the diagram below. She tells her class that it is placed between PAST and NOW because it represents the present perfect used for unspecified time: I saw her, but I don't tell you when or where so I use the present perfect tense.

I have seen her
I-----I
PAST-----NOW-----FUTURE

3 READING

Learners do the following worksheet in groups:

Here is part of Ursula's school report.

SCHOOL REPORT		
FIELDMORE SCHOOL		Winter term
Name: Ursula Jones	Age: 12	Class: 1G
Subject	Mark	Remarks
ENGLISH	A	Very good. Ursula has worked hard this term and has received high marks in her tests. Well done! P.B.
GEOGRAPHY	C	An average mark this term. Ursula likes Geography but has found it difficult this term. She has written an interesting project about the Lake District. H.T.
MATHS	B	Ursula has had a good term; she has worked very hard and has improved a lot. Keep it up! J.O.
SPORT	B	Ursula has enjoyed her dance classes this term and has done very well. She has also done well in gymnastics. P.W.

Read Ursula's report. Are these sentences true (T) or false (F)?

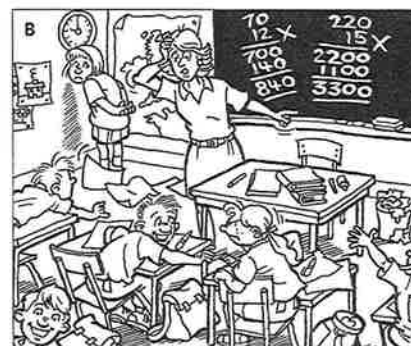
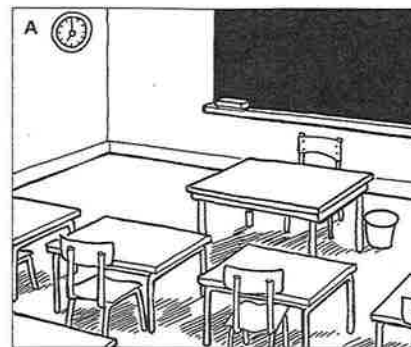
- 1 Ursula has worked hard in Geography. T/F
- 2 She has received low marks in her English test. T/F
- 3 She has written a project about Wales. T/F
- 4 She has not worked hard in her Maths lessons. T/F
- 5 She has danced in the Sports lessons. T/F
- 6 She has done better in Maths this term than she did last term. T/F

Now write two more sentences about Ursula:

- 7 She has _____
- 8 She has _____

4 USING A PICTURE

The teacher shows the learners pictures A and B below.



The teacher explains that picture B is now and picture A was at 7 o'clock this morning. She makes statements pointing out the differences between the pictures, such as, *In picture B, the children have come to school.* She asks the class to try to make some sentences for themselves in pairs; learners try to make sentences. The teacher elicits their sentences and corrects their mistakes. (Learners are unlikely to make well-formed sentences at this stage because they have never encountered the tense formally before although they are likely to recognise it.)

The teacher asks the learners to repeat some of the sentences that were made during the presentation and writes them on the board. She points out how to form the present perfect tense and explains that it is used when we are talking about events that happened in the past but we don't know exactly when.

5 USING REALIA

The teacher puts some objects on a desk in front of the class: her briefcase, some books, her cup of coffee, her chalk, and some objects from the learners in her class. She then asks the class to close their eyes or turn around for a few seconds, and quickly moves some objects. She asks the class, *What have I moved?* and tries to elicit examples of the present perfect using *You have moved* from them. For example, *You have moved the coffee, You have moved the blue book.* She writes examples of the sentences that she or the learners have provided on the board.

6 PERSONALISING

The teacher writes the names of five people she knows on the board. She tells the class about each of the five people, using a present perfect tense with *just* for each one, for example, *My son has just started school* or *My friend Yuri has just gone to Greece on holiday.* She writes the sentences on the board, explaining that if we use *just* and the present perfect tense, and we don't say exactly when, it means that something has happened in the very recent past.

She explains the third person form of the present perfect tense (*has* plus the past participle) and asks the learners to write down the names of five people they know. The learners then try to use the present perfect tense, writing about the five people in their lives, using the present perfect and *just*.

7 EXPLAINING DIRECTLY

The teacher writes the form of the present perfect on the board and explains to the class that the present perfect is used:

- (i) for unspecified time in the past and
- (ii) when something started in the past and is still true now.

She gives some examples to illustrate, for (i) *I have been to America* and for (ii) *She has lived here for five years.*

8 PRACTISING AND PRESENTING

The teacher gives out the table below, asking learners to work in pairs and to ask and answer the questions. The learners are familiar with the vocabulary in the table, but not with the present perfect tense. She does a few examples with individual learners first.

Have you ever seen	an elephant?	No, I haven't.
	your great-grandmother or great-grandfather?	
	a television programme about dolphins?	
	a UFO or a spaceship?	
	a shooting star?	Yes, I have.
	the Mediterranean Sea?	
	the Tower of London?	
	(etc.)	

The teacher gradually elicits the form of present perfect tense questions by asking her class, *What question did I ask you?* Some learners will probably reproduce her question, with prompting. She eventually writes on the blackboard:

Present Perfect Tense Questions

has/have + person + past participle?
(Have) (you) (seen)

She asks the class when they think these types of questions are used. The learners explain to the teacher what they think. She explains that the present perfect tense is used with *Have you ever...?* to ask general questions about what people have done in the unspecified past.

9 DISCOVERING

The teacher asks the learners to look at a reading passage which the learners have studied before as a reading text. The learners then guess in groups which of the following sentences (a) to (g) are *grammatically correct* (C) or *incorrect* (I) and circle the C or the I next to each sentence:

- | | |
|---|-------|
| (a) The children have brought pencils to the lesson. | C / I |
| (b) The children has understand Miss Honey's speech about Mrs Trunchbull. | C / I |
| (c) Matilda have begun school a bit late. | C / I |
| (d) The children have just start school. | C / I |
| (e) The lessons has started today. | C / I |
| (f) Matilda has not been to school before. | C / I |
| (g) Miss Trunchbull has been Headmistress for a long time. | C / I |

Learners then complete the two substitution tables below. If they have problems, the teacher supplies them with the words *have* and *has*, but does not tell the learners where to place the words until they have tried for themselves.

THE PRESENT PERFECT: STATEMENTS

Subject	have/has	Rest of sentence
I, you, we, they, the children		
he, she, (it), Matilda		_____ school.

After the learners have completed the table, the teacher asks them to correct the original incorrect sentences (a) to (g). She checks their answers.

10 USING A CHART

The teacher draws the following chart on the board:

Name	France	Spain	India	Britain	USA
Rudi		✓		✓	
Liu Feng				✓	✓

She asks different learners in the class, *Have you been to France?* or *Have you been to India?*, completing the table by ticking (✓) the appropriate boxes as the learners give their answers. Once the chart is complete with, say, five learners, she asks the class what question she was asking. She then writes her question on the board and gives a short explanation of the form of the present perfect tense and its question form. She rubs the ticks off the board. Learners then copy the empty table into their notebooks, leaving space for five names and ticks. They then ask each other the question *Have you been to...?* and tick the appropriate boxes in their tables. Afterwards, they write five sentences in their notebooks about the five people they interviewed (for example, *Rudi has been to Spain and Britain*).

11 ELICITING

The teacher tells her class what she has done this morning: *I've had my breakfast. I've said goodbye to my children. I've drunk two cups of coffee. I've driven to school.* (etc.) She writes on the board, *What have you done this morning?* and then asks individual learners this question, gradually eliciting present perfect sentences from her learners. If they make mistakes, she corrects them gently. She slowly builds up correct present perfect sentences on the board (*I've fed my dog, I've eaten some bread*) and also writes up some non-contracted forms (*I have fed my dog*, etc.) She then points out that the present perfect tense is used for unspecified past time – if the time in the past when an event happened is not mentioned, the present perfect tense is often used.

12 COMPARING L1 AND L2

A French-speaking teacher of English introduces the present perfect tense, pointing out the differences between the use and the form of the present perfect tense in English and the perfect and past tenses in French.

Step 2

P and C

Work in pairs.

1 If you were introducing the present perfect tense for the first time, which of the twelve presentation techniques would you use? (You may choose to combine several of them.)

2 In which order would you use your chosen presentation techniques?

3 Share your answers with your class and the reasons for your choice(s).

TASK 4 Getting it across**P**

This task focuses on presenting both the form and the use of a new grammar point.

1 Read the passage opposite, **Form and Use**, and then do the task in pairs.

2 In the twelve presentations in **Task 3: Let me count the ways...**, the form and the use were both presented. But which use of the present perfect tense was presented in each one?

Complete the table below with the use of the present perfect which was presented in each case. Two examples are done for you.

Form and Use

When we present a new grammar point to learners, it is useful to present two different aspects: its form and its use.

Form means the grammatical form of an item and the rules for it. For example, does a word have an *s* at the end? When do we add an *-ed* to the end of a verb and when not? What is the word order of a question? When do you use *do* and when do you use *did* in a question?

Use deals with context. When or where is an item used? To discover the use of an item, ask yourself, *In which situation is an item used in natural communication?* For example, one use of the present simple tense is for describing actions that people do every day (*I get up at 7.30*), so in your presentation for the present simple tense you might include a natural situation where a person is telling someone else what they do every day, such as a learner writing to a new penfriend, telling her about a typical day at his school.

Technique	Which use of the present perfect is presented?
1 Using a song text	
2 Using a time line	<i>unspecified time in the past</i>
3 Reading	
4 Using a picture	
5 Using realia	
6 Personalising	
7 Explaining directly	
8 Practising and presenting	<i>questions and tag questions; general questions in the past with <u>ever</u></i>
9 Discovering	
10 Using a chart	
11 Eliciting	
12 Comparing L1 and L2	

TASK 5 Jumbled grammar

In this task, you re-organise a mixed-up grammar presentation and evaluate it.

Step 1**P**

Work in pairs.

Your trainer will give you a copy of a jumbled lesson plan which is a presentation of *Would you like to...?*¹ Organise the lesson plan into a logical order. The lesson plan begins with (m) and ends with (f).

Eliciting and observation**TASK 6** Drawing it out

In this task, you observe eliciting techniques.

Step 1**I**

Work individually.

Arrange to observe a teacher or, if possible, more than one teacher to obtain different styles of eliciting. Read through this entire task before you begin. Your trainer will give you a copy of the **Observation table: Eliciting** to record at least *five times* when eliciting takes place in the class(es) you observe.

Step 2**I**

Work individually.

Answer the Post-observation questions individually in writing as soon as possible after you have done **the observation task**.

Post-observation questions

- 1 Which eliciting techniques did the teacher use?
 - a face (e.g. questioning look)
 - b words (e.g. question words)
 - c body language (e.g. gestures with hands)
 - d intonation
 - e questions
 - f other

¹ This lesson is based on Unit 21, *Mode 1*.

Step 2**P and C**

Work in pairs and answer the Focus questions below.

Focus questions

- 1 a Which of the presentation techniques in **Task 3 Let me count the ways...** were used in the grammar presentation?
 - b Why do you think the presentation techniques were used in this particular order?
- 2 Which other presentation techniques were used?
- 3 Think of *one* other presentation technique which could have been used in this presentation and add another stage to the middle of the lesson. Share your ideas with your class.

- 2 How did the teacher use silence while waiting for responses? (For example, the teacher waited a few seconds for a learner's response, but not long enough for the learner to become embarrassed.)
- 3 How did the teacher indicate that the learners had right answers?
- 4 How did the teacher indicate that the learners had wrong answers?

Step 3**G**

Work in groups.

Discuss the eliciting that you observed in class and then together write a list of what you think are effective eliciting techniques (e.g. What were the best types of eliciting you observed? Which question words (who/what, etc.) were most effective in eliciting responses from learners? What successful use of body language or visuals did you observe?).

Example**Effective Eliciting Techniques**

- use a lot of body language
- rephrase questions so Ls have more than one chance to answer

TASK 7 The eliciting game**G**

This is a game where you practise your eliciting skills. Your trainer will provide the eliciting cards.

Materials per group

- one set of **Eliciting Cards**
- a watch with a second hand

Rules

- 1 Work in groups of four to six. Place the cards, face down, in the middle of your group. Appoint one person as a timekeeper.
- 2 The first player takes the top card, without saying what is on it. He must elicit what is on the card from the rest of the group in two minutes. He is allowed to use gestures, paper and pen – in fact, any resources he can think of. If he manages to elicit

what is on his card, he can keep the card. If not, or if he accidentally reveals what is on the card, the card is replaced at the bottom of the pile.

Example:

Four players sit around a table. Player 1 picks a card which says 'six examples of sentences with *is*'. She says, *Tell me something about Han* and the group starts telling her. Each time she elicits a sentence containing *is*, she writes it on a piece of paper on the table in front of the group, encouraging the group to create sentences particularly with *is*, perhaps asking further questions, such as, *Is he old?* or *Is he a teacher?* until she has elicited six sentences.

- 3 Player 2 repeats the process.
- 4 The winner is the player with the most cards at the end.

Further reading

Carlisi, Karen and Jocelyn Steer. 1991. *The Advanced Grammar Book*. Boston, Massachusetts: Heinle and Heinle.

A communicatively-oriented grammar textbook for advanced learners.

Celce-Murcia, Marianne and Diane Larsen-Freeman. 1983. *The Grammar Book: An ESL/EFL Teacher's Course*. Boston, Massachusetts: Heinle and Heinle.

An exhaustive review of English grammar, with insights into the everyday needs of teachers.

Frank, Christine and Mario Rinvolucri. 1983. *Grammar In Action*. Oxford: Pergamon.

Fun awareness activities for grammar learning for elementary and intermediate learners.

Harmer, Jeremy. 1987. *Teaching and Learning Grammar*. Harlow: Addison Wesley Longman.

Practical suggestions for grammar teaching.

Rinvolucri, Mario. 1984. *Grammar Games* and

Rinvolucri, Mario. 1995. *More Grammar Games*. Cambridge: Cambridge University Press.
Games for practising grammar.

Quirk, Randolph and Sidney Greenbaum. 1973. *A University Grammar of English*. Harlow: Addison Wesley Longman.

A very complete grammar reference.

Ur, Penny. 1988. *Grammar Practice Activities*. Cambridge: Cambridge University Press.

As the title suggests, a mixture of interesting activities for practising grammar.

Willis, Dave. 1991. *Collins Cobuild Student's Grammar*. London: HarperCollins.

Grammar explanations and exercises, with examples taken from the COBUILD Database of authentic English.

4 HOW DO YOU DO?

Introducing vocabulary

MAP OF UNIT**REFLECTION****Task 1: At first sight**

Reflecting on words you have learnt

PRESENTING VOCABULARY**Task 2: Mark my words**

Evaluating and practising techniques for introducing vocabulary

Task 3: Double check

Practising concept checking

LEXICAL SETS**Task 4: Why lexical sets?**

Reading about why lexical sets are important

MICROTEACHING**Task 5: Choice of words**

Teaching a lexical set

FURTHER READING

References for teaching and learning vocabulary

Reflection**TASK 1 At first sight**

In this task you consider how to present vocabulary to make learning effective.

Step 1

Work individually.

- 1 Write down five or more words or phrases that you have recently learnt while studying a foreign

language or that you remember learning in a particular situation in the past. 'Learnt' means really learnt and remembered, so that they are words which have remained in your memory.

- 2 Write down the reasons why you learnt those particular words, and perhaps not others which were presented to you. What made the experience memorable and effective?

Examples:**BRIEFCASE**

The teacher showed us her briefcase and we learnt what it was called: actually seeing and touching that green briefcase helped me remember its name.

Erkan

JUS

I remember sitting in a café in Amsterdam and a friend ordering me an orange juice, which in Dutch is 'jus'; I remember I found it strange that the Dutch use a French word, but perhaps because of that I remember learning the word 'jus' on that particular day.

Rosie

SHAVE, SHOWER, BRUSH MY TEETH

The teacher made me laugh because he mimed the presentation of some verbs (shave, shower, brush my teeth): because of that mime, I remembered the words.

Samuel