



HOW TO TEACH LISTENING, SPEAKING, AND GRAMMAR

Fulbright ETA PDO 2016



TEACHING DEMO

Highlight Best Practices and Hot tips
Teaching Demo Assignment

Sample Lesson Plan: Demo 2 (pg. 12)

- **Goals:** By the end of the lesson, students will be able to:
 - ***Notice** correct word order/patterns for wh-questions (in present simple, present progressive tense)*
 - ***Identify** correct word order/patterns for these questions*
 - ***Practice** asking and answering wh-questions with a partner (continued in tomorrow's warm-up)*

DICTOGLOSS

Reflect (Think, Pair, Share)

As a student, I liked... 😊	As a student, I didn't like... 😞
As a teacher, I liked... 😊	As a teacher, I didn't like... 😞

DISCUSS

What if this were just a list of questions?
How does having a grid help scaffold or motivate you?

TEACHING LISTENING

Best Practices

Stages

- Pre-Listening:
 - *Unfamiliar or key vocabulary (not all)*
 - *Warm-up the topic (build schema)*
 - *Create motivation (preview the task)*
- Listening
 - *Multiple times (affective filter)*
 - *Task - DO something with the info (fill out a form, take notes, label, draw, etc.)*
- Post-Listening
 - *Check answers or complete the task*
 - *Highlight functional language/vocabulary*

DISCUSS

How is the listening used to scaffold the speaking in this lesson?

HOT TIP



*Familiar Content &
Language*



*Unfamiliar Content &
Language*

- Balance familiar content with unfamiliar structures

vocab, grammar, speaking speed

HOT TIP



- Invest in a mini-speaker or two!

Songs

→ *Grammar, vocabulary, pronunciation*

Ello.org

→ *Accents, levels, natural conversation, vocabulary/idioms*

VOA

→ *Articles with vocabulary, academic topics, videos*

Check out your toolkit for more!

HOT TIP



- It's ok to repeat the listening many times, or pause it, or play a small section over and over.
 - *Lower the affective filter*
 - *Prime the students*
 - You will not understand every word – you have to make guesses, and that's ok.
 - *Listening, forming hypothesis and testing it, then re-listening*
 - This is where learning happens - resist the urge to give answers directly.

TEACHING SPEAKING

Best Practices

Functional Approach to speaking

- Students will be able to...
 - *Introduce themselves? Order a pizza on the phone? Interview for a job?*
 - *What do they need in order to get there? (grammar, vocabulary, conversational expressions, etc.)*
- “I do, we do, you do” model
 - *Warm up: Preview the structure and try out the form (notice gaps)*
 - *I do: Explicit instruction of the grammar, provide examples in dictogloss*
 - *We do: Negotiate with a partner, corrective feedback as a class*
 - *You do: Write your own questions and use them in conversation*

Fluency vs. Accuracy

■ Fluency

- *Ease of expression*
- *Examples: Learning and using new vocabulary for a particular context, conversational functions (i.e. agreeing, giving your opinion, etc.)*

■ Accuracy

- *Correctness*
- *Examples: Pronunciation for being understood, using the correct grammatical forms*

DISCUSS

Which parts of this lesson are for building fluency?
Which parts are for building accuracy?

HOT TIP



Image: Renee Lynch

- Small group work is great!
 - *Can reduce affective filter*
 - *Negotiate meaning*
- ...but requires organization.
 - *Make them accountable*
 - Assign roles in the group
 - Report back, do a task, etc.
 - Be aware of when you're putting students on the spot to speak
 - *Firm but gentle*

HOT TIP

- Don't take all their speaking time with your own talking

“You don't need practice speaking English – they do.”



TEACHING GRAMMAR

Best Practices

Teaching the form: Inductive vs. Deductive

- Inductive
 - *Look at an example and figure out the grammar rule*
- Deductive
 - *I'll tell you the grammar rule and then give examples*

Lesson Planning: PPP Model

- Presentation
- Practice
- Production

- Similar to “I Do, We Do, You Do”

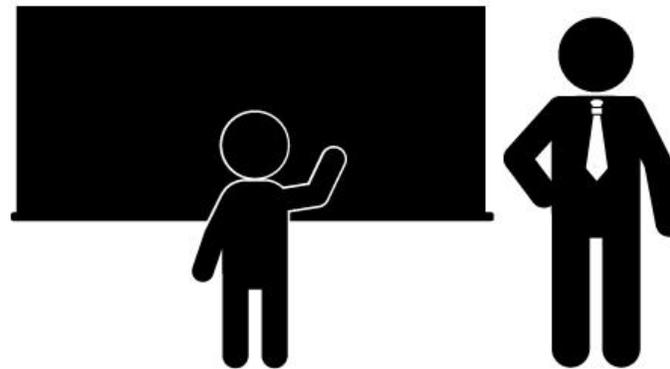
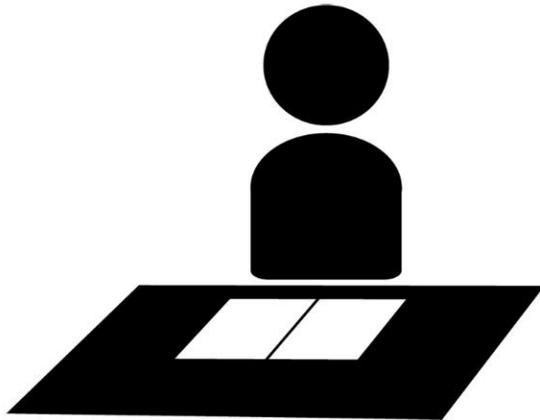
1. Present the material

- Introduce it
 - *warm up, activate background knowledge, build interest*
- Present material
 - *Students read/listen/watch, teacher reads aloud, etc.*
- Check Ss understanding of material
 - *vocabulary, comprehension questions, etc.*
- Highlight the grammar
 - *Lecture*
 - *Examples from the authentic material*
 - *Attention to the form, meaning, and use*



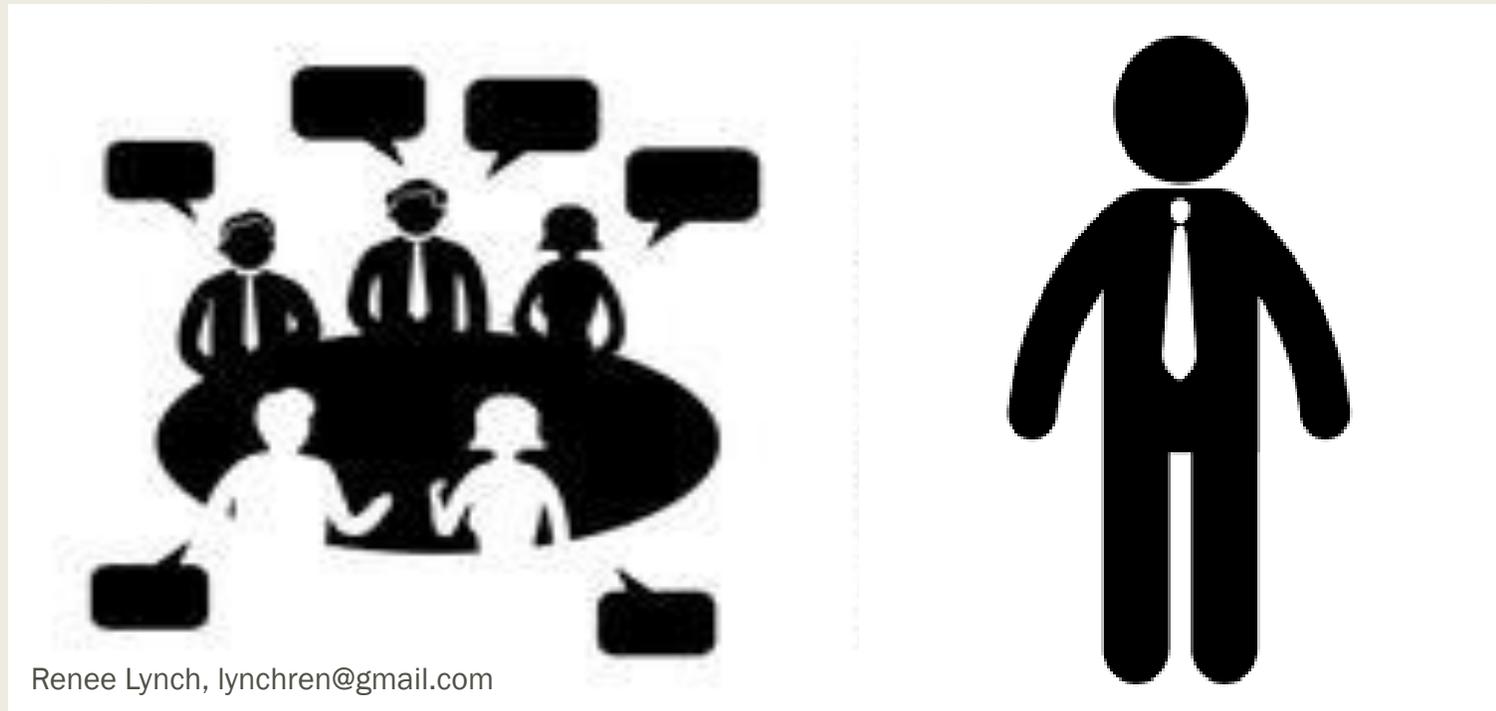
2. Practice the grammar (guided, structured)

- Student tries out the new structure in a controlled environment
 - Fill in the blank, re-arrange the words, multiple choice, etc.



3. Produce the grammar (communicative practice, less structure)

- Ss produce the language on their own
 - *write a role play using the grammar, have a conversation using the grammar, answer questions using the grammar, write a paragraph using the grammar, etc.*



DISCUSS

How do you prefer to learn grammar in a foreign language?

HOT TIP

-ing/to... -ing/to...
like
remember
be
see
stop
would like
infinitive
Gerund
continue

- **Focus** your grammar objective – limit the scope
 - *My objective - how was it limited?*
 - **Goals:** By the end of the lesson, students will be able to:
 - **Notice** correct word order/patterns for *wh*-questions (in present simple, present progressive tense)
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 - **Practice** asking and answering *wh*-questions with a partner (continued in tomorrow's warm-up)
 - *Be careful of Ss questions that open new cans of worms*

HOT TIP



- Put the grammar in a relevant context
 - *i.e. conversation (Familiar context)*
 - *Embedded in an environment where it naturally occurs*
 - *i.e. present perfect tense in academic articles*
 - *Researchers have confirmed that coffee consumption dramatically improves participant perception of workshop quality.*
 - *Spark interest and/or conversation*
 - Photo
 - *Present Progressive*
 - *Modals of advice (should)*
 - *Comparatives (more/less, -er, --est)*
 - *Other ideas?*

HOT TIP



- Be careful of tendency to lecture about grammar
 - *Students will make it easy to lecture – but resist... they probably already know the grammar anyway*
 - *Play to your strengths*
 - Creative, fun, active, etc.

REFERENCES

Brown, S. 2006. Teaching Listening. Cambridge University Press: New York.

Richards, J.C. & Renandya, W.A. (Eds.) 2011. Methodology in language teaching: An anthology of current practice. Cambridge University Press: New York.

(Images from Pixabay unless otherwise noted)

Teaching Demo Assignment

Class: General English, Week 1

Topic for the day: Introducing yourself and other people, including grammar for present simple tense for the verb “to be”

Issues: Your students are in their first year of high school. They have learned English as a subject in school for the past four years of primary school, and high school is supposed to be taught in English. Your students are very shy about speaking English and generally do not speak much in class.

There are 50 students in the room. It is very hot, and there is no electricity or textbook for the course.

(Plan for 30 mins, Present for 20, Feedback for 10, Other group present for 20, Feedback for 10)