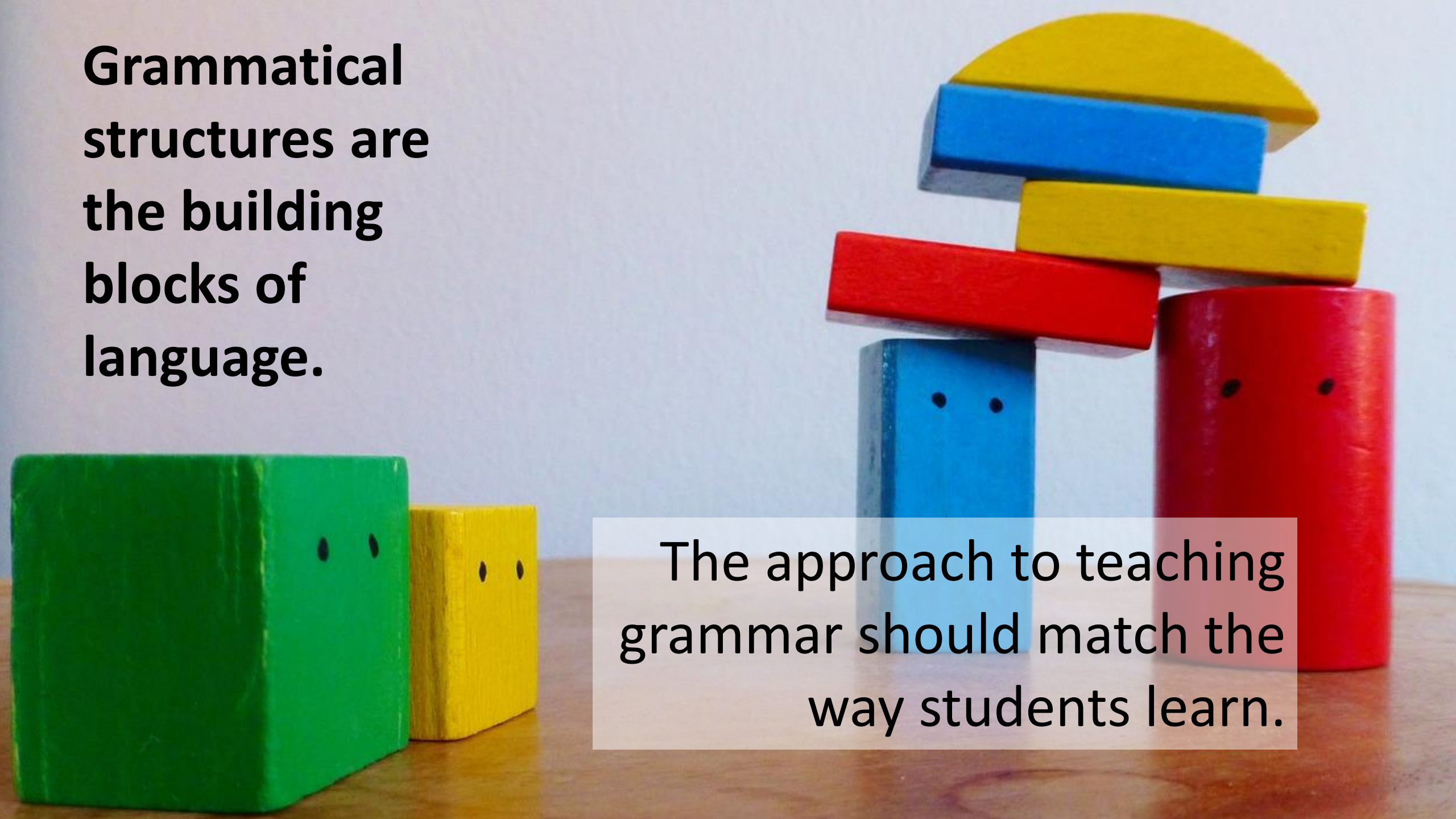


Teaching Grammar to Young Learners in a Real-World Context

A young boy in a white t-shirt and blue shorts is running through a water fountain at night. The fountain has many jets of water, some of which are illuminated with warm yellow lights. The boy is smiling and looking towards the camera. In the background, there are palm trees and some buildings with lights.

Joan Kang Shin, Ph.D.
George Mason University

**Grammatical
structures are
the building
blocks of
language.**



The approach to teaching
grammar should match the
way students learn.



learn by doing

learn through social
interaction

active

interactive

meaningful

APPROACH TO TEACHING GRAMMAR

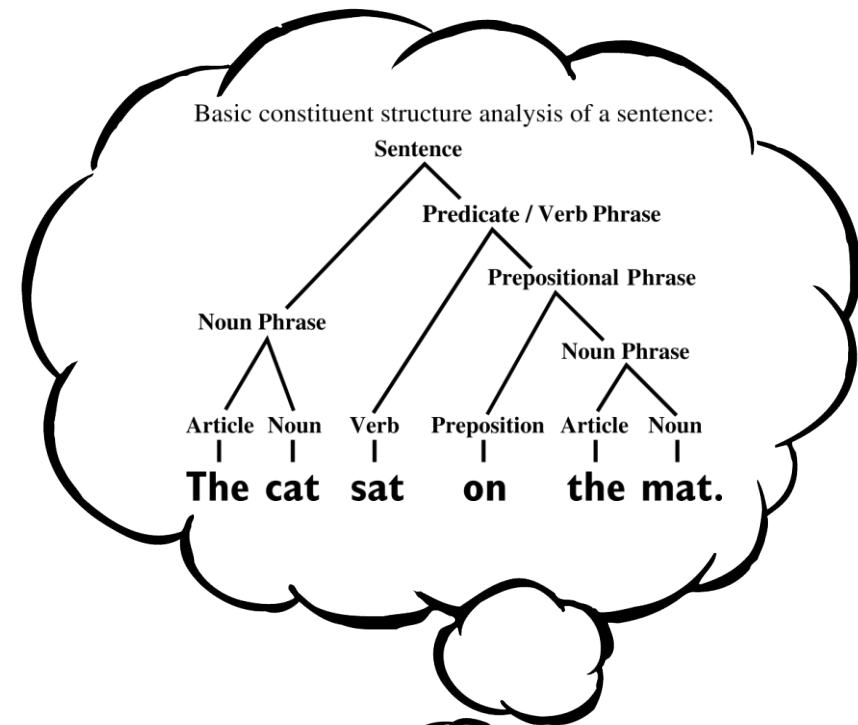
YOUNG LEARNERS

+

GRAMMATICAL EXPLANATIONS

=

?





Unit 1

My Classroom

In this unit, I will . . .

- name classroom objects.
- count classroom objects.
- name colors of objects.

Look and check.

I see a

- ☐ book.
- ☐ globe.
- ☐ pen.

...children see the foreign language ‘from the inside’ and try to find meaning in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form.

Cameron, 2003

“Learning grammar is a messy process requiring the teacher to provide lots of meaningful practice, recycling, and guidance in attending to language form.”

~ Pinter, 2006



Approach to teaching grammar

- Learning-centered grammar teaching (Cameron, 2001)
- Meaning-focused input (Pinter, 2008)
- Grammar is “noticed” (Cameron, 2001; Pinter, 2008)



Tips for teaching grammar to young learners



- Contextualize the grammar
- Use natural, real-world contexts
- Use a variety of tasks
- Practice the grammar using all four skills
- Use games to reinforce target structures

Real-world contexts

Authentic oral text types

- Songs
- Chants
- Storytelling
- Plays
- TV shows
- Commercials
- News reports
- Weather reports
- Announcements
- Cartoons
- Movies
- Jokes and riddles
- Tongue twisters
- Dialogues (conversations)

Real-world contexts

Authentic written text types

- Stories
- Poems
- Emails
- Text messages
- Menus
- Flyers
- Recipes
- Greeting cards
- Travel brochures and posters
- Comic strips
- Crossword puzzles, word jumbles, anagrams
- Newspapers articles
- Magazine articles
- Advertisements

Grammar Games for Practice

- Word card sort – Song Q&A “What are you wearing?”
- Personalize it! – Students personalize songs or chants for meaningful practice.
- Fix it! - Re-read story and using wrong verb tense and students have to tell you how to fix it.
- Grammar dice – Students make sentences based on what they roll on the dice.
- Grammar spinners – Students make sentences based on what they spin.

Word Card Sort

[Joan will take her own photo and insert]

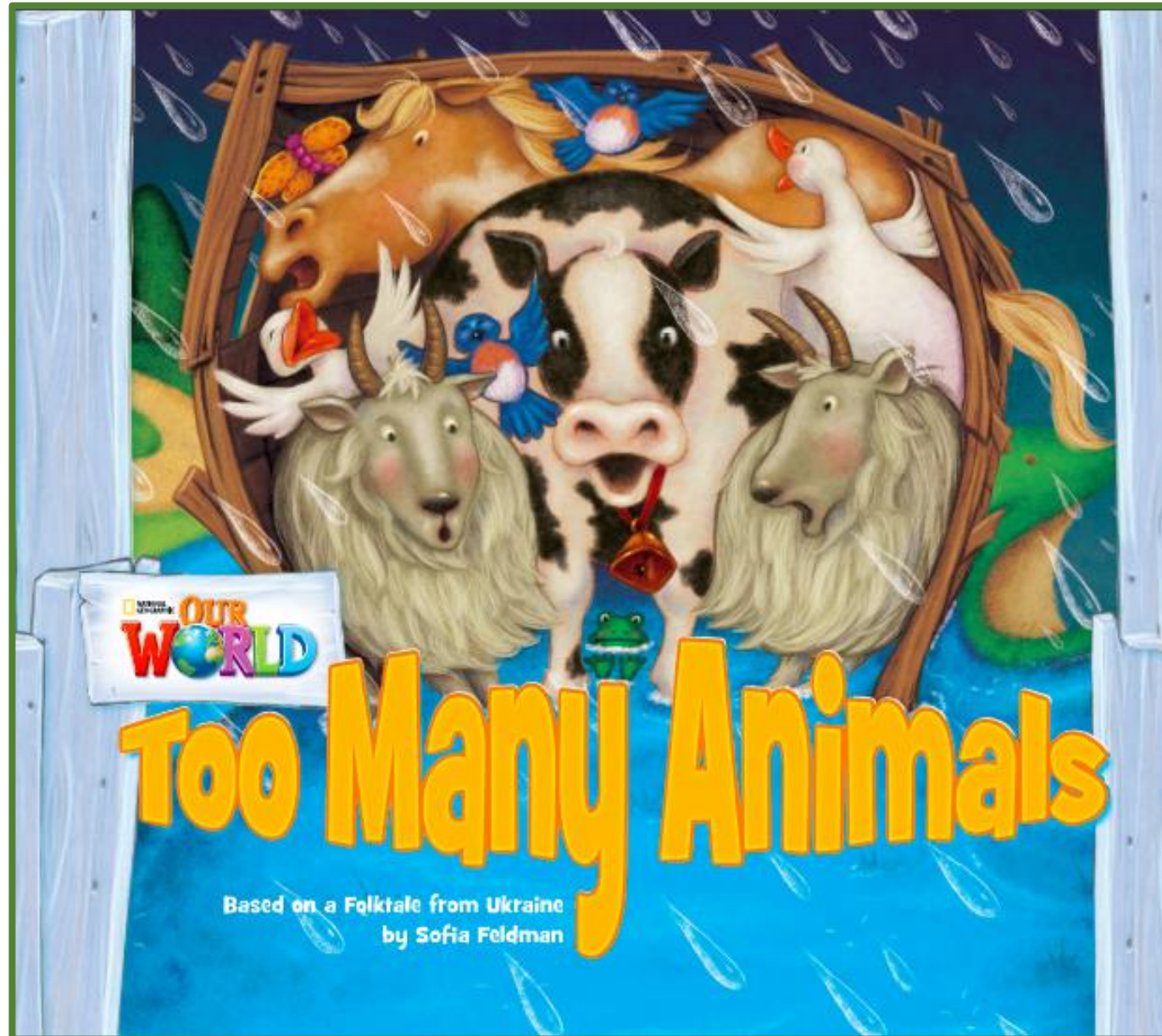
Personalize it!



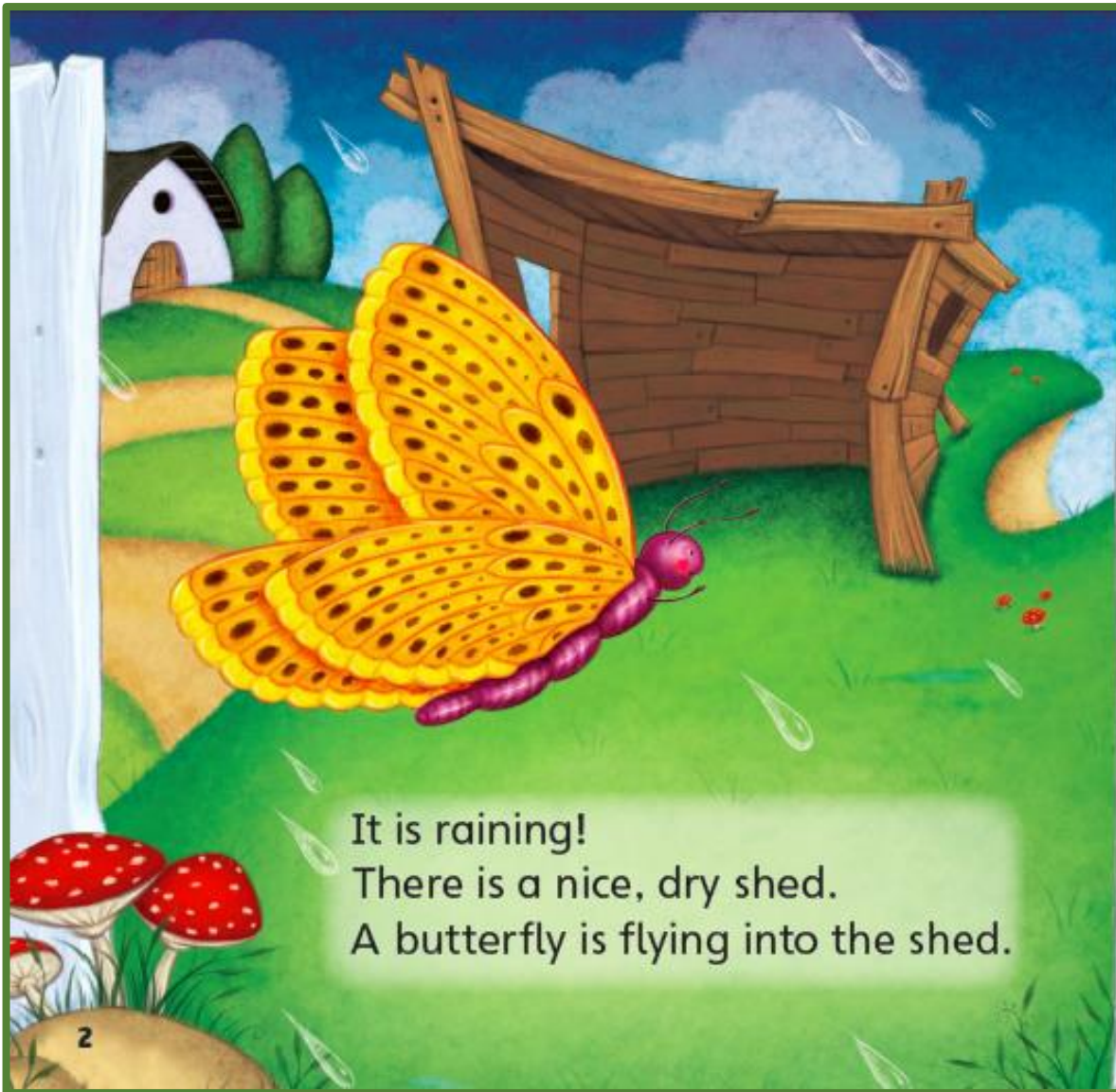
What are you wearing?
What are you wearing?
I'm wearing my _____,
and I really like them.

What are you wearing?
What are you wearing?
I'm wearing my _____,
and I really like it.

Fix it!



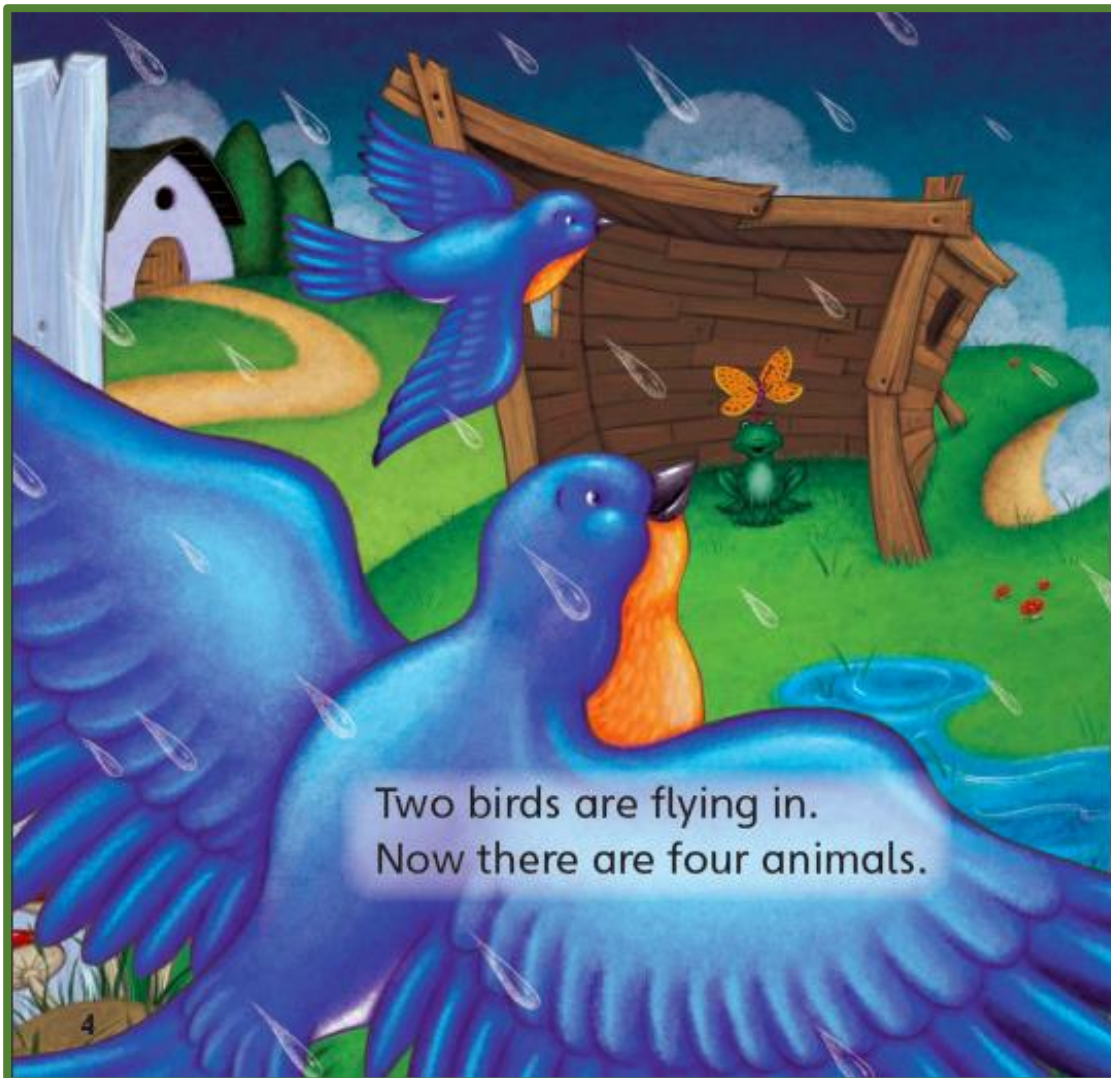
From *Our World*
published by National
Geographic Learning



It is raining!
There is a nice, dry shed.
A butterfly is flying into the shed.



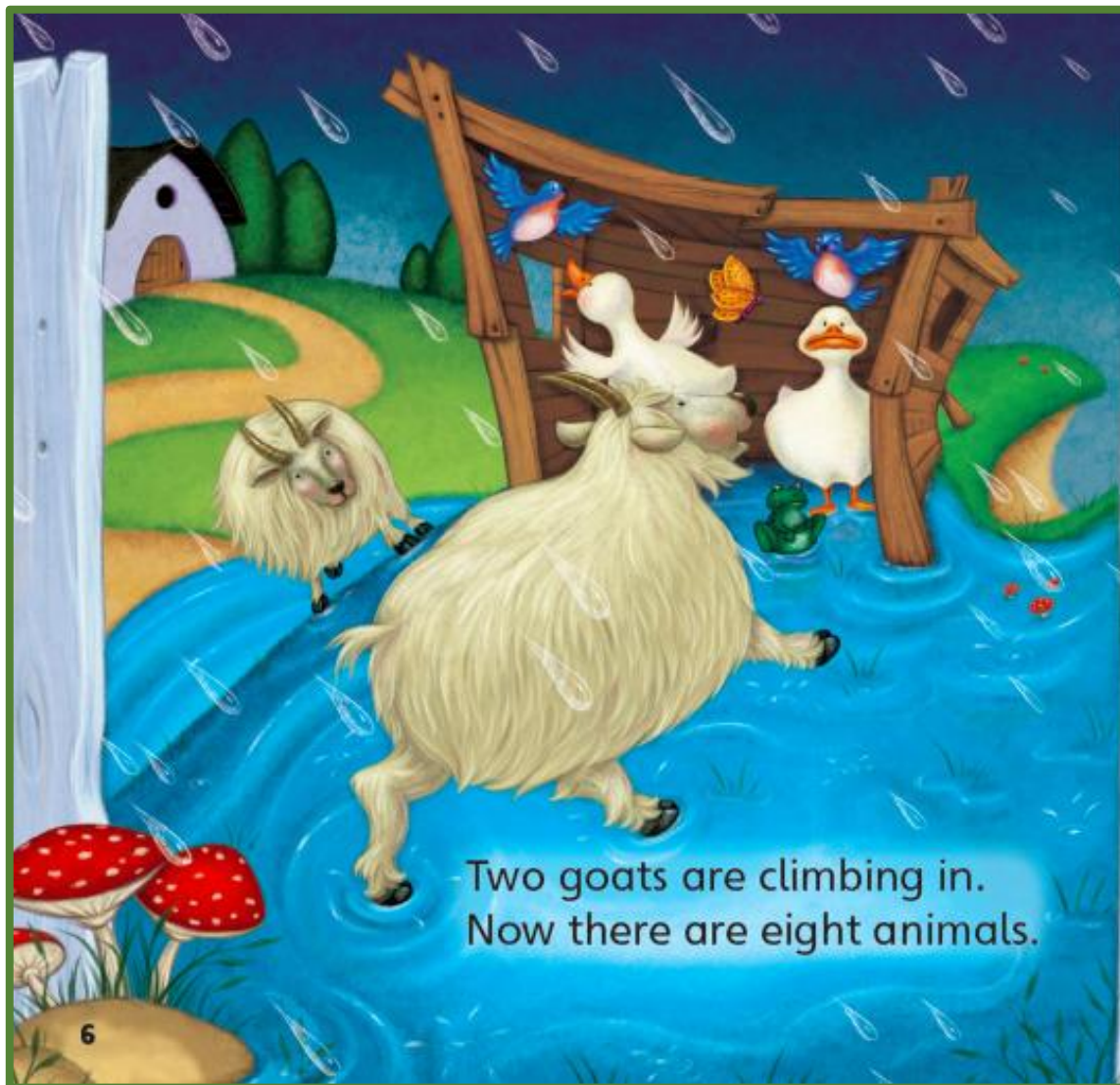
A frog is hopping into the shed.
Now there are two animals.



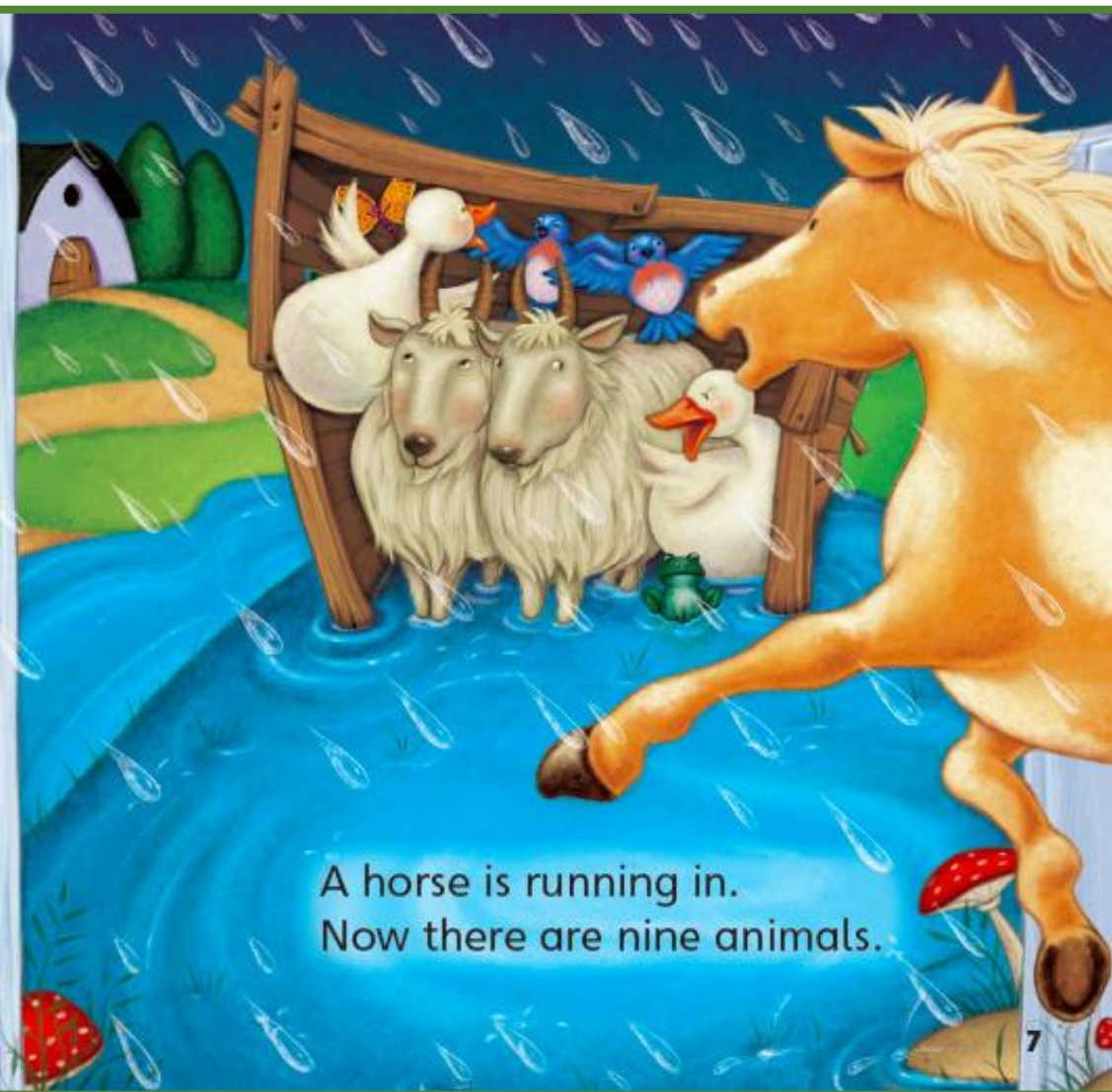
Two birds are flying in.
Now there are four animals.



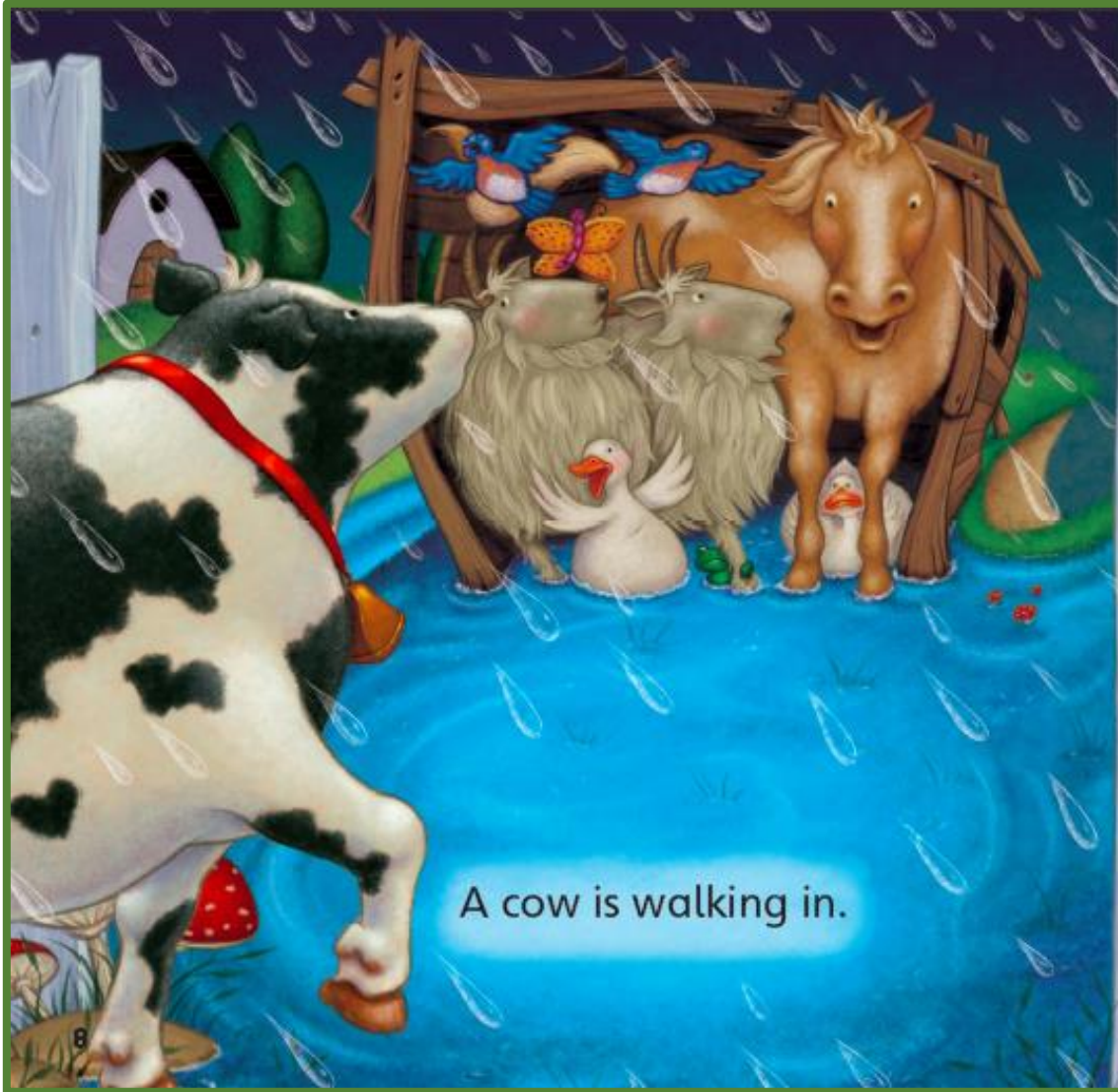
Two ducks are swimming in.
Now there are six animals.



Two goats are climbing in.
Now there are eight animals.



A horse is running in.
Now there are nine animals.



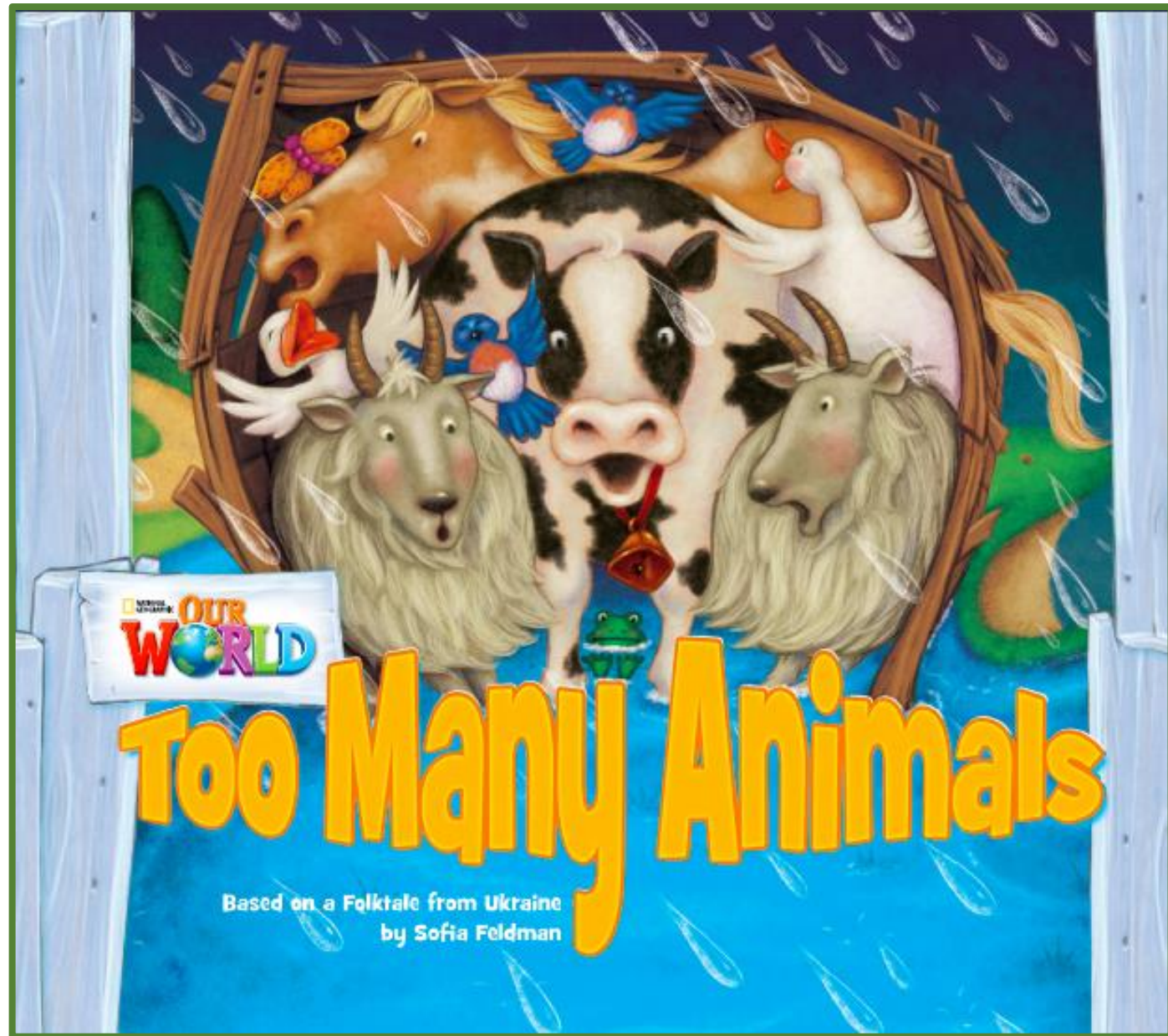
A cow is walking in.



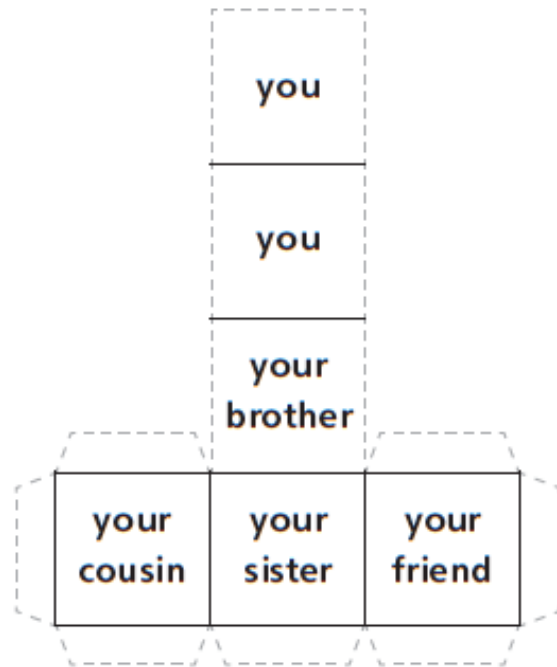
How many animals are there now?



There are too many animals!



Grammar Dice



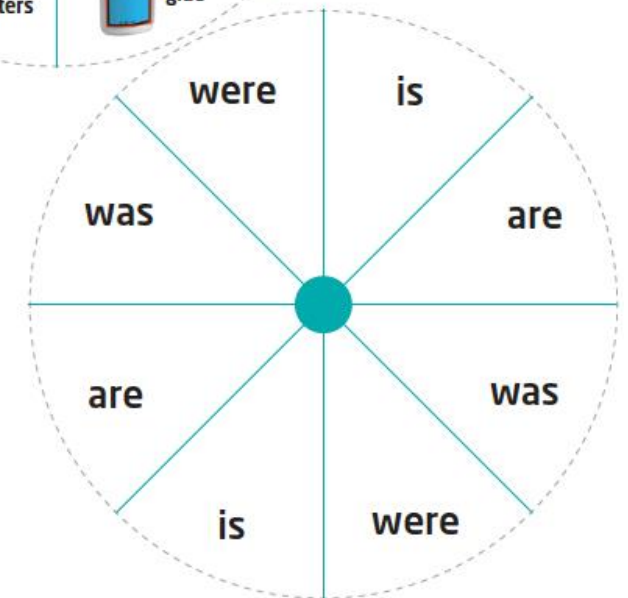
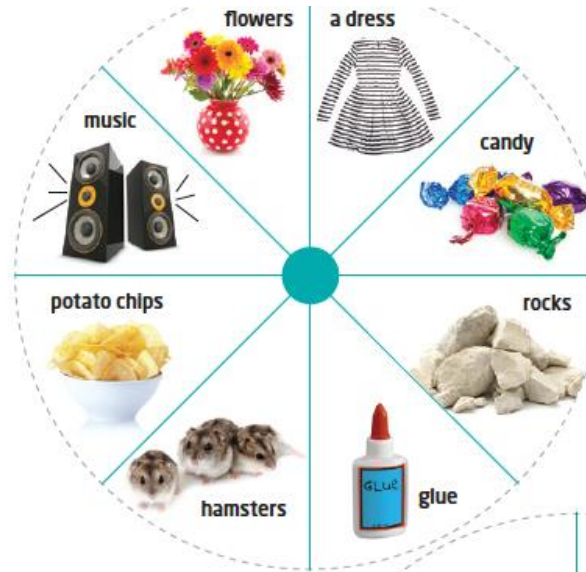
Grammar Spinner

- 11 Play a game.** Make the wheels on page 165.
Spin and make sentences. Play with a partner.

Flowers, were. The flowers were beautiful, but now they aren't.



Good job. My turn. Music, are. No match!



THANK YOU



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