As you wait for the workshop to start:

- Listen to the song
- Write down a line from the song
- Which grammar point is the song great for?
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First cohort of 250 students graduation ceremony on Friday
English Degree Course (PINE)
Language Centre (Centro de Idiomas)
• Tell your partner the difference between inductive and deductive grammar teaching
DEDUCTIVE GRAMMAR TEACHING

• This is the standard way of teaching grammar
• The teacher explains the grammar rules
• In a Type 2 conditional sentence, the tense in the 'if' clause is the simple past, and the verb in the main clause is in the base form which follows the modal verb “would” usually, but it could be “could” or other modals. This type of conditional is used to express non-past unreal, hypothetical, impossible or imaginary situations in the present or the future.
• Then students copy, repeat or practice
DISADVANTAGES OF DEDUCTIVE GRAMMAR TEACHING

• Many of the disadvantages of the deductive approach were confirmed by my own experience; I found that simply telling students grammar rules was often ineffective since even when they understood the rules, they tended to forget them from one day to the next and knowing the rules seemed to make little difference to their ability to use the form correctly in communicative practice.
INDUCTIVE GRAMMAR TEACHING

Step 1: Students analyze examples of correct language

Step 2: Students create rules based on their observations

Step 3: Students test their rules against additional examples

Step 4: Students modify and add to rules as necessary

Step 5: Students apply rules to their own writing and speaking samples
If I had a million dollars, I’d buy a house.
If I was the president of the US, I’d resign.
If I were a boy, I think I could understand.
He wouldn’t be allowed to do that if he was a girl.
DISADVANTAGES OF INDUCTIVE GRAMMAR TEACHING

If native speakers themselves often have no idea about what the grammar rules are in many cases, how are learners of English simply supposed to work them out for themselves with nothing to go on but examples?

Most of my students in most teaching contexts struggled and didn’t get very far at all with the inductive method.
DEDUCTIVE VS. INDUCTIVE
GRAMMAR TEACHING

• Deductive
  • Rule or Generalization  →  Specific Examples

• Inductive
  • Specific Examples  →  Rule or Generalization
Guided Discovery Approach

• Deductive
  Rule → Specific Examples

• Guided Discovery
  Specific examples in context plus carefully-designed guiding questions → Rule

• Inductive
  • Specific Examples → Rule
GUIDED DISCOVERY APPROACH

Summary

• The Guided Discovery approach, provides a sensible best-of-both-worlds solution.

• Guided Discovery involves the teacher providing students with a text which includes a number of (ideally authentic) examples of the target form in context.

• Accompanying the text are carefully crafted questions regarding the form, meaning and use of the target grammatical point.

• The questions are framed in simple English so are accessible to the students and the answers can be worked out by looking at the examples from the text.

• The questions thereby guide the students to discover truths about the target grammar, so that students get the benefit of discovery learning, but are supported in their endeavour by questions which clearly scaffold this discovery instead of being left to their own devices to figure out what is going on.

• This successfully avoids long, convoluted and confusing teacher-centred explanations about difficult concepts It also avoids too much grammatical metalanguage which can also put many students off.
• Do you remember the song?
• Can you sing a line from the song?
• Which grammar point is it great for teaching?

• What was the impact of playing the song and having a task even before the workshop started?
• What would you do if you found $500 extra in your bank account?

• Tell your partner
Phoebe has just found $500 extra in her bank account.

How do you think she’ll react?

https://www.youtube.com/watch?v=Ea85yjjKzxS
Watch the video, did you guess correctly?

https://www.youtube.com/watch?v=Ea85yijKzxs
Tell your partner the meaning of these words:

mine
skipping
account
keep, kept
buy, bought
step

https://www.youtube.com/watch?v=Ea85yjjKzxS
mine
skipping
account
keep, kept
buy, bought
step

Watch again
Does Phoebe want to keep the money?
Why? Why not?

https://www.youtube.com/watch?v=Ea85yijKzx5
Phoebe: “If I kept it, it would be like stealing.”

• - Did Phoebe keep the money?
• - Did Phoebe steal the money?
• - Is she talking about the past?
• - Is she imagining a hypothetical situation?
• - Do you think she will keep the money?
• - Is she happy?
• - Why?
• “Let’s say I bought a really great pair of shoes, do you know what I’d hear with every step?”

  • Did Phoebe buy some shoes?
  • So is she talking about the past?
  • Is she imagining buying shoes?
  • Do you think she will buy the shoes?
  • Is she happy?
  • Why? Why not?
Watch again. Complete the worksheet with a partner. Then answer the guided discovery questions.

https://www.youtube.com/watch?v=Ea85yijKzxS
Practice

Kinaesthetic alternatives for speaking practice:

• Small group discussion
• Mingle
• Carousel
• Speed-dating
Reflection

• What were the stages and the stage aims of the demonstration lesson?
• Can you reconstruct the steps of the lesson with your partner?
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Questions?
Principles of good (language) teaching

• Minimize Teacher Talking Time (10%)
• Maximize Student Talking Time (90%)
• Take advantage of every minute
• Have fun
• Don’t be a boring teacher
• Include variety and creativity
• Show them you care
• Get to know them, let them get to know you
• Teaching is not the same as learning
Ingresar a:

www.cidecuador.com

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