

# HOW TO TEACH GRAMMAR



# How Teach Grammar

**Bas Aarts, Richard Hudson, Ian Cushing**



## **How Teach Grammar :**

**Fifty Ways to Teach Grammar** Maggie Sokolik, 2016-05-12 Many textbooks do a fine job of presenting grammar to students. However, some students or classes need more practice after they've finished the exercises in their textbook. This guide provides imaginative and enjoyable games, drills, and activities to practice different grammatical structures such as verb tenses, articles, phrasal verbs, pronouns, relative clauses, modals, word forms, syntax, and more. This book is divided into three categories: a) Reading/writing exercises, b) Speaking activities, c) Fun games. Enliven your classes with information gaps, poems, game shows, guessing games, substitution drills, writing prompts, discussion topics, and more. The Fifty Ways to Teach series gives you a variety of drills, games, techniques, methods, and ideas to help your students master English. Most of the ideas can be used for both beginning and advanced classes. Many require little to no preparation or special materials. The ideas can be used with any textbook or without a textbook at all. These short practical guides aim to make your teaching life easier and your students' lives more rewarding and successful.

**Oxford Teaching Guides: How To Teach Grammar** Bas Aarts, Richard Hudson, Ian Cushing, 2018-10-05 How To Teach Grammar offers accessible and authoritative advice and guidance on teaching grammar. It covers both subject knowledge and classroom practice, providing practical

recommendations to help English teachers improve their own depth of understanding of grammar and their confidence and ability to deliver successful grammar teaching. Tools, Not Rules Tommy Thomason, Geoff Ward, 2010 If you want to start an argument in a teachers' lounge, bring up the topic of how best to teach grammar. There is a wide spectrum of opinion. Traditionalists claim that we must explicitly teach grammar. Students drill the basics and diagram sentences. Sometimes their study and drills take the place of writing, but these teachers claim that good writing demands good grammar. At the opposite end of the spectrum are teachers who claim that the best way to learn grammar is to write, thereby being forced to use grammar in writing and editing. They reason that students will learn grammar in the context of actually using it without all the drills and worksheets. They trust the writing process to instill an appreciation for grammar instead of actually teaching it. Teachers on the write-to-learn grammar side claim that students who are only taught grammar rules might pass tests but since they didn't learn in the context of writing, they typically don't apply the rules when they write. Grammar traditionalists say students in writing classes never learn grammar at all because it is not explicitly taught. In Tools Not Rules, authors Tommy Thomason and Geoff Ward take the middle ground position that grammar should be taught as part of the writing process. Tommy Thomason is a veteran journalist and university journalism professor at TCU. Geoff Ward is a well-known Australian professor and associate dean from James Cook University in Townsville. Both have written several books and work extensively with American teachers. Publisher's website: <http://www.eloquentbooks.com/ToolsNotRulesTeachingGrammarInTheWritingClassroom.html>

**A Creative Approach to Teaching Grammar** Peter Burrows, 2014-09-25 This book offers a whole-school approach to the teaching of grammar and punctuation that is fully

matched to the demands of the English grammar and punctuation test and the new curriculum With the shift towards elegant well constructed sentences it offers the busy teacher three simple steps to motivate and engage children through explicit teaching and modelling over forty practical games and activities application and improvement within editing and proof reading This book draws on recent research but also is based on many years of classroom practice and a number of case studies Practical examples develop teachers understanding of grammatical terms and progression and show how it is possible to have a significant impact on vocabulary sentence structure and children s writing in general A balance is found where skills are explicitly taught but within the context of an exciting and interesting curriculum **The Grammar Plan**

**Book** Constance Weaver,2007 Thanks to Connie Weaver generations of teachers have come to understand that the most efficient way to teach grammar that s relevant for writing is to embed it within writing instruction Now her Grammar Plan Book is designed with precisely one thing in mind to be the best resource you ve ever used for teaching grammar to strengthen writing This new book helps you apply a limited amount of grammar instruction directly to writing and enables you to map out instruction in the way that best serves the needs of your students A complete planning tool The Grammar Plan Book has two complementary parts Part One describes an overarching framework for high quality grammar instruction in conjunction with the process of writing It offers engaging examples of effective teaching demonstrations of how that teaching has improved students use of grammatical options in writing suggestions for deciding which editing conventions to teach an informal analysis of the grammatical content of typical ACT practice exams The Plan Book also contains ideas for encouraging students to make independent use of what they ve learned in their own writing and about how to apply grammatical insights to enhance and improve their writing from adding details to editing appropriately Then in Part Two Weaver presents an exceptional tool for preparing to teach grammar related to improving writing a minimal grammar handbook for teachers that doubles as a lesson planner Everything you need to know to teach major grammatical options stylistic features and conventions is included basic grammatical functions within the sentence grammatical options for adding details and sentence fluency connectors transitions for organizational flow parallelism and other rhetorical devices for emphasis and effect style and voice stylistic options dialect versus standard for different audiences and purposes conventions most important for edited American English rules that don t necessarily rule effective published writing With a designated column for your notes special lay flat binding for your convenience and helpful comprehensive coverage of important grammatical concepts The Grammar Plan Book is designed with one thing in mind to be the best resource you ve ever used for teaching grammar to strengthen writing **How to Teach Grammar? The Landscape of Explicit and Implicit**

**Grammar Teaching** Sven Frueh,2021-04-08 Seminar paper from the year 2020 in the subject Didactics for the subject English Grammar Style Working Technique grade 1 5 language English abstract This paper aims to answer the questions to which English grammar varieties students are exposed to and to which extent they should be addressed in the classroom

Moreover it aims to shed light on how useful explicit grammar teaching is compared to implicit methods The present paper rests on the hypothesis that non standard English grammar should be part of grammar teaching in EFL English as a Foreign Language classrooms as they are beneficial for students language comprehension Furthermore explicit grammar instructions may only be useful for mastering specific target structures however languages and their underlying grammar systems may only be acquired implicitly not by learning grammar rules

How to Teach Grammar ,1999      **Teaching Grammar through Literature** Anna McGlynn,Rachel Fenn,2018-02-19 This essential guide offers a fresh approach to integrating grammar effectively into the classroom as a vital strand of English that both enlivens and enriches students understanding of literature It aims to demystify grammar and empower teachers with the knowledge inspiration and practical ideas to confidently teach grammar to students at any stage of their secondary education The authors demonstrate that routinely weaving grammar into lessons and the study of literature rather than teaching it as an abstract set of rules enables students to see grammar in a more flexible enjoyable and exciting way Each chapter clearly defines complex terminology and provides an essential overview of relevant subject knowledge With multiple examples of textual analysis and a variety of adaptable lesson plans for popular Key Stage 3 and Key Stage 4 texts the book shows how grammatical requirements can be taught in a lively literature based manner developing students understanding and improving the quality of their creative and academic writing Taught like this grammar becomes a decoding tool a key to unlocking deeper meaning within texts that enriches the reading experience Considering a wide range of texts Teaching Grammar through Literature thoroughly works through core grammatical concepts such as sentences and sentence clauses nouns verbs determiners punctuation extension vocabulary This book is a source of fresh and exciting ideas for all practising secondary school English teachers It will revolutionise teaching and enrich students understanding of literature and the grammatical theory within

Grammar Matters Lynne R. Dorfman,Diane Dougherty,2023 If you are a teacher of grades K 6 you may be asking Should I teach grammar in my classroom on a daily basis How would I go about doing this And how can I teach grammar so it isn t boring to my kids In Grammar Matters Lynne Dorfman and Diane Dougherty answer these questions and more Using mentor texts as the cornerstone for how best to teach grammar this book provides teachers with almost everything they need to get kids not only engaged but excited about learning grammar Divided into four parts Narrative Writing Informational Writing Opinion Writing and Grammar Conversations this handy reference provides practical teaching tips assessment ideas grammar definitions and specific mentor texts to help students learn about parts of speech idioms usage issues and punctuation Through conversation conferences Your Turn lessons and drafting revising and editing exercises students will learn not only specific concepts but also how to reflect up and transfer what they ve learned to other writing tasks in any subject The Treasure Chest of Children s Books provides an extensive list of both fiction and nonfiction books that fit naturally into grammar instruction Eight appendices provide even more resources including information on homophones using mentor texts to teach grammar and

conventions checklists comma rules help for ELL students and a glossary of grammar terms Grammar Matters links instruction to the Common Core State Standards and features quality classroom tested tools that help teachers provide their students with the gifts of grammar and literacy Publisher *Teaching Grammar* Julie Ann Hagemann, 2003 This thorough yet brief book surveys the issues raised by teaching grammar in the context of writing and gives readers tools to evaluate the grammar of student writing Teaching Grammar promotes the idea that grammar is best taught in the context of student writing In a jargon free manner Hagemann shows pre service teachers how to teach grammar and evaluate student writing and how sociolinguistic and rhetorical theories can inform grammar pedagogy In an era where language minority students are present in our classrooms Hagemann demonstrates how they will benefit from special teaching strategies For those beginning a career teaching English or language arts at the elementary middle and high school levels The Teaching of English Grammar Florus Alonzo Barbour, 2009-04 This scarce antiquarian book is a facsimile reprint of the original Due to its age it may contain imperfections such as marks notations marginalia and flawed pages Because we believe this work is culturally important we have made it available as part of our commitment for protecting preserving and promoting the world's literature in affordable high quality modern editions that are true to the original work **Lessons in Teaching Grammar in Primary Schools** Suzanne Horton, Branwen Bingle, 2014-04-15 Lesson planning in line with the new Primary National Curriculum Outstanding grammar lessons are not about teaching children the mechanics of grammar but fostering a curiosity about language words and clauses when explored within a meaningful context This book offers practical ideas and lesson plans to help you plan and teach lessons that motivate engage and inspire pupils to use grammar accurately and creatively to produce writing that is fluid cohesive and purposeful It will also help you to teach grammar confidently and effectively by addressing your own grammar questions and providing essential subject knowledge The lesson ideas have all been tried and tested in the classroom and you can adapt the lessons to teach other aspects of grammar or change the focus of the learning objective to reflect the needs of your classroom Did you know that this book is part of the Lessons in Teaching series Table of Contents What is Grammar Grammar in context Year 1 Teaching Sentence Demarcation Year 2 Teaching Conjunctions Year 3 Teaching Direct Speech Year 3 Using the Perfect Tense Year 4 Teaching adverbial phrases Year 4 Teaching the Difference between the Plural and Possessive s Year 5 Teaching Modal Verbs Year 5 Teaching Expanded Noun Phrases Year 6 Using the Subjunctive Form in Speech Year 6 Using the Passive Voice Moving On Glossary of Terms WHAT IS THE LESSONS IN TEACHING SERIES Suitable for any teacher at any stage of their career the books in this series are packed with great ideas for teaching engaging outstanding lessons in your primary classroom The Companion Website accompanying the series includes extra resources including tips lesson starters videos and Pinterest boards Books in this series Lessons in Teaching Grammar in Primary Schools Lessons in Teaching Computing in Primary Schools Lessons in Teaching Number and Place Value in Primary Schools Lessons in Teaching Reading Comprehension in Primary Schools

Lesson in Teaching Phonics in Primary Schools      **Oxford Teaching Guides: How To Teach Grammar** Ian Cushing, Richard Hudson, Bas Aarts, Nick Rowles, Andrew Crampton, Catherine Owen, Carol Tear, Dan McGowan, Emma Poole, Philip Leftwich, James Penny, Rose Griffiths, Jenni Back, Sue Gifford, 2019-02-07 How To Teach Grammar offers accessible and authoritative advice and guidance on teaching grammar It covers both subject knowledge and classroom practice providing practical recommendations to help English teachers improve their own depth of understanding of grammar and their confidence and ability to deliver successful grammar teaching      **Methodology in Language Teaching** Jack C. Richards, Willy A. Renandya, 2002-04-08 An overview of current approaches issues and practices in the teaching of English to speakers of other languages The paperback edition provides an overview of current approaches issues and practices in the teaching of English to speakers of other languages The anthology a broad collection of articles published primarily in the last decade offers a comprehensive overview to the teaching of English and illustrates the complexity underlying many of the practical planning and instructional activities it involves These activities include teaching English at elementary secondary and tertiary levels teacher training language testing curriculum and materials development the use of computers and other technology in teaching as well as research on different aspects of second language learning Organized into 16 sections the book contains 41 seminal articles by well known teacher trainers and researchers Also included are two sets of discussion questions a pre reading background set and a post reading reflection set This anthology serves as an important resource for teachers wishing to design a basic course in methodology      **The Early Elementary Grammar Toolkit** Sean Ruday, Kasey Haddock, 2023-03-01 Teaching grammar can be overwhelming and is often an overlooked part of effective instruction especially for young learners The Early Elementary Grammar Toolkit to the rescue This comprehensive guide makes grammar instruction in the K 2 classroom fun and meaningful You will learn how to Teach grammar in a practical and applicable way by presenting each grammar rule as a useful writing tool for students Use mentor texts excerpts from great literature to help students understand grammar in action Promote metacognition along the way so that students become responsible for their own learning Implement innovative instructional strategies and tools aligned with national and state standards Throughout the book you ll find step by step recommendations for teaching grammatical concepts to young learners including the use of punctuation capitalization parts of speech and more With standards based resources and activities for grades K 2 the book includes tips addressing teaching for each of these grades classroom snapshots that show you the tools in action flowcharts infographics and specific instructional recommendations to engage students      **Applied Language Learning**, 2005      **Grammar Matters** Lynne Dorfman, Diane Dougherty, 2023-10-10 If you are a teacher of grades K 6 you might be asking Should I teach grammar in my class on a daily basis How would I go about doing this And how can I teach grammar so it isn't boring to my kids Grammar Matters Lynne Dorfman and Diane Dougherty answer these questions and more Using mentor texts as the cornerstone for how best to teach grammar this book provides teachers with almost

everything they need to get kids not only engaged but excited about learning grammar Divided into four parts Narrative Writing Informational Writing Opinion Writing and Grammar Conversations this hand reference provides practical teaching tips assessment ideas grammar definitions and specific mentor texts to help students learn about parts of speech idioms usage issues and punctuation Through Your Turn Lessons conversations conferences and drafting revising and editing exercises students will learn not only specific concepts but also how to reflect upon and transfer what they have learned to other writing tasks no matter the subject The Treasure Chest of Children's Books provides an extensive list of both fiction and nonfiction books that fit naturally into grammar instruction Eight appendices provide even more resources including information on homophones using mentor texts to teach grammar and conventions checklists comma rules help for ELL students and a glossary of grammar terms Grammar Matters links instruction to the Common Core State Standards and features quality classroom tested tools that help teachers provide their students with the gifts of grammar and literacy

*Brave New Digital Classroom* Robert J. Blake, 2008 *Brave New Digital Classroom* deftly interweaves results of pedagogical research and descriptions of the most successful computer assisted language learning CALL projects to explore how technology can best be employed in the foreign language curriculum to assist the second language acquisition process Directed to all language teachers whether at the school or the postsecondary level with or without prior experience this book focuses on how to use new technologies effectively Blake urges teachers to move beyond a simple functional competence of knowing how to use the tools toward first a critical competence realizing what the various tools are good for and ultimately a rhetorical competence of knowing how the tools will help transform the learning environment This book examines the effective use of a range of technologies from Internet sites through computer mediated communication such as synchronous chatting and blogs to distance learning At the end of each chapter questions and activities demonstrate the interactionist learner centered pedagogy Blake espouses An invaluable reference for experienced researchers and CALL developers as well as those of limited experience *Brave New Digital Classroom* is also ideal for graduate level courses on second language pedagogy It will also be of interest to department chairs and administrators seeking to develop and evaluate their own CALL programs

*How to Teach Grammar in EFL Classes. Explicit Versus Implicit and Deductive Versus Inductive Teaching* Philipp Jacobs, 2020-03-31 Master's Thesis from the year 2017 in the subject Didactics English Grammar Style Working Technique grade 1-3 University of Hildesheim Englische Sprache und Literatur language English abstract The aim of this work is to examine the areas of explicit versus implicit teaching and deductive and inductive teaching with a focus on teaching grammar in EFL classes Over the past 20 years and more a great deal of interest has been paid to grammar teaching in EFL English as a Foreign Language and ESL English as a Second Language classes Much of the research has been into which methods and approaches offer the learners the greatest opportunities to learn the target language However according to Motha Opinions on the right approach to learning a language differ as widely as the languages themselves This helps to



describe the discussion that this work covers In Section 1 the dichotomy between explicit and implicit teaching is analyzed by investigating the effectiveness of either approach Section 2 covers an existing interface between explicit and implicit knowledge and presents the three dominant concepts Section 3 continues with a comparison between grammar teaching approaches that includes a focus on form and a focus on meaning with the overall aim of connecting these two distinct terms in order to discuss the theory and related practice for language teachers to refer to while planning their lessons Section 4 presents empirical evidence from two meta studies by Norris and Ortega and Spada and Tomita arguing in favor of explicit over implicit instruction When considering how grammar is to be taught both efficiently and effectively the underlying target structure and its theoretical characteristics need to be taken into account in determining whether or not this specific structure is a suitable to be either explicitly or implicitly taught Section 5 discusses several aspects that are related to the target structure Grammar can be     Teaching Grammar, Punctuation and Spelling in Primary Schools David Waugh, Claire Warner, Rosemary Waugh, 2013-07-22 How do you teach grammar punctuation and spelling in primary schools in a way that sparks children s interest Trainee and beginning teachers often find the teaching of grammar punctuation and spelling especially challenging as they are not confident in their own knowledge This book explores and provides the subject knowledge you will need to teach grammar punctuation and spelling and gives guidance on how to teach it It helps you to build confidence in your own knowledge opening up the subject and enabling them to approach teaching with ease Examples of effective lessons show you how to engage children s interest in some of the more formal aspects of writing and throughout activities and practical examples demonstrate how you can translate this learning into the classroom About the Transforming Primary QTS Series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links

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