

Practicing Grammar

Practicing grammar with awareness of learner needs

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Controlled practice

- **Where do you find controlled practice tasks?**
- **Typically, are students good or bad at these tasks? Why?**
- **What am I looking for when I monitor?**
- **What decisions could I make based on the monitoring I do?**

Controlled practice – when would you....

- **Provide an answer key for feedback (possibly with 2 errors they have to find).**
- **Conduct feedback for number 1 then get learners to reconsider their other answers.**
- **Micro-teach individuals while monitoring.**
- **Nominate individuals for answers in feedback.**
- **Stop the activity and re-clarify the language.**

Why should freer practice be the desired goal of any grammar lesson?

- **Production of accurate grammar in a freer practice demonstrates clearly that lesson aims have been met.**
- **Students can produce accurate grammar in controlled tasks but find it more challenging to produce accurate language in fluency focused activities.**
- **An ability to complete controlled grammar tasks is of no value in the real world.**

Freer Practice can be problematic... How would you deal with these problems?



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Students may not produce the target language:	
Students may produce language inaccurately:	

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Students are not interested:

The task has a communicative goal which learners need to achieve

Students may not produce the target language:

The teacher implements a preparation stage to allow learners to organise ideas before they speak

Students may produce language inaccurately:

Freer Practice can be problematic... How would you deal with these problems?

Students are not interested:	The task has a communicative goal which learners need to achieve.
Students may not produce the target language:	The teacher implements a preparation stage to allow learners to organise ideas before they speak.
Students may produce language inaccurately:	The teacher conducts delayed error correction to address learner difficulties.

Grammar	Task	Goal
Comparatives	Each student presents the exhibits in their own imagined museum	
First and second conditionals	Students share anecdotes about (for example) a memorable journey	
Passive voice	Students discuss various holiday destinations	
Used to and would	A role play between a worried parent and a teenager about the youngster's plan to go on holiday with their friends	
Narrative tenses	Students discuss past habits related to weekends when they were kids	

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Grammar	Task	Goal
Comparatives	Each student presents the exhibits in their own imagined museum	Students decide whose museum is most interesting
First and second conditionals	Students share anecdotes about (for example) a memorable journey	Students decide whose experience is most interesting
Passive voice	Students discuss various holiday destinations	Students decide where they will go on holiday
Used to and would	A role play between a worried parent and a teenager about the youngster's plan to go on holiday with their friends	Parents decide if the teenager can go on holiday with friends or not
Narrative tenses	Students discuss past habits related to weekends when they were kids	They decide whose experiences were most similar or different

How best to provide learners with the practice they need:

- Use controlled practice to assess learners' ability
- Make decisions based on monitoring to best meet the needs of learners.
- Set tasks that allow learners to use language PURPOSEFULLY in freer practice and set a goal that has to be achieved.
- Allow some preparation time before the learners produce, and conduct delayed error correction to address difficulties.

Reflection



What are your priorities when providing language practice in your lessons?

Any questions?



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