Teaching Grammar
Day Four

DAY	SESSION NO	OF ACTIVITY TOPIC	TIME	
			H	M
DAY 4	1	1- Introduction		10
		2- Ice-breaker	….	15
		3- Teaching Grammar inductively	….	35
		4- Teaching Grammar Deductively	….	35
		5- Ice-breaker	….	10
		6- Designing lesson plan	….	30
		Break		
	2	7- Structures in Module 1	….	25
		8- Structures in Module 2	….	20
		9- Structures in Module 3	….	20
		10-Structures in Module 4	….	20
		11-Structures in Module 5	….	25
		12-Structures in Module 6	….	25

Grammar

Introduction

Vocabulary and grammar are the main base of language. They are the main linguistic components of all language skills; they are used for communication and understanding messages of others. It is necessary to teach these sub-skills to students to enable them to use English functionally in different contexts. Teachers can use varied approaches (or ways) in teaching these components such as P.P.P (Presentation, Practice and Production).

General Outcomes:

- To encourage communicative language production using grammar patterns and vocabulary through making use of research –based methodology.
- To support students' vocabulary development of high-frequency general and academic words in English by using suitable teaching strategies.
- To contextualize the use of the foundational skills in teaching grammar and vocabulary functionally in Action Pack 12th.
- To integrate foundational skills with other language skills in a context.

Specific Outcomes:
1- To construct a warm social relationship between the trainer and the trainees by introducing themselves using appropriate tenses.
2- To recognize the significance of teaching grammar interactively to develop language performance.
3- To use techniques of Induction-based instruction in teaching grammar.
4- To integrate grammatical structures in reading listening, writing and speaking skills.

5- To practice unreal present forms for different social situations

6-To use techniques of *deduction-based instruction* in teaching grammar.

7- To design a lesson plan for a grammatical structure from Action Pack 12 based on deductive or inductive- based instruction.

8- To provide trainees with the required knowledge about structures in Action Pack 12

9-To use the grammar revised from previous levels functionally in the four skills.

Activities

Activity(1) : Ice-breaker (1)	**Day: Four**
Time: 10 minutes	**Session: one**

Outcome: To construct a warm social relationship between the trainer and the trainees by introducing themselves using appropriate tenses.

Aids: Pens, markers and small cards.

Strategy: Ice-breaking strategy (talking-circle technique)

Procedures:
- The trainer gives each trainee a card to write a word or a short sentence which describes briefly his personality.
- The trainer asks the trainees to stand up in a circle
- Start talking about their words or sentences.
- Make some questions and discussions about their description.

Activity(2) : Introduction	**Day: Four**
Time: 10 minutes	**Session: One**

Outcomes:
- To define the concept of "Grammar"
- To recognize the significance of Teaching grammar

Aids:
- Pens, wall-chart, markers and paper.

Strategy:
- Brainstorming, discussion and group-work

Procedures:-
- The trainer divides the trainees into groups.
- The trainer writes the word grammar on the wall-chart, and writes the following questions: (***What is grammar*? Why is it important in learning language?)**
- The trainees start working together in groups discussing the definition of grammar and its significance in learning language.
- They write their answers on paper and they stick them on the wall
- The trainer discusses the answers with trainees in front of the class and give them summary.

See appendix 1

Activity(3) : Teaching Grammar Inductively   Day: Four

Time: 30 minutes   Session: One

Outcomes:

- To recognize the significance of teaching grammar inductively to develop a good language performance.
- To use techniques of Induction-based instruction in teaching grammar.
- To integrate grammatical structures in reading, listening, writing and speaking skills.

Aids:

- Action Pack 12 (Grammar File), whiteboard, wall-chart, markers, A4 paper, stick paper, data show.

Strategy: - Brainstorming

- Discussion, worksheet, questions and answers and work with the book.

Procedures:-

- Divide the trainees into (5 groups) and after that write the following questions on the board *(Why do you teach grammar?)* and give the trainees (2) minutes to think of their possible answers.
- Discuss with trainees their answers and make open speaking sessions about the significance of teaching grammar accurately for developing language performance.

- Introduce the *Induction-based instruction*, define this approach to the trainees and give some examples from Action Pack 12th.
- Give the trainees some papers and ask them to summarize the main aspects of the *Induction-based instruction*
For more information about the Induction-based instruction   **see appendix 3**

Activity(4) : Teaching Grammar Deductively	Day: Four
Time: 30 minutes	**Session: One**

Outcomes:
- To recognize the significance of teaching grammar deductively to develop a good language performance.
- To use techniques of *deduction-based instruction* in teaching grammar.
- To integrate grammatical structures in reading, listening, writing and speaking skills.

Aids: Action Pack 12 (Grammar File), whiteboard, wall-chart, markers, A4 paper, stick paper.

Strategy:
- Brainstorming ,group work
- Discussion, worksheet, questions and answers and work with the book.

Procedures:
- Divide the trainees into (5 groups) asking them about the meaning of deduction in general.
- Discuss with trainees their answers and make open speaking sessions about the meaning of deduction. Then, the trainer asks the groups to think of the following question *"how can you use deduction in teaching grammar?"*
- Introduce the *Deduction-based instruction*, define this approach to the trainees and give some examples from Action Pack 12ᵗʰ.
- Give the trainees some paper and ask them to summarize the main aspects of the *Deduction-based instruction*

See appendix 4, Activity Book (Action Pack 12 (Grammar File) page 62)

Activity(5) : Ice-breaker	Day: Four
Time: 10 minutes	**Session: One**

Outcome: To practice unreal present forms for different social situations.

Aids:
- Cards , white board

Strategy:
- Pair work

Procedures:-
- The trainer asks each trainee to stand in the opposite of his/ her colleague in a row.
- The trainer delivers a card for each trainee written on its back one questions started by: (What would you do if you………….?)

Answer:

The answers will base on conditional clauses type two.
- **What would you do if you…………..?**
  1- saw King Abdullah II
  2- found a treasure
  3-had a green card
  4- finished PhD
  5- lived in Canada
  6-were a doctor

Activity(6) : Designing a lesson plan	Day: Four
Time: 30 minutes	**Session: One**

Outcome:
- To write a lesson plan for a grammatical structure from Action Pack 12 based on deductive or inductive- based instruction.

Aids:
- Action Pack 12 (Grammar File), whiteboard, wall-chart, markers, A4 paper, stick note, and blank lesson plan.

Strategy:

- Group work /cooperative learning.

Procedures:
- The trainer asks the trainees to choose one of the structure topics in Action Pack (any grades they choose)
- Then he/she provides them with blank lesson plan to design a lesson plan based on either deductive or inductive- based instruction.
- Each group starts working on their task in designing the lesson plan according to the approach that the trainer decided for them.
- The groups exchange their work between them to check and get feedback.

See appendix 6

Worksheet (a lesson plan)

Session Two

Activity (7) : Structures in Module 1	Day :Four
Time: 25 minutes	**Session Two**

Outcomes:
- To provide trainees with the required knowledge about tenses, passive voice, causative form and reported speech.
- To use the grammar revised from previous levels functionally in the four skills.

Aids:
- Action Pack Grammar File), whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.

Strategy:

- Group work / cooperative learning.

Procedures:
1. Trainer divides trainees into 5 groups, and deliver each group one task about one of the structures mentioned in the Module
2. Each group works on their task as the following:
   a- define the structure and the functional use(s) of it.
   b- practice by giving examples on the different uses of this structure.
   c- decide the appropriate strategies of presenting this structure to the students.
3- Each group presents their work in front of their colleagues.

Trainees' answers……….
See Action Pack 12 (Grammar File)
Worksheets

Activity (8) : Structures in Module 2	**Day :Four**
Time:25 minutes	**Session Two**

Outcomes: To provide trainees with the required knowledge about (be) used to, past perfect continuous, future tenses.

To integrate the grammatical forms in this module functionally in the four skills.

Aids:
- Action Pack 12 or any grade (Grammar File), whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.

Strategy:

- Group work / cooperative learning.
- Open discussion (and work with book)

Procedures:-
- Trainer divides trainees into 5 groups, and deliver each group one task about one of the structures mentioned in the Module
- Each group work on their task as the following:
  1- Define the structure.
  2- The functional use(s) of it**.**
  3- Practicing by giving examples on the different uses of this structure.
  4- Decide the suitable strategies of presenting this structure to the students.
  5- Use these structures in writing sentences about events in real life situations and link what they have learned in grammar with other skills.
- Each group presents their work in front of their colleagues.

Trainees' answers……….
See Action Pack Action Pack (Grammar File))

Activity (9) : Structures in Module 8

Day :Four

Time: 25 minutes   **Session: Two**

Outcomes:
- To provide trainees with the required knowledge about cleft sentences, relative clauses, articles and American vs. British English.
- To integrate the grammatical forms in this module functionally in the four skills.

Aids: action Pack (Action Pack 12 (Grammar File)), whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.

Strategy: group work / cooperative learning.
- Open discussion (and work with the book)

Procedures:-
- Trainer divides trainees into 5 groups, and deliver each group one task about one of the structures mentioned in the Module.
- Each group works on their task as the following:
  1- Define the structure.

  2- The functional use(s) of it**.**

   3- Practicing by giving example on the different uses of this structure.

   4- Decide the suitable strategies of presenting this structure to the students.

  5- Use these structures in writing sentences about events in real life situations and link what they have learned in grammar with other skills.
- (Each group presents their work in front of their colleagues.

Action Pack   (Grammar File))
Worksheets

| **Activity (10) : Structures in Module 4** | **Day Four** |
| **Time : 25 minutes** | **Session Four** |

Outcomes:
- To provide trainees with the required knowledge about quantifiers to make comparisons, indirect questions and the impersonal passive.
- To integrate the grammatical forms in this module functionally in the four skills.

Aids:
- Action Pack (Grammar File) (extra material), whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.

Strategy:
- Group work / cooperative learning.
- Open discussion (and work with the book)

Procedures:
- Trainer divides trainees into 5 groups, and deliver each group one task about one of the structures mentioned in the Module
- Groups work on their task as the following:
  1- Define the structure.
  2-Find the functional use(s) of it**.**
  3- Practicing by giving examples on the different uses of this structure.
  4- Decide the suitable strategies of presenting this structure to the students.
  5- Use these structures in writing sentences about events in real life situations and link what they have learned in grammar with other skills.
- Each group presents their work in front of their colleagues.

Trainees' answers……….
Worksheets , Action Pack (Grammar File) (Activity book

Activity (11) : Structures in Module 5	Day :Four
Time: 25 minutes	**Session: Two**

Outcomes:
- To provide trainees with the required knowledge about phrasal verbs, question tags, revision of passive forms and unreal past forms for past regrets and unreal past forms for present wishes.
- To integrate the grammatical forms in this module functionally in the four skills.

Aids:
- Action Pack (Grammar File), whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.

Strategy:

- Group work / cooperative learning.
- Open discussion (and work with book)

Procedures:
- Trainer divides trainees into 5 groups, and deliver each group one task about one of the structures mentioned in the Module
- Each group work on their task as the following:
  1- Define the structure.
  2-Find the functional use(s) of it.
  3- Practicing by giving examples on the different uses of this structure.
  4- Decide the suitable strategies of presenting this structure to the students.
  5- Use these structures in writing sentences about events in real life situations and link what they have learned in grammar with other skills.
- Each group presents their work in front of their colleagues.

Trainees' answers……….
Worksheets , Action Pack 12 (Grammar File) (Activity book 12)

Activity (12) : Structures in Module 6	Day :Four
Time: 25 minutes	**Session: Two**

Outcomes:
- To provide trainees with the required knowledge about the conditional clauses (type zero, type one, type two, type three).
- To integrate the grammatical forms in this module functionally in the four skills.

Aids:
- Action Pack (Grammar File), whiteboard, wall-chart, markers, A4 paper, stick note, and worksheets.

Strategy:

- Group work / cooperative learning.
- Open discussion (and work with book)

Procedures:-
- Trainer divides trainees into 5 groups, and delivers each group one task about one of the structures mentioned in the Module
- Each group works on their task as the following:
  1- Define the structure.
  2-Find the functional use(s) of it.
  3- Practicing by giving examples on the different uses of this structure.
  4- Decide the suitable strategies of presenting this structure to the students.
  5- Use these structures in writing sentences about events in real life situations and link what they have learned in grammar with other skills.
- Each group presents their work in front of their colleagues.

Trainees' answers……….
Worksheets , Action Pack (Grammar File) (Activity book

Appendices

Appendix 2

- **Grammar** is" *a description of the rules that govern how languages' sentences are formed*", or

- It is generally *"a thought to be a rigid set of rules specifying the correct ordering of words at the sentences*."

Significance of Grammar:

Indeed, we cannot communicate efficiently if we do not master the essential principles of grammar or syntax. If we imagine language as a big highway, the words are the cars and trucks, but the grammar is the road signs and markings that tell the vehicles driving on it where to go and how to drive. Without road-signs, a big highway would quickly descend into total confusion. Without any grammar, we could manage to produce some sort of elementary communication, but we would be unable to form any more complex ideas into words. It follows therefore that mastering the essential grammatical rules is a vital skill that needs to be acquired by all learners of any language - whether it be their native language or a foreign language.

Moreover, it is significant for accuracy which is the ability to produce correct sentences using correct grammar and vocabulary.

Appendix 3

There are two main ways that we tend to teach grammar: deductively and inductively. Both deductive and inductive approaches have their pros and cons and which approach we use when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners. It is, however, perhaps generally accepted that a combination of both approaches is best suited for the EFL classroom. So what is deductive and inductive grammar teaching?

Inductive grammar learning

An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practice the language. Most inductive learning presented in course books is guided or scaffolded. In other words, exercises and questions guide the learner to work out the grammar rule.

Three Reasons for Using Inductive Learning to Address the Common Core

1. **Inference.** Marzano (2010) identifies inference as a foundational process that underlies higher-order thinking and 21st century skills. Perhaps this is the reason why the Common Core's very first Reading Anchor Standard (R.CCR.1) requires students to "make logical inferences." The Inductive Learning strategy shines a direct light on inference making by emphasizing the sub-processes that go into it: examining information closely, looking for hidden relationships,

generating tentative hypotheses, and drawing conclusions that are not explicitly stated.

2. **Evidence.** Few themes get more attention in the Common Core than evidence. The English Language Arts standards' description of college and career readiness as well as Standard for Mathematical Practice 3, Reading Anchor Standard 1, Writing Anchor Standards 1 and 9, and numerous additional grade-specific standards all require students to support their thinking with high-quality evidence. In an Inductive Learning lesson, the search for evidence fuels the learning process, as students must actively seek out information to support their hypotheses. They must also collect and consider evidence that runs counter to their hypotheses, a practice that leads to stronger, more refined hypotheses.

3. **Academic vocabulary.** Because most Inductive Learning lessons are built around words and terms, the strategy is a great way to introduce "academic and domain-specific words and phrases" (L.CCR.6) to students. But Inductive Learning does more than simply introduce new vocabulary terms: it forces students to search for key attributes and relationships among the words, a skill emphasized in Language Anchor Standard 5. Students use the relationships they discover to help them organize all of the terms into a schema that suggests the larger structure of the content.

Appendix 4

Deductive Grammar Learning

A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centered approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and hence is more learner-centered.

Example
The form and use of the third conditional is explained to learners, then they have a gap-fill exercise to complete, then prepare their own examples.

In the classroom :
The deductive approach may be suitable with lower level learners who need a clear base from which to begin with a new language item, or with learners who are accustomed to a more traditional approach and so who lack the training to find rules themselves

A deductive approach involves the learners being given a general

rule, which is then applied to specific language examples and honed

through practice exercises.

Deductive Teaching Strategy:
It is the strategy in which principles and generalizations are presented initially followed by application/testing of this principles. It is basically leading the students from **Unknown to Known, Abstract to Concrete** or Complex **to Simple.**

Purposes of Deductive Teaching Strategy
• It is a **Teacher-Centered Approach -** where students are taken as blank slate**.** This strategy creates dependency in students limiting their thinking ability. This strategy is basically used to help students with learning disability to enhance their learning.

Phases of Deductive Teaching Strategy
1. Presentation of Abstraction.
2. The teacher illustrates it with examples.
3. Students give examples of concept and apply them in new situations.
4. Students restate the concept/definition that they have learned.

Advantages of Deductive Teaching Strategy
1. Less time consuming
2. It is different from rote learning as it is the strategy, where logical interlinking of element is encourage.
3. Most of the school material/curriculum can be easily taught following deductive strategy.
4. This method involve all level of questions.

Dis-advantages of Deductive teaching strategy
1. Students are not actively involved in the beginning of the lesson.
2. Since it is a teacher centered approach, it may be challenging for higher students.

Role of Teacher
1. Teacher need to plan and prepared detail information about the content.
2. Present principles and generalizations.
3. Provides guidance as scaffolding.

Difference between Inductive and Deductive Language Teaching and Learning:
Inductive vs. Deductive Language Teaching and Learning:

Teaching and learning are very important in education. The main concepts are inductive and deductive teaching and learning. Inductive and deductive teaching and learning are two methods of doing these activities.

Inductive and deductive are two distinct and opposing instructional and learning methods or approaches. Both require the presence of a teacher/instructor or a student/learner. The biggest differences between the two methods are the focus and flow of information as well as the roles of the teacher and student in each method.

Inductive teaching and learning means that the flow of information is from specific to general. In terms of teaching, the lesson is started with activities or experiments. It is more focused on the students and their capacities and abilities rather than on the teacher.

The advantages of inductive teaching and learning include the following: knowledge is acquired naturally by exposure, new knowledge is given, encourage the student's thinking skills, prior knowledge, intelligence, and focus. It also measures how a student makes connections based on the information presented.

Since inductive teaching and learning involves the student's perceptive, there is less struggle to learn the concept. Concepts under this method can be personalized, easily remembered, and understood. The method is a method of discovery and can be demanding of a student's imagination and creativity as well as time consuming. This method is perfect for a small number or group of students with a competent and experienced teacher who knows how to make adjustments during the lesson.

The counterpart of inductive teaching and learning is deductive. In this method, the role of the teacher is prominent as he/she is the person who gives and disseminates all information. The flow of information in this method is from general to specific. The deductive method is the traditional method of teaching and learning. Knowledge is taken from a general reference or source; then the information is readily made available.

The usual flow of information begins with the concept's introduction and presentation followed by activities. Information is based on facts, statements, and pre-determined logic. The method is easy to apply, leaves little room for mistakes, and information is valid. There is also a clear and defined scope and requires little preparation for the teacher.

However, deductive also has its disadvantages which include a very structural and predictable flow. This method also leaves little interaction. It is most effective for large numbers of students. In terms of application in language, both methods are applied in different language modes, concepts, and instances. For example, the inductive method is applied in developing a story or work. On the other hand, the deductive method can be useful in explaining a literary work.

Summary:

1. Deductive and inductive methods of teaching and learning are different from each other in many aspects.
2. One of the main differences is the flow of information and the involved person. In inductive, the flow of information is from specific to general, and it is more focused on the student.
3. On the other hand, the deductive method's information flow moves from general to specific and is more involved with the teacher.
4. To illustrate in an application, the deductive method introduces the

concept and its process before applying it in a test or activity. Meanwhile, in the inductive method, the activity or test is introduced first before a discussion of the concept.

5. The deductive method is used in a large classroom setting while the inductive method is effective when used on small groups or numbers of students.

6. The deductive method is traditional, structured, and predictable while the inductive method is personalized and the concepts are easily remembered and understood.

7. The deductive method is a method of verification and comes from a source while the inductive method is an approach of discovery and relies on a student's perspective or understanding of a concept.

▪▪▪

Appendix 5

The answers will base on conditional clauses type two.
- **What would you do if you…………..?**
  1- **saw King Abdullah II**
  2- **found a treasure**
  3- **had a green card**
  4- **finished PhD**
  5- **lived in Canada**
  6- **were a doctor**

Appendix 6   **Lesson Plan**

Success StoriesClass/Level   : 12th / L3

Unit Title:

Number of Classes: 1   **Date: From   / /   to / /   Lesson Title: Cleft**
Sentence

Specific Outcomes	Resources & Material	Instructional Strategies	Assessment			Duration
			Strategy	**Tool**		
To use the cleft sentences in writing and speaking to emphasize information related to people, things, place and time.	**SB P.29** **AB P.20, 21 and63** **Worksheet, whiteboard**	**Induction** **Group-work/ groups and pair-work**	**Pencil and paper**	**test**	_Greeting_ _Teacher divides class into groups_ _Asking SS about previous lessons_ **Teacher says and writes the title of the lesson on the board (Cleft Sentences).** **Teacher writes examples on all uses and forms of the cleft sentences.** **(AB P. 20+21) and underline the cleft sentence structure.** **Teacher asks some questions about the sentences** _Students work in groups to find out the rule and uses of the cleft sentences_ _by analyzing the meaning in the main sentence._ _Teacher supports and guides the groups._ _The students present and discuss their possible answers with their teacher_ **The teacher summarizes the rules orally and asks a student to write the rule on the board.** _Teacher asks SS to work in pairs to read the (Action Pack 12 (Grammar File_ _and answer questions on P. SB 29+ AB P. 20,21_	**5** **5** **15** **5** **15**