What Can and Should Teachers Do about ESL Grammar in 2017?

Dr. Keith Folse
University of Central Florida
keith.folse@gmail.com

CATESOL Sunday Workshop

October 22, 2017
THANKS . . .

• CATESOL

• Merari Weber
• In this session, we will consider **current research**-based teaching practices in the teaching of ESL grammar.

• We will consider why **so little research in ESL grammar exists today**, especially with regard to ESL vocabulary, ESL writing, or ESL reading.

• The bottom line is **that teachers need to have an idea of what our profession is thinking about grammar in 2017 and beyond.**
Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications
T Silva - Tesol Quarterly, 1993 - Wiley Online Library
... Moreover, L2 revision seemed to focus more on grammar (Dennett, 1990; Hall, 1987, 1990) and ... She also reported that her ESL subjects were inclined to be more tentative and less ... be necessary for L2 writing teachers to work to enhance their L2 writers' grammatical and lexical ...

Will corpus linguistics revolutionize grammar teaching in the 21st century?
S Conrad - Tesol Quarterly, 2000 - Wiley Online Library

The "grammar correction" debate in L2 writing: Where are we, and where do we go from here?(and what do we do in the meantime...)?
DR Ferris - Journal of second language writing, 2004 - Elsevier
... meantime, rely on the research evidence that does exist, our own experience and intuitions, and the desires of our students to inform and guide us, but at the same time remain humble and avoid rigidity, knowing that, as a research and teaching ... Grammar for ESL teaching. ...

[PDF] What researchers say and practitioners do: Perspectives on conscious grammar instruction in the ESL classroom
ME Ebsworth, CW Schweers - Applied language learning, 1997 - researchgate.net
... be a sufficient condition for language use; for some learners, pedagogical grammars may be ... the community of learners most likely to benefit from a metalinguistic treatment of grammar. The authors of this article administered questionnaires to 50 ESL teachers of adult learners ...
Today's Talk

① ESL Grammar 2017: Where have we been? Where are we? What kind of grammar research is being done in 2017?

② ESL grammar vs NS grammar

③ Re-thinking the grammar syllabus

④ Focus on LEARNER NEEDS – using corpus and other methods.
A **TEST** of Native English Ability: **WOW!**
A **TEST** of Native English Ability: WOW!

**TO GO**

**GOING**

**GO**

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1 Example of Native English Ability: WOW!

I need ______
I should ______
I hope ______
I enjoy ______
I can ______
I might ______
I might postpone ______
1 Example of Native English Ability: 

WOW!

I need TO GO
I should GO
I hope TO GO
I enjoy GOING
I can GO
I might GO
I might postpone GOING

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Once you know some ESL grammar, what can/should/could you do with it?

<table>
<thead>
<tr>
<th>NATURAL APPROACH</th>
<th>INTERVENE with GRAMMAR</th>
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<th>NATURAL APPROACH</th>
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<tbody>
<tr>
<td>1. Students hear the language naturally and acquire English</td>
<td>1. Students receive instruction of some kind</td>
</tr>
<tr>
<td>2. LOTS OF TIME</td>
<td>2. Feedback from the teacher</td>
</tr>
<tr>
<td>3. LOTS OF INPUT</td>
<td>3. Which Grammar?? Only the COMMON &amp; PROBLEMATIC</td>
</tr>
<tr>
<td>4. Ooops... Teacher should know something about ESL grammar</td>
<td>4. Teacher needs to know ESL grammar</td>
</tr>
</tbody>
</table>
What is ESL Grammar?

◆ Native Speaker jr. high (elem. school?) grammar:
  -- 8 parts of speech

◆ ESL grammar:
  -- negating
Habla español ???

How much Spanish do you know?

On a scale of 1 to 10 ........ where is YOUR Spanish?
Negating...

1. Maria está en el banco.

2. Pablo estudia matemática.

3. Pablo está estudiando ahora.

4. Ud. me hubiera dicho!

5. El valor del dólar ha estado aumentando ....
Negating...

1. María está en el banco.

2. Pablo estudia matemática.

3. Pablo está estudiando ahora.

4. Ud. me hubiera dicho!

5. El valor del dólar ha estado aumentando ....
Negating in Spanish...
What is the grammar rule?

1. Maria NO esta en el banco.

2. Pablo NO estudia matematica.

3. Pablo NO esta estudiando ahora.

4. Ud. NO me hubiera dicho!

5. El valor del dolar NO ha estado aumentando....
Negating in English

1. I work there.
2. I worked there.
3. She goes to school.
4. She went to school.
5. I have a car.
6. I have eaten sushi.
7. I can play cards.
8. She has been practicing.
9. They should call a doctor.
10. He is here.
Negating...

1. I **work** there.
2. I **worked** there.
3. She **goes** to school.
4. She **went** to school.
5. I **have** a car.
6. I **have eaten** sushi.
7. I **can play** cards.
8. She **has been practicing**.
9. They **should call** a doctor.
10. He **is** here.
Negating in English…
What is the grammar rule?

1. I **DO NOT** work there.
2. I **DID NOT** work there.  (worked)
3. She **DOES NOT** go to school.  (goes)
4. She **DID NOT** go to school.  (went)
5. I **DO NOT** have a car.
6. I **have NOT** eaten sushi.
7. I **should NOT** play video games.
8. She **has NOT** been practicing.
9. They **should NOT** call a doctor..
10. He **is NOT** here.
ENGLISH RULE: A negative verb needs at least TWO VERBS. If only one, add DO/DOES/DID.  (exception: BE)

1. I DO NOT work there.
2. I DID NOT work there.
3. She DOES NOT go to school.
4. She DID NOT go to school.
5. I DO NOT have a car.
6. I have NOT eaten sushi.
7. I should NOT play video games.
8. She has NOT been practicing.
9. They should NOT call a doctor.
10. He is NOT here.

This info is from Key 16 in the book Keys to Teaching Grammar to English Language Learners © 2016 University of Michigan Press.
Who needs to know ESL grammar?

ALL TEACHERS who work with English Language Learners (ELLs)
KINDERGARTEN
KINDERGARTEN SONG

Old Macdonald had a farm, E-I-E-I-O.
And on his farm he had a cow, E-I-E-I-O.
With a "moo-moo" here
and a "moo-moo" there,
Here a "moo," there a "moo,
Everywhere a "moo-moo."

Old Macdonald had a farm, E-I-E-I-O.

A. Old Macdonald was male. Underline the two grammar items that show this grammar point.

Old Macdonald had a farm, E-I-E-I-O
And on his farm he had a cow, E-I-E-I-O
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Old Macdonald had a farm, E-I-E-I-O

This activity is from *Keys to Teaching Grammar to English Language Learners*
University of Michigan Press, Copy© 2016
B. The basic sentence pattern in English is subject-verb-object. Underline the three examples of this grammar point.

Old Macdonald had a farm, E-I-E-I-O
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Old Macdonald had a farm, E-I-E-I-O
C. In English, singular count nouns need something in front of them, such as *a*, *an*, *the*, *my*, *your*, *his*, *this*, *that*, etc. Underline the nine examples of this grammar point.

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And on **his farm** he had **a cow**, E-I-E-I-O
With **a "moo-moo"** here
and **a "moo-moo"** there,
Here **a “moo,”** there **a “moo”**
Everywhere **a "moo-moo"**

Old Macdonald had **a farm**, E-I-E-I-O

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D. In English, most places are preceded by *at, on, or in*. Underline the prepositional phrase of place.

Old Macdonald had a farm, E-I-E-I-O  
And on his farm he had a cow, E-I-E-I-O  
With a "moo-moo" here  
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E. The past tense of have is \textit{had}, not *\textit{haved}. Underline the three examples of this grammar point.

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E. The past tense of have is *had*, not *haved*. Underline the three examples of this grammar point.

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The **Least** Grammar You Should Know

1. To be
2. Verbs: present time
3. Verbs: past time
4. Verbs: future time
5. Count/noncount nouns
6. Prepositions
7. Articles
8. Pronunciation –s / -ed
9. Adjective clause / reductions
10. Infinitive / gerund
11. Phrasal verbs
12. Modals
13. Word forms
14. Passive voice
15. Conditionals (if)
16. Negation

Source: *Keys to Teaching Grammar to ELLs* (Folse, 2016)
Carolina TESOL: “Is this info written down anywhere?”

**KEYS TO TEACHING GRAMMAR**

Univ. of Michigan Press

A reference book for teachers of all levels of students; covers the most common ESL language errors and why they occur

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my early teaching
my early teaching

1. I was nervous.
2. I didn’t REALLY know my material (yet)
3. I had seen only 3 or 4 ESL teachers in action
4. I felt the need to plan out EVERYTHING

example: “What is the 1st thing you say in a class?”
my early teaching

my first class ever by myself (1978? 79?)
English Language Institute
University of Southern Mississippi
• those 2 Venezuelan women ...
16. Manila (is, are) a city in the Philippines.
17. Bolivia and Peru (is, are) in South America.
Example 1

Lesson: IS/ARE

16. Manila (is, are) a city in the Philippines.
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Lesson: IS/ARE

16. Manila (is, are) a city in the Philippines.
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TEACHER: “Any questions?”
Lesson: IS/ARE

16. Manila (is, are) a city in the Philippines.
17. Bolivia and Peru (is, are) in South America.

STUDENT: “Why does Philippines have THE? Bolivia and Peru are countries, so where is THE?”
Example 1

Lesson: IS/ARE

16. Manila (is, are) a city in the Philippines.

17. Bolivia and Peru (is, are) in South America.

TEACHER: ??? ... 

THINKING: the Philippines...the U.S. ... the Bolivia???
the United Kingdom... the Korea??? the China??? the Canada??? the Costa Rica???
Lesson: IS/ARE

16. Manila (is, are) a city in the Philippines.

17. Bolivia and Peru (is, are) in South America.

your answers?
Example 1: ANSWERS

Most countries do not use THE.

Use THE with countries when:

a. the name ends in –s: the Philippines, the Netherlands

b. the name sounds like a group: the United States, the Kingdom of Saudi Arabia, the Soviet Union, the Republic of Korea
Lesson: PRESENT vs PAST TENSES

16. Last week I (have, had) a test on Monday.
17. Christmas (is, was) in December.
Example 2

Lesson: PRESENT vs PAST TENSES

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TEACHER: “Any questions?”
Example 2

Lesson: PRESENT vs PAST TENSES

16. Last week I (have, had) a test on Monday.
17. Christmas (is, was) in December.

STUDENT: “Can I say ON DECEMBER? Can I say IN MONDAY? I’m confused by AT/ON/IN.”
Lesson: PRESENT vs PAST TENSES

16. Last week I (had) a test on Monday.
17. Christmas (is) in December.

TEACHER: ??? ...

Lesson: PRESENT vs PAST TENSES

16. Last week I (have, had) a test on Monday.
17. Christmas (is, was) in December.

**your answers?**
Example 2
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5:00, noon, this moment

Monday, December 25th, my birthday

December, summer, 1996, the 80s, the 20th century
Example 3

pronouncing ED
sneezed /d/; coughed /t/
pronouncing ED

sneezed /d/; coughed /t/

• words that end in /d/ or /t/ take a whole new syllable /I↑d/

• words that end in
  • /s/ /f/ /p/ /k/ /ch/ /sh/
    (a voiceless sound) take /t/

• words that end in ALL OTHER SOUNDS (a voiced sound) take /d/

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10 years of QUESTIONS ...

*The Grammar Answer Key*
Short Explanations to 100 ESL Grammar Questions

Univ. of Michigan Press
A reference book for teachers at all levels.

DECEMBER 2017 😊😊😊
How about a new approach to how we ALL teach grammar?

How should we modify THE TRADITIONAL ESL GRAMMAR SYLLABUS

Ask yourself WHY we should teach some of these grammar points the way we do.

1. ALL 12 VERB TENSES: future perfect?
2. Gerunds as subjects
3. The book (that) we discussed was written in ...
<table>
<thead>
<tr>
<th>Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016</th>
<th>Frequency of Verb Tenses in College NW (English Comp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>an original corpus of UNIV STUDENT WRITING</td>
<td>31 research papers written by undergraduate students</td>
</tr>
<tr>
<td></td>
<td>size: 103,181 words</td>
</tr>
<tr>
<td></td>
<td>papers varied in length from 1,964 words to 6,676 words</td>
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<td>simple present ___ %</td>
<td>present progressive ___ %</td>
</tr>
<tr>
<td>simple past ___ %</td>
<td>past progressive ___ %</td>
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<tr>
<td>future perfect ___ %</td>
<td>future perf prog ___ %</td>
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<tr>
<td>modals ___ %</td>
<td>imperative ___ %</td>
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<tr>
<td>past modals ___ %</td>
<td></td>
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</tbody>
</table>

***VERB TENSES***
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<table>
<thead>
<tr>
<th>Verb Tense</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>simple present</td>
<td>50%</td>
<td>present progressive</td>
<td>2%</td>
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<tr>
<td>simple past</td>
<td>29%</td>
<td>past progressive</td>
<td>1%</td>
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<tr>
<td>simple future</td>
<td>2%</td>
<td>future progressive</td>
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<td>5%</td>
<td>pres perf prog</td>
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<tr>
<td>past perfect</td>
<td>1%</td>
<td>past perf prog</td>
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*ALL INFO COPYRIGHT (c) Keith Folse 2017*
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What about in SPEAKING?

Let’s examine a SPOKEN corpus.

Working in small groups, use one of the given tally sheets to categorize and then count verb tense usage for SPOKEN ENGLISH.
Phoebe: Oh, hey Joey.

Joey: Uh, hey.

Phoebe: Listen, I need to ask you something. Ok, you know how my step dad's in prison.

Joey: (afraid) Yeah.

Phoebe: Yeah. Well, uhm... listen he was supposed to get a weekend furlough, so he'd come to the wedding tomorrow, but he just called and... uhm... well, apparently stabbing Iceman in the exercise yard just couldn't wait till Monday.

Joey: So he can't come?

Phoebe: No, and so there's no one to walk me down the aisle and... well, I would just really love it if you would do it.
spoken corpus: Episode #1012 of *Friends*

- Phoebe: Oh, hey Joey.
- Joey: Uh, hey.
- Phoebe: *Listen*, I *need* to ask you something. Ok, you *know* how my step dad's in prison.
- Joey: *(afraid)* Yeah.
- Phoebe: Yeah. Well, uhm... *listen* he *was supposed* to get a weekend furlough, so he'd *come* to the wedding tomorrow, but he just *called* and... uhm... well, apparently stabbing Iceman in the exercise yard just *couldn't wait* till Monday.
- Joey: So he *can't come*?
- Phoebe: No, and so there's no one to walk me down the aisle and... well, I *would* *just really love* it if you *would* *do* it.
spoken corpus: Episode #1012 of *Friends*

• Joey: Seriously?

• Phoebe: Yeah, you've... you know, sort of been like a dad to me. I mean, you've always, you know, looked out for me and shared your wisdom...

• Joey: I am pretty wisdomous.

• Phoebe: So... what do you say?

• Joey: Are you kidding? Phoebe, I would be honored. (they hug)

• Phoebe: Oh, thank you. I hope... I hope you know how much you mean to me.

• Joey: (takes her hand) Listen, I hope... that you know... (has difficulty saying it) I don't want you to see your father cry, GO TO YOUR ROOM!
spoken corpus: Episode #1012 of Friends

• OPENING CREDITS
  [Scene: Central Perk. Phoebe and Joey are sitting on the couch. A waitress brings a coffee and Phoebe wants to pay.]
  Phoebe: Oh.

• Joey: Oh no, no, no, let your dad get this.

• Phoebe: (her mobile phone rings) Oh, it's my wedding planner. She's driving me crazy! (she answers) Hello... Hey, ok, stop screaming! Ok? So, halibut. All right, so salmon, either way. I don't-I don't... it doesn't matter to me!

• Monica: (she enters with a headset on and she's speaking into the microphone) Well, it matters to me!

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spoken corpus: Episode #1012 of *Friends*

- Phoebe: Well, I don't care, so you pick!
- Monica: Did you just hung up on me? (she hangs up too) All right, look, I need you at the rehearsal dinner tonight at 1800 hours.
- Phoebe: Uh-uh. Ok. What time is that.
- Monica: You don't know military time?
- Phoebe: Why, I must have been in missile training the day they taught that.
- Monica: Just subtract twelve.
- Phoebe: Ok, so... 1800 minus twelve is... one thousand, seven hundred and...
- Monica: (screaming) Six o'clock!
- Phoebe: Ok.
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Do you have English questions???

If you have a question (or your students have a question), please send me the question.
I’d like to try it out with my teachers in training at UCF.

keith.folse@gmail.com
What Can and Should Teachers Do about ESL Grammar in 2017?

Dr. Keith Folse
keith.folse@gmail.com

Questions?