

# COMMUNICATION AND GRAMMAR

BUILDING THE BRIDGE FROM  
ACCURACY TO FLUENCY



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# Grammar Teaching Style

There are many ways to approach teaching grammar structures.

Which one do you use most often?

- Explicitly teach the structure and have students do practice exercises in one context.
- Explicitly teach the structure and have students do practice exercises in various contexts.
- Introduce a context and pull the structure from the context. Practice the structure in that context.
- Teach structures only when they occur naturally in a lesson.

Why do you like your approach?

# A Meaningful Approach

Give students  
challenging opportunities  
to be successful  
in their language-learning experience so they develop  
confidence and  
become independent, lifelong learners.

# Challenging Opportunities

Teach students to:

- + think critically
- + work cooperatively
- + transfer language and thinking skills to any task



# Five Essentials for Teaching Grammar

1. Establish a **context** and **purpose**
2. Provide students with **building blocks** and **skills** they need
3. Provide **mechanical** and **meaningful tasks** that allow students to practice the structure
4. Ensure that students are **successful**
5. Allow students to use the structure in **creative** and meaningful ways

# Learning

## 5 Essentials for ~~Teaching~~ Grammar

1. Students learn better within a context.
2. Students learn differently.
3. Students learn better in manageable chunks.
4. Students learn better by doing activities that move from controlled to open-ended.
5. If students learn how to learn, they will acquire grammar better.

1. Students learn better within a context.



## 2. Students approach learning differently.

Researchers (including Reiff, Eisler, Barbe, and Stronck) have concluded that in a classroom, the students would be approximately:

25-30% visual

25-30% auditory

15% tactile/kinesthetic

25-30% mixed modalities

Therefore, only 30% of the students will remember most of what is said in a classroom lecture and another 30% will remember primarily what is seen.

## 2. Students approach learning differently.

1. We are all different. Our students are all different. Each class we teach is different.
2. If we are truly conscious of our students' needs, our classes for the same course taught from semester to semester must change because our students' needs are necessarily different.
3. This means that our delivery may change, we may emphasize different aspects of the content, and we may approach instruction in a variety of ways.

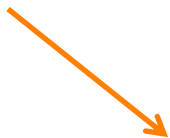
Jenkins 2008

3. Students learn better in manageable chunks.

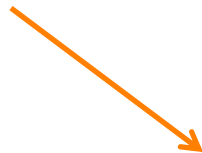
Subject + <i>Be</i>		
Subject	<i>Be</i>	Examples
I	am	I am a student. I'm a student.
You	are	You are my friend. You're my friend.
We		We are tired. We're tired.
They		They are thirsty. They're thirsty.
He	is	He is at home. He's at home.
She		She is beautiful. She's beautiful.
It		It is a dog. It's a dog.

4. Students learn better by doing activities that move from controlled to open-ended.

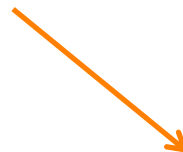
Mechanical (accuracy building)



Meaningful (fluency building)

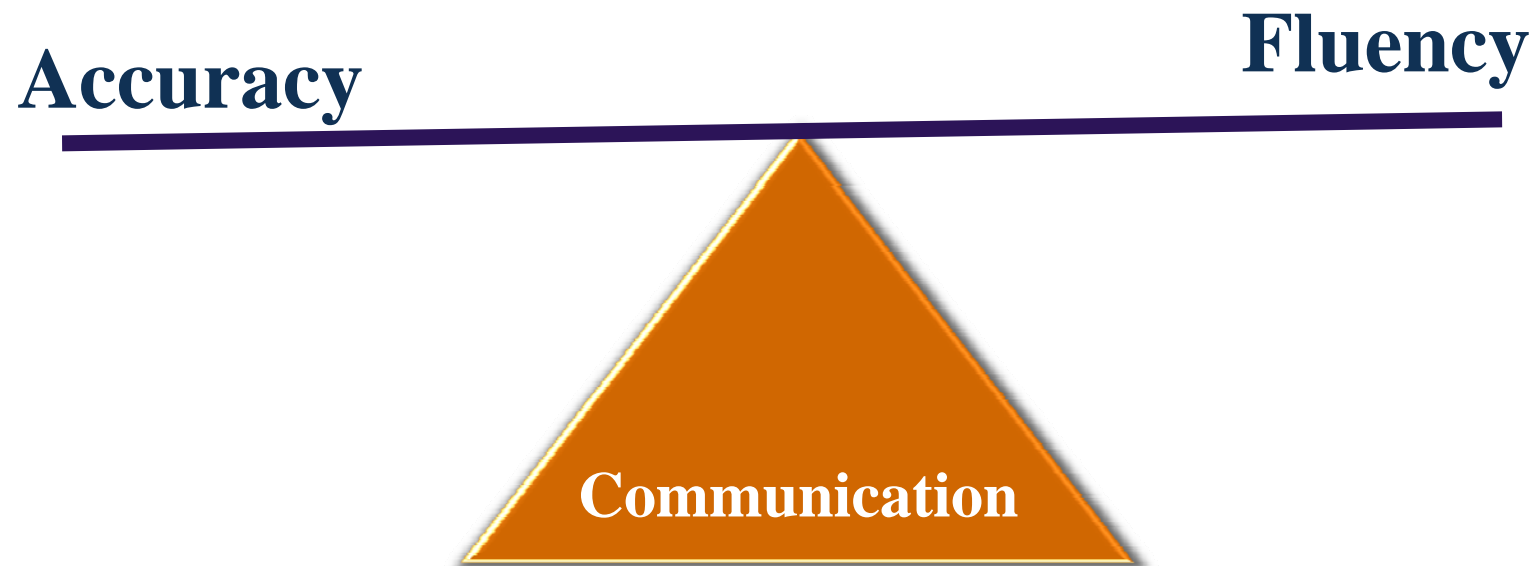


Communicative (fluency building)

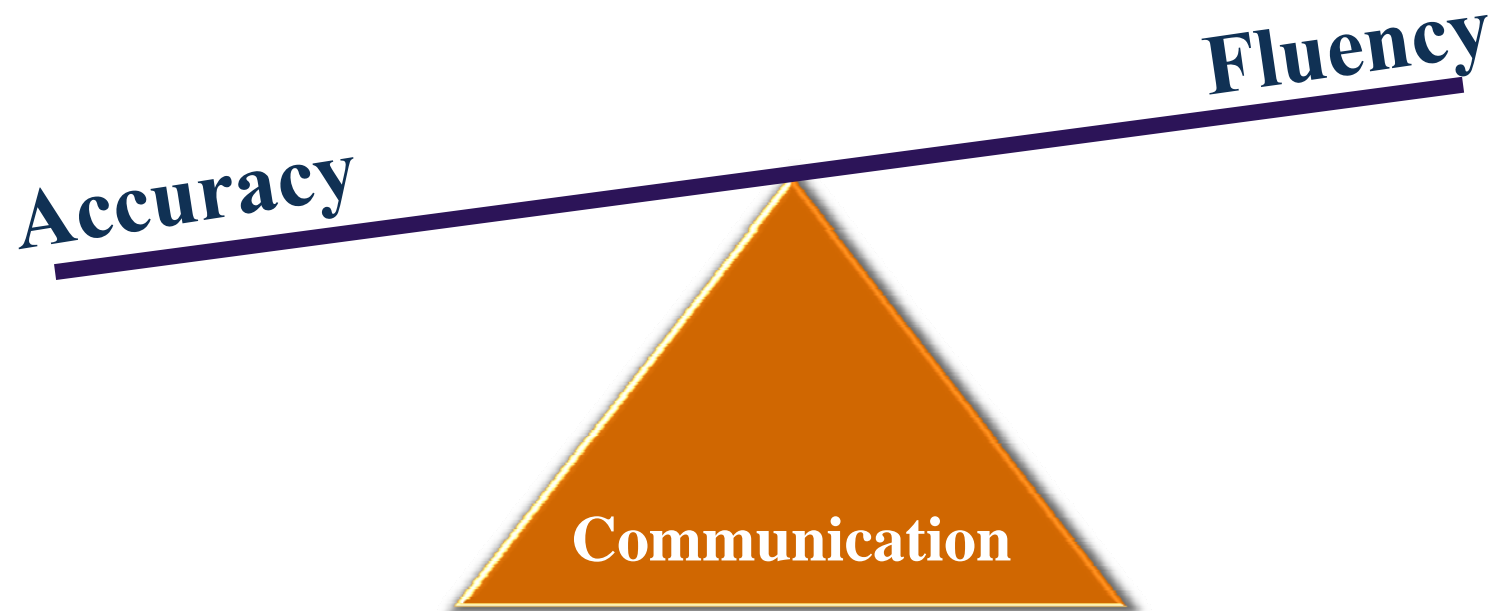


Open-ended (application)

Accuracy + Fluency = COMMUNICATION



Accuracy + Fluency = COMMUNICATION



Accuracy + Fluency = COMMUNICATION

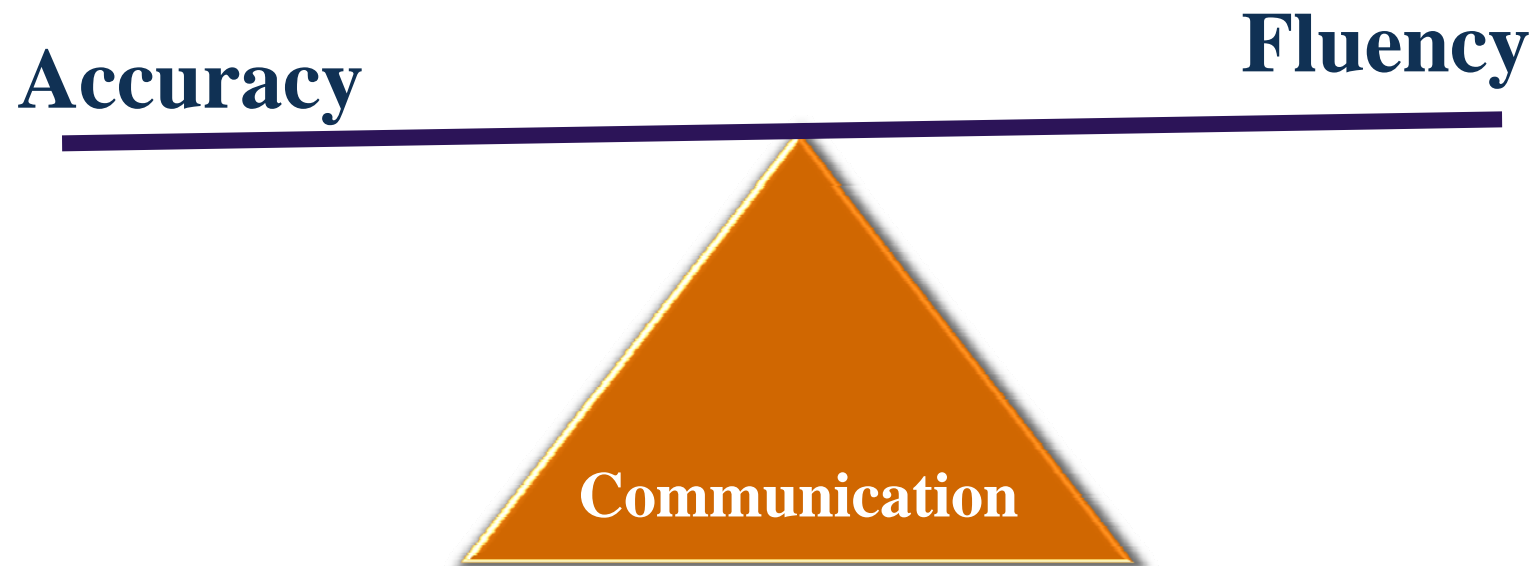
**Accuracy**

**Fluency**

**Communication**

A diagram illustrating the relationship between Accuracy and Fluency in communication. It features a dark purple line representing a balance scale, tilted upwards from left to right. The word 'Accuracy' is written in a bold, dark blue, italicized serif font above the left end of the line. The word 'Fluency' is written in the same font above the right end of the line. Below the center of the line is a large, solid orange triangle with a thin gold border. Inside the triangle, the word 'Communication' is written in a bold, white, sans-serif font.

Accuracy + Fluency = COMMUNICATION



5. If students learn how to learn, they will acquire grammar better.

## Learning strategies like

Asking the right questions

Self reflecting

Using 21<sup>st</sup> Century technology skills

Developing skills to transition to higher education  
and to the workplace

Working with others and in teams

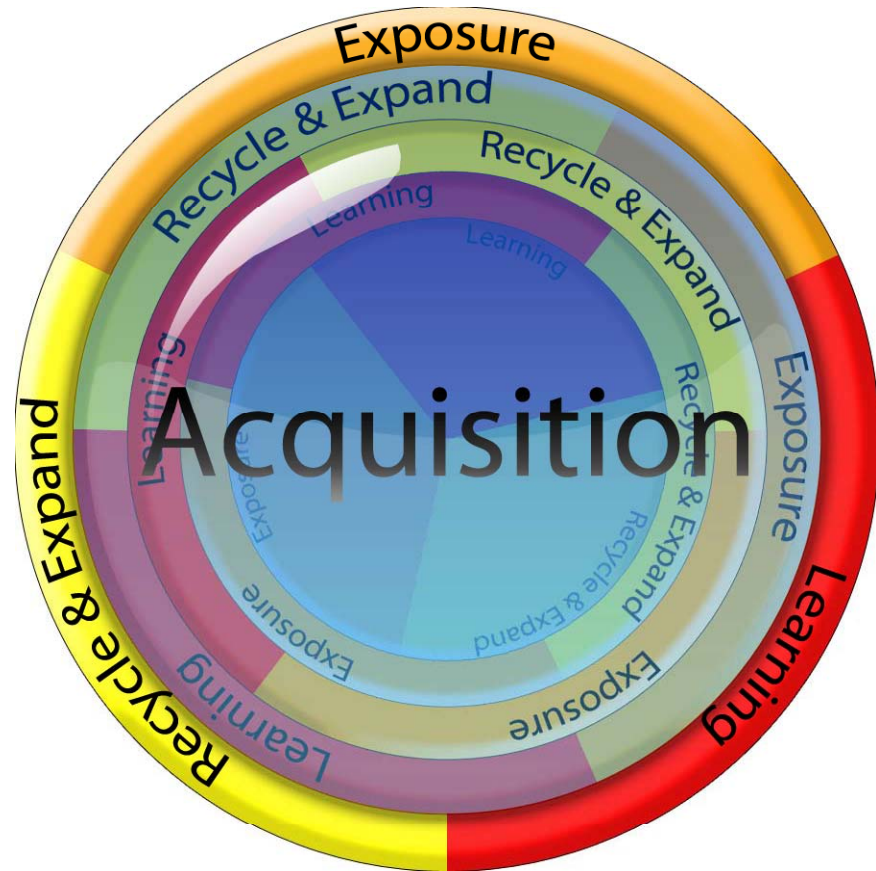
5. If students learn how to learn, they will acquire grammar better.

## Developing Academic Skills

- + **Reading:** skimming, scanning, reading for comprehension, etc.
- + **Writing:** paraphrasing, outlining, summarizing, etc.
- + **Listening:** focused listening, active listening, listening for the main idea, etc.
- + **Speaking:** turn taking, summarizing, presenting, paraphrasing, etc.

# Grammar Acquisition

- ✓ Exposure
- ✓ Learning
- ✓ Recycle and Expand



# Establish Context

Warm-up/Introduction



What is his job?

What qualifications does he need to do his job?

What characteristics or traits does he need?

# Establish Context

Warm-up/Introduction

Greg du Toit was determined to get a great shot. Mr. du Toit, who is a wildlife photographer, wanted to get pictures of the lions that come to drink out of a pool in Kenya. After trying unsuccessfully to capture the animals by just hiding near the watering hole, the 32-year-old photographer decided to get more aggressive. So, he sat in the murky pool with only his head and shoulders above water. He spent three hours a day for twelve days in the watering hole. “There were times when I was shaking with so much fear, I had to stop what I was doing and breathe to get myself calm. I had to get the camera steady so I could get the pictures I had waited so long for.”

# Presenting Grammar

- ✓ By Example
- ✓ Comparing and Contrasting
- ✓ By oral and/or written explanation
- ✓ Using Charts

# Establish Context and Present Grammar Points

Daily News

Classified Ads

Employment

**Apartment Manager,**  
2 yrs exp, free rent, speak Spanish and English, full-time, paint and minor maintenance.  
Available immediately.  
  
Call Manor Apartments  
555-8976

**CASHIER**  
P/T, \$6/hr., Franklin's Cinema, n/exp.  
OK, Call for appl.  
555-3344

\*\*\*\*\*  
**FULL-TIME COOK!**

No experience needed, training available, Martha's Kitchen, good hours, apply in person,  
  
3456 W. Melrose, Hill City,  
8am-5pm

**DRIVER**  
Alexander's Furniture Warehouse  
Make deliveries to homes in Hill City, drivers licence, driving experience necessary,  
FT, \$10/hr Monday-Friday,  
6am-2:30pm  
Call Alexander  
555-3300

**LEGAL ASSISTANT**  
45 wpm, filing, F/T great opportunity,  
Smith and Peterson Law office, speak English,  
  
Call 555-9988

**ESL TEACHER**  
Casper Education Center  
★ Center ★  
BA required, 1 yr teaching exp, PT positions only, resume req., benefits,  
Call Nancy  
555-2000

4 NewsObserver

Sunday, October 1

HELP WANTED

**Auto technician:** Do you like to work on cars? Do you have an excellent attitude, good mechanical skills, & the ability to learn fast? Strong electronics background preferred. Call Chrissy at (310) 555-9078.

**Photographer.** Reliable? Enjoy children? Join our team taking school pictures. A cheerful personality is a plus. We offer paid training. Must have car & proof of insurance. Fax resume to Lifetouch Studios 318-555-7440.

**Need caring, Licensed Nurse's Aide** to care for elderly couple. Housing on site. Competitive salary. Send resume with references to: P.O. Box 2728 Morgan City, LA 70381.

**2** Acme Construction, **Administrative Assistant.** Min. 2 yrs. exp in clerical. Good computer skills req. Ability to work under pressure and type 40wpm. Fax res. 818-555-3141.

**5** Fast-growing supermarket chain seeks bright, motivated **managers** for meat & produce. Prior management experience, required. Excellent salary and benefits. Fax resume to: 626-555-1342.

**8** Dependable **custodian** for 3 apartment buildings. Min. 2 yrs exp. plumbing, carpentry, painting, repair. Must have own tools and car \$12-14/hr+benes  
818-555-3500x523.

**3** **Receptionist,** weekends: 10am-6pm. Requires HS diploma (or equiv) and 1 year experience. Excellent phone & organizational skills along with a pleasant attitude a must! Please apply in person to: 396 Marcase Avenue, Los Angeles, CA 90066.

**6** Detail-oriented **pharmacy clerk** needed to process insurance forms & assist customer. Must be biling/Spanish. Strong commun & org skills. Great bene. Call: Armine (626) 555-6613.

WA

# Present Grammar Points: Chunking

Presentation/Practice

## Using the modal *can*

Subject	Modal <i>can</i>	Base	Example
I	can	use	I can use an expensive camera.
You		stand	You can stand for long periods of time.
He, She, It		listen	He can listen carefully.
We		take	We can take risks.
They		drink	They can drink the water.
They		drink	They can drink the water.

## Negative

I, you, we, they, he, she, it	cannot can't	use	I can't use an expensive camera.
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# Mechanical Practice

(Accuracy)

## A. Unscramble the words and write sentences.

**Example:** Elizabeth / prepare / dinner / can Elizabeth can prepare dinner.

1. can / Mario / design buildings

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2. they / can / take care / of children

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3. the police officer / a gun / shoot/ can

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4. well / can / the teacher/ explain

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# Present Grammar Points: Chunking

## Using the modal *can* (negative)

Subject	Modal <i>can</i>	Base	Example
I	cannot can't	use	I can't use an expensive camera.
You		stand	You can't stand for a long time.
He, She, It		listen	He cannot listen carefully.
We		take	We cannot take risks.
They		drink	They cannot drink the water.

# Mechanical Practice

(Accuracy)

## B. Rewrite the sentences with *can't*.

**Example:** I fix cars for Albert's Auto Repair. I *can't* fix cars.

1. The secretary types 65 words per minute.

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2. We make hamburgers and French fries.

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3. The store manager speaks English.

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4. The delivery person drives a van.

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# Meaningful Practice

Mechanical/Meaningful Practice

John	Mary	Carlos
<b>Profession:</b> doctor	<b>Profession:</b> nurse	<b>Profession:</b> receptionist/clerk
<b>Duties:</b> <ul style="list-style-type: none"><li>• checks on patients</li><li>• diagnoses illnesses</li><li>• keeps good records</li><li>• prescribes medication</li><li>• performs surgery</li></ul>	<b>Duties:</b> <ul style="list-style-type: none"><li>• checks on patients</li><li>• keeps good records</li><li>• assists doctor</li><li>• takes blood pressure</li><li>• takes temperatures</li></ul>	<b>Duties:</b> <ul style="list-style-type: none"><li>• sets appointments</li><li>• keeps good records</li><li>• greets patients</li><li>• files</li><li>• answers phones</li></ul>

D. Write sentences using can or can't using the information above about employees at a doctor's office.

**Examples:** The doctor/medication: The doctor can prescribe medication.  
The nurse/illnesses: The nurse can't diagnose illnesses.

# Meaningful Practice and Communicative Practice

(Fluency)

Think of one professions. Tell your partner two or three things you can do in order to do well at the job. Ask your partner to guess the profession(s).

Example:

Student A: I can type. I can answer phones.

Student B: Are you a secretary.

Student A: Yes!

Now think of another profession. What is one thing you can't do. Choose something that makes it easy to guess the profession. Tell you partner.

In a group, imagine you have a company. Identify the names of four jobs within the company. List the duties of each job and discuss what each employee can do.

# Application

Meaningful/Communicate Practice (Fluency)

## Round Robin

In a group (4 or 5), each in turn writes one thing he/she can do. Think of something interesting or unusual you can do. (no names)

**Example:** I can play the flute.  
I can perform surgery.  
I can fly a plane.  
I can do sign language.

Exchange papers with another group and identify who wrote which sentence.

# One Day Lesson

- ✓ Establish context
- ✓ Present limited concepts (chunks)
- ✓ Practice each concept *mechanically*
- ✓ Practice concepts together *meaningfully*
- ✓ Practice concepts together *communicatively*
- ✓ Check for understanding in preparation for application
- ✓ Apply to the students' lives

**THE BIG PICTURE!**

FOR MORE ON GRAMMAR AND COMMUNICATION

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