

## Notes on Presenting Grammar

Presenting grammar is similar to presenting vocabulary in that:

- i. teachers need to convey the **meaning** of new language items;
- ii. teachers need to highlight the **form** (spoken and written) of new language items
- iii. teachers need to check learner understanding by asking learners **concept/checking questions**;
- iv. teachers should give learners an opportunity to practice using the new language item, in both spoken and written form.

The use of simple timelines can also assist teachers in explaining the relationships between verb forms and their time references (See '**Timelines**' below).

### Conveying Meaning:

- Teachers should vary their techniques for conveying the meaning of new grammar (see table below).
- Real and/or imaginary situations can be used (see table below).
- The meaning of new grammar becomes clearer if it is used in context to real life, authentic written or spoken language. Isolated grammar lessons are therefore not recommended. Any reference to a new grammatical structure should be related to the surrounding text or spoken language learners are being exposed to at the time. For example, a reading for comprehension lesson might include an activity discussing a new grammatical structure contained within the reading. The grammar-based activity would take place during the accuracy phase of the lesson but still be related to the context of the lesson.

### Different Ways of Conveying Meaning

Grammar Item	Demonstration	Visual Aids	Situation	Text-based Presentation
<i>going to</i> (future intentions)	Point to a window in the classroom. Say, ' <i>I'm going to open the window.</i> ' Pause, then open it. Repeat with the door etc.	Show the class some things you have like tickets, and use these to tell your future plans.	Draw a face on the board plus a thought bubble. Write <i>fishing, gym</i> , etc. In the bubble and elicit the character's plans for the coming weekend.	Choose an authentic text with target language frequently being used in 'real life' situations.
<i>can/can't</i> (for ability)	Ask learners to perform actions in the class (or outside), some of which are possible, and others not (eg. touch the ceiling (to elicit ' <i>I can't</i> ...'); Open the door ( <i>I can</i> ...) etc.	Pictures of animals to elicit, ' <i>A kangaroo can jump; A fruit bat can't see very well; A sea snake can swim</i>	Interview for a job requiring lots of skills. Eg. Dive instructor: <i>Can you drive a boat?; Can you speak Japanese?</i> etc	Choose an authentic text with target language frequently being used in 'real life' situations

**Highlighting the Form:**

Teachers can highlight the form, for example, by writing it on the board and/or having learners repeat it orally.

**Checking Understanding:**

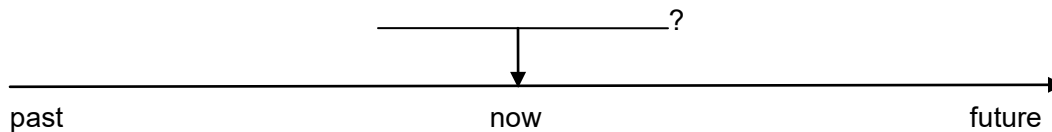
Use **checking/concept questions** to check understanding. Eg. A teacher is teaching 'used to', with 'She used to live in Airai.' as a model. Example concept questions could include: 'Did she live in Airai in the past? (Yes). Does she live there now? (No)

Note: As discussed in the Vocabulary module, asking 'Do you understand?' is not a very useful technique to check learner understanding. Some learners may think they understand when in fact they don't. Others may be embarrassed to say that they do not understand in front of their classmates.

**The Use of Timelines:**

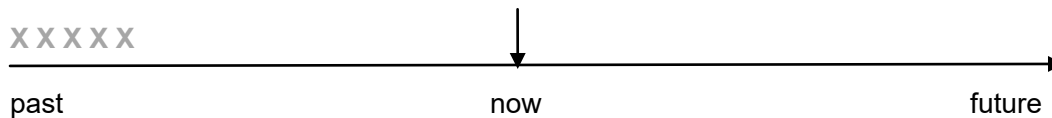
Timelines are diagrams that can help some learners to see relationships between verb forms and their time reference. There is no correct way to draw timelines but they should be kept simple. See examples below:

- i. I'm living in Koror at the moment. (present continuous)

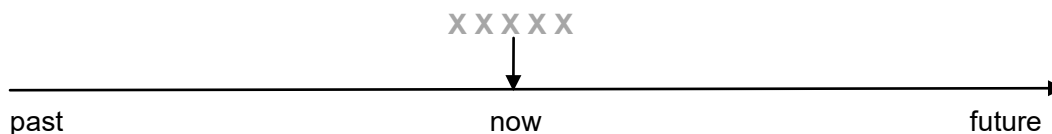


Notice that the line starts before 'now' and continues beyond 'now'. Here the '?' is used to indicate the temporariness implied in the sentence.

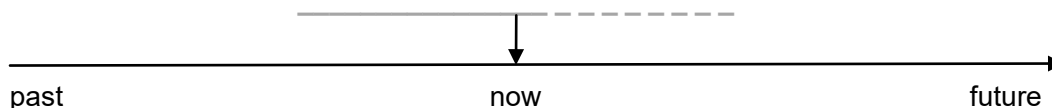
- ii. She used to live in Airai. (used to)



- iii. I get up at 6 o'clock every morning. (simple present)



- iv. I've been working there for ages. (present perfect)



**A Model Lesson:**

Below is one suggested approach for introducing a new language concept. Note that it is not the only approach to teaching the grammar point.

**Aim: Expressing past habits using 'used to' + base verb.**

Stage	Procedure
Building context	The class talks about what things they enjoyed doing when they were children
Model sentence	Teacher says, ' <i>Yoshi used to play baseball</i> '.
Highlight meaning	The teacher draws a timeline on the board, showing a period in the past (marked by several crosses)
Highlight spoken form	The teacher repeats the model sentence with natural linking, stress and intonation. The class repeats.
Checking understanding	Teacher asks, ' <i>Did he play baseball in the past? (Yes). Does he play baseball now? (No)</i>
Highlight written form	The teacher writes the model sentence on the board. Draws a box around ' <i>used to</i> ' and writes ' <i>base verb</i> ' over ' <i>play</i> '.
Summarize rule	Teacher says ' <i>used to</i> + <i>base verb (infinitive)</i> can be used to talk about things we regularly did in the past, but don't do now.
Restricted practice	Learners choose an activity they enjoyed as children and then walk around the class asking if other people used to do the same.
Report back	The teacher asks a number of learners how many people shared their interest and corrects errors if they are made.
Freer practice	In groups, learners discuss memories of their first school.
Report back	Teacher asks a number of learners what they talked about. Afterwards, the teacher writes errors on the board for learners to correct.

**Source:** Thornbury, S. & Watkins, P; The CELTA Course, Cambridge, 2007

**Dos & Don'ts of Presenting Grammar**

<b>Dos</b>	<b>Don'ts</b>
<ul style="list-style-type: none"><li>▪ Involve learners in the process as much as possible</li><li>▪ Check that learners have understood the meaning (use concept questions)</li><li>▪ Highlight the form (spoken and written)</li><li>▪ Use simple timelines to help explain verb forms and their time reference</li><li>▪ Remember that different learners may have different preferences for how new language items are presented</li><li>▪ Present new grammar in context to language being used at the time</li><li>▪ Give learners opportunities to practice the new language items</li></ul>	<ul style="list-style-type: none"><li>▪ Give a lecture about grammar</li><li>▪ Always use the same presentation technique</li></ul>

Below is a list of grammar related teaching and learning resources located in PCC library. For other related books, refer also to the complete list of TESOL teaching and learning resources (also available in PCC library) which follows these notes.

### English Grammar Related Teaching & Learning Resources

- **Practical English Usage**, Michael Swan, Oxford, 2005
- **The Practice of English Language Teaching**, Jeremy Harmer, Longman, 2001
- **How to Teach English**, Jeremy Harmer, Pearson Longman, 2007
- **How to Teach Grammar**, Scott Thornbury, Pearson Longman, 1999
- **Basic English Grammar**, Betty Azar & Stacy Hagen, Pearson Longman, 2006
- **Fundamentals of Grammar**, Betty Azar & Stacy Hagen, Pearson Longman, 2011
- **Understanding & Using English Grammar**, Betty Azar & Stacy Hagen, Pearson Longman, 2009
- **Fun With Grammar: Communicative Activities for the Azar Grammar Series**, Prentice Hall, 1997
- **Copycats: Trouble With Adjectives, Adverbs & Pronouns**, David Bolton & Noel Goodey, Delta, 2000
- **Copycats: Trouble With Prepositions, Articles, Nouns & Word Order**, David Bolton & Noel Goodey, Delta, 2001
- **Copycats: Trouble With Verbs**, David Bolton & Noel Goodey, Delta, 1999
- **Oxford Practice Grammar – Basic**, Norman Coe, Mark Harrison & Ken Paterson, Oxford, 2008
- **Oxford Practice Grammar – Intermediate**, John Eastwood, Oxford, 2008
- **Oxford Practice Grammar – Advanced**, George Yule, Oxford, 2008
- **Grammar Games & Activities 1**, Peter Watcyn-Jones & Deirdre Howard Williams, Penguin, 2001
- **Grammar Games & Activities 2**, Deirdre Howard Williams, Penguin, 2001
- **Essential Grammar in Use – Elementary**, Raymond Murphy, Cambridge, 2007
- **English Grammar in Use – Intermediate**, Raymond Murphy, Cambridge, 2004
- **Grammar Games: Cognitive, Affective and Drama Activities for EFL Students**, Mario Rinvoluceri, Cambridge, 1984
- **More Grammar Games: Cognitive, Affective and Movement Activities for EFL Students**, Mario Rinvoluceri & Paul Davis, Cambridge, 1995
- **Grammar Practice Activities: A Practical Guide for Teachers**, Penny Ur, Cambridge, 2009

PCC LIBRARY TESOL RESOURCES

The following TESOL related teaching and learning resources are located in the PCC library.

Author(s)	Title	Publisher	Date	Call #
Azar, Betty Schramper & Hagen, Stacy	Basic English Grammar (3 <sup>rd</sup> Edition) (with CD)	Pearson Longman	2006	REF 428.24 AZA 2006
Azar, Betty Schramper & Hagen, Stacy	Fundamentals of English Grammar (4 <sup>th</sup> Edition) (with CD)	Pearson Longman	2011	REF 428.24 AZA 2011
Azar, Betty Schramper & Hagen, Stacy	Understanding and Using English Grammar (4 <sup>th</sup> Edition) (with CD)	Pearson Longman	2009	REF 428.24 AZA 2009
Bachman, Lyle & Palmer, Adrian	Language Testing in Practice	Oxford	1996	REF 400 BAC 1996
Baker, Ann	Ship or Sheep: An Intermediate Pronunciation Course (3 <sup>rd</sup> Edition) – with 4 audio CDs	Cambridge	2006	REF 428.1 BAK 2006
Baker, Ann	Tree or Three: An Elementary Pronunciation Course	Cambridge	2006	REF 428.34 BAK 2006
Baker, Ann & Goldstein, Sharon	Pronunciation Pairs: An Introduction to the Sounds of English - Teacher's Manual (2 <sup>nd</sup> Edition)	Cambridge	2008	REF 428.34 BAK 2008
Bassano, Sharron	Sounds Easy - Phonics, Spelling & Pronunciation: Photocopiable Exercises for Grades Five to Adult	Alta Book Center	2002	REF 421 BAS 2002
Blanchard, Karen & Root, Christine	Ready to Write 1: A First Composition Text (3 <sup>rd</sup> Edition)	Pearson Longman	2010	REF 428.0076 BLA 2010
Blanchard, Karen & Root, Christine	Ready to Write 2: Perfecting Paragraphs (4 <sup>th</sup> Edition)	Pearson Longman	2010	REF 808.042 BLA 2010
Blanchard, Karen & Root, Christine	Ready to Write 3: From Paragraph to Essay (3 <sup>rd</sup> Edition)	Pearson Longman	2010	REF 808.042076 BLA 2010
Blanchard, Karen & Root, Christine	Ready to Write 1: A First Composition Text – Answer Key (3 <sup>rd</sup> Edition)	Pearson Longman	2010	REF 428.0076 BLA 2010
Blanchard, Karen & Root, Christine	Ready to Write 2: Perfecting Paragraphs – Answer Key (4 <sup>th</sup> Edition)	Pearson Longman	2010	REF 808.042 BLA 2010
Blanchard, Karen & Root, Christine	Ready to Write 3: From Paragraph to Essay – Answer Key (3 <sup>rd</sup> Edition)	Pearson Longman	2010	REF 808.042076 BLA 2010
Bolton, David & Goodey, Noel	Copycats: Trouble with Adjectives, Adverbs & Pronouns	Delta	2000	REF 425 BOL 2000

<b>Additional Notes</b>	<b>Course Book</b>
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Bolton, David & Goodey, Noel	Copycats: Trouble with Prepositions, Articles, Nouns and Word Order	Delta	2001	REF 428.2 BOL 2001
Bolton, David & Goodey, Noel	Copycats: Trouble with Verbs	Delta	1999	REF 428.2 BOL 1999
Butler, Linda	Fundamentals of Academic Writing: Level 1	Pearson Longman	2007	REF 428.64 BUT 2007
Butler, Linda	Fundamentals of Academic Writing: Level 1 - Answer Key	Pearson Longman	2007	REF 428.64 BUT 2007
Buttner, Amy	Activities, Games & Assessment Strategies for the Foreign Language Classroom	Eye on Education	2007	REF 418.007 BUT 2007
Campbell, Colin & Kryszewska, Hanna	Learner-based Teaching	Oxford	1992	REF 420.71 CAM 1992
Chabot, John	100 Thematic Word Search Puzzles	Full Blast Productions	2002	REF 428.1 CHA 2002
Clark, Raymond (Compiler)	Index Card Games for ESL (3 <sup>rd</sup> Edition)	Pro Lingua Associates	2006	REF 428 CLA 2006
Coe, Norman; Harrison, Mark; & Paterson, Ken	Oxford Practice Grammar - Basic	Oxford	2008	REF 428.24 COE 2008
Dainty, Peter	Timesaver Newspaper Articles to Get Teenagers Talking	Scholastic	2006	REF 428 DAI 2006
Davis, Paul & Rinvoluceri, Mario	Dictation: New Methods, New Possibilities	Cambridge	1988	REF 418 DAV 1988
Deriwianka, Beverly	Exploring How Texts Work	Primary English Teaching Association	1990	REF 372.623044 DER 1990
Eastwood, John	Oxford Practice Grammar – Intermediate (with audio CD)	Oxford	2008	REF 425 EAS 2008
Egelberg, Arlene	Pronunciation Activities: Vowels in Limericks from Adam to Ursula	Pro Lingua Associates	1999	REF 428.24 EGE 1999
Ellis, Gail & Brewster, Jean	Tell it Again: The New Storytelling Handbook for Primary Teachers	Penguin	2002	REF 372.6521 ELL 2002
Folse, Keith	Discussion Starters: Speaking Fluency Activities for Advanced ESL/EFL Students	Michigan	1996	REF 428.2 FOL 1996
Folse, Keith	First Discussion Starters: Speaking Fluency Activities for Lower-Level ESL/EFL Students	Michigan	2002	REF 428.2 FOL 2002
Folse, Keith	More Discussion Starters: Activities for Building Speaking Fluency	Michigan	2002	REF 428.2 FOL 2002

<b>Additional Notes</b>	<b>Course Book</b>
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Forte, Imogene & Pangle, Mary Ann	ESL Active Learning Lessons: 15 Complete Content-Based Units to Reinforce Language Skills & Concepts	Incentive Publications	2001	REF 428.24 FOR 2001
Fulcher, Glenn	Practical Language Testing	Hodder Education	2010	REF 400 FUL 2010
Gray, Karen (Editor)	Jet Primary Teachers' Resource Book 1: 40 Photocopiable Activities for Teaching English to Young Children	Scholastic	1998	REF 372.61 GRA 1998
Hadfield, Jill	Elementary Communication Games	Longman	1996	REF 371.397 HAD 1996
Hadfield, Jill	Intermediate Communication Games (Teacher's Resource Materials)	Longman	1996	REF 371.397 HAD 1996
Hadfield, Jill & Hadfield, Charles	Reading Games: A Collection of Reading Games and Activities for Intermediate to Advanced Students of English	Longman	1996	REF 428.430 HAD 1996
Hadfield, Jill & Hadfield, Charles	Simple Listening Activities	Oxford	1999	REF 372.690 HAD 1999
Hadfield, Jill & Hadfield, Charles	Simple Reading Activities	Oxford	2000	REF 428.407 HAD 2000
Hadfield, Jill & Hadfield, Charles	Simple Speaking Activities	Oxford	1999	REF 372.622 HAD 1999
Hadfield, Jill & Hadfield, Charles	Simple Writing Activities	Oxford	2000	REF 428.007 HAD 2000
Hancock, Mark	English Pronunciation in Use – Intermediate	Cambridge	2003	REF 428.34 HAN 2003
Hancock, Mark	Pronunciation Games	Cambridge	1995	REF 372.4 HAN 1995
Harmer, Jeremy	How to Teach English (with DVD)	Pearson Longman	2007	REF 428.0071 HAR 2007
Harmer, Jeremy	How to Teach Writing	Pearson Longman	2004	REF 428.24071 HAR 2004
Harmer, Jeremy	The Practice of English Language Teaching (3 <sup>rd</sup> Edition)	Longman	2001	REF 428.0071 HAR 20071
Hedge, Tricia	Writing (2 <sup>nd</sup> Edition)	Oxford	2005	REF 808.04207 HED 2005
Hewings, Martin	Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation (with audio CD)	Cambridge	2004	REF 428.34 HEW 2004
Heyer, Sandra	All New Very Easy True Stories: A Picture-Based First Reader	Pearson Longman	2006	REF 428.6 HEY 2006



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Heyer, Sandra	Beyond True Stories: A High-Intermediate Reader	Pearson Longman	2003	REF 428.6 HEY 2003
Heyer, Sandra	Easy True Stories: A Picture-Based Beginning Reader	Longman	1994	REF 428.6 HEY 1994
Heyer, Sandra	Even More True Stories: An Intermediate Reader (3 <sup>rd</sup> Edition)	Pearson Longman	2007	REF 428.6 HEY 2007
Heyer, Sandra	Just Joking: Stories for Listening & Discussion	Longman	2005	REF 428.34 HEY 2005
Heyer, Sandra	More True Stories: A High-Beginning Reader (3 <sup>rd</sup> Edition)	Pearson Longman	2009	REF 428.64 HEY 2009
Heyer, Sandra	True Stories in the News: A Beginning Reader (3 <sup>rd</sup> Edition)	Pearson Longman	2008	REF 428.64 HEY 2008
Heyer, Sandra	Very Easy True Stories: A Picture-Based First Reader	Pearson Longman	1998	REF 428.6 HEY 1998
Hogue, Ann	First Steps in Academic Writing: Level 2 – (2 <sup>nd</sup> Edition)	Pearson Longman	2008	REF 808.042 HOG 2008
Hogue, Ann	First Steps in Academic Writing: Level 2 - (2 <sup>nd</sup> Edition)	Pearson Longman	2008	REF 808.042 HOG 2008
Howard-Williams, Deirdre	Grammar Games and Activities 2	Penguin	2001	REF 428.0071 HOW 2001
Hughes, Arthur	Testing for Language Teachers (2 <sup>nd</sup> Edition)	Cambridge	2003	REF 407.6 HUG 2003
Jefferies, Linda & Mikulecky, Beatrice	Basic Reading Power 1 (3 <sup>rd</sup> Edition)	Pearson Longman	2009	REF 428.6 JEF 2009
Kelly, Gerald	How to Teach Pronunciation (with audio CD)	Pearson Longman	2000	REF 428.34 KEL 2000
Klippel, Friederike	Keep Talking: Communicative Fluency Activities for Language Teaching	Cambridge	1984	REF 428.3 KLI 1984
Knowles, Sheena	Edward the Emu	Harper Collins	1990	Gkid 821 KNO 1990
Lethaby,C; Harmer, J & Acevedo, A	JUST: Listening & Speaking – Elementary (with 2 audio CDs)	Marshall Cavendish Education	2007	REF 428.24 LET 2007
Lethaby,C; Harmer, J & Acevedo, A	JUST: Listening & Speaking - Upper Intermediate (with audio CD)	Marshall Cavendish Education	2005	REF 428.24 HAR 2005
Ligon, Fred & Tannenbaum, Elizabeth	Picture Stories: Language & Literacy Activities for Beginners	Longman	1990	REF 428.2 LIG 1990
Lindstromberg, Seth (Ed.)	Language Activities for Teenagers	Cambridge	2004	REF 428.00712 LIN 2004
Lindstromberg, Seth (Ed.)	The Standby Book: Activities for the Language Classroom	Cambridge	1997	REF 418.007 LIN 1997
McCarthy, Michael & O’Dell, Felicity	Academic Vocabulary in Use	Cambridge	2008	REF 428.24 MCC 2008

<b>Additional Notes</b>	<b>Course Book</b>
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McCarthy, Michael & O'Dell, Felicity	English Collocations in Use - Intermediate	Cambridge	2005	REF 425 MCC 2005
McCarthy, Michael & O'Dell, Felicity	English Idioms in Use - Intermediate	Cambridge	2002	REF 428.24 ODE 2002
McCarthy, Michael & O'Dell, Felicity	English Phrasal Verbs in Use - Intermediate	Cambridge	2004	REF 428.24 MCC 2004
McCarthy, Michael & O'Dell, Felicity	English Vocabulary in Use - Upper Intermediate (2 <sup>nd</sup> Edition)	Cambridge	2001	REF 428.24 MCC 2001
McKay, Penny & Guse, Jenni	Five-Minute Activities for Young Learners	Cambridge	2007	REF 372.6044 MCK 2007
McNamara, Tim	Language Testing	Oxford	2000	REF 418.0076 MCN 2000
Maley, Alan & Duff, Alan	Drama Techniques: A Resource Book of Communication Activities for Language Teachers (3 <sup>rd</sup> Edition)	Cambridge	2005	REF 418.0071 MAL 2005
Marks, Jonathan	English Pronunciation in Use - Elementary	Cambridge	2007	REF 428.34 MAR 2007
Marks, Jonathan	English Pronunciation in Use – Elementary (Audio CD Pack)	Cambridge	2007	REF 428.34 MAR 2007
Marsland, Bruce	Lessons from Nothing: Activities for Language Teaching with Limited Time & Resources	Cambridge	1998	REF 428.0072 MAR 1998
Murphy, Raymond	Essential Grammar in Use – Elementary (3 <sup>rd</sup> Edition)	Cambridge	2007	REF 428.2 MUR 2007
Murphy, Raymond	English Grammar in Use - Intermediate (3 <sup>rd</sup> Edition) – with CD Rom	Cambridge	2004	REF 428.24 MUR 2004
Nation, I. S. P	Teaching ESL/EFL Reading & Writing	Routledge	2009	REF 428.2 NAT 2009
Nation, I. S. P & Newton, Jonathon	Teaching ESL/EFL Listening & Speaking	Routledge	2009	REF 428.3 NAT 2009
O'Malley, Michael & Valdez-Pierce, Lorraine	Authentic Assessment for English Language Learners: Practical Approaches for Teachers	Longman	1996	REF 428 OMA 1996
Oshima, Alice	Introduction to Academic Writing: Level 3 (3 <sup>rd</sup> Edition)	Pearson Longman	2007	REF 808.042 OSH 2007
Oshima, Alice	Introduction to Academic Writing: Level 3 - Answer Key (3 <sup>rd</sup> Edition)	Pearson Longman	2007	REF 808.042 OSH 2007
Redman, Stuart	English Vocabulary in Use - Pre-intermediate & Intermediate (3 <sup>rd</sup> Edition)	Cambridge	2011	REF 428.24 MCC 2011
Rinvoluceri, Mario	Grammar Games: Cognitive, Affective, and Drama Activities for EFL Students	Cambridge	1984	REF 428.240 RIN 1984

<b>Additional Notes</b>	<b>Course Book</b>
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Rinvolucri, Mario & Davis, Paul	More Grammar Games: Cognitive, Affective, and Movement Activities for EFL Students	Cambridge	1995	REF 428.007 RIN 1995
Shemesh, Ruth & Waller, Sheila	Teaching English Spelling: A Practical Guide	Cambridge	2000	REF 372.73 SHE 2000
Solorzano, Helen & Frazier, Laurie (Michael Rost – series editor)	Contemporary Topics 1: Academic Listening & Note Taking Skills (3 <sup>rd</sup> Edition) – Student Book (2 copies)	Pearson Longman	2009	REF 428.24 SOL 2009
Solorzano, Helen & Frazier, Laurie	Contemporary Topics 1: Academic Listening & Note Taking Skills (3 <sup>rd</sup> Edition) - CDs	Pearson Longman	2009	REF 428.34 SOL 2009
Solorzano, Helen & Frazier, Laurie (Michael Rost – series editor)	Contemporary Topics 1: Academic Listening & Note Taking Skills (3 <sup>rd</sup> Edition) – Teacher’s Pack	Pearson Longman	2009	REF 428.24 SOL 2009
Swan, Michael	Practical English Usage (3 <sup>rd</sup> Edition)	Oxford University Press	2005	REF 428.2 SWA 2005
Thornbury, Scott	How to Teach Grammar	Pearson Longman	1999	REF 428.2 THO 1999
Thornbury, Scott	How to Teach Speaking	Pearson Longman	2005	REF 428.24 THO 2005
Thornbury, Scott	How to Teach Vocabulary	Pearson Longman	2002	REF 428.1 THO 2002
Tinkham, Thomas	Island English for Micronesia	Best Press	2001	Micro-P 428.007 TIN 2001
Ur, Penny	Discussions That Work: Task-centred Fluency Practice	Cambridge	1981	REF 428.2 UR 1981
Ur, Penny	Grammar Practice Activities: A Practical Guide for Teachers (2 <sup>nd</sup> Edition) (with CD Rom)	Cambridge	2009	REF 428.0071 UR 2009
Ur, Penny	Teaching Listening Comprehension	Cambridge	1984	REF 428.34 UR 1984
Ur, Penny & Wright, Andrew	Five-Minute Activities: A Resource Book of Short Activities	Cambridge	1992	REF 372.6 UR 1992
Walcyn-Jones, Peter	Fun Class Activities for Teachers 1: Games & Activities With Laughter	Penguin	2000	REF 372.5 WAT 2000
Walcyn-Jones, Peter	Fun Class Activities for Teachers 2: Games & Activities With Laughter	Penguin	2000	REF 372.5 WAT 2002
Walcyn-Jones, Peter	Group Work - Intermediate	Penguin	2000	REF 428.34 WAT 2000
Walcyn-Jones, Peter	Pair Work 2: Intermediate to Upper-Intermediate	Penguin	2002	REF 428.34 WAT 2002
Walcyn-Jones, Peter	Vocabulary: Games and Activities 1	Penguin	2001	REF 428.1 WAT 2001

<b>Additional Notes</b>	<b>Course Book</b>
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Wacyn-Jones, Peter	Vocabulary: Games and Activities 2	Penguin	2002	REF 428.1 WAT 2002
Wacyn-Jones, Peter & Howard-Williams, Deirdre	Grammar Games and Activities 1	Penguin	2001	REF 428.24 WAT 2001
Wacyn-Jones, Peter & Howard-Williams, Deirdre	Pair Work 1: Elementary to Pre-Intermediate	Penguin	2002	REF 428.34 WAT 2002
White, Goodith	Listening	Oxford	1998	REF 428.2407 WHI 1998
Woodward, Suzanne	Fun With Grammar: Communicative Activities for the Azar Grammar Series	Prentice Hall	1997	REF 428.24 WOO 1997
Woodward, Tessa	Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom	Cambridge	2001	REF 418.0071 WOO 2001
Wright, Andrew	1000 Pictures for Teachers to Copy (Revised Edition)	Longman	1996	REF 372.63 WRI 1996
Wright, Andrew	Pictures for Language Learning	Cambridge	1989	REF 418.007 WRI 1989
Wright, Andrew, Betteridge, David & Buckby, Mike	Games for Language Learning (3 <sup>rd</sup> Edition)	Cambridge	2006	REF 418.0071 WRI 2006
Yule, George	Oxford Practice Grammar – Advanced (with CD Rom)	Oxford	2008	REF 428.24 YUL 2008

**STUDENT EVALUATION**

A. Group and /or pair presentations	40%
B. Class and group discussion and participation	40%
C. Lesson Plan Assignment (4 lesson plans, one for each English language skill – reading, writing, speaking & listening)	20%
<b>Total 100%</b>	

The TESOL course is a ‘hands on’, communicative course where understanding of course concepts is acquired through full and interactive student participation. Therefore, class attendance is a priority. Failing to attend classes will lead to significantly lower grades. An attendance rate of below 80% will result in an ‘F’ grade.

**Transmutation of percent to letter-grade is as follows:**

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 65 – 69 = D
- 0 – 64 = F

### TESOL COURSE SIGNATURE ASSIGNMENT (LESSON PLAN ASSIGNMENT)

Using the MOE lesson plan template, students will be required to create four lesson plans, one for each English language skill (reading, writing, speaking & listening). Students will have the option of basing their lessons on one or more themes/topics and will adapt ideas and related classroom activities found in their own English language texts and/or PCC library TESOL teaching and learning resources. All lessons should be learner-centered, suited to student interests and the Palauan context, and contain all the elements of a good lesson (covered in the Lesson Planning module).

### LESSON PLAN ASSIGNMENT MARKING RUBRIC

<p><b>OUTSTANDING</b> <b>4</b> <b>90-100%</b></p>	<ul style="list-style-type: none"> <li>• all lesson goal(s) and objective(s) explain exactly what the teacher hopes to accomplish</li> <li>• all lessons contain all the elements of a good lesson plan and follow the MOE lesson plan format</li> <li>• all lessons are logically sequenced with student-centered activities making up the body of the lesson</li> <li>• all lesson activities and related resources suit student interests and are relevant to the Palauan context</li> <li>• all lessons identify strategies for correcting potential learner language errors</li> <li>• all lessons contain valid and reliable ways of assessing student understanding (eg. concept checking questions)</li> </ul>
<p><b>PROFICIENT</b> <b>3</b> <b>70-89%</b></p>	<ul style="list-style-type: none"> <li>• most lesson goal(s) and objective(s) explain exactly what the teacher hopes to accomplish</li> <li>• most lessons contain most, if not all elements of a good lesson plan and follow the MOE lesson plan format</li> <li>• most lessons are logically sequenced with student-centered activities making up the body of the lesson</li> <li>• most lesson activities and related resources suit student interests and are relevant to the Palauan context</li> <li>• most lessons identify strategies for correcting potential learner language errors</li> <li>• most lessons contain valid and reliable ways of assessing student understanding (eg. concept checking questions)</li> </ul>
<p><b>DEVELOPING</b> <b>2</b> <b>65-69%</b></p>	<ul style="list-style-type: none"> <li>• some lesson goal(s) and objective(s) give an idea of what the teacher hopes to accomplish</li> <li>• some lessons contain some elements of a good lesson plan and generally follow the MOE lesson plan format</li> <li>• some lessons are logically sequenced and contain some student-centered activities</li> <li>• some lesson activities and related resources suit student interests and are relevant to the Palauan context</li> <li>• some lessons identify strategies for correcting potential learner language errors</li> <li>• some lessons contain valid and reliable ways of assessing student understanding (eg. concept checking questions)</li> </ul>
<p><b>EMERGING</b> <b>1</b> <b>Below 65%</b></p>	<ul style="list-style-type: none"> <li>• lesson goal(s) and objective(s) generally do not explain what the teacher hopes to accomplish</li> <li>• lessons generally do not contain the elements of a good lesson plan nor do they follow the MOE lesson plan format</li> <li>• lessons generally have no logical sequence and lack student-centered activities</li> <li>• generally lesson activities and related resources do not suit student interests and are not relevant to the Palauan context</li> <li>• generally lessons identify few, if any, strategies for correcting potential learner language errors</li> <li>• generally lessons contain little or no valid and reliable way of assessing student understanding (eg. concept checking questions)</li> </ul>

### PARTICIPANT FEEDBACK

**COURSE DATES:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

**TRAINER:** \_\_\_\_\_

To assist us with improving the course, we would appreciate you answering the following questions:

1. What did you like most about the course? Give reason(s).
  
  
  
  
  
  
  
  
  
  
2. What other things did you like about the course?
  
  
  
  
  
  
  
  
  
  
3. Was there anything you didn't like about the course? Please list giving reason(s).
  
  
  
  
  
  
  
  
  
  
4. Would you feel confident using some of the workshop activities and materials in your future English lessons? Which ones?
  
  
  
  
  
  
  
  
  
  
5. Please list suggestions, if any, that might help us to improve the course?