Why Teachers of ELLs Need to Know about ESL Grammar Issues and How to Address Them

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Rhode Island Teachers of English Language Learners

October 14, 2017
THANKS . . .

• RITELL

• University of Michigan Press
THANKS . . .

• RITELL  -- *Can you volunteer?*

• *University of Michigan Press*
Today’s Talk

① What is “ESL Grammar”?

② Why do YOU need to know something about ESL grammar?

③ What is the LEAST grammar an ESL teacher should know?

④ What are 3 of the hardest parts of ESL grammar?
A TEST of Native English Ability: WOW!
A TEST of Native English Ability: WOW!

TO GO

GOING

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

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

Natives make certain mistakes in FORM:

*He don’t
*You should have went
*She ain’t got
*I seen

Native speakers NEVER make a mistake with which verb tense to use at a certain time (USAGE):

*Yesterday I go to the mall
*We are studying these verbs two weeks ago
Non-Native Speakers: FORM vs USAGE

ELLs make certain mistakes in FORM:

*He no live there now
*I am really like this cake

*She is take the bus always
*You should to have gone there

ELLs make many mistakes with verb tense USAGE:

*I am here since 2005.
*How many countries do you visit in your life?
*I have seen the tornado yesterday.
*When you called me last night, I watched TV.
Who needs to know ESL grammar?

ALL TEACHERS who work with English Language Learners (ELLs)
Who needs to know ESL grammar?

• A kindergarten teacher?
  * _________________________

• A science teacher?
  * _________________________

• A reading teacher?
  * _________________________
Who needs to know ESL grammar?

• A kindergarten teacher?
  * Old MacDonald Had a Farm
  (repetition, lexical chunks, word order, etc.)

• A science teacher?
  * Science problem (Rhode Island 5th grade science test)

• A reading teacher?
  * Determining readability
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.

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*Keys to Teaching Grammar to English Language Learners.* University of Michigan Press, 2016.
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
With a "moo-moo" here
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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
And on his farm he had a cow, E-I-E-I-O
    With a "moo-moo" here
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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.

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.

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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
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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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SCIENCE PROBLEM
A student wants to find out the kind of soil that can hold the most water. She buys four identical pots with small holes in the bottom of each. She then fills each pot with a different kind of soil and waters the pots with the exact same amount of water. How can she determine the amount of water that stays in the soil in each pot?

A. By putting cotton in each pot to see how much water it absorbs.
B. By carefully examining the growth of flowers in each of the pots.
C. By covering only three of the pots with a plastic bag.
D. By measuring how much water drains from each pot.
A. In simple present tense, the verb after 3<sup>rd</sup> person singular (he/she/it) ends in –s. Underline the seven examples of this grammar point.

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A student **wants** to find out the kind of soil that can hold the most water. She **buys** four identical pots with small holes in the bottom of each. She then **fills** each pot with a different kind of soil and **waters** the pots with the exact same amount of water. How can she determine the amount of water that **stays** in the soil in each pot?

A. By putting cotton in each pot to see how much water it **absorbs**.
B. By carefully examining the growth of flowers in each of the pots.
C. By covering only three of the pots with a plastic bag.
D. By measuring how much water **drains** from each pot.
READING
One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the baker, each up two一角 and down two一角, by picking the stamps out of the龈s' machines that fed them in. Sixty cents saved one and two at a time. There was a yellow streak in my character. I never would exchange for the world the old habit of saving pennies. And sixty cents of it was in pennies.

One dollar and eighty-seven cents. That was all. And the next day would be Christmas.
—ed is for past tense, but which one of these —ed words is NOT past tense?

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies *saved* one and two at a time by bulldozing the grocer and the vegetable man and the baker until one's cheeks *burned* with the silent imputation of parsimony that such close dealing *implied*. Three times Della *counted* it. One dollar and eighty-seven cents. And the next day would be Christmas.
–ed is for past tense, but which one of these –ed words is NOT past tense?

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies {that were saved} one and two at a time by bulldozing the grocer and the vegetable man and the baker until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.
Where is THE verb?

Coins minted in Denver bear the letter D.
Where is THE verb?

Coins minted in Denver **bear** the letter D.
Where is THE verb?

Coins minted in Denver bear the letter D.

Coins (that are) minted in Denver bear ...
Where is THE verb?

Coins minted in Denver bear the letter D.

Coins (that are) minted in Denver bear ...

Google: reduced adjective clause
The *Least* Grammar You Should Know in order to be able to help your ELLs
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)
The Least Grammar You Should Know

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Common ELL Errors with PREPOSITIONS

What is a preposition?
Common ELL Errors with PREPOSITIONS

What is a preposition?

A word that shows the relationship between its object and another word in the sentence.  ?????
Common ELL Errors with PREPOSITIONS

What is a preposition?

A word that shows the relationship between its object and another word in the sentence.  

**one-word**:  at, on, in, under, below  
**two-word**:  due to, according to  
**three-word**:  in spite of, in lieu of
Common ELL Errors with PREPOSITIONS

1. Do you want sugar ___ your coffee?
2. The painting is ___ the left wall.
3. The accident happened ___ Monday.
4. The dog was barking ___ midnight.
5. He is really interested ___ sports.
6. She is very dedicated ___ her new job.
7. New Orleans is famous ___ its Cajun food.
8. In some ways, Portuguese is similar ___ Spanish.
Common ELL Errors with PREPOSITIONS

1. Do you want sugar **on** your coffee?
2. The painting is **in** the left wall.
3. The accident happened **at** Monday.
4. The dog was barking **on** midnight.
5. He is really interested **for** sports.
6. She is very dedicated **in** her new job.
7. New Orleans is famous **of** its Cajun food.
8. In some ways, Portuguese is similar **with** Spanish.
PREPOSITIONS

1. Do you want sugar ____ your coffee?
2. The painting is ____ the left wall.
3. The accident happened ____ Monday.
4. The dog was barking ____ midnight.
5. He is really interested ____ sports.
6. She is very dedicated ____ her new job.
7. New Orleans is famous ____ its Cajun food.
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PREPOSITIONS

1. Do you want sugar _in_ your coffee?
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7. New Orleans is famous **for** its Cajun food.
8. In some ways, Portuguese is similar **to** Spanish.
PREPOSITIONS

1. Do you want sugar _in_ your coffee?
2. The painting is _on_ the left wall.
3. The accident happened _on_ Monday.
4. The dog was barking _at_ midnight.

5. He is really interested _in_ sports.
6. She is very dedicated _to_ her new job.
7. New Orleans is famous _for_ its Cajun food.
8. In some ways, Portuguese is similar _to_ Spanish.

1-4 and 5-8
Some prepositions are based on what comes **AFTER** the PREP:

1. Do you want sugar **in** your **coffee**?
2. The painting is **on** the left **wall**.
3. The accident happened **on** Monday.
4. The dog was barking **at** midnight.
Some prepositions are based on what comes **AFTER** the PREP:

Do you want sugar **in** your coffee?  
**on** your pancakes?  
**at** midnight?

The accident happened **on** Monday.  
**at** 8:47.  
**in** June.
Some prepositions are based on what comes \textbf{BEFORE} the PREP:

5. He is really \textit{interested} \underline{in} sports.
6. She is very \textit{dedicated} \underline{to} her new job.
7. New Orleans is \textit{famous} \underline{for} its Cajun food.
8. In some ways, Portuguese is \textit{similar} \underline{to} Spanish.
Some prepositions are based on what comes **BEFORE** the PREP:

5. He is really **interested** _in_ sports.
   - interested _in_ politics
   - interested _in_ that show
   - interested _in_ cloud formation

7. New Orleans is **famous** _for_ its Cajun food.
   - famous _for_ its history
   - famous _for_ Mardi Gras

Google: adjective + preposition combinations
What is a hot seat question?
What is
a hot seat question?

You plan your lesson.
You look up grammar/etc. you don’t know.
You get your activities, pages, etc.
You teach.
You ask (naively), “ANY QUESTIONS?”
Problem: The question is NOT about your lesson. Not really. Kind of. Sort of. Really?
What is a HOT SEAT QUESTION?

• it originates from a student (the famous TEACHABLE moment...)

• it is often not connected to the actual lesson you’re planned for

• the teacher does not know the answer (or maybe even understand the point of the question)
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 1\textsuperscript{st} 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 ...
Example 1

Lesson: **IS/ARE**

16. Manila (is, are) a city in the Philippines.
17. Bolivia and Peru (is, are) in South America.
Lesson: IS/ARE

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

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?”
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???
Example 1

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
16. Last week I (have, had) a test on Monday.
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Lesson: PRESENT vs PAST TENSES

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

**TEACHER:** ??? ...  

**THINKING:** on Monday? in Monday? in December? on December? on December 25\textsuperscript{th}? in December 25\textsuperscript{th}? in noon? at noon?
Example 2

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
SEE YOUR HANDOUT

5:00, noon, this moment

Monday, Dec. 25th,
my birthday

July, summer, 1996,
the 80s, the 20th century
pronouncing ED
sneezed /d/; coughed /t/
pronouncing ED
sneezed /d/; coughed /t/

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

• 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/
Carolina TESOL: “Is this info written down anywhere?”

KEYS TO TEACHING GRAMMAR
Univ. of Michigan Press
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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.

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Why Teachers of ELLs Need to Know about ESL Grammar Issues and How to Address Them

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