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Teacher Training Module: English Learning Cycle Four

Teaching Grammar: Approaches and Methods

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)



THE AGA KHAN UNIVERSITY



Introduction and Rationale of the Training

Dear Teachers!

Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

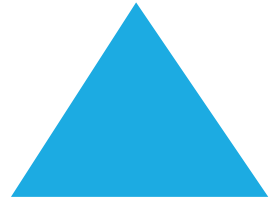
Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.

Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skillful teacher.

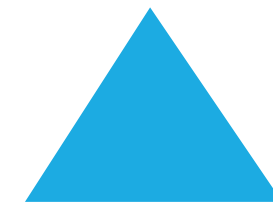


Acknowledgement

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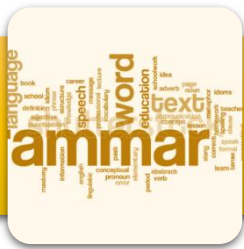
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Teaching Grammar: Approaches and Methods

Learning Objectives: By the end of the session, the teachers will be able to:



Discuss Grammar Translation Method








Discuss Language Teaching Approaches and Method







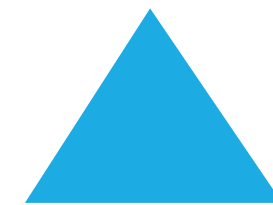
Identify and Apply Different Grammatical Structures






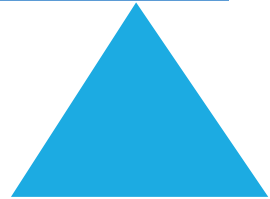
Session Plan


Time	Objective	Activities	Materials/resources
 5 mins	Recitation 	Activity:1 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of the today's session.	
 20 mins	Warm-up 	Activity:2 1. Tell teachers to find any three sentences from any textbook and write in their copies. 2. Ask them to write the meanings of those sentences. 3. Now ask, "In which language it is easy to find the meanings of the sentences." (Expected Answer: In mother tongue) 4. Summarize that mother tongue plays an important role in learning other languages.	Board, Marker, Duster Textbooks English 1-8
 20 mins	Develop Understanding on Grammar Translation Method (GTM)	Activity:3 1. Make pairs and ask them to read and discuss Handout 1. 2. Ask the following questions one by one and discuss on the following question,	Marker, Board, Duster Handout 1

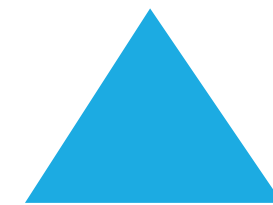
		<ol style="list-style-type: none"> a. What is the purpose of (GTM)? b. What are the advantages of (GTM)? c. What are the disadvantages of (GTM)? <ol style="list-style-type: none"> 3. Summarize the activity. 	
 <p>25 mins</p>	<p>Practice Grammar Translation Method</p> 	<p>Activity:4</p> <ol style="list-style-type: none"> 1. Tell the teachers that they will work in same pairs. 2. Ask them to read and translate Handout 2 into their mother tongue (L1). 3. Invite few volunteers to share their translation with all. 4. Ask teachers, what challenges did you face during translation? 5. Summarize the activity. 	<p>Marker, Board, Duster</p> <p>Handout 2</p>
 <p>25 mins</p>	<p>Identify, Discuss and Practice on Parts and Kinds of Sentences</p>	<p>Activity:5</p> <ol style="list-style-type: none"> 1. Write this sentence on the board, "I win a match." 2. Ask teachers to identify the parts of sentence by underlining each word. 3. Distribute paper strip among teachers with different kind of sentences on them (affirmative, negative, interrogative, interrogative & negative). 4. Ask teachers to identify each kind of sentence. 5. Discuss parts of sentences and their kinds. 6. Summarize the activity. 	<p>Board, marker, duster, blank papers, Textbooks- 1-8</p> <p>Sentence strips</p>



 <p>40 mins</p>	<p>Discuss and Practice Tenses</p> 	<p>Activity:6</p> <ol style="list-style-type: none"> 1. Divide teachers into six groups. 2. Assign two tenses from Handout 3 to each group 3. Ask them to define tenses, write formulas and give 4 examples of each kind of sentence on the chart from the textbooks. 4. Ask them to display their charts. 5. Ask three groups to stand with their poster and invite other three groups for a gallery walk. 6. The groups with the poster will explain their work with the visiting groups one by one. Allow each group to spend two – three minutes on each poster. 7. After three minutes ask groups to move to the next poster. 8. Once all three groups have visited other group poster, change the roles and ask the visitor groups to become presenters for the other groups. 9. Continue the activity until all groups have studied all 6 posters 10. Briefly summarize the activity. 	<p>Board, Markers, Duster, Charts</p> <p>Handout 3 Textbooks- 3-8</p>
 <p>40 mins</p>	<p>Discuss and Practice Voices</p>	<p>Activity:7</p> <ol style="list-style-type: none"> 1. Tell teachers that they will continue working in groups and will repeat the same practice with the concept in Handout 4. 2. Ask them to read handout 4.4 and write five examples of voices from the text books according to the tenses assigned in activity above on a chart. 	<p>Board, marker, duster, Textbooks-3-8, Handout 4</p>



		<ol style="list-style-type: none"> 3. Ask them to display their charts. 4. Ask three groups to stand with their poster and invite other three groups for a gallery walk. 5. The groups with the poster will explain their work with the visiting groups one by one. Allow each group to spend two – three minutes on each poster. 6. After three minutes ask groups to move to the next poster. 7. Once all three groups have visited other group poster, change the roles and ask the visitor groups to become presenters for the other groups. 8. Continue the activity until all groups have studied all 6 posters 9. Briefly summarize the activity 	
 <p>5 mins</p>	<p>Feedback/Closure</p>	<p>Activity-8 Conclude the session by sharing any proverb/quotation as message. Or ask any volunteer to share any proverb/quotation/a piece of poetry.</p>	



Handout 1

Grammar Translation Method

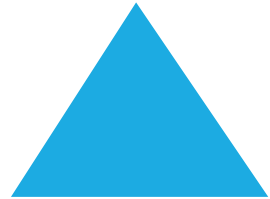
It is a method of teaching foreign languages that is based on the classical method of teaching Ancient Greek and Latin. In this method, students learn grammatical rules and then apply them by translating sentences between the target language and their native language. The focus at that time was on the translation of texts, grammar, and rote learning of vocabulary. There was no emphasis on listening and speaking skills because at that time the main goals of this method are to enable students to read and translate literature written in the Source language, and to further their general intellectual development. This method originated from the practice of teaching Latin as an academic discipline. The method has been criticized for its shortcomings, such as neglecting oral skills, focusing on accuracy rather than fluency, and relying on memorization rather than communication.

Characteristics of Grammar Translation Method

- Use of mother tongue
- Vocabulary items are taught in the form of word lists
- Elaborate explanations of grammar
- Focus on the morphology and syntax
- Practice focusses on exercises translating sentences or texts from mother tongue to the target language and vice versa

Limitations of Grammar Translation Method

- Students lack comprehension, they only translate word for word
- Does not allow students to create meaning in second language (L2)
- Memorization is the biggest deal here in GTM
- Very little student-teacher and student-student interaction
- Listening and speaking skills suffer
- Translation is sometimes misleading
- Students do not have active role in the class because they only answer the questions



Handout 2

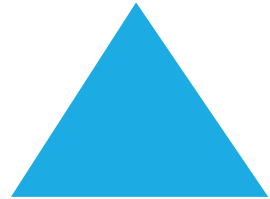
Reading Text

Shahban is a young boy who lives in Badin, Sindh. His father wants him to become a great man, so he wants Shahban to study well and to work hard. Shahban goes to school daily and always does his homework on time. He also writes what he does every day in his diary. This helps him in improving his writing and in remembering a lot of things that he could forget if he did not write them down. Read the following diary entry by Shahban, to see what he does and how he divides his time between study, work and play.



Note for Teachers: Discuss with the students what diary writing is. Tell them that they can write about anything that they want to write about. They can write about what they or someone else did, how they felt about something, what they or someone else liked or disliked, where they went, what they saw, what they want in life, etc. In other words, they can write about anything. Tell them that they don't need a diary for this they can use a notebook as a diary.

Notes for MTs	
Parts of Sentence:	
Subject: Doer of Work.	Example. She reads a story.
Verb: Action	Example. She reads a story.
Object: On which the work is done.	Example. She reads a story .
Kinds of Sentence	
Affirmative / Assertive / Positive	Negative
A sentence that is positive. I receive a reward. Subject + Verb + Object.	a sentence that shows to reject or disagree with something. I receive a reward. Subject +Helping verb+ Not + Verb + Object.
Interrogative	Interrogative Negative
to ask question / interrogate I receive a reward. Helping verb+ Subject + Verb + Object?	It is used to confirm about something. I receive a reward. Helping Verb + Subject + Not + Verb + Object?



Handout 3

Tenses Table		
Tense	Formula	Example
1. Present Simple	Sub + Verb (v1) + s/es + Obj	I receive an award.
2. Past Simple	Sub + Verb (v2) + Obj	We received an award.
3. Future Simple	Sub + will/shall + verb (v1) + Obj	You will receive an award.
4. Present Continuous	Sub + is/am/are + Verb(+ing) + Obj	She is receiving an award.
5. Past Continuous	Sub + was/were + Verb(+ing) + Obj	He was receiving an award.
6. Future Continuous	Sub + will be/shall be + verb(+ing) + Obj	They will be receiving an award.
7. Present Perfect	Sub + Has/have + Verb (v3) + Obj	I have received an award.
8. Past Perfect	Sub + had + Verb (v3) + Obj	We had received an award.
9. Future Perfect	Sub + will have + verb(v3) + Obj	You will have received an award.
10. Present Perfect Continuous	Sub + Has/have + been + Verb(+ing) + Obj	He has been receiving an award for ten years.
11. Past Perfect Continuous	Sub + had + been + Verb(+ing) + Obj	She had been receiving an award for ten years.
12. Future Perfect Continuous	Sub + will have been + verb(+ing) + Obj	They will have been receiving an award for ten years.

Handout 4

Active Voice to Passive Voice

Rules

1. Generally, 8 tenses are changed into passive voice. The remaining Future Continuous, Present Perfect Continuous, Past Perfect Continuous, and Future Perfect Continuous Tenses are not converted into passive voice.
2. The subject is put in place of the object and the object is placed in the place of the subject.
3. Always 3rd form of the verb is used.
4. Helping verbs are changed according to tense/mode
5. Generally, 'by' is used before the new object.
6. Object replace subject.
7. Tenses are changed present to past and past to past perfect tenses.

Active to passive voice figure

