

Grammar Teaching Tips

Discovery (Inductive Focus)

- The beginning of the lesson is interesting, motivating, and sets a clear context.
- Students are exposed to the target grammar in a way that makes the **meaning** clear (story, images, video, situation, problem, task).
- Model examples appear in **natural, meaningful context** (dialogues, role-plays, short readings, picture sequences, etc.).
- Students notice patterns for themselves (guided questions, think-pair-share, highlighting patterns, sorting examples).
- Explanations are **not overly explicit or deductive**, especially for young learners.
- Teacher elicits understanding through **concept-checking questions (CCQs)** rather than long explanations.
- The language used to model/explain the grammar is *simpler* than the target grammar itself.
- Students are encouraged to hypothesize about rules ("Why do they say *will* here? What does it show?").
- Students have enough exposure (multiple examples) before being asked to produce.

Consolidation (Guided Practice)

- Activities are engaging, fun, and varied (matching, sorting, information gap, picture-based tasks, controlled dialogues).
- Students process the grammar with a **focus on meaning first**, not "fill in the blank" only.
- Form is scaffolded: sentence frames, word banks, gesture cues, visual anchors, substitution tables.
- Tasks gradually increase in complexity or openness.
- Students receive **meaningful feedback**, not just correction (e.g., recasts, prompts).
- Error correction is possible and appropriate (focus on patterns, not every mistake).
- Students check and compare answers with partners before whole-class checking.
- Activities connect directly to the examples used in Discovery (clear progression).

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Use (Communicative Production)

- Students use the grammar in a **natural and meaningful** way (role-play, interviews, surveys, problem-solving tasks, creative writing, games).
- Interaction is maximized: pair work, group work, mingling, small discussions, peer interviewing.
- Students create **new, original examples**, not memorized sentences.
- Students can personalize the grammar (talk about themselves, their preferences, experiences, plans).
- Tasks require the grammar to complete them (information gap, missions, challenges, storytelling prompts).
- The production stage loops back to the context introduced at the beginning.
- Teacher monitors discreetly and saves most error correction for after the task.

General Tips

- The lesson should *not feel like* a formal grammar lesson; focus on meaning, context, and communication.
- If appropriate, avoid naming the grammar point until the end (or at all).
- Activities support different learning styles (kinesthetic, auditory, tactile, visual).
- Lesson mixes multiple skills (listening + speaking, reading + writing, etc.).
- Instructions are simple, clear, and demonstrated before students begin.
- The teacher models the activity with the whole class or a student for clarity.
- Materials are attractive, well-designed, and help students notice meaning or form visually.
- Activities flow logically from one stage to the next; transitions are smooth and clear.
- Lesson maintains a balance of teacher guidance and student independence.
- Classroom interaction includes teacher–student, pair, and group dynamics.