

Tips for Teaching English Grammar

1. Show, don't just explain

- Demonstrate grammar in context
- Use puppets, dialogues, roleplays, videos
- Focus on **meaning and situation**, not only form

2. Focus on a small language goal

- Teach **one or two grammar items at a time**
- Example: one WH-question type or a few prepositions
- Narrow focus → deeper understanding and practice

3. Model before practice

- Give **clear examples first**
- Learning scaffold:
 - Teacher models
 - Students repeat / guess
 - Guided practice
 - Freer speaking
- Use matching, guessing, multiple choice before production

4. Teach questions and answers together

- Practice **full exchanges**
- Example:
 - *When is your birthday?*
 - *In July.*

5. Use TPR, realia, and classroom space

- Use **real objects and movement**
- Students move objects for prepositions
- Use students' bodies and classroom positions
- Incorporate the physical classroom

6. Make learning active and fun

- Use games and competitions
- Examples: guessing games, dice games, roleplay, hide-and-seek
- Ensure language support before games

7. Use clear, relatable contexts

- Situations like:
 - meeting a new friend
 - talking about the weekend
 - finding objects in the classroom
- Context makes grammar memorable

8. Maximize classroom English

- Clear instructions and modeling
- Strong intonation and delivery
- Confident teacher language to support comprehension

Teaching Situations

Students read each situation and guess **which teaching tip it matches**.

- The teacher hides a small toy somewhere in the classroom. Students ask questions like “Is it under the desk?” or “Is it behind the door?” to find it.
- The teacher explains: “Today we are only going to practice ‘**Where is...?**’ questions.” The whole lesson focuses only on this type of question with different examples and activities.
- The teacher clearly asks: “Where is the library?” and answers: “It’s next to the bank.” Students then practice the same **question and answer exchange** with different places in the city.
- Before asking students to speak, the teacher asks and answers the target question several times using pictures. Students listen, repeat, and guess the answers first.
- The teacher moves a toy dog **on**, **under**, and **next to** a chair while students say the sentences describing the positions.
- To introduce the past tense, the teacher tells a short story about what she did last weekend and shows a few photos from her trip.
- Students play a short dice game where they must ask a question each time they land on a square. The activity becomes competitive and energetic.
- The teacher gives instructions slowly and clearly, uses gestures, and models the sentences with strong intonation so students understand what to do.

Answer Key

- 1.** Hide a toy / students ask questions to find it
→ Tip 6: Make learning active and fun
- 2.** Teacher focuses only on “Where is...?” questions
→ Tip 2: Focus on a small, manageable language goal
- 3.** Students practice “Where is the library?” / “It’s next to the bank.”
→ Tip 4: Teach questions and answers together
- 4.** Teacher models several examples before students speak
→ Tip 3: Model the language before practice
- 5.** Teacher moves toy dog on / under / next to chair
→ Tip 5: Use TPR, realia, and classroom space
- 6.** Teacher tells a story about last weekend with photos
→ Tip 1: Show, don’t just explain
- 7.** Students play a dice game using questions
→ Tip 6: Make learning active and fun
- 8.** Teacher gives clear instructions with gestures and strong intonation
→ Tip 8: Maximize classroom English and delivery