UCL

How to Teach Grammar
Workshop on Pedagogical Linguistics
University of Leeds

Bas Aarts
Survey of English Usage
Department of English Language and Literature
University College London

Why teach grammar?

- We need to study language and grammar for the same reasons that we study history, literature, art, etc.: it's part of our culture and identity.
- To develop an understanding of language and knowledge about language, including the metalanguage for describing how language works.
- To increase critical reading skills.
- To improve children's creative writing. (But more evidence is needed.)
- To develop pupils' enjoyment of using language.

Grammar in the 2014 National Curriculum

- Fairly detailed teaching specifications for Grammar, Punctuation and Spelling (GPS) for the Key Stages 1 and 2.

- KS1 and KS2 Grammar, Punctuation and Spelling tests (optional in Year 2, obligatory in Year 6).

- A glossary of grammatical terms.

- Emphasis on grammar (also on spoken language) at KS3/4.

What makes for a good grammar pedagogy?

Subject knowledge

- Grammatical terminology (metalanguage).

- Grammatical **form** (i.e. grammatical categories such as word classes, phrases and clauses)

- Grammatical **function** (Subject, Object, Adverbial)

OXFORD TEACHING GUIDES

HOW TO

Teach Grammar

BAS AARTS
IAN CUSHING
RICHARD HUDSON

OXFORD
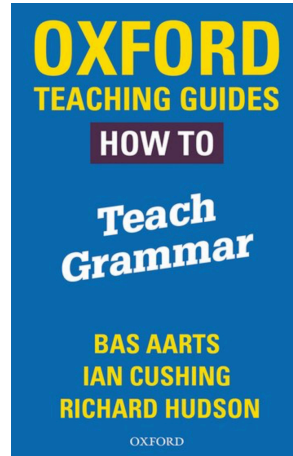
Pedagogical principles

- Using age-appropriate authentic examples.

- Linguistic analysis.

- Linking grammatical features and discussion to meaning and to authentic texts.

English Language Resources for Schools

Englicious is an entirely free online library of original English language teaching resources!
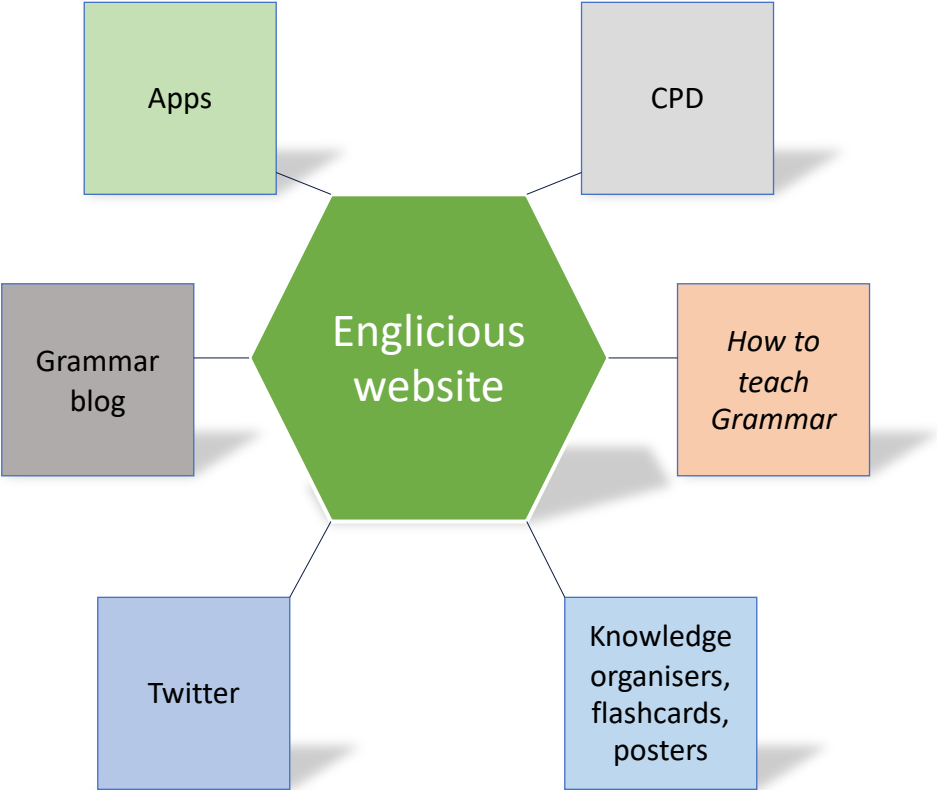
VIEW RESOURCES

Resources　　Glossary　　About　　Login　　Register

englicious

UCL

www.englicious.org

Englicious offers teachers:

- a year-by-year overview of the new programmes of study and attainment targets in the 2014 UK National Curriculum.
- hundreds of fully prepared lesson plans, including everything from bite-sized starters to larger projects, for use in the classroom.
- assessments for evaluating student attainment and progress.
- a complete and rigorous overview of English grammar.
- the entire 2014 National Curriculum Glossary, enhanced with new terminology enabling teachers to use terminology consistently throughout the Key Stages.
- professional development materials for teachers to brush up on their own knowledge.

Englicious will help students:

- to learn about English grammar in a fun way, using interactive online resources.
- to develop their analytical skills.
- to develop their literacy skills, with a focus on spelling, punctuation and writing.
- to develop their enjoyment of (using) language, both in spoken and written form.
- to enhance their confidence.
- to improve their test scores in the Year 6 GPS tests and beyond at GCSE level.

Apps

CPD

Grammar blog

Englicious website

How to teach Grammar

Twitter

Knowledge organisers, flashcards, posters

Some examples of activities

Identify the Adverbials

1. **I'm choosing my words carefully**. [S1B-075 #172]

2. **We saw some photographs at the Ansel Adams Center**. [W1B-011 #97]

3. **At the moment I'm studying Computer Operating systems**. [W1B-001 #149]

4. **In the past the Royal Family didn't receive much media attention**. [S2B-032 #54]

5. **I graduate this year**. [S1B-074 #297]

Submit Your Answers

http://www.englicious.org/lesson/identify-adverbials

Adverb placement: Activity

This unit +

Categories +

See also +

combed

quickly

her

she

hair

table

filthy

is

the

now

http://www.englicious.org/lesson/adverb-placement-activity

UCL
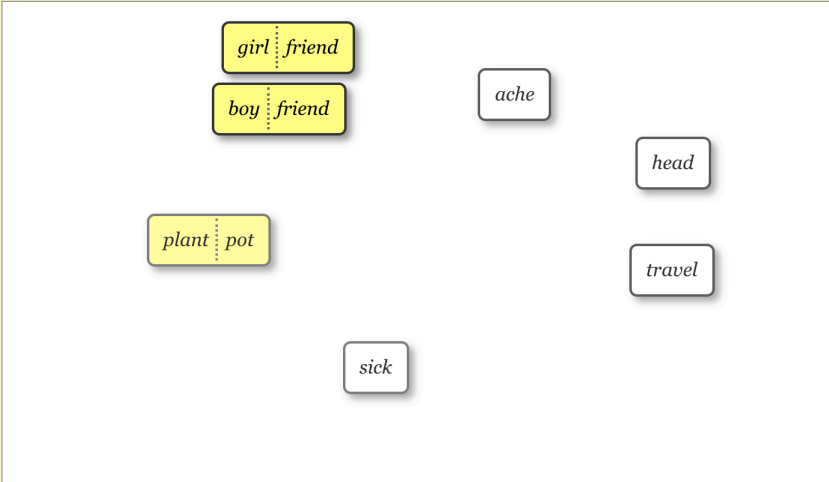
determiner	adjective	noun	preposition phrase or clause
this	delicious	spider	that I caught
several	little	tourists	with beady eyes
these	poisonous	elephants	with long legs

UCL

Compound word creation: Activity 1

An interactive activity to explore how compounds are made

girl : friend

boy : friend

ache

head

plant : pot

travel

sick

Give me a Clue! | Submit your Answers

englicious

Metaphors of language

Exploring the way we think and talk about language

This project asks students to explore **metaphors** of the English language. If you need a quick refresher, it might be useful to revisit some of the introductory pages on metaphor **here** before completing the project work.

Metaphor is a highly pervasive feature of any language, not only reflecting the way that we understand the world, but constituting and shaping it. In linguistics, we use the X IS Y formula to indicate a metaphor - for example:

ENGLISH IS A LIVING ENTITY

In this metaphor, we understand 'ENGLISH' in terms of it being a 'LIVING ENTITY'. This metaphor can yield expressions such as:

- *The English language is growing every year.*
- *English is alive and well.*
- *English will probably never die.*
- *The birth of English happened many centuries ago.*

What do you think of this metaphor? Does it accurately reflect what language is? Perhaps - it seems to acknowledge that a language does not remain static, and is constantly changing, much like a living thing. It also acknowledges that a language has a starting point, and for some languages, an end point.

There are many other ways of talking about a language through metaphor. For example:

ENGLISH IS A PHYSICAL OBJECT

In this metaphor, we understand 'ENGLISH' in terms of it being a 'PHYSICAL OBJECT'. This metaphor can yield expressions such as:

- *The British took English to most countries in the world.*
- *English has moved around the world.*
- *English is an enormous language.*
- *Some people think that the British own English.*

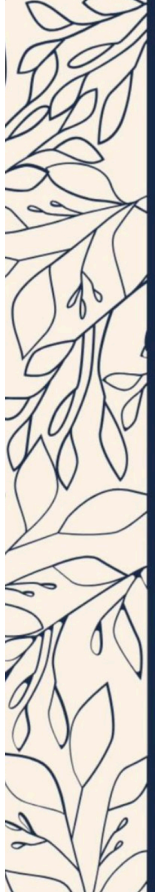# The UCL knowledge organiser, posters, and flashcards

Apps for tablets and smartphones
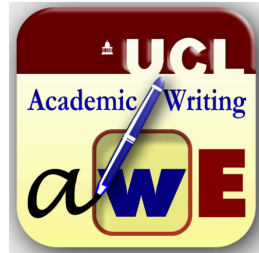
New research project:
English grammar teaching in primary schools:
assessing the efficacy of Englicious

English Grammar Day

8 July 2019
British Library
London

Tickets now on sale!
Book here: https://bit.ly/2Pt6kzf

Speakers: Charlotte Brewer, Jon Hutchinson, David Denison, Ingrid Tieken, Barbara Bleiman, Rob Drummond + Panel discussion led by John Mullan

Follow us on Twitter:

@EngliciousUCL