Instructional Design Project

Mona Ghran

Grammar in ESL Classrooms

EDTL 7100

Rationale

The problem of interest is to enable teachers to have the tools to effectively teach grammar to ESL (English Second Language) students. ESL students are becoming a more common phenomenon around the world. In the U.S., ESL students are very prevalent. ESL typically struggle the most with grammar in their English learning. This project is intended to assist students and teachers in this struggle.

This project will use the basic lesson plan model. This model was used because it fits the type of lesson that will be given. It fits with the time the lesson will be taught in. While teaching grammar, it is best that many activities are included in each lesson. This allows for better understanding and practice for the students. The basic lesson plan has three areas where activities can be included. This instructional design project uses three activities in its design, so therefore it is easy with the basic lesson plan to see where the activities should be implemented. The basic lesson plan can easily be used when a curriculum map was made. Given there is already a curriculum map made for this unit, the basic lesson plan will enable the content to be simply written out (Chiarelott, 2006).

Contextualized teaching and learning theory are important in this lesson plan as well. All students must understand how to apply what they are learning to real life. If they do not know this, the students may question how the lesson applies to them. This is especially true in grammar classes. Understand why students learn grammar and why it is important is challenging for most students. Contextualized learning is progressive and can be defined in different ways. Yet, no matter how someone defines it, the purpose of it should still remain central to educators. John Dewey was a supporter of students being aware of how their life and knowledge interacts with one another (Chiarelott, 2006). If students do not have the proper knowledge, their lives could be negatively impacted.

This unit will serve to properly teach within a contextualized environment English grammar. The instructional design project will teach the parts of speech in generalized fashion to new ESL students. Nouns, verbs, and adjectives will taught over a three day period. If the project was extended to include more lesson plans about the subunits, clauses, formatting of sentences, and punctuation would be included in the lesson plan. Moussou states in his article about ESL student needs, that students and faculty should cater their lesson plans to ESL students. His article discusses the need for effective grammar lessons for ESL students (2013). Zhou agrees with Moussou in his article that ESL students even feel they need better grammar courses (2009). This project will serve to relate the material to the students and increase the students’ knowledge overall.

References

Chairelott, L. (2006). Curriculum in Context. Wadsworth, Belmont, C.A.

Mossou, L. (2013). Let's talk! ESL students' needs and writing centre philosophy. *TESL Canada Journal*, 30(2), 55-6.

Zhou, A. (2009). What adult ESL learners say about improving grammar and vocabulary in their writing for academic purposes. *Language Awareness*, 18(1), 31-46.

**Unit Intended Learner Outcomes**

**Subunit 1 :Part of Speech**

\_ Students will be able to determine the important parts of speech in a sentence such as subject, verb, adjective, and object. (Bloom’s: Comprehension)

\_ Students will be able to have a clear understanding of the basic tenses for the past, present and future and explain how to use them. (Bloom’s: Memory/Recall, Application)

\_ Students will communicate with native speakers using parts of speech correctly. (Bloom’s: Synthesis)

\_ Students will be able to write sentences using the parts of speech correctly. (Bloom’s: Application)

\_ Students will be able to define the parts of speech. (Bloom’s: Memory/Recall)

**Subunit 2: Clauses**

\_ Students will be able to define the types of clauses. (Bloom’s: Memory/Recall)

\_ Students will be able to define in their own words the types of clauses. (Bloom’s: Comprehension)

\_ Students will be able to use the correct types of clauses in full sentences. (Bloom’s: Application)

\_ Students will be able to recognize clauses within written material. (Bloom’s: Application)

**Subunit 3: Formatting of Sentences**

\_ Students will be able to describe and compare various objects using correct formatting of sentences. (Bloom’s: Memory/Recall, Analysis)

**\_** Students will be able to build their own sentence in correct grammatical format (Bloom’s: Synthesis)

\_ Students will be able to speak using correct formatting of sentences, including asking and answering questions, giving descriptions, etc.(Bloom’s: Application)

\_ Students will be able to determine if a sentence is formatted correctly or not. (Bloom’s: Analysis)

**Subunit 4: Punctuation**

\_ Students will be able to define the types of punctuation. (Bloom’s: Memory/Recall)

\_ Students will be able to use correct punctuation in sentences. (Bloom’s: Application)

\_ Students will be able to determine if correct punctuation is used in sentences. (Bloom’s: Analysis)

Pre-Assessment for ESL Grammar

Name:

1. Please choose the noun, verb, and adjective in each sentence. Write what type or kind of noun, verb, or adjective the word is, if it applies.
   1. New York City is a diverse city with many different types of people.
   2. I decided to write a shopping list today that included all the food I would need for the week.
   3. My family is very large and they enjoy having fun.
   4. I would like to graduate with a 4.0 average.
   5. Today, my father and I bought new furniture for my apartment.
   6. We enjoyed our trip to Chicago.
   7. She will be taking a journey to the Middle East.
   8. My friend already traveled to Europe last year.
2. Give three examples of proper nouns
3. List some of the types of verbs.
4. Give the definition for the following parts of speech
   1. Noun
   2. Verb
   3. Adjective
5. Write two sentences with a restrictive and non-restrictive adjective clause.
6. Define these types of noun clauses:
   1. Subject
   2. Direct
   3. Direct of Proposition
7. Write three sentences with adverb clauses
8. Use these words in a sentence: Mrs. Smith, class, teaching, and students.
9. Write a sentence in past tense using the following words: Gucci, fashion, New York Fashion Week, colorful.
10. Write a sentence in future tense using the following words: Gucci, fashion, New York Fashion Week, colorful.
11. Write a sentence in present tense using the following words: Gucci, fashion, New York Fashion Week, colorful.
12. List at least four types of punctuation.
13. Use a comma in a sentence.
14. Use a semicolon in a sentence.
15. Use an exclamation point in a sentence.
16. Use a question mark in sentence.
17. Use a colon in a sentence.
18. Write a sentence in present tense, using at least one clause, and one type of punctuation.
19. Write a sentence in past tense, using at least one clause, and one type of punctuation.
20. Write a sentence in future tense, using at least one clause, and one type of punctuation.

Lesson Plan 1: Nouns

**Unit Outcomes:** Students will understand the different types of nouns, correctly determine the plurality of a noun, and understand when capitalization of a noun is needed.

**Time Period Objectives:**

1. Students will complete the pre-assessment about noun, verbs, and adjectives.

2. Students will define in their own words what the types of nouns are.

3. Students will understand how to make nouns plural if needed.

4. Students will determine what nouns should be capitalized.

5. Students will examine sentences and identify the types of nouns, plural nouns, and nouns that should be capitalized.

6. Students will write their own sentences with different types of nouns, plural nouns, and nouns that should capitalized.

**Materials Needed:**

1. Copies of the assessment.
2. Basic English Grammar, Third Edition.- a textbook for each student.
3. Whiteboard and markers.
4. Notebook paper and pencils for each student.
5. Notecards with a verb on each notecard, the notecards should have a variety of types of verbs available.

**Procedures:**

1. Introductory Activity (10 minutes)
   1. Ask the students what they know about nouns. Ask the students if they have seen that in English there are different types of nouns, plural nouns, and nouns that are capitalized. Use Q & A to ask the students for examples of the different types of nouns and whether or not nouns should be plural or capitalized.
   2. The teacher will write examples of the types of nouns on the board. Explain these to the students and have the students put these definitions on paper. Express to the students why the types of nouns are important.
      1. List these types of nouns on the board:
      2. Concrete: Nouns used for physical items.
      3. Abstract: Nouns used for non-physical items like ideas.
      4. Collective: Nouns used for groups like team.
      5. Common: Nouns used for general items.
   3. The teacher will write on the board examples of plural and capitalized nouns. Explain these to the students and have the students put these definitions on paper. Express to the students why plural and capitalized nouns are important.
2. Developmental Activity (20 minutes)
   1. Ask students to write examples of the types of nouns in the classroom on the whiteboard. Ask the students to write examples of capitalized and plural nouns on the whiteboard too.
   2. Ask the students to get into groups of 2. Hand out the essay to each group. Tell the students they should underline each type of noun and label the type of noun they underlined. The students should also circle and plural nouns and double underline any nouns that should be capitalized.
   3. Give the students 10 minutes to finish the activity.
   4. Once the students have finished the teacher will ask that each group choose one paragraph of the essay. Each group will then come to the head of the class and read the paragraph identifying where they underlined and circled.
3. Concluding Activity (10 minutes)
   1. Each student would participate in the concluding activity by writing on the whiteboard 2 correct types of nouns in a sentence, two correct plural nouns in a sentence, and two correct capitalized nouns in a sentence. There would be two students at the board and the students would “race” each other to finish the sentences correctly. The student that finished first correctly would receive a piece of candy.
4. Key Questions:
   1. What types of nouns are there?
   2. When should I capitalize a noun?
   3. How do I know if a noun is plural
   4. How do I write a plural noun?

**Summary/Closure/Evaluation:**

1. Closure: (5 minutes)
   1. Have students explain why understanding nouns more fully is important.
2. Evaluation (10 minutes)
   1. Complete noun worksheet.

Noun Worksheet

Name:

1. In the following sentences some of the nouns should be plural. Please fix these nouns.
   1. A flock of duck walked to one side of the road.
   2. Her group of friend are very kind.
   3. I have two cellphone that need to be charged.
   4. There are multiple banana on the kitchen counter.
   5. Please go to the store and pick up the many bag of food.
2. Please write two sentences with two plural nouns in each sentence.
3. Underline the noun that should be proper in each sentence.
   1. Mrs. smith taught my class today.
   2. The title of the magazine was national geopraphic.
   3. I enjoyed visiting san Francisco.
   4. Her name is sara.
   5. I use Verizon wireless as my cellphone company.
4. Please write two sentences with two proper nouns.
5. Identify the types of nouns used in these sentences.
   1. There’s a swarm of bees near you.
   2. Can you unpack the boxes that were sent?
   3. You had a great idea!
   4. Is there anything you can hear in there?
   5. My team is winning.
   6. I love my family.
6. Define these types of nouns in your own words.
   1. Concrete
   2. Common
   3. Collective
   4. Abstract
7. Write a paragraph that includes all types of nouns. Underline each noun in your paragraph.
8. Explain what you enjoyed about this lesson.

Lesson Plan 2: Verbs

**Unit Outcomes:** Students will understand the different types of verbs and use it use them properly in sentences.

**Time Period Objectives:**

1. Students will define in their own words what the types of verbs are.

2. Students will examine sentences and identify the types of verbs that should be used.

3. Students will write their own sentences with different types of verbs.

**Materials Needed:**

1. Copies of the pre-assessment.
2. Basic English Grammar, Third Edition- a copy of the textbook for each student.
3. Whiteboard and markers.
4. Notebook paper and pencils for each student.
5. Essay for in-class activity

**Procedures:**

1. Introductory Activity (10 minutes)
   1. Ask the students what they know about verbs. Ask the students if they have seen that in English there are different types of verbs. Use Q & A to ask the students for examples of the different types of verbs.
   2. The teacher will write examples of the types of verbs on the board. Explain these to the students and have the students put these definitions on paper. Express to the students why the types of verbs are important.
      1. List these types of verbs on the board.
         1. Stative: This verb discusses a state of being.
         2. Action: This verb discusses mental or physical action.
         3. Phrasal: This is a verb phrase that uses a combination of words to allow the verb to take on another meaning.
         4. Auxilury: This verb is a helping verb, which shows the verb’s tense, mood, and voice.
         5. Irregular: These verbs take on a different spelling pattern of past simple and past participle verbs.
         6. Modals: These verbs are used to explain abilities, permissions, etc.
         7. Transitive: This verb uses direct objects to express doable activities.
2. Developmental Activity (20 minutes)
   1. Ask students to write examples of the types of verbs in the classroom on the whiteboard.
   2. Ask the students to get into a big group, separating into smaller groups of 6. The teacher should pass out the notecards with irregular verb or other type of verb on the card.
   3. Then, the teacher explains the directions to the students. The students are told that they will each hold 10 notecards each. Each student should look and study what’s on their notecards.
   4. After this, the students should ask each other in their groups if another group member has the irregular or other type of the verb they have on their notecard.
   5. If the student does have the other type of verb on their notecard, the student should pronounce the verb to the other student. If the student gets the pronunciation correct, then they can give the other student their card.
3. Concluding Activity (10 minutes)
   1. Each student should come up to the board and write out one example from one type of verb when a certain type of verb is called
   2. The student should write the verb in a complete sentence and then say the sentence correctly before they can sit back down in their seat.
4. Key Questions:
   1. What types of verbs are there?
   2. How do you identify the types of verbs properly?

**Summary/Closure/Evaluation:**

1. Closure: (5 minutes)
   1. Have students explain why understanding the types of verbs will help them to speak and write clearly.
2. Evaluation (10 minutes)
   1. Complete verb worksheet.

Verb Worksheet

Name:

1. Define what a transitive verb means in your own words. Use a transitive verb in a sentence.
2. Define what a models verb means in your own words. Use a models verb in a sentence.
3. Define what an irregular verb means in your own words. Use an irregular verb in a sentence.
4. Define what an auxiliary verb means in your own words. Use an auxiliary verb in a sentence.
5. Define what a phrasal verb means in your own words. Use a phrasal verb in a sentence.
6. Define what an action verb means in your own words. Use an action verb in a sentence.
7. Define what a stative verb means in your own words. Use a stative verb in a sentence.
8. Identify the type of verb in each sentence.
   1. My textbook belongs to my friend.
   2. I will go to Los Angles next week with my friends.
   3. The meeting today will focus on brainstorming new ideas for the company.
   4. She assisted the others by editing their papers.
   5. The teacher showed her ability in teaching by giving a lecture to the entire school.

Lesson Plan 3: Adjective

**Unit Outcomes:** Students will understand the different types of adjectives, the kinds of adjectives, and use them properly in sentences.

**Time Period Objectives:**

1. Students will define in their own words what the types of adjectives are.

2. Students will examine sentences and identify the types of adjectives that should be used.

3. Students will write their own sentences with different types of adjectives.

4. Students will define in their own words what kinds of adjectives there are.

5. Students will examine sentences and identify the kinds of adjectives that should be used.

6. Students will write their own sentences with different kinds of adjectives.

**Materials Needed:**

1. Basic English Grammar, Third Edition- a textbook for each student.
2. Whiteboard and markers.
3. Notebook paper and pencils for each student.
4. Worksheet for evaluation

**Procedures:**

1. Introductory Activity (10 minutes)
   1. Ask the students what they know about adjectives. Ask the students if they have seen that in English there are different types of adjectives and kinds of adjectives. Use Q & A to ask the students for examples of the different types and kinds of adjectives.
   2. The teacher will write examples of the types and kinds of adjectives on the board. Explain these to the students and have the students put these definitions on paper. Express to the students why the types and kinds of adjectives are important.
      1. List these types of adjectives on the board:
         1. Denominal Adjective: An adjective that is derived from nouns.
         2. Compound Adjective: Two or more adjectives.
   3. List these kinds of adjectives on the board.
      1. Color
      2. Size
      3. Age
      4. Shape
      5. Qualifier
2. Developmental Activity (20 minutes)
   1. For this activity the students will play the telephone game.
   2. This game will start with one student who will explain two sentences of a story using at least two adjectives in each sentence.
   3. Then the next student will need to repeat the sentences the students previous to them stated and add their own two sentences to the story.
   4. This activity should continue around the room until the entire class has a turn to add two sentences and repeat the story.
3. Concluding Activity (10 minutes)
   1. Each student should come up to the board and write out one example from one type of adjective.
   2. The student should write the adjective type in a complete sentence and then say the sentence correctly before they can sit back down in their seat.
4. Key Questions:
   1. What types and kinds of adjectives are there?
   2. How do you identify the types and kinds of adjectives properly?

**Summary/Closure/Evaluation:**

1. Closure: (5 minutes)
   1. Have students explain why understanding the types and kinds of adjectives will help them to speak and write clearly.
2. Evaluation (10 minutes)
   1. Complete adjective worksheet.

Adjective Worksheet

Name:

1. List and define the two types of adjective. Use each adjective in a sentence.

a.

b.

1. List and use the five kinds of adjectives in a sentence.

1.

2.

3.

4.

5.

1. Identify what kind of adjective is used in each sentence.
   1. The boy is bright.
   2. Today the rain is pouring down.
   3. I will use my skills and apply them to my presentation.
   4. The grass is green.
   5. The dinner last night included many large entrees.
   6. She drew a circle in geometry class.
   7. The man thought that my presentation went well.
   8. I will make myself a small snack.
2. Identify the type of adjective used in the following sentences.
   1. His mind is extremely intellectual.
   2. My friend had to write up a lab report about her biological experiment.
   3. My friend has a one-year-old son
   4. It is terribly windy outside.
   5. The rich people have access to better healthcare.
   6. He is an American man.
3. What did you enjoy about today’s lesson.

Post- Assessment: Grammar for ESL Students

Name:

1. Choose the correct word for each sentence.
   1. Today I will \_\_\_\_\_\_ a chocolate cake for dessert.

Bake baked bakes

* 1. My teacher is \_\_\_\_\_\_\_\_. I enjoy speaking with her after class.

Niced nice nices

* 1. Yesterday, my friend and I ­­­­\_\_\_\_\_\_\_\_\_\_ to Chicago

Travels Traveled Travel

* 1. I \_\_\_\_\_\_ go.

Will to will went

* 1. I \_\_\_\_\_\_\_\_\_ my family to a special restaurant.

Took Take Went

1. Define each part of speech, with an example of each part of speech.
   1. Noun
   2. Verb
   3. Adjective
2. List the seven types of verbs and give an example of each.

1.

2.

3.

4.

5.

6.

7.

4. Write two sentences with a proper noun and explain why the noun is proper.

1.

2.

5. Write two sentences with a plural noun and explain why the noun is plural.

6. Define the three types of noun clauses. Give an example of each type.

7. Define a restrictive adjective clause. Give an example of it.

8. Define a non-restrictive adjective clause. Given an example of it.

9. What is a contractive adverb clause?

10. Write three sentences with these types of adverbs in one of the sentences: place, reason, time.

1.

2.

3.

11. Explain why clauses are important in grammar.

12. Fix the error(s) in the following sentences.

a. My friend and I go to the store today to find apples.

b. I planned to take a trip to california

c. How did you find what you needs.

d. We goes to class today.

e. She is very excited about everything yesterday

f. For her new apartment she bought the following items desk sofa and coffee table.

g. It is important to remember that you should helps other when they need it.

13. Explain why keeping the correct tense throughout a paper is important.

14. Write five types of punctuation with an example sentence for each type.

15. How do you know if you should use a colon or semicolon in a sentence?

16. Write a sentence using both a semicolon and at least one comma.

17. Write a sentence using an exclamation point and dash.

18. Write a sentence using a question mark and a colon.

19. Explain how you ensure that your paper is using correct grammar.

20. In the following paragraph, please circle the parts of speech and label them with an N for noun, V for verb, and A for adjective. Underline any clauses in the sentences. Highlight any punctuation in the sentences.

My father and I took a trip to Chicago this past weekend. We stayed a hotel in the suburbs of Chicago. On the first day of the trip, we walked to Willis Tower. After waiting in the long line, we finally made it to the top of the tower to take pictures. Next, we visited a Lebanese restaurant where we order delicious food. The following day we visited Navy Pier. We walked around the Pier and enjoyed the sun. We also visited the Bean, a Chicago landmark site. I took pictures here. After the Bean, I tried to find where I had parked my car. I could not find my car! We walked around the city for three hours before finding it. Have you ever visited Chicago?