

**“If I don’t enjoy it, how are my kids going to enjoy it?”**

**Case study in English grammar teaching**

**Bachelor’s thesis**

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<p>Tiivistelmä – Abstract</p> <p>The question over how grammar should be taught has been discussed amongst several linguistics scholars. Different grammar teaching methods present different focus on the target language, grammar and learner’s role. All of the methods have their strengths and weaknesses and in order to know which method to pick, one must know all the strengths and weaknesses of these methods.</p> <p>In this case study, a teacher from Central Finland was interviewed on her grammar teaching methods and the reasons behind these methods for fifth-graders. Factors influencing her selection of methods were the grammatical topic to be taught, learners’ different learning styles, relevance of the topic and the most natural and authentic situation in which learners’ will be using these grammatical features.</p> <p>She utilizes different methods such as grammar stories, songs and communicative teaching approach. She sometimes teaches grammar explicitly or implicitly depending on her pupils’ levels and on the grammatical topic. Pupils love the grammar stories and would gladly learn grammar. Learners can sometime even be part of the teaching process and in the making of grammar stories. This engages the learners at a deeper level and encourages them to be active in their own learning process.</p>	
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## 1 INTRODUCTION

Grammar has been taught in SLA classes for years and the methods used have been used for decades. Without grammar utterances would fail to have meaning. Moreover, Widodo (2005) argues that grammar “is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing”. Therefore, grammar plays a crucial part in how we come to understand and be understood.

Nevertheless, language is not simply a structure that is taught through specific characteristics and drills, but is a mean through which we use to communicate with one another. Certain methods such as grammar translation and audio-lingual focus on specific characteristics of a language with no regards to communication skills, whereas the communicative language approach focuses on communicating and looks at language as a mean to communicate. Grammar teaching methods sound familiar to most language teaching students, however the concept seems to be abstract and few of these students know these methods or know how to apply them in practice.

The aim of the present study was to investigate what methods or approaches teachers use in teaching grammar in elementary school while mainly focusing on 5<sup>th</sup>-graders. I chose elementary school because I know learners at this stage of their studies have had some experience with the English language but their knowledge is presumably still basic. I assumed this might present teachers with its own challenges and opportunities to get creative while teaching grammar, and for this reason I wanted to research the different methods teachers use in teaching grammar. I wanted to bring the abstractness of different grammar teaching methods to a practical level in which concrete methods will be presented. As a future teacher I am curious in finding out how the methods we have learnt about in class apply in practice because as familiar as these methods seem, when it comes to concrete examples they seem abstract. I secondly wanted to know which factors influence the methods the teachers use. I thirdly wanted to know which methods teachers prefer to use and what makes these methods function well.

## **2 BACKGROUND**

### **2.1 What is grammar?**

Several linguists have defined grammar as they see fit, however regardless of their different definitions, they all seem to agree that grammar plays a crucial in languages. Cook (2001:19) states that grammar functions as a core of a language around which everything else revolves. Zhang (2009:185) reports that grammar includes three codependents, crucial parts of any language: “form, meaning and use”. Larsen-Freeman (2003:142) even suggests that “grammar allows us to choose how we present ourselves to the world, sometime conforming to social norms yet all the while establishing our individual identities”. The ultimate goal of teaching grammar is to reach what Larsen-Freeman (2003:143) calls “grammaring”, a process in which the learner not only understands grammar but is capable of using grammar properly, meaningfully and competently.

Over the past decades, several linguists have argued over the best ways to teach grammar. Different methods have surfaced within time and all have their advantages and shortages. Cook (2001:41) argues that often language learners struggle during the transition between fully fathoming the construction of the grammatical rules and the ability to utilize these automatized rules in practice, in other words internalizing the rules and using them correctly and meaningfully. She emphasizes that the importance of teaching grammar in classes is the process of converting those consciously learnt rules into an unconscious ability, in which learners fully comprehend the functions of these rules and are capable of producing equivalent sentences. She argues that all learners will find a method that works for them best, assuming that different teaching methods work for different reasons for different people. Nowadays with the variety of different methods and awareness of different learning styles, teachers must adapt variety and options into their teaching methods to ensure that learners learn to the best of their capabilities.

Furthermore, timing of teaching grammar is a rather crucial part that plays a role in learning a language. Grammar must be taught at early stages of the learning process in order for learners to learn correct habits and avoid the unnecessary labor of having to unlearn wrong habits only to correct them later (Cook 2001:22).

## **2.2 Explicit vs. implicit way of teaching**

There has been debate on whether grammar should be taught explicitly or implicitly. Both methods have been favored for different reasons. When taught explicitly, new grammatical rules are introduced before learners are asked to practice them, and quite often through the direct method. The direct method often includes the present-practice-produce (PPP) model, an approach in which a new grammatical concept is presented through a text, dialogue or another form before it is practiced and eventually produced. The new grammatical feature is first introduced to learners before it is practiced often enough, not only to enable learners to familiarize themselves with the new form, but to also gain fluency and accuracy in the matter. Finally, in the production stage students are asked to showcase that they have understood the function of the new topic and are now capable of producing the new grammatical rules accurately, meaningfully and fluently (Nassaji and Fotos. 2001:4-7).

On the other hand, implicit teaching is an unconscious way of introducing new concepts and it has been argued to also function well. Firstly, new grammatical issues are introduced, for instance, through texts, dialogues or other medium. Secondly, learners are asked to pay attention to patterns and pinpoint the construction of these patterns (Ellis 2004, as quoted by Widodo 2005).

## **2.3 Different grammar teaching methods**

Studies suggest that teaching is nowadays becoming more and more student-centered and this has led to a change of teaching methods accordingly. The most common methods have been grammar-translation, audio-lingual and communicative language teaching method. The grammar-translation method, which has often been criticized for its submissive and passive way of teaching, relies on teaching grammar by translating utterances from one language to another (Griffiths and Parr 2001). It tends to focus on literal aspects, which has led to criticism for it not being versatile. This method is rather language-centered, which means that it focuses on and

emphasizes linguistic structures of the target language. Close attention is paid to little details that construct the language.

The Audio-lingual method (ALM), which was introduced in the late 1940s, is according to Kumaravadivelu (2005:90), also a language-centered method that focuses on structural parts of a language. Learners are often provided with

preselected, presequenced linguistic structures through form-focused exercises in class, assuming that a preoccupation with form will ultimately lead to the mastery of the target language and that the learners can draw from this formal repertoire whenever they wish to communicate in the target language outside the class.

Nassaji and Fotos (2001: 6-7) claim that the major assumption of both audio-lingual and grammar-translation method is that the structural aspect of language is worth practicing and paying attention to. However, Cook (2003:209) criticizes the ALM claiming it does not enhance one's "academic knowledge" or vocabulary as the priority in ALM is not an overall improvement in learners' skills but for students to work on their pronunciation and pick up the language's structure.

Communicative language teaching is a phenomenon that is fairly new but has quickly gained popularity due to its emphasis on communication instead of grammar and forms. This method is student-and-communication-centered. It allows students to communicate and engage with one another as it emphasizes language being learnt through communication and interaction. Additionally, it activates students orally and presents them with the opportunity to practice the target language. Research has shown that students enjoy communicative language teaching and it has improved their motivation in learning grammar (Celce-Murcia et al 1991). As grammar is not the main aim or concentration of the communicative approach, learners use the target language more freely and openly with less fear of making grammatical mistakes. Its aim is to use authentic language meaning that it strives to use authentic situations in which learners could need and use the language.

Despite its popularity over the past decade, the communicative language approach has been criticized for its deficiency of grammar. Celce-Murcia and Hilles (1988:2) criticizes that it may not provide learners with efficient grammatical backbone and students might even learn "broken,

ungrammatical, pidginized form of the language beyond which students can never really progress”. Furthermore, she argues that the method fails to provide learners with the necessities and aid to survive in academic and professional life.

### **3 THE PRESENT STUDY**

#### **3.1 Research questions**

The present study was conducted to research how different grammar teaching methods apply in practice. The theory part touches the surface but I wanted to investigate something concrete, hence the interview, classroom observation and questionnaire for pupils seemed to be the best methods to investigate grammar teaching methods.

The research questions of the study are:

1. What teaching methods do teachers apply while teaching grammar to 5<sup>th</sup>-graders?
2. What factors and why influence the selection of method?

#### **3.2 The data collection**

Due to the topic of my thesis and it being very general, yet individual-based research, it was more reasonable for me to collect my data via a semi-structured interview, classroom observation and drawings as this was a case study of one SLA classroom. I interviewed a Finnish teacher from Central Finland that teaches English and French in elementary school. The purpose of the interview was to find out about her grammar teaching methods and the reasons behind them. The classroom observation was supposed to help me see how grammar teaching works in practice and students respond to the method. Finally, I wanted to ask students to draw an animal that represents grammar and justify the reasons behind it. I mainly wanted to know how students see grammar and hoped that their drawings and reasons will project how they see grammar and its role in a language. All these different ways of researching were supposed to support one another



in order to give me a deeper and better understanding of grammar teaching methods and grammar in general. I thought I could not really investigate grammar teaching methods without getting an overall understanding how the teacher and students understand grammar. However, my main focus was the interview as it answered the research questions.

I conducted a semi-structured interview in which I interviewed one teacher on her own grammar teaching methods. I chose a semi-structured interview for multiple reasons. Firstly, I wanted it to be semi-structured because even though I had certain specific questions that I focused on, I wanted it to be a rather free-flowing interview. The questions' purpose was to function as guides while still allow me to have opportunities for improvised questions and be able to build on the teacher's response. Secondly, a semi-structured interview enabled me to explain and expand my questions in case the questions were vague or confusing. Thirdly, since I wanted the interview to focus on the teacher's teaching methods, how she feels about different methods and what are her personal experiences with different methods, I wanted to freely ask one's personal and practical point of views regarding her teaching methods (Dörnyei 2007:136). The interview was recorded and the necessary parts for my analysis were transcribed. I came up with the questions after reading the literature for the study.

Aside from the interview, the classroom observation and the drawing of a symbolic animal of grammar were not conducted due to difficulties of trying to find a time that would suit the teacher for me to record a lesson in which grammar is taught and ask students to draw a symbolic animal of grammar.

### **3.3 Method of analysis**

I firstly listened to the interview two times before I started transcribing it. After listening to it twice and referring back to the questions which were constructed in a certain order, I decided to divide the interview into smaller parts according to different themes. The questions were constructed so that the interview began with the teacher's own experience of grammar as a student before we talked about how her experience with grammar changed after becoming a teacher. The latter part which is the core of this research focused on grammar teaching methods.

I chose the parts that I wanted to include as examples before I transcribed, therefore, I only transcribed the parts that were crucial to my analysis and used in my examples.

According to Pietikäinen and Mäntynen (2009:174), it is better to divide an interview into themes before it is held and before analyzing its content. Therefore, while conducting the questions for the interview I divided the questions into three stages; the interviewee's experience as a learner of ESL, different teaching methods and her own teaching methods. I consequently analyzed the interview accordingly.

There were three main themes that stood out: role of learners, method selection and different teaching methods. The role of pupils is a general concept as it includes learners' different learning style and how they sometimes influence teaching as it turned out they can also help with the grammar story creation. Method selection includes the factors that influence the method selection and this varied from topic, level of learners to relevancy of topic. The third crucial topic we discussed was different methods and her take on these methods.

## **4 DISCUSSION**

### **4.1 Teacher's grammar experience as a learner**

I started the interview by asking the interviewee, the teacher, about her experiences with grammar when she was a student herself. I wanted to know how grammar was taught to her and how it is different to her own way of teaching it. She stated that the way grammar was taught to her was very passive and dismissive. She said most of her "schooling was really old fashioned", teachers used the direct method, a teacher-led way of teaching that is very drilling. She said, for instance, in high school a teacher taught them a new grammatical rule and immediately asked them to write short sentences on the blackboard. They eventually would correct all the mistakes together. She said "the really good ones wrote the sentences and the not so good ones waited [until] the sentence was ready at the blackboard and wrote it down". This illustrates that the teaching method used was dismissive and it passivized other students. I concluded that grammar teaching methods during her school years were very drilling, and written tasks based which paid

no attention to students' learning styles nor to ways to activate all students equally were not fruitful either.

#### **4.2 Learners' roles in teaching and learning**

The interviewee, on the other hand, prefers teaching in a different manner. During the interview, I quickly deduced that her way of teaching is very learner-centered and strives to take all learners and their diverse ways of learning into consideration. The interviewee's pedagogical philosophy revolves around three principles; the learners' diverse learning style, relating topics to their lives and combining different grammar teaching methods in order to maximize their learning ability. Her goal is to teach grammar in a way that is going to involve pupils in the teaching and learning process, help them remember the rules easily and allow them to have fun in the process. She says "if I didn't enjoy it [grammar], how are my kids going to enjoy it? so what I had to do was come up with grammar stories". She uses grammar stories which she herself has written for the textbooks they use but she also tells her pupils stories that are not in the book. Pupils "love the stories" and hence "do not mind learning grammar one bit", she notes. Pupils get excited by the grammar stories because as the teacher tells the story she uses as many visual aids as possible, for instance, as she draws a story the pupils draw as well and she tells them what to write. She concludes that this way learners enjoy learning about grammar and it also helps them remember little details easily and better.

Moreover, she explains that her fourth-graders are always excited about grammar stories because in their grammar stories they have an animal school. In this animal school called fox-woods, Mr. Watson, a rabbit, teaches a bear, a snake, a squirrel and a mouse how to use grammatical features in English. She enthusiastically explains how her pupils "love" these stories and "always ask [her] >@do we have fox-woods ↑today is it fox-woods school can we have fox-woods today ↑@<". This showcases that they enjoy learning grammar because of the way it is taught to them. These sorts of questions from learners encourage the teacher to use and expand grammar stories because they are a confirmation to how well the method works. They see Mr. Watson as their

teacher and live in the story with the other animals and the actual teacher is rather the message conveyer. The pupils learn with the animals and feel like they are part of the animal school.

Interestingly, learners can at times also be part of the teaching process. We talked about an incident in which the interviewee had already made up a story through which she was going to teach the *simple present*. She had two characters but when she started telling her pupils the story they elaborated and even came up with a different character which would eventually change the course of the story. The teacher had a character called “Do” and his little helper called “Does”. The basic idea was that whenever forming a sentence *the first and second pronoun* use the Do, but Do’s helper comes to the rescue whenever there is a *third singular pronoun* in question. The pupils came up with a different character; the character was inspired by an energy drink as the energy drink’s name is “ES” and as energy drinks are supposed to boost one’s energy this character gives Do some energy to change to Does. In this case, pupils got involved in the story making themselves and hence in the process of learning as well. This helps them learn and remember the material better but it also means that they have fully understood the function of the rule. They understand that with the third person singular *-es ending* must be added.

#### **4.3 The interviewee’s “pedagogical philosophy”**

The teacher’s pedagogical philosophy is to allow students to learn new things using “all senses as much as possible”. She states that learners have different ways of learning and in order to ensure that they have the maximum opportunity to learn things, they must use all their senses to fully learn and understand. She says pupils have to “hear [the new grammatical topic], speak it, write it” and “play with it”. Once they get the chance to use the new grammatical rule using all means (speaking, listening, and writing) of ways of using it in the target language, she can be “quite sure that they will get it”. She, however, prefers doing the teaching process in a certain way. She first teaches the new topic in the method she sees best fit for the topic after which she then immediately asks her pupils to use the rule orally. She says “we start to speak immediately after we [have] learnt the rule so that they get to use it in their own speech, and then when they use the language, they use the grammar in a spoken language”. Consequently, “it automatically

transfers to the written language as well”. Cook (2001:208) emphasizes that “language skills are learned more effectively if items of the foreign language are presented in spoken form before written form”. Furthermore, using the language orally helps learners put the rules into immediate usage, which helps them not only to understand the rules better, but learn how to use the grammatical rules meaningfully and in authentic situations. This goes back with her philosophy of pupils speaking, hearing and playing with the rule and using language in their own speech.

Moreover, one of the main findings from the interview was that the teacher strongly believes that methods combined together often result in best and maximum outcomes. Her take on different grammar teaching methods is that she does not think of "audio-lingual as such is bad or grammar translation is as such bad". She thinks that both methods have different things to offer but due to their emphases on certain aspects, she prefers using both of them together. She argued that teachers “have to sort of use different kinds of a-a activities so that every single child can use his or her own a way of learning". This means that using only one method may not necessarily support all learners’ different ways of learning. Grammar translation method might work for one whereas it may not for someone whose preferred method is audio-lingual. She argues that teachers must consider visual, auditory and tactile learners while planning teaching methods because a well-rounded method benefits most learners and maximizes their learning chances.

The interviewee states that one way to ease the process of grammar learning is by making the topic relevant for pupils. She said that pupils should know why they need the grammatical rule and concretely tell them where to use it. She likes to use concrete examples which they would use in their lives and in their daily speech, therefore, enhancing authenticity of examples. Ellis (2002: 168) describes this practice as a “contextualized practice”, “the exercise is controlled, involves an attempt to encourage learners to relate form to meaning by showing how structures are used in real-life situations”.

For instance, she said when she had to teach *ordinal numbers* to third graders she “[had] to think for them”, she had to think of a natural situation in which “they would use *ordinal numbers*”, and this led to her deciding “to go around and ask students when their birthdays are”. This once again enables learners to practice their oral skills by putting the new grammatical feature to an

immediate and authentic use of the topic. Additionally, it is an opportunity that enables learners to make relevance of the topic by tying it with something as real and relevant as their own birthdays. She also used another way of teaching *ordinal numbers* in which she allowed pupils to use their imagination. She used a scenario in which there is a competition and the pupils are news reporters. As news reporters “they have to announce” competitors’ positions enabling them to use the rule and yet use their imagination. Nunan (1998) argues that by enabling learners to relate grammar to their own world and providing them with examples from their everyday life, they will more likely understand and use the grammatical features successfully.

#### **4.4 Different methods used by the teacher**

As I mentioned above, the question on how grammar should be taught and which methods to use is a question that will most probably be asked as long as grammar is taught. I asked the teacher whether grammar should be taught implicitly or explicitly or as a combination as it has been claimed combining both methods is more recommendable than using them separately (Ellis 2006). The teacher’s answer on the matter was that it quite often depends on the topic, age and level of learners. She said teaching grammar implicitly, which is when students are asked to determine grammatical rules from a text, can be used with older children who have been studying the target language for a while. It is easier to ask those pupils to determine grammatical rules once they are somewhat familiar with the language and can deduce patterns from texts. For instance, she teaches grammar implicitly when she teaches the comparative, “*big, bigger, the biggest*”, and also the simple past tense, the *-ed ending*. She concludes that such easy topics from which patterns can be easily deducted and learnt teaching implicitly is more appealing.

The interviewee states that teaching explicitly can sometimes be the best way to teach a new grammatical rule. Sometimes complex topics are better learnt explicitly because she can then take her time in teaching the topics and it is easier doing so. When it comes to such topics instead of using a long time to figure out the rules, it is easier to use “the so called direct method (PPP model) of teaching” and use the rest of time practicing how to use the rule. Therefore pupils “get to practice, speak and play”. Thus, teaching explicitly could also enable learners to have more

time to utilize the rule in multiple and versatile means. Doggett (1986) confirms that in the direct method learners even though in this approach the lesson led by the teacher, learners have a big role when it comes to the present and produce stage.

I wanted to learn about the teacher's opinion on the shortcoming of audio-lingual and grammar-translation methods. Both methods have been criticized for their lack of introducing new vocabulary and providing learners' with enough materials to survive in academic and professional life. Cook (2001:209) argues that "no academic knowledge or problem-solving abilities to be gained from ALM". The interviewee thinks both methods emphasize certain things that she did not necessarily want to emphasize in her own teaching. She once again notes how important it is to always keep different learning styles in mind while using a certain method and concludes that these methods do not necessarily take different learning styles into consideration. Teachers must think of how the method is going to serve all learners regardless of the versatility of pupils. She notes that grammar-translation method rather focuses on little details and "mistakes" as she calls them. She argues that she does not think of grammar translations "as such bad"; however, she herself rarely uses it because translating word by word draws attention to the wrong aspect of language, she argues. It emphasizes on getting "every single word" right instead of focusing on the main purpose of a language, which is to be able to communicate and get messages across. Grammar-translation focuses on the literal aspect and construction of a language (Griffiths and Parr 2001). She also argues that translating word by word not only highlights students' mistakes but it implies that every single word is important. This contradicts authentic use of a language, which is that when "we speak we make mistakes, yet we understand each other and are able to communicate". In normal social circumstances everything happens so fast and rarely do we stop for a moment and think of how the grammatical things actually go; hence, as language learners we are bound to make grammatical errors. We speak spontaneously and we focus more on getting our messages across instead of sounding correct and getting our grammar right. Therefore, if communication is the main goal at early stages of a language, one should not give great importance to emphasizing that every word should be correct.

Furthermore, the interviewee says she rarely asks her students to fill in exercise books while in class due to the versatility in students' learning style and speed. She explains how some pupils

take more time to learn things while others pick things faster. In order to allow pupils to take their time while filling in the exercise book she asks them to do it at home, because “at home you don’t have to compete with anyone, you have all the time in the world you need for the exercise”. By enabling pupils to take their time in doing the written exercises at home she feels she can focus on different things in class; exercise that would require them to be active, collaborative and play with one another.

One important question I asked her was how does she does select a method for a certain grammatical topic. She replies that it always starts from the grammatical bit. “It has to come from there because if I think of a grammatical story for that I have to sort of slice it up in[to] little smaller pieces” and think of “what do the kids need to know about this in order to be able to use this in their own language”.

I wanted to ask her if grammar was an animal what kind of animal would it be and interestingly enough her answer was octopus. She says octopus because language like an octopus has a core and many branches. An octopus has a core and many pairs of arms, hence grammar is the core and the four pairs of arms represent other skills needed to master a language. Her answer collides with Cook’s (2001:19) statement saying that grammar is a core to a language around which everything else revolves.

## **5 CONCLUSION**

As I expected, one must be creative and think from learners’ perspective when teaching grammar to young learners. The interviewee takes the pupils’ level, age and diverse learning style into consideration while planning a teaching method. All these factors influence how grammar should be taught. Teachers must know their pupils’ level and ways of learning in order to ensure that all of them understand what is being taught. Consequently, this means that all methods must be versatile; teachers must have something visual, oral and tactile. This teacher supports her argument by believing that learners must use all of their senses as much as possible while



learning. This guarantees and enhances the chances of fully comprehending and easily remembering the learnt things.

The interviewee utilizes grammar stories to teach her pupils. These grammar stories are the learners' favorites because they make learning fun and this is a great remark in grammar learning and teaching because for years grammar has been known for its lack in gaining learners' interest. As we can see, this teacher has found a way to capture her pupils' interest in learning grammar. I think learners' reception of methods can influence their learning ability. I think in the case of grammar stories it can be seen how their positive reception of the method helps and motivates their learning.

The interviewee supports the theory of combining different teaching methods because of pupils' different learning styles. She argues that some methods such as grammar-translation have their own shortcomings; therefore, she prefers to combine other methods in order to make them better-rounded. She urges using different and combining methods is the way to maintain pupils' interest and enhance their learning.

I think grammar teaching methods could be researched more in Finland in order to find out how different methods work in practice and how learners perceive these methods. This could lead to learners enhancing and maximizing their learning abilities but also for teachers to know what and how different methods work for different learners. As this was a case study and I focused on one teacher this paper could function as a base for further research. The data could be expanded by interviewing many teachers to get their intake on different teaching methods and the process behind planning grammar lessons. This could already offer different ideas and opinions on how to improve different methods. As I found out, one must know the shortcomings of each method and must aim to provide a method that is well-rounded which could offer something to every learner. SLA classroom observation in which grammar is taught could provide insights on how different methods are carried out in practice. This could provide concrete examples of the weaknesses and strengths of different methods. Learners' reaction to the methods can showcase how they perceive grammar and its role in language.

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## APPENDIX

### 1 Questions for the interview

1. What were your own experiences with grammar when you were a student? (Positive, negative or neutral?)
2. What learning strategies did you use when you were a student when it came to learning grammar?
3. What methods (grammatical methods) did you prefer when you were a student?
4. Did you ever struggle with grammar when you were a student?
5. Has your own attitude towards grammar changed ever since becoming a teacher?
6. Methods such as audio-lingual, grammar-translation are still seen nowadays, how are they now different to when you were a student? These methods have been criticized over their lack of versatility, knowing their shortcomings how do you as a teacher try to fill in the gaps they have?
7. The communicative language teaching method has become popular amongst students and teachers over the past decade, what do you think of the method and how often can you use such method with students that have studied English only for a year or so?
8. Should grammar be taught explicitly or (and) implicitly? What is the advantage of both techniques?
9. What are the different methods you personally use while teaching grammar?
10. What methods do you personally prefer?
11. Are your preferred teaching methods similar to your own preferred methods when you were a student?
12. How do you come to choose a certain method for a certain grammatical topic? Do you use the same method for everything?
13. How do students react to different methods?
14. Do students' responses somehow influence your selection of method?
15. How important is it to introduce students to different grammar teaching methods?

16. How considerate are you of different learning styles when it comes to choosing methods?
17. I have noticed that students use some techniques such as “ äiti suuttuu, jos s puuttuu”, how important is it to come up with such techniques when considering the age, level, learning needs, learning style of the learners?
18. Finally if grammar was an animal, which animal would it be and why?

## 2 Transcription for the interview

Y, me and T, the interviewee (teacher)

- 1 Y: So if we could just if you could start from the beginning [if ] you could just tell  
2 T: [yeah]  
3 Y: me what were your experiences with grammar when you were a student =  
4 T: =when I was a student do you mean when I was a child or as a I was a teenager or [just  
5 through all phases a:  
6 Y: [a-a through all phases or how it all sort of began  
7 T: um well (0.2) when I was a child and when I was a teenager I always remember having the:  
8 feeling that okay we have grammar=  
9 Y: =yeah=  
10 T: it was the a-a- when a teacher said okay now we have some grammar I was  
11 like always like oh no:.(0.1) because I had never been good at grammar=  
12 Y: =yeah  
13 T: I have this what is it called this "language ear"[which] tells me which form is the  
14 Y: [yeah ]  
15 T: correct one and I ne:ever studied the rules=  
16 Y: =alright=  
17 T: =I never studied the rules because my ears always told me=  
18 Y: =yeah (.)  
19 T: but it was the part of the lesson when you had to be quiet and when you had to write do:wn  
20 the rules and when you had to write sentences so actually it was quite boring=  
21 Y: = yeah=  
22 T: = during my childhood [and ] teenage in high school  
23 Y: [yeah ]  
24 Y: cuz I had a simi- I still have the similar experiences with language I hear better  
25 and I go with my gut in a sense but when I to sit down and think what is it so then it is=  
26 T: =and I only learnt the rules when I started to tea[ch ] because I realized that in



58 M: [heh heh but they work] =

59 T: = they work [because

60 Y: [they work because I was- I noticed when I was here on Friday there was the

61 is it äiti suuttuu [jos s puuttuu

62 T: [yeah yeah he and she =

63 Y: =yeah=

64 T: =he ja she ja it suuttuu jos s puuttuu

65 Y: so they remember such [things] and they stick and it is something they would remember=

66 T: =I was growing up we didn't have any such (.) I can't even remember making my own a-a-

67 muistisääntö what is that in English sort of (0.1) rule to remember rules to remember things

68 I didn't even make such I have only started make them later on=

69 Y: =°yeah° yeah cuz I assume a-a well I-I- what I also noticed was that-that none of our teach-

70 none of our teachers ever told us that you could do this and this is the way you can sort of

71 make it easier to remember it was just all[ways

72 T: [which I do now to my kids

73 [at school

74 Y: [ye:ah yeah I think I am gonna come(.)] to a-a- later

75 T: [ to that question yeah yeah

76 Y: how is it different like what your time and now because now we talk more about strategies

77 and that is why I also asked if you could remember if you had any [learn]ing strategies

78 [becau]se we talk more about them[(.) ] beacause

79 T: [uhm ] [yeah ]

80 Y: I [could]n't remember any [rule either

81 T: [yeah ] [yeah I-I played it by the ear so sort of I- my ear

82 told me[which] one is the correct [form °yeah°

83 Y: [yeah ] [yeah °yeah° and now as a teacher I guess

84 you have to be more cre[ative think of] your [students yeah alright

85 T: [ I have to be ] [yeah yeah

86 Y: so do you remember any grammatical sort of methods when you were a student

87 that were taught like for instance we can still see grammar translation and audio-lingual

88 methods and nowadays [the communicative.

89 T: [well my schooling was really old fashioned=  
90 Y: = yeah=  
91 T: = for example my high school it was um the teacher told us the rule and then we had to start  
92 write sentences [ we ]took the sentences in the  
93 Y: [okey ]  
94 T: blackboard and we corrected all the mistakes from there it was really old fashion[ed ] so  
95 uhm (0.1)  
96 Y: I guess you never you don't have options at that time  
97 T: I-I we didn't (0.1) yeah I remember for example a-a during the 7th, 8th and 9th  
98 grade=  
99 Y: =yes=  
100 T: we had a teacher who a-a-a-a (0.3) almost made it fun he a-a-a for example when  
101 we had this past tense [he ] made a-a the rules into(.) a simple version like  
102 Y: [yeah]  
103 T: when you use when you have a question you have to have a: "did" did you enjoy and then  
104 he had the rule it was did plus the person subject usually it said a:: and then the verb "did  
105 you eat" sort of and that was the closest thing to a visual aid that I have seen in grammar  
106 [teaching but in high school no [no  
107 Y: [okay [no↑ no↑ interesting  
108 T: auditive instructions overhead projector perhaps[ piirtoheitin yeah] and then a-a after that  
109 we  
110 Y: [okay yeah]  
111 T: had to write the sentences  
112 Y: alright [yeah so very drilling and  
113 T: [yeah very (0.1) very hehehe  
114 Y: and now okey moving on to the teaching phase [you] your own attitude towards  
115 T: [uhm]



116 Y: grammar has changed you said=  
117 T: =a lot a lot it is because I realized if I didn't enjoy it even though I was good at languages  
118 then how are my kids at school going to enjoy it↑=  
119 Y: =yeah=  
120 T: =so what I have come up with is the grammar stories=  
121 Y: =yes=  
122 T: =that I use visual aids I use pictures I tell stories I don't know if you've heard in Finland  
123 there was is old lady called Ky:lli-täti=  
124 Y: =yeah=  
125 T: = who in children's a-a tv-shows a-a drew a story and explained it at the same  
126 ti[me ]so I am sort of doing that with grammar[ I am telling the story at the same  
127 Y: [ okey] [alri:ght  
128 T: time as I am drawing on the blackboard and the kids draw the same things and I then tell  
129 them what to write in there[ and then when next time I ask how did  
130 Y: [yeah  
131 T: the story go what do we need for that story and they can remember what [parts] they need  
132 yeah  
133 Y: [bits ]  
134 T: they need for the story and the book I have been making Let's Go book (.1) there we have  
135 this a-a grammar story which we can listen[and for third fourth grade books it is a-a animal  
136 school  
137 Y: [okay

138 T: Mr. Watson Rabbit is the teaching a bear and a-a rabbit a-a-a-a bear and a a-a squirrel and a  
139 snake and a mouse how to a-a use grammatic things in languages=  
140 Y: =yes=  
141 T: =and kids [love them they always ask me they come to @do we have [fox- wood  
142 Y: [okay [yeah  
143 T: >@do we have fox-wood ↑today [is it fox-wood school can we have fox-wood today ↑@<  
144 Y: [ hehe okay hehe  
145 T: yeah we have @ya:::y ↑ we have fox-woods@  
146 Y: so they look forward[ to it] and then in the process they [learn grammar  
147 T: [yeah] [yeah yeah  
148 Y: which is [some sort of nice side affect  
149 T: [because the rabbit teaches them the grammar bit yeah=  
150 Y: =yeah and they don't they-a-a-a obviously they care about the grammar but it is a nice  
151 [sort of bonus for them  
152 T: [it is a nice thing yeah yeah I have never had kids come to classroom asking @do we have  
153 grammar today do we have fox-wood@  
154 Y: I-I can never imagine myself feeling so but I would assume as a teacher that it would=  
155 T: =it is great  
156 Y: yeah it is very fulfilling=  
157 T: they remember the rules really well after that of course I have to explain it a bit more  
158 carefully after that [for a couple of minutes and then we start to practice and

159 Y: [of course obviously yeah yeah

160 T: nowadays it is not that we start to write down sentences [we start to speak (0.03)

161 Y: [yeah okay

162 T: we start to speak immediately after we have learnt learnt the rule=

163 Y: =okay=

164 T: =so that they get to use it in their own speech and then when they a-a use the language in s-

165 s- use the grammar in a-a spoken language it automatically transfers to the written

166 language as well=

167 Y: =yes=

168 T: = yes so I don't start with the written part at all=

169 Y: =okay=

170 T: =it is always spoken

171 Y: okay I suppose it would the transition would be much easier [instead of

172 T: [uhm spoken or it is game or

173 in something like that for example when we were learning this present continues and you

174 really need to have the different bits in there in order to make the sentence correct

175 Y: =umm=

176 T: =I made pieces [of pa]pers for the kids [each] piece of paper had

177 Y: [uhm ] [yes ]

178 T: one word and so I a: told them a-a a sentence in Finnish and with their friend they had to

179 reorganize the words into the correct order=

180 Y: =yeah=

181 T: =and I had different colors in every bit so that I knew that be-verb is always red=  
182 Y: =okay=  
183 T: =so I was able to look from there if they have them in correct order=  
184 Y: =ow yeah yeah=  
185 T: =so I knew if that was correct or not =  
186 Y: =alright=  
187 T: =and they love it=  
188 Y: =yeah=  
189 T: =it was a [competition] who was the [fastest with [stickers and [just like that they  
190 Y: [yeah yeah ] [okay [ yeah [yeah  
191 T: they learnt the bit=  
192 Y: =yeah when I was here on Friday we there was some sort of kinesthetic (0.03) learning thing  
193 in which like the a-a teacher [she] had a [paper a word and then she  
194 T: [uhm] [uhm  
195 Y: would say the sentence and we would have to sort of organize ourselves=  
196 T: =yeah=  
197 Y: = but then she would change the words so or the sentence=  
198 T: =so you would have to organize [yourselves °as well°  
199 Y: [↑yeah but it was funny at some point I think(.) there was  
200 a sentence a negative one and then the a-a then the “don’t” had to come out and then the

201 whole class was actually- it was nice they were paying attention @they were like oh no::  
202 now you have to go [ and they sort of playful and ↓yeah

203 T: [ hehe yeah yeah because

204 they sort of (0.1) get the rule [ that way

205 Y: [ yeah yeah

206 T: because they realize that doesn't fit there and you have to come out=

207 Y: =yeah exactly and then with the past- simple past they were like "oh there is because there  
208 was like an "s" so [they had to remember that it had to come at at

209 T: [uhm yeah yeah

210 Y: some point they were like @ yeah but you have to go there@ which was very interactive  
211 but the whole class was paying attention that was sort of nice to see yeah I can never  
212 remember anything like that [in our my-my time

213 T: [me neither yeah me neither=

214 Y: = but it just got the whole class sort of [going yeah ° active yeah°

215 T: [active yeah in my time it would have been so that  
216 the teacher told the rule and the (0.1) really good ones wrote the sentences and the not so  
217 good ones waited until the sentence was ready at the blackboard and wrote it down

218 [ but now the kids have to

219 Y: [ alright so they did not activate their brains

220 T: think by [themselves (.) because they are all included in the activity so they have to

221 Y: [yeah

222 T: pay attention they ca:n't just sit there and wait what happens=

223 Y: =yeah which was also like nice to [see last time because they were actually [really

224 T: [yeah [yeah

225 Y: paying attention if someone was well it [was Friday it was last lesson of the day

226 T: [yeah yeah

227 Y: but still [like some of them were very [active and they were very paying like

228 T: [yeah [yeah

229 Y: attention it was nice=

230 T: =°yeah°

231 Y: we sort of a little bit talked about the grammar translation and audio-lingual and I was just

232 wondering because you still [see ] them nowadays and we still [do them

233 T: [uhm] [uhm

234 Y: even in-in our university at the [moment I just came from my class where we were

235 T: [uhm

236 Y: doing grammar translation (0.1) method a-a they-they-like these methods have been

237 criticized for lack of vers-versatili:ty [and they have criticized that they do

238 T: [uhm

239 Y: not sort of provide (.) enough new vocabulary and so now as a teacher that you know that

240 even from your time [you had experience with them but now sort of you

241 T: [uhm

242 Y: are obviously more educated and you know better and you have more experience how do

243 you sort of fill those shortcomings in these methods?

244 T: umm well umm my a-a-a teaching philosophy or pedagogical thinking goes that I try to use

245 as many a-a what is the word in English a:: senses [as possible that it

246 Y: [yeah

247 T: comes through your a- eyes [it comes through your ears [you sort of play [with it

248 Y: [yeah [yeah [uhm

249 T: and you can say it and you can touch it [because I have all kind of students in my

250 Y: [yes  
251 T: classrooms [so if I only use the [audio]-lingual if I just tell them=  
252 Y: [yes [yeah ]  
253 Y: =yeah=  
254 T: =half of the class doesn't got a clue [but if I show it and I tell it [okay maybe two  
255 Y: [yeah [uhm  
256 T: thirds get it but if I show it and I say it and I ask the kids to do it and we play with it I can  
257 be quite sure that [quite a few get them  
258 Y: [its gonna stick  
259 T: yeah=  
260 Y: =okay alright=  
261 T: =yeah that is my a-a yeah main focus on teaching that I try to use as many a-a- aids sort of  
262 I don't think a-a audio-lingual as such is bad or just grammar translation is as such bad but  
263 you have to sort of use different kinds of a-a activities so that e:very single child can use  
264 his or her own a-a way of learning=  
265 Y: =alright yeah  
266 T: =yeah so that is the reason why we play why we talk why we write why we use all that=  
267 Y: =yeah=  
268 T: =yeah grammar translation as such that we would translate sentences a-a word by word I  
269 very rarely use that=  
270 Y: =and why is ↑that  
271 T: a-a- because it emphasizes the(.) mistake=  
272 Y: =yeah=  
273 T: =when we speak we make mistakes all the time and still you understand me=  
274 Y: =yes=  
275 T: =so it doesn't matter if they forget one ah or one the or one ing or one onward=  
276 Y: =alright=  
277 T: = the main idea is that you get your message [through so therefore if I ask them  
278 Y: [across yeah yeah  
279 T: to write sentences from finnish to english or a-a then I would emphasize that every single  
280 word every single letter has to be correct=

281 Y: =uhm which is sort of not your ideal [way of teaching  
282 T: [ no no no but sometime sometimes I do use that and  
283 a-a-during my classroom we very seldom a-a fill in the a-a activity book the work book=  
284 Y: =okay=  
285 T: =it is done at home because in my classroom I have pupils who are rea:lly really fast [and  
286 pupils who haven't even sharpened their pencil when the other one is  
287 Y: uhm  
288 T: already ready=  
289 Y: =yeah=  
290 T: =so(.) I- very rarely make written a-a exercises in my classroom but at home you don't  
291 have to compete with anyone [you have all the time in the world you need  
292 Y: [yeah  
293 T: for the exercise and you can do it at home and then at school we go through them of course  
294 and we check them [they are okay but(0.1) in my classroom during that  
295 Y: [together  
296 T: 45 minutes [I (0.1)] very rarely ask them to [write down  
297 Y: [uhm ] [okay interesting  
298 Y: °yeah° yeah and we have already talked a little about the communicative- communicative  
299 language teaching you said that you a lot of communication tasks and you ask them to use  
300 the grammar rules orally before they write it- write it down and (.2) I - can I assume that  
301 you think well of this method ?  
302 T: well I see that it works hhh [ I see that it works and kids a-a don't mind (.) the  
303 Y: [hhh yeah  
304 T: the grammar bit they a- I have sort of a-a I (.) do that is the only part I think during my  
305 lessons where I use this direct teaching method that I [tell ] them the rules and  
306 Y: [uhm]  
307 T: then they write simple a-a rules into their notebooks [but ] it lasts only about  
308 Y: [okay]  
309 T: ten minutes not longer and fa:st after that we have to start playing with the idea playing  
310 with the rule a-a(.) because a-a- when I tell the kids okay take out your  
311 Y: [okay ]



312 T: notebooks we are going to write something [do:wn they know okay this is the  
313 Y: [uhm  
314 T: bit that is going to be in the next test [because] I only ask them to write something  
315 Y: [okay ]  
316 T: down into their notebooks when it is very important [ so ] I get the radio silence  
317 Y: [okay]  
318 they take their pencils [out they wait for the rule  
319 Y: [hehe they are ready to go =  
320 T: =hehe yeah and then we practice [right after that  
321 Y: [heheh  
322 Y: okay alright yeah, I was just wondering tho that a-a-a they are kids and they haven't used  
323 English quite often does is it is it hard to sort of get them going to sort of speak in English  
324 or you just sort of use english  
325 T: well it depends on the exercise you do if I just ask them to sort of speak or say something  
326 out of their heads a-a half of the class are too shy to speak=  
327 Y: =yeah  
328 T: but if I make an-a exercise where I have sort of prompts that this would say that and that  
329 would say so and this would say that the a-b exercise for example then they would have no  
330 problems to speak so a-a it depends on the exercise you have to think you have to be clever  
331 as a teacher to think how do I get them to speak what would be the a-a natural situation to  
332 use this (.) grammatical form for example  
333 Y: hmm and they are kids they don't use big words or whatever and their world is somehow  
334 limited (.) to your world in a sense  
335 T: I have to think for them for example we were studying ordinal numbers  
336 first second third I have to think where would I use these okay in competitions he was first  
337 he was second I would use them also in dates so I would have to start going around asking  
338 when is your birthday it is on the 25<sup>th</sup> that is natural situation to use that yeah yeah or then  
339 we have a competition and they have to sort of a-a they are news reporters where they have  
340 to announce the okay mister this and that was the first and silver medalist third was that  
341 and that (.2) but as a teacher I have to think about it so I can explain it to the kids now so  
342 you need this in here for example this is the place to use it=

343 Y: =yeah=  
344 T: =so it doesn't (.) it is not separate grammatical thing that we just learnt and don't even  
345 understand why we need it  
346 Y: =yeah it is true and it's much easier to forget after that=  
347 T: =yeah yeah  
348 Y: I: have been reading a lot of theory parts about whether grammar should be taught explicitly  
349 or implicitly (.) and I-I-I stuck actually I stopped for a moment and thought about it and  
350 (.1) tried to think of- like from a student's perspective in a sense like even when I was  
351 younger would it have been easier to sort of just give the rule be like this is the rule or give  
352 me a text and figure out the pattern  
353 T: umm I think the a: (.1) as a teacher I think that it is impor- a- you have to think how old  
354 your students are  
355 Y: umm  
356 T: as a third gra:der you don't have the skill to figure out the [rules yet ]  
357 Y: [yeah that is true ]  
358 T: but as a six gra:der you may do that and there are some a: grammatical things that I use  
359 implicitly and some explicitly for example if we are talking about how to a:  
360 compare big bigger the biggest=  
361 Y: =yeah=  
362 T: =well that is so: easy if I just show them the words on the blackboard=  
363 Y: =they will figure it [out immediately  
364 T: [figure it out which is the equivalent to the Finnish isompi isoin it is  
365 easy or even the the the past tense regular past tense [walk walked  
366 Y: [yeah ed  
367 T: jump jumped that is easy for them and they can figure it out I don't have to teach it to them  
368 but then when we come to more a: complicated a: sentences for example then I tend to  
369 °teach them° because sometimes it is the fastest way that we get to practice we get to speak  
370 we get to play=  
371 Y: that is true=  
372 T: =if I just quickly tell them the rule and then they get to use it  
373 Y: yeah yeah

374 T: the older the kid is the more you can use the way that they sort of try to figure out the rules  
375 by themselves=  
376 Y: =yeah (.2) but with the little ones you have to be more gentle  
377 T: yeah yeah but for example now the third graders are going to learn plural English plural s=  
378 Y: =yeah  
379 T: that is e:asy=  
380 Y: =yeah they just add=  
381 T: for them to figure it out what is the equivalent of finnish te:: it is S  
382 Y: it is easier for them to practice then yeah its true  
383 T: but I have a nice story for that to tell as well=  
384 Y: = please do tell  
385 T: well there is a dog called a: dog which lives in a dog's house=  
386 Y: =yeah=  
387 T: =yeah this is the dog's house the dog lives here and he has two friends here is a mouse  
388 called ah: and a cat called s: so what happens if the mouse and the cat are visiting the dog  
389 at the same ↑ime (0.3) what happens if the cat and the mouse are visiting the dog at the  
390 same ↑ time what does the cat ↑do to the mouse  
391 Y: it eats the mouse=  
392 T: yeah  
393 Y: oh yeah yeah yeah=  
394 T: so never[ you can never have a dogs you must always have either a dog ↑or dogs  
395 Y: [that's true dogs  
396 Y: okay but that's very clever=  
397 T: =yeah  
398 Y: it took me [a while I kinda feel stupid but  
399 T: [yeah yeah but for kids they say it right away @ well the cat eats  
400 the mouse@ and it does so you can never have a dogs because sometimes they make a  
401 sentence like a dogs and they don't figure out the S is meaning for many cats like dogs  
402 Y: alright okay yeah that's very clever=  
403 T: =yeah  
404 Y: made me feel stupid \$but very clever hehe\$

405 T: heheh yeah and they remember the story next time they forget to put a and the S @ you  
406 have the cat and the mouse in the house [uuuuuh and they  
407 Y: [ hehe which is also simple logic you can't have a  
408 rat and obviously hehe  
409 T: yeah yeah  
410 Y: yeah (.3) a:: just talking about methods that you- you use with different grammatical rules  
411 can you think of any  
412 T: uhm a: like I said I-I-we listen to the grammar stories that are in the book Let's go book I  
413 tell them grammar stories a: I show them like you mentioned explicitly or implicitly I show  
414 them the forms they try to figure out the rules themselves and sometimes sometimes I have  
415 classes that are really good at figuring out rules a: of their own for example if I tell a story  
416 and I start a story then they start to tell me what happens next [and we make the story  
417 together for example when we had this  
418 Y: [ okay alright  
419 T: yleispreesens what is it present tense=  
420 Y: =yeah=  
421 T: and when you make a question you have to have do do you like(.1) tai does(.2) she like for  
422 example and then kids I said we need to have a helper there is a b-boy who helps called do  
423 and he comes to the rescue to when you need to make a question he runs to the spot and  
424 then the kids re-re- figured out okay when we need a sentence with does he has this energy  
425 drink called es and they have this kind of energy drink I have hea:rd in his hand so that he  
426 has enough energy to make this sentence=  
427 Y: =wo::w=  
428 T: =and they figured that rule by themselves=  
429 Y: =alright=  
430 T: =and they remember it forever because they were involved in the- making the story  
431 Y: yeah  
432 T: yeah  
433 Y: they are your little helpers  
434 T: yeah yeah they are  
435 Y: alright (.2)

436 T: so all kind of methods actually I-I use songs=  
437 Y: =yeah=  
438 T: =I use a: a: I teach myself I use songs I ask them to figure out the rules we have the  
439 grammar stories we listen to grammar stories I have all kinds of methods I don't(.1) think  
440 one is better than the other if it is genuinely interesting for the kids=  
441 Y: =yeah okay(.) you don't have an absolute favorite method that you could just that you use  
442 and still get excited about=  
443 T: =no I get easily bored in my [own teach]ing so yeah that I always try to figure out  
444 Y: [ is that so]  
445 T: a new way to teach=  
446 Y: =you don't sort of get comfortable with one specific method and=  
447 T: if I do I quite quickly change it because I realize not this not anymore I am bored so if I am  
448 bored what will the kids be they will be bored as well so I have to change it definitely you  
449 have to do it=  
450 Y: =and they give you reactions all the time I think I am gonna come back to that question but  
451 maybe a bit too excited to ask right now but they give you their reaction you see how they  
452 react to different methods and you feed off-from that as well(.)  
453 T: =yeah=  
454 Y: =and you develop your [other methods]  
455 T: [ideas yeah ]  
456 T: yeah yeah but if there is one that they really want is the fox woods story cuz they lo:ve  
457 those stories we have really good actors in those stories=  
458 Y: =you do?  
459 T: yeah  
460 Y: yeah  
461 T: and the stories are quite funny=  
462 Y: =yeah=  
463 T: =so they never get sick of them now even the six-graders  
464 Y: hehe  
465 T: @we are going to have fox woods today@  
466 Y: hehe it is always as new as exciting=

467 T: =yeah  
468 - - -  
469 Y: so how do you come to choose a certain method for a certain grammatical topic?  
470 T: a:: it comes from the (0.3) grammar that I am (.) trying to teach =  
471 Y: = ↑yeah =  
472 T: =it has to come from there because if I think of a grammatical story for that I  
473 have to sort of first slice it up in little smaller pieces okay what do the kids need to know  
474 about this [in ord]er to be able to use this in their own [lang]uage and  
475 Y: [°alright°] [uhm]  
476 T: then when I look at the sentence or the grammatical form then I have to think okay what  
477 would be the things that kids would notice in here and then I have to try to figure out the  
478 sto:ry=  
479 Y: =okay=  
480 T: = so for example that stupid story about the Mr. Ing [and ] yeah it came out of that  
481 Y: [uhm]  
482 T: because I realized they need to know the be verb I am you are he she it is we are you are  
483 they are and they have to remember that ing goes with the verb so they are sort  
484 [stuck together ]yeah so the story came [out of ] that (0.1)  
485 Y: [°go hand in hand] [alright]  
486 Y: °okay so [it always comes from the topic  
487 T: [it always comes from the grammatical bit=  
488 Y: = okay=  
489 T: I ca:nt use the same method (.) for different (.)  
490 Y: =yeah=  
491 T: =grammatical bits always because then (0.1) it wouldn't work=  
492 Y: =okay so th-the topic first and do the students come at some point(.) like when you think of-  
493 for example the [story]the ing and =  
494 T: [uhm ]  
495 T: =uhm for example this sto:ry I had already made a: an idea that there are guys called do and  
496 does but because the children invented the do boy with an es [energy drink \$ of course I  
497 had to go with that \$ I had to change my plan

498 Y: yeah you had to go with that heh alright=  
499 T: =yeah  
500 Y: so you sort of leave room for that as well okay  
501 T: yeah  
502 Y: I was just curious to know how do students react to different methods to singing and to  
503 certain methods to a dog a cat  
504 T: uhm well I think the main thing is that they don't hate grammar hehe=  
505 Y: =yeah  
506 T: that is not boring that it is just something that helps them to a: know more about the  
507 language instead of dull well this is too heavily said [but  
508 Y: [you can say it I won't put it on the  
509 record hehe  
510 T: heheh (.1) but instead of just sort of knowing the rules and they don't know how to use it  
511 or what they need it for=  
512 Y: =yeah=  
513 T: =what they need it for then a: when I (.2) see them happily using the new grammatical rule  
514 in their own speech and they speak it out and they play and they act using it then (.1) I  
515 think they like it  
516 Y: yeah  
517 T: because so far nobody has refused to for example play with the grammar or not say it out  
518 loud or speak or talk or sing for that matter  
519 Y: yeah they always gladly do it=  
520 T: =yeah (.3) yeah so I think they enjoy it if I would use the same methods that I was  
521 accustomed to when I was at school I think they would be bored  
522 Y: heheh  
523 T: like I was=  
524 Y: =yeah I was a-a- yeah it was just so easy to get bored in grammar class for some strange  
525 reason  
526 T: yeah  
527 Y: has students response somehow influence your selection of method=

528 T: =well its its it goes both ways if kids like my storied then of course I try to invent more  
529 stories

530 Y: so they sort of positively encourage you to create more and be more creative=

531 T: =yeah yeah

532 Y: yeah (.3) I wanted to know how considerate are you of different learning styles=

533 T: =very like I mentioned that is my philosophy I have to take into consideration all their  
534 different learning styles=

535 Y: =yeah (.1) is it hard though=

536 T: =it is time but I a: after years it gets easier and easier sort of when I am teaching the new  
537 teacher trainees=

538 Y: =yeah=

539 T: =it is easy to see whether they are auditive or visual learners=

540 Y: =is it=

541 T: =yeah cuz if you are audtive they tend to the book in their hands and they just speak they  
542 forget that they have the smart board and they have the computer and they have [the and  
543 what not to use

544 Y: [oh yeah yeah oh they sort of just go with what is natural=

545 T: =they just think if they can tell it like this they will learn and if it is auditive if it is visual  
546 then they use these but they don't explain anything=

547 Y: =okay

548 T: so it is easy and then I try to tell okay you have these kids in school who learn by seeing  
549 who learn by listening who learn by doing so you have to make sure that you use all these  
550 methods (.1) yeah at one time I-at one time I read that it doesn't have such a big influence  
551 on learning but I disagree it has really big influence on learning if you can use your all  
552 learning style

553 Y: I have just come to realize like at a very sort of old age in a sense what is my preferable  
554 [learning style

555 T: [what is it auditive or visual=

556 Y: =a: visual and auditve=

557 T: =both

558 Y: yeah I would say but I-I-I just found out about learning style=



559 T: =yeah=  
560 Y: styles and whatever at university so it was never introduced it never was brought to my  
561 attention or not sort of in a very visible clear way [that I  
562 T: [ I started with third-graders I ask  
563 them well when you study for a test when you are writing a test do you remember what  
564 the teacher said or do you remember the place in the book where it was=  
565 Y: =yeah=  
566 T: =and half of them then raise their hand to the picture and half of them say well I  
567 remember what you said=  
568 Y: =yeah=  
569 T: =okay you learn by hearing and you learn by seeing and then I tell them okay you have to  
570 use both senses it is easier and for example when I tell them when you read study the  
571 words for example at home say them out loud and they say why there is nobody to hear I  
572 say well if you say it you see it you hear it and you make the sentence or the word with  
573 your mouth you can feel it=  
574 Y: =yeah  
575 T: there are three senses that's why you have to read them out loud  
576 Y: it is sort of much more stronger  
577 T: yeah yeah  
578 Y: yeah cuz I was curious like at which stage do you introduce to different styles  
579 T: very early on I-because I a: I also teach them strategies how to a: memorize words and  
580 how to remember rules and how to remember sentences from the book  
581 Y: yeah yeah  
582 T: and we have different word games here in classroom all the time or some memory game  
583 or reply or anything that sort of helps them to remember the word  
584 Y: alright yeah I think that is a little bit of the next question I have noticed that you use äiti  
585 suuttuu jos s puuttuu  
586 T: uhm  
587 Y: yeah I was just gonna ask how important is it to come up with such techniques cuz we are  
588 talking about kids they are all over the place and

589 T: well just think about yourself when you go to an exam and the exam question is full of  
590 grammatical words that first you have to figure out what does it mean and only then you  
591 can answer=  
592 Y: =yeah for kids it is the same but if I ask them to fill in the missing parts and I write down  
593 he ja she ja it suuttuu jos s puuttuu remember that he ja she ja it suuttuu jos s puuttuu so  
594 by putting that sentence there I don't give them any ready made answers I just ask them  
595 to get the a: rule from their head and remember it and then they will be @okay yeah yeah  
596 this is the one with the s I have to remember the s@ that's how because how I- because  
597 they are not going to be linguistics they don't need the grammatical words as such of  
598 course I tell them that but I would put it to the test kirjoita yleispreesens muoto half of the  
599 class [wouldn't know what I am talking about  
600 Y: [wouldn't know what you are talking about  
601 T: yeah  
602 Y: yeah  
603 T: cuz in the test I am also testing in an exam I am also testing whether the kids can use  
604 grammatical form so if you can't make the exercise or you ca:n't make the test only  
605 because he doesn't understand what is meant to do=  
606 Y: =yeah  
607 T: so how good of a teacher am I then  
608 Y: that is true cuz you are not really testing their language [you are only testing  
609 T: [I am only testing whether they  
610 know the explicit word  
611 Y: yeah  
612 T: yeah

