

Postgraduate Certificate in Teaching English to Speakers of other Languages (TESOL)

Teaching English Grammar

Teaching English Grammar is a crucial aspect of the Postgraduate Certificate in Teaching English to Speakers of Other Languages (TESOL) course. This course equips educators with the necessary knowledge and skills to effectively teach grammar to non-native English speakers. To excel in this field, it is essential to have a strong grasp of key terms and vocabulary related to English grammar. Below is a detailed explanation of these terms to help TESOL students enhance their understanding and teaching capabilities.

1. **Grammar**: Grammar refers to the set of rules that govern the structure of sentences in a language. It includes syntax (sentence structure), morphology (word structure), and semantics (meaning). Understanding grammar is essential for effective communication and language learning.

2. **Parts of Speech**: Parts of speech are the categories into which words are classified based on their functions and forms in a sentence. The main parts of speech in English are:

- Noun: A noun is a word that names a person, place, thing, or idea (e.g., dog, school, happiness).
- Verb: A verb expresses action, state, or occurrence (e.g., run, be, think).
- Adjective: An adjective describes or modifies a noun or pronoun (e.g., beautiful, tall, happy).
- Adverb: An adverb modifies a verb, adjective, or another adverb, providing information about time, place, manner, degree, etc. (e.g., quickly, here, very).
- Pronoun: A pronoun replaces a noun in a sentence to avoid repetition (e.g., he, she, it).
- Preposition: A preposition shows the relationship between a noun or pronoun and other words in a sentence (e.g., in, on, at).
- Conjunction: A conjunction connects words, phrases, or clauses (e.g., and, but, or).
- Interjection: An interjection expresses strong feelings or emotions (e.g., wow, ouch, hooray).

3. **Sentence Structure**:

- Simple Sentence: A simple sentence consists of one independent clause (e.g., She sings beautifully).
- Compound Sentence: A compound sentence contains two or more independent clauses joined by a conjunction or semicolon (e.g., I like coffee, but she prefers tea).
- Complex Sentence: A complex sentence consists of one independent clause and one or more dependent clauses (e.g., When it rains, I stay indoors).
- Clause: A clause is a group of words containing a subject and a predicate (e.g., The cat (subject) sat on the mat (predicate)).
- Phrase: A phrase is a group of words that functions as a single unit within a sentence (e.g., in the morning, on the table).

4. **Tenses**:

- Present Tense: The present tense indicates actions happening now (e.g., I eat breakfast).

- Past Tense: The past tense indicates actions that occurred in the past (e.g., She danced yesterday).
- Future Tense: The future tense indicates actions that will happen in the future (e.g., They will arrive tomorrow).
- Present Continuous Tense: The present continuous tense indicates actions happening at the moment of speaking (e.g., They are playing football).
- Past Continuous Tense: The past continuous tense indicates actions that were ongoing in the past (e.g., She was reading a book).
- Future Continuous Tense: The future continuous tense indicates actions that will be ongoing in the future (e.g., They will be studying tomorrow).

5. **Modals**:

- Modals are auxiliary (helping) verbs that express necessity, possibility, permission, ability, or obligation. Some common modals include can, could, may, might, must, shall, should, will, would.

6. **Active and Passive Voice**:

- Active Voice: In active voice, the subject performs the action (e.g., The cat chased the mouse).
 - Passive Voice: In passive voice, the subject receives the action (e.g., The mouse was chased by the cat).
- Passive voice is formed using a form of "to be" followed by the past participle of the main verb.

7. **Conditionals**:

- Conditionals are sentences that express hypothetical situations and their consequences. There are four main types of conditionals:
 - Zero Conditional: Used for general truths or facts (e.g., If you heat ice, it melts).
 - First Conditional: Used for real possibilities in the future (e.g., If it rains, I will take an umbrella).
 - Second Conditional: Used for unreal or unlikely situations in the present or future (e.g., If I were rich, I would travel the world).
 - Third Conditional: Used for unreal or impossible situations in the past (e.g., If she had studied harder, she would have passed the exam).

8. **Relative Clauses**:

- Relative clauses are subordinate clauses that provide additional information about a noun in the main clause. They begin with a relative pronoun (who, which, that) or a relative adverb (when, where, why) (e.g., The book that you lent me is excellent).

9. **Direct and Indirect Speech**:

- Direct Speech: Direct speech repeats the exact words spoken by someone and is enclosed in quotation marks (e.g., She said, "I love chocolate").
- Indirect Speech: Indirect speech reports what someone said without using their exact words and often requires tense changes (e.g., She said that she loved chocolate).

10. **Articles**:

- Articles are determiners that indicate whether a noun is specific or nonspecific. There are two types of articles:

- Definite Article (the): Used before specific nouns (e.g., the cat).
- Indefinite Articles (a, an): Used before nonspecific countable nouns (e.g., a dog, an apple).

11. **Gerunds and Infinitives**:

- Gerunds: Gerunds are verb forms ending in -ing that function as nouns in a sentence (e.g., Swimming is my favorite hobby).
- Infinitives: Infinitives are the base form of a verb preceded by "to" (e.g., I like to read books).

12. **Phrasal Verbs**:

- Phrasal verbs are verbs followed by one or more particles (prepositions or adverbs) that change the meaning of the verb (e.g., Turn on the light).

13. **Comparatives and Superlatives**:

- Comparatives are used to compare two things, while superlatives are used to compare three or more things. Adjectives and adverbs have comparative and superlative forms (e.g., tall, taller, tallest).

14. **Quantifiers**:

- Quantifiers are words that express quantity or amount. Some common quantifiers include some, any, much, many, few, several, most.

15. **Discourse Markers**:

- Discourse markers are words or phrases that connect ideas in a text and help organize the flow of communication. They include words like however, furthermore, in addition, therefore.

16. **Word Order**:

- Word order refers to the sequence in which words are arranged in a sentence. In English, the typical word order is subject-verb-object (SVO) (e.g., She (subject) eats (verb) an apple (object)).

17. **Ellipsis**:

- Ellipsis is the omission of words in a sentence that are understood from context (e.g., John likes coffee; Mary, tea).

18. **Parallel Structure**:

- Parallel structure involves using the same grammatical form for items in a list or series (e.g., She likes swimming, hiking, and biking).

19. **Collocations**:

- Collocations are words that frequently occur together due to natural language use (e.g., heavy rain, strong coffee).

20. **Homophones**:

- Homophones are words that sound the same but have different meanings and spellings (e.g., bear and bare, to and too).

21. **Phonetics and Phonology**:

- Phonetics is the study of speech sounds, while phonology is the study of how sounds function within a particular language system.

22. **Syntax**:

- Syntax refers to the arrangement of words and phrases to create well-formed sentences in a language.

23. **Morphology**:

- Morphology is the study of word structure, including how words are formed and their grammatical categories.

24. **Semantics**:

- Semantics is the study of meaning in language, including how words and sentences convey meaning.

25. **Prescriptive vs. Descriptive Grammar**:

- Prescriptive grammar focuses on rules and norms for "correct" language use, while descriptive grammar describes how language is actually used by speakers.

26. **Error Correction**:

- Error correction involves identifying and addressing grammatical mistakes made by language learners to improve their accuracy.

27. **Language Transfer**:

- Language transfer is the influence of a learner's native language on their acquisition of a second language, leading to errors or interference.

28. **Task-Based Language Teaching**:

- Task-based language teaching (TBLT) is an approach that focuses on real-world tasks to promote language learning and communication skills.

29. **Content-Based Instruction**:

- Content-based instruction integrates language learning with academic content to enhance language proficiency and subject knowledge simultaneously.

30. **Scaffolding**:

- Scaffolding involves providing temporary support and guidance to learners to help them achieve a learning goal independently.

31. **Differentiated Instruction**:

- Differentiated instruction involves adapting teaching methods and materials to meet the diverse needs

and learning styles of students in the classroom.

32. **Formative Assessment**:

- Formative assessment is ongoing assessment used to monitor student progress, provide feedback, and adjust instruction to improve learning.

33. **Summative Assessment**:

- Summative assessment evaluates student learning at the end of a course or unit to determine achievement and mastery of content.

34. **Portfolio Assessment**:

- Portfolio assessment involves collecting and evaluating samples of student work over time to demonstrate progress and achievement.

35. **Authentic Assessment**:

- Authentic assessment measures students' ability to apply knowledge and skills in real-world contexts rather than through traditional tests or exams.

36. **Critical Pedagogy**:

- Critical pedagogy emphasizes social justice, equity, and empowerment in education to challenge dominant power structures and foster critical thinking.

37. **Cultural Competence**:

- Cultural competence is the ability to interact effectively with people from different cultural backgrounds, respecting diversity and promoting inclusion.

38. **Code-Switching**:

- Code-switching involves alternating between two or more languages or language varieties within a conversation or communication context.

39. **Language Register**:

- Language register refers to the level of formality or informality in language use based on the context and audience.

40. **Learner Autonomy**:

- Learner autonomy is the ability of learners to take control of their own learning process, set goals, and make decisions independently.

41. **Motivation**:

- Motivation is the drive or desire to learn a language, influenced by factors such as interest, goals, and attitudes towards language learning.

42. **Interlanguage**:

- Interlanguage is the transitional stage of language development where learners' language production reflects elements of their native language and the target language.

43. **Language Learning Strategies**:

- Language learning strategies are techniques or methods used by learners to enhance their language acquisition and communication skills.

44. **Task Complexity**:

- Task complexity refers to the level of difficulty or cognitive demand of a language learning task, influencing learners' engagement and language development.

45. **Output Hypothesis**:

- The output hypothesis posits that language learning is facilitated by learners' production of language through speaking or writing.

46. **Noticing Hypothesis**:

- The noticing hypothesis suggests that learners must consciously notice language features in input to acquire them effectively.

47. **Affective Filter**:

- The affective filter is a psychological barrier that can hinder language learning progress when learners are anxious, stressed, or unmotivated.

48. **Language Aptitude**:

- Language aptitude is the innate ability or talent that individuals have for learning languages, influencing their proficiency and learning speed.

49. **Error Analysis**:

- Error analysis involves identifying and analyzing language errors made by learners to understand their underlying causes and provide targeted feedback.

50. **Corpus Linguistics**:

- Corpus linguistics is the study of language based on large collections of authentic texts or spoken language samples to identify patterns and usage.

By mastering these key terms and vocabulary related to teaching English grammar in the TESOL context, educators can enhance their teaching practices, support language learning effectively, and empower students to communicate confidently in English.