

Popup Grammar

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- I. Acquisition and learning: Most of our competence comes from acquisition, not conscious learning.
2. Comprehensible input is the source of our acquired language competence
 - a. Method comparisons: CI versus traditional:

Isik (2000: ITL: Rev of Applied Linguistics) High school EFL in Turkey, intermediates; 29 hours per week, 36 weeks:

CI = Communication-based, minimal correction, graded readers, 75% CI, 25% grammar.

Grammar = 24 hrs/week form-based, 20% CI, 80% grammar

	comprehensible input	Grammar
Oxford grammar test	67.6 (5.0)	45.6 (9.6)
Reading	22.25 (1.07)	14.5 (4.26)
Listening compr.	24.9 (2.29)	17.5 (3.3)
Writing	19.4 (2.6)	7.5 (3.3)

<http://skrashen.blogspot.com/2014/08/comprehensible-input-based-methods-vs.html>

- b. Multiple regression studies

Predictors of TOEFL scores (Gradman & Hanania, 1991)

Predictor	Beta
extracurricular reading	0.53
native speaker teacher	0.43
total instruction	-0.21
extracurricular speaking	-0.2

Constantino, Lee, Cho & Krashen (1997)

Predictor	Beta
free reading (books read)	0.41
English study home country	0.48
residence in USA	0.42

Predictors of performance on Spanish subjunctive

Predictor	Beta	p-value
Study	0.0052	0.72
Residence	0.051	0.73
Reading	0.32	0.034
subjunctive study	0.045	0.76

Stokes, Krashen & Kartchner (1998)

Grammaticality judgment test

	Beta	p
Amount of Reading	0.516	0.0002
Formal study	0.072	0.568
Length of residence	0.052	0.69

Lee, Krashen, and Gribbons 1996)

3. Hypothesis: Acquisition without grammar study is common

Krashen, S. 2014. Case Histories and the Comprehension Hypothesis. TESOL Journal (www.tesol-journal.com), June, 2014 (www.sdkrashen.com, "free voluntary reading" section)

4. Hypothesis: Acquisition with ONLY grammar never happens

- a. Gouin
- b. Schliemann

5. Grammar as a monitor

Conditions for Monitor use

- 1. Know the rule
- 2. Have time
- 3. Think about correctness

Studies claiming grammar works: conditions have been met (Krashen, 2003: Explorations in Language Acquisition and Use.)

- (1) all experienced grammar students
- (2) rules = focus of instruction
- (3) test = similar to instruction, given soon after instruction
- (4) effects: very modest, fragile
- (5) A sample: Master, 1994

Improvement on a test of article use

UCLA	PRETEST	POSTTEST	GAIN
Exp	26.8	29.1	6.50%
Comp.	26.6	27.2	2%
FRENZO			
Exp	23.8	26.9	9%
Comp	19.7	20.8	1%

Students: ESL University level, $\frac{3}{4}$ had studied target rule before.

Treatment: Six hours over nine weeks

Measure: pre and post the same –

One there were ____ many trees here. Now ____ trees are gone.

Carlos is ____ student at our university.

(write in the correct form of the article)

Subjects were “only given enough time to answer without deliberating up their responses.”
But no details given.

Results: Experimentals make significant gains.

- But Fresno comparisons come close to significance.
- GAINS UCLA from a C to a B-; FRESNO from a C-/D+ to a C.
- Amount of study did not predict pre-test scores.
- Conditions met only on grammar tests, editing.

6. The danger of overuse of the monitor

"The major, who had been the great fencer, did not believe in bravery, and spent much time while we same in the machines correcting my grammar. He had complimented me on how I spoke Italian, and we talked together very easily. One day I had said that Italian seemed such an easy language to me that I could not take a great interest in it; everything was so easy to say. 'Why, then, do you not take up the use of grammar?' So we took up the use of grammar, and soon Italian was such a difficult language that I was afraid to talk to him until I had the grammar straight in my mind."

Ernest Hemingway, "In Another Country." In Men without Women, Scribner, paperback fiction. 1997, p. 46-47. Originally published 1927.

Letter to the London Times, August 29, 2002

Sir: While my wife (1953 O-level French, fail) happily bargains with French market stallholders, I (1953, A-level French, pass) can only stand by muttering, "No, tomatoes are feminine" or "You should be using the subjunctive!"

I was even able, when paying the bill at a small hotel, to say beautifully and accurately in French: "Had we not been awoken at 3am by the dustcart, it would not have been necessary for us to have raided the mini-bar for a bottle of water."

Unfortunately I had to rely on my wife to understand the reply: "Sorry, but it is still going to cost you 50 francs."

Yours faithfully, H.L.M. Walker, Saffron Waldon, Essex

7. Other uses of grammar

1. **Hypothesis:** conscious knowledge of grammar = aid to comprehension?
2. **Language appreciation** (a.k.a. linguistics = universals, language change, dialects)

Why the enthusiasm?

Most people don't like it:

"Grammar is a boring subject for our students, at most worthy of studying for good grades. For adults, it is a tedious chore. Its symmetry does not delight them; its rules bore them, its irregularities discourage them ... "

~Dr. Kató Lomb, *With Languages in Mind*

TESL-EJ Publications.

But a few students like learning and using grammar rules. (Future language teachers?)

Including grammar

1. popup grammar
2. grammar as sheltered subject matter (optional)

Anecdotal Evidence from a Spanish/ESL Classroom

ESL:

- Explicit instruction of 'do' vs. 'did' resulted in better listening comprehension but had little impact on output/grammatical accuracy.
- Teaching prefix / suffix rules results in confusion.
- 3rd person singular verb forms are late or never acquired.
Year-long study by Patsy Lightbown revealed that drilling students on use of 3rd person singular verbs in English resulted in them using the 'S' on 3rd person sing. verbs more frequently– but NOT correctly. Evidence that practice/drilling don't work.

Spanish:

- Correct use of 'ser' vs. 'estar' and 'por' vs. 'para' late or never acquired.
- Correct use of preterite vs. imperfect tenses late or never acquired. Use is also subjective.
- Correct conjugation more dependent on input vs. practicing through output.
- Use of subjunctive is late acquired. Use is also subjective.



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