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Using Supplemental Instruction for Teaching English Grammar

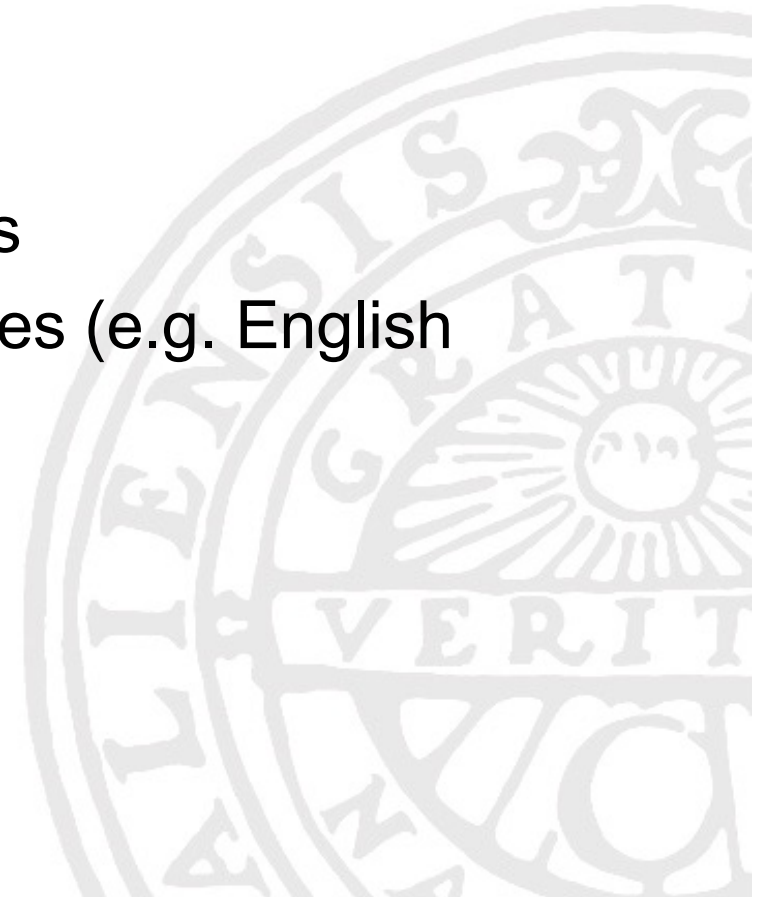
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Supplemental instruction (SI): Definition

Supplemental instruction usually means students helping and tutoring younger peers.

This could be done in different courses or in particularly difficult parts of courses (e.g. English grammar).



A special form of Supplemental instruction (SI) at Uppsala

A special form of **SI** was implemented at Uppsala

The **SI leaders** were:

high school student teachers in their third term of English

SI was included in these students' English grammar course

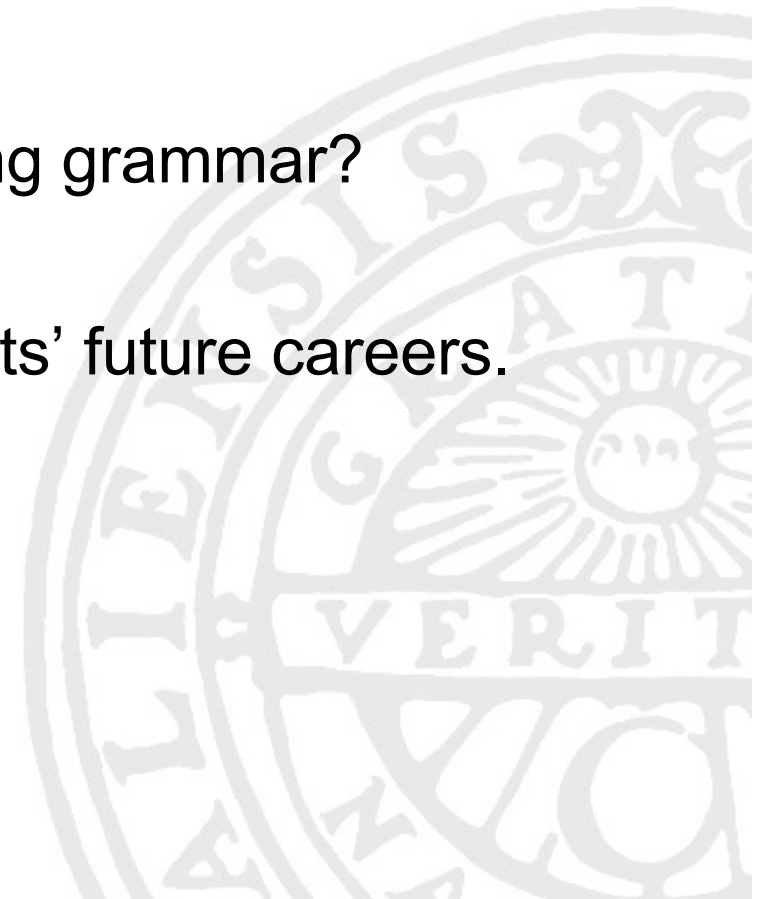


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The initial aim was to enhance students' interest in grammar

Why not try out teaching and explaining grammar?

This is new and relevant to the students' future careers.



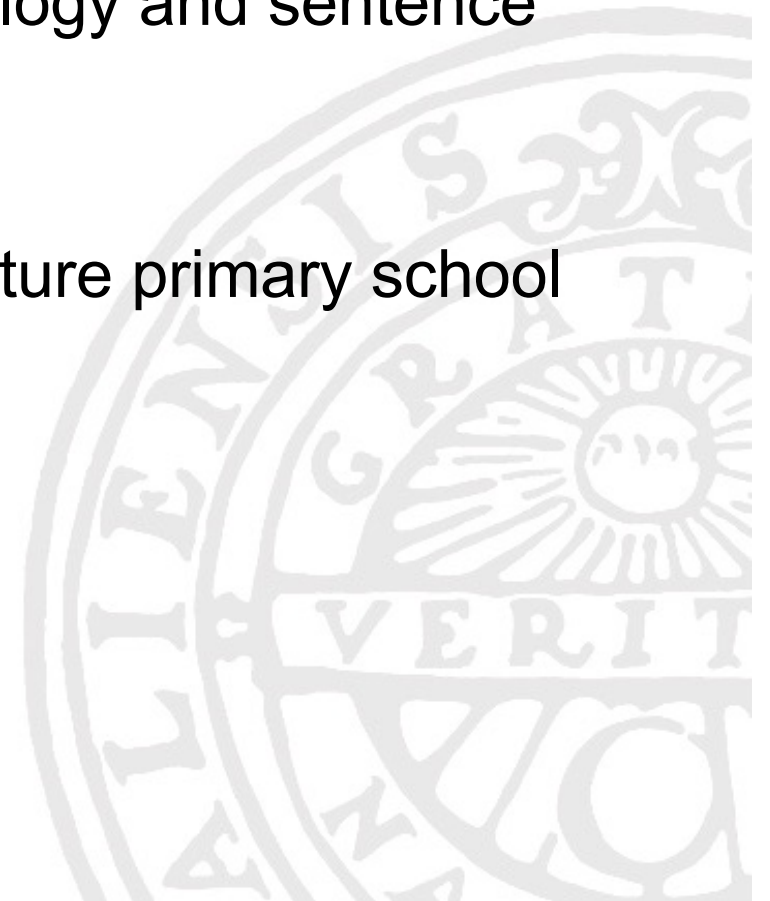


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The SI leaders teach **first term students** of English.

They teach or tutor grammar, phraseology and sentence structure.

The students tutored are mainly the future primary school teachers.





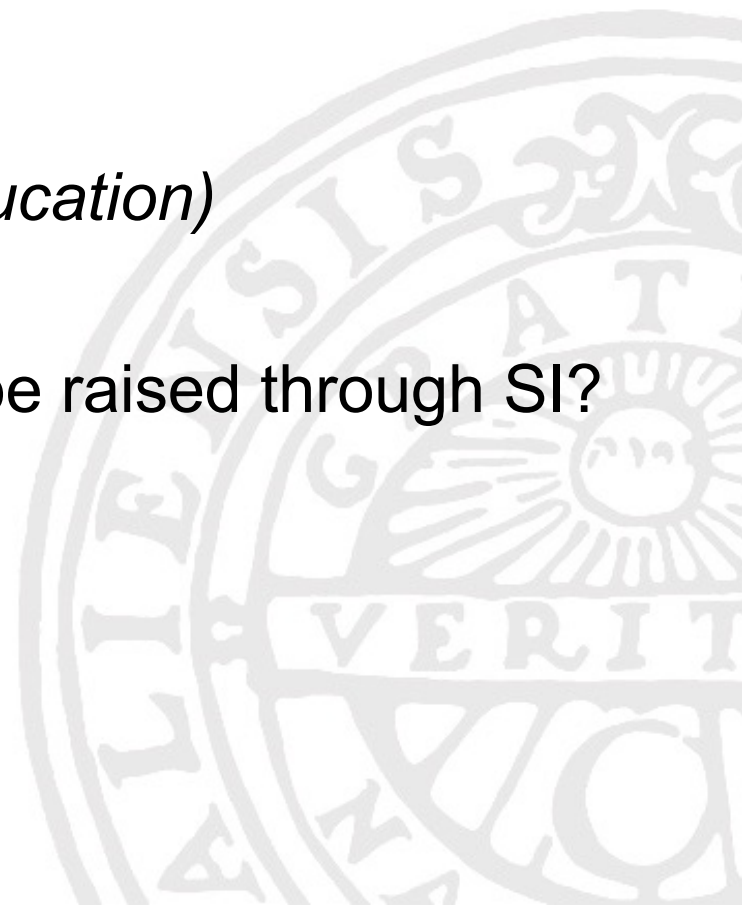
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The status of grammar teaching in Swedish schools

Grammar teaching is outdated and unnecessary!
(students and teachers)

Grammar should not be in focus.
(The Swedish National Agency for Education)

Can the **status** of grammar teaching be raised through SI?





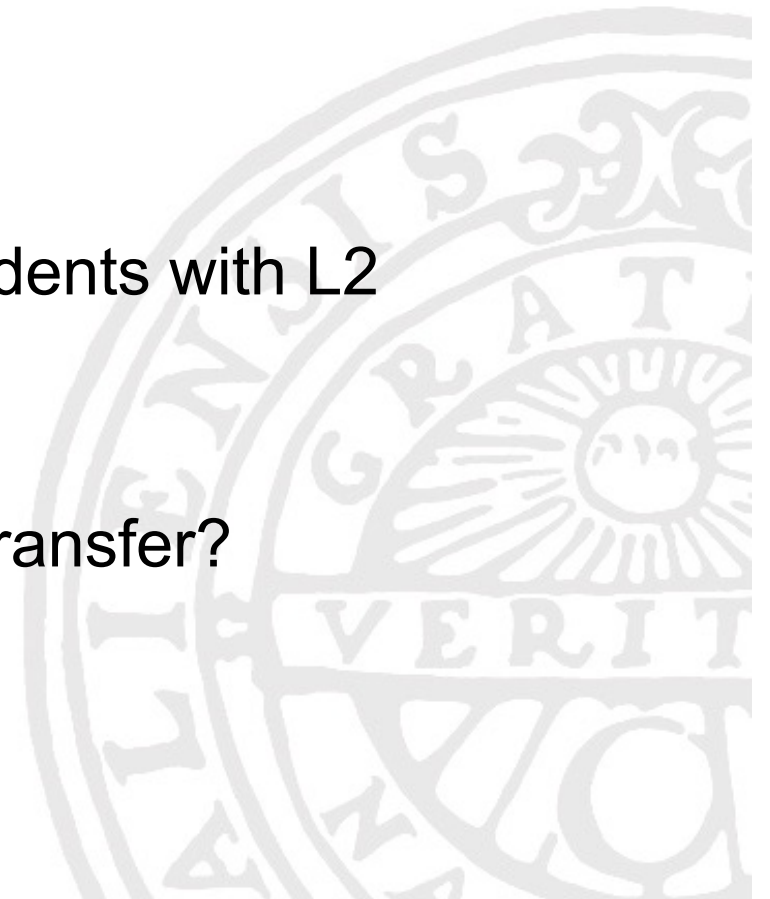
English as L3 in Swedish schools

Almost all Swedish schools have multilingual classrooms.

Students learn **English as an L3**.

How is this different from teaching students with L2 English?

How important is L1 or L2 (Swedish) transfer?



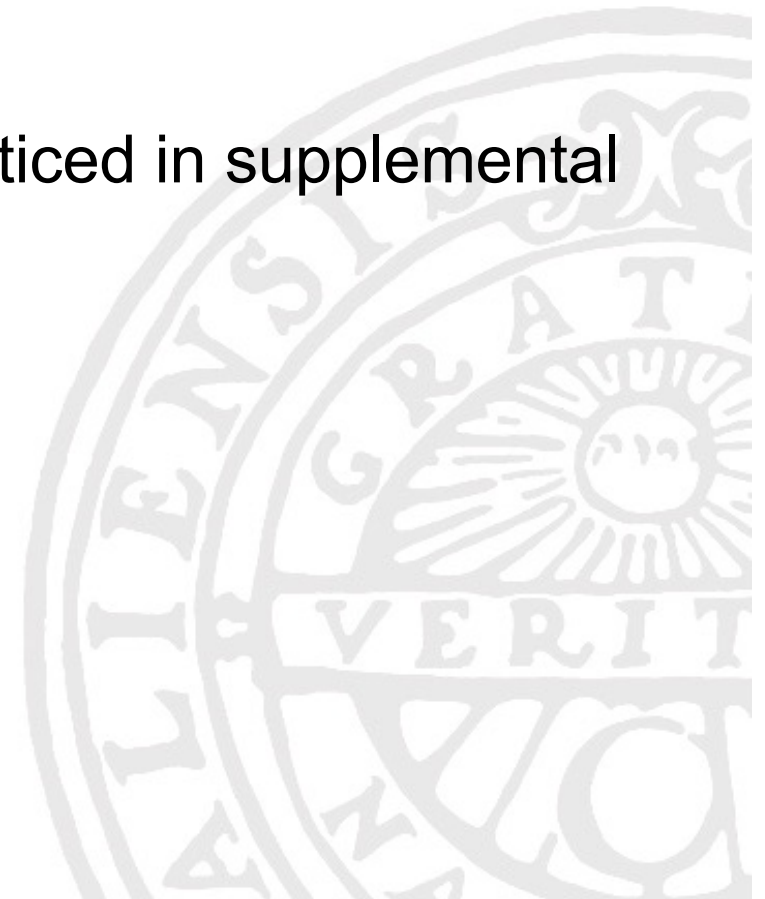


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Teaching English as L3 in supplemental instruction

Several university students have a different L1 than Swedish.

Teaching English as L3 was also practiced in supplemental instruction.

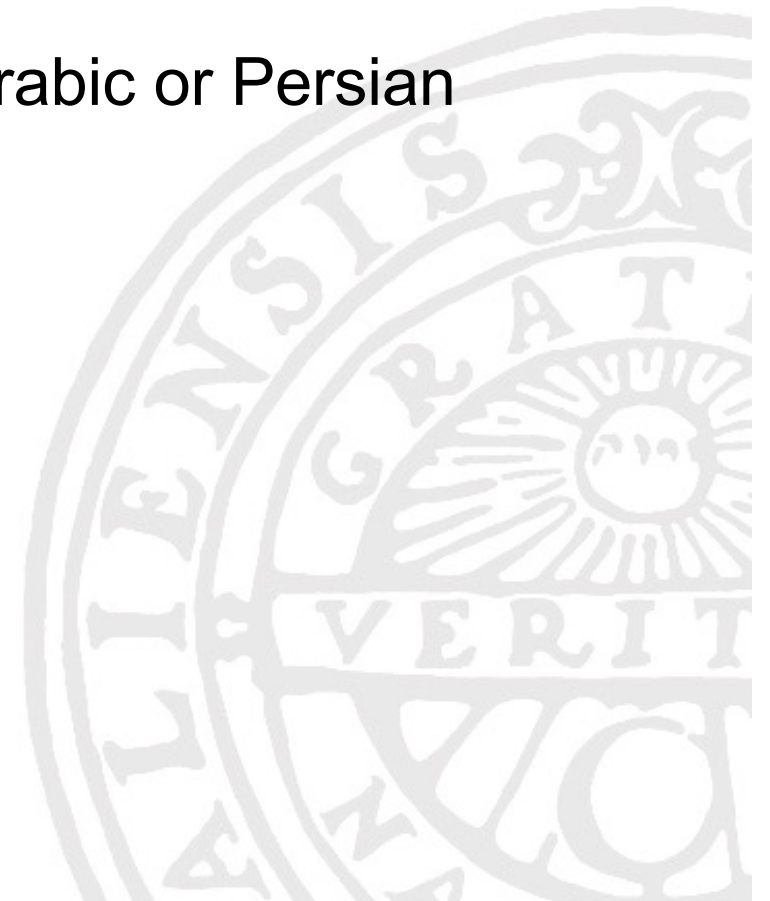




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The SI leaders consulted handbooks and online sources to prepare.

Some SI leaders knew for example, Arabic or Persian themselves.





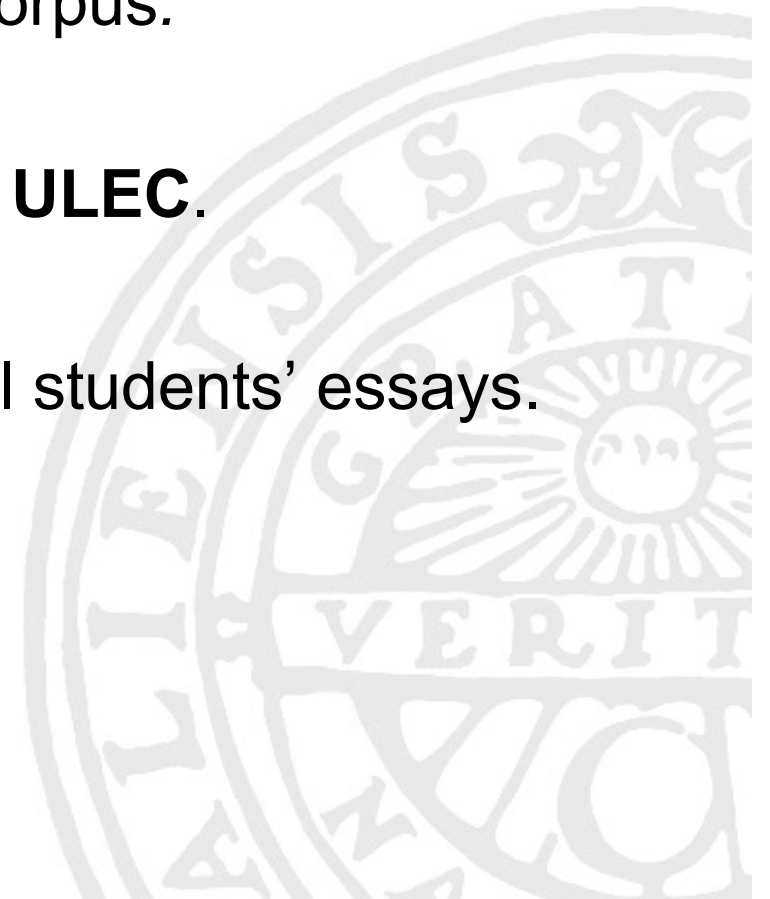
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Another result of the interest in grammar through SI was:

The compilation of a learner English corpus.

*The Uppsala Learner English Corpus, **ULEC**.*

ULEC consists of Swedish high school students' essays.





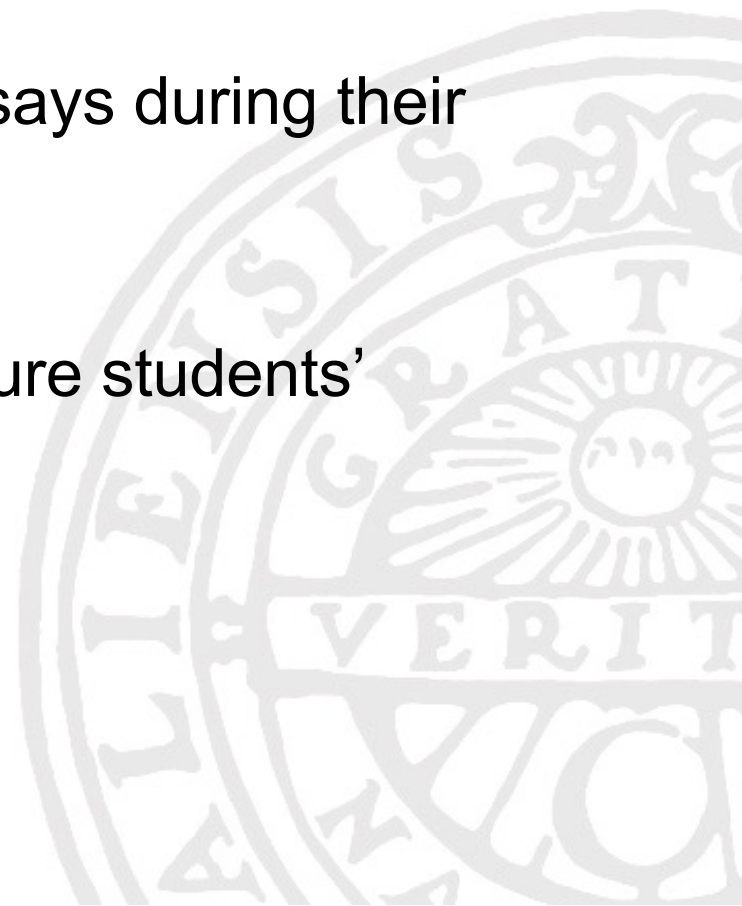
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The Uppsala Learner English Corpus, ULEC

The essays are both from junior and senior high school.

The student teachers collected the essays during their school placement.

“What grammar errors occur in our future students’ writing?”





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Common errors were in: articles, subject-verb agreement, orthography, conditional sentences ...

Texts from *USE, Uppsala Students' English* was compared with ULEC.

There were almost identical errors at university level!

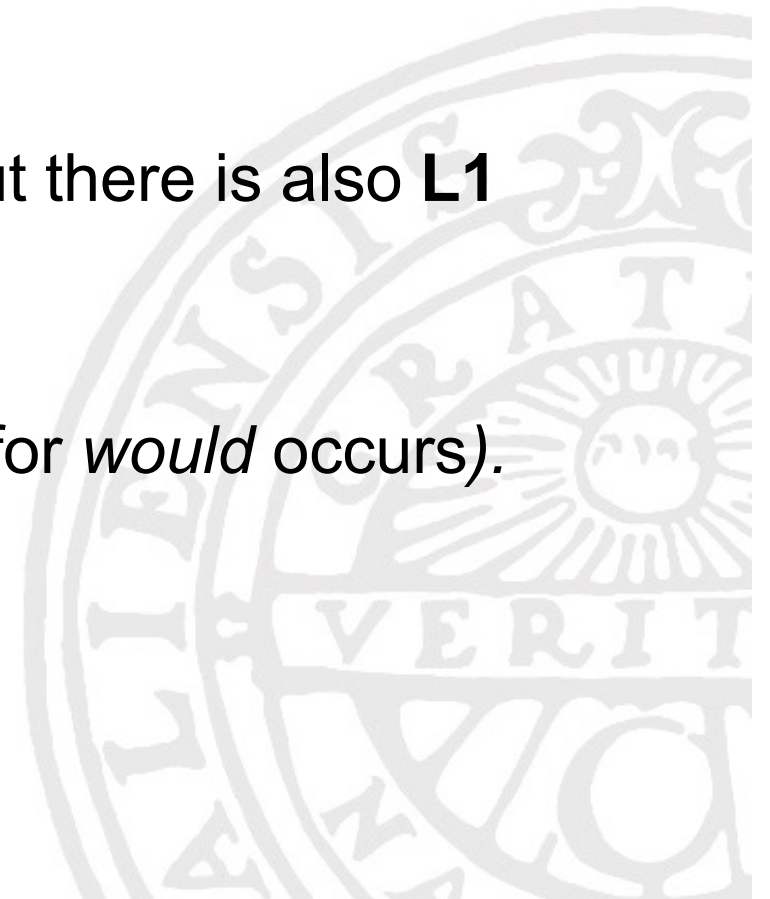




Conditional sentences were focused on in the SI leaders' teaching.

Conditional sentences are complex but there is also **L1 transfer**.

In Swedish, *skulle* is used (so *should* for *would* occurs).



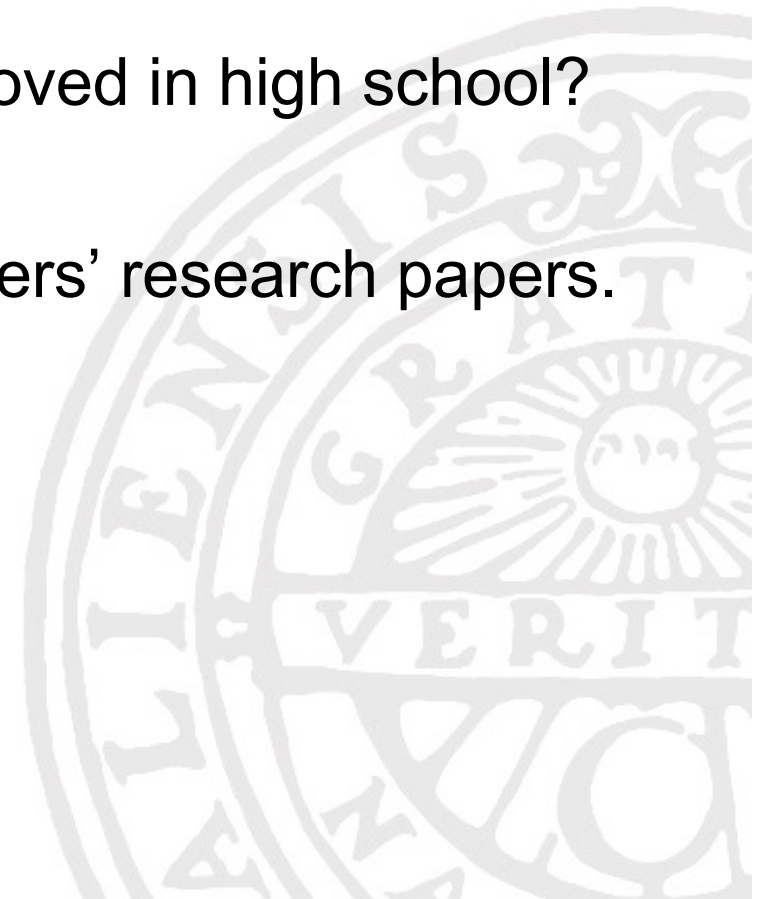


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Why do these grammatical errors remain at university level?

How could grammar teaching be improved in high school?

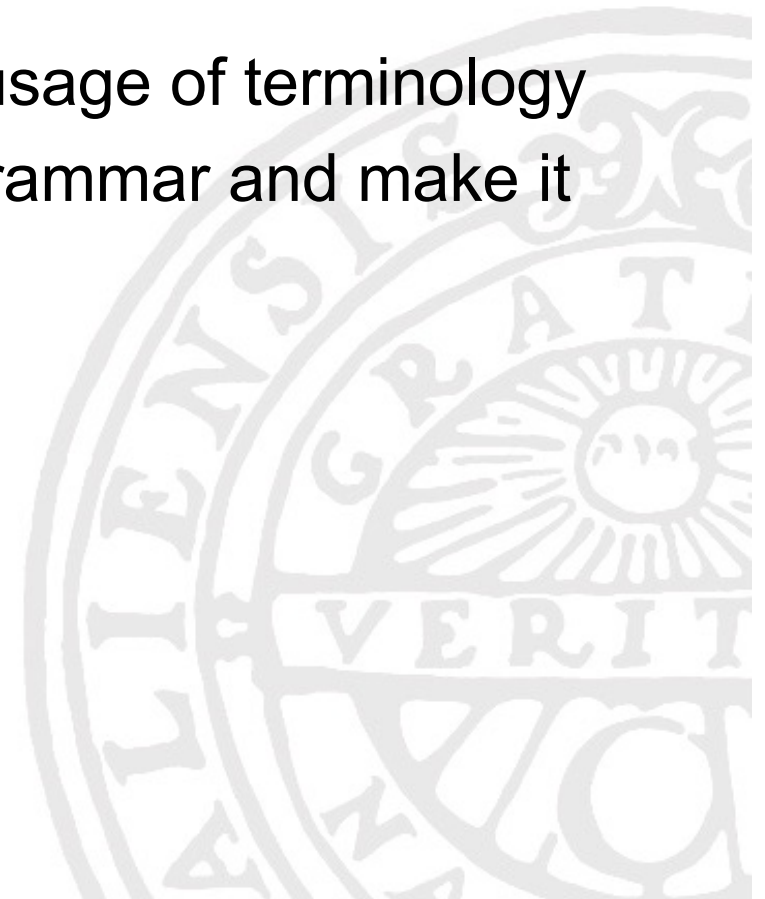
These are topics for the student teachers' research papers.





What is particularly relevant to the SI leaders' future teaching?

- They revise grammar and think about how to explain grammar
- They think about the level and the usage of terminology
- They learn how to **contextualise** grammar and make it interesting





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In addition:

- They develop **confidence** in using English in different contexts.
- They improve literacy skills more broadly (**doing research**, writing papers).





Conclusion: The SI leaders' evaluation

In the SI leaders' evaluation, 25/25 students answered:

“I have revised and studied grammar in a good way”.

23/25 students answered that “[they] enjoyed explaining grammar...”

Will the status of grammar teaching be raised? Probably!



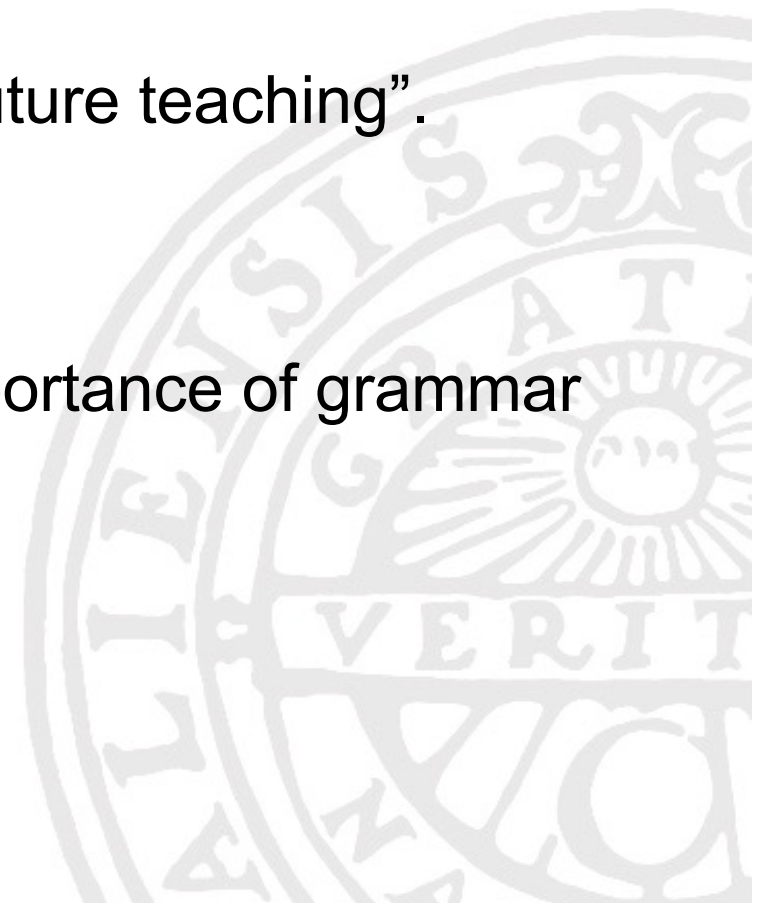
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19/25 students answered:

“I will focus more on grammar in my future teaching”.

22/25 students answered:

“I’m interested in writing about the importance of grammar teaching”...

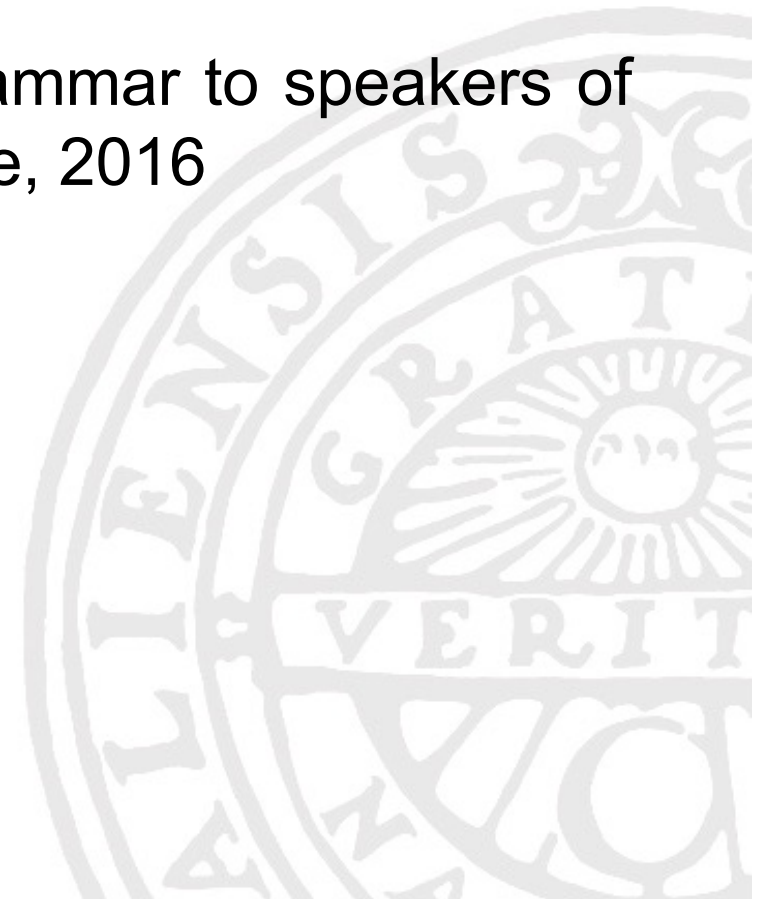




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