L2 Grammar Teaching   Dr. Salaberry   February 20

Target Language: Chinese
Students: American Learners of Chinese
Level: Intermediate
Content: Measure word in Chinese

Introduction: Measure word in Chinese is a grammatical phenomenon that is different from English. In English, you can say ¡an apple¡, ¡a book¡, but in Chinese, usually you cannot say ¡ 一苹果¡ or ¡ 一书¡ , you need to say ¡ 一个苹果¡ or ¡ 一本书¡ . The word ¡ 个¡ or¡ 本¡ is a measure word. In English, we sometimes also use measure words as in ¡a piece of paper¡, ¡a bowl of rice¡, etc. Different nouns in Chinese require different measure words, so it¡s difficult for American learners of English. The following activity sets help American learners of Chinese to grasp this grammatical phenomenon in Chinese and intend to use explicit guided induction to teach grammar.

Activity sets
1. Warm-up: ask the whole class to get familiar with all the Chinese names for all the things in the classroom such as desk, chair, teacher, student, eraser, computer, etc. If they have questions about the Chinese equivalent of some objects, the teacher is always there to help.
2. Ask one student to describe the things and the number of them in the classroom. That is, the student not only has to give the Chinese name of the things but also the measure word. The rest of the class will listen to him and fill in the following form according to the student¡s description.

Number	Measure Word	Noun

3. The students are divided into groups. Within each group, they discuss their notes, i.e. the table they have filled in and analyze all the possible errors in the table. Specifically, they need to judge whether the speaker chose the right measure words to describe things in the classroom.
4. All the groups then announce their findings to the rest of the class. When there is disagreement, argument or negotiation is allowed. Finally, the whole class will work out the correct answers for the above table.
5. The whole class is encouraged to think about a question: what is the rule behind measure word choice for different nouns? They will also discuss this question

within groups and every group needs to present their findings or reflections to the rest of the class. Finally, the teacher will comment on each group¡s conclusion and give the rule behind measure word choice based on all the groups¡ findings.

6. Communicative activity

   Situation: You and your friends are planning a surprise birthday party for Mary (one of your best friends). You are supposed to work out a shopping list for this party. You have 100 dollars budget for this party and your decision must be based on what Mary likes or dislike, the effect of the party, the efficiency of the money, etc. Each group will be asked to report their results to the rest of the class and explain why they choose to buy these things. The rest of the class will give the group a score on a scale from 0 to 10. And the group who get the highest score will get some bonus.

Extension task:

Write a record of everything in your bedroom and classify them. Take this opportunity to tidy up your bedroom.

Reflection: From Dr. Salaberry¡s lecture, I now know the following 5 approaches to teaching and learning L2 grammar:

1. Deduction
2. Explicit guided induction (structured data & metalinguistic awareness)
3. Explicit guided induction (structured data with input enhancement)
4. Implicit guided induction (structured data)
5. Frequency-based induction

Based on the research results Dr. Salaberry showed us and my own L2 teaching and learning experience, I believe guided inductive approaches to learning grammar should be more effective than others. More specifically, I am a fan of the combination of approaches 2 and 3. My L2 grammar activity on teaching Chinese measure words are based on guided inductive approaches 2 & 3.