

## GRAMMATICAL FORMS: ORDER OF INTRODUCTION

Grammar Gallery is designed for maximum flexibility in order to allow the teacher to decide when to introduce the level-specific grammatical forms. This approach reflects what we know from current research about grammar and English language development.

While English language researchers have reached general agreement about the gross sequence to follow in presenting grammatical forms (in terms of language level), they are silent on the specific order in which to teach the grammatical forms within a given level. In other words, most language experts agree that forms such as regular plurals and the present progressive tense should be taught at the beginning level of English language instruction. Similarly, they agree that forms such as gerunds and phrasal verbs are appropriate for more advanced English learners. However, what they don't address is the order in which level-specific forms should be taught. Should instruction in regular plurals precede or follow instruction in the simple present tense or the present progressive tense? Should you teach phrasal verbs before or after gerunds? The research doesn't provide a compelling answer to these questions.

However, we recognize that some educators are looking for guidance and suggestions about the order in which to introduce the grammatical forms within a level. As such, we've developed the following recommendations:

1. As a general rule, use your core ELD program or core curriculum to inform your decisions about when to introduce specific forms. For example, if you are working with beginning students on classroom routines, you will probably want to introduce the imperative form before delving into conjunctions.
2. In the absence of direction from your core ELD program or core curriculum, choose a level-appropriate topic that you think will interest your students. Always introduce the Nouns first, and then continue from left to right across the topic in that level.
3. After you have finished one topic in the level (e.g., People), choose another topic in the same level (e.g., Animals) to reinforce the grammatical forms and give students additional practice.
4. After you have gone through all the grammatical forms in two complete topics, identify the grammatical forms that continue to be problematic for your students.
5. Use the other three topics in the level to focus on specific grammatical forms that your students are having trouble with, but **ALWAYS** start with the Nouns when you are introducing a new topic.

