

Learning Situation: Social Learning

Basic English Grammar for Adult ESL Students

The teacher writes two sentences on the white board: "I am a teacher." and "You are students." She reads them at loud, then asks the students to repeat them after her. She points at the words as she reads and the students follow her reading in a chorus "Great!" She says. She asks students to read them one more time, but she only points at the words while the students read the sentences. The teacher smiles pleased. Today, we are going to learn the part of the sentence, the teacher says.

Then the teacher points at the first word of the first sentence and explains "this is the Subject of the sentence. In the subject you can write Pronouns like I, you, she, he, it, we, they." Then she points at the second sentence and asks students what the subject is. Students look at it and respond "I" at loud. The teacher says "Good job! That's the correct answer." Then the teacher points at the verb to Be in the first sentence, explains that the verb to Be refers to places and descriptions and that it changes into three-forms (am, is or are) depending on the subject. Then she explains that am and is are use for I, she, he, and it, and are is used for you, we, and they. She points at the second sentence and asks students which of those words is the verb Be. The students answer "are" and then the teacher says "Excellent! You are good students." The teacher points to the last word and explains that "Teacher" is a noun and that nouns name all people, animals, places, and things. The teacher asks students to name some people, animals, places, and things they know. Students randomly answer while she writes some of them on the board. Then she points at the second sentence and asks which is the noun in that sentence. They shout "students!" and very excitingly the teacher says "Awesome! You are my best students!"

To assess students knowledge the teacher hands out lined papers and asks them to write 3 to 5 sentences using the Subject+BE+ noun. structure. Students ask the teacher for review as they complete the assignment. Teacher checks, and asks students to re-write the sentences with problems after explaining the mistakes. Once the task is completed, the teacher asks students to stand up one at the time to write one of their sentences, and report back to the class pointing at the subject, verb, and noun correctly. The teacher steps back and let peers to correct mistakes as students write and report to the class their complete sentences. Classmates cheer others as they see the sentences completed correctly.

Modeling and imitation
verbal description

vicarious reinforcement

Modeling and imitation
verbal description/
scaffolding

vicarious
reinforcement

imitation

modeling/
scaffolding

vicarious
reinforcement

imitation

modeling/
scaffolding

vicarious reinforcement/
self-reinforcement

self-regulation

direct and vicarious
reinforcement

self-awareness/
reinforcement/ regulation/

end of scaffolding