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Ref.: Proposal for a presentation or a poster

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1. Title

Integrating Social and Cultural Issues in Vietnamese Contextualized Grammar Lessons

2. Abstract

Integrating social and cultural matters in grammar classes deepens grammar knowledge/input and increases students' interests in current and practical issues. Grammar is a rough subject for students; however, blending communicative teaching approaches in contextualized grammar lessons makes students feel like games while grammar activities are implied. The presentation especially opens the platform for audience to participate in the hands-on activities that guide to the innovation process of teaching grammar and use of the language in real-world tasks.

3. Summary

Grammar is complicated for heritage/non-heritage learners. Come and see how modules of teaching grammar are discussed via communicative activities utilizing deductive/inductive instruction to lead learners through the innovation process of teaching grammar in which learners use the language in real-world tasks of social and cultural topics.

The three-phase P-P-P sequence (Presentation-Practice-Production) yields to the contextualized practices with focus on functional communicative activities and social/cultural interaction activities. Communicative approaches in grammar classes are transition of activities in order for students to feel that they are playing games to increase their passion in learning grammar instead of being obsessed with difficulties of grammar. A number of Vietnamese syntax issues and difficulties are presented to discuss teaching approaches for restricting learners' impediments in learning Vietnamese. The hands-on activities are introduced to emphasize innovation in teaching grammar utilizing real-world tasks of social and cultural concerns and contextualization in UC and Community College Vietnamese classes. These activities can be applied in various different languages in addition to Vietnamese language.