



# TGSC

TEACHING GRAMMAR FOR  
SPONTANEOUS  
COMMUNICATION



## ABOUT THE PROJECT

As a glance at any popular language coursebook will show, language learning programmes generally place a strong emphasis on grammar. Today, it is widely agreed among second language acquisition researchers that teaching grammar is important. Second-language learners often develop knowledge of grammar rules which they can use to complete simple exercises but it is notable to use that knowledge to communicate fluently and spontaneously outside the classroom.

The aim of this project is to familiarise teachers of a second language with teaching procedures that can help learners develop grammatical knowledge for spontaneous communication.

## ABOUT

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Main objective of the project:  
Innovation

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Target groups:  
Directors of studies at language schools [direct]  
L2teachers[direct]  
Adult L2learners at CEFR A2 level and above [indirect]

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Implementation period:  
2020.11.23. – 2022.08.22.

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Project number:  
2020-1-UK01-KA204-079059

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Co-funded by  
the European Union

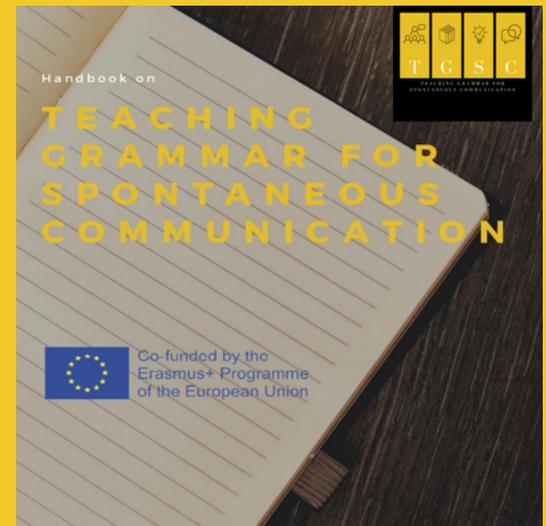
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## PROJECT OUTCOMES

1] A handbook that provides an introduction of the topic of teaching grammar for spontaneous communication along with a selection of ready-to-use grammar practice activities. The handbook unfolds over four sections, touching on topics such as the aims of grammar teaching, the role of explicit knowledge in grammar learning, and the different types of grammar practice activities that can prepare learners for fluent, spontaneous communication. This handbook is available in seven languages: English, Spanish, French, German, Italian, Latvian, and Romanian.

2] CPD [continuous professional development] programme designed for academic managers and teacher trainers to be able to provide in-house training. Also available in seven languages, the programme is comprised of presentation slides and accompanying facilitator notes for four CPD sessions. These provide an overview of the topic at hand along with opportunities for discussion and hands-on practice. Together with these resources comes a booklet designed to provide a written record of the content of the programme and some additional examples of suitable grammar practice activities.

3] A handbook on how to design effective CPD sessions. This product is a spin-off of the second product [the CPD programme]. As the members of the partnership had to upskill themselves in the area of how to design CPD materials for the purposes of this project, they decided to produce this handbook to share their research findings and lessons learnt. It covers topics such as how to engage your audience, good practices in CPD sessions, and fun activities for CPD sessions.



## TGSC

→  
The first session.  
Why we should teach grammar.

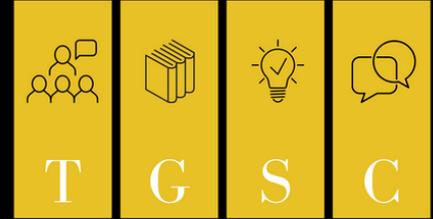


TGSC ([tgsc-erasmus.site](https://tgsc-erasmus.site))



## PROJECT PARTNERS





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The project is being undertaken by a consortium of five organizations from five different European countries. At the core of the consortium is Eurospeak Language School, a UK-based language school which has served as the main project coordinator and overseen the development and implementation of all project activities. The remaining partners are based in Italy, Spain, Romania, and Latvia.

Centred around the development of innovative tools for language teaching professionals, the TGSC project launched in the last quarter of 2020 and will complete in June this year.

This project aims to familiarise second-language teachers with ways to promote the development of grammatical knowledge that learners can use fluently and spontaneously in real-time communication. It is hoped that this will bring teachers one step closer to the needs of their learners.



## FOR MORE DETAILED INFORMATION

Visit the TGSC project website: <http://tgsc-erasmus.site/>

Project information and materials are also available in French, Latvian, German, Italian, Romanian, and Spanish.

Follow the project's Facebook page: [TGSC - Erasmus+ | Facebook](#)

**PROJECT PARTNERS**

