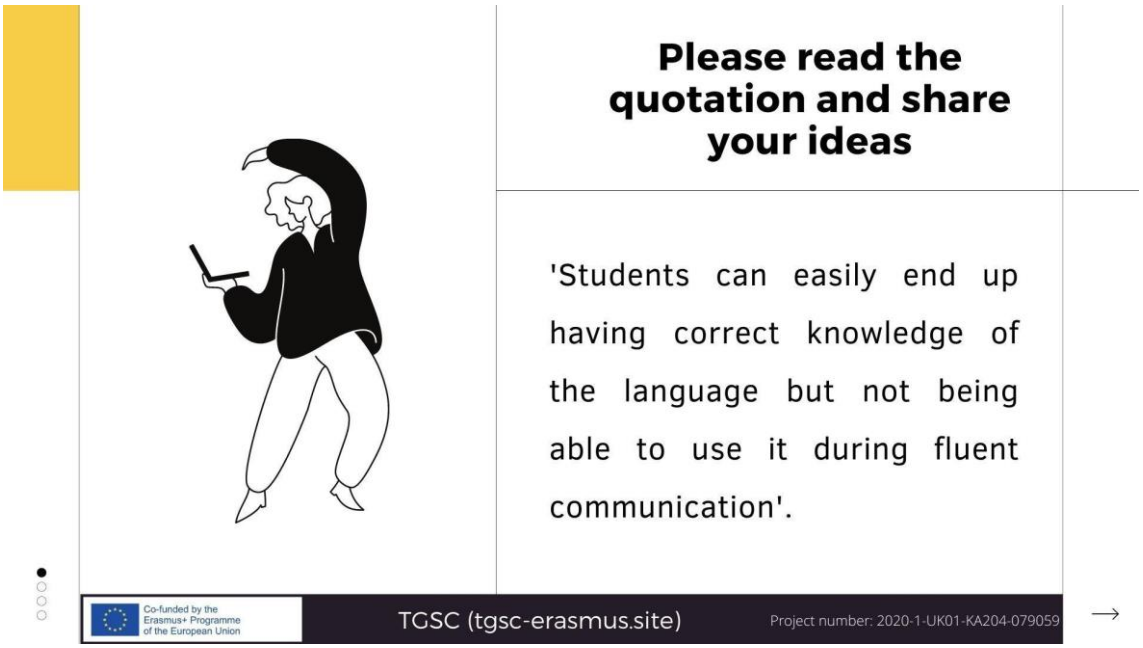
Warm-up

Slide nº 2:



Quotation

Students can easily end up having correct knowledge of the language but not being able to use it during fluent communication.

How to

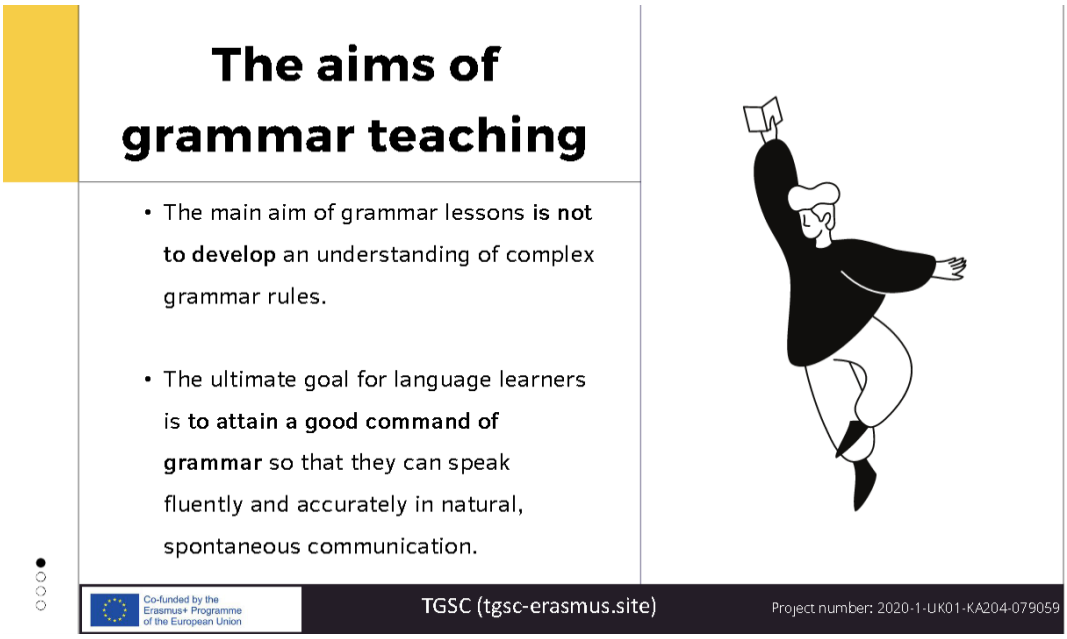
Brainstorming.

The facilitator waits for everyone to have time to read the quotation themselves, then reads it out loud. After that, an open discussion between participants should be allowed.

Keep in mind

There are no right or wrong answers. During brainstorming, ideas are not judged or evaluated. Participants are most likely to encounter various difficulties while teaching grammar to a wide range of ages and target groups.

Slide nº 3:



How to

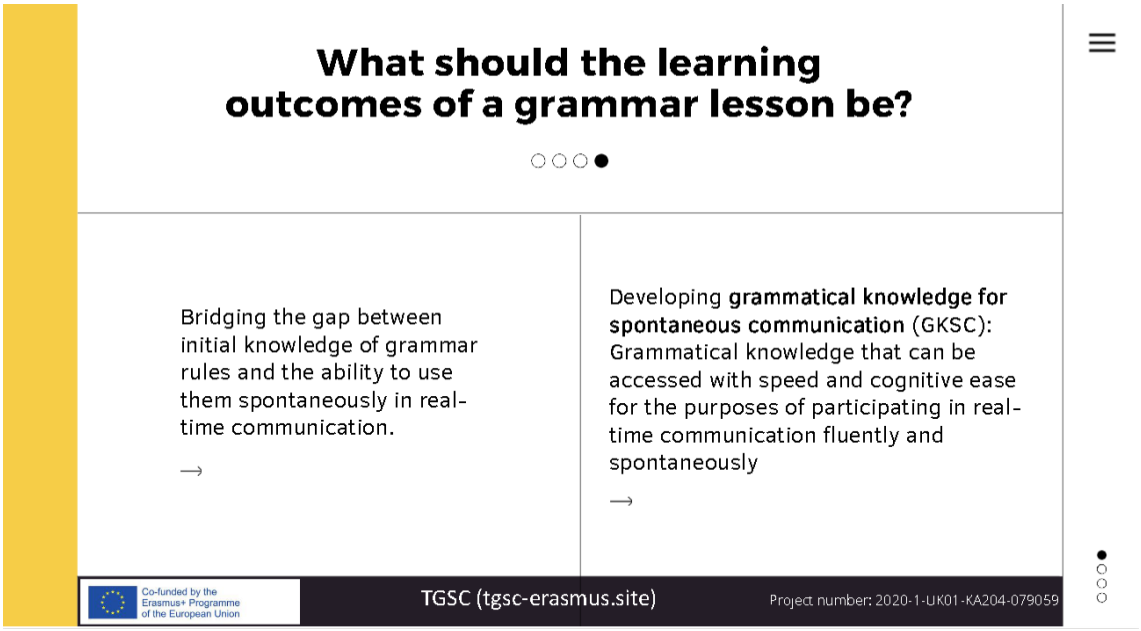
Discussion.

The facilitator shows the following slide on the board. Participants work in big groups. They are given a clear explanation of what TGSC is and what the main goals of these sessions are. The facilitator invites learners to share any ideas related to the topic.

Keep in mind

It's very important to establish a clear understanding of the difference between the traditional approach to teaching grammar in classes and the approach represented in these sessions.

Slide no.4:



a. **What are your aims during a grammar lesson? What should the learning outcomes of a grammar lesson be?**

How to

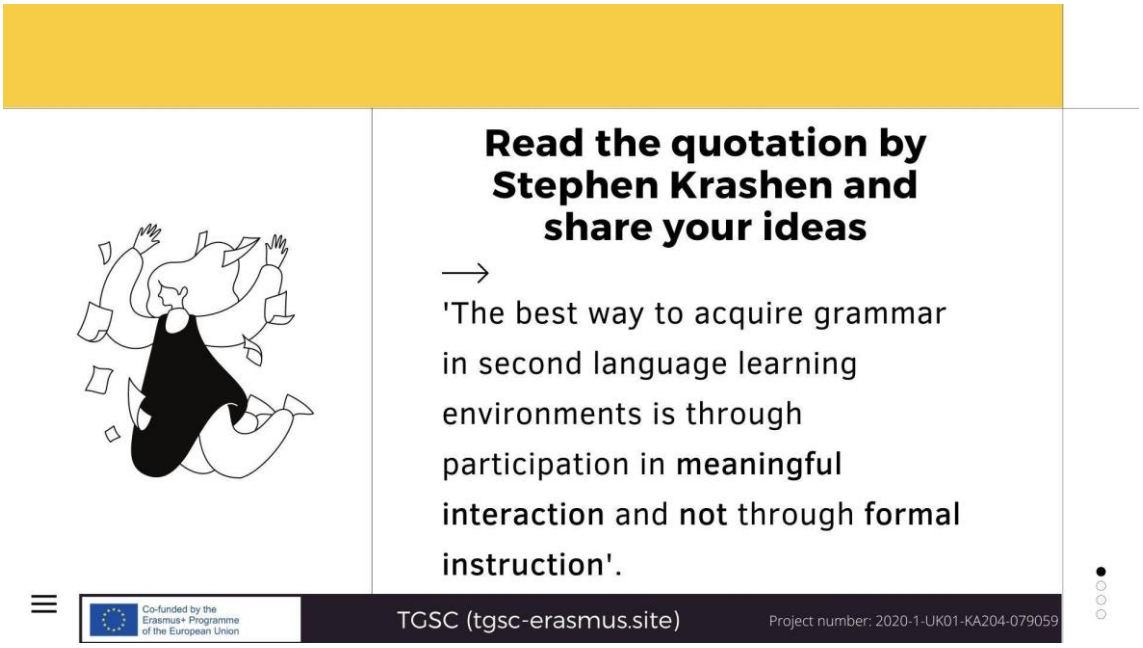
Discussion.

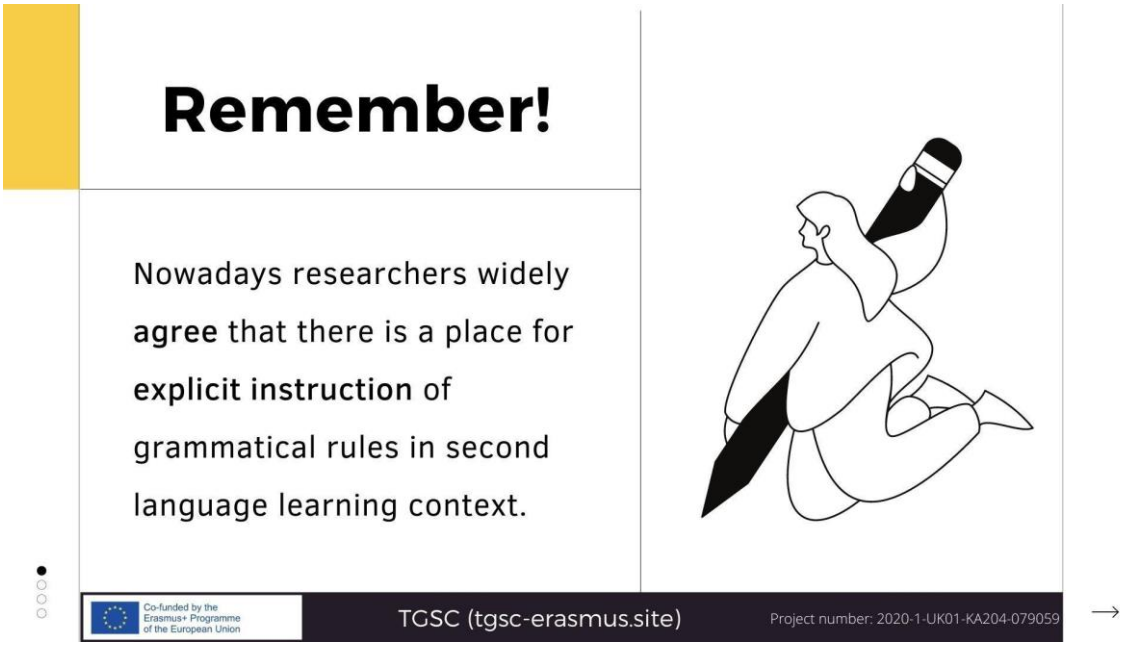
The facilitator shows the following questions on the board. Participants are divided into pairs. They are given a couple of minutes to discuss both questions. Then the facilitator invites students to share any interesting ideas drawn from their own teaching experience with the rest of the group. After that, the facilitator shows the clear and concise answers on the board.

Keep in mind

You may point out that there is a big difference between the use of grammar rules when enough time is available and when there is some time pressure. At this point, the first introduction to Teaching Grammar for Spontaneous Communication should take place. You can also mention why so many courses fail students' needs to communicate spontaneously and effectively outside the classroom. (See Annex 1)

Slide nº 5 and 6:





Quotation.

The best way to acquire grammar in second language learning environments is through participation in meaningful interaction and not through formal instruction.

How to

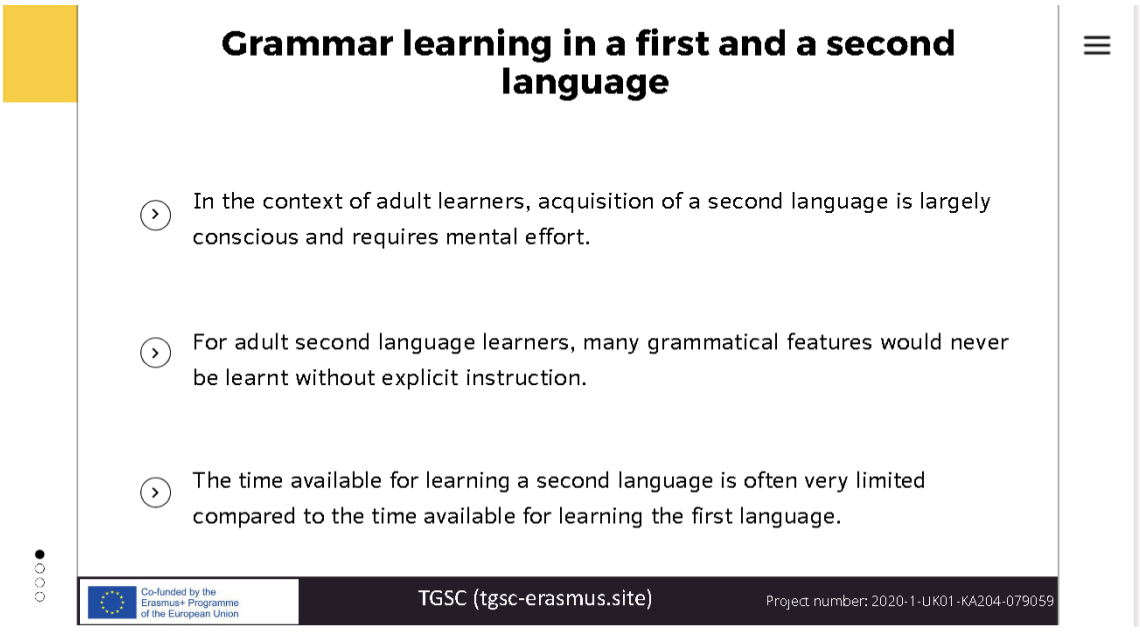
Debate.

The facilitator shows the quotation on the board, waits for everyone to read the quotation themselves, then reads it out loud. The main aim of the exercise is to spark a debate on the necessity of teaching grammar explicitly in second language learning environments. Participants can work as two large groups, clarifying and throwing ideas around. They should defend opposing positions on the same issue. They take turns alternating. The aim of the exercise is to explore as many relevant aspects of the issue as possible.

Keep in mind

Slide nº 6: "Nowadays researchers widely agree that there is a place for explicit instruction of grammatical rules in a second language learning context", which shows that multiple arguments in favour of Stephen Krashen's theory are flawed. (see Annex 2)

Slide nº 7:



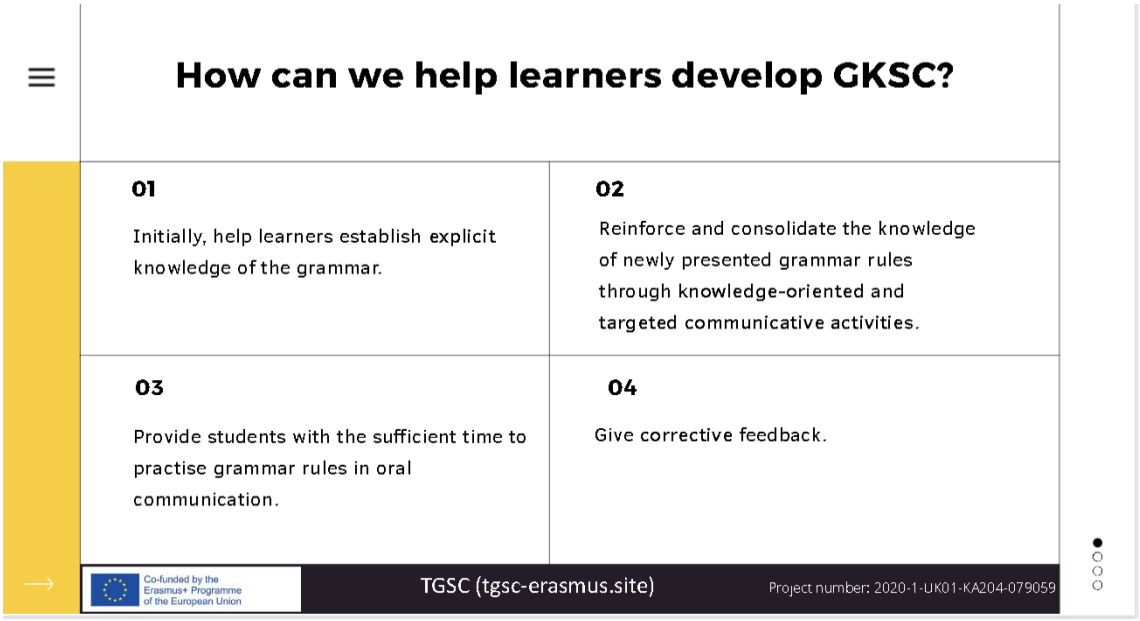
b. How is our grammatical knowledge of our first language different to our grammatical knowledge of a second language?

How to

Short presentation.

The facilitator can split the class into small groups. Participants should come up with possible answers and report them back. Ideally, they create short presentations around ideas they have thought of and choose a speaker to deliver these presentations. After listening to the proposed answers, the facilitator shows the clear and concise statements on the board.

Slide nº 8:



c. How can we help learners develop grammatical knowledge that they can use spontaneously in oral communication?

How to

Discussion.

The facilitator can divide participants into small groups and let each group perform short discussions. In five minutes, possible answers students came up with should be shared with the rest of the group. Having obtained the answers, the facilitator shows the compendious statements on the board.

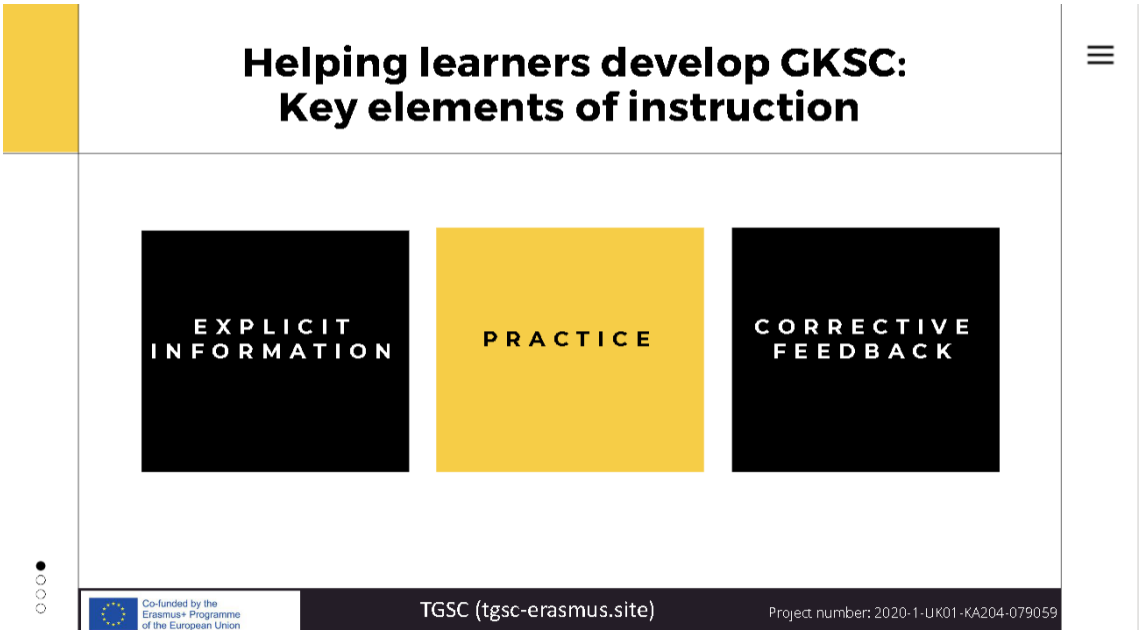
Keep in mind

Different teaching techniques may appeal to different types of teachers. For example, games and fun activities for teaching grammar can have a purpose if used correctly and at the right time.

In this section, the facilitator can also explain briefly the difference between grammar practice activities and targeted communicative activities.

In addition, some learners may opt for more learner-centred approaches where they are stimulated to work out grammar rules by themselves. (See Annex 3)

Slide nº 9:



After giving detailed feedback on the answers elicited during the previous discussion, the facilitator shows this slide to enhance understanding of the concepts learnt before.

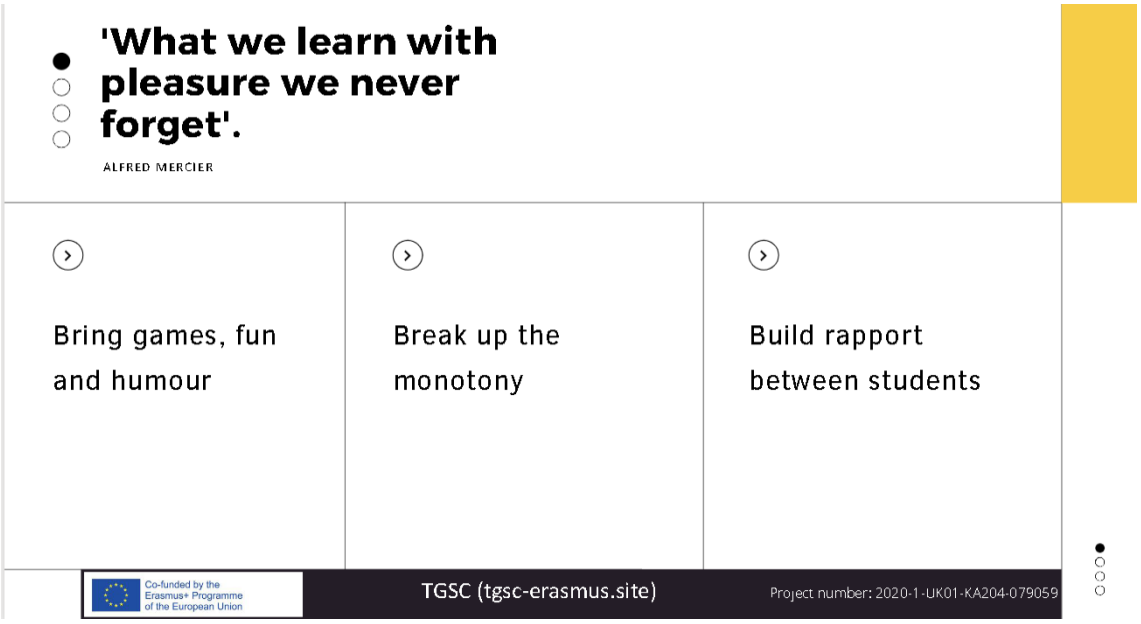
Slide nº 10:

Time for reflection

How to

The facilitator asks participants to answer a few open-ended questions to gain a deeper understanding of learners´ thought processes. This task might help to reveal some knowledge gaps and trigger further questions regarding progressive methods of teaching grammar in classes.

Slide nº 11:



This slide emphasises the importance of creativity and bringing games, fun and humour into classes. By doing so, teachers make sessions more memorable and enjoyable.

How to

The facilitator might ask participants to come up with more ideas related to games and targeted communicative activities. The facilitator should try getting teachers to create their own fun activities that could be trialled in the learning setting. (See Annex 4).

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Annex 1.

The aim of grammar lessons is not to develop an understanding of complex rules for the majority of language teachers. What language teachers seek in grammar lessons is to help learners attain a good command of the grammar so that they can speak fluently and accurately when using the second language in natural, spontaneous communication. In other words, the goal of language teachers is to help learners develop what will be termed *grammatical knowledge for spontaneous communication* (GKSC). This can be defined as grammatical knowledge that can be accessed with speed and cognitive ease for the purposes of participating in real-time communication.

Annex 2.

Some scholars in the past, notably Stephen Krashen, argued that the best way to acquire grammar in second language learning environments is through participation in meaningful interaction and not through formal instruction. This would mirror the process of language acquisition children go through when they acquire their first language.

Today, however, researchers widely agree that there is a place for explicit instruction of grammatical rules in second language learning contexts. This is, in part, because many features of the grammatical system would likely never be learnt without explicit instruction. Additionally, second language learners don't generally have enough time to learn a second language the way they learnt their first language. Grammar instruction can help make the most of the little time second language learners have at their disposal.

Annex 3.

For the most part, teachers aim to help learners develop GKSC through the provision of three key elements: explicit information about the grammar (i.e., grammar rules), practice, and corrective feedback. All these elements can make significant contributions to the development of GKSC. The provision of explicit information sets an initial foundation that learning can build upon, and corrective feedback can then help fine-tune this foundation at a later stage.

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Coursebooks for second language learners have come a long way in recent decades, and their design is often informed by research findings. However, the teachers involved in this project advised that coursebooks don't always include the kind of practice which would be optimal for promoting the development of GKSC.

Our findings show a marked bias in the coursebooks analysed towards knowledge-oriented activities. We fully recognise the value of such activities and hold the view that establishing a solid understanding of grammar rules should be a priority in grammar lessons. However, we also believe that a higher presence of targeted communicative activities would be helpful in making this knowledge more usable in everyday communication.

Annex 4.

When language learners can apply grammar and use it in a fun way, there's a better chance that they'll retain it. They'll be able to practise and internalize grammar phenomena extensively rather than just learning a myriad of rules superficially. Grammar games for learning English don't only motivate, they also boost the idea of competition. At the same time, they also facilitate bonding between students and between the students and teacher. Remember: adults love games as much as kids. Here are some examples ([1]):

1. BLACKBOARD RACE (both online and face-to-face delivery)

This game is plain and simple—a good, old-fashioned classroom favourite for all ages. Divide the board into two halves and divide the class into two teams. Call out a theme or category for learned vocabulary words and have students run to the board and write as many related words as possible.

For example, you might call out something like, "Animals you will see at the zoo!" and one student from each team must run up to the board and write as many English zoo animal names as they can think of within a certain time limit. This game gets students thinking quickly and creatively.

2. CONJUGATION PYRAMID (BOTH ONLINE AND FACE-TO-FACE DELIVERY)

Like the blackboard race, the conjugation pyramid is a race-to-win classic that is beloved by language students everywhere. Set this one up for the very end of class when there are a few minutes remaining—this will really get the pressure cooking.

[1] fluentu.com

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Draw a pyramid on either side of the board and break it up into blocks—kind of like a food pyramid, but with as many blocks as there are rounds in the game. So, if you want to go 10 rounds, draw 10 blocks in each pyramid.

Then you'll give your students a verb and a person (first person singular, second person plural) and they will have to run to the board and conjugate the verb into each tense accordingly. Depending on the skill level of your students and what you'd like to practice, you can also choose a tense and have students conjugate the entire verb chart for that tense. The student who gets the conjugations right wins their team a block in the pyramid!

When a student wins a pyramid block, fill in that block with chalk or marker to indicate the progress. The first team with enough blocks to build their whole pyramid wins!

3. TIC TAC TOE (both online and face-to-face delivery)

Draw up the grid for tic-tac-toe on the board. Fill in each square of the grid with a part of speech you want students to practice. What you choose to include here is totally flexible and will depend on what lessons you'd like to reinforce. If you're studying verb conjugation in the present tense, for example, fill in the grid with verbs in their infinitive forms.

Students will be divided into two teams for this game. The first team goes by choosing a square from the tic-tac-toe grid. They then must decide and agree, as a group, how to properly conjugate that verb. If they get the answer right, then they claim that square on the grid. If they get the answer wrong, then they lose their turn.
Keep playing until one team scores tic-tac-toe!

4. SHOOTING HOOPS (face-to-face delivery)

Go down to the school's gymnasium, playground or set up a makeshift basketball hoop in the classroom. You can manage this without damaging school property by simply setting up a hula hoop or other plastic ring as the "hoop" and by playing with a small inflatable or foam ball.

Break the students into two groups or have them play individually against the rest of their classmates.
There are two ways to go about playing this one. Before being allowed to take a shot, each student must either:

1. Answer a question with the appropriate featured grammar pattern.
2. Create a basic statement using the featured grammar pattern.

If the student gets their answer or statement wrong or doesn't phrase it properly, they won't get to take a shot.

If the student passes this part of the game, they get to take a shot. If they score, they receive 2 points. If they don't score but got the question right, they receive 1 point.

5. HOT POTATO (face-to-face delivery)

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Use a foam or inflatable ball and start up a fast-paced round or two of hot potato.
The objective, of course, is to pass the ball around in a circle as fast as possible. Before passing the ball to the next student, the student holding the ball must show off their English grammar skills.

When a student catches the ball, they must quickly think of a word that fits your given criteria, spit it out and pass the ball before the allotted time runs out.
This is super flexible and can be adjusted to practice virtually any bit of grammar you've recently introduced or would like to review.

For example, tell students learning the present tense that they must each say **one verb conjugated in the present tense, using first-person singular or "I form."** Each student will then have to say something like, "I run," "I dance" or "I cry." The ball gets passed around and around, with students being eliminated whenever they draw blanks or conjugate their verb wrong.

For easier games, give each student 6-8 seconds. For harder, faster-paced games, give students 2-3 seconds. You can also start slowly and gradually increase the pace of the game as it progresses.

6. WORD CHAIN

In this tricky game, students will have to think quickly and creatively.
Start the class off by giving them a word that fits your desired theme. Restrict them to only certain parts of speech, such as nouns or verbs. For an extra challenging session, limit the words to certain moods and tenses. For example, every word given might need to be in the present or past tense. If you've been practicing nouns in class lately, say a noun.
The student who starts off the game will have to think of a word that begins with the last letter of the word you provided. If you're practicing nouns and said, "food," then the student could say "dog" or "dish." If you're practicing with adjectives and started with "beautiful," then the next student might say "lazy" or "loud." Go around the classroom playing this way and eliminating students who can't think up words quickly enough.

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