

Warm-up

Slide nº 2:

Share your ideas about the quotation

'In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication'. (Nunan, 1998, p. 102)

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Quotation

"In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication"

How to

Brainstorming.

To build interest the facilitator shows the quotation on the board, then waits for everyone to read the quotation themselves. Afterwards participants are invited to share ideas and engage in discussion. During brainstorming, ideas are not judged or evaluated. Once the brainstorming phase is over, they are grouped or classified.

Keep in mind

This session will only include activities that involve oral communication.

Slide nº 3 and 4:

What are targeted communicative activities?

The term targeted communicative practice covers a range of activities which are designed to engage learners in using target grammatical features during meaningful, communicative interaction.

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Examples of communicative targeted practice activities

01	02	03	04
Dialogues	Information-gap activities	Opinion-sharing activities	Interviews
→	→	→	→

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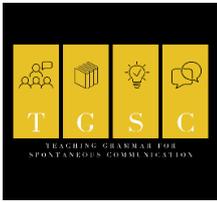
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a. What kind of activities would facilitate the development of GKSC?

How to

Discussion.

The facilitator shows the question on the board and elicits students' cooperation, sustaining their engagement in class activities. Participants can work together or in large groups. After having obtained all the answers, the facilitator shows the clear and concise



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definition of communicative targeted practice activities on the board. Then the fourth slide should be shown to demonstrate the most common oral activities for freer practice.

Keep in mind

For GKSC to develop over the course of practice, it is essential that learners engage in using **their explicit knowledge** of the target grammatical feature. For that reason, the targeted communicative practice **should continue to encourage the** use of this explicit knowledge.

You may also point out that using **dialogues** is an effective way of teaching grammar. “The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners’ expectations of how language is used in the real world: people use language primarily to talk to each other” (Thornbury, 1999).

Slide nº 5:

Please remember!

→

Only when explicit knowledge is accurate and robust can the targeted communicative practice stage begin.

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Statement

Only when explicit knowledge is accurate and robust can he targeted communicative practice stage begin.



How to

The facilitator shows the statement on the board to emphasise the importance of combining knowledge-oriented and targeted communicative practice activities.

(see Annex 1)

Slide nº 6:

The slide is titled "What are the main features of target communicative activities?". It features a 2x2 grid of features:

01 Higher time pressure.	02 Higher degree of spontaneity.
03 Should be performed orally.	04 Focus is placed primarily on the message.

At the bottom of the slide, there is a footer with the following information:

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b) What are the main features of target communicative activities?

Discussion.

How to

The facilitator can split a class into small groups. Participants should come up with possible answers and report them back. After listening to proposed options, the facilitator shows the clear answers on the board. (see Annex 2)

Keep in mind

It should be noted that **the role of explicit knowledge is as important as ever during this final stage of practice, as explicit knowledge is what allows learners to construct correct sentences with the target feature.** This is important because learners can

sometimes get **too absorbed** in the conversation during these activities and **forget** that the main aim is **to improve their grammar**.

Slide nº 7:

Discussion ☰

What proportion of the lesson should be allocated to the following?

1. Presentation of grammar rules
2. Knowledge-oriented activities
3. Targeted communicative activities

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c) What proportion of the lesson should be allocated to: (1) presentation of grammar rules; (2) knowledge-oriented activities; and (3) targeted communicative activities?

How to

Debate.

The facilitator invites participants to work in large groups and let each group perform short discussions. The main aim of the exercise is to spark a debate on the changing proportion of knowledge-oriented and targeted communicative activities over the course of learning. Participants 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.

The visual aid could be used to show that activities are not either knowledge-oriented or targeted communicative but rather they would be somewhere on a continuum.



Keep in mind

Without proper **explicit knowledge acquisition** and a sufficient amount of time dedicated to the practice of knowledge-oriented activities, **students will deprive themselves of stable learning progress.**

(See Annex 3)

Slide nº 8 :

Find the nonsense words!

> The practice cycle should involve a stage where activities mirror the processing conditions learners will find in real-time oral communication outside the classroom. As mentioned, such practice can be expected to be less demanding at the initial phases of practice, but it may not be appropriate as targeted communicative practice shifts towards more complex activities.

As targeted communicative practice progresses, activities shouldn't mirror more closely oral communication in everyday settings. Such activities can be expected to provide only obstacles for learners to be ready for the attentional demands.

As such, these activities play a minor role towards achieving the aims of practice.

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How to

The facilitator shows the short passage of text with nonsense words replacing correct ones. Participants are invited to correct mistakes. This exercise can be done with a large group.

The correct version of the text.

The practice cycle should involve a stage where activities mirror the processing conditions learners will find in real-time oral communication outside the classroom. As mentioned, such practice can be expected to be overly demanding at the initial phases



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of practice, but it may be more appropriate as targeted communicative practice shifts towards more complex activities.

As targeted communicative practice progresses, activities should mirror more closely oral communication in everyday settings. Such activities can be expected to provide better preparation for learners to be ready for the attentional demands.

As such, these activities play a fundamental role in achieving the aims of practice.

Slide nº 9:

How to

The facilitator divides participants into small groups and asks them to choose any grammar rule. They should discuss the content and duration of teaching sessions, which would provide learners with opportunities to apply acquired knowledge in a fluent, accurate way, responding to events and/or comments in real-time.

Slide nº 10 & 11:

Targeted communicative activities: Example 1



YOU ARE GOING TO TRY AND PERSUADE YOUR PARTNER TO TRY ONE OF THE HOBBIES BELOW. BEFORE YOU START, THINK OF AT LEAST THREE GOOD REASONS FOR TAKING UP THIS HOBBY. YOU SHOULD USE THE CORRECT VERB PATTERNS WHILE TALKING! FOR EXAMPLE, "IF I WERE YOU, I WOULD...", "I WOULD SUGGEST +ING..." OR "I STRONGLY RECOMMEND+ ING".

Urban exploring



Guerilla gardening



Storm-chasing



Example 2

USE FUTURE FORMS TO MAKE PREDICTIONS ABOUT THE POSSIBLE OUTCOME IN THIS SITUATION.



Your son comes home late one day. He is wearing a long black robe and military boots. His hair is big and bushy. He has a stud in his tongue. You can see the word "Lost" in blood-red letters written on his sleeve. He says that he is interested in afterlife only because the modern society has become greedy with a throw-away mentality.



These slides can be used as extension activities to entertain participants and provide them with great examples, which can break the monotony of learning tasks.

(see Annex 4)

Slide no. 12:

What could make targeted communicative activities unsuccessful?

THE PRACTICE
STAGE IS
VERY BRIEF

ACTIVITIES
ARE TOO
SIMPLE OR
TOO COMPLEX

ATTENTIONAL
DEMANDS
ARE TOO
HIGH

STRONG
FOCUS ON THE
MESSAGE
ONLY

STUDENTS
DON'T
MONITOR
THEIR SPEECH

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Brainstorming

How to

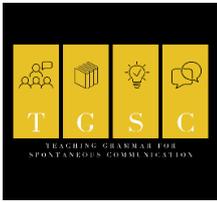
The facilitator proposes a problem, and participants contribute their ideas spontaneously. During brainstorming, ideas are not judged or evaluated. Once the brainstorming is over, they are grouped and classified. After that, the facilitator shows the correct answers on the board and invites participants to express their opinions. (see Annex 5)

Keep in mind

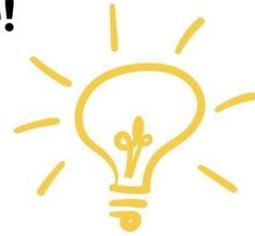
There are no right or wrong answers. Participants are most likely to encounter various difficulties while teaching grammar to a wide range of ages and target groups.

Slide nº 13:

This slide invites participants to come up with various targeted communicative activities that can be used in a class.



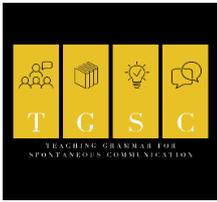
Now it's your turn to be creative!



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Annex 1

For GKSC to develop over the course of practice, it is essential that learners engage in using their explicit knowledge of the target grammatical feature. For that reason, targeted communicative practice should continue to encourage the use of this explicit knowledge. As the learner continues to access and deploy this knowledge, the cognitive effort and speed this task require can be expected to gradually decrease.

Annex 2

Early targeted communicative practice should include activities **less demanding of attention**, which can be achieved by having, for example, **less time pressure, lower spontaneity, and a narrower focus on form**. Activities such as **communicative drills** can make a suitable candidate for this stage of practice.

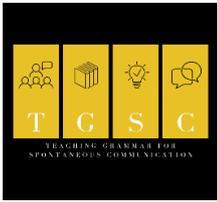
For practice to be effective, it should **replicate** the processing conditions which learners will encounter while performing in the real world. As targeted communicative practice progresses, activities should mirror more closely oral communication in **everyday settings**.

Annex 3

The ideal kind of practice would comprise activities which create opportunities for language use within settings which resemble those of **everyday communication outside the classroom**. However, such activities **don't make a good choice** at the **beginning** of the targeted communicative practice stage. This is because such activities are fairly demanding of attention at different levels beyond the use of grammar (e.g., the content of the message, vocabulary, pronunciation, etc.), and the learner may be **deprived of attentional resources** which they very much need for focus on the target grammatical feature at this stage of practice.

In the beginning, activities that are **less demanding of attention** can be provided so that the learner can focus on the target grammatical feature **with ease**. Subsequently, activities can become more complex so that less attention is available for focusing on grammar. This can push the learner to develop the ability to access their explicit knowledge under increasingly demanding conditions, and thus serve as preparation for the demands of fluent everyday communication. That is why **knowledge-oriented activities** should be used **at the early stage** of the learning process followed by **simpler and less** demanding targeted communicative activities.





Annex 4

Dialogues in grammar teaching.

In the first sample lesson, Scott Thornbury uses a scripted dialogue to teach the present simple to beginners: In the lesson, the teacher has chosen the following recorded dialogue from a coursebook to use as a vehicle for introducing the present simple with adverbs of frequency (e.g. usually, always) to a group of beginners (1999, p.73).

Joe: What do you do on weekends?

David: Well, that depends. During the school year, I usually have to study on Saturdays.

J: And how about on Sundays?

D: Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park

and meet my friends.

J: Oh? What do you do there?

D: We play soccer, take a walk, or just talk. After that, I go out. I usually go to the movies.

J: How often do you go out of the city?

D: About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.

J: That sounds nice. Do you go alone?

D: No, my mom, my two sisters and some of our friends usually go too.

J: But why do you go?

D: A lot of things: green trees, clean air, and no people.

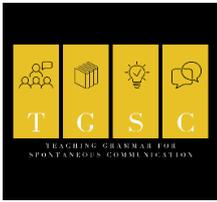
J: Oh, just like LA!

D: Ha! That's a good joke.

Thornbury explains the steps as:

In the first step, the teacher tells the class that she is going to play them a conversation between two friends. She asks students to close their books and to listen to the first part of the conversation and to answer this question: What are they talking about: last weekend, next weekend, or every weekend? In the second step, once she has established that the conversation is about every weekend she asks the students to listen to the whole conversation and to put these words in the order that they hear them: movies, drive, soccer, go out, study, lunch, park, walk. In the third step, she asks the students if they can tell her which of the activities in the list David does on Saturdays, on Sundays, and about once a month. In the fourth step, the teacher asks learners to listen for the following words and to





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match them with the words in the list on the board: usually, always, sometimes.
For example:

usually study always have lunch sometimes go to the park

In the fifth step, the teacher asks learners to focus their attention on two or three of these sentences and to tell her exactly what the speaker says. For example:

We always have lunch together

I sometimes go to the park.

In the sixth step, the teacher draws the students' attention to the form of the structure, underlining the verbs and explaining that the present simple is used for routine activities. In the seventh step she asks learners to write two or three more sentences about David, using the above sentence pattern, i.e. subject + adverb + verb + ...

In the eighth step, students listen to the conversation again and check their answers to Step 7, and in the final step, she invites the students to write four or five original sentences about themselves using the pattern she has highlighted in step 6 (Thornbury, 1999, p.73-74).

—What is important in this exercise is to choose a text with a high frequency of instances of the targeted grammar item. This will help learners notice the new item, and may lead them to work out the rules by induction|| (Thornbury, 1999, p.75). Through conversations, grammar can be instructed easily and it will facilitate the learner's perceiving the rules better. —Communicative teaching and grammar teaching are not mutually exclusive. They fit hand in glove|| (Azar, 2006, p.3).

In the second sample lesson David Riddell teaches two English tenses in a context:

Bertrand is French and he lives and works in the north of France. His English is very good because he studies it at school and uses it in his job. A few months ago, he went to San Francisco for the first time to visit some friends he met in France a few years ago. He stayed for a week and in that time Bertrand and his friends had a very busy time – they visited Fisherman's Wharf, rode the cable cars, saw the sea lions by Pier 39, ate in a different restaurant every day, walked up the steep hills, and did lots of shopping in the fantastic department stores. And, of course, they took lots of photographs.

At dinner one evening Bertrand and his friends- Marie, Marianne and Norbert- were having dinner when the fire alarm sounded, but the waiters didn't seem to be worried, they just carried on working. Everyone around them carried on eating. They thought it was so weird, everyone carrying on with their meals even though the fire alarm was sounding.

Bertrand and his friends decided to get out quickly, but just as they went out of the door, they saw a sign by the entrance warning customers that there was going to be a fire alarm





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test that evening and they should ignore it. Bertrand and his friends quietly sat back down again to continue their meal feeling a bit embarrassed (adapted from Teaching English as a Foreign Language, David Riddell).

Riddell explains the steps as:

In the first step, the teacher asks the class if anyone has been to/would like to go to San Francisco. If anyone has, they can tell the others about it. If no one has then they can tell you what they imagine San Francisco to be like. Alternatively, the teacher shows pictures of San Francisco to get the class talking about it.

In the second step, the teachers tell students that they are going to read about Bertrand who visited San Francisco.

They read the text and answer the questions:

Why did Bertrand visit San Francisco?

How many people was he with?

Why did they stop eating?

Did they finish their meal later?

In the third step, the teacher highlights the sentence from the text They were having dinner when the alarm sounded.

In the fourth step, the teacher asks students to find other examples of the past progressive and the simple past in the text, to underline them and discuss the use of these tenses in pairs or small groups.

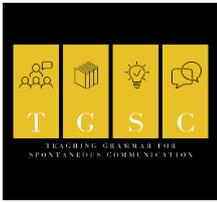
In the fifth step, the teacher makes the following points.

In this example from the text, we are using two verb forms – the past progressive (continuous), and the past simple. The progressive is were having and the simple is sounded. In the sentence, they started dinner before the fire alarm sounded, and may or may not have continued after. Thus, the simple interrupts the progressive.

In the sixth step, the teacher asks the students to write sentences using these two tenses (2003, p.43-44).

Through context, learners will see the usage of grammatical patterns better, and the context will help them understand how to use grammar forms and structures.





Implementing opinion-sharing activities.

The *WOULD YOU RATHER* game (suitable for both online and face-to-face delivery) is ideal for getting participants to know more about each other, can be a perfect giggle-inducing grammar game to reinforce recent lessons. The game is simple enough, driven by straightforward questions and answers.

The main use for this game in the classroom is to practice using conditionals and discussing hypothetical situations (*would you*):

Would you rather get stung by a bee *or* bit by a spider?

Would you rather dance in front of ten thousand people *or* in front of the President of the United States?

Not to mention, being able to compare things in English is something that students will encounter frequently in interaction with native speakers. They'll also get lots of practice using verbs in their different contexts.

You can have students play this game in pairs, groups or as a whole classroom. Prepare questions ahead of time and provide students with lists, or let their imaginations run wild with freestyle play. Either way, a great way to add another tricky element to this game is to see how many students *would rather* do one thing as opposed to the other after playing for a while.

For example, you could ask one student: "Sara, how many of your classmates *would rather* dance in front of the President of the United States?" Then this student must tell you how many people chose this option in her group or in the class.

Annex 5

There are a number of factors that can compromise the effectiveness of targeted communicative activities. Some factors which can often be problematic will be discussed in what follows. Sometimes the targeted communicative practice stage can be very brief, and as a result, it may not include sufficient opportunities for practice. When this happens, learners may be given either activities which are too simple and cannot be expected to promote GKSC to a desirable degree, or activities which are too complex for the learners. In the latter case, the learners may not have the means to use their explicit knowledge during the activity (e.g., because attentional demands are too high) and this may lead to either omission of the target feature or inaccuracies.

Another common issue during targeted communicative activities is that learners can sometimes engage in communication in such a way that they focus exclusively on the message and neglect their language use. This is problematic for obvious reasons: the learner is not using their explicit knowledge and thus practice cannot be expected to support the development of GKSC. As explained above, we hold the view that learners should continue using their explicit knowledge throughout the stage of targeted communicative practice.



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