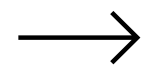




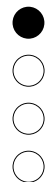
# TGSC



The second session.

**The role of explicit knowledge.**

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# Share your ideas about following statement



Students don't always learn the grammar we teach; some structures seem too hard for them to use even when they know the rules.



# Why should we teach grammar rules?



Explicit knowledge is important because this is what can guide learners to construct accurate sentences at the initial stages of learning.



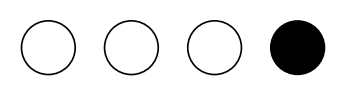
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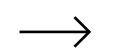


# What factors can impede understanding of grammar rules?



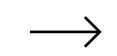
01

Grammar rules can sometimes be long and complex. They are often expressed in burdensome language, which might prevent clear understanding.



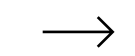
02

Learners with a stronger academic background can generally cope with such grammar rules better than less experienced ones.



03

There is a limit to how much information a learner can manipulate in their working memory at any given time.



# Please remember!



W E L E A R N  
G R A M M A R  
R U L E S

W E  
C O N S T R U C T  
E X P L I C I T  
K N O W L E D G E

W E T R Y T O  
A P P L Y T H E S E  
R U L E S W H I L E  
S P E A K I N G



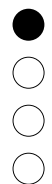
# Please remember!



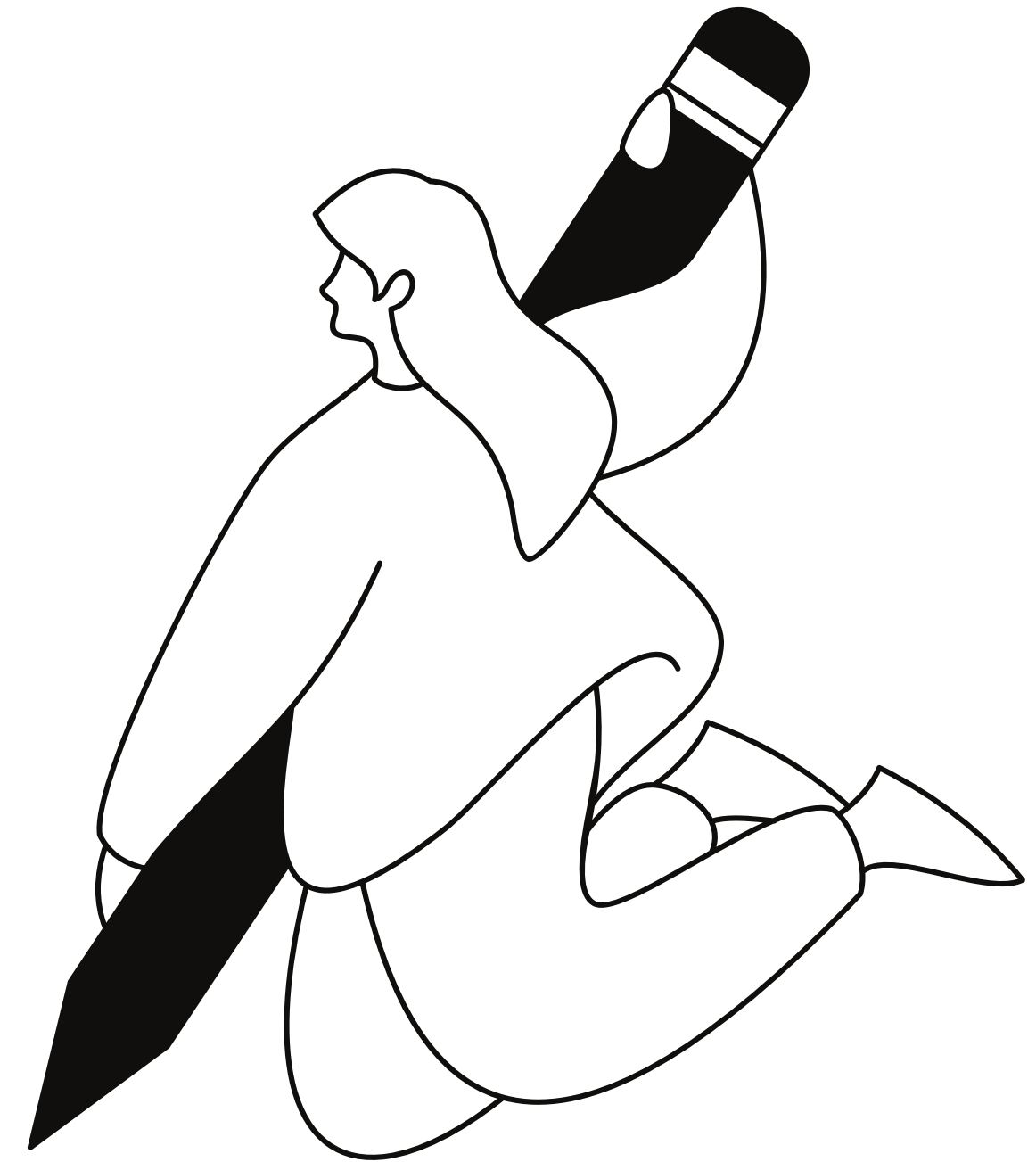
THIS IS EXTREMELY DIFFICULT BECAUSE  
WE CAN MANIPULATE AND CONTROL  
ONLY A VERY SMALL AMOUNT OF  
INFORMATION IN OUR WORKING MEMORY.



The amount of information we expect our students to process, store in memory and put into use.



We hold the view that the grammar rules provided before practice should generally be concise and transparent.





# What learning steps would lead to successful grammar learning?

01

We provide learners with metalinguistic explanations or stimulate them to work out grammar rules by themselves.

02

Then we give learners enough time for “controlled” practice activities.

03

We allow learners to generate correct sentences at the formulation stage and monitor their speech in real-time.

04

Clear understanding of grammar triggers self-correction.



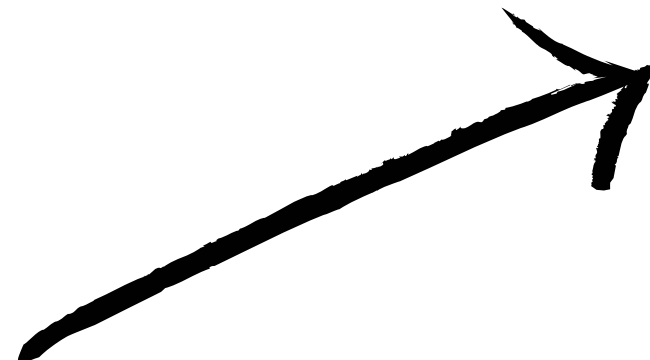
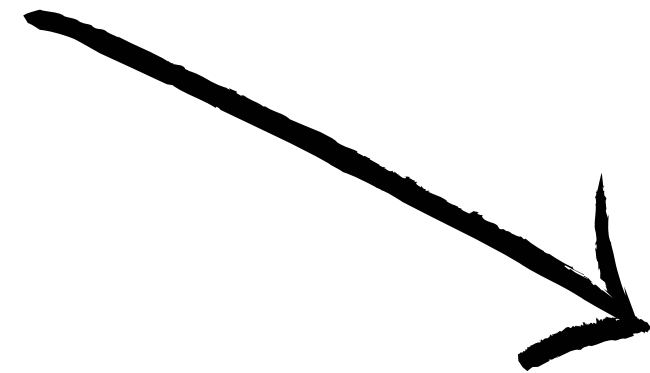
# Early stages of grammar learning



EXPLANATION

CONTROLLED  
PRACTICE

SELF -  
CORRECTION



STUDENTS ARE  
ABLE TO  
CONSTRUCT  
ACCURATE  
SENTENCES AT  
THE INITIAL  
STAGES OF  
LEARNING.



# What practice activities are needed to establish explicit knowledge?



## KNOWLEDGE-ORIENTED ACTIVITIES

Knowledge-oriented activities are simple, often mechanical grammar exercises typically provided after a new grammar rule has been presented.



# Knowledge-oriented activities

- Create opportunities for the learner to use the target grammatical feature repeatedly.
- Should not become overly repetitive.
- Should allow sufficient thinking time to apply the relevant explicit knowledge.
- These activities should also provide opportunities for corrective feedback.



# ● ○ ○ ○ Examples of knowledge-oriented activities

ALFRED MERCIER



Fill-in-the-blanks  
exercises.



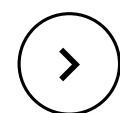
Multiple choice  
quizzes.



Sorting  
adjectives, verbs  
and nouns



Combining  
sentences.



Rearranging sentences into  
chronological order.



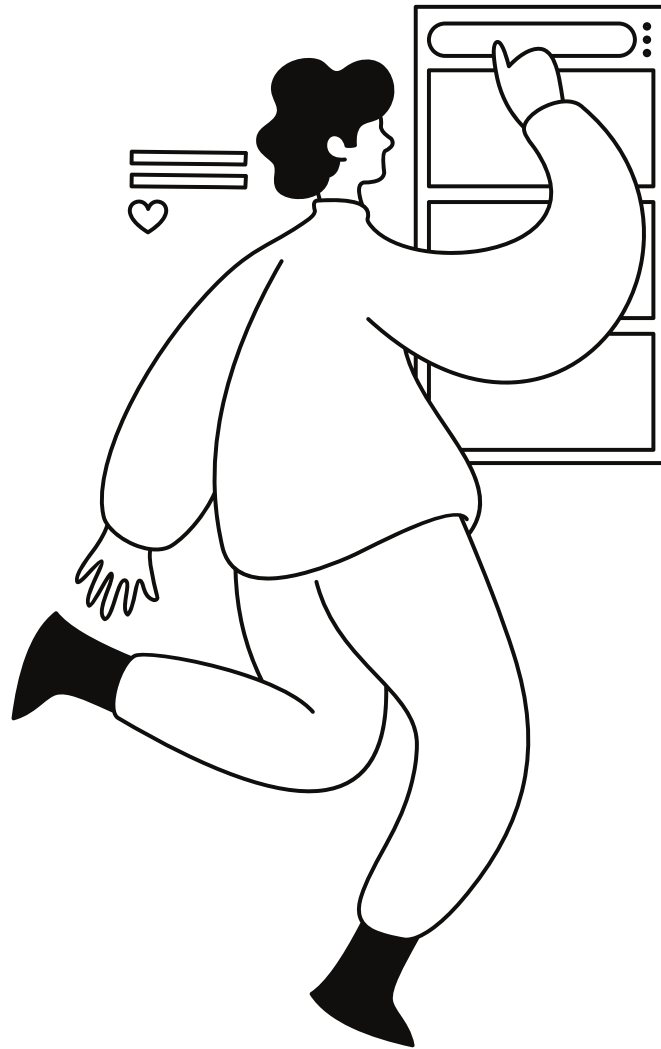
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# Let's analyse some knowledge-oriented activities



Complete the text. Put the verbs in brackets into the past simple or the past perfect.

In the late 1960s, the members of a community choir in Liverpool (1) \_\_\_\_\_ (meet) every Friday at 8 p.m. to sing together. But one day in 1968, it was already 8.25 and the singers (2) \_\_\_\_\_ (not /arrive). They (3) \_\_\_\_\_ (be) extremely fortunate because at that moment a fire (4) \_\_\_\_\_ (destroy) the community centre. The twelve members of the choir (5) \_\_\_\_\_ (have) different reasons for being late. Four people (6) \_\_\_\_\_ (cannot start) their cars. Two people (7) \_\_\_\_\_ (forget) about the meeting, other members (8) \_\_\_\_\_ (decide) to finish some work and another person (9) \_\_\_\_\_ (fall) sick.



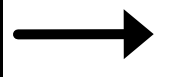


How many phone expressions can you make from the words in the boxes below?

Can | I  
Could | You



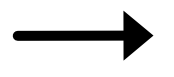
ask  
call  
give  
hold  
leave  
say  
speak  
take  
tell



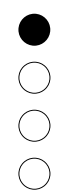
me  
him  
her  
you



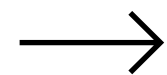
a few details,  
a message,  
back later,  
I called,  
on,  
to [someone's name]  
who's calling,  
that,  
that again,  
up,  
your name,



please?



Tick the correct sentences and correct the sentences with mistakes.



• HE DECIDED MAKE A HIGH OFFER TO BE SURE HE COULD BUY THE SECOND-HAND CAR.

2. I INTENT TO CONTINUE TO IMPROVE MY LEVEL OF SPOKEN ENGLISH.

3. THEY PERSUADED ME APPLYING FOR THE POSITION OF ASSITANT MANAGER.

4. IT'S RECOMMENDED TO BOOK A TABLE IN ADVANCE.

5. CAN I REMIND YOU NOT DRIVING WITHOUT HAVING YOUR LICENCE WITH YOU.

6. THE LAWYERS ADVISED HIM SAY HE WAS GUILTY OF THE CRIME.





# Can you do it better?

'Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on'.

