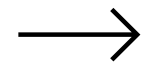




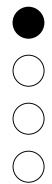
TGSC



The third session.

Targeted communicative practice activities.

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Share your ideas about the quotation

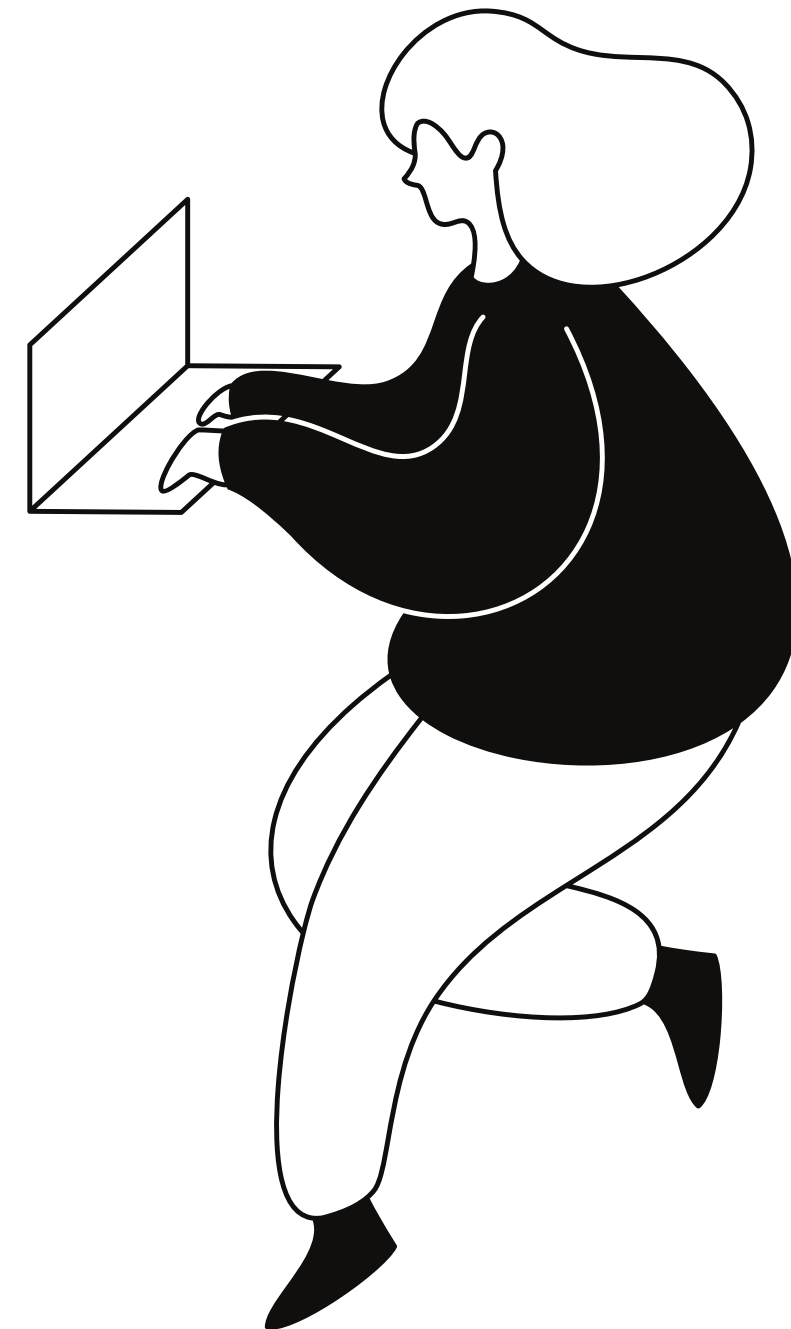


'In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication'. (Nunan, 1998, p. 102)



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.



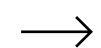


Examples of communicative targeted practice activities



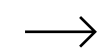
01

Dialogues



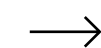
02

Information -gap activities



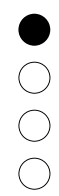
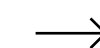
03

Opinion-sharing activities



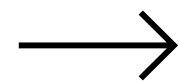
04

Interviews





Please remember!



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



What are the main features of target communicative activities?

01

Higher time pressure.

02

Higher degree of spontaneity.

03

Should be performed orally.

04

Focus is placed primarily on the message.

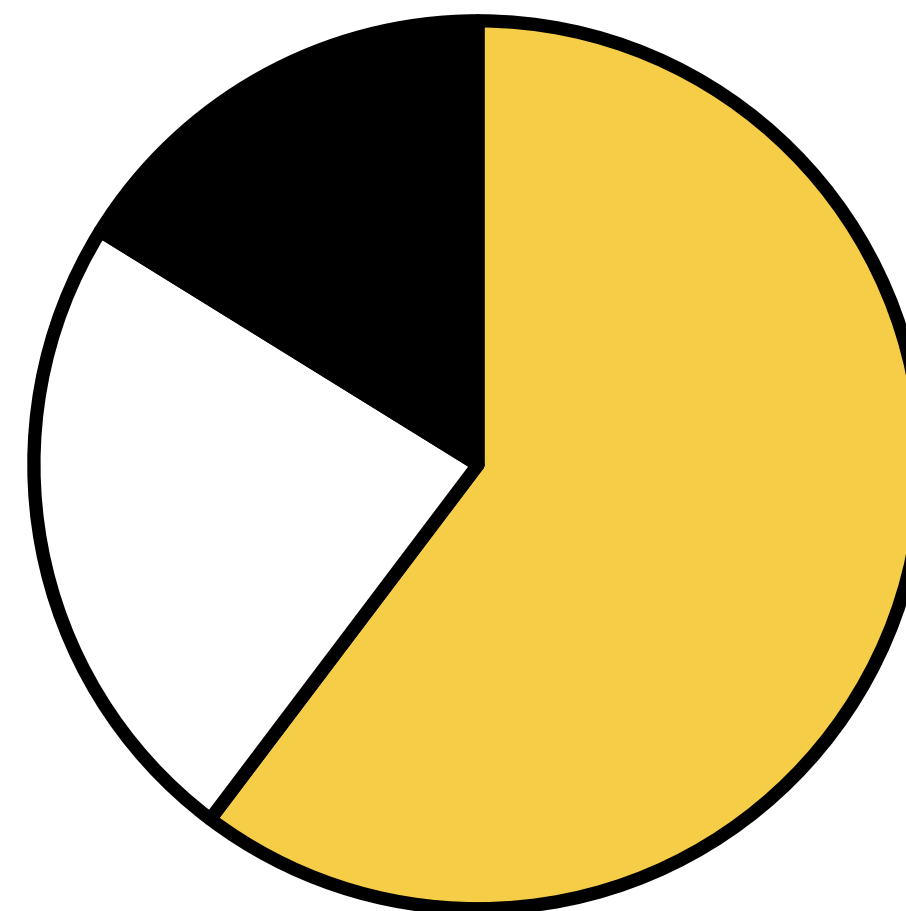


Discussion



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

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



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. 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.



Practice time



01

How many sessions would you allocate in total to teaching a given grammar rule?

→

02

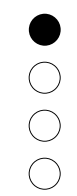
What would happen in each session?

→

03

When would you present the rule, practise it, review it, consolidate it, test it, etc.?

→



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

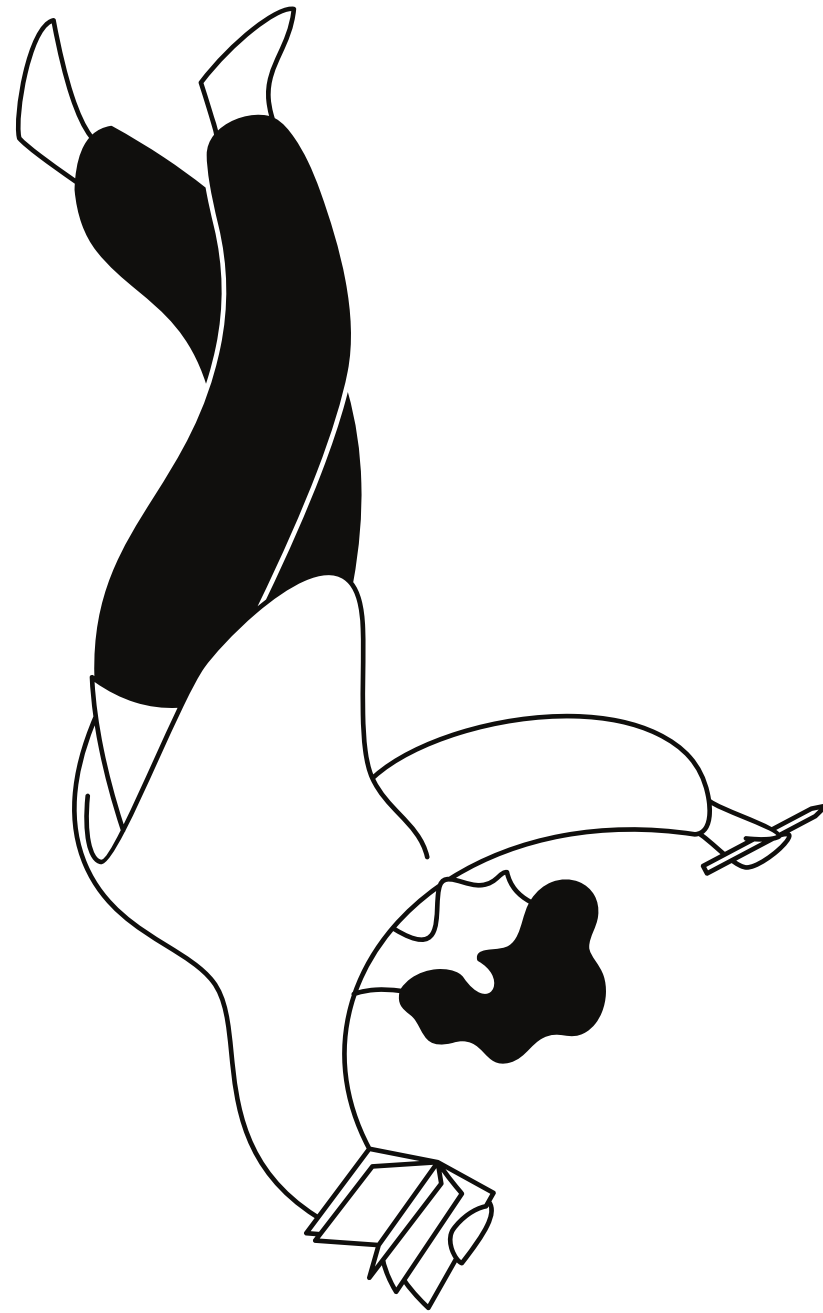


> Storm-chasing



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.



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



Now it's your turn to be
creative!

