




Knowing Grammar or Using Grammar



CREATIVE APPROACHES TO TEACHING
COMMUNICATIVE GRAMMAR

1

Teaching and learning grammar

- What works well?
- What are the problems?

2

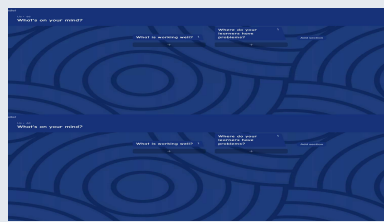

Save this padlet for future reference




<https://tinyurl.com/grammar-padlet>

3

What's the status quo?

<https://tinyurl.com/whats-on-your-mind-today>

4

Der neue Lehrplan

Didaktische Grundsätze – Auswahl

- Im Unterricht ist die **Zielsprache Medium der Interaktion**
- Auf allen Kompetenzstufen ist zu beachten, dass sich Lernende der Zielsprache über **lernaltsprachliche Zwischenschritte** annähern.

Lehrplan lebende Fremdsprache Sekundarstufe I


5

Didaktische Grundsätze – Auswahl

Was hat das mit Grammatik zu tun?

- Es wird Kompetenz angestrebt und auf das jeweilige Adäquatheit der sprachlichen Mittel
- Vokabular ist deshalb vorrangig in **Phrasen und Sätzen** zu erarbeiten

epep: vocab

6

Is this rule valid?

- Reported speech:


Backshift of tenses	
from	to
Simple Present	Simple Past
Simple Past	Past Perfect
Present Perfect	would
Past Perfect	had been
Progressive forms	
am/are/is	was/were
was/were	
has been	
had been	

13

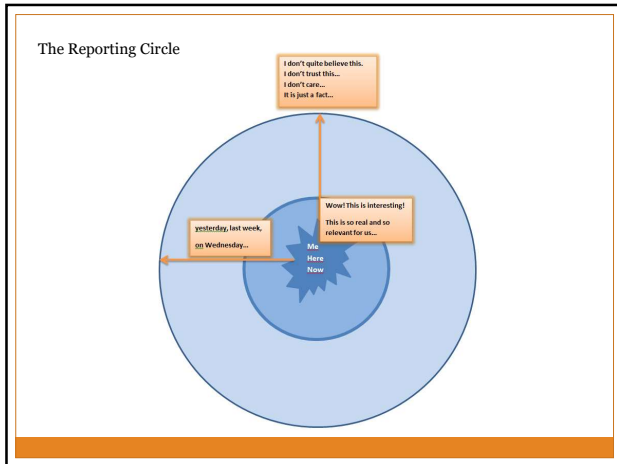
Let's look at a few examples

- Nehammer & Kogler « We promise there won't be any more side-letters or other clandestine agreements between our parties. »
- Queen Elisabeth: « I will not retire – I regard being queen as a job for life. »
 - But commentators quickly noted that Elizabeth – who seems to be in excellent health – has said in the past that she regards being queen as a "job for life." (Daily Herald)
- Where do you come from?
 - She said thatshe comes from... or
 - She said that she came from...
- What are you going to do in the upcoming holidays?
 - She said that she is going to...
 - She said that she ways going to...
- « I work at Praxismittelschule and at Graz university. »
- « I love Greece. I go there every summer. »
- Maxi, aged 3: « I have stroked an aligator and I have ridden on a tiger.

Why does the shifting rule not always work?



14




15

How efficient are the following exercises?

- Work with a partner and DO the exercises. Try to watch yourself. What's going on in your brain?

Step 1:
Adverbs of frequency



- What do they practice?
- How efficient are the exercises in your handout?
- What makes them efficient or inefficient?

16

How efficient is this?

Adverbs of frequency

Our friend helps us. (always)

I go shopping in Paris. (never)

She is late. (usually)


I get headaches. (often)


He forgets my birthday. (always)

You are right. (usually)

They stay in bed late. (sometimes)

I don't go to the doctor. (often)





Adverbs of frequency

I'm always hungry.	100%	always
She often eats beef.	often	usually
Simon and I are usually tired.	usually	sometimes
We sometimes have curry.	sometimes	never
I never drink milk.	0%	never

Kreise die richtigen Wörter ein und bilde die Regel:
Die Wörter *always, often, usually, sometimes, never* kommen vielfach dem Zehnerwert.
Beim Verb *to be (am/are)* kommen die Wörter *always, often, usually, sometimes, never* vielfach dem Verb.
Beispiele: I'm always hungry. / They're often late.


Source: 1

17

18 Look at the table. Write sentences. Put the verbs in the correct form!

✓✓✓ = always / ✓✓✓ = often / ✓✓✓ = usually / ✓✓✓ = sometimes / ✓✓✓ = never

- My cat / ✓✓✓ / break / things.
My cat **always** breaks things.
- It / be / ✓✓✓ / happy.
- It / ✓✓✓ / watch / TV.
- It / ✓✓✓ / go / out all day.
- It / be / ✓✓✓ / hungry!



I have chicken for dinner.

I have eggs for breakfast.

I have chocolate for lunch.

I have soup for dinner.

I have potatoes for lunch.

I have orange juice for breakfast.

I have hot dogs for dinner.

I have fish for breakfast.

Write sentences that are true for you

I sometimes....

I never

I often

My mum usually ...

My dad always...

My friend ... never...

18

More examples...

Notion	Form
[Experience]	I've never been to England.
[Changes/completion]	You've had a haircut!
[Duration - state]	I've been here since yesterday.
[Duration - activity]	They've been playing tennis for an hour.
[Recentness - state]	I've been on holiday.
[Recentness - event]	I've just seen a car accident.
[Recentness - activity]	I've been watching television.

25

Quick Check Grammar Chart

Learning Stages

- Awareness raising
- Conceptualization, hypothesis, building
- Proceduralization in scaffolded conditions
- Performance in real-time context

Processing Processes

- Depth of processing, and mental activity
- Dual processing (language / words)
- Personalization
- Commitment filter
- Peer/ social learning and interaction
- Teaching vs. learning

This resource supports learning processes...

How can we teach C+C grammar

Efficient grammar teaching must consider the necessary learning stages:

- Awareness raising
- Conceptualization
- Proceduralization in scaffolded conditions
- Performance in real-time context

26

Why are these steps so important?

GENERALIZED & COORDINATED MOVEMENTS, SKILLED MOVEMENTS, TACTILE SENSATION, STEREOSCOPIC WEIGHT, PROPRIOCEPTION, ADVERSEIVE MOVEMENTS, SENSORY COORDINATION AND INTERPRETATION, CREATIVE THOUGHT, WRITING, INTELLECT, JUDGEMENT, REFLECTION, EMOTIONAL REACTION, BODY REACTION, MUSICAL, VISUAL MEMORIES, FEAR, MEMORIES, LATERAL SURFACE OF CEREBRUM SHOWING AREAS OF FUNCTIONAL LOCALIZATION, AUDITORY MEMORIES, VERBAL SPEECH & INTERPRETATION, READING, VISUAL

(Tanushree, 2011)

27

The 12 Principles of Brain-based Learning

1. The brain is a parallel processor
2. Learning engages the entire physiology.
3. The search for meaning is innate.
4. The search for meaning occurs through "patterning."
5. Emotions are critical to patterning.
6. Every brain simultaneously perceives and creates parts and wholes.
7. Learning involves both focused attention and peripheral perception.
8. Learning always involves conscious and unconscious processes.
9. We have (at least) two types of memory systems: spatial and rote learning.
10. The brain understands and remembers best when facts and skills are embedded in natural spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Every brain is unique

(Caine & Caine)

28

How does explicit and implicit SLT affect production and processing of syntax?

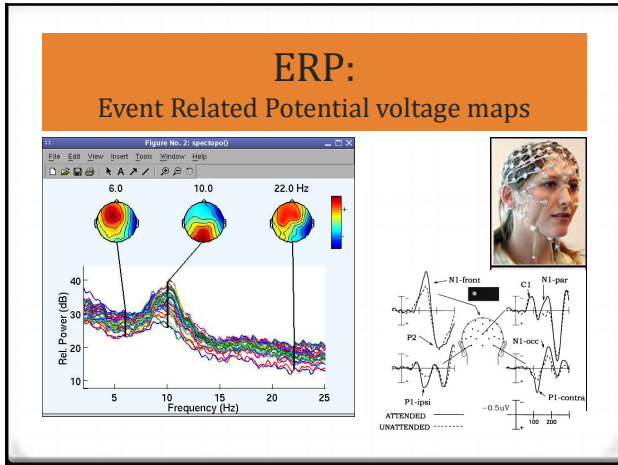
Do L1 speakers and L2 learners use different brain activation patterns?
How do they use procedural and declarative memory?
Are L1 and L2 learning different?

29

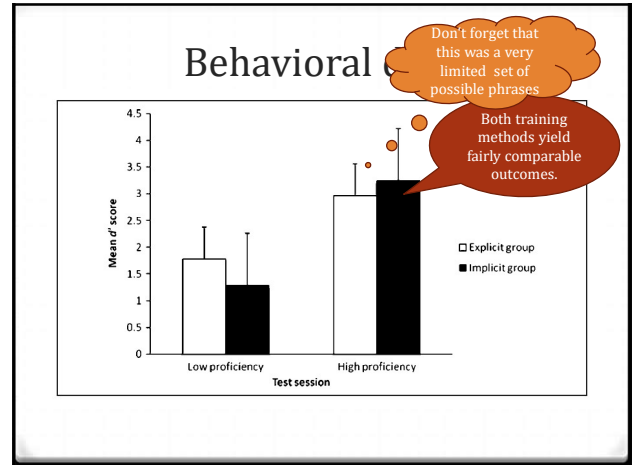
Kara Morgan-Short, Karsten Steinhauer, Cristina Sanz and Michael T. Ullman, „Explicit and Implicit Second Language Training Differentially Affect the Achievement of Native-like Brain Activation Patterns” Journal of Cognitive Neuroscience, 24:4, pp. 933-947

- ☐ Brocanto 2: artificial language for a computer game.
- ☐ Explicit training versus implicit training
- ☐ Tested 2x (at low proficiency and high proficiency at end of training)
- ☐ 2 test-types:
 - ☐ proficiency test (play the game)
 - ☐ ERP (event related potentials – show brain patterns in real time) show reaction to syntactic irregularities

30



31



32

ERP data revealed striking differences between neural activity at both proficiency levels in response to syntactic structures

This effect was EVEN STRONGER after months of no exposure

Proficiency	Implicit group	Explicit group
High proficiency	leads to L1-like brain processing for syntax. Syntactic processing relied on the same rule-governed automatic structure building that is typical of procedural memory in L1.	Although explicit training is sufficient to develop the ability for structural reanalysis that may be under conscious (explicit) control, it does not reliably lead to the automatic early syntactic processing that is found in L1 and may depend on procedural memory.
Low proficiency	morpho-syntactic processing relies, at least in part, on lexical/semantic mechanisms and declarative memory and shows that this reliance can result from implicit training. (no rules needed)	Explicit training does not lead to a systematic and consistent reliance of syntax on either lexical/semantic or L1-like grammatical processes at low proficiency nor does their syntax rely on any other neurocognitive processes that would be reflected in ERP components.

33

What does this mean for teaching?

34

Awareness Raising

Quick Check Grammar Chart

Hello, I am Mrs. Pölzleitner. I live in a blue house in Graz. I am an English teacher. I love reading books and learning languages. I speak English, German, French, Italian and Greek. I also like sports. In winter I go skiing and in summer I go jogging. I ride my bike to school every day. My favorite food is Indian curry. I am vegetarian, so I do not eat meat.

This is Mrs. Pölzleitner. She lives in a blue house in Graz. She is an English teacher. She loves reading books and learning languages. She speaks English, German, French, Italian and Greek. She also likes sports. In winter she goes skiing and in summer she goes jogging. She rides her bike to school every day. Her favorite food is Indian curry. She is vegetarian, so she does not eat meat.

What do you notice? Find the rule.

35

Communicative Grammar

Peter's cat and Maria's dog...

What are these? What's the difference?

What does it mean?

What's your favorite...

36

Awareness Raising

Quick Check Grammar Chart

Learning Stages	Awareness raising	+
	Conceptualization, hypothesis building	+
	Proceduralization in scaffolded conditions	+
	Performance in real-time context	+
Pedagogical Principles	Depth of processing, and mental activity	+
	Dual processing (language / words)	+
	Personalization	+
	Commitment filter	+
	Peer social learning and interaction	+
	Testing vs. teaching	+

Teachers' Conference: What your teachers have said about you....

Most students of 2b do their homework regularly.	Some students are a bit disorganized and forget to hand in their homework.
Most students do their work carefully.	Some kids hand in sloppy work.
Most kids work quietly in class.	A few kids are very noisy.
Most students work quickly and efficiently in class.	Many students are nervous during tests.
Some students work slowly but very carefully.	Some kids are impatient.
The class can sing beautifully.	The reading diaries are really beautiful.
The students of 2b work well in projects and workshops.	The workshops are excellent.

What do you notice? Find the rule.

The students can think creatively and they can use t...
The students act very responsibly and treat their classmates well.
The teachers would like to know who is responsible for collecting the mobile phones.

another option: Grammar book 2

37

Another example...

38

Conceptualization -- Proceduralization

Quick Check Grammar Chart

Learning Stages	Awareness raising	+
	Conceptualization, hypothesis building	+
	Proceduralization in scaffolded conditions	+
	Performance in real-time context	+
Pedagogical Principles	Depth of processing, and mental activity	+
	Dual processing (language / words)	+
	Personalization	+
	Commitment filter	+
	Peer social learning and interaction	+
	Testing vs. teaching	+

39

Let's play the game

A

B

C

D

Breakout rooms:
Try a mini version of this game in your breakout room.
Decide who is A, B, C, D
Each player secretly opens their file (by clicking on the respective card)
Player A starts: Read out the NAME on your first card. Then act out what this person is doing. The other players guess what x is doing.
Tip: The activity has the same initials as the name:
e.g.: Clair West is clapping wildly.
Take turns acting out the activities on the cards.

40

Conceptualization and hypothesis building

What's behind it?

The Past Tenses

- Background
- Circumstances
- Atmosphere

The sun was shining
The birds were flying
The trees were rustling
The wind was blowing

Best book / video

Probably the monkey came
It came because one
It was angry, it was
It jumped into the pond

More examples of **concept « logos »**

41

Grammatical Concepts = Notions Background and Circumstances

42

42

Performance in real-time contexts

Watch some of the examples of AHS and MS students here:
https://epet.at/?page_id=2490

Quick Check Grammar Chart

Awareness raising	
Conceptualization, hypothesis building	
Proceduralization in scaffolded conditions	
Performance in real-time context	
Depth of processing and mental activity	
Dual processing (language / world)	
Authenticity of process	
Personalization	
Commitment filter	
Peer/ social learning and interaction	
Testing vs. teaching	
This exercise supports learning processes...	

43

Depth of processing and mental activity

Example: Passive Pairs

Dual processing (world and language)

Quick Check Grammar Chart

Awareness raising	
Conceptualization, hypothesis building	
Proceduralization in scaffolded conditions	
Performance in real-time context	
Depth of processing and mental activity	
Dual processing (language / world)	
Authenticity of process	
Personalization	
Commitment filter	
Peer/ social learning and interaction	
Testing vs. teaching	
This exercise supports learning processes...	

44

Personalization

"How long have you..."

Work with a partner. Step 1. Answer the questions below truthfully and guess your partner's answers. Step 2. Then talk to your partner to find out whether your guesses are correct. Learning: Student 1: "I think you have played the violin for three years." Student 2: "Is that correct?" Student 1: "Yes, that's right." Or "No, I have only played it for one year." Or "No, I have never played the violin." How do you turn?

Question: "How long have you..." Yes Your partner (guess)

know your best friend?		
lived in your house?		
learned your pet?		
attended your favorite sport?		

Quick Check Grammar Chart

Awareness raising	
Conceptualization, hypothesis building	
Proceduralization in scaffolded conditions	
Performance in real-time context	
Depth of processing and mental activity	
Dual processing (language / world)	
Authenticity of process	
Personalization	
Commitment filter	
Peer/ social learning and interaction	
Testing vs. teaching	
This exercise supports learning processes...	

45

Peer/social learning and interaction

Quick Check Grammar Chart

Awareness raising	
Conceptualization, hypothesis building	
Proceduralization in scaffolded conditions	
Performance in real-time context	
Depth of processing and mental activity	
Dual processing (language / world)	
Authenticity of process	
Personalization	
Commitment filter	
Peer/ social learning and interaction	
Testing vs. teaching	
This exercise supports learning processes...	

46

Personalisation and Groupwork

Start

Fill in your own words. Your friend then guesses what's behind the words.

Go Back 2

Go Ahead 2

Go Back 1

Go Ahead 1

END

Duration: How long have you had your...?

Examples: I have a cat. He is called Mertz. I have had him for more than 15 years.
 I am learning Italian... I have been learning Italian for many years.

Quick Check Grammar Chart

Awareness raising	
Conceptualization, hypothesis building	
Proceduralization in scaffolded conditions	
Performance in real-time context	
Depth of processing and mental activity	
Dual processing (language / world)	
Authenticity of process	
Personalization	
Commitment filter	
Peer/ social learning and interaction	
Testing vs. teaching	
This exercise supports learning processes...	

47

Testing grammar in meaningful, communicative contexts.

- Can the learners USE the grammar
- or do they only have declarative knowledge of the rules

Quick Check Grammar Chart

Awareness raising	
Conceptualization, hypothesis building	
Proceduralization in scaffolded conditions	
Performance in real-time context	
Depth of processing and mental activity	
Dual processing (language / world)	
Authenticity of process	
Personalization	
Commitment filter	
Peer/ social learning and interaction	
Testing vs. teaching	
This exercise supports learning processes...	

48

Basic writing: 3rd person s

Graded Writing (M2): Write about Thomas
 Where does he live? Where does he come from? What languages does he speak in school and at home? What are his hobbies. What are his likes and dislikes? What can you say about his family?

Use all the information from the pictures. Then invent more details (Erläutere noch weitere Dinge über ...) Write as much as you can.

**New York
from: Mexico
E and Sp**

all images: pixabay CCO

49

Daily routines, time, 3rd person s

Writing: Mike's daily routines
 Tell us everything about Mike's daily routines. Use as many new words as possible and add details! (Erläutere, beschreibe, erkläre, in der morning, bei, zwischen...)

Write the text on a sheet of paper in your spiral book.

6:50 a.m.		6:15 a.m.		
6:30 a.m.		7:05 a.m.		
7:40 a.m.		9:20 a.m.		
1:30 p.m.	School ends	2:00 - 2:30	What does Mike usually do between 2 and 3 o'clock?	
5:00 p.m.	What does Mike usually do between 5 and 6 o'clock?	6:50 p.m.		8:45 p.m.
9:00 p.m.				

50

Future plans

Your Easter holidays
 Write a letter to your English pen friend. Tell him/her about your Easter holidays. Give lots of details and make your letter interesting.

- Where did you go? What did you do?
- Describe **what was going on around you** (past progressive: ...when we got there the sun was shining... everybody was chatting...)
- and by using lots of **adverbs** (quickly, dangerously, beautifully...)

If your holidays were really boring you can invent a few plausible details.
 Write about 200 – 250 words.
 plausible details are details that I will easily believe are true (glaubhaft)

51

Future plans and vague predictions

M9: Graded Writing

What are your plans? What else might you do?

Choose ONE of the following:
 Write about your plans

- for the coming weekend
- for the rest of the week
- for the next holidays
- for getting a good grade in English /Math / German

52

Adverbs...

How would you open ...

How would you speak ...

How would you pick up ...

How would you shut ...

How would you read ...

Somebody is watching you...

Sarah is in 8th grade. She is eleven years old and she is working on a story for a writing contest in school. If in the night a watching spider in her room. She is working on her story. Here is what she'll see:

Sarah is sitting at her desk quietly. She is writing slowly. She stops and looks up. She is staring, her pencil thoughtfully. Then she starts writing again. She empties every sentence. She is frustrated. She gets up and turns off the radio. Suddenly, she hears a tick. She looks carefully. Then she goes back to her desk and starts writing again. She is writing quickly now. She finishes the story and happily closes her notebook.
 Her story is finally finished!

Topic is watching you:

Maths test	History	Arts
German	Physics	

53

Book project: grammar: general experiences (present perfect tense, past events – past simple)

Text 2 – write this text on a piece of paper

Your teachers have some money to buy more WHO WAS ... books for the next 3F.
 Write a letter to Ms Loitsch or Ms Bergmann and explain why they should buy an extra copy of YOUR book.

- Start your letter correctly.
- Tell us that we should definitely buy a book about your person.
- Tell us who your person is, and why he/she is famous.
- Give us a short description of your person's life.
- Tell us what difficulties and challenges the person encountered in his/her life and how he/she overcame them.
- Explain why you admire the person and why you think other students should read about this person or will enjoy reading about that person.
- Write an ending to your letter




54

Circumstances – and – past events

Writing – Part 3

Write the beginning of a spooky story. Describe the **atmosphere** and the **setting** of the first two pictures in detail. What can you **see/hear/smell**? What happened in picture 3 (plot, story: Suddenly...)

Then describe what happened after picture 3 in 4-6 sentences.

Setting and atmosphere:
I saw a scary light in the corner...

buildings
they put
That...

55

Most adventurous teacher contest

The city of Graz is looking for the most adventurous teacher in town. The class that has the most adventurous teacher will win an adventure, for a day with that teacher – every activity is paid for!

Students have to enter their teachers in the competition.

Experiences	Details
Swim across Lake Wörthersee	group of friends weather: warm, sunny water: warm 1.5 hours each way great fun
Climb in a cave	Lungrotte wearing special suits / helmet headlamps very dark cold 3 km into cave
Cook and eat bread	worms and grasshoppers fire in a pan bake in the oven

Write a letter and explain why your English teacher is the most adventurous teacher in town.

Start like this:

Dear team of the Most Adventurous Teacher Contest,
I would like to enter my teacher Mrs. Bergmann for the prize. I think she is a very adventurous person, and she has done lots of things that show it.
Then list for the jury what your teacher has done in her life. Use the pictures or what you remember from the Bergmann's holiday presentation. Give 2-3 details for each of the cool things that Mrs. Bergmann has done.
.....

Then tell the jury what your class would do on the day with your teacher, if you won the prize. Explain about at least 3 things.
If we won the prize, we
End your letter like this:
I hope that I have convinced you that our teacher is a very adventurous person and that we should win the Most Adventurous Teacher prize.
Best regards,
..... (Name, class)

Test M10

General experiences (pres.perf.tense)
and
Specific details – events (past simple)

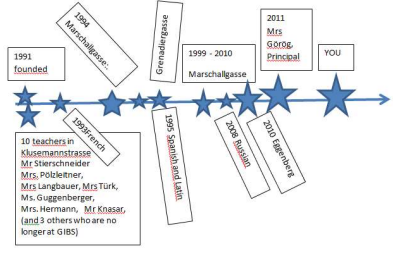
56

Knowing or using grammar in the test

Duration: The History of GIBS: What happened...? How long...? Since when...?

Look at the timeline below and write 10 sentences about our school. Write about **5 important EVENTS or STATES** in the history of GIBS and **5 things that have been going on for a long time.**

20p



57

2nd Conditionals

Choose one...

Graded Writing (M10): If I had a superpower...

- If you could choose a superpower for one day, what would it be?
- What?
- What would you do on that day?
- Write as much as you can.

Graded Writing (M10): If I could travel anywhere in the world...





- If you could travel anywhere in the world, where would you go?
- Why?
- What would you do there?
- Write as much as you can.

Graded Writing (M10): If I could be another person...

- If you could be another person for one day, who would you be?
- Why?
- What would you do on that day?
- Write as much as you can.

Graded Writing (M10): If I could be an animal...

- If you could be an animal for a day, what animal would you be?
- Why?
- What would you do on that day?
- Write as much as you can.

58

Reading books + past tenses

A Diary entry from another point of view

Choose an interesting character (not Amy or Dan) and an interesting scene from your book.


Write a diary entry from this person's point of view.

Remember: In a good diary entry the character describes

- the **events** of the day
- the scenes in some detail so that the **reader can picture what was happening**
- **how they felt** about these events
- their **plans** for the next steps

Remember to use the **correct tense forms** (past / past progressive (-ing) / past perfect)

Make your diary interesting to read. Write a maximum of one page.




59

Grammar Workshop

Let's try out more activities

While doing these grammar activities always ask yourself:

- What learning stage does this support?
- Which of the pedagogical principles does it fulfill?
- What's going on in your brain?



60


Quick Check Grammar Chart		
Learning Stages	Awareness raising	+
	Conceptualization, hypothesis building	+
	Proceduralization in scaffolded conditions	+
	Performance in real-time context	+
Pedagogical Principles	Depth of processing, and mental activity	+
	Dual processing (language / words)	+
	Authenticity of process	+
	Personalization	+
	Commitment filter	+
	Peer/ social learning and interaction	+
Testing vs. teaching		+
This exercise supports learning processes...		+

How efficient are the exercises in your textbook?

- Choose a topic that you are going to teach in the near future.
- Use the grammar quick checker to analyse the exercises that your textbook offers for this topic
- Improve them if necessary and add other activities to provide practice for all the learning stages.

61

Sources



- Newby, D., *Grammar for Communication*, Vienna, Bundesverlag: 1989*
- Newby, D., *Grammar for Communication: Exercises and Activities*, Vienna, Bundesverlag: 1992*
- Newby, D., 'Theory and Practice in Communicative Grammar' in R. de Beaugrande, M. Grosman, B. Seidlhofer, (eds.) (1998) *Language Policy and Language Education in Emerging Nations, Series: Advances in Discourse Processes Vol. LXIII*, pp 151-164. Stamford, Connecticut: Ablex Publishing Corporation
- National Education Association. *Doubts & Certainties*, January/February 1994. Material adapted from Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain*, ASCD, 1991; Addison Wesley, 1994. online: <http://www.nea.org/teachexperience/braiko30925.html> , 25.02.2014

62