

Fachdidaktisches PS 2: Communicative Grammar

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**Present
Perfect:
Changes
and
Completion**



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Why teach cognitive and communicative grammar?

“Grammar” certainly is a keyword in foreign language teaching and has triggered a lot of discussions among professionals. The question, according to which approach we teach grammar, and which one is the most efficient one for language learners to become proficient users of English, seems to be more and more important these days. Many researchers have been supporting a communicative and cognitive approach throughout the past decades and have voiced their opposition against traditional grammar in language classes. It has even found its way into the Austrian curriculum:

Kommunikative Sprachkompetenz als übergeordnetes Lernziel

Dem handlungsorientierten Ansatz gemäß stellt die **kommunikative Sprachkompetenz** das übergeordnete Lehr- und Lernziel des Fremdsprachenunterrichts dar. Das heißt, fremdsprachliche Teilkompetenzen **sind in dem Maße zu vermitteln**, wie sie für **erfolgreiche mündliche und schriftliche Kommunikation** nötig sind.

(Austrian Curriculum first/second foreign language BMUKK)

However, it seems to be a slowly proceeding process to extinguish grammar lessons, which teach the full set of Present Perfect Tense notions via tables showing the form and a golden rule in abstract metalanguage listing uses of the PPT. What such a traditional approach completely ignores is the fact that such an explanation is isolated from actual communicative uses. Students will still not know how and when to use the tense and if they were to form sentences themselves, they will be too busy to think of the correct form rather than the meaning of what they are saying. Traditional grammar also does not take into account the learners starting point – their mother tongue. When we teach German-speaking students the Present Perfect Tense we need to acknowledge that they do not distinguish between their past tenses *Präteritum* and *Perfekt* in German the same way we do it in English. A traditional grammar Approach does not consider such differences in idiomatic use. If complex tenses like the Present Perfect Tense were taught in their different notions, rather than just in form, we would avoid students to draw the wrong conclusion: equating the Present Perfect Tense with their German *Perfekt*. Students will come to such a solution or will attach the newly learnt tense to another past concept they have in their brains; because language is always connected to communicative use, even if it is not taught in communicative contexts it will sooner or later find its way to a “similar” use and concept already existing. It is our job as teachers to make

them attach a newly learnt grammatical concept in their foreign language to either the right one in their mother tongue (if it happens to exist already), or to form a new concept; in order to avoid interlanguage fossilization, when learners built up their own language system combining traits of their first language and second language. If we taught grammar according to the Cognitive and Communicative Grammar Approach (C+C Approach), we would supply learners with the prerequisites they need to form a system of their second language English.

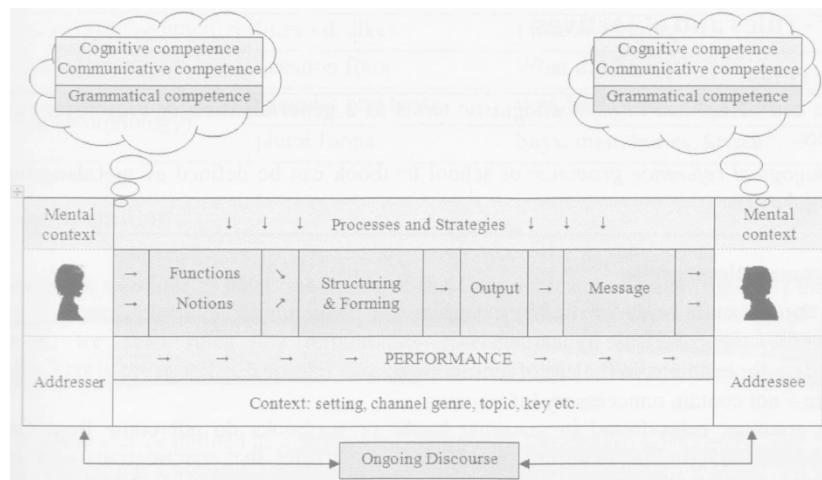
Now having heard of the C+C Approach contrasting the Traditional Grammar Approach you might ask yourself: What does the term “cognitive and communicative grammar” exactly imply? What does it change in our classrooms? Why exactly is it more efficient than traditional grammar, which has been with us in school over decades? The answer is far easier than one might think: Because communicative grammar simply presents language in a way, our brains actually process language. This way of teaching clearly differs from traditional grammar approaches, which try to feed learners grammatically correct language via abstract rules and exceptions to these rules. If we think of how we use our first language we will not come across any grammar rules we consciously reflect on when making utterances and communicating with others - whatever language we learn or acquire, we certainly never bother about abstract rules on how to form a “past sentence” when we use it communicatively. This does not mean that there are no explicit rules for learners in a C+C approach, but by making up rules for smaller units of grammar, i.e. single notions rather entire tenses, the criteria of helpful pedagogical grammar rules are more likely to be fulfilled. They ought to be:

- valid or true – cannot be de-verified by examples
- transparent – understandable by learners
- systematic – for example, in the use of terminology
- economic – not contain unnecessary information.

(Newby2014: 20)

The Cognitive and Communicative Grammar Approach unites the conceptions of the Communicative Approach and Cognitive Linguistics, both perceive language “as a means of expressing meaning into form.” (cf. Newby2014: 20). Therefore, teaching grammar,

according to a C+C Approach can be seen as giving students the “tools” to “encode certain meanings into form” (cf. Newby2014:20).



(Newby 2014: 19)

Every speaker has a mental context when forming a sentence; this mental context is based on the speaker’s cognitive, communicative and grammatical competence. Within a communicative event a speaker draws on the language system formed by these competences and forms a message by adapting the right form according to function and notion, this process is called performance and is so to say the ultimate goal of foreign language teaching. We need the learners to process and store grammatical concepts in their long-term memory, which will not be achieved by learning formative rules by heart, but by creating mental concepts of the second language in the learners’ minds: Giving students “comprehensible input” in the target language will allow them to pick up the correct function automatically. Their brains are already “wired up” for such a process from their first language acquisition (c.f. Newby 2012: 2), and what is particularly important for younger learners: they will unconsciously acquire the correct form, usage and function. However, since the C+C Approach combines communicative grammar and its inductive understanding of grammar with cognitive approaches to grammar there also is a focus on raising the students language awareness, to guide them into “exploring themselves how language works” (c.f. Newby 2012: 2). Cognitive and Communicative Grammar teaching takes into account the different learning stages of students; we structure and stagger our teaching input without overwhelming learners with waves of new grammatical structures. In the classroom this means when teaching grammar, again taking the example of Present Perfect tense, we would start off with one notion, the notion of experience for example. During the first learning stage, called awareness raising

stage, we would introduce the new grammatical form as “comprehensible input” in the way it is actually used in natural speech. Students would be encouraged to find out what is new and different about this new form and how it is used, which is different from traditional approaches, where the teacher would immediately confront students with rules about grammatical forms. By basic activities in very scaffolded conditions students would then make up their own rules about the new “grammar item”, this stage is called conceptualization and hypothesis building. During the next stage students are given the chance to strengthen their hypothesis and fix the new concept in their minds – to proceduralize this notion, again in scaffolded conditions. Involving the students’ personal experiences and dock with their own world can enhance the first stages. Only during the last learning stage students will be asked to perform in real-time context, but at this stage they will have understood and internalized the concept of the Present Perfect Tense notion.

A common objection to this approach by opponents is the time issue in language classes. It is true that teaching the different notions one at a time takes up more time, but in the end it surely pays off. First of all, students will more likely be able to use language correctly after introducing new grammar the first time. Secondly, you will probably save a lot of time of reviewing grammar sections over and over again and yourself of looking into confused faces after explaining the Present Perfect Tense for the fifth time. Since many school textbooks are still oriented towards traditional grammar approaches, teaching grammar according to C+C Approach entails spending more time on finding appropriate exercises and activities for learners, but only if learners are mentally active, can process language in a authentic context and can personally relate to activities in the classroom their brains will be active to take in the given input. By making exercises and activities interesting for them we can raise their commitment filter which also has a positive effect on learning. Depending on the age of the learners the input needs to be adapted, the target language should be relevant to the students’ lives. In peer- or social-learning even more brain sections are active, so we should not avoid group work in fear of loud classroom atmosphere. Peers can give each other new insights into concepts or can even be more helpful in solving problems since they usually use the same language, whereas the perspective and language of a teacher differs from the language of a twelve year old. The argument of critics this sounding like “just-fun” language lessons, can be easily refuted. Research has shown that language-learning processes are only fully enhanced by “activating mental processes as strongly as possible”. (Newby 2014: 31) Learners will

hardly engage with new grammar and classroom activities if they are boring, monotonous and not fun. Such learning will encourage students to deal with grammar consciously or unconsciously, it will establish a positive classroom atmosphere students like to participate in and feel involved with.

Using the C+C approach in foreign language teaching might take more time, but it certainly will affect the students' learning positively. If we adapt activities in school textbooks or create new ones according to C+C Approach criteria we can encourage students to engage with the English language, to be curious and interested. Thus, they will become confident USERS of the target language, rather than thinkers about the target language.

Practical part: teaching materials for three lessons

For our practical part in this paper we chose to teach a year 5 class with 24 students, 14 girls and 10 boys. The students have already come across the different notions of the Present Perfect Tens throughout the past years, they have also covered the notion of Changes and Completion before but since they are now familiar with all the notions these three lessons are meant to fix the concept of the Changes and Completion notion in their minds, by hitting this concept from several angles (e.g. household chores, visual changes)

During the first lesson students will be first “introduced” into the concept of “completion”, by using a topic concerning their own lives – household chores. Afterwards they will work on the concept of “changes”. The entire first lesson is meant to recall their memory about this notion of the Present Perfect Tense. We chose the topic household chores and visual changes in their environment to cover concepts they are familiar with from their own lives. By this we hope to enhance dual processing and personalization, which then triggers the commitment filter more likely, so they can fix the notion Changes and Completion more easily in their minds.

First lesson:

Time	Skills/Stage	Interaction between students and teacher	Material	Ped.Principle
10 min	Reading; Awareness raising; conceptualization and hypothesis building.	1.1 Staying out late – Dialogue (Completion) The teacher asks what household chores the pupils know and if they have to help at home – chores written on the board. Two pupils read the dialogue out loud and their classmates should underline the forms of the present perfect. After reading the dialogue the students should discuss how the present perfect is used in this dialogue. (Adapted from: http://turklishtefl.com/wp-content/uploads/2010/05/Present-Perfect-Yet-Already-Staying-Out-Late.pdf)	Dialogue	Depth of processing; Dual processing (language/world); Personalization.
20 min	Speaking; Proceduralization in scaffolded conditions;	1.2 Staying out late – Role-play (Completion) Now the teacher splits the class into teenagers and parents and the role-play cards are handed out. The pupils have to perform dialogues based on their role-play	Role-play cards; Board;	Depth of processing; Peer and social learning

		cards. They should try to use the present perfect for things they have done already/haven't done yet (completion). (adapted from: same page as above)		(role-play)
7 min	Reading; Awareness raising; conceptualization and hypothesis building.	1.3. Changes and Completion The students have 4 minutes to read through the handout (Changes and Completion). They start off with first point "changes", after discussing their findings they once again revise "completion" and finally try to formulate their own rule.	Changes and Completion Handout.	Depth of processing; Dual processing – authenticity of process.
13 min	Speaking; Proceduralization in scaffolded conditions.	1.4 What has changed? Students get together in groups of 4, they are handed out a card game on changes (adapted from epep.at). They are orally revising the notion.	Card game changes.	Depth of processing; dual processing; peer social learning and interaction.
-	Writing; proceduralization in scaffolded conditions	1.5 Homework Write five true sentences about real changes and achievements in your life, and about changes concerning your friends and classmates after the last big summer break. Use true facts about yourself or the people around you. (adapted from: epep.at)	The pupils may use all the material handed out.	Writing task: Personalization; Depth of processing;

Activity 1.1

Staying out late



Rebecca: Hey mom. Can I talk to you for a minute?

Susan: Sure honey, what do you need?

R: Well, you see, some of my friends are going to a party tonight and I want to go, too. The problem is that the party goes until midnight. I was wondering if I could stay out late tonight to be with my friends. All my friends' parents are letting them go.

S: Rebecca, you know that your curfew is 10pm on weekends and I am not your friends' parents.

R: I know, I know, but can't I go just this once? It's not fair if all my friends can go, but I can't.

S: Have you even finished all your chores yet? I saw that your room hasn't been cleaned since yesterday.

R: Well, I've done most of them.

S: Most of them? Like what? Have you done the laundry?

R: Well...um...no, I haven't gotten around to that yet.

S: What about taking the dog for a walk? Have you done that yet?

R: C'mon mom! You know I haven't. I always take him for a walk after dinner.

S: Well, let's see. You haven't cleaned your room, done the laundry, or taken Ralphy for a walk. What exactly have you done?

R: Well, I've finished my homework already, so that's good.

S: What homework? Your teacher never gives you homework on Fridays!

R: Oh, right. I was hoping you wouldn't remember.

S: Rebecca, you haven't done any of your chores. I don't see any reason why I should let you stay out late tonight. It's four o'clock now. If you finish all your chores, then maybe we can talk about it after dinner.

R: Fine, but I don't see why I can't go just because I haven't done my chores yet. I can do them tomorrow, you know.

S: I didn't say that you can't go. Do your chores and we'll talk after dinner.

Activity 1.2

Roleplay-cards

<p>Parent:</p> <p>You are a parent. Your teenage son/daughter wants to talk to you. You think he/she wants to stay out until 10pm, but tonight he/she wants to stay out until midnight. You always tell your son/daughter that they must finish all their homework and do all their chores before they go out.</p> <p>Useful language: You know that you need to... I've decided that...because... You can/can't stay out late tonight because... You can stay out late if you promise to finish...</p>	<p>Teenager:</p> <p>You are a teenager. You want to stay out late with your friends tonight. Usually you can only stay out until 10pm, but tonight you want to stay out until midnight. You are going to a party with friends, but you can't tell your parents. Tell them you want to go to the cinema. You also have to do your homework and chores before you go out with your friends. Find your father/mother and explain the situation.</p> <p>Usefull language: Well, I've done most of them... I've finished...already. I've just...</p>
<p>Parent:</p> <p>You are a parent. Your teenage son/daughter wants to talk to you. You think he/she wants to stay out until 10pm, but tonight he/she wants to stay out until midnight. You always tell your son/daughter that they must finish all their homework and do all their chores before they go out.</p> <p>Useful language: You know that you need to... I've decided that...because... You can/can't stay out late tonight because... You can stay out late if you promise to finish...</p>	<p>Teenager:</p> <p>You are a teenager. You want to stay out late with your friends tonight. Usually you can only stay out until 10pm, but tonight you want to stay out until midnight. You are going to a party with friends, but you can't tell your parents. Tell them you want to go to the cinema. You also have to do your homework and chores before you go out with your friends. Find your father/mother and explain the situation.</p> <p>Usefull language: Well, I've done most of them... I've finished...already. I've just...</p>
<p>Parent:</p> <p>You are a parent. Your teenage son/daughter wants to talk to you. You think he/she wants to stay out until 10pm, but tonight he/she wants to stay out until midnight. You always tell your son/daughter that they must finish all their homework and do all their chores before they go out.</p> <p>Useful language: You know that you need to... Have you finished all your chores yet? I've decided that...because... You can/can't stay out late tonight because... You can stay out late if you promise to finish...</p>	<p>Teenager:</p> <p>You are a teenager. You want to stay out late with your friends tonight. Usually you can only stay out until 10pm, but tonight you want to stay out until midnight. You are going to a party with friends, but you can't tell your parents. Tell them you want to go to the cinema. You also have to do your homework and chores before you go out with your friends. Find your father/mother and explain the situation.</p> <p>Usefull language: Well, I've done most of them... I've finished...already. I've just...</p>

Activity 1.3.



Changes and Completion

Describing changes

Emily has made her room really nice.

She has painted the walls pink and she has hung up some pictures. She has bought a desk and chair and she has thrown away that awful bed.

(Newby, Grammar for Communication, p.84)

Laura has really grown tall. She has dyed her hair and has cut it short!

The way she dresses looks different too; she really has changed her style.

Talking to her is different too; I think she has changed something about her accent.

Talking about Completion

...

S: Have you even finished all your chores yet? I saw that your room hasn't been cleaned since yesterday.

R: Well, I've done most of them.

S: Most of them? Like what? Have you done the laundry?

R: Well...um...no, I haven't gotten around to that yet.

...

I use this form when...

Activity 1.4

What has changed

from www.epep.at

Before and After

Before: Situations in the PAST

What was the situation like before?

Speculate: how did the people involved like this situation?

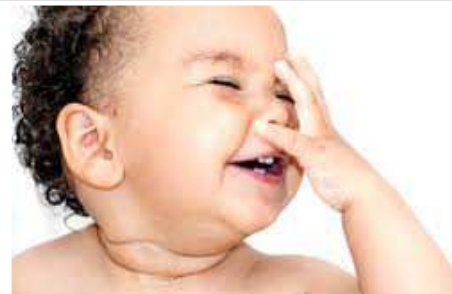
After: What has changed?

What have they done?

Describe the changes in detail



www.Tattoopedia.com



Activity 1.5/Homework

Write five true sentences about real changes and achievements in your life, and 5 sentences about changes concerning your friends and classmates. What changes struck you the most? Use true facts about yourself and the people around you.



Second lesson:

With the second lesson we start to think about changes in places. First we start off with a little game to activate students and make them engage with topics during this lesson. After this introduction game we start off with a little project on city development. By this we take the concept of Changes and Completion on a more „global level“ outside of the students’ immediate surrounding, students can extend the concept of this notion. Besides, we link grammar to new vocabulary and general knowledge about the world.

Time	Skills/Stage	Interaction between students and teacher	Material	Ped. Principle
15 min	Speaking; Activity (Game): conceptual- ization; Proceduralization in scaffolded conditions	2.1 Game - What has been changed? Students memorize the position and state of everything in the room for two minutes. Students take it in turns to leave the room for one minute. During that time, the other students change five things in the room. When the student comes back, they have to identify what has been changed. When the student returns and begins identifying changes, the other students must listen carefully and confirm or deny the changes. → Students use PPT (adapted from: http://www.teach-this.com/images/resources/whats-been-	Board (with “What has been changed?” written on it); classroom and all the objects in it;	Depth of processing – mental activity; commitment filter, peer- social learning.

		changed.pdf)		
10 min	Writing, Procedural- ization in scaffolded conditions.	2.2 How much NYC streets have changed We watch the video (5min) about NYC streets in class and the pupils take notes about how the streets have changed. After watching the video they should write down at least 8 changes they have noticed on their handout. http://digg.com/video/how-much-nyc-streets-have-changed-over-the-years	Video and Worksheet	Depth of processing; Dual processing – language/world; commitment filter.
20 min	Speaking; Proceduralization in scaffolded conditions; performance in real-time context.	Comparing their results and sentences together. Collecting Vocabulary and introducing new vocabulary. Supporting new terms with pictures via beamer (see attachment) and linking new terms to video they have seen.		Dual processing – language/world; commitment filter; social learning and interaction.
5 min		Forming presentation groups for next lesson: The students investigate one borough of NY OR London and make a 10-minute-presentation. They are free to use the computer, board etc. to present their borough. They can start investigating the city and preparing the presentation in this class. Manhattan, Queens (NY), Harlem (NY), Camden, Chelsea, Nothing Hill (London)		Peer and social learning.
-	Homework	Start gathering information on changes and development in “your” borough.		

Activity 2.1

What has been changed?

You have two minutes to memorize the position and state of everything in the room. Then three students leave the room for one minute and during that time the other students change five things in the room. When the students come back, they have to identify what has been changed. When the students return and begin identifying changes, all of you who staid in the room must listen carefully and confirm or deny the changes.

Example:

The lights have been switched off.

Third lesson:

During the third lesson students should use the new forms in real time context. They still have a scaffold to hold on to, but they can start using the target language more freely. They have formed groups in the previous lesson and we have assigned the topics (boroughs) (In case there is a problem in “peacefully” assigning the neighborhoods we would draw lots.).

Time	Phase/Skills	Interaction between students and teacher	Material	Ped. Principles
50 min	Speaking; Reading; Writing; procedural-ization in scaffolded conditions; near: performance in real-time context	3.1 Group work: The pupils investigate one borough of NY or London and make a 10-minute-presentation. They are free to use the computer, board etc. to present their borough. They can start investigating the city and preparing the presentation in this class. Make a short handout for your classmates!	Worksheet; Computer; Teacher;	Depth of processing and mental activity; Dual processing – authenticity of process; personalization; commitment filter; peer/social learning and interaction.
-	Writing; Depth of processing; peer and social learning;	3.2 Homework: Prepare for your short presentation. Every group member should present a part. Don't forget to prepare a short handout for your classmates.	Worksheet	

Activity 3.1

Before and after: what has changed?

Group Work:

In groups of four investigate “your” borough and how it has changed in the last 50 years. Prepare a 10-minute-presentation about these changes. In your presentation you are free to use PowerPoint, posters, the board etc. Please include pictures of the borough in the past and today so your colleagues also get a good picture. You should take turns presenting the outcome of your research, so that each of you is presenting. Use the materials we have used in previous lessons to talk about the changes in the neighborhoods.

Please also make a short handout for your classmates. It should include:

- Name of the borough.
- 3 examples of “before and after” pictures.
- About 10 sentences about changes. (See NY streets handout)



Activity 3.2/Homework:

Complete your investigation and preparation for your 10-minute-presentation as well as a handout (max. 1 page) for your classmates.

Testing Activity

Writing Task

Your pen pal has started a project on city development in school. He/she has asked you for help since he/she wants to present your hometown Graz in his/her school. So far your pen pal has collected some information on the Internet, but now he/she asked you to tell him/her about changes and development in the past years. Did any city development processes take place? Was there a difference for inhabitants caused by development and changes?

Think about changes and city development in your hometown Graz, try to use terms and vocabulary we have come across in the past lessons. What was built? What has expanded? What has changed for you personally?

Write about 250 words.

Theoretical Analysis of teaching activities

Activity 1.1

Learning Stages	Awareness raising: the students are presented with the notion Changes and Completion of the Present Perfect for the first time within these 3 planned lessons. It already includes hypothesis building, as they have to think of the function of the notion. Even though students have come across this notion in semesters before, they might now be more capable to form meta-language and become aware of its usage.
Depth of processing	While collecting the household chores there might be considerable depth of processing and while reading the dialogue there is relatively shallow depth of processing: the pupils are not asked to use the notion, but they are asked to think of the idea behind this notion.
Dual processing	The students should activate their knowledge about the world (household chores...) in order to understand the dialogue. They are usually familiar with the context of the dialogue, assuming they have to fulfill household chores themselves.
Personalization	This activity is personalized since pupils might connect the situation of the dialogue with their own life.
Commitment filter	The intention is to make the students curious about the function of the notion and to produce an 'aha' effect when they become aware of its usage.
Peer/social learning and interaction	This activity includes social learning as the dialogue deals with a social topic (working together; division of labor) as well as peer learning since pupils have to discuss the function of the notion in groups.
Teaching vs. testing	It is a teaching activity, since the pupils cannot show their knowledge about the notion or their ability to use the notion in form of a test that could be evaluated.

Activity 1.2

Learning Stages	Conceptualization, hypothesis building: the pupils are encouraged to use the notion in a very clear and structured context. Also includes Proceduralization in scaffolded conditions, since they have to form their own sentences and use the notion.
Depth of processing	Considerable depth of processing: the students have to form own sentences in scaffolded conditions (dialogue, text and beginnings of the sentences). Having to perform their dialog makes them more active than just having to write it.

Dual processing	They also relate language and reality with the topic of household chores, which certainly concerns them. They might think of their own life with their household chores and apply their experience and knowledge to the task.
Personalization	This activity is personalized to some extent: the students can create their dialogue based on their own experience, but there are instructions, which give them a certain role.
Commitment filter	The commitment filter here is fun: the students can slip into the roles of their parents or imitate their siblings and they might have fun just playing another person. They can be creative in their dialogues and engage with this activity, using the target language.
Peer/social learning and interaction	This activity includes peer learning and interaction as the pupils interact with their classmates and take turns presenting the dialogue.
Teaching vs. testing	This is a teaching activity, but writing a dialogue could also be used as a testing activity. However, we believe that using it as a testing activity might influence the commitment filter and authenticity of process negatively. If students can no orally perform a dialogue there is not much sense in making them write a text meant for an oral “presentation”.

Activity 1.3

Learning Stages	This activity suits the learning stages conceptualization and hypothesis building: It is very clear and structured and should help the student to build their hypothesis about the notion, since they have to form their own rule.
Depth of processing	Shallow depth of processing: the students are not asked to use the form, but they should connect their sentences to their real world knowledge. They should get the idea of the underlying concept in the speakers mind when using this notion.
Dual processing	The connection of language and world is there, since the context of the sample sentences is familiar to the students’ lives.
Personalization	There is no personalization in this exercise.
Commitment filter	The commitment filter will not be too high during this activity. But we think that students will still be motivated from the last activity.
Peer/social learning and interaction	This activity does not explicitly include peer or social learning. But students are allowed to compare their rules and perception with their classmates.
Teaching vs. testing	This clearly is a teaching activity.

Activity 1.4

Learning Stages	This activity supports the learning stage of proceduralization in scaffolded conditions. There is only one way to play this game “correctly”. Students are already given the correct form; the teacher can moderate and check on the right form by walking through, and by using and hearing the same pattern over and over again it will be fixed in their minds. By creating the circumstances to the pictures students link the target-form (PPT) to other language and tenses.
Depth of processing	Students have to be mentally active during this game. They have the “responsibility” to check on the language of their peers, they have to be creative in finding circumstances to the changes in the pictures. Since it is an oral activity, which also involves a kinesthetic experience by using cards, more brain areas will be active; also auditory areas in the brain are active.
Dual processing	The connection of language and world is there, the pictures suggest real-time contexts and students create even more authenticity by thinking of circumstances.
Personalization	Personalization is given since students have to come up themselves with a little “story” surrounding the picture.
Commitment filter	In this activity students will be very willing to engage with the task. The game is fun; they can play and talk to their peers, without being nervous to talk in front of the entire class at this stage.
Peer/social learning and interaction	Peer learning and interaction is certainly given during this game. They can support each other by checking on the correct language and helping each other.
Teaching vs. testing	This clearly is a teaching activity.

Activity 1.5/Homework

Learning Stages	Proceduralization in scaffolded conditions/near to: performance in real-time context: the students use the notion in slightly scaffolded conditions, they use structures very similar to the once we have come across during class but have more freedom to form sentences already.
Depth of processing	There is depth of processing: they have to think of the changes and achievements in their life and about others. There are no parts of the sentences given, they have to come up with everything themselves.
Dual processing	The students have to connect the language to the real world, as they have to write true sentences about their own life or the life of people they really know.

Personalization	This activity is highly personal: students write about their achievements and the changes in their own life or about someone they know in real life.
Commitment filter	They will be committed to this activity because they probably enjoy sharing information about themselves.
Peer/social learning and interaction	This activity does not really include peer or social learning or interaction.
Teaching vs. testing	This is a teaching activity, but it could also be used as a very basic testing activity as the pupils can show their ability to use the notion.

Activity 2.1

Learning Stages	Proceduralization in scaffolded conditions: the pupils have to use the notion in spoken form and the title "What has been changed?" on the board helps them to remember which form should be used. This activity should recall the contents of the last lesson; students can once more revise the form.
Depth of processing	There is depth of processing and the pupils are mentally active, since they have to find out what has been changed in the classroom.
Dual processing	There is a connection between the language and the real world: the pupils talk about the classroom (=real world).
Personalization	This activity is not very personalized; only that the pupils themselves can change the objects in the room.
Commitment filter	The commitment filter is fun (game).
Peer/social learning and interaction	This activity includes peer learning and interaction, as the pupils have to interact: the students who were outside the classroom have to interact with their classmates to get to know what has been changed in the room.
Teaching vs. testing	This is a teaching activity rather than a testing activity as it is played with the whole class.

Activity 2.2

Learning Stages	Proceduralization in scaffolded conditions: there is a sample sentence and they should form their sentences like the example. It is brink of performing in real-time context, since students have to form the sentences themselves only by visual input.
Depth of processing	There is considerable depth of processing, as the pupils have to watch the video carefully to then form their own sentences about what they

	remember.
Dual processing	In this activity they also connect the language with the world: The video deals with the changes of the streets in NYC. Students know that they write about something real .
Personalization	This activity is not personalized (only if a student has already been to NY and can share personal experience)
Commitment filter	Students will be committed to this activity, since they might be interest in the topic. New York usually is very interesting to students AND they already know something about it (TV, internet, personal experience) They want to know more about “English-speaking cities”.
Peer/social learning and interaction	This task does not include peer or social learning.
Teaching vs. testing	This task is a teaching activity.

Activity 3.1

Learning Stages	Performance in real-time context: the pupils have to investigate the boroughs on their own and they have to use other forms than the Present Perfect to talk about the topic in their presentation. They will combine the learnt notion with natural language.
Depth of processing	There is great depth of processing and they have to be mentally v active, since they investigate on their own and have to write/prepare the presentation.
Dual processing	They connect the language with the real world: the students should try to inform their classmates about their topic and to make their presentation as interesting as possible.
Personalization	This activity is not explicitly personalized, although pupils can include personal knowledge (their real-world knowledge).
Commitment filter	The commitment filter in this activity is the interest in the English-speaking world and to broaden one's knowledge about it. Holding a presentation and being able to create something on their own can be very motivating for students.
Peer/social learning and interaction	This activity includes peer learning and interaction: The pupils have to investigate and present in groups. It also includes social learning, as the students should share the work among the group members.
Teaching vs. testing	In this lesson plan it is a teaching activity, but it could be used as testing activity without special adaptation as the pupils can really show their knowledge and their ability to use the notion naturally; During the

presentation this could also be evaluated.

Activity 3.2/Homework

Learning Stages	Performance in real-time context: the pupils have to investigate the boroughs on their own and they have to use other forms than the Present Perfect to talk about the topic in their presentation.
Depth of processing	There is great depth of processing and they have to be mentally active as they investigate and prepare the presentation on their own.
Dual processing	Connection between the language and the real world.
Personalization	This activity is not explicitly personalized, although pupils can include personal knowledge (their real-world knowledge).
Commitment filter	The commitment filter is supported because they want to be prepared in front of the class and want to show a nice presentation.
Peer/social learning and interaction	This activity includes peer learning and interaction: The pupils have to investigate and present in groups. It also includes social learning, as the students should share the work among the group members. In this task the social aspect is even more central as they might finish their presentation outside the classroom – there is no teacher to moderate them and check on them equally working.
Teaching vs. testing	This is a teaching activity: because it is a task to be done at home and one cannot be 100% sure that they do not ask other people for help.

Testing Activity

Learning Stages	This task would be appropriate for students who have already had input in learning stages “awareness raising”, “conceptualization, hypothesis building” and “proceduralization in scaffolded condition”. The task asks students to perform in a “real-time context” after they have built up the concept of the notion “changes and completion”.
Depth of processing	For this task students need to be mentally active: there are no gaps to fill in, and it is not scaffolded anymore. Still, the instructions are clear and students should combine grammar with topic related vocabulary and terms they have come along during recent classes.
Dual processing	The context of this writing task is authentic and could be true.
Personalization	It is personalized: students can personally engage with the task.
Commitment filter	One aspect which supports the students’ commitment filter, is that they are supposed to write about their hometown Graz.

Peer/social learning and interaction

This task does not really include peer/social learning.

If it was given as a homework task, they could be asked to research some additional information about changes in Graz among their family members, which would support their learner autonomy and social learning.

Teaching vs. testing

This is a testing activity: throughout past lessons the students will have become familiar with the topic of city development and processes like gentrification. The grammatical notion of PPT “changes and completion” has been embedded in this topic and has given students a possibility to (unconsciously) link grammar with reality. Such a writing task is a good way to test whether students have understood the concept of the PPT notion of changes and completion and whether they can integrate this notion in a text. This task does not exclusively test the form of the PPT, but it rather tests the student’s understanding and usage of the grammatical notion. This task could also be used as a task in an exam after the topic/project of city changes and development; since it asks learners to use link different aspects and kinds of input they have come across (i.e. vocab, grammar).

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