

Term paper – Fachdidaktik PS 2

Group: Pölzleitner

Aim: The aim of your paper is to show that you have understood the theoretical concepts of communicative grammar teaching AND can apply them to your teaching.

To do this your term paper will consist of a short introduction, a practical and a theoretical part. You may work with a partner as long as you share the workload evenly and cooperate actively in all stages of the project (see details at the bottom).

Preparation

Choose a grammar topic and a group of learners (age, level).

Consult the course handout and revise the theoretical concepts. Also, read the articles which have been uploaded during the course or other books about methodology of grammar teaching.

Introduction: Why teach C+C grammar? What does it mean?

You have exactly four pages to introduce the basic ideas and concepts of C+C grammar. Imagine the following situation: Your school's principal wants to improve the efficiency of grammar-teaching and has asked you to subtly convince your colleagues to follow the C+C approach. Write a 4 page text introducing the most important theories and concepts of C+C grammar and explain why this approach is more efficient than traditional grammar rules. Plan your text carefully in the style of a persuasive essay (thesis statement, arguments, conclusion).

You may wish to refer to the course handout¹, to the articles on Moodle or to other books you have read. This section may also contain tables, graphs or other tools that help you get your message across as efficiently as possible.

Practical Part: Teaching materials for three lessons

In the practical part plan in detail how you would introduce and practice your chosen topic in class. Plan **three lessons + homework and one testing activity** that could be used later in the Schularbeit). All your materials must meet the criteria of efficient communicative tasks that we have discussed in this course.

You may use tasks and activities from published textbooks, grammar reference books or online materials. If necessary adapt and improve them or design your own activities. Do not forget to quote your sources carefully. Organize your materials clearly and write clear instructions for the learners. Layout your materials nicely so they could be used in class.

Tip: If you design your own activities always try them out. Check if you would actually use the language you were expecting or if you'd have to force yourself to use it in unnatural ways.

¹ Be careful when quoting from the handout and quote the theory part as: Newby, D. "An Introduction to Cognitive Communicative Grammar" in Course Handout C+C Grammar, (xx Semester, year)

Theoretical Part: Analysis

In the theoretical part of your paper demonstrate your ability to **analyze** the activities you have chosen and show how the principles and theoretical categories discussed in the course are **relevant to your teaching**. Use the “grammar quick checkers” and the list of categories in 7.1 (*Evaluating grammar activities*) to help you in your analysis. Decide which categories are most meaningful for your particular topic. Always start with *grammatical objective* and *learning aim*. When you use categories to analyse activities (e.g. cognitive learning stages etc.) you must explain why you think a particular exercise can be assigned to a certain category. For example, if you think an exercise corresponds to the ‘proceduralisation’ stage, explain **why** you conclude this.

Length

Your paper should be **not more than 15 pages** in length (excluding contents, bibliography etc.). It must comply to the usual requirements for writing an academic paper (format, bibliography etc.). Avoid wordy bla-bla and show that you can express your thoughts clearly and efficiently.

Deadline

Your paper must be handed in by **January 8th**. Deadlines are important for teachers.

A note on pair-work: Pair-work can be very efficient and can help both partners to learn from each other and critically test their own knowledge and understanding. If you decide to do this project with a partner make sure you

- brainstorm and plan your project together
- discuss in detail why you think the exercises and activities of your choice are efficient and fulfill all the criteria of C+C grammar teaching.
- share both the practical and theoretical work evenly between you
- try and test each other’s activities and ideas to see if they really work
- critically proofread each other’s contributions and cooperate in improving and polishing them

Pair-work is NOT: one person doing the work while the other partner is having coffee.

