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PS 511.420 Communicative Grammar

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Teaching Communicative Grammar

Including a practical approach to teaching the future notion
(weak form and formal declarations)



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I. Why teach communicative grammar? What does it mean?

It seems that these days, communicative is the word. Language classes should be communicative, we should make sure that we include enough communicative activities in our lessons, and grammar should be taught communicatively. Wait, grammar teaching? Communicative? But how? It seems obvious that things like speaking exercises and classroom activities should involve communication, but teaching grammar in a way that puts an emphasis on this aspect seems like a bit more of a challenge. However, it's not nearly as difficult as it sounds. In fact, upon further inspection, it's actually making grammar teaching quite a bit more efficient and effective.

The key to communicative grammar is presenting language in a manner that corresponds with the ways that our brains actually process and encode language rather than lists and explanations that decontextualize grammar and make it an unrelatable, nebulous grouping of rules that seemingly contradict each other and have nothing to do with the way we actually think. Before getting into how communicative grammar works, it helps to remember how most of us learned foreign language grammar in school. I personally remember explanations with diagrams drawn on a chalkboard that included wavy lines and 'X'es that represented the French *imparfait* and *passé composé*. Now, tell me: when was the last time you imagined wavy lines and 'X'es when you talked about something in the past?

For the sake of brevity, I'm going to assume that the answer to that question is 'never;' we don't think of language that way when speaking our native languages, nor do we do it when speaking foreign languages. So what is it that we do when we get ready to express something through speech or writing? The answer to that question is probably a lot simpler than you think. We have ideas of what we want to express in our minds, but we certainly don't store them as lists ordered by their grammatical properties (unless you're a language teacher, but trust me: this is not the norm). If you subscribe to cognitive approaches to learning (which CG does), you believe that we store information in our minds in terms of concepts. This is our knowledge of the world, past experiences, what we believe to be true, and so forth. However, because we need a way to express these meanings and information to other people, we encode them in language. The specific things that we want to do and express with language are called speech functions, or notions. These notions are then encoded into specific linguistic forms, which we commonly refer to as grammatical forms.

The most important part of understanding the cognitive-communicative view of grammar is that specific concepts are linked to specific grammatical forms in our minds. I can't emphasize the link

between these two enough, and we can see this in the ways in which different languages conceptualize the same notions by using different grammatical forms. For example, think of deciding on what you want in a restaurant. If we don't go overboard with politeness structures, in English we would say *I'll have a beer*. There's a sense of the future that we can see in the use of *will*, although it's certainly not the distant future. If we express the same thing in German, we might say *Ich nehme ein Bier*. It's the same mental concept, namely that of *I'm thirsty and the thing that I want is a nice, cold beer*, but the German version projects more of a sense of immediacy. This is what I mean by different forms for the same (or a similar) concept in different languages.

So that's all good and well, but how does this apply to language teaching? To answer that question, think about the way students in English classes all over Austria learn the present progressive. It's quite a bit trickier than the present simple, which has a German equivalent; how do you get students to internalize a concept that, until it is introduced to them, doesn't exist in their minds as a separate notion? A teacher that subscribes to traditional views of language teaching would probably present the form along with a list of rules of when to use it (i.e. all of the notions associated with the grammatical form). Here's the problem: this teacher is giving their students all of those notions (those concepts in our brains) at the same time and expecting them to learn and use them all simultaneously. For the student, these notions tend to blend together into a vague idea of when to use this weird-looking *-ing* form, and it will probably take a lot of trial and error, as well as years of practice, to really figure it out.

What communicative grammar does differently is that it limits the amount of information presented to students by staggering the teaching of the individual notions. If we were teaching the present progressive, we might start with the notion of present activity. We would introduce the form as it's used in natural speech in a way that alerts them to the fact that there is something different about this new form. This stage of learning is called the awareness-raising stage, where learners are looking for patterns in the target language. Now, here comes the hard part: as much as we language teachers love giving explanations for grammatical forms, we're going to hold off on telling them exactly how the notion and form work together until they've had a chance to think about it for themselves. This allows them to activate their own problem-solving and hypothesis-building skills in order to try and figure out how this form and notion work together. We would then have students do some activities in order to aid this process of internal rule building, making sure that we're around to guide students in the right direction. This stage is called conceptualization.

Once they've come up with a way of explaining the grammatical rule for themselves, we're going to give them the opportunity to really fix this new information in their minds. We want to get them to get into the habit of using that -ing form to describe what they're doing right at that moment, which we'll do by presenting them with activities in which they use that form for that specific notion in different contexts. We can help this process along by involving students' personal experiences, memories and personal lives in the activities we plan for the class; this stage is called proceduralization. Last but not least, we want our learners to be able to use this new form to describe their own ideas and the things that are true for them, and generally create meaning using the form they've just learned. This final stage is referred to as performance. So now, if we've spent enough time making sure students have passed through each one of these stages, they should be using the present progressive to describe present activity pretty consistently.

Now, I know what the initial reaction from skeptics will probably be: we just took a whole lot of time to teach one single aspect of the present progressive. And you know what? They're right. It does take a bit longer to teach all of the notions of one tense using the communicative grammar approach. However, that extra time will probably save you a lot of reviewing, explaining over and over what the differences are between two tenses and other confusion-related activities. That's because CG teaches students to encode their own thoughts into appropriate forms rather than having them memorize a table or set of rules, which is a lot more effective and natural in the long run (if you don't believe me, watch students who have been taught traditional grammar take a test on reported speech. It's truly mind-boggling).

This doesn't mean that any exercise you pick out of a book is going to be appropriate for communicative grammar teaching, even if it only deals with one notion. In order for exercises or activities to be effective, there are a few qualities they should have. First of all, activities should be mentally stimulating. Students have to be encouraged to actually think about what they're doing, not just let the information go in one ear and out the other. This is referred to as depth of processing. Students should also be encouraged to use their knowledge of the world in order to accomplish tasks, which is what is called dual processing. Although language is the focal point of what they're doing, relating it to things that they know creates a stronger bond between the new concepts and stored knowledge in the brain, which creates links between multiple concepts and makes it easier for students to remember and activate the new information later on.

This is also the case when we talk about personalization. Students should be pushed to produce language that reflects their own ideas, experiences, opinions, etc., as these personal bonds also help













to cement patterns and structures more efficiently than utterances that have no relevance to students' lives. In other words, teach them how to say things that they need to know how to say, either because it's a part of their lives or because they're interested in it. No 11-year-old needs to talk about working in an office building. However, they do need to know how to talk about being in school, their favorite activities, what they do with their friends over winter and summer breaks, etc. In the same vein, activities should encourage the learner to engage with the material and really play around with and use the notions and forms. We as teachers need to fulfill their cognitive needs of curiosity, acquiring knowledge, problem solving and drive for communication. This is also accomplished through peer learning and interaction, as students are then able to not only debate and consider different aspects of the material together, but also get and give explanations that make concepts much clearer. Peer learning also encourages oral communication, which requires more mental energy and engagement and trains them to accomplish probably the most complicated and useful task of all: speaking.

If all of these things are taken into account when planning classroom and homework activities, the end result is the activation of neural networks that are far more extensive than those activated by a few fill-in exercises. Essentially, you're hitting the problem from multiple angles and increasing the likelihood that your students will not only retain, but use the language that they're learning. It doesn't get much more communicative than that.

II. Practical part: teaching materials for three lessons

Lesson 1

Activity 1.1: Introduction to horoscopes. In order to raise students' awareness of the future tense in the context of predictions (weak attitude), have them read the following horoscopes aloud as a class (one student at a time), making sure to check for vocabulary comprehension while students are reading. (adapted from busyteacher.org <http://busyteacher.org/9429-great-horoscope-for-2012.html>)

<p>Aries March 21-April 20</p>  <p>This year will be very successful for you! You will travel and meet a lot of new friends. Maybe you will even meet the love of your life!</p>	<p>Libra September 23-October 22</p> <p>This year won't have a very good start.. Perhaps you will have problems with friends. Things will get better in the summer, but the winter will be the best!</p> 
<p>Taurus April 21-May 20</p> <p>This will be a tough year. You will have problems in the beginning, but because you are such a hardworking student, things will work out in the end!</p> 	<p>Scorpio October 23-November 21</p>  <p>Hungry for adventure? This will be your year! The stars will help you in your troubles, but try to listen to your brain, too.</p>
<p>Gemini May 21-June 21</p>  <p>This year will be complicated. You will lose some friends, but your real friends will stand by you! Winter will be dangerous for your health.</p>	<p>Sagittarius November 22-December 21</p> <p>This year will bring happiness to your life. Problems that made you sad last year will end and you will feel much better and free!</p> 
<p>Cancer June 22-July 22</p> <p>Parents, parents, parents! This year they will try to control your life more than ever. This will make you angry, but try to listen to them. Perhaps you will benefit from their advice.</p> 	<p>Capricorn December 22-January 19</p>  <p>This year won't bring you much luck. There will be some small problems in school and the teachers won't be very patient with you, so be careful! Try to work harder, if you can!</p>
<p>Leo July 23-August 22</p>  <p>This year will bring love to your life. You will fall in love madly. Be careful! Summer will be critical. You will need money this year, so try to find some kind of job.</p>	<p>Aquarius January 20-February 18</p> <p>This will be a fun year! You'll meet interesting people, you'll visit interesting places and you'll have enough money. Love will also find you, but you'll have to wait until the end of the year!</p> 
<p>Virgo August –September 22</p> <p>This year, the stars will help you at school. You will think fast and everything will seem easy. If you study, you will be the best student in the class!</p> 	<p>Pisces February 19-March 20</p>  <p>Chaos! This year, you will often wonder why all problems seem to find you. Don't worry, and trust your instincts. You will always find the right way. This year will also bring some romance!</p>

After students have read the horoscopes, have them discuss and answer the following questions in smaller groups:

-What are horoscopes? What do they do?

-Do you believe in astrology (the study of the position of planets and stars and the belief that they have an effect on our lives)? Why or why not?

-What are some of the typical themes of horoscopes?

-What do you notice about the way that the horoscopes are written?

Activity 1.2: After answering those questions and bringing the future tense to their attention, have students complete the following exercise. They should be allowed to ask each other for help or explanations if they need them:



You have just visited Madame Zambini, the local fortune teller, who has told you a few things that are going to happen to you this year. Fill in the blanks in order to complete her predictions!

- 1) This summer, I _____ at an Indian restaurant and it _____ my favorite restaurant.
- 2) I _____ someone's cell phone in the cafeteria and I _____ it back to them. Unfortunately, they _____ me a reward.
- 3) My friends and I _____ every day in the park.
- 4) My best friend _____ away this summer.
- 5) My mother _____ an amazing cake for my birthday this year.
- 6) My little brother _____ me at all when I'm doing my homework.
- 7) I _____ another country in July.
- 8) My family _____ a new puppy this winter.

Have students discuss the following questions about astrology/horoscopes:

Activity 1.3: Now that students have discussed horoscopes and astrology, they should start writing horoscopes for two students at their school. One of them is for Lucky Lucas, who always has really good luck with everything, and another for Bad-luck Brian, to whom nothing good ever happens. Each horoscope should be at least 70 words long and involve at least one prediction about health, money and school.

Homework: For homework, students should finish writing their horoscopes for Lucky Lucas and Bad-luck Brian. Make sure students know that their horoscopes must be finished by the next day, as they will be used in class.

Lesson 2

Activity 2.1: Students should get into pairs and swap horoscopes in order to do a peer review of each other's work. They should quickly check the horoscopes for grammar and spelling, as well as the required three predictions. Have three or four volunteers read their horoscopes aloud to the class.

Activity 2.2: Fortune tellers. (adapted from epep.com) Have students think of eight things that could (possibly) happen to them or their classmates within the next year. They can be positive or negative, but nothing too horrible or scary. When they are done, have them



write their predictions into a fortune teller and tell the fortunes of three or four of their friends.

Activity 2.3: In order to further raise their awareness of the use of the future tense to predict events (weak attitude) and show that this is not limited to horoscopes and fortune tellers, students should read the dialogue below and then answer the questions that follow with a partner:

Betty: I'm so excited about my trip to Edinburgh! I'll be there for two whole months!

Jane: Do you think you'll miss home?

Betty: I think so. I'll definitely miss my cat a lot. Will you write to me when I'm gone?

Jane: Of course! I'll write to you on facebook every day! I bet you'll meet lots of really cute boys over there.

Betty: Forget about the boys, I'll be so busy that I won't even notice them! I'll have four hours of English lessons a day!

Jane: Yeah, but I bet there will still be boys in your class!



Questions: What are Betty and Jane talking about? Why do they use the same 'will' form we used in our horoscopes and fortune tellers?

Activity 2.4: In order to practice making predictions, have students complete the following exercise (adapted from Newby exercise 138): Using the words in the box, make one negative, one positive and one neutral prediction about the people described below. This is an oral activity and should be done with a partner.

NEUTRAL I (don't) think I (don't) expect I bet I'm sure	POSITIVE I hope I'm confident	NEGATIVE I'm afraid I'm worried
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Example: It's the beginning of the school year. Your friends are talking about the coming term.

I bet we'll have horrible Mr. Rees for biology again.

I hope we'll all be in the same French class again.

I'm sure the new first formers will look even smaller than last year's

- 1) Helen and Alicia are about to work as au pairs in Canada. They don't know what to expect
- 2) Hans Schlögl is the mayor of Graz. There has been a big storm and the Mur is overflowing.
- 3) Markus is a very clever and hard-working student. He is thinking about his Matura exam and his future studies at university.

- 4) Matt Allison is the manager of a football team. They are the bottom of the league. Several of their best players are injured.
- 5) The prime minister is giving her New Year's speech on television.

Lesson 3:

Activity 3.1: Have students read the following news release and answer the questions that follow with a partner:

Word has just reached us that Onerepublic will make a previously unannounced stop on their current European tour on July 5th. They will play a special concert at GIBS in Graz, Austria, and will stay at the school for two hours afterwards in order to sign autographs and do interviews with students. The band will then continue on their tour and will travel to Vienna on July 6th.

How is the 'will' form used differently here than it was in other texts we have looked at (fortune tellers, making predictions)? How would you describe what the news release is doing?

Activity 3.2: Have students look at the formal announcement below and then use the prompts to write similar announcements for the school notice board. (Adapted from Newby exercise 145)

SCHOOL NOTICE BOARD: CLASSICAL MUSIC SOCIETY

There will be a meeting of the Classical Music Society tomorrow at 4 PM. We will watch part of a video of Mozart's 'The Magic Flute'. The planned trip to the opera in Leeds will not take place.

- 1) Hip Hop Club – after school in the gym. Yvonne Jones – teach a new routine
- 2) No meeting of the Film Club today – Friday lunchtime instead – watch Russian cartoons
- 3) Camping Club – organize trip to France in Easter holidays – cost about €200
- 4) Politics Club – after school on Wednesday – Sir Michael Pennock not give lecture (ill) – watch film instead
- 5) Wildlife Club – visit bird reserve in Dilsham on Saturday – meet at school gates at 9 AM – not spend night as planned – return about 9 PM

Activity 3.3: Press conference. After practicing the use of the 'will' future for formal announcements, students should get into groups of three in order to write a script/dialogue for a press conference that will take place at their school. One student should play the role of the person making the formal announcement, and the other two students will be reporters. The press conference should start with a reporter announcing the breaking news, and then each reporter will ask at least three questions in

order to get more information about the event. The other student should answer their questions and give additional information. Some suggested topics are as follows, but students should feel free to create their own scenarios:

- One student will leave school to become an actor/actress
- Your class will adopt a class pet
- Five people in your class will form a band
- One of the most popular couples in school will get married next year
- One student will throw a huge birthday party this weekend

Students should write their script as a group and perform it the next day in class.

Homework: Students should finish writing their scripts and practice their parts in order to perform them the next day in class.

Testing activity:

Students should write a letter to a pen pal of at least 150 words predicting what they will do during their summer vacation. They should predict at least six different things that they will do, and make sure to write in complete sentences. Some things to think about and/or include might be traveling, sports, friends and relaxation.



III. Theoretical analysis of teaching activities

Activity 1.1

Learning Stages	Awareness raising. Students are presented with a form/notion for the first time.
Depth of processing	Relatively shallow; students are not asked to use the form or consolidate any real knowledge of it, but they are still asked to make a connection between the idea of predicting the future and the form.
Dual processing	Students should activate their knowledge of the world (astrology and horoscopes) in order to understand the task.
Personalization	The activity is personalized in that students are asked to give their own opinions about whether or not they believe in astrology, but other than that, the activity is not personalized.
Commitment filter	The exercise is intended to raise students' curiosity and make them think about the notion and form, hopefully producing an 'aha' moment when students figure out the relation between the two.
Peer/social learning and interaction	This activity integrates peer learning by having students discuss questions in groups.
Teaching vs. testing	This activity is only suited for teaching, as it does not require any production or demonstration of skills .

Activity 1.2

Learning Stages	Conceptualization. Students are encouraged to internalize the rules of the future-prediction notion by using the form in a very clear, structured context.
Depth of processing	Students should test their hypotheses about the form in the exercise, thus requiring the expenditure of mental energy. y
Dual processing	Students must read questions carefully in order to produce a logical response for each question and use their knowledge of the world in order to do so.
Personalization	The activity is not personalized.
Commitment filter	The activity encourages problem solving in the sense of asking students to apply what they have seen in the previous exercise and form hypotheses about the use of the form.
Peer/social learning and interaction	The exercise does not inherently encourage peer learning, but students should feel free to discuss it or ask for help from classmates if necessary.
Teaching vs. testing	This activity would be better suited for teaching than testing, as it is slightly too scaffolded to allow students to really show their knowledge of the form/ability to use it to be a suitable testing activity.

Activity 1.3/homework

Learning Stages	Proceduralization in scaffolded conditions. This activity encourages the learners to encode their own ideas in writing.
Depth of processing	This exercise requires much more mental activity than the previous exercises, as there is much less scaffolding and guidance here. Students are using the form in controlled conditions.
Dual processing	Students must use their knowledge of what could happen to students at their school, thus activating their knowledge of the world around them.
Personalization	The activity is somewhat personalized in that students must predict the future of a theoretical fellow student, or someone who experiences the same things that they do on a regular basis. Students must therefore apply their own schematic constructs.
Commitment filter	Commitment filter could be high in that students can let their imaginations run wild in imagining silly predictions, thus encouraging the enjoyment of learning and using language.
Peer/social learning and interaction	This exercise does not encourage peer learning, as students are encouraged to create their own individual texts.
Teaching vs. testing	This exercise could be used for teaching or testing, as it requires the contextualization of knowledge. However, I believe that it would still be more suitable for teaching, as the task is terribly authentic.

Activity 2.1

Learning Stages	Proceduralization. Students are asked to think about and apply their grammatical knowledge, and although they are not asked to encode their own ideas, they are asked to use information that has already been consolidated in order to correct fellow students' work.
Depth of processing	Students are required to use a considerable amount of mental energy in determining the accuracy of the written work that they are correcting.
Dual processing	As students are neither producing language in this exercise nor using their knowledge of the world in order to interpret it, it would be difficult to argue that dual processing is very active.
Personalization	This exercise is personalized in that students must apply their own knowledge of notions and forms to correct the work of their classmates. Their knowledge and personal perspective now has an effect on their peers.
Commitment filter	The commitment filter is activated in this exercise by making students responsible for their classmates' learning
Peer/social learning and interaction	This activity places an emphasis on peer learning, as students must evaluate each other's work, thus giving each other explicit feedback on their use of language and encouraging interaction between learners.
Teaching vs. testing	This activity would be better suited to teaching, as it does not require language production at this stage.

Activity 2.2

Learning Stages	Proceduralization. Students must apply their knowledge of language, but not in a real-time context.
Depth of processing	Depth of processing is fairly deep, as students must combine grammar, writing and speaking in one activity, each of which requires different kinds of mental energy.
Dual processing	Students' knowledge of the world is activated through the creation of predictions appropriate for their peers through their knowledge of their common world.
Personalization	The exercise is personalized in that students must create predictions for each other, thus involving their own schematic constructs and expressing their own ideas.
Commitment filter	Students' commitment filter is activated by the 'fun' aspect of the task.
Peer/social learning and interaction	This activity encourages social learning through oral interaction between students.
Teaching vs. testing	This activity would be better suited to teaching.

Activity 2.3

Learning Stages	Awareness raising/conceptualization. Students are introduced to a more figurative way of making predictions by seeing it in isolation.
Depth of processing	Students are required to apply their knowledge of making predictions to a less obvious/structured way of doing so, namely talking about future plans that are not immediate. This introduces them to a slightly different way of using the same form
Dual processing	Students should form a connection between the notion they have already learned and apply it to another aspect of their lives (that is more likely to occur on a regular basis).
Personalization	This exercise is not personalized.
Commitment filter	This exercise is intended to make students think about the different, everyday ways of making predictions outside of the 'fortune teller' context, which is designed to produce an 'aha' moment.
Peer/social learning and interaction	Students are encouraged to discuss their thoughts on the notion/form with their fellow students.
Teaching vs. testing	This exercise would only be suitable for teaching.

Activity 2.4

Learning Stages	Proceduralization. Students are given scaffolded conditions in which they must produce language and encode their own ideas.
Depth of processing	The depth of processing is deep in this activity, as it requires students to use their knowledge of the world, grammar and speaking simultaneously.
Dual processing	This exercise relies heavily on students' knowledge of the world in order to make predictions.
Personalization	This activity is personalized in that it encourages students to encode their own ideas in language and establishing what is negative/ positive/ neutral in their predictions for the future.
Commitment filter	The commitment filter should be activated by the drive for communication required by the activity, and hopefully results in feelings of success when students accurately produce language.
Peer/social learning and interaction	This activity is an oral activity, which encourages peer learning and social interaction.
Teaching vs. testing	This activity could be used for teaching (oral) or testing (written).

Activity 3.1

Learning Stages	Awareness raising/conceptualization. Students are introduced to a new notion of the future tense in isolation and must form a hypothesis about it.
Depth of processing	Students are required to think about the link between the grammatical form and the notion it encodes, thus requiring mental energy be spent.
Dual processing	Students must use their knowledge of newscasts in order to figure out the link between the form and the notion, so dual processing is activated.
Personalization	The activity is not personalized.
Commitment filter	The commitment filter is activated in this activity by problem-solving, namely constructing the connection between form and notion.
Peer/social learning and interaction	Students discuss their observations with a partner, which encourages peer learning.
Teaching vs. testing	This activity would only be suitable for teaching, as it does not require students to produce language in a meaningful way.

Activity 3.2

Learning Stages	Conceptualization. Conditions for the activity are still quite scaffolded, and students are not asked to encode their own ideas.
Depth of processing	The level at which learners are asked to process language is not very deep. The activity is more geared towards consolidating knowledge of how to use the form in this specific context, although it does require students to supply some of the language on their own (i.e. verbs not given).
Dual processing	As the prompts for the exercise are fairly strict, students have less leeway to apply their knowledge of the world when completing this exercise. Therefore, dual processing is not activated to a high degree.
Personalization	The activity is not personalized.
Commitment filter	This exercise is geared more towards practicing the form in a specific context/ repetition than at fun or 'aha' moments. However, the aspect of acquiring knowledge is still present.
Peer/social learning and interaction	This activity does not necessarily encourage peer learning, but could be performed as a speaking activity in order to change this.
Teaching vs. testing	This activity would be more suitable for teaching

Activity 3.3

Learning Stages	Proceduralization/performance. Students are given a task to accomplish on their own. There is some scaffolding, but students are highly encouraged to encode their own ideas in a somewhat open context.
Depth of processing	The depth of processing required here is deep, as must make use of writing and speaking skills, as well as real-world and grammatical knowledge in the writing of their scripts/ dialogues.
Dual processing	Students must apply different kinds of real-world knowledge when constructing their dialogues, so dual processing is certainly active.
Personalization	The activity is personalized, as it asks students to use language to describe their specific world (that of a secondary school student) and encode their own schematic constructs.
Commitment filter	The commitment filter should be activated by enjoyment and the drive for communication.
Peer/social learning and interaction	This activity is heavily dependent on peer learning, as students must work in groups to accomplish the task.
Teaching vs. testing	This activity would be better-suited to teaching, as it requires too much peer learning to concretely test the skills of individual students.

Testing activity

Learning Stages	Performance. The student is asked to produce language in a real-time context with limited scaffolding.
Depth of processing	This activity allows learners to produce appropriate language in an authentic context by representing the world around them through complex encoding.
Dual processing	Students' knowledge of the world is essential to completing the task, so dual processing is activated.
Personalization	The activity is very personalized; students are asked to write about themselves and their own lives in order to complete the task.
Commitment filter	In a testing situation, the commitment filter would hopefully be activated by a desired feeling of success in the long run/ after the test has been completed.
Peer/social learning and interaction	There is no peer/social learning involved in this activity
Teaching vs. testing	This activity could be used for teaching or testing, although its individual nature and focus on the performance learning stage make it lend itself well to testing.

IV. Short Conclusion

After finishing the practical and analysis parts of this paper, it occurs to me how much I have to learn about selecting activities for classroom use in teaching communicative grammar. It requires a lot of care and attention in selecting activities that don't mix notions as well as satisfy criteria for learning stages and pedagogical criteria, which is a lot easier said than done. I feel that I have a lot of work ahead of me in terms of creating materials in particular, as the more I analyzed the ones I used in these three mock lessons, the less satisfied I became with their relative merits. I am confident that I understand the principles behind CG, but applying them and finding enough activities for each learning stage (especially performance) will be a challenge. However, I look forward to it, as I can already see that there is a real difference in the quality between exercises chosen from whatever English book happens to be at hand and those selected and designed with the tenets of CG in mind.

Another extremely important benefit that I see in communicative grammar is its fostering of a student-centered classroom. CG places its emphasis on students teaching each other as well as figuring things out by themselves, and places teachers in the position of guides or facilitators of language (rather than knowledge-keepers). The active role taken by students in the CG classroom mimics the active role that they will have to take in the outside world when interacting with other speakers of English (or any other language), and provides an excellent foundation for autonomous learning. In summary, although my own knowledge of CG and how to use it effectively still needs work, I am excited about taking this invaluable tool with me into the classroom.