

Seminar Paper

Teaching Present Perfect Tense (Experience)

Communicative Grammar

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(Language: English)

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What is Cognitive+ Communicative Grammar?

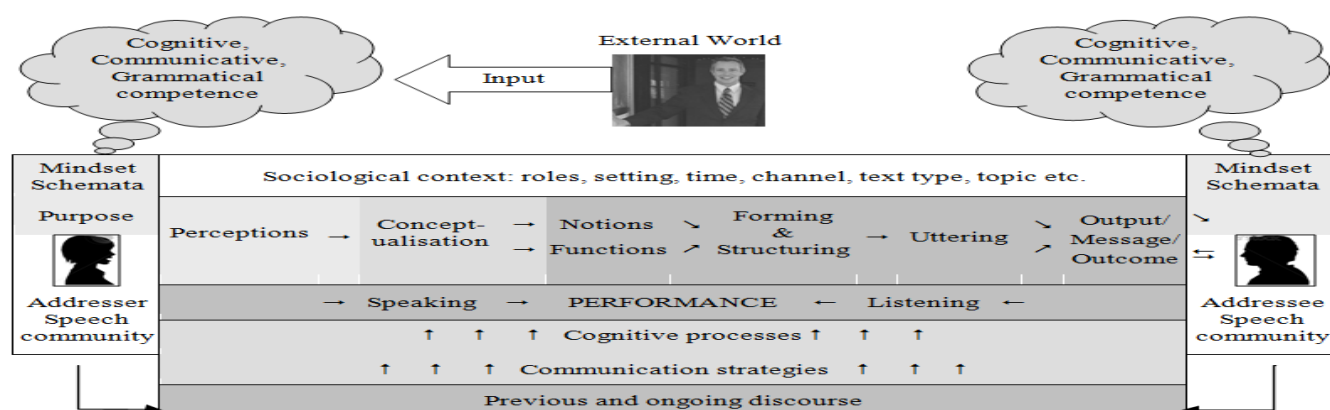
Grammar is a primary constituent of successful communication between people. Without grammar it would be impossible to understand each other and to exchange meaningful information. Currently, modern language teaching focuses on two approaches to grammar, the Cognitive and Communicative Grammar, or C+C grammar in its short form. This perspective is based on Cognitive Linguistics and the Communicative Approach and refers to two separate but complementary aspects of language analysis: (C.f. Newby2012 : 7)

a) Language description:

A C+C grammar approach to language examines and considers the mental processes which take place in our brains when we use language and analyses and describes grammar as an act of communication, as a dynamic process. In this process the speaker's perceptions of the world are encoded into messages and decoded by the recipient. C+C grammar fosters an action-oriented conception of language, which basically means a use based and communicative use of language. This action-oriented view of language sees language not in terms of a static system but in terms of how it is actually used by members of society who have tasks to accomplish in a given set of circumstances or environments. This has of course huge impacts on the design of exercises and activities and the configuration of actual teaching. The criteria deriving from this view will be introduced later in this paper.

b) Language learning:

While Cognitive grammar explores how new grammatical concepts are processed and stored in our long-term memories, Communicative grammar considers the role of actual language use and its connections to language learning. As already stated above, C+C grammar doesn't assume grammar to be something static. It regards grammar as a process rather than a product and this process can be illustrated by the following communication model:



Quelle: Handout Newby AL, Unit 2, p.5

In a nutshell, this model illustrates the communicative approach and its view that in real life language is used to exchange meaningful messages in actual contexts and that this should also be reflected as strongly as possible in the classroom. Traditional approaches to language learning by contrast see grammatical competence as the vital ability to master forms and recognize meanings, often without consideration of context or the role of the speaker, etc. The communicative approach takes a much broader view of language and entails many other elements which can be seen in the above communication model. This model also shows very clearly, that successful communication requires much more than the mere knowledge of how to form e.g. the present perfect tense or sentences.

(C.f. Newby 1998:1-3)

Both the Cognitive and the Communicative perspective share the standpoint that language has to be seen as a means of expressing meaning into form. There are four basic principles of a Communicative view (C.f. Newby 2011:7):

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is for interaction and communication.
- 3) The structure of language reflects its functional and communicative uses.
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

It emerges from the meaning-> form orientation of C+C grammar that grammatical notions take a central place in grammatical description. Since grammatical notions represent the vital essence of the system of communication it is important to provide rules and terminology to describe them systematically. (C.f. Newby 2012 :9)

Unlike Traditional grammar Notional grammar uses grammatical notions which can be defined as a single grammatical concept which is encoded into a form. Learners' perceptions of the world can be encoded into form. Since we opted for the present perfect tense for our preparation of the three lessons, I included the following illustration of present perfect tense: (C.f. Newby 2011: 25)

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.

This Notional approach to language teaching which we used as a basis for the practical and theoretical part of our paper has considerable advantages for learners as well as teachers. It states explicitly what grammar means and provides reliable and exceptionless rules. The teacher gets a great overview of all notions and both teacher and learner know exactly what they are teaching or learning. Moreover, a Notional approach to language teaching helps teachers to grade and select the notions they wish to teach. (C.f. Newby 2011: 25)

The C+C view of language learning offers a number of parameters for a purposeful analysis and assessment of the effectiveness of grammar activities. In our subsequent practical and theoretical part we considered two crucial categories; on the one hand we worked with certain Pedagogical Principles which are based on Cognitive views of learning and on the other hand we tried to follow Communicative Criteria, based on theories of language use.

While Communicative Criteria try to determine whether an activity corresponds to a communicative use, Pedagogical Principles concern the extent to which a grammar activity supports learning by activating and optimizing learning processes. In this way they contribute to the overall aim of language learning. When it comes to choosing or designing activities for learners it is essential to consider these parameters and to validate the purposefulness of

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 / world) Authenticity of process	- ✓ +	↓
	Personalization	- ✓ +	↓
	Commitment filter	- ✓ +	↓
	Peer/ social learning and interaction	- ✓ +	↓
	Testing vs. teaching		↓
	This exercise supports learning processes...		☆☆☆

activities. Some of the most important parameters are collected in the “Quick check Grammar Chart” which constitutes a very helpful tool for analysis and also helped us in our selection of exercises and activities.

The first thing which has to be examined is the learning stage an activity relates to. The cognitive specification of the four stages “Awareness, Conceptualisation, Proceduralization and Performance” can be regarded as the counterpart to “Presentation-Practice-Production (PPP)” in traditional grammar pedagogy. Instead of taking a teacher’s perspective as the traditional approaches do, Cognitive grammar sees these stages from the learner’s perspective and focuses on the tasks which have to be accomplished in pupils’ minds at each stage in order for grammar to be internalised most efficiently. (C.f. 2012: 20)

It is important for us as future teachers to be aware of these stages and to be clear about which learning stage or stages a certain activity corresponds to and about the contribution an exercise has on our pupils' learning process. In this paper we applied these cognitive learning stages and distinguished between:

Input – materials provided by the teacher/textbook + pupils' existing knowledge und schemata		
Learning stages	Awareness	pupils notice and focus on new grammar
	Conceptualisation	pupils ' understand ' a grammar rule; usually conscious knowledge
	Proceduralisation	pupils are able to use grammar in ' scaffolded ' exercises without a strong conscious focus on rules
	Performance	pupils are able to use grammar in open contexts ; focus on the overall message
Output – what pupils say or write		

(C.f. Newby 2012: 20)

When it comes to considering the compliance of Pedagogical Principles and Communicative Criteria of the C+C grammar the following aspects are of importance:

Depth of processing: describes the extent to which new things become stored in learners' memories and how mentally active they are when doing grammar tasks.

Commitment filter: in order to learn grammar efficiently, pupils have to "commit themselves" and be encouraged.

Peer/social learning: social environment and interaction between learners contribute enormously to a successful learning process.

Authenticity of Language and Process: language used as input has to correspond to the kind of language students are likely to experience in their real lives or might have already experienced. Similarly, learners should apply processes that they apply when they actually encode utterances in real life as for instance paraphrasing an utterance.

Contextualization: efficient exercises and activities need a clear and concrete context.

Personalization: grammar activities have to touch learners' own perspectives. They should be able to apply their own schematic constructs and express their own ideas.

(C.f. Newby 2012: 26)

These criteria are very useful guidelines and are summed up in the "Quick Check Grammar Chart". Despite the fact that incorporating and consulting all of these criteria is hardly

possible, we tried to choose activities and exercises which incorporate as many of them as possible.

Our selected tasks are planned for three subsequent and coherent lessons and deal with the notion of “experience”. They will be outlined and analyzed in the following chapters of this paper. As far as our analysis is concerned, instead of criticizing potential deficiencies of our tasks, we put emphasis on their positive aspects and tried to illustrate why or how they correspond to the C+C approach to language learning and teaching and why they should be used for teaching the notion of “experience”.

The learned concepts applied in real life: (true story)

Since the aim of this paper is to show that we have understood the theoretical concepts of communicative grammar teaching and can apply them to our teaching I (Ralph) decided to include the following example of actual usage in a real school context.

Since my brother is currently preparing for his Abendmatura, he asks me to check his homework from time to time. He repeatedly confronts me with pages of fill-in-the-gap exercises which I then have to review because the textbook does not provide any solutions. Having all the pedagogical principles and communicative criteria in mind it was quite hard to ignore the pointlessness of all the exercises he had to do for homework so I decided to analyze them according to the criteria we have learned in our course Communicative Grammar. I did not do this in order to blame or embarrass his teacher or anything like that- I rather did it for my brother so that he would see that we actually learned something useful at university. I just wrote a few colloquial comments next to the exercise and stated my conclusion; the exercise more or less lacked any of the principles of modern language teaching. Unappealing gap-filling exercises without any context, personalization, authenticity, etc. made up the vast majority of the text and workbook. The mental activity required for the realization of the exercises was minimal and worst of all they were packed with mistakes (and really awful, childish jokes and puns which were not at all age appropriate).

My brother took his textbook with my little comments to school and when they were comparing their homework in class his teacher, a native speaker from Ireland more or less accidentally read them. I have to admit that I am a little proud of what happened after that; he devoted the rest of the class hour to a discussion of my comments about the book he was using. According to my brother he totally agreed with my analysis and concluded with “your brother is perfectly right.” Consequently my critique will probably have an influence on the schoolbook selection for the following classes.

2. Exercises and Activities for 3 subsequent lessons (21 students, 3rd grade):

Lesson 1

Task 1.1:

EXPERIENCE *Have you ever ... ?*

DIALOGUE

Read the dialogues with your partner.

Dangerous ...

A: What's the most dangerous thing you've **done** in your life?

B: Oh, that's hard to say. I've **done** lots of dangerous things. I've **climbed** several very steep mountains. I've **ridden** on a tiger. I've **held** poisonous snakes in my hands.

A: Wow! **Weren't** you **afraid**?

B: No! I really **liked** it!



Have you been to...?

A: **Have** you **been** to America?

B: Yes, I **have**. I've **been** there twice.

A: **Did** you **like** it?

B: Yes, it **was** super!



Be a detective!

Now, you are a detective and you have to find out two things:

1) How do you form Present Perfect Simple?

YOUR RULE:

.....

2) Take a look at the dialogues. Can you find a rule when we use the Present Perfect Tense and when the Past Tense?

YOUR RULE:

.....

.....
 dialogue 1: based on Newby 1998:84; dialogue 2 by Newby 1998:64; "Be a detective" based on Polzleitner
<http://www.polzleitner.com/epep/Grammar/experience-brain.pdf>

TASK 1.2

Write sentences using the Present Perfect and a superlative adjective. The words in the box will help you.

nice - hot - bad - cheap - good - boring - beautiful - tall

1. I really love this cake! It's *the nicest cake I've ever had!*
2. His exam marks are terrible. They
3. This book is really boring. It's
4. That basketball player is enormous! He's
5. Of course I think you're beautiful, my darling! You
6. My new pullover only costs €5! It
7. The children are really enjoying the holiday. It
8. The temperature today is 38°.

by Newby 1998:64

TASK 1.3

CARD GAME: Place all the cards in a random order in front of the players.

The youngest player starts: Take one card and look at the picture. How many times have you done/experienced the following?

Never - once - twice - three times - several times - lots of times.

If you have made the experience at least once- you are allowed to keep the card.

After giving your answer choose another player and ask him/her how often s/he has made that experience. If the person has done/experienced it more than once it is his/her turn; otherwise you are allowed to continue. The player with the most cards wins.

! Make sure your sentences begin with “(Yes) I have ...” / “(No) I have never ...”

! Make sure your questions begin with “Have you ever ...?”

based on Newby 1998:179

Homework 1:

Visualising the new concept: Write one example sentence which is not only correct but TRUE for yourself and draw a logo for the notion of experience. The logo should remind you of the concept and typical contexts of the notions.

by Pölzleitner <http://www4.edumoodle.at/epep/course/view.php?id=53>

Lesson 2**The “I've never”-Game**

1. Get a piece of paper and a pen.

Then choose a score keeper for your group.

2. Put the cards in a pile face down.

3. The oldest player starts. Take a card from the pile and make a sentence starting with “I've never ...”.

Then, complete the sentence using the past participle of the word from the card.

The task is to make sentences that you think the others in the group have not experienced.

For example: lose

I've never lost an umbrella.

4. The speaker receives one point for each person who has had the experience in the group.

(For example, if two people say they have lost their umbrella, then the speaker gets two points. The scorekeeper in the group keeps track of the points.)

5. Continue until there are not any cards remaining or your teacher says that time's up. The person with the least points is the winner.

by <http://www.eflsensei.com/Never-Have-I-Ever/?path=164>

+ TASK 2.2

I've seen it ...

I've been there ...

I've heard about it ...

I've done it ...

so NOW I KNOW



Group work (4 people)

1. When you experience something you can learn from it (as you can see above “...so now I know”).

You have been in this class for three years now. What have been the most important/ coolest/most remarkable experiences so far (what have you done/experienced/seen/heard about etc. in school, class, on excursions...)?

Collect 5-6 experiences and think of what you know as a result of them.

For example

We have been to the opera. *-So now we know how wonderful this building is.*

Or – Now we know how beautiful classical music is.

We have performed a play by Shakespeare. *So now we know how it is to act in front of an audience.*

2. Also think of additional information *e.g. we liked it because ..., it was cool... we didn't enjoy it, we were there in 20.. etc.*

Describe the experience in more detail!

3. Take a poster and draw a picture of each experience (on the poster).

4. FINALLY you have to present your experiences (including: · “So now we know”
· info you want to add)

“So now I know”-logo by Pölzleitner <http://www.polzleitner.com/epgp/Grammar/pres-perf-tense-experience.pdf>

HOMEWORK 2:**1) Use the notes below and write a dialogue.****For example:**

A: (hold snake?) *Have you ever held a snake?*

B: (yes-two) *Yes, I have. I've held two.*

A: (where?) *Where did you hold them?*

B: (pet shop-garden) *The first time was in the pet shop and the second was when I
found one in my garden.*

A: (read 'Harry Potter?')

B: (yes)

A: (like?)

B: (super)

A: (see film?)

B: (yes)

A: (like?)

B: (boring)

2) Now think of a special experience and create your own conversation.

HW-task 1) by Newby 1998:64

Lesson 3**TASK 3.1****Postcards: Dictogloss:**

Sue has written a postcard from New York. Listen and write down as many details as you can possibly catch. Then work with a partner and reconstruct the text on the postcard exactly as you have heard it.

TASK 3.2

PAIR WORK: Now it's your turn. Find questions you want to ask your teacher. What has he experienced or done so far? Something surprising? Something embarrassing? Something crazy? Find it out! Collect questions you are interested in. Afterwards you all have the chance to ask him.

For example:

Have you ever met a famous film star?

Have you ever held a snake?

Have you ever been in a fist fight?

Have you ever stolen a car?

....

TASK 3.3**'The most interesting guy in class'**

Now you know a lot about your teacher and it's time to find out what your classmates have experienced or done so far. We want to find out who in your class has done the coolest or craziest things. Choose one classmate and interview him/her about the most special experience of his/her life. Also ask for additional information (in order to tell us exactly about the experience e.g. why so special, when etc.) It is supposed to be a real conversation.

You are just allowed to choose a person who is at least 6 six steps away from your seat. Take notes.

Afterwards we will take a look at the things you've found out.

HOMEWORK 3:

You are on holiday with your two best friends. Write a postcard to your parents and describe what you have seen, done ... so far, how you like it and anything else you want to tell them. Also tell them what you haven't done yet.

Here are just some ideas you can use. (But you can also come up with your own ideas! You don't have to use the ideas provided!)

Examples:

lots of famous sights
 theatre
 shopping
 Buckingham Palace
 Big Ben
 buy presents
 ...

based on Newby 1998:179

TESTING TASK:

Think about your favourite singer/actor/sports star. Make a mind map and write down all the things about him/her.

Then write a short article about your favourite star in which you talk about all the great things s/he has experienced and achieved (erreicht) in his/her life. You can exaggerate (übertreiben) of course. You can also add things s/he has never done.



By Angelika Renz

3. Analysis of the selected activities and exercises

Analysis of task 1,1 (Worksheet: “Experience. Have you ever ...?”)

Grammatical objective: To introduce the notion of experience, to form the Present Perfect and to get a first impression of the appropriate use of Present Perfect (and Past) Tense.

Activity type: pair work, worksheet (problem solving)

Learning Aim: awareness raising and conceptualisation

Cognitive learning stage: awareness raising and conceptualisation: Our students should notice a new grammar item and find out the rules. In order to find out a rule they have they to understand it. For the case some students do not find an explanation we will discuss them afterwards.

Pedagogical principles: We use this worksheet in order to introduce the notion of experience. The first step is to raise awareness for the new item of grammar; therefore, we start with two dialogues that include the notion of experience. We want our students to read the dialogues with a partner. Maybe it would also be a good idea if two couples present the dialogue. This would increase their motivation since it is fun and a further possibility to make students aware of the correct use due to the fact that it is a chance to make them listen. In terms of the commitment filter we call the task “Be a detective” which sounds much more exciting. Our students have to concentrate and they have to examine in order to come up with a concept concerning the rules; therefore, there is much mental activity involved. In our opinion it is a good idea that they work in pairs and not alone in order to be able to discuss and exchange their ideas.

Communicative principles: We consider the dialogues as very communicative since they represent real and common conversations with real life context; therefore, our students get a clear, illustrative impression of when and how to use the Present Perfect or the Past Tense.

Analysis of task 1.2 “Present Perfect and Superlative”:

Grammatical Objective: Present Perfect notion of “experience” in combination with superlatives

Activity Type: individual, matching (write sentences based on substitution tables)

Learning Aim: Students understand how to use the notion of experience and at the same time repeat the use of superlatives which they have learned in preceding classes.

Cognitive learning stage: This exercise helps students in making generalisations about the notion of “experience” and fosters the internalization of forms and rules. Students will build a hypothesis about the nature or the new grammatical item of “experience” and thus this exercise is part of the conceptualization learning stage.

Pedagogical / Communicative principles: This exercise does not meet many of the pedagogical principles. It also lacks personalization and authenticity and does not provide a clear context. However, the main purpose of this exercise is to foster the internalization of rules and to make the rules and forms of the “experience” notion feasible for the students. They will build their hypotheses and learn how to apply this notion which is very important at this stage of learning a new item of grammar. Moreover, they review the use of the superlative and learn to combine these two items of grammar.

Analysis of task 1.3 “(Yes) I have ...” Card Game”:

Grammatical Objective: The students practice the structure of the “experience” notion and learn how to form questions in present perfect tense. Introduction of adverbs of frequency

Activity Type: Card Game, oral group work

Learning Aim: Students practice the forms of the “experience” notion and learn about adverbs of frequency. They also get used to forming statements and questions relating to experiences/ present perfect tense.

Cognitive learning stage: Learners make generalizations about grammar and internalize rules. They must comprehend an overall message and build a hypothesis about the nature of a grammatical concept which has been registered in the preceding awareness stage. Such being the case, this exercise belongs to the conceptualization stage.

Pedagogical principles: Pupils make use of contextual information and their own schematic constructs which will lead to their making a generalization about the underlying rules and incorporate

these rules in their personal “grammaticons”. This card game enables students to apply their existing knowledge and supports group learning. This and the fact that card games are always a very welcome variation will motivate students and encourage them to commit themselves to learning the notion of “experience” and the introduced adverbs of frequency. Moreover, its competitive structure with one winner at the end of it will certainly add excitement.

Communicative principles: This card game is highly authentic and personalized one. The learners are not only supposed to refer to their own experiences and express their own ideas, they also apply the very authentic process of telling someone about their past experiences. Consequently the language they use will be very authentic and will correspond to the language they use in their real lives.

Analysis of the homework 1- “drawing a logo”:

Grammatical Objective: notion of “experience”

Activity Type: individual, drawing activity

Learning Aim: The logo should remind students of the concept and typical contexts of the notion of “experience”.

Cognitive learning stage: Drawing a logo for a certain notions is clearly part of conceptualization. It refers to making generalizations about grammar. In order to successfully draw a meaningful logo, learners have to comprehend the overall message of the notion and build a hypothesis about the nature

Pedagogical Principles: Pupils have to become mentally active to a very high degree because they have to consider and understand the whole concept in order to draw a meaningful logo. As far as the “true sentence” is concerned, they have to know the rules how to form the present perfect tense and use the past participle. Another positive aspect of this exercise with regard to the age of the learners is that they might enjoy drawing their own logos and being creative.

Communicative Principles: Writing sentences which are actually true about themselves and applying their own approaches towards the notions implies strong personalization of the exercise. Consequently the language they use as well as the process of formulating their example sentences will be authentic to a very high degree.

Analysis of task 2.1 “I’ve /never..(lost an umbrella)” card game:

Grammatical Objective: To practice the notion of “experience” and the form of the past participle

Activity Type: Oral, group-work, game

Learning Aim: Becoming confident with using the notion of experience orally.in a playful way, practicing the past participle

Cognitive learning stage: On the one hand this activity supports the internalization of rules and the making of generalizations about underlying rules and hence belongs to the learning stage of conceptualization .On the other hand it also focuses on the skill aspect of language use in oral production and helps to consolidate concept formation. Consequently it is part of proceduralization stage as well.

Pedagogical principles: Students have to become mentally active and use their own, personalized imagination and perspectives. They have to consider what their colleagues might have already experienced and thus the extent to which the use of the notion of “experience” becomes stored in their memories much more efficiently. They will also enjoy doing the activity because of its competitive game-like structure and will experience feelings of success when doing it. Moreover, students apply social learning and practice oral communication in their small groups.

Communicative principles: This exercise is a classic example for the use of authentic language. The whole activity is based on things students have already experienced in their own lives and corresponds to the language they would use in their real world as well. Since the sentences pupils have to form are about themselves or their colleagues the activity is also personalized.

Analysis of task 2.2 (“So NOW I KNOW- presentations”)

Grammatical object: Practising the notion of experience and Past Tense for more detailed information.

Activity type: Oral/ (written), group-work, presentation

Learning Aim: Becoming more and more confident with the use of the Present Perfect and its 'experience'-notion as well as with the Past Tense in a cognitive- but especially- in an oral way. The productive skills as well as the receptive skills get supported. In addition to this, it is a further chance to make them aware of the “...so now I know”- aspect. And they practise and conceptualise the difference between Present Perfect and Past Tense again.

Learning stage: This activity focuses especially on oral language production in a pedagogically guided way. There is more focus on meaning and messages than on grammar rules. Therefore, it belongs to the stage of proceduralization. Due to the aspect we mentioned under 'learning aim' this task is also part of conceptualisation stage.

Pedagogical principles: This task requires much mental activity since our students have to think of interesting experiences, then they have to discuss them and finally they have to compromise about *the* five/six best ones they want to present. Finally, they have to present their work orally. At the same time the other students are listening to the presenters, which means that they also notice subconsciously how the Present Perfect sounds like in use. As a result, students practise the notion of experience as much as possible. A further advantage of this activity is that students get the chance to represent their *own* world. Due to this fact, the motivation is rather high as well because it is always fun to talk about interesting things they have experienced together; and when the presentations take place the whole class can share them, which is that “Ah, yeah... that was cool”- effect; therefore, the fact that they work in groups and afterwards all students in class is very important.

Communicative principles: This exercise is a good example for the use of authentic language. The activity is based on things students have experienced together. In addition, it corresponds to the language they would use in their real world as well when they want to talk about experiences and want to describe them in more detail. As mentioned above students have the chance to represent their world, which means that this is a personalized activity.

Analysis of homework 2- “write a dialogue!”:

Grammatical Objective: notion of “experience”, zooming in- use of past tense simple

Activity Type: Expand cue words into dialogues, individual, written

Learning Aim: Students practice the use of the present perfect tense for expressing “experience”. They also practice the using the past tense simple for more detailed descriptions in the dialogues when they “zoom in”.

Cognitive learning stage: This exercise both supports conceptualization as well as proceduralization. In the first part learners have to follow the cues in brackets and make generalization about the rules concerning the use of either present perfect or simple past tense. They must comprehend the overall message and build a hypothesis about the nature of this concept. Part two of this homework task rather

relates to the skill aspect and links competence to performance. Students encode their own ideas in this second part, which is another typical trait of proceduralization.

Pedagogical/ Communicative Principles: As this homework task fosters two different learning stages with differing purposes we have to distinguish between the two parts. While for the first part students have to simply obey the preceding example and complete the dialogue, the depth of processing is much greater when they have to come up with their own text in the second part. The same is true for personalization and authenticity. Only in the second part of the task students have to apply their own schematic constructs and are allowed to express their own ideas using language they would use in real life.

This activity shows very clearly that there is no urgent need to fulfill all the criteria and principles arising from the C+C grammar teaching. It is much more important to be aware of the requirements of the individual learning stages of certain tasks and focus on them, rather than on trying to meet all criteria.

Analysis of task 3.1 “dictogloss”:

Grammatical Objective: Comparison/ demonstration of different tenses

Activity Type: “Dictogloss”-dictation

Learning Aim: Raising awareness for different tenses, causing students to reflect actively about appropriate tense use

Cognitive learning stage: Students have to reflect on the individual notions. This again consolidates concept formation. Students do not only have to know grammar, they have to use it under “controlled” conditions; the learning stage is thus proceduralisation.

Pedagogical principles: Students have to become mentally active and try to remember all the sentences they have heard. They have to apply their schematic constructs and determine the most appropriate tense use in each case they cannot remember completely. Trying to complete the whole text in pairs might be motivating for the students and they may experience the desired “AHA-effect”. This activity also requires peer learning and by that supports peer learning including a social aspect of accomplishing a task through teamwork.

Communicative principles: The content of the activity deals with a trip to America. While only some of the pupils may have actually been to America, all of them have been on a trip somewhere and thus I would describe the language used in the dictogloss at least partly authentic. There is of course little

context behind this exercise; all the students know in advance is that the text is about Sue who has been to America. For this kind of activity, however, context is not crucial and would not contribute much to the learning aim.

Analysis of task 3.2 (“Find questions you want to ask your teacher”)

Grammatical objective: notion of experience, Present Perfect Simple

Activity Type : pair work, teacher answers questions asked by the class

Learning Aim: Practising the notion of experience in an authentic way.

Cognitive learning stage: This task does not look like a typical grammar exercise since they focus

on meaning and not really on rules, however, it is a guided task; therefore, the learning stage is proceduralisation.

Pedagogical principles: This task requires mental activity since our students have to come up with the most interesting and trickiest questions. With respect the commitment filter the motivation will be rather high. Students at this age really want to know something about their teachers. In this case they are allowed to ask what they want and they will try to find out as much as possible. They are even allowed to ask about crazy or embarrassing things. This is rather motivating and great fun. In addition, working in pairs does not only enhance the commitment filter, it also gives them the chance to discuss, to talk and to come up with very good and interesting questions; therefore, our students **use** the Present Perfect and **hear** the tense in use.

Communicative principles: This task is a good example for dual processing since students have the opportunity to represent the world. They think of interesting questions because they really want to know something. We are talking about real things- about me (teacher). This task represents daily conversations in which people ask if someone has done, seen,... something. In addition to this, it is a task-based activity with an end product and personalized since students are allowed to talk about things they are interested in.

Analysis of task 3.3 (“The most interesting guy in class”)

Grammatical objective: Using the Present Perfect Tense and Past Tense correctly.

Activity Type: interview

Learning Aim: Use Present Perfect Tense and Past Tense in an open context where the focus is on

meaning and not on grammar.

Cognitive learning stage: This task is not guided. Our students just know that they have to talk about experiences. They use grammar and focus on messages; thus, the learning stage is performance.

Pedagogical principles: This task requires much mental activity since students really have to carry on a real conversation. They cannot really prepare themselves and have to be flexible, have to react and have to be spontaneous. In other words: This is like every day communicative events. Also in terms of *this* activity, the level of motivation is rather high since they can interact with their classmates, can talk about their most remarkable experiences and are exposed to competition. Due to the fact that the assignment says “You are just allowed to choose a person who is at least 6 six steps away from your seat” we make sure that they talk to another person and not always to the person next to them.

Communicative principles: Due to the fact that our students carry on real conversations, interact with their classmates and talk about their personal things this task is not only authentic, but also personalized. The whole activity is based on things students have already experienced in their own lives and corresponds to the language they would use in their real world as well. In addition to this, it is embedded in a clear and real context.

Analysis of homework 3- “on holiday with best friends”:

Grammatical Objective: notion of “experience” “not yet experienced”

Activity Type: written, individual letter to parents

Learning Aim: Students should practice using present perfect tense- “experience” in written production and also practice telling “what they have not yet done” so far.

Cognitive learning stage: The exercise focuses on the skill aspect of language use and students have to come up with utterances which encode their own ideas; thus this homework task fosters proceduralisation.

Pedagogical principles: Learners have to apply their own schematic constructs and become mentally active since they only get a few hints and then have to think about their own experiences. The task and its layout might motivate students and is much more “entertaining” than e.g. traditional gap-filling exercises

Communicative principles: Since the students get only very few examples they have to come up with their own personalized ideas from their own perspectives and will use very authentic language and might even refer to actual holiday they were on in the past. The process of writing a letter to their parents is a very authentic as well.

Analysis of testing task- “favorite star”:

Grammatical Objective: notion of “experience”, article writing

Activity Type: test: written, essay

Learning/Testing Aim: (practicing the) present perfect tense in written production

Cognitive learning stage: Apart from the fact that this activity is supposed to test learners, it supports the development of procedural knowledge and relates to the skill aspect of the use of the “experience” notion through written production. Accordingly, this testing exercise belongs to proceduralisation.

Pedagogical principles: Students have to link their own schematic constructs and knowledge about their favorite stars with their ability to use the present perfect tense and express the “experience” notion. Despite the fact that this is a testing exercise, students would probably like writing about their own favorite stars and exaggerating or inventing things about them.

Communicative principles: Students are able to express their own ideas and write about their own favorite stars. They are allowed to exaggerate and include their own perspectives; hence this testing activity can be described as personalized. While the language they use to describe the experiences of their chosen star won’t relate to their own lives, the process of describing people is a very authentic one.

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Appendix

Task 1.3

CARD GAME: Place all the cards in a random order in front of the players.

The youngest player starts: Take one card and look at the picture. How many times have you done/experienced the following? **Never - once- twice - three times - several times - lots of times.** If you have made the experience at least once- you are allowed to keep the card. After giving your answer choose another player and ask him/her how often s/he has made that experience. If the person has done/experienced it more than once it is his/her turn; otherwise you are allowed to continue. The player with the most cards wins.

! Make sure your sentences begin with “(Yes) I have ...” / (No) I have never ...”

! Make sure your questions begin with “Have you ever ...?”

go in an aeroplane	swim in a river
stay up all night	milk a cow
break an arm or leg	cook a meal
fail an exam	see a poisonous snake

play a computer game	be to France
be to England	be to America
meet a famous person	read a work by Shakespeare

read “Harry Potter”	watch “Harry Potter”
annoy a teacher	buy a present
ride a bike	be to a soccer game
play soccer	listen to Jazz music

listen to Pop music	watch a boring film
read a boring book	play basketball
write a postcard	water the plants
draw a picture	have a boyfriend/girlfriend

fly in a helicopter	catch a fish
ride a horse	buy something very expensive
see an accident	paint a wall
find any money	win a prize

forget to do the homework	be in a fist fight
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Task 2.1

The “I've never ...”- Game

Instructions for the TEACHER

1. Ask the students to get into groups of 4 or 5 people. Ask the groups to get a piece of paper and a pen or pencil. Assign a score keeper for each group.

2. Give each group one set of cards, and ask the students to put the cards in a pile face down.

3. Students take turns taking a card from the pile and making a sentence starting with “I've never ...”. Then, they complete the sentence using the past participle of the word from the card.

Their task is to make sentences that they think the others in the group have not experienced.

For example: lose

I've never lost an umbrella.

4. The speaker receives one point for each person who has had the experience in the group.

(For example, if two people say they have lost their umbrella, then the speaker gets two points. The scorekeeper in the group keeps track of the points.)

5. Continue until there are not any cards remaining. The person with the least points is the winner.

The “I've never ...”- Game

1. Get a piece of paper and a pen.
Then choose a score keeper for your group.

2. Put the cards in a pile face down.

3. The oldest player starts. Take a card from the pile and make a sentence starting with “I've never ...”. Then, complete the sentence using the past participle of the word from the card.

The task is to make sentences that you think the others in the group have not experienced.

For example: lose

I've never lost an umbrella.

4. The speaker receives one point for each person who has had the experience in the group.

(For example, if two people say they have lost their umbrella, then the speaker gets two points. The scorekeeper in the group keeps track of the points.)

5. Continue until there are not any cards remaining or your teacher says that time's up. The person with the least points is the winner.

be	lose	go	drink
live	visit	play	drive
meet	be	listen	write

ride	eat	buy	see

watch	find	have	cook
win	give	fall	break

send	feel	travel	hear
be	read	make	kiss

Task 3.1

Present Perfect Tense: Experience

1) Instructions for the TEACHER

Dictate the following text to the learners at high speed. They should be able to take notes, but not write the whole text. Then the learners work in pairs or small groups and try to reconstruct the text. This will most probably lead to interesting discussions concerning the use of the tenses in the original text.

For DICTOGLOSS: Postcard

Dear Sue,

You won't believe it, but I am in New York with my class. I am having the time of my life. We've seen so many great things, I don't know where to start. We've taken a boat trip around Manhattan, we've been on top of the Empire State Building and we've eaten dinner in Chinatown. We've even been to a gospel service in Harlem. Awesome! Last night we were on

Times Square and lost 3 of our class. The teacher stayed as cool as a cucumber -- and she was right. The 3 guys turned up at the hotel an hour later. They had been so busy looking up at the lights that they had not seen us walk down to the subway.

See you soon.

X

2) Instructions for the students:

Postcards: Dictogloss:

Sue has written a postcard from New York. Listen and write down as many details as you can possibly catch. Then work with a partner and reconstruct the text on the postcard exactly as you have heard it.