Grammar Module 2 (GM2)

The Why and How of grammar teaching (approx 2.5 hours + pre-course task)

Resource 1: Trainer’s overview (see also Trainer’s notes to accompany PowerPoint)

| **Section** | **Training Objectives** | **Activities** | **Suggested Timing** | **Resources** | **Notes** |
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| 0 | Preparation for the Training Module | Before attending the training session, teachers should be asked to reflect on at least one activity they have done in their class and to consider whether it is pre-communicative, communicative, authentic, and how they have approached grammar and error correction (see **Resource 4**). | To be completed in the week prior to the training |  | Teachers should have begun to consider what they understand by the terms ‘communicative’ and ‘authentic’. They may be less familiar with the term ’pre-communicative’ but this will become apparent in the course of the training session. |
| 1 | To outline module content  To explain session objectives and expected outcomes | * 1. Go through the content of the module and explain the purpose, Slide 2 provides the link between Module 1 and Module 2.   2. Ask the group to focus on how this could affect their approach to grammar teaching and ‘authenticity’. | 10 mins | [**GM2 Resource 2**](GM2%20Res%202%20Ppt%20Grammar%20teaching%20why%20and%20how%20FE%20J.pptx)  **(PowerPoint slide 2)** | Briefly set the training in context:   * Ask group to reflect on their own understanding of communicative language teaching * How does this relate to authenticity? * Does everything have to be ‘authentic? * Does this have implications for target language use |
| 2 | To discuss a definition of ‘communicative language teaching’ | 2.1 Give teachers statements about communicative language teaching (**Resource 3**) and ask them to agree or disagree. Possibly rank order.  (See **Resource 2a – Trainer’s notes**)  2.2 Discuss whether communicative and authentic mean the same thing.  2.3 Consider other questions suggested in Trainer’s notes. | 30 mins | [**GM2 Resource 3**](GM2%20Res%203%20Statements%20about%20grammar%20FE.docx)  **(Statements about grammar)**  [**GM2 Resource 2**](GM2%20Res%202%20Ppt%20Grammar%20teaching%20why%20and%20how%20FE%20J.pptx)  **Powerpoint Slide 3 and**  [**GM2 Resource 2a**](GM2%20Res%202a%20Trs%20Ppt%20notes%20FE.docx) **(Trainer’s notes)** | This discussion should not be rushed as the rest of the training session will depend on a shared view of what is understood by the term ‘communicative’ language teaching, how this relates to ‘authenticity’ and its implications for grammar teaching and target language use. |
| 3 | To consider how possible/desirable it is to teach grammar in context | 3.1 Discuss the potential conflict between cognitive maturity and linguistic competence.  3.2 Invite teachers to suggest how this could be overcome.  3.3 Consider suggestions on **Slide 5**, and add others. | 20 mins | [**GM2 Resource 2**](GM2%20Res%202%20Ppt%20Grammar%20teaching%20why%20and%20how%20FE%20J.pptx)  **(Powerpoint Slide 5) and**  [**GM2 Resource 2a**](GM2%20Res%202a%20Trs%20Ppt%20notes%20FE.docx) **(Trainer’s notes)** | This discussion raises the issue of artificial grammar exercises in preparation for more ‘authentic’ tasks.  Differentiation is also central and how to allow more freedom to able students within a controlled framework. |
| 4 | To share and discuss pre-course activity | 4.1 Invite teachers to work in groups and discuss the lesson/ activity they reflected on in preparation for the course.  4.2 Has what they have heard so far changed the way they view that activity?  4.3 Invite feedback from groups if they wish to give it. | 20 mins | [**GM2 Resource 4**](GM2%20Res%204%20Pre-course%20task%20FE.docx)  **(Pre-course activity)** | Teachers may not wish to share their pre-course reflections with the whole group at this stage, so probably better not to insist. |
| 5 | To discuss attitudes to error across the four skills | 5.1 Discuss whether we put the same emphasis on grammar in reading and listening activities.  5.2 If not, why not?  5.3 Discuss the different causes of error and whether they should be viewed/treated differently.  5.4 Invite teachers to work in groups and discuss the errors in **Slide 6** – the possible causes and how they would deal with them.  5.5 Consider whether the attitude to error is dependent on the aim of the task (**Slide 7**). | 20 mins | **GM2**  **Powerpoint Slides 6–7** | Constructive approach to error could be the topic of an entire day’s training, so the time devoted to it here will largely be ‘awareness raising’ and airing a few issues. |
| 6 | To draw a few conclusions from the discussion so far before looking at some examples of how grammar could be taught in a communicative context | 6.1 Show each of the statements in turn and invite comment. Alternatively invite teachers to work in groups and decide which of them they agree with and which they don’t.  6.2 Ask groups (or individuals) to add a conclusion of their own. | 10 mins | **GM2**  **Powerpoint Slide 8** | These conclusions can be changed by the trainer if required. |
| 7 | To consider examples of tasks which give scope for grammar practice in meaningful contexts. | 7.1 Look at each example given and discuss whether it would provide a context which could be of interest to students.  7.2 Invite teachers to suggest how they would build up to each of these activities using pre-communicative exercises.  7.3 Invite teachers to work in groups and devise an activity for grammar in context which would suit the cognitive maturity and interest of a defined group of students. They should explain how they would build up to it with pre-communicative activities (see Trainer’s notes). | 20 mins + | [**GM2 Resource 2**](GM2%20Res%202%20Ppt%20Grammar%20teaching%20why%20and%20how%20FE%20J.pptx)  **(Powerpoint Slides 11–19) and**  [**GM2 Resource 2a**](GM2%20Res%202a%20Trs%20Ppt%20notes%20FE.docx) **(Trainer’s notes)** | These activities are just suggestions which could be adapted to suit age and interest of the students. Teachers should be encouraged to see them as such and to think how they could use the same sort of activity in a different context. |
| 8. | To review the training module | 8.1 Has this changed your thinking about grammar teaching in any way?  8.2 Has it encouraged you to think differently about communicative activities and authenticity?  8.3 Will it change your practice in any way? | 10 mins |  | You may wish to devise your own evaluation form for the training. |