Grammar Module 1 (GM1)

What is Grammar? (approx. 2.5 hours + pre-course task)

Resource 1: Trainer’s overview (see also Resource 2a: 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 session teachers should be asked to do a web search on ‘grammar’ and see how many different types of ‘grammar’ they can find. They should then consider which of these are relevant to MFL teaching**.**  See **Resource 5**. | To be completed in the week prior to the training | **Internet access**  [**GM1 Resource 5**](GM1%20Resource%205%20Pre-course%20task%20FE.docx) **(Pre-course task)** | The internet has been suggested as the source of information as it is assumed that this will be available to all teachers. The same information can obviously been found in books such as *An Introduction to Language* by Fromkin and Rodman (see suggested further reading). |
| 1 | To outline module content  To explain session objectives and expected outcomes | 1.1 Go through the content of the module and explain the purpose. (Title slide of PowerPoint sums this up.)  1.2 Give each small group the cards with quotes about language (**Resource 3**). Ask them to divide them into those which refer to L1, those which refer to L2 and those which could be either. (Answer sheet is provided for trainer! – **Resource 3a**) Discuss whether the L1 quotes could be relevant to L2.  1.3 Ask the group to consider how this could affect their teaching of MFL. | 20 mins | [**GM1 Resource 2**](file:///C:\Users\Helen\Dropbox\Pedagogy\6%20Grammar%20module%201\GM1%20Res%202%20Ppt%20FE%20J.ppt)  **(Slides 2–4)**  [**GM1 Resource 3**](GM1%20Resource%203%20Quotes%20FE.docx)  **(Quotes about language)**  [**GM1 Resource 3a**](GM1%20Resource%203%20Quotes%20+%20Answers%20FE.doc)  **(Quotes + answers)** | Briefly set the training in context:   * Ask the group to reflect on their own understanding of grammar in the wider linguistic context. * How could this be relevant to their MFL teaching? (See activity using quotes about language.) |
| 2 | To raise awareness of different definitions and uses of the word ‘grammar’. | 2.1 Discuss the definition which an MFL teacher may give of grammar.  2.2 Share some of the other definitions which they have come across in their research before the session.  2.3 Go over the most significant theories of grammar in the last 100 years or so. | 20 mins | [**GM1 Resource 2**](file:///C:\Users\Helen\Dropbox\Pedagogy\6%20Grammar%20module%201\GM1%20Res%202%20Ppt%20FE%20J.ppt)  **(PowerPoint slides 5–7)**  [**GM1 Resource 2a**](file:///C:\Users\Helen\Dropbox\Pedagogy\6%20Grammar%20module%201\GM1%20Res%202a%20Trainer's%20Ppt%20notes%20FE.docx)  **(Trainer’s Ppt notes)** | These slides provide the opportunity to delve a little more deeply into the relationship between language and grammar beyond the confines of the MFL classroom.  Suggestions for further reading are provided at the end of these notes. |
| 3 | To focus on the ‘prescriptive grammar’ which MFL teachers generally favour. | 3.1 Discuss the definition of prescriptive grammar (**Slide 8**) and consider whether that is the only one relevant to MFL teaching.  3.2 Invite discussion on whether learning grammar in a prescriptive way can be compared with learning to play the piano (**Slide 9**).  3.3 Look at quotes in [**Resource 4**](GM1%20Resource%204%20Quotes%20on%20grammar%20FE.docx) and invite discussion. Discuss the questions posed in **Slide 9**.  3.4 Consider David Crystal’s statement about grammar (**Slide 10**) and compare it with the definitions given in Slide 3. | 20 mins | [**GM1 Resource 2**](GM1%20Res%202%20Ppt%20FE%20J.ppt)  **(PowerPoint Slides 8-10)**  [**GM1 Resource 2a**](GM1%20Res%202a%20Trainer's%20Ppt%20notes%20FE.docx)  **(Trainer’s Ppt notes)**  [**GM1 Resource 4**](GM1%20Resource%203%20Quotes%20FE.docx)  **(Quotes)** | Do you agree with the importance of grammar as outlined by David Crystal or is it overstated? |
| 4 | To consider the function of grammar rather than the definition | 4.1 Invite teachers to work in groups and suggest some reasons why grammar is important.  4.2 Show **Slides 11–13** and add any other points that have arisen from group discussions. | 15 mins + | [**GM1 Resource 2**](GM1%20Res%202%20Ppt%20FE%20J.ppt)  **PowerPoint Slides 11–13**  [**Trainer’s notes**](GM1%20Resource%202%20Trainer's%20notes%20for%20Ppt%20FE.docx) | Some of these points may be more relevant to FL1 than FL2 where expectations may be different.  It may be worth considering which points are relevant only at higher levels and for particular purposes. |
| 5 | To consider the relationship between communication and accuracy | 5.1 Invite teachers to discuss the questions on **Slide 14** and share reactions.  5.2 Ask groups to consider relevance of points raised to different situations. | 20 mins | [**GM1 Resource 2**](GM1%20Res%202%20Ppt%20FE%20J.ppt)  **PowerPoint Slide 14**  [**Trainer’s notes**](file:///C:\Users\Helen\Dropbox\Pedagogy\6%20Grammar%20module%201\GM1%20Resource%202%20Trainer's%20notes%20for%20Ppt%20FE.docx)  **Youtube clips** | 1. This slide opens up the discussion of when to correct and when to allow communication to be the criterion for success.  It will be important to consider the motivation and purpose of the FL2 speaker.  The question of whether or not to correct will also depend on the nature of the task.  2. Look at the Youtube clips of Blair and Obama.  Consider why speaking the other language was important. (See trainer’s notes for web links.) |
| 6 | To explore the commonly held belief that some languages are easier to learn than others | 6.1 Give teachers cards with different languages and ask them to rank them according to how easy or difficult they are to learn for a native English speaker. Would the order be different for speakers of e.g. Swedish, Chinese? (Trainers may decide not to use this activity.)  6.2 Show Roger Bacon’s quote (**Slide 15**). Discuss the notion of Universal Grammar.  6.3 Discuss the value of contrastive linguistics.  6.4 List areas of potential difficulty for Fr/Ger/Sp and consider whether these are due to difference in FL1 and FL2.  6.5 Discuss affective factors (see Trainer’s notes). | 20 mins + | [**GM1 Resource 2**](GM1%20Res%202%20Ppt%20FE%20J.ppt)  **PowerPoint Slides 15–18**  [**Trainer’s notes**](GM1%20Resource%202%20Trainer's%20notes%20for%20Ppt%20FE.docx)  Cards (these will need to be made) | 1. The notion of Universal Grammar may need some explanation.  2. Discuss whether contrastive linguistics and affective factors should influence language offered to students. |
| 7 | To consider whether there is progression from the objectives of KS2 to KS3 | 7.1 Discuss whether KAL and LLS from KS2 are acknowledged in KS3.  7.2 Discuss importance of Intercultural Understanding (IU) in dealing with affective factors. | 10 mins | **[GM1 Resource 2](GM1%20Ppt%20FE.ppt)**  **[PowerPoint slides 19–20](GM1%20Ppt%20FE.ppt)** | You may wish to take off the titles and invite teachers to guess where the statements came from. |
| 8 | To review the training module | 8.1 Refer the group back to the outcomes suggested in 1.2 above. To what extent have these been met?  8.2 Will this change your approach to teaching grammar in any way? | 10 mins |  | You may wish to devise your own evaluation form for the training. |