



# ALL CONNECT – KS3 PROGRAMME

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## GRAMMAR

- This is the version for use by a Trainer
- Welcome and introduction      2 minutes

**Next slide**



## Comments from KS3 &KS4 pupils



What is this *der, die, das* stuff anyway? (Year 10 boy in fourth year of learning German)

*Si tuviera mucho dinero....* seen in a Year 11 pupil's exercise book. "We've learnt this as a set phrase. I know it's the imperfect subjunctive, but I want to know how to form it so that I can make sentences for myself with other verbs." When told it was formed from the third person plural of the preterite tense, she said, "I understand what you mean, but I haven't learnt all of the forms of the preterite either."

"She keeps showing us lists of verbs, but I don't understand what we're supposed to do, you know, all of them endings, je and that... is it to do with male and female?" Year 8 boy, in second year of learning French,

Ask the delegates to look at these three statements and to comment on the sort of language learning experience these pupils are having.

2 minutes

**Next slide**



## In this module we will look at:



- The rationale for teaching grammar
- Stages of grammar learning
- Applying grammar in teaching and learning
- Use of the target language in grammar teaching.

1. Allow delegates a few moments to read the slide and then give a brief explanation of each bullet point. These will be the main areas of focus for this module.

The rationale for teaching grammar

Stages of grammar learning

Applying grammar in teaching and learning

Use of the target language in grammar teaching.

1 minute

**Next slide**



## What this module does not do:



- recommend a particular way of teaching grammar
- assume a particular level of grammatical competence from you
- put you on the spot as individuals

1. Emphasise that we are not going to question them on their competence and confidence in the grammar of the languages they teach. But we should acknowledge that different generations will have had different experiences; indeed our experience will also depend on the school we attended. It might be worth asking them, however, who loves grammar.

1 minute

**Next slide**



- Language teachers are particularly sensitive about grammar. Every generation has a different experience and different attitudes towards it, both personal and professional.
- This session is not about one way of teaching grammar, but about how we can teach it effectively.
- Using different strategies is likely to achieve the best results.

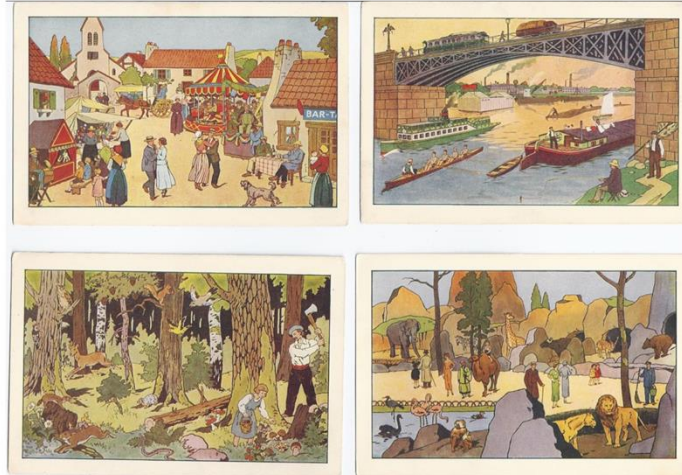
This slide reinforces the message of the previous slide.

1 minute

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## Rationale



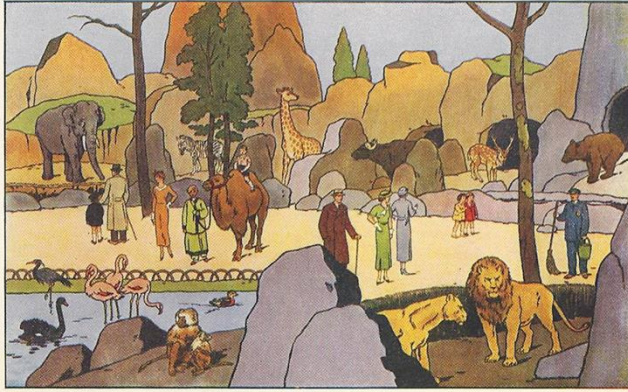
The archaeology of language teaching

Show this slide and explain that the pictures come from a series of vocabulary cards relating to different aspects of French life and culture. They date from the 1920s or 1930s, but apart from the obvious functions of teaching vocabulary in context and seemingly culturally correct (was there stereotyping 90 years ago?), there are no clues as to what they were used **for**. Like many archaeological artefacts, we can surmise that they were part of a language teachers' panoply of resources, but we can only guess at their part in the structure of the lessons – grammar, translation, speaking, reading. 1 minute

**Next slide**



## Rationale



### LE JARDIN ZOOLOGIQUE

la bête	la bosse
le lion	le dos
la crinière	le pied
la gueule du lion	le poil
la queue	un Arabe
la lionne	le turban
la barrière	le licou
un ours	la mare
le musée	le gazon
la caverne	un arceau
le cerf	le cygne
la corne	le bec
le buffle	le canard
la girafe	le flamant
le cou	le héron
la tache	le singe
le zèbre	le petit du singe
la raie	la patte
un éléphant	le spectateur
la trompe	la canne
la défense	les petits enfants
une oreille	le gardien
un oeil	le balai
la peau	le seau
le chameau	les rochers <i>m</i>

The archaeology of language teaching: le jardin zoologique

Show this slide and ask the participants to discuss how they think the cards might have been used. Ask them to come up with ideas on where the grammar fits in.

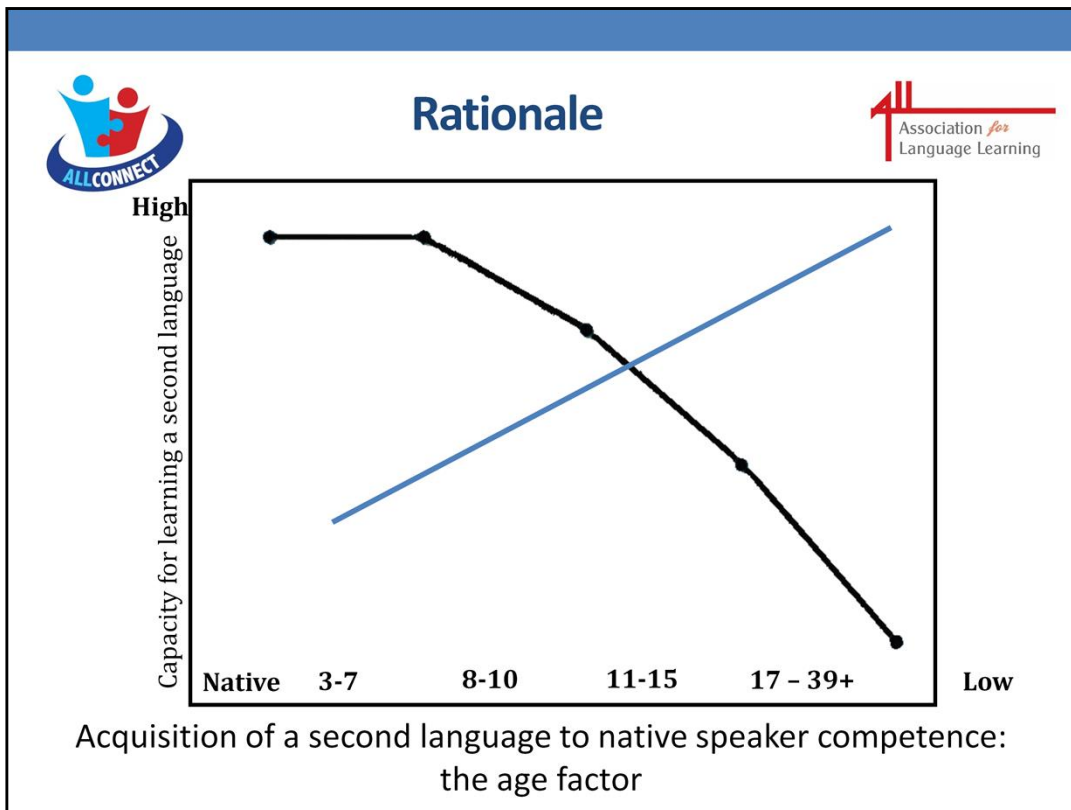
2 minutes discussion and 2 minutes for feedback.

You may get comments such as:

- adding verbs (in different tenses) to create sentences to describe the picture
- changing the articles as appropriate (definite to indefinite)
- using prepositions (and any necessary modifications to articles that follow)
- adding adjectives to describe the nouns given

4 minutes

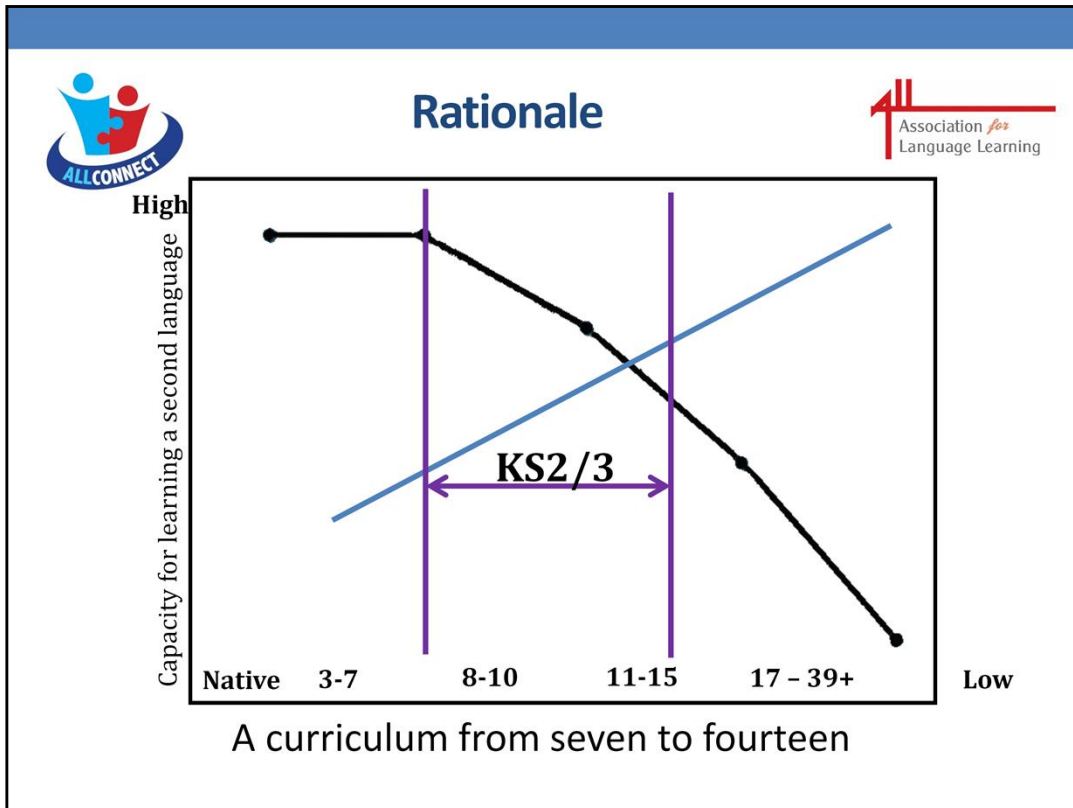
**Next slide**



Learning a second language has different stages. Children are able to acquire a second language to native speaker proficiency up to about the age of 7, provided that a) they hear the language regularly and b) the method reflects the way they have learnt their mother tongue. From the age of about seven, the child's capacity for learning a second language in this way diminishes. That doesn't mean that older people are incapable of learning other languages! It does mean, however, that we cannot use a top-down model which expects that the learner will internalise rules and structures without explicit teaching of the grammar. The blue line represents metacognition (not a straight line in reality!) From about the age of five, children begin to acquire metalinguistic awareness, that is they become aware that language has rules. Indeed in Year 1 literacy lessons, rules begin to be taught explicitly, for example, parts of speech. As the brain develops it makes hypotheses based on stored experiences and develops further its ability to make generalisations about patterns. This means that we can exploit the brain's ability to do this, by incorporating into our teaching explicit references to grammar and syntax. But, note also, that our target audience, KS3, covers a period where the learners still retain some ability to react to language as a young learner did. If this were not the case we would not have examples of 15 year olds showing outstanding linguistic ability. We should remember, too, that highly motivated adults are capable of learning a second (or third, or fourth etc. language) to an almost native speaker level of competence. To clarify, then, acquisition refers to learning a second language in the same way as a child learns his or her language: it is knowing **how**. Learning means knowing **what**, and this implies grammar.

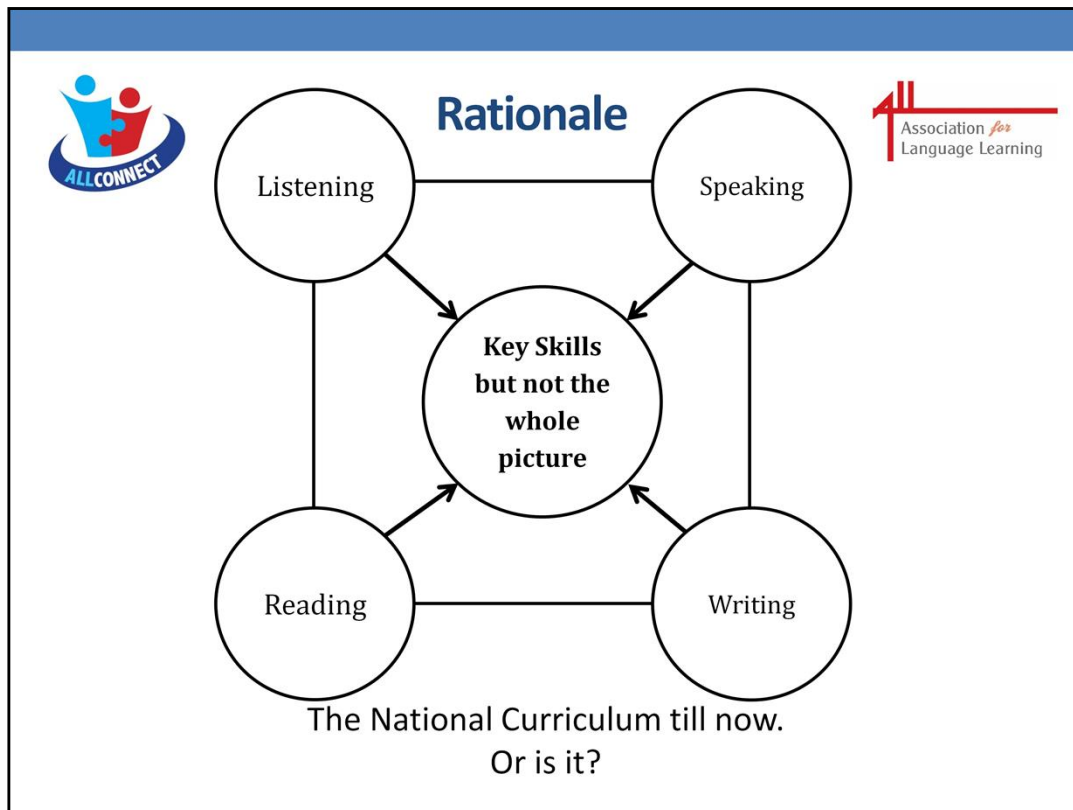
2 minutes  
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Note the period between 7 and 14 covers Key Stages 2 and 3. If we were planning a continuous curriculum across the Key Stages, what would it look like? Would it be fair to say that children in Key Stage 2 should experience the same sorts of activities we would plan for older learners, or not? If the continuous curriculum were in place, children in Years 6 and 7 would be half-way through their compulsory programme of language learning.

1 minute  
**Next slide**



Explain that these were regarded by many as the basis of the old programme of study. In fact it isn't true. They are the attainment targets around which courses have been constructed. The full programme of study describes the competences that a successful language learner should acquire over the three years of KS3. (There is another issue: some people may say that in their school KS3 finishes at the end of Year 8.) Legally, KS3 is three years, and the programme of study was (and is) designed to guide teachers and help them plan progression over three years. It would be wise, if the question arises, to steer colleagues away from a discussion that may deflect you from the focus of the session. Tell them that we are going to refer to the old level descriptors in order to help them relate what they know to what is new. To clarify: the attainment targets are old NC speak for the four skills.

2 minutes

**Next slide**



## Rationale



### The four skills in the new Programme of Study

a) speak coherently and confidently, with increasingly accurate pronunciation and intonation

b) transcribe words and short sentences that they hear with increasing accuracy

c) listen to a variety of forms of spoken language to obtain information and respond appropriately

d) read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture

e) write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

f) express and develop ideas clearly and with increasing accuracy, both orally and in writing

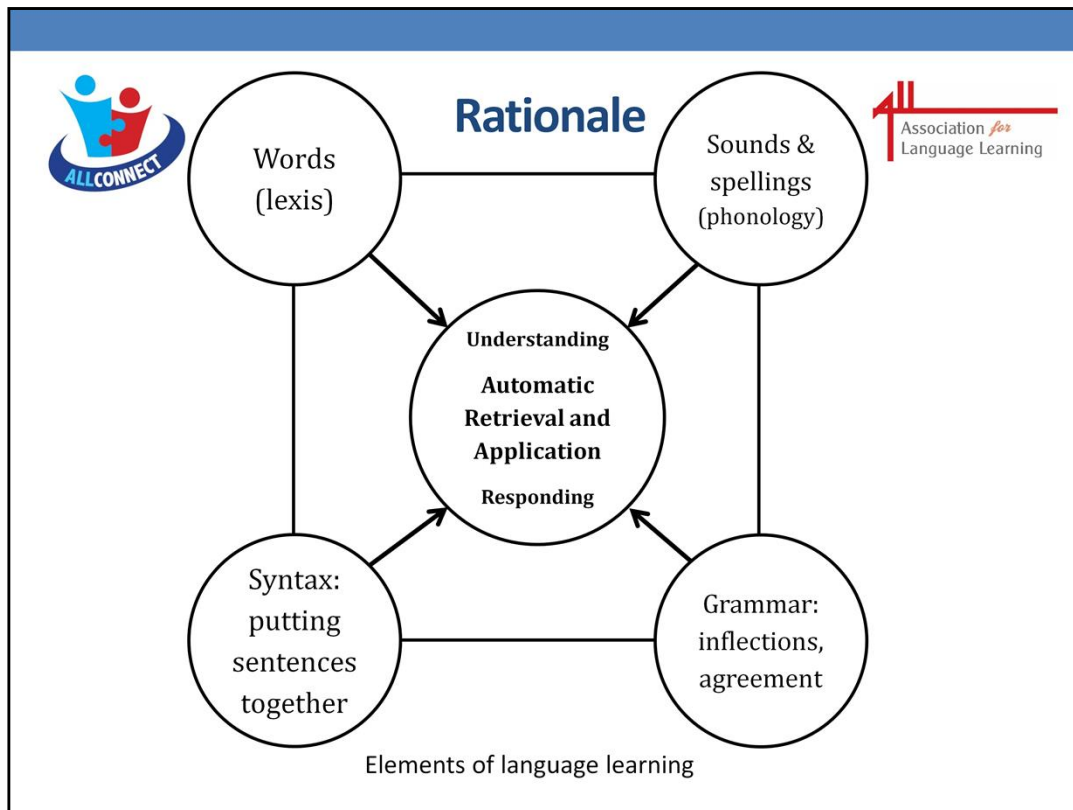
g) initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

h) read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

Ask the delegates to read the statements from the new Programme of Study for KS3 and to allocate them to one (or more) of the old Attainment Targets (Listening, Speaking, Reading Writing). Ask them where they think grammar fits into each statement. The object is to make them feel comfortable that the changes are not so radical that we cannot adjust to them.

5 minutes

**Next slide**



Explain that the four skills (listening, speaking, reading and writing) that we are used to incorporating into our teaching, might not lead to independence and creativity which the Programme of Study demands. They may be interested to know that Part 1 of the old Programme of Study (the Level Descriptors are part 2), which contained much the same ideas as the new PoS), was overlooked in some departments owing to the pressure of measuring attainment. This slide shows the elements of language learning that help to develop the four skills, and also the learner's understanding and increasingly autonomous use of the second language.

2 minutes

**Next slide**



## Rationale



### Lexis: the learner's word store

GCSE learners, at level A2 or B1 in the Common European Framework of Reference for Languages (CEFR) know on average about 850 words.

'A' level learners, at B2 level, therefore, know about 1920 words of French on average.

The figures reveal that vocabulary size is an excellent predictor of the grade that 'A' level students obtain.

Ask the group how many English words they think an “average” 14 year-old has. The answer is: about 25,000 , but this varies enormously. Those of us who work in areas of social deprivation may teach children with a much smaller word-store, and their grasp of English grammar might also be more restricted than that of those who speak and read more confidently and fluently. This will have an impact on how we teach them

1 minute

**Next slide**



## Rationale



### Phonology: the sounds and spelling

Do you incorporate explicit teaching of the sound-spelling link into the early stages of KS3 language learning?

How might this impinge on the learner's grasp of grammar?

Phonology refers both to the phonemes of the language, and to the way in which they are represented graphically. In languages such as French and English, their very opaque system poses significant challenges to the learner, including the application of grammatical rules. We shall look at this later on. (Dictée, slides 32,33). Research in the last 15 years shows that failure to teach younger learners in KS3 the sound spelling links, particularly in French, may lead to confusion and disaffection as learners are prevented from converting what they try to read into the oral mode.

1 minute

**Next slide**



## Rationale



### Grammar: inflections, agreements

Grammar is often thought of in terms of the rules that make a language work as it does, and distinguish it from other languages.

For example,

gender (masculine, feminine, neuter)

number (singular, plural... dual in some languages!)

agreements – adjectives, participles

inflections: conjugations of verbs, declensions of nouns and adjectives

Allow the participants time to read the slide. You may wish to tell them that the brain processes grammar and syntax in different areas.

1 minute

**Next slide**



## Rationale



### Syntax: putting sentences together

This is a simplistic definition, as syntax refers also to the processes inside the brain that interpret and make sense of sequences of words, and enable us to put sentences together according to the rules of the language we are learning.

Examples:

- Position of adjectives in French and Spanish
- Verb sometimes at the beginning of the sentence in Spanish
- Word order in German affected by conjunctions such as *wenn*, *weil*.

For the purposes of this module, syntax is treated as an element of grammar.

Allow the participants to read the slide, and ask for any comments.

2 minutes

**Next slide**





## STAGES of grammar learning



**Noticing:**

Becoming aware of structures and patterns and connecting them to form and meaning

**Structuring:**

manipulating the language, changing forms to express meanings.

learning is still controlled with little spontaneous and creative adjustment

**Proceduralisation, or automatisisation:**

the process of transforming a controlled conscious activity into an automatic unconscious activity through repeated practice, either by incorporating structured exercises into the language lesson, or by repeated exposure or immersion.

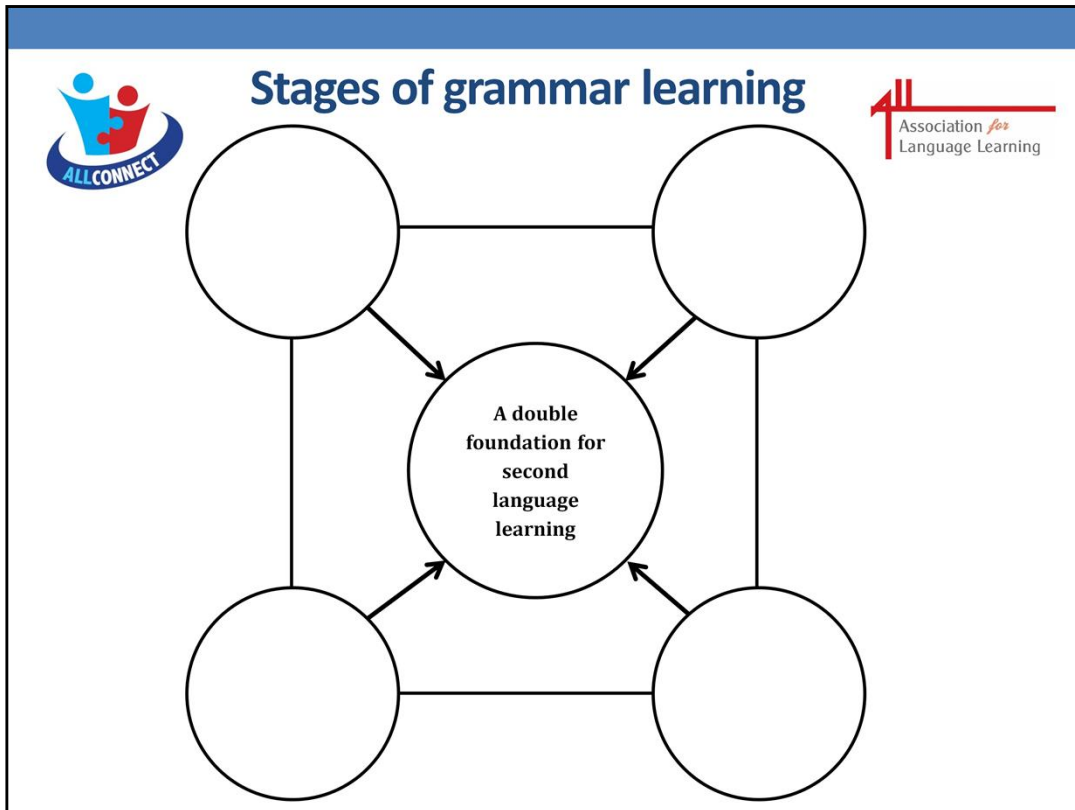
This stage requires the grammar to be retrieved and applied instantly, therefore, tasks should promote both grammatical accuracy and effective communication.

Proceduralisation leads to greater cognitive demands, as learners are forced to react and respond more rapidly to linguistic stimuli – what they see, hear and read.

Show the slide and give the delegates time to read the definitions of the three stages. Explain that the definitions are not the only way to describe the process of learning or acquiring grammar, but that we adopt them to help us to determine the extent to which our learners are applying knowledge about the language and using language learning strategies. Tell them that we will refer to these stages throughout the session. When looking at the definition of Proceduralisation, mention again the challenge facing us as language teachers when we have such a short time to bring the learners to a high level of competence. There is not a moment to be lost!

1 minute

**Next slide**





The combination of the skills – Listening, Speaking, Reading and Writing and the knowledge of how to construct language – Words, Phonology, Syntax and Grammar establish a solid foundation for language learning. The new Programme of Study (and indeed the old one) was designed to develop both the skills and the knowledge .


1 minute

**Next slide**

**Stages of grammar learning**

Listening  
Speaking  
Reading  
Writing



Lexis (words)  
Sounds and spellings  
Grammar  
Syntax

Implications for:  
literature  
spontaneous  
speaking  
translation skills  
extended writing

Implications for

- teaching and learning
- target language
- assessment.

The more these elements combine the more solid is the structure  
What are the implications for language teaching methodology?

Explain that, although the other four modules in the KS3 training programme consider in detail the areas of literature, spontaneous speaking and extended writing, all of these imply a great understanding of the processes that enable the language learner to acquire greater confidence, competence and creativity. Let them look at the grey clouds. The questions are not intended to cause alarm or despondency. In fact, some participants will feel confident and optimistic if the new programme of study implies greater liberty and less direction.

1 minute  
**Next slide**



## Go compare



Compare the level descriptors for Levels 5 and 6 with the new Programme of Study.

Assessing attainment at the end of Year 9.  
What might be the differences?

Give out the sheets Levels 5&6 and the new PoS (two pages) available from the ALL Connect Blog. Ask the delegates to look at the texts in their groups. Ask them to come up with key grammar points they would expect pupils to understand at the second stage (structuring). Do stress, though, that schools will still need to set a bench mark for measuring and reporting attainment in the subject. It might still be called Level 5 or Level 6, but the competences that define it might be different. For example, does the new PoS ask for three tenses and an opinion?

5 minutes

**Next slide**



## Levels 5 & 6 (old PoS)



- In listening a candidate would have to interpret what they hear, using grammatical clues to determine the meaning (since they need to recognise present, past and future events).
- In Reading and Responding learners need to understand and respond to written texts from different sources, and again, at Level 6, they are required to use “context and their knowledge of grammar to work out the meaning of unfamiliar language” The pattern is confirmed with the descriptors for writing at the same levels. They are required to refer to past and future events, use dictionaries and apply grammar in new contexts. They are allowed to make mistakes!

A challenging task might not include all three tenses, though! The inference about understanding grammar is even more relevant if the learner needs to work in a less familiar context. In speaking pupils must give a prepared talk and participate in short conversations. A conversation can't really be considered such if there is no possibility of responding to an unexpected remark.

1 minute

**Next slide**

The slide features a blue header bar. On the left is the 'ALLCONNECT' logo, which consists of two stylized human figures in blue and red. On the right is the 'Association for Language Learning' logo, featuring a red stylized 'A' and the text 'Association for Language Learning'. The main title 'Applying grammar' is centered at the top in a blue sans-serif font. Below the title is a large blue rectangle containing the text 'Oracy and Literacy' in a white, cursive-style font.

Show the video clip of this Year 6 pupil. His class has been learning how to use the partitive article, and the knowledge has been applied to write a story “Jacques le Gourmand” He is reading, not his own work, but that of a classmate, which as you will see, is in the form of a paper book. Apart from the quality of his pronunciation and accuracy of the language, discuss the teaching that has led to the achievement, noting the use of dictionaries and the grammatical understanding. Although this is a KS2 pupil, consider the work from the standpoint of a Year 7 teacher using the new Programme of Study for KS3 and discuss which elements are covered. Try to avoid thinking about the old level descriptors at this point.

What activities might the teacher have planned and led?

By the way, the clip lasts for over a minute. How long is a GCSE presentation?

4 minutes

**Next slide**



## Applying grammar



Using dictionaries and other reference materials

How has dictionary use contributed to the achievement of the Year 6 class (remember the pupil is reading someone else's work) ?

What possible negative effect of dictionary use has the teacher pre-empted?

Do you incorporate the use of dictionaries in your practice?

What are the objections sometimes raised to the use of dictionaries, either from the pedagogic or organisational point of view?

Extend the discussion by inviting delegates to discuss the questions above. You may have objectors who say that the organisation takes up too much time.

3 minutes

**Next slide**



## Applying grammar



### **Key point**

Teaching of grammar must be there from the start. Learners should know how to use dictionaries, not just to find a word, but to interpret it, e.g. recognise that an infinitive may need to be changed; an adjective may need agreement; a noun may need to change its case (and article).

This key point is there to emphasise the need to foster independence from the start and to teach pupils how to interpret and use grammatical markers.

1 minute

**Next slide**





## Applying grammar



To drill or not to drill?

Drilling grammatical structures was commonplace during the 1970s but was discredited as being part of the audio-lingual method. It's a shame, since, unless we practise something systematically and regularly, how can we ever perform it automatically? Consider the skills of an athlete, gymnast, musician, or even a dentist, where the finest movements make a difference to performance and accuracy. It's the same for us in speaking a language. How many times does a child, or an EAL pupil have to hear at structure for it to become automatic? Far, far more than a KS3 pupil in 150 minutes per week or even 100 minutes. Grammar doesn't just happen. So how might we drill without boring them to death? When do we show them what they have been learning? When do we revisit a structure?

1 minute

**Next slide**

The slide features a blue header bar with the title "Applying grammar" in white. On the left is the "ALLCONNECT" logo, and on the right is the "Association for Language Learning" logo. A large black-bordered box in the center contains the text "Les Déménageurs" and a small "primary letterbox" logo in the bottom right corner. Below the box, the text "Is the rest of the class engaged?" is displayed.

Explain that these year 6 pupils are pretending to be removal men. As an article of furniture appears, one calls out the name, e.g. un canapé, then asks where the article is, "Il est où le canapé ?" The other removal man has to look at the list, tap the item and say "Le voilà (or la voilà)" depending on the gender. When do you think the teacher might explore the children's understanding of the structure? Why did the teacher decide to teach the children "Il/Elle est où" rather than, for example, "Où est le/la .."? Ask them whether they think this is a drill. If so, why? Do you think the rest of the class is engaged? What had the teacher done to ensure their attention?

3 minutes

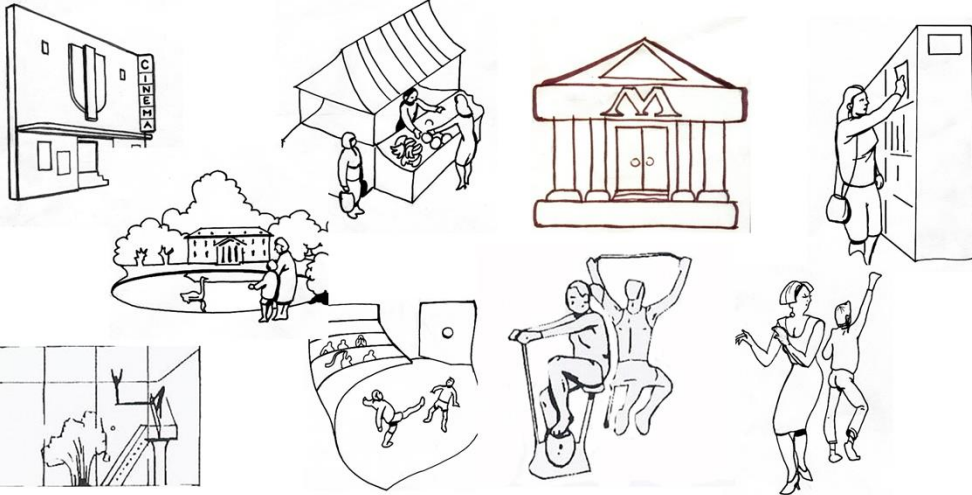
**Next slide**



## Applying grammar



Look at the images and use the verb 'to go' to make sentences. Do this as quickly as you can in your preferred second language.



Explicit teaching leads to hypotheses about rules, but how do we then move to automatic retrieval? Think of the definite articles in French, German and Spanish. To make the right judgment, the brain knows what it is going to say before the words come out of the mouth or the pen. Ask the delegates to do the exercise as quickly as they can. Observe how they tackle the task.

3 minutes

**Next slide**



## Applying grammar



Now, what if we do it this way?

	maison	casa	Haus
	bibliothèque	biblioteca	Bibliothek
Je vais	piscine	piscina	Schwimmbad
	hôtel	hotel	Gasthaus
Ich gehe	marché	mercado	Markt
	parc	parque	Park
Voy	rivière	río	Fluß
	gymnase	gimnasio	Fitnesszentrum
	plage	playa	Strand

Better, worse or just the same?



Ask them whether this way of doing the exercise is easier or harder or about the same. There may be different answers, but most will probably say this way is easier. You can then ask them whether the previous exercise has influenced them. Ask them which stage of grammar they feel they have used to complete this task: Notice, Structure or Proceduralisation.

2 minutes

**Next slide**



## Applying grammar



	maison	casa	Haus
	bibliothèque	biblioteca	Bibliothek
Je vais	piscine	piscina	Schwimmbad
	hôtel	hotel	Gasthaus
Ich gehe	marché	mercado	Markt
	parc	parque	Park
Voy	rivière	río	Fluß
	gymnase	gimnasio	Fitnesszentrum
	plage	playa	Strand

2. Pierre, Pedro, Peter.....
3. Peter, Maria .....
4. Peter, ..... ?
5. Peter, Maria, ..... ?
6. Peter, Maria et moi/ und ich/ y yo.....

This time, work through the other five persons of the verb. Nos. 4 and 5 are suggesting you use the second person to ask a question.

Ask them what other grammar points you could practise this way. They might suggest changing the tense, for example. There is no need to insist on their completing all of them!

4 minutes

**Next slide**

Ask the group to look at the pictures and interpret the task without giving them any information. Do they realise what is being practised? Move on to the next slide and show the text that should go with the pictures.

Hast du einen Hund, Eva? Nein, ich habe keinen Hund

Hast du eine Katze? Nein, ich habe keine Katze

Hast du einen Wellensittich? Nein, ich habe keinen Wellensittich

Hast du ein Kanninchen? Nein, ich habe kein Kaninchen

Warum hast du kein Haustier? Die Wohnung is zu klein.

1 minute

**Next slide**



## How long does it take you to learn this?



Hast du einen Hund, Eva?  
Nein, ich habe keinen Hund.  
Hast du eine Katze?  
Nein, ich habe keine Katze  
Hast du einen Wellensittich?  
Nein, ich habe keinen Wellensittich  
Hast du ein Kaninchen?  
Nein, ich habe kein Kaninchen  
Also, du hast kein Haustier?  
Nein, die Wohnung ist zu klein.

Is a dialogue a conversation or an interrogation?  
How do you take this further?

Challenge the participants to learn this by heart, even if they do not speak German. Then ask them to tell you what they notice about the grammar. If they already speak German, they will tell you that they are practising negatives and the accusative case. If they do not know the language, they will probably notice the different forms of the indefinite article, and infer that it is something to do with gender, but not necessarily realising that the indefinite article is not necessarily the dictionary form. As to the question about conversation or interrogation, the inference here, is that this is not a genuine conversation, but is designed to practise a particular structure. Ask them how they would take this further. The Spanish and French versions are available from the blog for distribution.

Ask them to respond to the question at the bottom of the slide: Is a dialogue a conversation or an interrogation? This is important because many of the role play activities we do don't reinforce grammar or promote independence, and are frequently designed to practise set phrases as part of work on a topic.

5 minutes

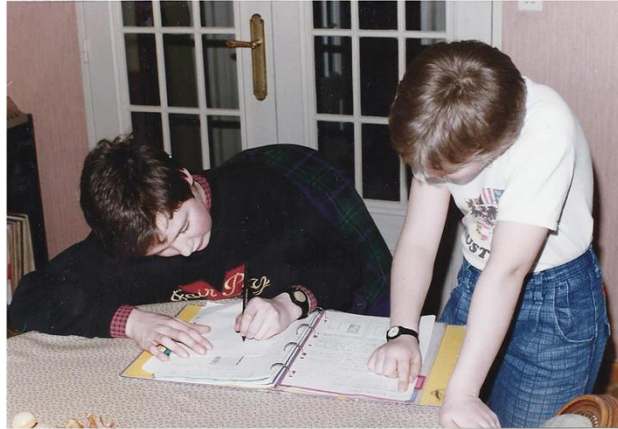
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## Applying grammar



1



2

Dictée  
Ecoutez et écrivez !

Ask the participants to listen to the following sentence and to copy it onto a sheet of paper or mini-whiteboard. Click on button 1 to play the sound.

Some of the participants will write the sentence as if it were singular and some as if it were plural. When they have finished, ask them to hold up their answers and let them see the different possibilities. Now ask them to listen again and to make changes if they think they are needed. Click on button 2. You should see a mixture of singular and plural.

3 minutes

**Next slide**





## Applying grammar



### Dictée

Le samedi, mon amie Paule donne toujours de l'argent aux petits garçons qui habitent à côté.

Ils s'appellent.....

...Paul...

et Michel.

Paule n'est pas mariée et n'a pas d'enfants, parce qu'elle s'occupe de sa mère qui est handicapée

**At what point did you realise it was plural?  
and feminine?**

Let the participants mark their scripts. For fun, tell them to take off one point for every mistake. The scores will resemble those on Q1.

Points to consider. The orthography of French is not transparent. This is why dictations have been popular, and were until fairly recently part of repertoire of language teachers, even being a section of the old O-level and CSE examinations. The speaker has the whole story in his or her head; she knows what she is going to say. When we hear the story we have to adjust our interpretations, and therefore our grammar. In fact, if you think about it, this is a trap teachers of any subject can fall into, that is, assuming that the pupils can read our minds!

Let them respond also to the question on the slide, "At what point did you realise it was plural and feminine?" Some may have noticed the rising intonation on the word, "Paul" which is a marker that another name is to follow.

It may be worth mentioning that dictations in Spanish and German would be structured differently, for example, by planning sentence-completion tasks where it is not the exact word that is required but a summary-type completion that relies on knowing which part of speech is required in the gaps.

3 minutes

**Next slide**



## Grammar and the target language



*Je pense qu'il y a un petit lit derrière la pièce vert.* (Year 5 pupil)

*Miss, Jody a prendu ma règle !*  
(Year 8 pupil)

*Me gusta tu trabajo, Steven. Hay adjetivos interesantes; opiniones, y no hay muchas errores, sólo aquí: has escrito poniste y tiene que ser pusiste.*  
(Year 9 pupil)

1. How would you react if you heard these utterances?
2. How would you react to the mistakes in each case?

Ask the delegates for their reactions if they heard these three utterances. Ask how they would respond to the mistake in each utterance.

Refer back to the three stages:

Noticing

Structuring

Proceduralisation

Ask how they would judge grammatical understanding just from these small examples. You might expect teachers to say that they would be very pleased, even delighted, if these were independently produced utterances. In the first two, the teacher might respond as if the comment had been made in English, i.e. treating the language as the normal mode of communication. In example one, the teacher might simply incorporate a correction into her response, e.g. *Tu penses qu'il y a un petit lit derrière la pièce verte ? Voyons voir.....* . We might imply, but can't know for sure, that the child had internalised rules about position of adjectives. Certainly the syntax is impressive.

In the second case, the response might simply be a request for Jody to return the ruler, but the teacher would also note the error and plan to address it at an appropriate moment. The speaker has noticed a rule (past participle of –re verb) and has generalised from it so this indicates structuring – changing form to express meaning.

The third example would illustrate high levels of autonomy with elements of Proceduralisation. It suggests that the pupil is in the fortunate position of being taught in a department where the target language is a given in every aspect of the teachers' work, including assessment and evaluation.

2 minutes

**Next slide**



## Grammar and the target language



### Vorsprung durch Technik

New technologies, such as interactive whiteboards and visualisers are present in many (not all) language classrooms.

These tools allow us to explain grammatical and syntactical concepts in ways that would have been difficult thirty years ago.

moving text to demonstrate word order, for example, *weil* and *dass* in German  
highlighting words or letters  
changing the colour of words to illustrate adjectival agreement according to number and gender  
sequence of tenses, for example, the present subjunctive in Spanish, to express futurity.

Let the delegates read the above statements.

Ask them to think about how they might do this. The Year 9 comment in the previous slide might offer a clue.

Ideas to explore are:

moving text to demonstrate word order, for example, *weil* and *dass* in German

highlighting words or letters

changing the colour of words to illustrate adjectival agreement according to number and gender

Sequence of tenses, for example, the present subjunctive in Spanish, to express futurity.

4 minutes

**Next slide**



## Grammar and the target language



Can we use simple language to explain difficult concepts?

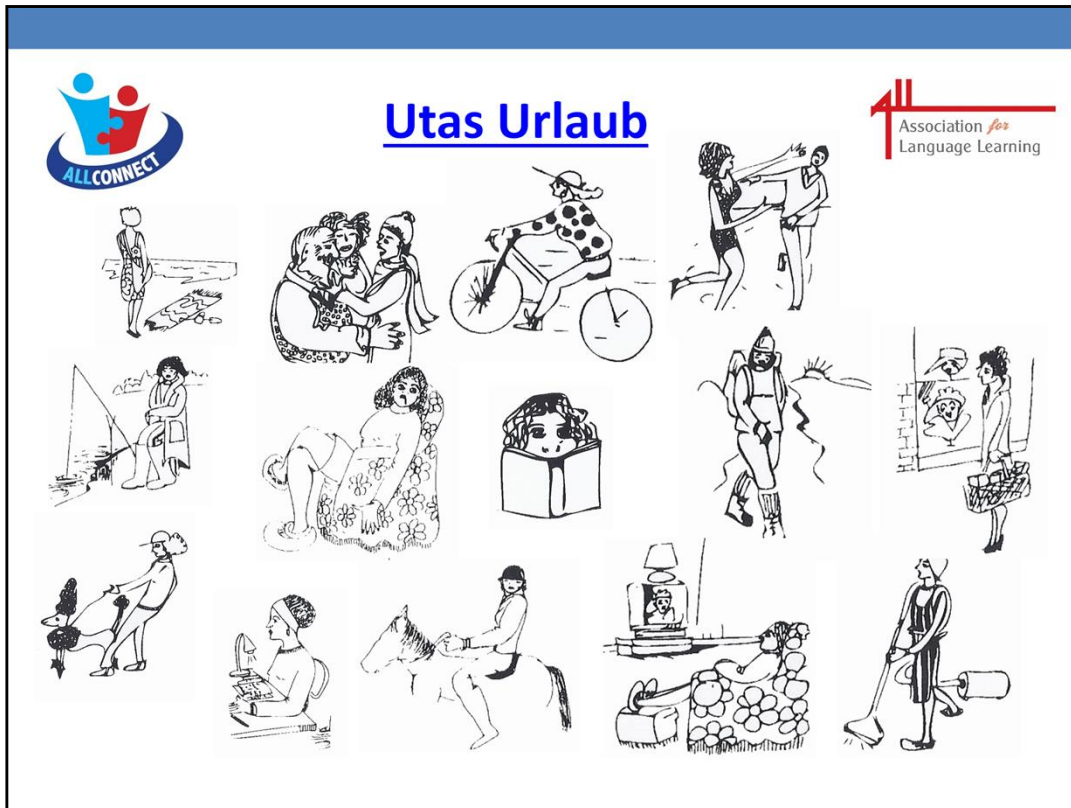
- Add....
- Remove....
- Move...
- This word goes here.... like this
- I'm highlighting this word here..... and this word here.....
- Notice that here ..... but here....
- If I change this word..... I have to change this word.....like this.

These are examples of utterances you might use when modelling with the Interactive Whiteboard

Let the delegates read the slide and give them a few minutes to come up with further simple phrases they might use regularly and consistently as part of explicit teaching of grammar.

1 minute

**Next slide**



Click on the title *Utas Urlaub* to open up the PowerPoint of the same name. Even if the group is made up mostly of French or Spanish teachers, it will be a useful exercise for them to try to look at the grammar and syntax of the presentation. Uta is a sophisticated young woman who is describing what she has done over her week's holiday. If you click on the texts in the yellow pages, you can hear her describing what she has done on that day. Hover the mouse of the graphic "Ich" to move to "Sie" which displays the same text in the third person singular (not spoken). Click on the day of the week to go to the next day. Ask the group to consider the progression in grammar and syntax. It may be worth observing that the second text in each case differs only by the insertion of the word *dann*.

The PowerPoints are available also in French and Spanish, and the text for the whole week is provided as separate Word documents. If your department teaches just French or Spanish, you could change the link to open the version of your choice. To do this, click on the title and select the option "Change hyperlink". Browse till you find the file you want and click to make the link. The files should be in the same folder that you store this presentation. Refer back to the discussion we have had on technology and the target language. Which phrases might they use when using this presentation?

6 minutes

**Next slide**



## Responding to the challenge



Am Donnerstag bin ich Mount Everest <sup>weit</sup>  
gestiegen. Es war <sup>eine</sup> Zeitverschwendung, ich  
~~Ich~~ ~~habe~~ ~~nie~~ ~~gesehen~~ Tiere ~~gesehen~~ ~~habe~~.  
Ich bin nach unten geflogen.

Am Mittwoch bin ich aus einem Kanu gefallen.  
~~Meine~~ ~~Beine~~ Piranhas haben meine Beine gegessen.  
Ich bin gestorben. Ich bin jetzt ein Geist.

Examples of Year 9 pupils' quick response to reading through *Utas Urlaub*.  
**Next slide**



## The story so far



- The rationale for teaching grammar
- Stages of grammar learning
- Applying grammar in teaching and learning
- Use of the target language in grammar teaching.

This slide recaps on the session so far as it moves towards its close. Remind the participants that these were the aims for the session.

So far we have considered the rationale for teaching grammar explicitly and the knowledge and skills that we need to plan for. We have looked at the different stages in the acquisition of grammar, which we have called Noticing, Structuring and Proceduralisation. We have looked at examples of applied grammar, such as drilling and dictation and referred to the potential of new technologies for explaining grammatical concepts and evaluating progress. We have touched on the implications for the use of the target language. We are now going to do a collective activity. This will help us to apply some of the ideas we have been exploring.

**Next slide**



## Collecting our thoughts



Ask the participants to look at these six pictures for a couple of minutes. Then ask them to take a sheet of paper and to write down, as quickly as possible, 40 words which they would use in order to tell the story. All verbs must be in the infinitive and all nouns and adjectives in the dictionary form. Tell them not to forget the small words like prepositions and conjunctions! Ask them to work individually (3 minutes) then to compare their list and story with the other members of their group. Ask them to refine their stories into one collective effort (7 minutes). Finally display the group stories for comparison with those of the other groups. What are the commonalities? What grammatical structures predominate? You may find that some teachers have felt it necessary to include a future tense (conditioned by the Level 6 descriptor). Think back to the story of Uta's Holiday. Did the absence of three tenses indicate shortcomings in the performance and uncertainty about the pupils' eventual performance at GCSE? If they ask, the pictures were taken from the 1976 Russian O-level paper!

10 minutes

**Next slide**





## Following on



There are four follow up activities, each of which looks at one aspect of the new Programme Study from the point of view of grammar.

Follow-up 1: Dictionary work

Follow-up 2: Dictation

Follow-up 3: Using a literary text

Follow-up 4: Grammar for talking

We hope you find these activities useful to you and your colleagues

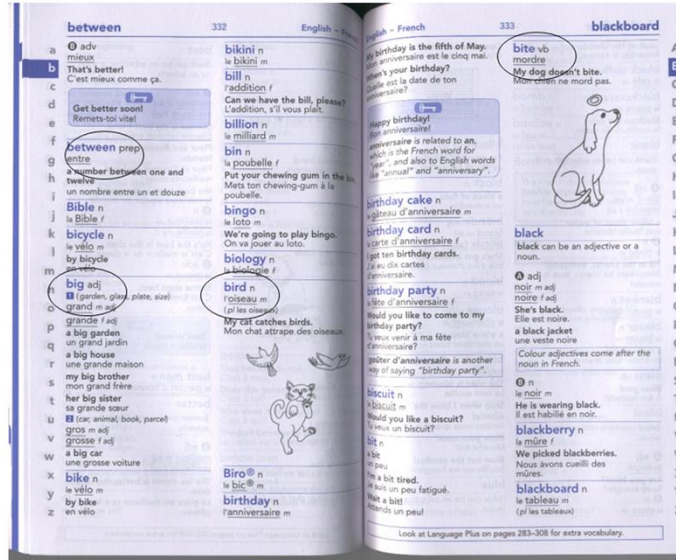
Explain that these follow-up activities are on the blog, with the associated resources. They are designed for departments to develop their understanding of the new programme of study and its application.

2 min

**Next slide**



## Follow-up 1: Using a dictionary



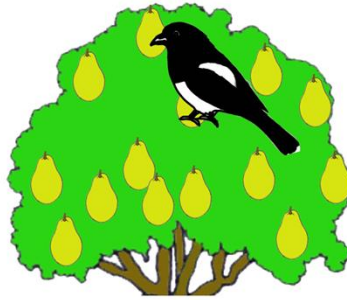
Follow-up activity 1 is related to dictionary use. There is a series of activities designed to help departments think about how they might integrate dictionaries into their daily practice, if this is not already the case.

2 min

Next slide



## Follow-up 2: Grammar in dictation



### Follow-up activity 2

An activity for French that recalls the challenges we faced in the earlier dictation activity, and suggests ways in which transcription exercises may be practised within an engaging context, probably suitable for Year 7.

2 minutes

**Next slide**



## Follow-up 3: Using a literary text



### An old friend

#### Déjeuner du matin

Il a mis le café  
Dans la tasse  
Il a mis le lait  
Dans la tasse de café  
Il a mis le sucre  
Dans le café au lait  
Avec la petite cuiller  
Il a tourné  
Il a bu le café au lait  
Et il a reposé la tasse  
Sans me parler  
Il a allumé  
Une cigarette  
Il a fait des ronds  
Avec la fumée

Il a mis les cendres  
Dans le cendrier  
Sans me parler  
Sans me regarder  
Il s'est levé  
Il a mis  
Son chapeau sur sa tête  
Il a mis son manteau de pluie  
Parce qu'il pleuvait  
Et il est parti  
Sous la pluie  
Sans une parole  
Sans me regarder  
Et moi j'ai pris  
Ma tête dans ma main  
Et j'ai pleuré

Many languages departments use this poem in KS3. Ask the participants if they use the poem in their department, and, if so, what makes them choose it? Is it to practise the perfect tense? Do they think the way they “teach” the poem contributes to the pupils’ engagement, enjoyment and creativity. By the way, French does not have a gender marker for the speaker, but we assume that it is a woman talking. Why? A Russian translation, for example, would make it clear that the speaker is female. Do we know that this is a separation of lovers? Just thought I’d ask!

2 minutes

**Next slide**



### Follow-up 3: Using a literary text



Il s'est retourné  
Il m'a regardé  
Il a souri  
J'ai souri  
Il m'a dit :  
Quitte cette maison.  
J'ai pleuré  
Il a ri.

J'ai sorti ma kalachnikov de la boîte,  
Je l'ai chargée,  
Je l'ai visée,  
J'ai criblé l'homme de balles.  
Son sang est descendu la rue en coulant,  
comme une rivière  
Tandis que son chapeau a flotté  
Sans parler  
Sans penser.  
Il n'aurait pas dû boire ma tasse de café !

Il a tourné la tête,  
Et en me voyant,  
Brisé et pleurant,  
Il a pris ma main  
Dans la sienne  
Et a annoncé la fin.

En écoutant sa voix,  
Je l'ai pris avec moi  
Dans la chambre à dormir  
Au lieu de sortir.  
Là nous restons, ensemble toujours,  
Visite-nous si tu veux  
En haut de la tour.

Continuation of the poem by pupils of King's School, Grantham. For follow-up activities see:  
<http://www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf4/prevert/dejeuner.htm>


Show these examples of extra verses added by pupils in King's School, Grantham. They are included as part of a collection of ideas for using the poem on the website of the Ludwigsburg University of Education (so clearly part of the repertoire of teacher training resources, as it is in the UK). The website is:

<http://www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf4/prevert/dejeuner.htm>


Follow-up 3, therefore, also explores the use of ICT to practise grammar and syntax.

2 minutes



**Next slide**




## Follow-up 4: Grammar for talking




Mme Romé est très organisée. Ses cours sont toujours très bien préparés. Elle nous prépare des exercices difficiles mais stimulants.


Mme Romé nous inspire. Elle organise des sorties. L'année dernière on est allés en classe de neige en Suisse.



What knowledge, skills and understanding are needed in order to initiate and develop a four-way conversation?



Mme Romé explique bien, et elle nous écoute. Je pense qu'elle nous respecte



Je pense que Mme Romé est super. C'est une prof merveilleuse.

Follow up 4. Grammar for talking.

Ask the participants how often they teach learners to hold a three or four-way conversation rather than a pair-work dialogue. Point out that follow-up 4 uses a presentation comprising conversations about 12 teachers (Avis d'Élèves). Although the conversations are all in the present tense, they present sophisticated language and imply certain grammatical structures, for example, direct object pronouns. What are the implications for target language teaching? You will notice other common functions, such as negatives, different forms of the verb. (Which person of the verb is missing?) How would you go about retrieving the grammar previously learnt (if it has been learnt?). If participants wish it, the resources include a short presentation which looks at OFSTED guidelines for outstanding teaching and learning (Grammar for Inspection).

4 minutes

**Next slide**



## Evaluation



We hope that you have found this session useful, and that the ideas you have discussed will help you to develop further your ideas for teaching grammar in your department.

Please leave a short evaluation of the session  
Don't forget that all of the materials, as well as the other modules can be found on the ALL Connect Blog:

<http://allconnectblog.wordpress.com>

2 minutes

Follow-up activities and resources can be found in the ALL Connect blog as can the link to the ALL Grammar wiki <http://ALL-grammar.wikidot.com>