WEEK 10: Moodle Content

Topic	**Grammar – Part 2** This week's lesson continues to seek answers to the question: How can teachers help students improve their meaningful communication through expanding their knowledge of grammar? To get an answer requires asking more questions: Can separate attention to grammatical structures (focusing on forms) actually improve the communicative skills of students? Can providing lots of meaningful language input (focusing on meaning) grow an awareness of more complex forms? Can breaking away from meaningful communicative tasks to discuss incidental grammar (focusing on form) items result in improved language skills? What will your opinion be after this lesson?

Before Class Work	**PREPARATION FOR CLASS**
	
	1. Complete the readings. When finished, you should be able to:
	    • Differentiate between "focus on forms," "focus on meaning," "focus on form" and the "form-in-tasks" approaches. **NOTE** Although there is only a the slight difference between the word "form" and the plural word "forms," the differences in the teaching methods between these two approaches are significant.
	    • Explain the difference between grammar 1, grammar 2 and grammar 3.
	    • Differentiate between open and closed questions.
	    • Describe roles that teachers fulfill within the classroom.
	    • Be aware of the value of encouraging your students to share ideas and opinions.
	2. View the video clips. Complete the **Week 10 Video Notes** sheet.
	3. Complete the quiz.
	4. Post at least one comment to the discussion forum.
	5. Bring your completed **Week 10 Video Notes** to class.
	6. Also bring your Harmer text and printed copies of the readings: *A pedagogical discourse-based model for teaching grammar in the Omani context and The Methodology of Task-Based Teaching* to class.
	
	Week 10 READINGS
	
	Textbook
	Section B pages 57-62 in *The Practice of English Language Teaching* by Jeremy Harmer.
	
	Online article:
	***Focus on Form in Task-Based Language Teaching* by Michael H. Long** Using the links available along the left side of the website, read these sections:
	    • Focus on Form in Task-Based Language Teaching

- Option 1: Focus on forms *(Note word is plural = forms)*
- Option 2: Focus on meaning
- Option 3: Focus on form

Online conference proceedings:
***The Methodology of Task-Based Teaching* by Rod Ellis** Read pages 34-41 to learn more about incorporating a focus on form into the performance of a task. **NOTE**: Use the scroll bar within the web site to move forward in the document to pages 34-41.

PDF file:
***A pedagogical discourse-based model for teaching grammar in the Omani context* by Dr. Mohamed Ismail Abu-Rahmah** Read the paper and pay special attention to the Discourse-based Analysis in Sections 3.1 - 3.3

PDF file:
What's the Difference? Grammar 1, 2, and 3

Online PDF:
Open and Closed Questions

PDF file:
Page 4 of the Principles Matrix, *Encourage Students to Share Ideas and Opinions.*

Week 10 RESOURCES

Online article:
Using the Discovery Technique for Teaching Grammar: Article, Tips, and Activities by Adrian Tennant

Online index:
Grammar Index

Week 10 VIDEO

Download this handout, and print it out for use with the Week 10 video clips. **Week 10 Video Notes**

Cycle 2 students in this video clip continue their work with clauses. **NOTE: You should complete this week's readings before viewing the video clips.** As you watch the clip, think about these questions: How would you describe this task? What role does the student's grammar knowledge play in the task? Is the exercise form-focused or meaning-focused? What do you like about this task? What would you change to make it better?

Week_10_Video_A

Watch this same video clip again. Answer the questions on the **Week 10 Video Notes** handout to further analyze the exercise.

Bring your analysis to class.

> **Week_10_Video_B**

Student-centered programs encourage learners to think their own thoughts and then to share their ideas and opinions with others.

In the following video clips, Cycle 2 students reflect on their experience working together in groups. They offer their opinions of what they liked and what they would like to change. As you listen, think of guidelines (ground rules) you could set up to help students feel safe from ridicule when they express their ideas and opinions. Focus on Cycle 1 or Cycle 2 students, depending on your future teaching plans. **Come to class ready to share and discuss your guidelines.**

> **Week_10_Video_C**

Week 10 QUIZ

1. Some language theorists assign three different meanings to the word ''grammar" and refer to grammar 1, grammar 2 and grammar 3. What is meant by the term 'grammar 2'?
   - ☐ Our concern for proper usage or language etiquette
   - ☐ **Our conscious knowledge of language that includes 'concepts and terminology, and analytic techniques for talking about language'**
   - ☐ Our unconscious knowledge of language that anyone using that language understands in order to communicate

   Informative feedback: The three meanings of the word 'grammar' describe different levels of awareness of the structure of a language. Grammar 1 is the unconscious awareness of structure that develops and guides production without additional thought. Young children can learn multiple languages easily as they subconsciously expand their comprehension of the structure required to communicate. Grammar 2 is our conscious knowledge about a language, complete with concepts and terminology (e.g., verb, phrase, form, etc.) that allows us to talk about the language. Grammar 3 is our concern for the proper usage of a language, or language etiquette. Using incorrect language structure can send messages to others, such as "This person is not well educated." or "This person talks like an outsider."

2. "Form" refers to the structural or the grammatical aspects of a language. What does the term "form-in-tasks" mean in conjunction with foreign language instruction?
   - ☐ Focus on grammar separately, removed from communicative tasks
   - ☐ **Focus on teaching form /grammar through tasks**
   - ☐ Focus on the audience
   - ☐ Focus on language input and communicative, meaningful

tasks without discussing grammar
- ☐ Focus on grammar that is processed by the teacher

Informative feedback: The **form-in-tasks** approach is a two-dimensional approach which focuses on teaching form (1st dimension) through tasks (2nd dimension) A **focus on formS (fonfS)** approach refers to pulling grammatical structures out of the language and requiring students to complete practice exercises that follow models and rules. A **focus on form** incidentally calls attention to grammar and structure as part of a lesson whose main focus is on meaning and communication. The fourth **focus on meaning** approach emphasizes the meaning of the language and excludes explicit discussion of grammar.

3. Teachers wear many 'hats' in the classroom as they play various roles. Which role describes a teacher who is providing feedback and correction to students?
   - ☐ Organiser
   - ☐ Controller
   - ☐ Resource
   - ☐ Participant
   - ☐ **Assessor**

Informative feedback: Since their words are an evaluation of student work, teachers play the Assessor role when they offer feedback, critique, and correction.

4. What are characteristics of an effective open question?
   - ☐ They are good at uncovering specific facts.
   - ☐ **They invite students to elaborate and tell more of what they know about a topic.**
   - ☐ They solicit answers that are only one or two words in length.
   - ☐ **They solicit answers that are more one or two words in length.**
   - ☐ **They do not control the conversation.**

5. According to Ellis, which of the following interactions have been shown NOT to detract significantly from the primary focus of the message (when the interactions occur within a communicative task)?
   - ☐ **Request for clarification**
   - ☐ **Explicit correction**
   - ☐ **Metalingual comment**
   - ☐ **Advise**
   - ☐ **Query**

Informative feedback: All of these interactions between teacher and student or between two students have been shown to be minimally interruptive to the overall communicative task.

6. What are the major phases of a task-based lesson?
   - ☐ Framework phase
   - ☐ **Post-task phase**
   - ☐ Non-task phase
   - ☐ **Pre-task phase**
   - ☐ **During-task phase**

Week 10 REFLECTION FEEDBACK

After attending this week's lesson, please click the link below to enter your reflection feedback.

Question: Think back on today's lesson about helping students gain grammatical knowledge. What is the **muddiest point** in your mind about this topic?

WEEK 10: Classroom Session

Objectives	Trainees will be able to: • Distinguish between grammar 1, grammar 2, and grammar 3. • Show an awareness of the varying importance of different kinds of grammatical errors. • Analyze types of form-focused tasks including interpretation and communicative tasks. • Conduct a discourse-based analysis following the steps given in part 3.2 of the "Discourse Bases Model" reading. • Identify grammar tasks embedded in the MOE English Education Syllabus and English Textbook. • Critique the approach used in the syllabus /textbook using the grammar principles presented in the lesson. • Redesign a grammar exercise to be task-based. • Describe roles that teachers fulfill within the classroom. • Differentiate between open and closed questions. • Show an awareness of the value of encouraging students to share ideas and opinions.
Overview	This week, trainees consider the importance of their students' grammatical skills by categorizing the seriousness of a set of grammar errors, according to the research done by Maxine Hairston, as their class "Coming In" activity. The errors are discussed as a group, which leads to revisiting the question of how to best help students develop grammar knowledge that can support their communication needs. The second task is set up through a mini-lecture that compares the meanings of grammars 1, 2, and 3 as well as clarifies terminology used to describe grammatical focus in a lesson (e.g., focus on form, focus on meaning, focus on forms, etc.) Trainees then use one of their readings as a basis for conducting a discourse-based analysis of a text passage (Suggested Task 2). The last part of the class is devoted to modifying a grammar exercise from MOE materials and changing it into a task (Suggested Task 3). This week, trainees return to Moodle to post their reflection comments (They comment on the 'Muddiest Point') so that instructors can easily see all the feedback in one spot. (Reflection Activity).

Key Content	1. **Differentiate between form and meaning-focused tasks and different meanings of grammar 1, 2, and 3** Background Info: See assigned reading: *Focus on Form in Task-Based Language Teaching and What's the Difference? Grammar 1, 2, 3* Resource: Set-up for Suggested Task 2
	2. **Conduct a discourse-based analysis** Background Info: *A pedagogical discourse-based model for teaching grammar in the Omani context* Resource: Suggested Task 2
	3. **Identify and Modify Grammar Exercises** Background Info: See assigned reading: *Focus on Form in Task-Based Language Teaching and The Methodology of Task-Based Teaching* Resource: Suggested Task 3
	4. **Encourage students to share ideas and opinions** Background Info: See assigned reading: *Harmer text* and *Open and Closed Questions* Resource: Week 10 Video Notes WIKI notes team work
Materials	• HANDOUT: Grammar Error Classification (Instructor) *(1 set of error strips, but 5 copies of the Answer Sheet)* • HANDOUT: Discourse-based Analysis *(1 per pair ~ 12)* • HANDOUT: Exercises into Tasks *(1 per small group ~ 8)* • A few extra copies of the reading: *A pedagogical discourse-based model for teaching grammar in the Omani context* by Dr. Mohamed Ismail Abu-Rahmah • 12-18 MOE "English for Me" or "Our World Through English" Teacher Guides matched with student books & skill books for both Cycles 1 & 2 • Whiteboard markers – or chalk for the chalkboard **BEFORE CLASS:** Cut apart the error statements from the Instructor's Grammar Errors HANDOUT, mix them up, and place them on a table or chair at the front of the room. Write the "Coming In" activity instructions and category headers on the board.

"Coming In Activity"	*Put the following instructions on a whiteboard or chalkboard. Also write the 5 category headers on the board where there will be enough space for students to write the grammar errors beneath the headers.* **Grammar Error Classification** 1. Select an error statement (pile on desk at front). 2. Decide which error category was chosen by a group of professionals who reviewed the writing errors in context *(Hairston, 1981).* 3. Write the error in the chosen category. 4. "Status Marking" = most serious of errors; an error that may affect other people's opinion of the writer's status in society. <table><tr><td>*Status Marking*</td><td>*Very Serious*</td><td>*Serious*</td><td>*Mod. Serious*</td><td>*Minor*</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>
Announcements	*Remind trainees of any upcoming events and assignments.* **They should bring an **ENGLISH NEWSPAPER** to class next week.*
WIKI Notes Review	*Choose one team (unannounced) to review /explain their WIKI entry from last week. Connect to Moodle and use the classroom computer projection system to display to the class.* • Answer student questions • Emphasize key points

Suggested Task 1

NAME	Grammar Error Classification
OBJECTIVE(s)	• Show an awareness of the varying importance of different kinds of grammatical errors.
SET-UP	1. If all of the strips of paper with grammar errors have NOT been taken by a trainee and assigned to a category (e.g., written on the board under one of the categories), hand out the rest of them to trainees now and have them choose a category and write the remaining errors on the board. (FYI: 34 error strips) 2. Explain that these categories come from the research of Maxine Hairston (1981) who asked other professionals (people in business, law, real estate, finance) to review writing samples and comment on the seriousness of the errors – the degree to which the error "bothered them." NOTE: This study was done in the U.S. in 1981. 3. Also review the meaning of the "Status Error" category – this category of most serious errors changed the perception of the writer in the minds of the professionals who reviewed the errors (e.g., person is uneducated, etc.).
GIVENS	• Trainees' categorization of the grammar errors from the "Coming In" activity • 5 copies of the Answer Sheet (from HANDOUT)
PROCEDURE – INSTRUCTIONS TO TRAINEES	*Give these instructions to the trainees:* 1. Do any of you disagree with the placement of an error? *(Let trainees quickly make a few changes if desired.)* 2. OK – Let's see how you did. Let's get 5 volunteers to come check the lists (hand out the 5 answer sheets to the volunteers, assigning one category to each). 3. Circle the answers that are correct in each list. 4. Write missing errors on the board that should be in the list.
OUTCOMES	• Corrected error lists
FOLLOW-UP	1. Discuss – Ask "Is it valid to look at the way others perceive our students' writing or speaking? Where will they be judged on their English speaking and writing skills?" 2. Hairston wrote: "Although there seem to be some signs of change, and on some usage items the public may be ahead of the professions, I think that we cannot afford to let students leave our classrooms thinking that surface features of discourse do not matter. They do." (pg. 799)

Suggested Task 2

NAME	Discourse-based Analysis
OBJECTIVE(s)	• Distinguish between grammar 1, grammar 2, and grammar 3. • Conduct a discourse-based analysis following the steps given in part 3.2 of the "Discourse Bases Model" reading.
SET-UP	1. Give a mini-lecture that reviews multiple meanings for the term "grammar," explains the "focus---" terminology, and presents the "form-focused in tasks" approach from the reading: *A pedagogical discourse-based model for teaching grammar in the Omani context* by Dr. Mohamed Ismail Abu-Rahmah. See Appendix for notes. 2. Have trainees find a classmate to work in pairs.
GIVENS	• HANDOUT: Discourse-based Analysis • Copy of the reading: *A pedagogical discourse-based model for teaching grammar in the Omani context* by Dr. Mohamed Ismail Abu-Rahmah *(Trainees should have printed copy)*
PROCEDURE – INSTRUCTIONS TO TRAINEES	*Give these instructions to the trainees:* *1.* You will conduct a discourse-based analysis of a story text. *2.* You should have printed and brought to class a copy of the reading: *A pedagogical discourse-based model for teaching grammar in the Omani context* by Dr. Mohamed Ismail Abu-Rahmah *(pass out extra copies to those who need it).* *3.* You will also need this handout. 4. Use the discourse-based model from the reading to complete an analysis according to the steps given in this handout. 5. You will have 15 minutes to work.
OUTCOMES	• Completed discourse-based analysis
FOLLOW-UP	1. Bring the group together. 2. Ask trainees to comment on the experience of analyzing the text in this manner. How do they better understand the text structure after the analysis? What good ideas did they generate?

Suggested Task 3

NAME	From Exercise to Task
OBJECTIVE(s)	• Identify grammar tasks embedded in the MOE English Education Syllabus and English Textbook. • Critique the approach used in the syllabus /textbook using the grammar principles presented in the lesson. • Redesign a grammar exercise to be task-based.
SET-UP	1. Review the definition of an exercise and the definition of a task from Ellis (this is taken from Ellis, 2003, pg. 16): **Task:** "A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that **can be evaluated** in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give **primary attention to meaning** and to make use of their own linguistic resources although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the **way language is used in the real world**. Like other language activities, a task can engage productive or receptive, and oral or written skills and also cognitive processes." 3. Reinforce prior learning by asking trainees how most typical grammar exercises would be classified: a. **form-focused** or meaning-focused? b. form-focused or **formS-focused**? c. interpretive or communicative? *(prob. neither)* 2. Set up small groups of 3-4 trainees. Group by similar level of students (Cycle 1 or 2) trainees want to teach. 4. Ask each group to assign roles – leader, recorder 5. Give each group a HANOUT and an assortment of MOE "English for Me" or "Our World Through English" Cycle 1 and 2 Teacher Guides paired with the student activity books. NOTE: Trainees must be able to see BOTH the teacher's guide and the student activities.
GIVENS	• Learning objective and coordinating Grammar Exercise: Chosen from MOE Teacher Guides and Student Activity books. • HANDOUT: From Exercise to Task • Printed Copy of: *The Methodology of Task-Based Teaching*

PROCEDURE – INSTRUCTIONS TO TRAINEES	*Give these instructions to the trainees:*
	1. Your goal is to modify a grammar exercise so that it becomes a task.
	2. In your small groups, find a grammar exercise in one of the MOE student activity books. Try to find the coordinating attainment target or learning objective expressed in the teacher's guide.
	3. Follow the steps in the handout to modify your exercise.
	4. Document your thinking and your decisions on the handout.
	5. Be prepared to hand-in the assignment at the end of class today.
	6. You will have 20 minutes to work.
OUTCOME	• A modified grammar exercise that has been changed into a task
FOLLOW-UP	1. Bring the class together.
	2. Ask for feedback on the process and the outcomes.

Reflection	*This week the trainees will give their feedback via a QUESTIONNAIRE on MOODLE. They will find the questionnaire link in the WEEK 10 section of the course page.*
	Go to Moodle and fill out the "Muddiest Point" Reflection Questionnaire.
	Direct trainees to include answers to this question in their team's WIKI.
Review Assignments	**Course Assignments & Micro Teaching**
	Tell trainees that next week they will explore ways of integrating all the language skills into their lessons. They should bring an **ENGLISH NEWSPAPER** to class.

Teams Plan WIKI Notes	*Small Groups meet to synthesize their reflection responses and begin planning their WIKI entry.* The Wiki should include: a. Class guidelines that support an accepting environment where students feel safe to share their ideas and opinions (from Week 10 Video Notes) b. Mini-lecture notes c. Ideas of how to change grammar exercises into tasks d. Reflection thoughts from group members on the "Muddiest Point" regarding helping students expand their grammar knowledge **NOTE:** The Wiki should reference class activities and also assigned readings.

APPENDIX – WEEK 10

Mini-lecture: Grammar, Form, and Structure
Based on the lecture notes of Dr. William Schreck and the content of the required readings.

A. Review the three meanings Gribben assigned to the term 'grammar'

1. Grammar 1: Our unconscious knowledge of language that anyone using that language understands in order to communicate.

2. Grammar 2: Our conscious knowledge of language that includes 'concepts and terminology' and analytic techniques for talking about the languages

3. Grammar 3: Our concern for proper usage or language etiquette

B. Grammar 1

1. This is the recognition that students can communicate in their own language and that language provides a framework of reference upon which a lesson can be built – even without using grammatical terminology.

2. This concept of Grammar 1 says: Since your students are already confident users of L1, they can feel confident about using that framework for L2.

3. Question is: Is this true? Can the conscious knowledge of their own language teach students to use the new language correctly? Is it more true for some L1 → L2 languages than for others? Is it true for Arabic → to English?

C. **Grammar 3** - Before considering that question further, Grammar 3

1. Grammar 3 is our concern for the proposer usage of language – the fine points of language etiquette.

2. As we discussed at the beginning of the class, there is a certain degree of importance that depends on students' ability to correctly express themselves – especially as they mature and begin to enter the job market

3. How can we help students be more aware of their own level of "grammar etiquette"? – One idea = Common Error Notebooks

    a. Each student keeps a notebook (new vocab, etc.) with a Common Error section. Can be used as reference when writing.

    b. Also directs student language study to the most serious areas of grammar errors that may interfere with communication.

    c. Also guides TEACHER – TEACH to these real errors in your students' productions.

D. Grammar 2

1. We're back to Grammar 2 – what practical knowledge of the 'concepts and terminology' and analytic techniques do your students need?

2. Articulating rules for students can be confusing, even when they want to know.

3. Consider using the learning progression suggested by Moffett and Wagner called "I-You-It"

    a. **I** = intellectual growth originates with personal experience; Start with your students' own personal experiences - personalize the information for them

    b. **You**= growth and maturity lead the learn to reach out to others and begin to understand their perspectives; Apply the grammatical knowledge to other texts, not the students' own words

    c. **It** = as growth continues, the learner embraces more distant, less immediately personal experiences an knowledge; Add more labels and analysis techniques the student can use on their own to find the language they need to communicate

    d. **Have students correct their own errors**: **Use active enquiry, discovery and reflection**

E. Contextualized Grammar

1. Research demonstrates that teaching grammar only when needed, only when students are ready may be the most effective way.

2. Teaching within tasks and within communicative production may be the most effective.

F. Differentiate between different types of form-focused tasks, including interpretation and communicative tasks as well as:

1. **Meaning-focused:** No mention of grammatical structure is made

2. **FormS-focused:** The grammatical structures are pulled out and made into practice exercises

3. **Form-focused:** Focus on the grammatical forms is incorporated as part of the total lesson, which has a communicative goal. The grammar focus is a "mini-lesson" that can be planned or can occur in response to student questions and production problems

4. **Form-within-task:** Another way of conceptualizing incorporating grammar focus within tasks – SEE required reading: *A pedagogical discourse-based model for teaching grammar in the Omani context*

WEEK 10 HANDOUT: **Grammar Error Classification (Instructor)**
Use with the "Coming In" Activity and Suggested Task #1

Directions to Instructor: Cut apart the error statements, mix them up, and place them on a table or chair at the front of the room. Put the following instructions on a whiteboard or chalkboard and label 5 lists (Provide more space than shown below)

Seriousness of Grammar Errors

1. *Select an error statement. (pile on desk at front)*
2. *Decide which error category was chosen by a group of professionals who reviewed the writing errors. (Hairston, 1981)*
3. *Write the error in the chosen category.*

Status Marking	*Very Serious*	*Serious*	*Mod. Serious*	*Minor*

Reference: Hairston, M. (1981). Not all errors are created equal: Nonacademic readers in the professions respond to lapses in usage. *College English*. 43, 794-806.

Nonstandard verb forms in past or past participle: 'brung' instead of 'brought'; 'Had went' instead of 'had gone'

Use of a qualifier before 'unique': That is the most unique city.

Omission of the apostrophe in the contraction 'it's'

Dangling modifiers

Lack of commas in a series

Lack of commas to set off interrupters like "However, …"

Sentence fragments

Lack of subjunctive mood

Lack of subject-verb agreement (non-status marking)

Writing 'different than' instead of 'different from'

'I' as an objective pronoun

Non-parallelism

Double negatives: 'had not had no answer'

Run-on sentences

Predication errors: 'The policy intimidates hiring.'

Use of the instruction "The situation is…. when"

Objective pronoun as the subject: Him and Rashid were the last hired.

Faculty adverb forms: He treats his men bad

Lack of possessive form before a gerund.

Non-capitalization of proper nouns

Lack of commas to set off an appositive

Insertion of comma between the verb and its complement

Use of 'whoever' instead of 'whomever.'

Use of a singular verb with 'data'

Failure to distinguish between 'among' and 'between'

Tense Switching

'Would of' instead of 'Would have'

Writing "That is her across the street.

Use of a plural modifier with a singular noun: These kind of errors.

Use of a colon after a linking verb:
'Three causes of inflation are: …'

Correct ANSWERS

STATUS MARKING
- Nonstandard verb forms in past or past participle: brung instead of brought; had went instead of had gone
- Lack of subject-verb agreement: We was instead of We were; Jones don't think it's acceptable instead of Jones doesn't think it is acceptable
- Double negatives
- Objective pronoun as the subject: Him and Richard were the last one hired.

VERY SERIOUS
- Sentence fragments
- Run-on sentences
- Non-capitalization of proper nouns
- Would of instead of Would have
- Lack of subject-verb agreement (non-status marking)
- Insertion of comma between the verb and its complement
- Non-parallelism
- Faulty adverb forms: He treats his men bad
- Use of transitive verb set for intransitive sit

SERIOUS
- Predication errors: The policy intimidates hiring.
- Dangling modifiers
- I as an objective pronoun
- Lack of commas to set of interrupters like however
- Lack of commas in a series
- Tense switching
- Use of a plural modifier with a singular noun: These kind of errors

MODERATELY SERIOUS
- Lack of possessive form before a gerund
- Lack of commas to set off an appositive
- Inappropriate use of quotation marks
- Lack of subjunctive mood
- Writing That is her across the street
- Use of whoever instead of whomever
- Use of the construction The situation is . . .when
- Failure to distinguish between among and between
- Comma splices

MINOR OR UNIMPORTANT
- Use of a qualifier before Unique: That is the most unique city
- Writing different than instead of different from
- Use of a singular verb with data
- Use of a colon after a linking verb: Three causes of inflation are:
- Omission of the apostrophe in the contraction it's

WEEK 10 HANDOUT: **Discourse-based Analysis**
Use with Suggested TASK #2
Based on the paper: *A pedagogical discourse-based model for teaching grammar in the Omani context* by Dr. Mohamed Ismail Abu-Rahmah

YOUR Names – Work in Pairs

1._____

2._____

Givens: (1) This handout (2) Copies of reading: *A pedagogical discourse-based model for teaching grammar in the Omani context* by Dr. Mohamed Ismail Abu-Rahmah

Your goal: Conduct a discourse-based analysis of a text.

Task Procedure:

1. Choose a text passage from those given in this handout.
2. Follow the discourse-based analysis steps in this HANDOUT below.
3. Work for 15 minutes to analyze the text.

TEXT PASSAGE A: Trip to Australia
Adapted from: English for Me, Student Activities Book 5B, 2008-2009, page 27.

Last month Ahmed took a wonderful trip. He visited his penpal David in Australia for six days. David lives on a huge sheep farm with his older brother, his younger sister and his parents. The day after he arrived, David's father drove David and Ahmed to the 'outback.' The outback is remote, open, arid land.

In the outback, they saw Ayers Rock. It is the biggest rock in the world. It looks like a mountain and changes colour under the sun. Ayers Rock was beautiful! Ahmed also saw interesting rock paintings in the outback. The paintings were made by Aborigines thousands of years ago.   Ahmed talked about the trip for weeks after he returned.
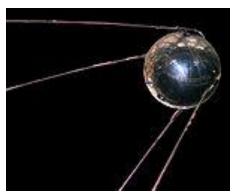

Picture from Wikipedia: Used as per GNU Free Documentation License.

TEXT PASSAGE B: Satellites
Adapted from: English for Me, Student Activities Book 9A, 2005-2006, page 43 and information available on Wikipedia: Satellite entry.

Satellites are objects that orbit the Earth. The first satellite was named 'Sputnik' and was launched by the Soviet Union in 1957. At the current time, more than 2,200 satellites orbit the Earth. A few hundred satellites are operational, but thousands of unused satellites and satellite fragments are space debris.

Satellites provide amazing detailed views of Earth. Satellite photographs help people learn more about conservation. The photographs keep track of floods, identify pollution in the water, and find burning fires. They show growing cities and spreading deserts. From satellite photographs, scientists learned that the rain forests are disappearing. Every year the rain forests shrink by 130,000 square kilometers. The land is changing from rain forest to farmland or the land is being used by industry. Satellite photographs provide evidence that we need to take care of our Earth!

Picture from Wikipedia: Used as per Public Domain license

1. **Which text passage did you choose?**

   _____

2. **What is the broad communicative purpose of the passage?** SEE page 7 of the article and the chart on the next page. Is it narrative? Is it instruction? description of a natural process? description of a man-controlled process? free-standing description? *Does the passage use more than one?*
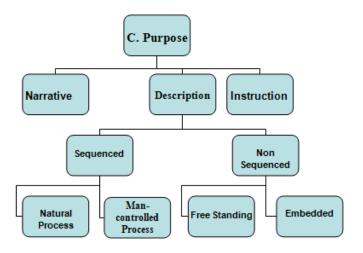
   _____

   _____

Figure (4): Communicative purposes
Source: McEldowney (1992: 30)

3. **Next, establish the basic simple grammatical forms frequently used in the text.** SEE the explanation in the middle of page 7 of the article. **What are the *basic forms* used in the passage your pair chose?**

    _____

    _____

    _____

    You may benefit from breaking the sentences apart to determine the basic forms you want to emphasize. Use the chart below. **FYI: You may rewrite sections of the passage to conform more closely with your grammatical teaching goals, but try to keep the content message the same.**

4. **Next, determine the secondary grammatical forms that can be clustered around the basic forms.** SEE the explanation at the bottom of page 7 of the article. Examples include:

   - The sequence markers
   - Some prepositional phrases (time & place)
   - Some pronouns
   - Possibility of injecting had+ stem+ed
   - Possibility of injecting verb to Be in order to add descriptive comments
   - Question words: when, where, what, etc.

   What are the secondary forms in the passage your pair chose?

   _____

   _____

   _____

5. **Create a grid to display the grammatical forms.** FYI – You may rewrite sections of the passage to conform more closely to your grammatical teaching goals. SEE the example at the bottom of page 8 in the article. Use the grid below, or draw your own on the back of this handout.

	[LABEL]	[LABEL]	[LABEL]	[LABEL]	[LABEL]
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

6. **Develop consciousness-raising tasks for this passage.** Read the examples at the top of page 9 of the article. Then think of consciousness-raising tasks you could design to go along with this text passage.

   What ideas do you have for consciousness-raising tasks?

   _____

   _____

   _____

   _____

   _____

   _____

7. **Develop holistic tasks.** Read the examples at the bottom of page 9 of the article. Then think of consciousness-raising tasks you could design to go along with this text passage.

   What ideas do you have for consciousness-raising tasks?

   _____

   _____

   _____

   _____

   _____

   _____

8. **Lastly, consider using a Text Repair or a Text Enlargement task.** Would either of these be good choices for this text passage? Why or why not? How would you carry out the task?

   _____

   _____

   _____

   _____

WEEK 10 HANDOUT: **From Exercise to Task**
Use with Suggested TASK #3

YOUR Names – Work in Groups of 3-4

1._____

2._____

3._____

4._____

Givens: (1) Printed copy of *The Methodology of Task-Based Teaching* (2) This handout (3) MOE teachers guides and student activity books (4) Chosen grammar exercise from the MOE materials

Your goal: Modify a grammar exercise into a task.

Task Procedure:
1. Decide on a grade level set of MOE materials.
2. Find a grammar exercise in one of the MOE student activity books. Try to find the coordinating attainment target or learning objective expressed in the teacher's guide.
3. Follow the steps in this handout to modify your exercise.
4. Document your thinking and your decisions on the handout.
5. Be prepared to hand-in the assignment at the end of class today.
6. You will have 20 minutes to work.

1. **Which MOE teacher's guide /student book did you decide to use?**

   Grade level _____

   Describe the book (ex: English for Me 9A Classbook) _____

   _____

   Grammar exercise page number _____

2. **Describe the grammar exercise as it exists in the student book.**
   _____

   _____

   _____

   _____

3. **What is the learning objective associated with this exercise?   What is the specific grammatical form that is the focus of the exercise?**

   _____

   _____

   _____

   _____

4. **What are the students expected to do (be measured on) after they complete the exercise?** *[e.g., this lets you know what type of assessment you need to include]*

   _____

   _____

   _____

   _____

Plan Your Task

Think about the requirements of a task. According to Ellis (2003, pg. 16):

"A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that *can be evaluated* in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give *primary attention to meaning* and to make use of their own linguistic resources although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the *way language is used in the real world*. Like other language activities, a task can engage productive or receptive, and oral or written skills and also cognitive processes."

Brainstorm some ideas of how you could change the exercise into a task:

   _____

   _____

   _____

   _____

   _____

   _____

Pre-task: How will you prepare students for this task?

_____

_____

_____

_____

_____

_____

During-task: How will you incorporate focus on form within the task?

_____

_____

_____

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_____

Post-task: What will you do to follow up and assess students?

_____

_____

_____

_____

_____

_____