



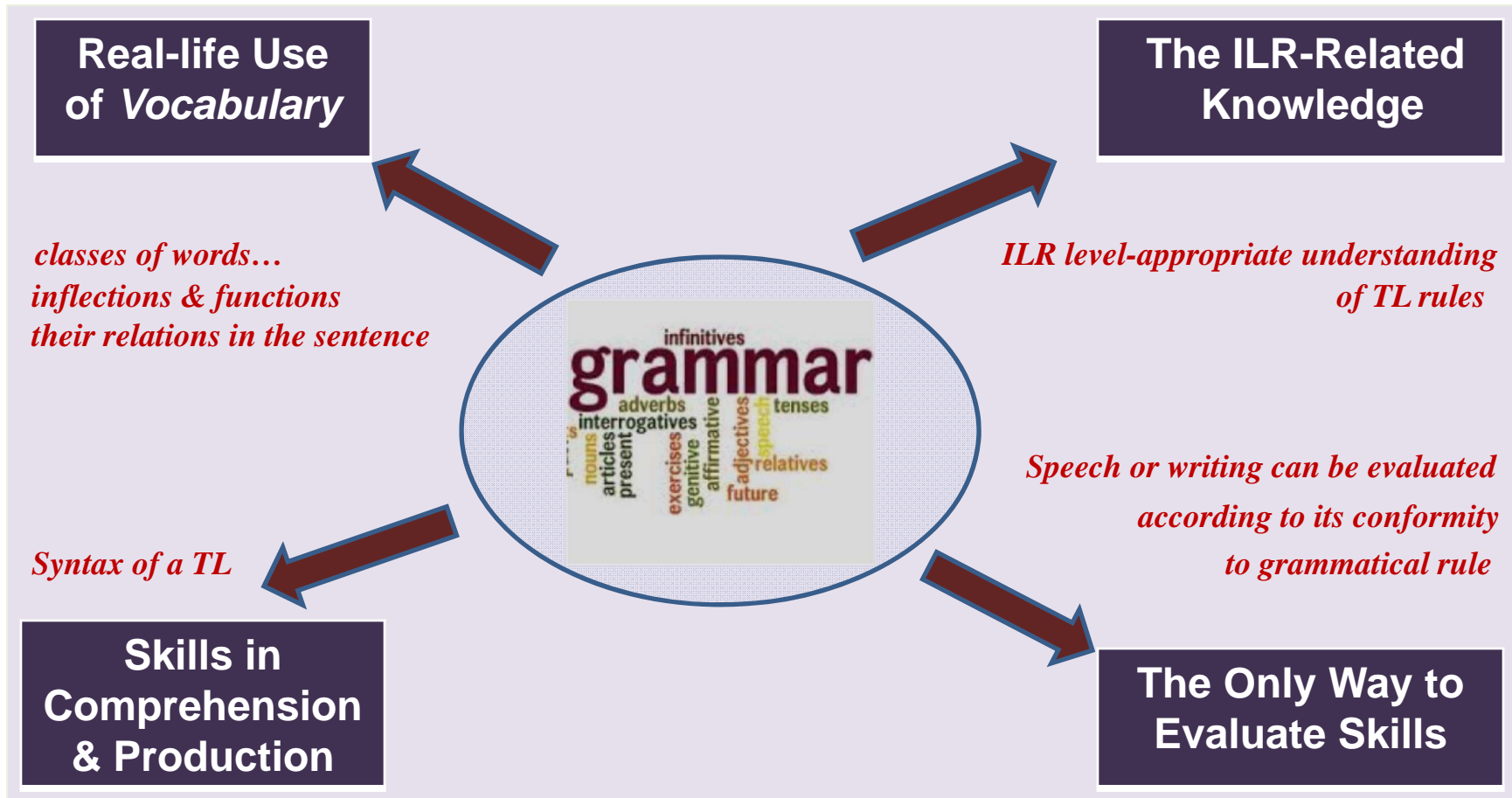
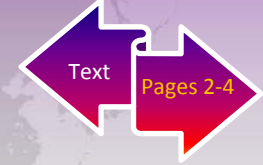
Skill Integrated TL Grammar Teaching

Dr. Serguei Podoprigora

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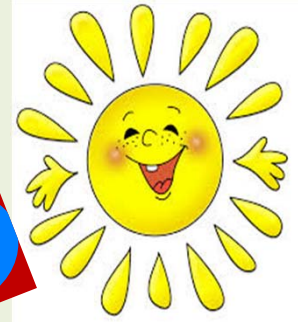
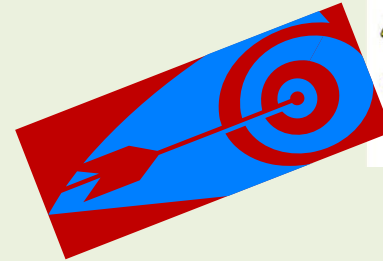


Merriam-Webster Definitions & their Methodological ILR-relevant (TL Teaching) Inferences





Objectives

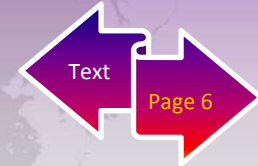


Terminal

Given an ILR-level appropriate graphic, spoken and video-supported or video-illustrated text, and facing up to two presentations in a limited time a learner has to comprehend, retell or translate it comprehending and/or applying ILR-level appropriate grammar with at least 80% of mastery.



Objectives

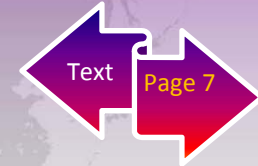


Enabling

1. ...ILR-level appropriate grammar with at least 80% of mastery
2. ...ILR-level appropriate skill-specific grammar with at least 80% of mastery. (i.e., grammar features that are typical for the spoken vs. written expression).
3. ...culturally appropriate syntax with at least 80% of mastery.



Format



Grammar Note as the clarification to a LC/RC text with the Cumulative Grammar supplement to the course

Example of a Grammar Note (from DLI Russian Basic Course of 2003):



Grammar Note

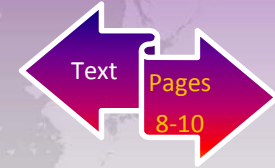
The question word **что** can also function as a conjunction. It is frequently used after **знать, думать** and many other verbs to connect two clauses of a complex sentence.

Я знаю: «Вы генерал». I know: "You are a general." (direct speech)

Я знаю, что Вы генерал. I know that you are a general. (indirect speech)



Grammar Application: Current Problems



...a separate application, nor FLO-related, neither ILR-level appropriate to the other material of the lesson or unit



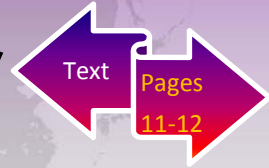
...is not skill-related to the other material of the lesson or unit



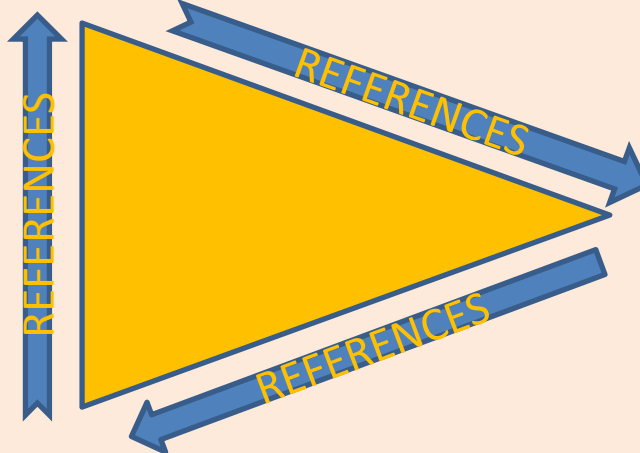
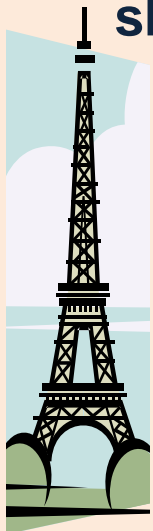
...neither culture-related, nor register-/style-/syntax-related to the other material of the lesson or unit



FLO-topics & Grammar



FLO-oriented texts (including audio scripts) as well as outlines to related *Writing* and *Speaking* activities should contain references indicated in that *introductory (pre-activity) grammar note*.



grammatical specifics of that particular FLO-oriented topic.

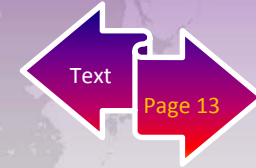


the *Cumulative Grammar Volume* supplied in the end of the program.

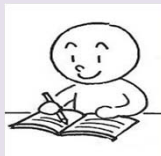




Teaching Component & Grammar

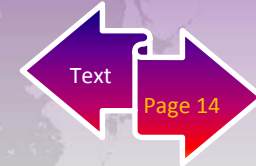


Each activity and corresponding instructional outlines should include exact versions of the answer, referring to the correct syntax, specifically formed and used vocabulary, appropriate cohesive devices, etc. of the TL grammar.

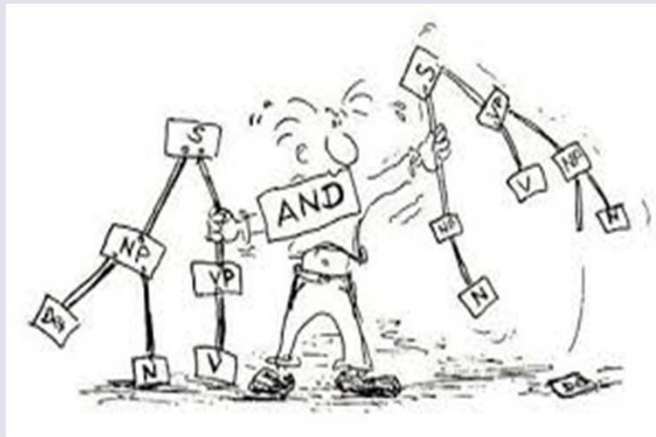




VC-LC & Grammar



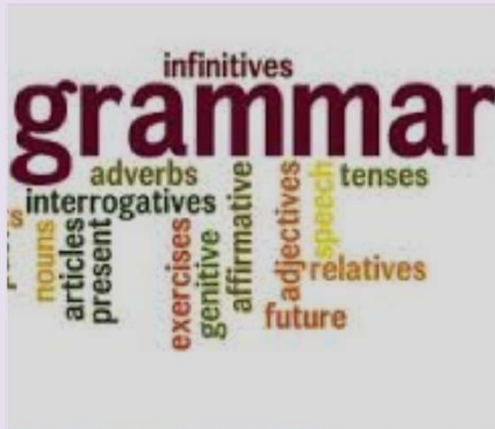
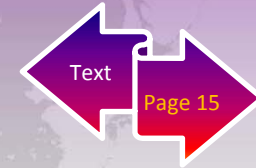
Only those videos that clearly explain/illustrate TL content should be used in the teaching



Any instruction to the relevant activities should contain references to the corresponding word-formation & syntactic structures



LC & Grammar



LC activities should include orientation to grammatical specifics of the oral speech (e.g. vs. graphic texts)



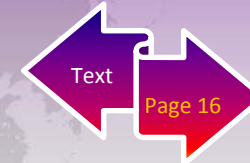
Each LC unit (set of activities) should include orientation towards technical subskills:



pace, pitch, intonation, frequency, voice features related to the presentation of grammar



RC & Grammar

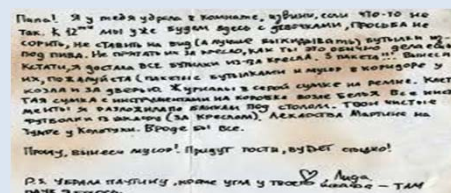


RC activities should be oriented towards

- handwritten and typewriter- printed notes

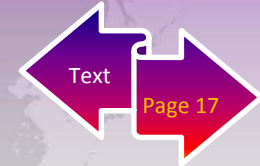
- grammar of *slang*, *colloquial* and various *professional* styles

- comprehension of the web (i.e., blog-related and *forum*-related) content





Speaking & Grammar



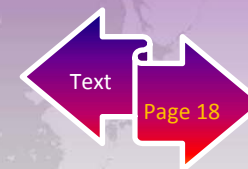
- ✓ Each unit (chapter, chain/group of the correlated activities) should include ILR-level appropriate speaking activities oriented to logical stresses, intonation contour, order of spoken words and correct pronunciation



- ✓ There should be at least one activity in which in which oral (spoken/ phonetic) presentation of TL grammar would correspond (would be confirmed/supported/compared with) by its written expression



Writing & Grammar



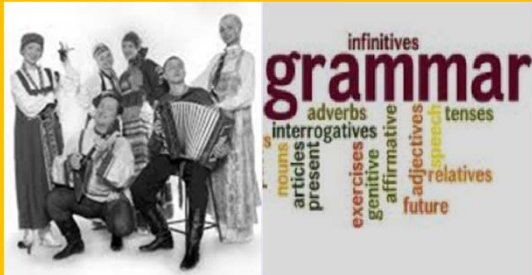
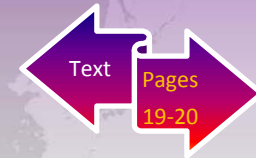
Writing activities should be oriented not only to reflecting and summarizing the semantic content of the materials, but to relevant and grammatically accurate forms of the expression as well.



Each unit (chapter, chain/group of the correlated activities) should include at least one ILR-level appropriate task oriented on (including) writing presentation of the ILR-level appropriate grammar material declared in the relevant grammar note for this unit (chapter, chain/group of the correlated activities).



Sociocultural References via Grammar



A culture note (a sociocultural reference-explanation) should be composed with the same grammatical reference as presented in the relevant grammar note to the unit (chapter/chain of activities).

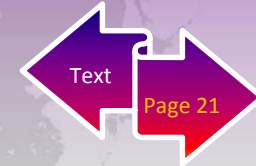
Each course should be supplied with the cumulative sociocultural references volume – which would be nothing but the expanded combination of the separate notes – would repeat the grammar of the course.



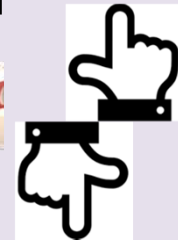
Sociocultural references should be presented not only in a form of special explanatory notes and teacher's explanation (often *quite foggy* one), but with reference to the correspondence between the English and TL grammar structures.



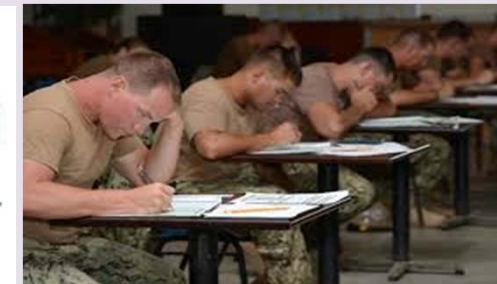
Tests & Grammar



Learners' skills should be tested not by only one corresponding LC or RC presentation but by at least pair of similar skill- and FLO-oriented materials, which are *grammatically* (and *phonetically*) different from the standpoint of technical subskills involved

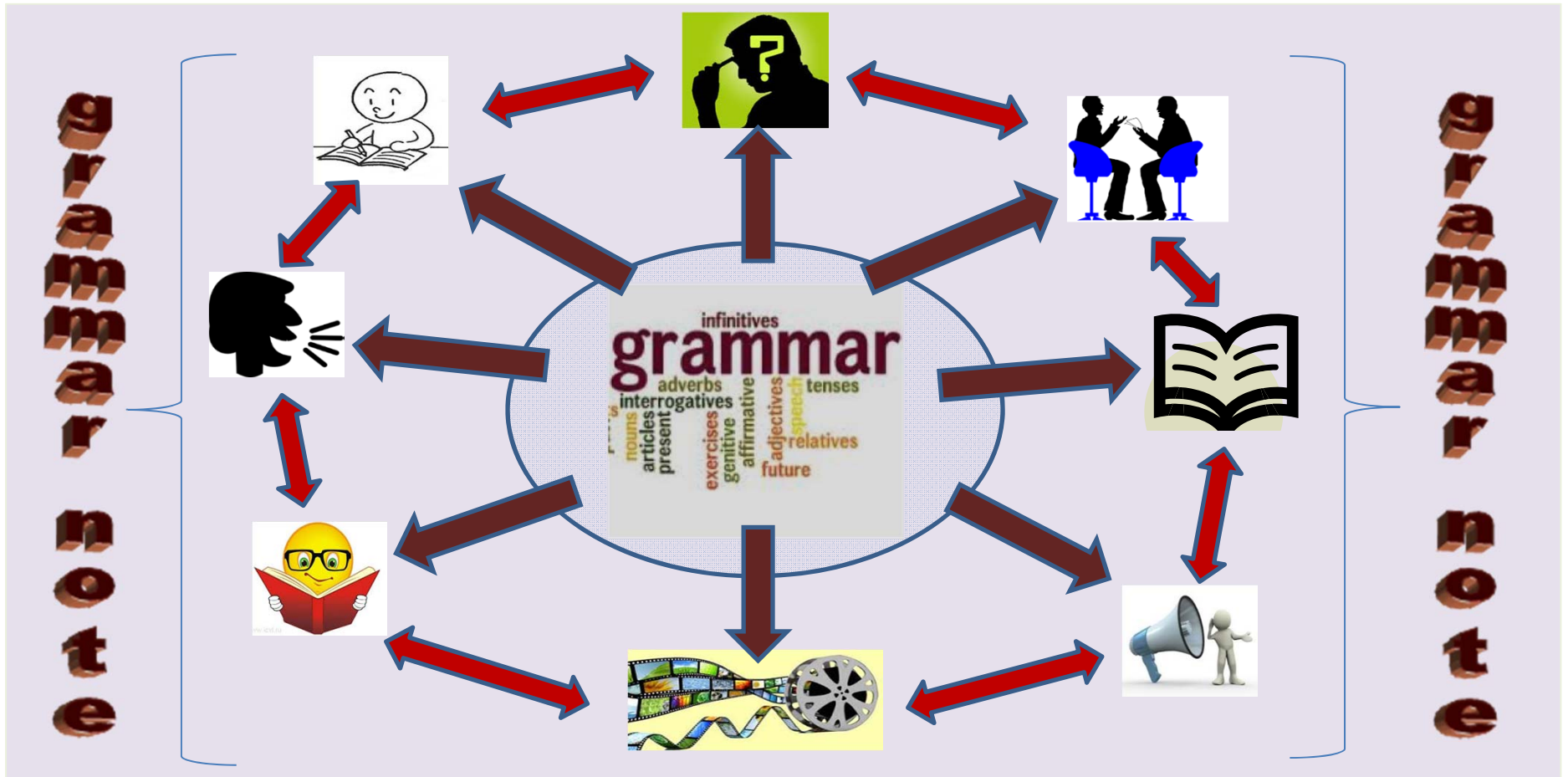


Tests should incorporate various types, though ILR-Level appropriate, grammar models – not only from *emotionally neutral* official-business-style, but from other styles as well



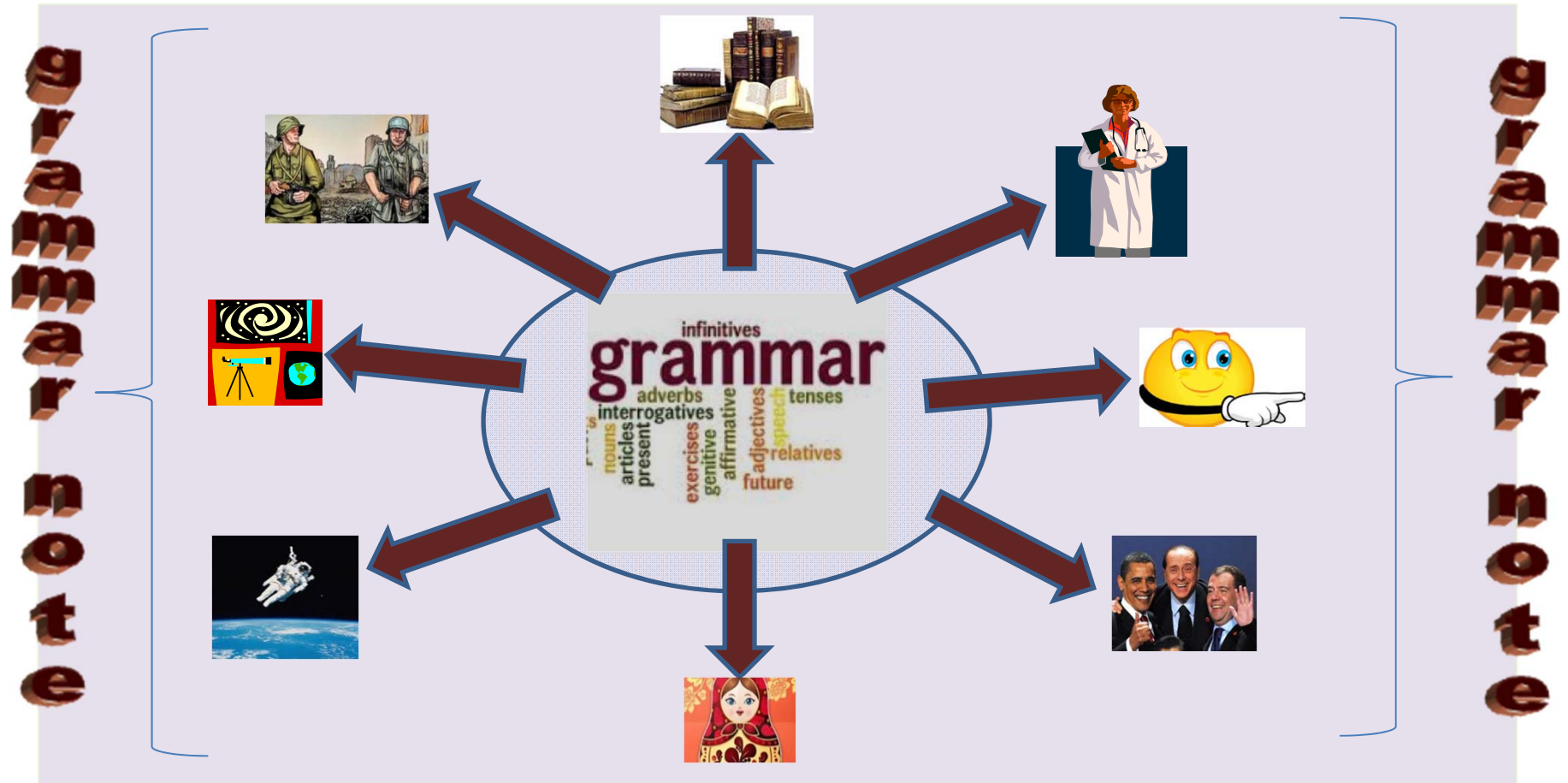
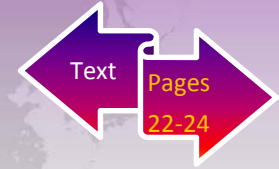


Conclusions & Guidelines





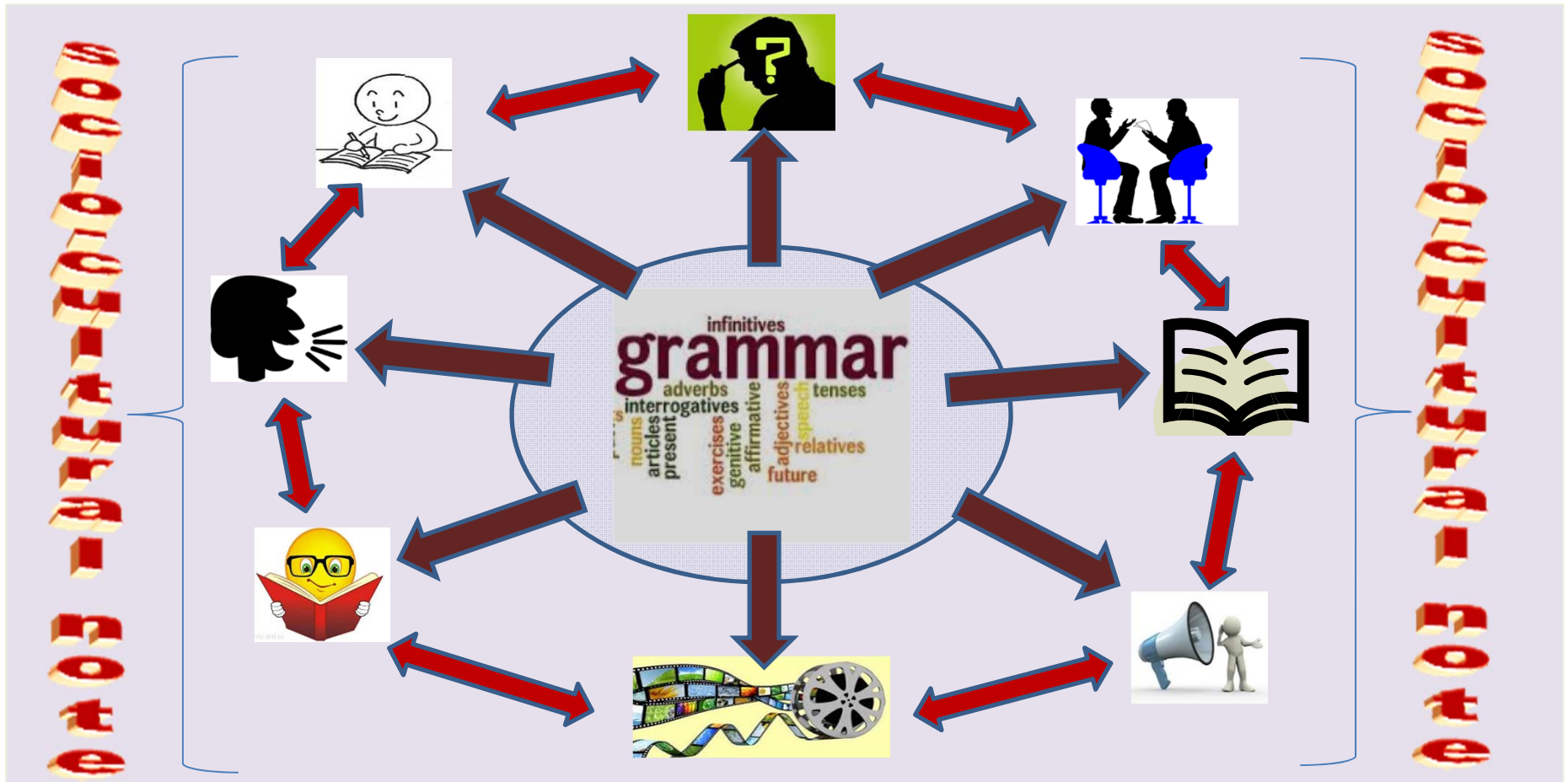
Conclusions & Guidelines





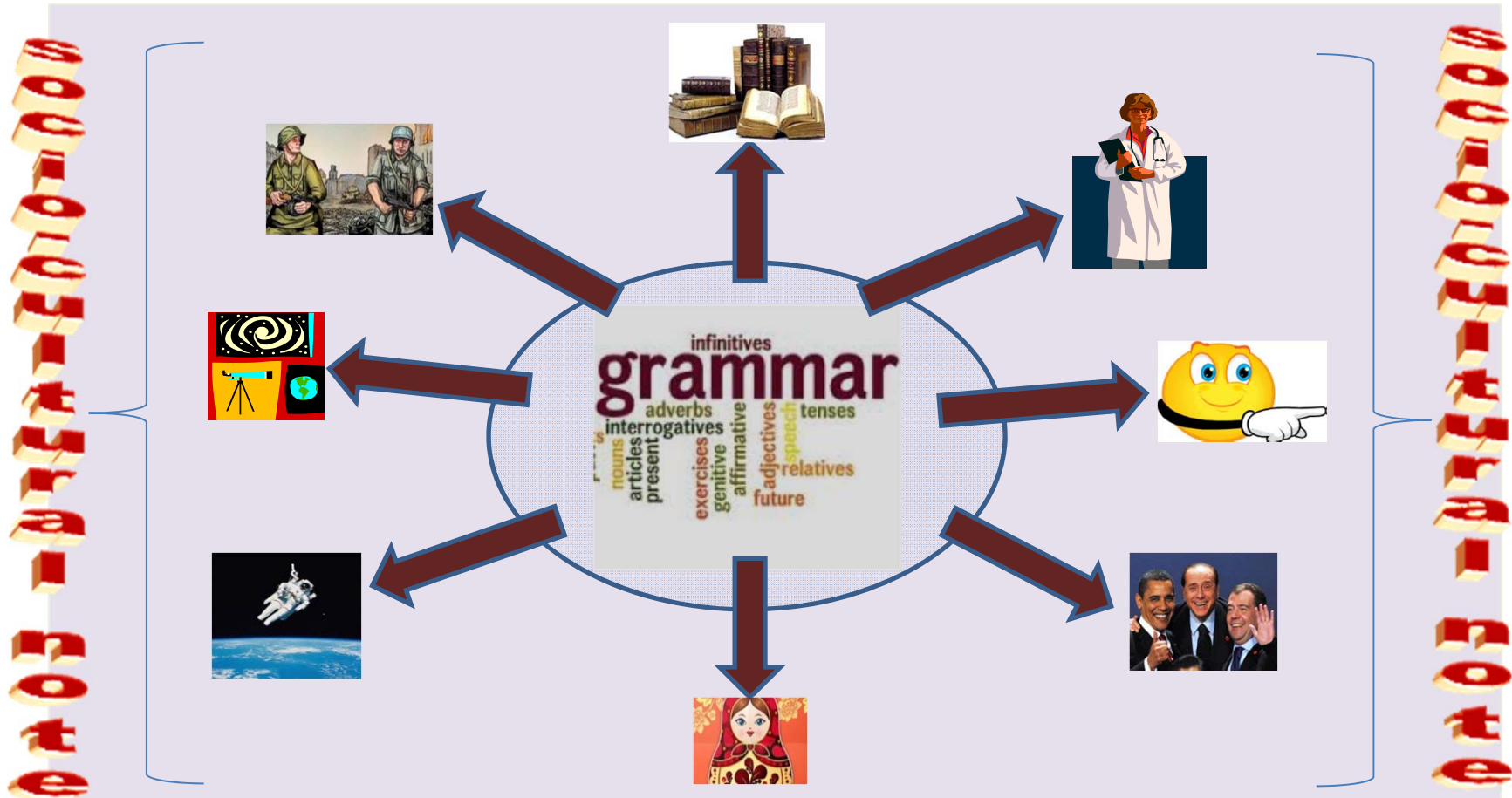
Conclusions & Guidelines

Text
Pages
22-24



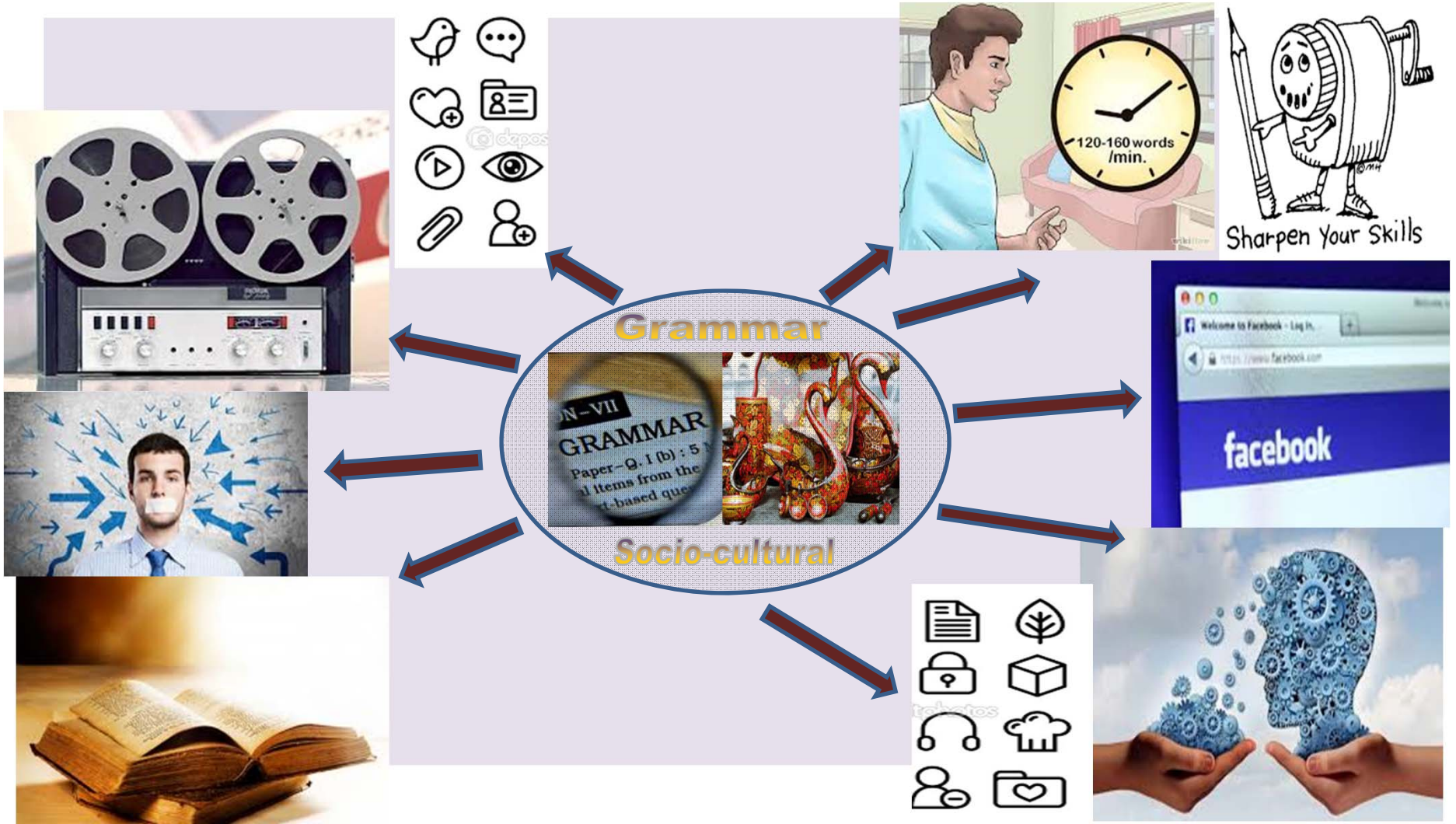
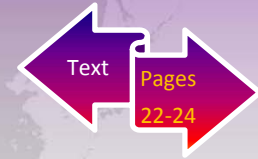


Conclusions & Guidelines





Conclusions & Guidelines



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Literature

