

# 5 GRAMMAR INSTRUCTIONAL SEQUENCES

Based on the results of our previous research, we have developed a model of intervention in the classroom underpinned by socioconstructivist principles. This, which places students in a position to communicate to learn and trigger different some learning opportunities that allow provide learners them with with different different abilities to participate. At the same time, it is an educational assessment tool and a space for reflection and research around what learners learn when we teach them grammar. In addition, it articulates a set of tasks aimed at three possible objectives: communicating, analysing language uses, and knowing the system.



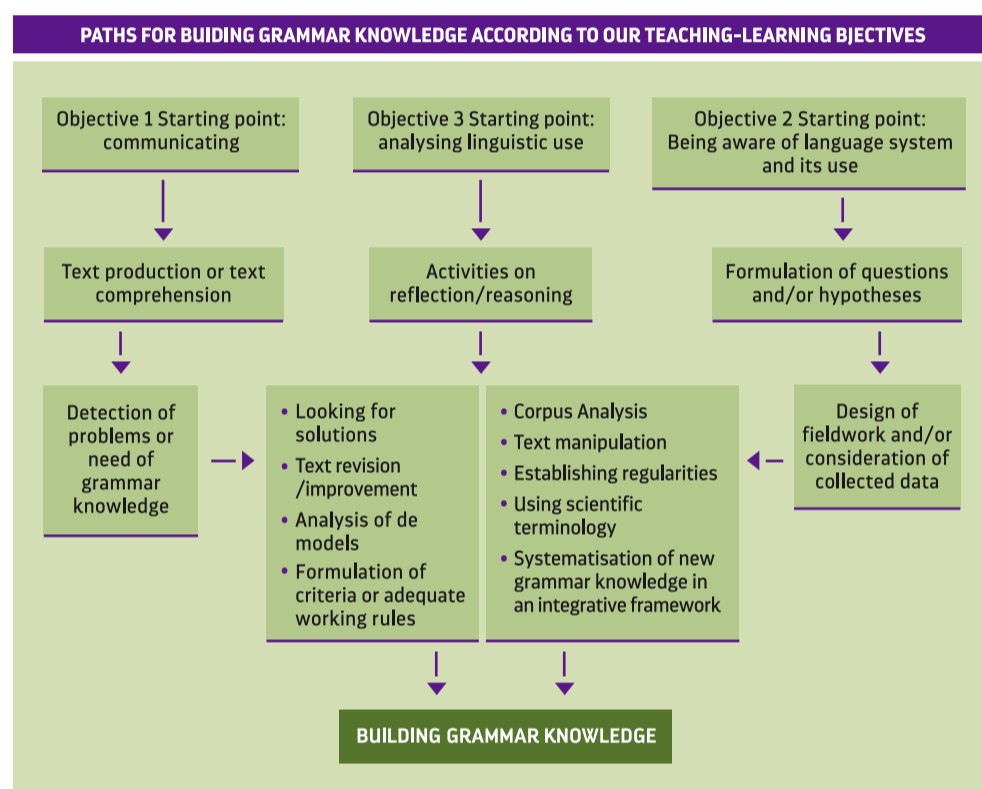
Uri Ruiz Bikandi, Oriol Guasch and Carmen Rodriguez-Gonzalo, Faculty of Education UAB, 2013



The construction of secondary students' grammatical knowledge through research and reason  
Camps & Fontich



Instructional sequences to work on grammar at school  
Camps, Milian, Guasch, Ribas



The hypothesis we have states that language and its use, in the different levels described (enunciative, discursive, textual, syntactic, morphological, lexical), may be considered as a knowledge content in which students can show interest, when they observe it to build knowledge through active processes of discovery and research (data gathering, observation, comparison, analysis, discussion, systematization, synthesis of arguments, etc.). All these operations must be collaboratively conducted with the classmates and with the teacher guiding the process, a teacher always mediating in the adventure to knowledge building in school.

Camps, A., Milian, M., Guasch, O. i Ribas, T. (2005). Seqüències didàctiques per treballar la gramàtica a l'escola. Dins A. Camps (coord.), *Bases per l'ensenyament de la gramàtica* (pp.193-213). Barcelona. Graó.

A grammar for teaching or pedagogical grammar [...] should make this knowledge [contents and procedures] accessible to learners with the aim of developing their verbal abilities, that is, a grammar that offers teachers and students tools for their metalinguistic activity.

Camps, A. i Milian, M. (2017). Cap a una gramàtica per a l'ensenyament: definició i caracterització. *Caplletra* 63, 217-243.

In the case of GIS (Grammar Instructional Sequences), oriented to the teaching and learning of grammar, the interrelated activities being carried out are: (1) A research activity to discover how language works in a specific aspect, for example related to the behaviour of concrete linguistic pieces within a specific textual genre, or related to linguistic variation in different contexts of language use. This activity concludes with the elaboration of a report or oral exposition on the work done and on the conclusions reached; (2) A learning activity concerning grammatical contents, consisting in the systematisation of the results of activities such as the one mentioned above, which will allow knowledge to become available to carry out other activities, either grammatical or discursive.

Milian, M. (2014). Working on grammar at school. In T. Ribas, X. Fontich, and O. Guasch (eds.), *Grammar at school: Metalinguistic activity in language education* (pp.43-74). Brussels: Peter Lang.

Grammar teaching interventions usually focus on teacher's speech, rote learning and the resolution of closed tasks.

Could we conceive at all interventions that involve students in plethora of different tasks (observation, systematization, writing, data collection, communication, etc.)?

We bring into the arena instructional sequences in which the attention to specific grammatical aspects articulates the reflective process, which focus on a) the relationships among concepts within grammatical subsystems (for example, the subsystem of verb tenses of the past in narrative texts), b) the way a certain grammatical element operates within the scope of the text or the sentence (for example, the logical connectors or the notion of transitivity), or c) in the grammatical contrast (between languages or between dialects). We adopt a formal, semantic and pragmatic approach to linguistic content and draw on the learners' previous knowledge, activating it and making it emerge.

We observe that the questions and the tasks proposed to the students (elaboration of classroom material, design and implementation of a survey on linguistic uses, discussion in small group, etc.) has been key for students' engagement, in the words of one of them "even if it were to study grammar".

How can we make this way of working both the grammar and the writing become general in regular classroom practices?

## BIBLIOGRAPHY



Towards a pedagogical grammar  
Zayas



Towards a grammar for teaching: definition and characterization  
Camps and Milian

25 ANYS  
Grup de Recerca sobre Ensenyament i Aprendre de Llengües  
greal

CONGRÉS INTERNACIONAL SOBRE L'ENSENYAMENT DE LA GRAMÀTICA  
III INTERNATIONAL CONFERENCE ON TEACHING GRAMMAR