



## **Role of Grammar in the Development of Proficiency Workshop**

### **Workshop Description:**

This workshop focuses on how to approach grammar from a functional, proficiency-oriented perspective. After exploring a framework for addressing grammar functionally, participants will be guided through hands-on activities to evaluate their existing materials, rethink the treatment of grammar inside individual courses and across the curriculum, and design activities intended to help students acquire grammatical structures at various levels of proficiency.

### **Learning Objectives:**

Upon completion of this workshop, participants will be able to:

- Articulate how the expectations for structural control change as students develop their proficiency
- Design communicative activities that include structure (i.e. “grammar”) from a functional perspective
- Differentiate activities and assessments based on modes of communication and degrees of structural control (Conceptual, Partial, Full) that students experience throughout the curriculum
- Create an instructional map of important structures that students encounter and how these structures are recycled across the curriculum
- Rethink ways to assess students’ growth that would move away from punitive “grading” of “errors” and instead reward both language growth and the strategies that lead to that growth

## Workshop Agenda (8 hours):

Time	Content
Focus Our Learning 15 min.	Welcome and Introductions
Section One 60 min.	Review of Proficiency Levels, Main Characteristics and Assessment Criteria
Section Two 30 min.	Focus on “Functional Grammar” role of textbook and current instructional materials
15 min.	<b>BREAK</b>
Section Three 60 min.	Work in Language Specific Groups: Current approach, materials, goals, and challenges
Section Four 15 min.	Small Groups report back to Full Group
60 min.	<b>LUNCH BREAK</b>
Section Five 60 min.	Teaching and testing for various Degrees of Control: Conceptual, Partial, and Full  Strategies for practicing and spiraling important grammar structures inside of linguistic functions and expanding content domains
Section Six 30 min.	Assessing “grammar” and structural control
15 min.	<b>BREAK</b>

<b>Section Six</b> 60 min.	Setting realistic expectations and designing proficiency-oriented activities
<b>Section Seven</b> 45 min.	Small groups report back and full group discussion
<b>Section Eight</b> 15 min.	Recap and Questions