

Jargon buster

Copy the chart with your own definitions for the following terms (column 1) and explain their relevance to teaching (column 2).

	Your definition	Relevance to language learning/teaching
Gesture		
Expression		
Mime		
TTQ		
L1		
L2		
Mixed-ability class		
Collaborative writing		

TASK FILE

Chapter 4: Describing learning and teaching

A Children and language (pages 46–47)

Complete the chart with as many differences as you can think of between babies/young children learning their mother tongue and schoolchildren/adults learning a second or foreign language.

Mother tongue	Second/Foreign language

B Acquisition and learning (pages 47–48)

How like or unlike natural language acquisition was your experience of learning a foreign language at school?

C Different times, different methods (pages 48–51)

Which methods/approaches in the box are being described in the following statements (sometimes more than one statement applies to an approach).

Audio-lingualism Communicative Language Teaching (CLT) Grammar–translation
PPP Task-Based Learning (TBL) the Lexical Approach the Silent Way
teaching language functions

- After students have been introduced to a situation which exemplifies the meaning and use of the new language (and had the language explained to them), they do some controlled practice before being asked to produce examples of the new language themselves.
- By repeated drilling of new language (coupled with appropriate rewards and encouragement), students learn correct language habits.
- Language consists of a number of lexical phrases (or chunks). These should form the basis of learning.
- Language learning is a process of working out the similarities and differences between the language you speak and the language you are learning.
- Students learn by being involved in communicating with each other.
- Students study how language is used – and what language to use to perform certain functions, such as requesting, agreeing, etc.
- The syllabus is organised into certain tasks; the students learn by trying to complete these tasks.
- The teacher says almost nothing; the students have to listen to each other, think and correct themselves as far as possible.

D ESA lesson sequences (pages 54–57)

1 What do the following letters stand for?

1 CLT 2 PPP 3 TBL

What connection (if any) is there between the letters above and the following:

a Straight arrows lessons? b Boomerang lessons? c Patchwork lessons?

2 How would you describe the following lesson sequences in terms of ESA?

A

- 1 The teacher gives students a number of words and tells them they all come from a story. In groups, the students have to try to work out what the story is.
- 2 The teacher reads the (ghost) story aloud and the students see if they were right. They discuss whether they like the story.
- 3 The students now read the story and answer detailed comprehension questions about it.
- 4 The students look at the use of the past continuous tense (e.g. 'They were sitting at the kitchen table') in the story and make their own sentences using the past continuous.
- 5 The students talk about ghost stories in general: do they like them/are they scared by them?, etc.
- 6 The students write their own ghost stories.

B

- 1 The teacher stands in front of the class and starts to look very unhappy. The students are clearly interested/concerned.
- 2 The teacher mimes feeling ill. The students look as if they understand what's going on.
- 3 The teacher says, 'I'm feeling ill'. The students repeat, 'I'm feeling ill'.
- 4 The teacher mimes feeling frightened/sad/angry/depressed, etc, and says, 'I'm feeling sad', etc, and the students repeat the sentences.
- 5 The teacher models the question 'What's the matter?' The students repeat the question.
- 6 The students practise questions and answers, e.g. 'What's the matter?', 'I'm feeling depressed', etc.
- 7 The students do a role-play in which two neighbours meet – and one has just had their car stolen.

C

- 1 The teacher asks students if they like photographs.
- 2 The teacher shows students four photographs and puts them in groups to decide which should win a photographic competition.
- 3 The students question each other about photography – Do they own a camera? Do they take a lot of photographs?, etc.
- 4 The students look at a number of words (which will appear in stage 5) and have to decide which part of speech they are.
- 5 The students look at a poem about a photograph with some of the words blanked out. They have to decide what parts of speech are missing.
- 6 The students now put their words from stage 4 in the blanks. They listen to a reading of the poem to check that they've got it right.
- 7 The teacher and the students discuss the meaning of the poem. What's the story? Did they like it?
- 8 The students write their own poems on a similar theme.

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Copy the chart with your own definitions for the following terms (column 1) and explain their relevance to teaching (column 2).

	Your definition	Relevance to language learning/teaching
Rough-tuning		
Comprehensible input		
Monitor (v)		
Noticing		
Conditioning		
Cue-response drill		
Language function		
Task cycle		
Discovery activity		