

2 About language learning

1 Starter activities

- 1 Look at the statements from students below. They are about the ways in which they like or dislike learning languages. Put a tick next to those you agree with and a cross next to those you disagree with.



- 2 Draw two more bubbles and write in them two other statements about the way in which you like or dislike learning languages. Then compare your answers with a partner.

2 Listening



- 1 Listen to Emmah, right, talking about how she learnt French at school in Britain and how she would like to learn French in future. Decide which of the statements above she would agree with.



- 2 Listen again and make notes in the chart below. Then compare your answers with a partner.

The ways in which Emmah learnt French at school	The ways in which Emmah would like to learn French	
	At school	In France
Written work		

2 About language learning

- 3 Look at the list below of words and expressions from the conversation. With a group, write definitions of each one. Then explain them to someone from a different group, as if you were explaining them to a student. Would you explain them just by using the definition or in some other way?
- | | |
|-----------------------|-----------------------|
| verb tables | slang |
| to learn off by heart | picking up a language |

3 Speaking

1 Language functions

Look at the expressions below. They are all expressions you can use to keep going while you are talking. Put them into three groups: *expressions of hesitation*, *expressions for correcting yourself/rephrasing*, and *expressions to stop interruptions*.

now, let me think	what I mean is
I mean	I just wanted to add
hold on	how can I put it?
sorry, what I meant to say was . . .	or rather
just a minute	

- 2 Now discuss with a partner:
- how you learnt English
 - if the way you learnt was a good way
 - if the way you teach is influenced by the way you learnt English.
- Try to use the expressions above at appropriate places in your discussion.

2 About language learning

4 Student language: Assessing written work

- 0-7 1 The short composition below was written by a student. Read it through quickly. What is it about?

I^a had a lot of teachers that I liked so^b much, but it was a long time ago and I can't remember really. But recently I^c had a teacher and I think I'll never forget her. She wasn't extraordinary. She was a normal person.

She was confident^d about her. She didn't want to show us good/bad things/feelings about her. She wanted only to teacher. She decided 'You have to learn this' and she was^e going straight on! She had a good way to teach and could understand our weaknesses. She^f always was trying to find the best way. Before or after grammar's lessons she tried to show us how and why learn this lesson, with some practical joke (examples).

Everyone was^g enjoying her lessons. No one wanted^h the end of the class.

But I think she was so good because before teachingⁱ something for someone she thought 'If I didn't know this, how I would like that^j someone teach to me? Which is the best way?'

2 About language learning

- 0** **2** Correct the mistakes underlined in the composition.
- 0** **3** In mistakes (a), (c), (e), (f) and (g) the student has used the wrong tense. Why do you think the student made these mistakes?

5 Grammar

- 0** **1** You could explain the mistakes with the tenses in the composition above by contrasting some of the tenses. Read the explanations below, which contrast three tenses, and complete them.

The past simple tense and the past perfect tense

'When you're talking about states or actions that only took place in the (a) and are now completely (b) , you (c) the past simple tense. You only use the past perfect (d) when there are two consecutive states or actions, and you want to stress that the (e) one happened before the other.'

The past simple tense and the past continuous tense

'When you want to talk about habitual or continuing (f) or states in the past you use the (g) simple tense or *used to*. You only use the past continuous tense for past actions or (h) that were (i) as something else happened, that is, for background actions or states.'

- 2** Would any of the following students find the above explanations helpful?
- A teenage intermediate student with a little formal knowledge of grammar.
 - An adult intermediate student with a good formal knowledge of grammar.
 - An adult intermediate student with no formal knowledge of grammar.

3 Talking points

Talk about one or both of the points below with a partner or partners.

- Are grammatical explanations helpful to students?
- Would you correct all the mistakes in the composition in Section 4 before returning it to the student? If not, which mistakes would you correct? Why? How would you correct them?

2 About language learning

6 Writing: A letter

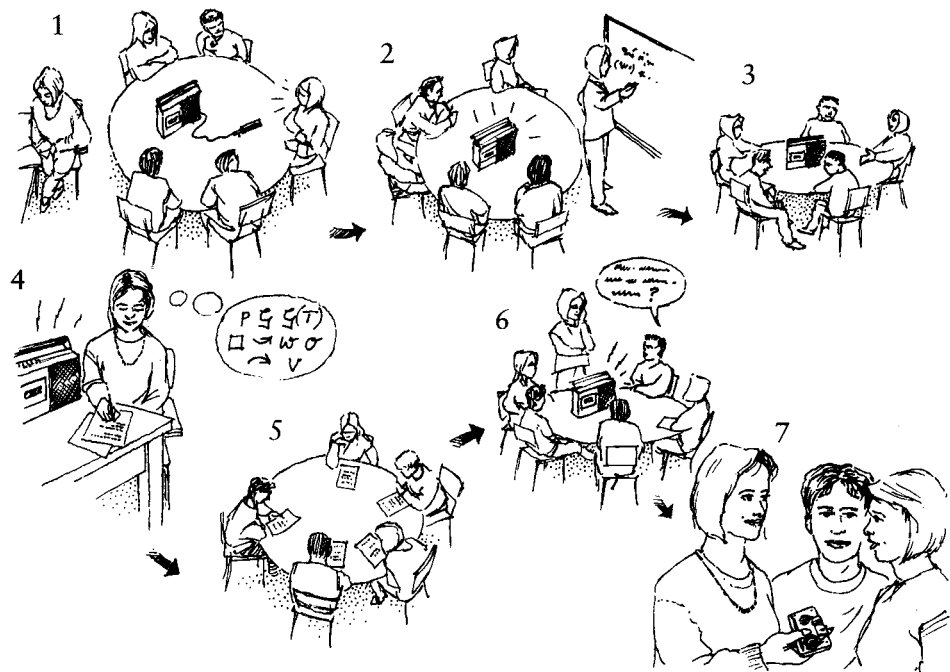
- 1 Read the last part of a letter you have recently received from an English teacher friend who is a student of Spanish.

I'm thinking of giving up my course - I don't seem to be making any progress. I can't speak fluently or really understand radio or TV programmes. I don't know if I can wait six months before I go to Spain next year - I feel so discouraged now. What did you find helpful? If you've got any tips, I'd be glad to have them! Anyway, take care! Love Sandra

- 2 Write a letter replying to Sandra. Then exchange letters with a partner and ask and answer questions about your advice.

7 Reading

- 1 The pictures below illustrate the different stages of two consecutive language lessons. Look at them and, with a partner, work out what is going on in each picture.



2 About language learning

2 Now read the passage below which describes the two lessons. Were you and your partner right?

- a) Each group gets into a closed circle and holds a conversation. This is recorded by passing the cassette recorder to each person as they speak. (The teacher remains outside the circle, but can be consulted by students if they need help.)
- b) The teacher plays the recording back to the group and students ask for unfamiliar words to be written up on the board. There are no further questions at this stage.
- c) The teacher asks the group to reflect on the conversation and pass comments on it.
- d) The teacher takes away the cassette and transcribes the conversation, marking errors with a simple system of notation.
- e) In the next lesson, students receive copies of the transcript and reflect on it for five minutes. They make their own corrections wherever possible.
- f) The recording is played through again and students ask questions about errors that they cannot correct themselves. During this stage, the teacher judges when to do a little spot remedial teaching and may also decide to devote a whole follow-up lesson to a particular point.
- g) Students receive copies of the cassette for private study, either at home or in a listening centre.

The cycle begins again with a new conversation.

(adapted from C.L.L. (*Community Language Learning*) – *A Way Forward?*: Rod Bolitho)

KEY 3 Look at the passage again. What is meant in (f) by:

- a) '*spot* remedial teaching'
- b) '*a follow-up* lesson'?

KEY 4 Look at the list below. Match the verbs on the left with the nouns on the right. Some verbs may be matched with more than one noun.

- | | | |
|--------------------|---|-------------------|
| a) to get into | — | the teacher |
| b) to hold | | a recording |
| c) to consult | — | a closed circle |
| d) to play back | | unfamiliar words |
| e) to write up | | remedial teaching |
| f) to play through | | a conversation |
| g) to do | | |

5 Now look at the pictures again and, without looking at the passage, describe to a partner what is happening in each stage of the lesson.

2 About language learning

6 Talking points

Talk about one or both of the points below with a partner or partners.

- Do you think you could learn languages this way?
- Would you like to try teaching this way?

8 Classroom instructions: Introducing a conversation lesson

- 0-7** 1 Imagine that a teacher has decided to try out for the first time the teaching technique described in Section 7 on page 19. The teacher might introduce the technique with the instructions below. Read them and then fill in the blanks.

'Right, now today we're going to do something (a) different from anything we've done before. It's a kind of conversation (b) OK?

'Now, I'm going to ask you to (c) into groups of six and I'm going to (d) each group a cassette recorder. Right, now, in your groups you're going to (e) a conversation and you're going to record what you say. OK? Now (f) you're talking I'll be here, walking around, and if there's anything you (g) to ask me, like how to say this or that, you just call me and I'll (h) and help. Now, what are you going to talk about? I'd like you to choose a topic from . . . '

- 2 Now introduce the same activity to a partner as if you were speaking to a class. Use your own words or those above.

9 Conclusions

1 Teaching-related vocabulary

In this unit there are many words and expressions related to teaching and learning. Read through the unit and write down ten items which you find particularly useful.

2 Reflections on teaching

- Look at the *Teaching/learning techniques* column in the chart opposite. Add two other techniques to this list.

Do these techniques help you learn language? Complete the first column with your opinion.

2 About language learning

<i>Teaching/learning techniques</i>	<i>Your opinion</i>	<i>A's opinion</i>	<i>B's opinion</i>
Listening to recordings of yourself			
Learning vocabulary lists by heart			
Studying the language at home with a friend			
Learning verb tables			
Doing pronunciation drills			
Listening to rapid conversations			

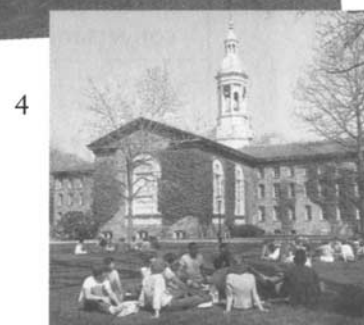
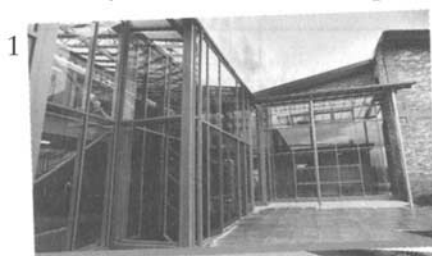
- Now fill in the other columns by finding out colleagues' opinions. Then discuss your answers.

3 About you

1 Starter activities

- 1 Look at the photographs of different schools. What do you think these schools are like (their students, teachers, atmosphere, buildings, etc.)?

Discuss your answers with a partner.



- 2 Are any of the schools in the photographs similar to the school where you work or where you were a student? Describe your school to a partner.

2 Reading

- 07** 1 In the passage below George Finley, a teacher in his early forties, describes some of his experiences as a teacher. Read the passage through quickly. Then answer the question: Does George like teaching?

I went into teaching for all the wrong reasons – short hours, long holidays and the idea that I'd have enough time to set up my own business. It didn't work out at all. I ought to have known better, as my father was a teacher, but he worked in a grammar school. Although he brought marking home, his job was very different from mine, much more settled. It was easier for him to know what he was doing. If he saw my classroom, I'm sure he would be absolutely horrified. He just can't envisage what my school is like.