



PH Zürich  Ausbildung

ABC race (limit to 4 minutes or A-Z)


Role of

- breaking the ice;
- visualizing and personalizing;
- team collaboration and simple sharing of language and culture;
- peer corrections;
- time AFTER to USE language (categories (e.g. senses), descriptions, looking up words);
- assessing comprehension ("I am..." game / pair activities)
- Encouraging MWEs (multi-word expressions)

Transfer → single parts of speech, grammar...

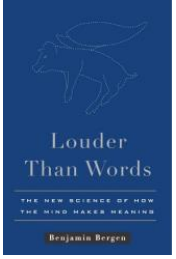
 board races EFL

1


PH Zürich  Ausbildung

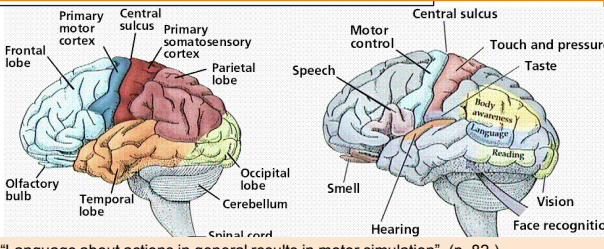
Benjamin Bergen

Maybe we understand language by simulating in our minds what it would be like to experience the things that the language describes (p.13).




2

PH Zürich  Ausbildung



"Language about actions in general results in motor simulation". (p. 82.)
 "When people are explicitly instructed to imagine specific sounds, auditory brain regions once again light up" (p. 35)


Smells?

PH Zürich  Ausbildung

Macedonia, M. (2015). Learning Styles and Vocabulary Acquisition in Second Language: How the Brain Learns. *Frontiers in Psychology*. 6(1).

Having a particular learning style would imply that one region of the brain or network(s) selectively processes the information, i.e., more or better than another and therefore is in a way "dominant" over other regions. However, there is no scientific evidence that the brain does this. Whenever input is provided the brain processes and stores information in regions that are specifically engaged in this task. If synchronously active, brain regions wire together into functional networks sharing the information processed and stored. Hence, it is not surprising that smelling a rose without seeing it, allows one to imagine the color and shape of the flower (p. 3).


4

PH Zürich  Ausbildung

Theories of embodied language encourage teachers to think about:

1. Linking to the senses and visualization strategies
2. Helping learners create the subjective experiences of understanding
3. Comprehension / wait time for certain lexical items may be longer based on L1, list categories, cognitive style...
4. Selections of words / expressions to teach → more metaphor?
5. Identifying word senses, transfers
6. How inferences are drawn and why they should be

5

PH Zürich  BARRY

1. Linking to the senses and visualization strategies



... not all nouns are about objects, just as not all verbs are about actions.
Marathon is a noun, even though it doesn't denote an object, and **imply** is a verb that doesn't describe a physical action.

Show understanding?
 Show relationship to?

6

PH Zürich Ausbildung

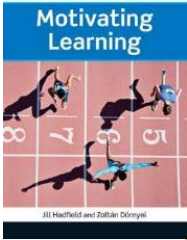
Research and Resources in Language Teaching

1. Linking to the senses and visualization strategies - Specific movements or general behaviors?

...athletes who visualize a good performance actually perform better than athletes who do not focus on visualization techniques (Bergen, chapter 1).

...Idea of Self...Imagining Identity...Mapping the Journey...(Hadfield and Dömyei, 2013).

...Task-Based Learning and the role of "Planning"?



7



PH Zürich Ausbildung

2. Helping learners create subjective experiences of understanding

a dog
a cat
a pencil
a key
a watermelon
a marble
a/the button

Circle games (2-directional / NOT):

- I'm....
- Petting the dog
- Holding a watermelon

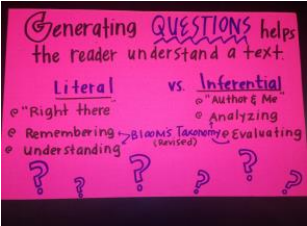



When you present language, present HOW it would actually be: I handed her the scissors
Implication: Speed up processing time by presenting accordingly.

PH Zürich Ausbildung

2. Helping learners create subjective experiences of understanding

Student generated questions from readings



<https://staryofunbarnteacher.files.wordpress.com/2013/12/photo-4.jpg>

9

PH Zürich Ausbildung

3. Comprehension / wait time for certain lexical items may be longer based on L1, list categories, cognitive style...

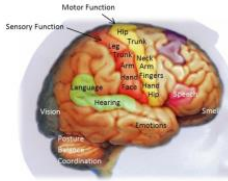
- "Even when you process a negated sentence, you first construct a simulation of the counterfactual scene and then move on to the factual one" (p. 146).
(I DON'T LIKE ICE CREAM)
- Right to letters process directional things (e.g. the pitcher threw the baseball to the catcher) differently.
- Watch out for teaching colors
- Focus on segmentation skills (through predictions / inferencing): "Pass me the s - a - l - a - d (salt, sandwich, salad, salami)"
- Visualizing trajectories / cultural habits (silverware...)

10

PH Zürich Ausbildung

3. Comprehension / wait time for certain lexical items may be longer based on L1, list categories, cognitive style...

- 1. Face verbs: blink, clap, grasp
- 2. Hand verbs: pinch, run, stub, smile, twitch
- 3. Leg verbs: walk



I bit an apple: face / mouth part of brain
I grasped the railing: hand part of brain
I kicked the ball (bucket): foot part of brain

Figure 3 - Functions of the Brain

11

PH Zürich Ausbildung


4. Selections of words / expressions to teach → more metaphor?

"a rough day" vs. "bad day"
"raining cats and dogs" vs. "torrential rain" or "raining a lot"
"I DODGED the question!" vs. "I avoided the question"

Give a few examples in the language you teach.
Il est tombé dans les pommes.

"Both types of metaphorical expression – the more and less familiar ones – activated the participants' motor systems. But, more intriguingly, the more familiar the expression, the less it activated the motor system" (Bergen, p. 207).

12

PH Zürich  Ausbildung

4. Selections of words / expressions to teach


Selection criteria – imagine all these words come from a unit or story

1. What are the differences in the lists?
2. Which set of words should you explicitly teach and why?

Semantic cluster	Unrelated cluster	Thematic cluster
a degree	go to great lengths	lectures
a campus	put me off	informed about something
the subjects	thriving	become (an engineer)
the course lecturers	the hype	earning a degree
the student population	immediately	wide range of subjects

(Complete Advanced, p. 111)
Karabulut & Kesli Dollar (2014)

13

PH Zürich  Ausbildung

4. Selections of words / expressions to teach


Good selection, Objective CAE, p. 174

But missing are columns for:

- Noting individual tips / associations
- Usage in a different context

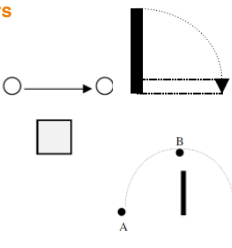
Words from the text	Meaning	Other words from same root (in typical phrase)
stressful	causing worry and anxiety	a stress-free environment; to feel stressed, stresses and strains
agree		
undeterred		
excessive		
concede		
forcibly		
frequent		
compensation		
correlation		

O'Dell, F. & Broadhead, A. (2008). Objective CAE. Cambridge University Press

PH Zürich  Ausbildung

5. Identifying word senses, transfers


The fence fell over.
The cat jumped over the wall.
The UFO flew over the city.
Class is over.



Don't just stop at "Today we are using [prepositions of place]" – take a look at other uses of [prepositions]!
Make transfers: ring, foot, pound, ...
Use corpora: <http://www.lextutor.ca/>

Tyler et al 2013

15


PH Zürich  Ausbildung

6. How inferences are drawn and why they should be

Polar bears mostly blend in with their icy, snowy surroundings, so they are at an advantage over much of their prey. According to early reports, polar bears sneak up on their prey with their muzzles covered by their paws – going undetected! (Bergen, p.1)

HOWEVER
T/F/not-in-text testing is
BAD.....


16

PH Zürich  Ausbildung

Implications

- Visualization: have learners picture themselves in class, speaking with a flawless American accent; let them bring their own representations
- Encourage RELATIONSHIPS to words, not simple representations OF words.
- Link to motion: Imagine a known situation and walk through the scene encountering words along the way (loci methods)
- Selection: Choose more colorful variants even if less frequent; provide opportunity for personal information
- Embrace and understand culture-bound representations


17


PH Zürich  Ausbildung

In the traditional way....







1. Think of one of these words
 - sky
 - earthworm
 - to grow
 - quaint
 - pig
 - a hand
2. Roll the die and do what the die says – your partner guesses


- Show you know (act it out)!
- Make a sentence, (beep) it!
- Say a synonym/similar word!
- Say an opposite/say what it is not!
- Relate it to your life!
- Provide a definition!




In the Embodied Way? PH Zürich  Ausbildung


- Think of one of these words
 - sky
 - earthworm
 - to grow
 - quaint
 - pig
 - a hand
- Roll the die and do what the die says – your partner guesses

-  Its direction, how it feels or your reaction to it!
-  Describe what you SMELL or SEE or how you feel about it
-  Say a synonym/similar word!
-  Say an opposite/say what it is not!
-  Relate it to your life!
-  Find a metaphor with it!




And Lingua Franca English? PH Zürich  Ausbildung


94 (2015)
1983: 1/5
2008: 1/3
2 billion
nearly 1 in 2
80%



But don't believe statistics....
Sources: <http://www.britishcouncil.org/learning-esp-the-english-language.html>; Wikipedia (Graddol 2008 and Crystal 1997)


Lingua franca research PH Zürich  Ausbildung

- Accents : How do we relate to which speakers?
- Grammar : Which un-mastered structures hinder communication?
- Vocabulary: Is there a core list? (e.g. Globish)
- Grammar vs Vocabulary: What do we produce more correctly – language learned in lexical chunks or analytic lists?
- Pronunciation: What do we have to master to be understood?
- Strategic competence : Body language, code switching, paraphrasing...

2. Lingua Franca Grammar: Focus on..... PH Zürich  Ausbildung

Present progressive / present simple
Modal verbs (present/past/future) → going to have to.....
Negations


Intercultural Communication

3. / 4. Lingua Franca Vocab PH Zürich  Ausbildung

Accept mixes
Needs-based approach
Use Oxford Children's Corpus / international corpora
Globish?
Lexicogrammar

- Embed isolated words into chunks
- Use lots of functional expressions
- Include metaphoric language
- Lexical approaches tend to be better for memory and for accuracy
- Unrelated clusters better for memory → Even better, add chunk!


23

Pronunciation: What to teach PH Zürich  Ausbildung

- Initial consonant clusters
- Minimal pair activities
- US 'r's
- UK 'nt's
- Sentence intonation
- Most consonants


Don't worry about: word stress, *this*, weak/strong vowels...

24

PH Zürich  Ausbildung

The non-core features:


- Substitutions of 'th' e.g. 'think' resulting in 'tink', 'sink' 'fink'
- Pitch movement on the nuclear syllable (I have to go to the BAthroom).
- Weak forms e.g. 'to' „pronounced / tu: / not / tə
- Vowel quality e.g. 'cake' / keɪk / pronounced / ka:k / (orange)
- Word stress
e.g. 'perfectionist' per**F**ECTionist pronounced **P**ERfectinist

PH Zürich  Ausbildung

Act out before you analyze

Andy: Hi Dave! Will you do me a favor?
Dave: Sure, what is it?
 Andy: Will you help me study for my exam?
Dave: No problem. When?
 Andy: This evening.
Dave: Okay, I'll see you later.

Adapted from: <http://www.youtube.com>


PH Zürich  Ausbildung

More complex...yet act-outable!

Jodie: Writing songs for films is more restricting than creating songs for an album, isn't it Alan?


Alan: Actually it's great, because instead of wandering round the streets wondering what to write about, they give you a pretty specific brief – the song has to reflect the mood of a scene or the characters. So you feel it's genuinely part of the film rather than being stuck on the end as a bit of extra marketing, and that's more interesting.

http://portal.weddy.com.pl/7437_1200000_2_1487048.html


PH Zürich  Ausbildung

Strategic competence in the classroom


- Teach learners to paraphrase
- Teach learners to ask when they are not sure by picking up on the last word someone said
- Teach learners to use their bodies
- Teach learners to say words in their L1 with another accent
- ...

PH Zürich  Ausbildung

What can we learn from Lingua Franca Research?

 Pragmatic approaches

Lexical chunks / selection

 Backpack games in MWEs (Yesterday, I...)


- sentence starters
- vocabulary
- grammar points

One minute lists (I need...)

- foreign words
- gestures

Did you take my keys

Role plays

PH Zürich  Ausbildung

Lingua Franca in conclusion....

- Select useful CHUNKS
- Don't overcorrect – study correction criteria
- Help learners become familiar with corpora
- Teach strategies, such as body language or replacing target language words with L1
- Priority setting – what to teach explicitly
- Knowing what and what NOT to correct

Research in German? Research in French (colonies? "modèles d'interaction")