

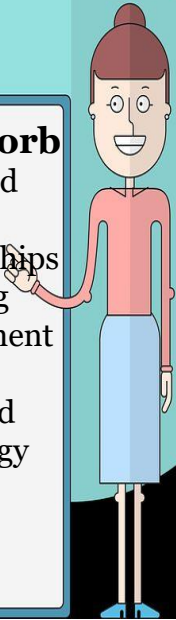
# Creating Life-long Language Competence



**A few small changes can  
make a BIG difference**

## Themenkorb

- Sports and Leisure
- Relationships
- Travelling
- Environment
- Politics
- Media and Technology



## Speaking

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
B1	Has enough language to get by, with sufficient vocabulary to express himself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'humble' and common expressions with more predictable situations.	Can be going comprehensibly, even though lacking in grammatical accuracy, but with some vocal planning and repair. Can be heard, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can respond to what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete sentences into a connected, linear sequence of points.	Pronunciation is generally intelligible, with approximate intonation and stress, although there are local trends. However, accent is usually influenced by the language(s) he/she speaks.
A2+	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but all systematic rules have been memorized.	Can make himself understood in very short utterances, even though phrases, false starts and reformulations are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is only able to understand enough to keep conversation going on his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks or stress, rhythm and intonation may affect intelligibility, requiring clarification from interlocutors. Nonetheless, pronunciation of familiar words is clear.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a restricted repertoire.	Can manage very short, isolated, mostly pre-learned utterances, with much hesitating, to describe familiar words and to repair communication.	Can ask and answer questions about personal details. Can interest in a topic but communication is totally dependent on repetition, re-phrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	Pronunciation of a very limited number of these words and phrases can be understood with some effort by interlocutors, but with the aid of features of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress of simple familiar words and phrases.

# The status quo

## Listening

LISTENING TO THE RADIO AND AUDIO RECORDINGS	
For the PROCD version of this scale <a href="#">click here</a> .	
C2	No descriptors available: see C1
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify their points of detail including implicit attitudes and relationships between speakers.
B2	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker intentions and attitudes as well as the information content.
B1	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.
	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.
	Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.).
A2	Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.
	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
	Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.
	Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
A1	Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.
Pre-A1	Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.

## LiU

### English in Use: Multi-choice

You are going to read a letter from a university professor to *The Economist* about the use of English in Europe. Some parts are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1-14) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

### Language and Trade

In last month's edition of *The Economist* one of our columnists lamented that (0) ... that English has arisen as the main language of international communication (01) ... the English-speaking world and the rest of the world. He argued that this is not necessarily a good thing because it is not a language that is understood by most people in the world. He also argued that it is not a language that has an inherently international character. He argued that it is not a language that is understood by most people in the world. He also argued that it is not a language that has an inherently international character.

In a recent research project, we (02) ... that bilateral trade between European countries depends positively on the probability that two (02) ... individuals, one from each country, would be able to communicate with (03) ... in English. We predicted that if knowledge of English in all European countries (03) ... by ten percentage points, European trade would rise by up to 15% (010) ... average. Bringing all European countries up to the level of English proficiency (011) ... the Dutch could increase European trade by up to 70%.

This comes close to the benefits gained from changing to the euro (012) ... the euro and having to accept a new currency, you would need (013) ... to use English. Our analysis is not based on people (014) ... across Europe, only on Europeans being able to speak it well.

- 0 A hearing B the fact C the idea D knowing  
 01 A providing B nevertheless C while D meanwhile  
 02 A. In his despair B In shock C He looked D Fascinated

Assessment Scale B2	
02 "Task Achievement"	03 "Organisation and Layout"
1. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	1. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
2. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	2. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
3. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	3. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
4. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	4. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
5. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	5. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
6. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	6. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
7. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	7. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
8. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	8. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
9. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	9. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.
10. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.	10. The writer has clearly stated his/her purpose and has provided relevant information to achieve this purpose.

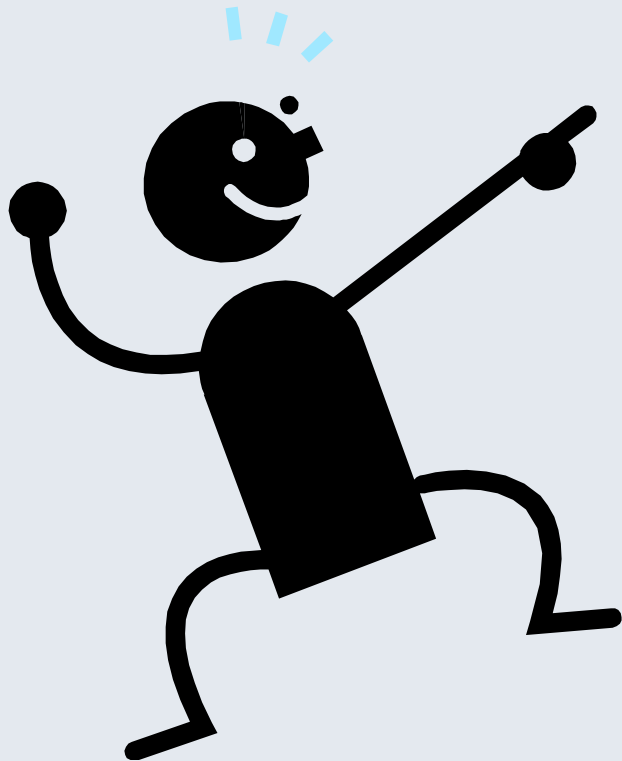
- Essay
- Report
- Blog
- Letter / Email
- Article
- Brochure



vocabulary  
grammar

# What's on your mind?

- What works well?



- What are the problems?



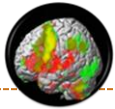
# Let's collect our ideas



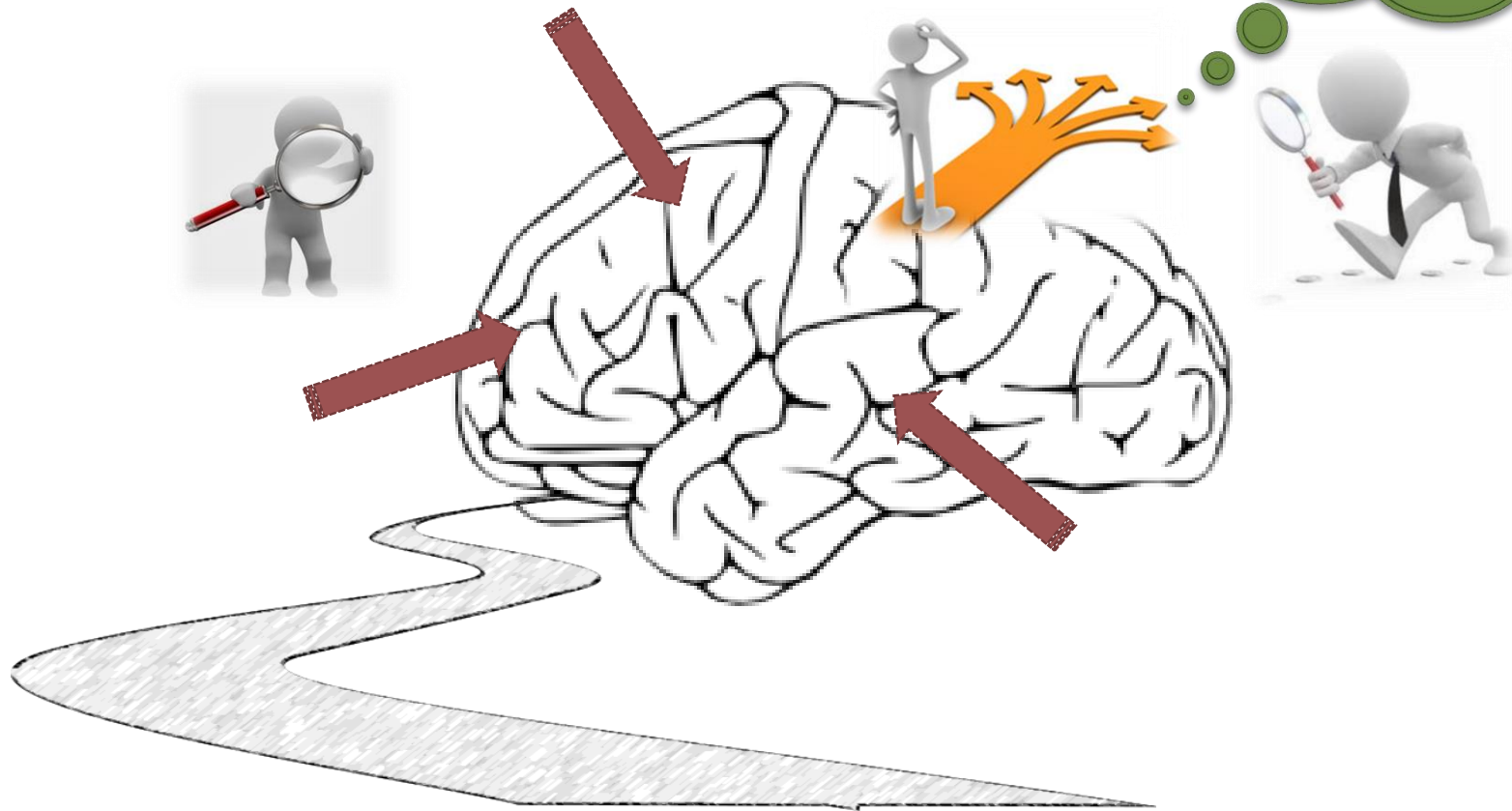
A screenshot of a Padlet board. The board has a dark blue background with a pattern of lighter blue concentric arcs. In the top left corner, the word "padlet" is written in white. In the top right corner, the URL "https://padlet.com/lispolzleitner/6jj61ghkhrqo" is displayed in white. Below the "padlet" logo, there is a small profile icon, the name "Lis", and "1m". The main title of the board is "What works well? Where are the problems" in large white font, with the subtitle "Let's collect our ideas." below it. In the center-left, there is a semi-transparent dark purple rounded rectangle containing the URL "https://tinyurl.com/gr-prob" in white. To the right of this rectangle is a white square containing a black QR code.

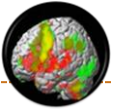


# Active learning needs multiple paths in and out



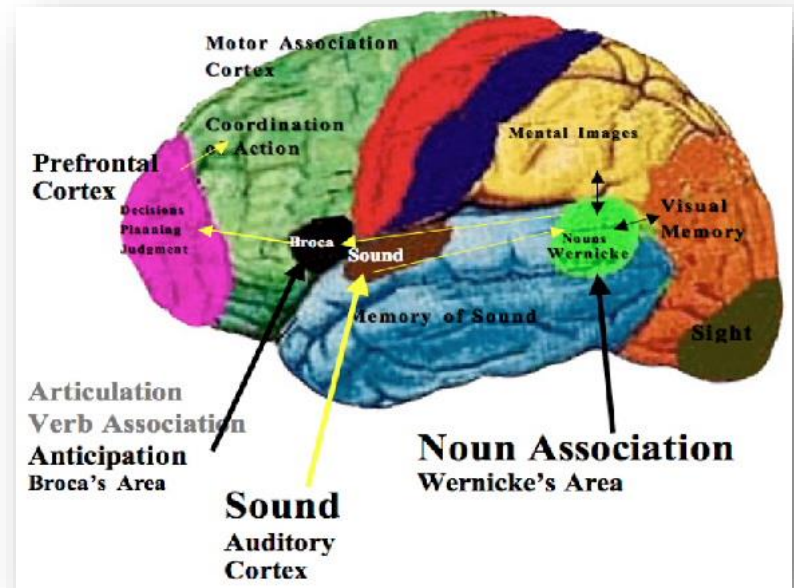
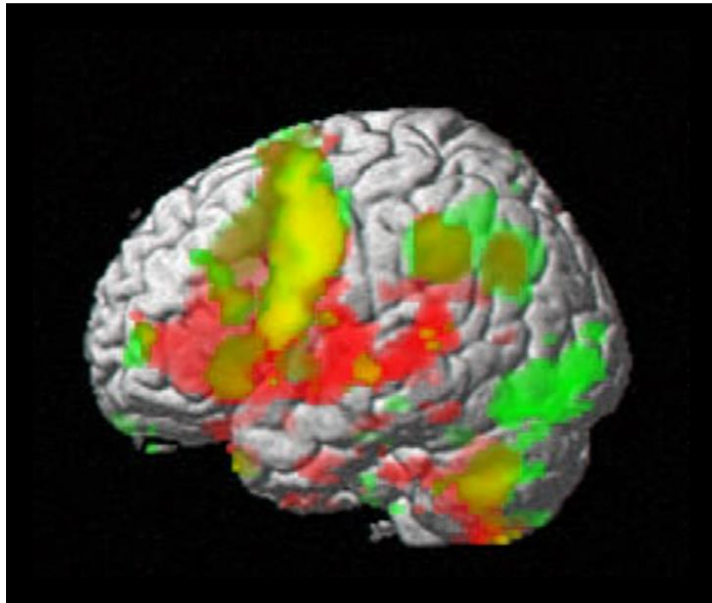
How can this  
help learners  
acquire new  
**VOCABULARY?**





7

# What is happening in this brain?



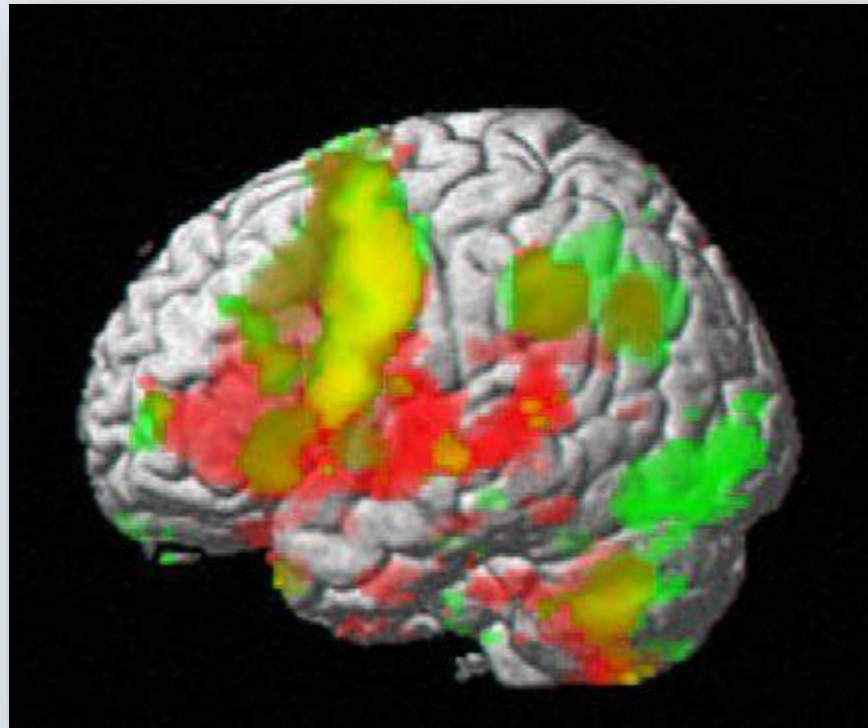
# Our plan for today



How small changes can make a BIG difference

- VOCABULARY
- EXTENSIVE READING
- GRAMMAR

# Learning vocabulary with the whole brain



How do your students study vocabulary?

How can we improve this?

## Words in context

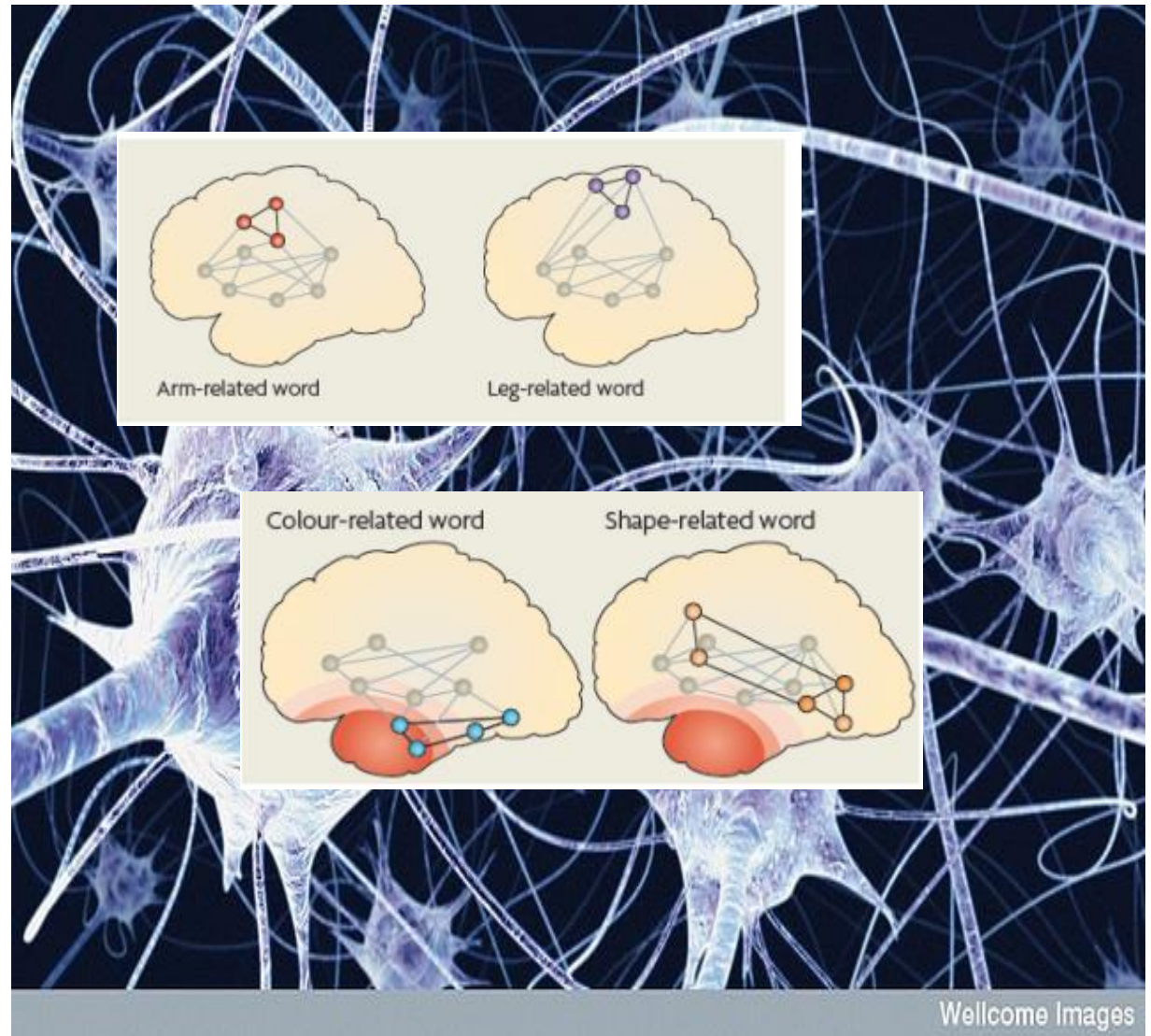


- to churn....
- to churn butter, a butter churn
- butter is produced by churning cream...
  
- the Chinese factory churned out cheap copies ...
- Hollywood is churning out sequels of the show...
- I am doing my best to churn out as many stories as I can...
- watching the poor guy made my guts churn...

# Building neural networks

multidimensional networks:

neurons that fire together wire together



- Macedonia et. al, 2011, Hum Brain Mapping: <http://www.percepp.com/macedonia.pdf>

# Activating several senses and parts of the brain

VMI: [Manuela Macedonia](#)

## The role of movement

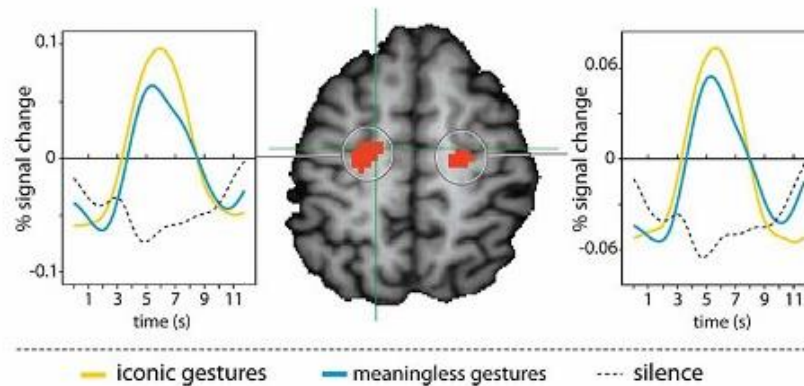
fMRI-study: Motor trace



ruzanego  
bridge



wubonige  
cross



# Read the abstract of Manuela Macedonia's article about VMIs.

Abstract

Second language (L2) instruction greatly differs from natural input during native language (L1) acquisition.

Whereas a child collects **sensorimotor experience** while learning novel words, L2 employs primarily reading, writing and listening and comprehension. We describe an alternative proposal that integrates the body into the learning process: the Voice Movement Icon (VMI) approach.

A VMI consists of a word that is read and spoken in L2 and **synchronously paired with an action or a gesture**. A VMI is first performed by the language trainer and then imitated by the learners. Behavioral experiments demonstrate that words encoded through VMIs are easier to memorize than **audio-visually encoded words** and that they **are better retained** over time.

The reasons why gestures promote language learning are manifold.

First, we focus on language as an embodied phenomenon of cognition. Then we review evidence that gestures scaffold the acquisition of L1. **Because VMIs reconnect language learning with the body, they can be considered as a more natural tool for language instruction than audio-visual activities.**



## Praktische Anwendung



# What does this mean for learning and teaching?

- VMIs
- Doodling
- Colors
- Sounds
- Diagonal opposites
- Lexical Furniture

## A fun activity: .

Find **VMI**s and **colors** for these words.

Share your ideas with your partners.

Physical activity is vital for health and well-being, regardless of age, gender, or weight. And with increasing concern about overweight and obesity worldwide—a concern we share—it is important to view this complex issue holistically. While there are many factors involved, the fundamental cause of weight gain is an imbalance between calories consumed and calories expended. Our goal is to help people around the globe understand the importance of a sensible, balanced diet and the health benefits of increasing their physical activity.

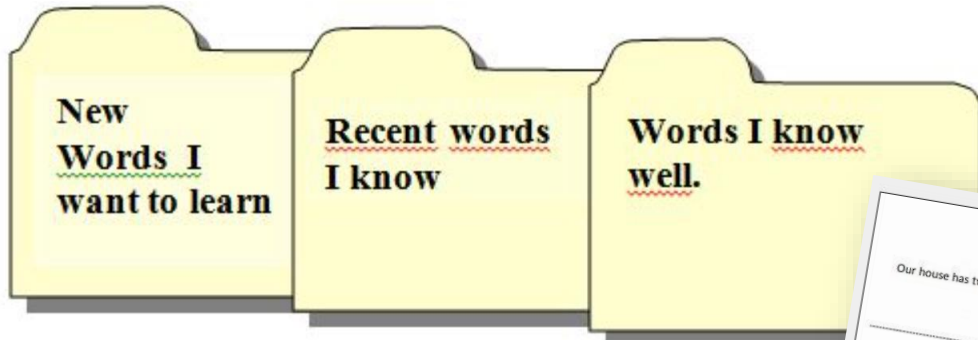
As a company, we have a long history of supporting active, healthy lifestyle programs for our associates and our communities. For example, our alliance with the Healthy Weight Commitment Foundation shows our dedication to helping people live healthy, active lives and making informed choices about what they eat and drink.

From sponsoring major sporting events, to encouraging community soccer and athletic programs, to workplace wellness programs, we continue to foster physical activity and active, healthy lifestyles worldwide. For instance, we are a founding partner of “Exercise Is Medicine”, a program designed to encourage the medical community to advise patients on the importance of physical activity. We are also a founding member of the Healthy Weight Commitment Foundation, a national, multi-year initiative to help reduce obesity—especially childhood obesity—by promoting and providing tools to help people achieve a healthy weight through energy balance.

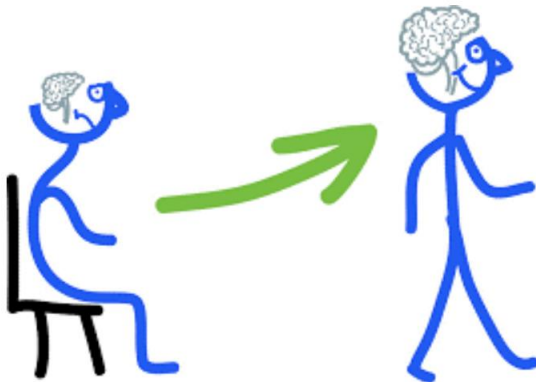
Healthy Weight Commitment. In: <http://www.coca-colacompany.com>

# Working with the vocab box

## Vocabulary box:



## Using movement to help remember new expressions



Our house has two floors.	The shower is in the bathroom.	Our sofa is in the living room.	There is a small coffee table between the sofa and the armchair.
The toilet is on the second floor.	There is also a bathtub in the bathroom.	Our TV is next to the window.	We have a large table in the living room.
The bedroom is on the first floor.	Our washbasin is white.	We have a large carpet on the floor.	My Mom cooks soup on the cooker.
The kitchen is very small.	Our shower curtain is white.	There is an armchair in the living room.	My Mom bakes cakes in the oven.

# **VOCAB WORK IN ENGLISH**

**WIE LERNT MAN AM SCHNELLSTEN ENGLISCH?**

# VOKABELLISTE N



yes	You're my friend.	du bist
you're (= you are)		
she	She is my best friend.	sie
brother	He's my brother.	Bruder
but	Jack's my friend, but Zoe's my best friend.	aber
number	Harry and Jack are good friends.	gut
	Zoe's my number one friend.	Nummer
	They are my best friends.	Schwester
		sie
		Zwillinge
		sind
clever		klug, intelligent
he	He is my friend too.	glücklich
horrible		schlecht
nice	Ian and Will are nice.	schmeicheln
sad	Sadie's sad.	nett
silly	Sylvester's silly.	traurig
		blöd, albern

<b>Song</b>			
as ... as	so ... wie	isn't (= is not)	ist nicht
completely	völlig	just	nur, bloß
cool	cool	mad	verrückt
funny	lustig, komisch	not	nicht
ice	Eis	rest	Rest
to care about	sich kümmern um	who	wer

fish tank	My fish tank is nice.	Aquarium
professor	Professor Pron is nice.	Professor
to say	I say, "That's OK."	
to speak	We speak English.	
word		

**NO THANKS**

# ARBEIT MIT DER VOCAB BOX



Vocab practice book



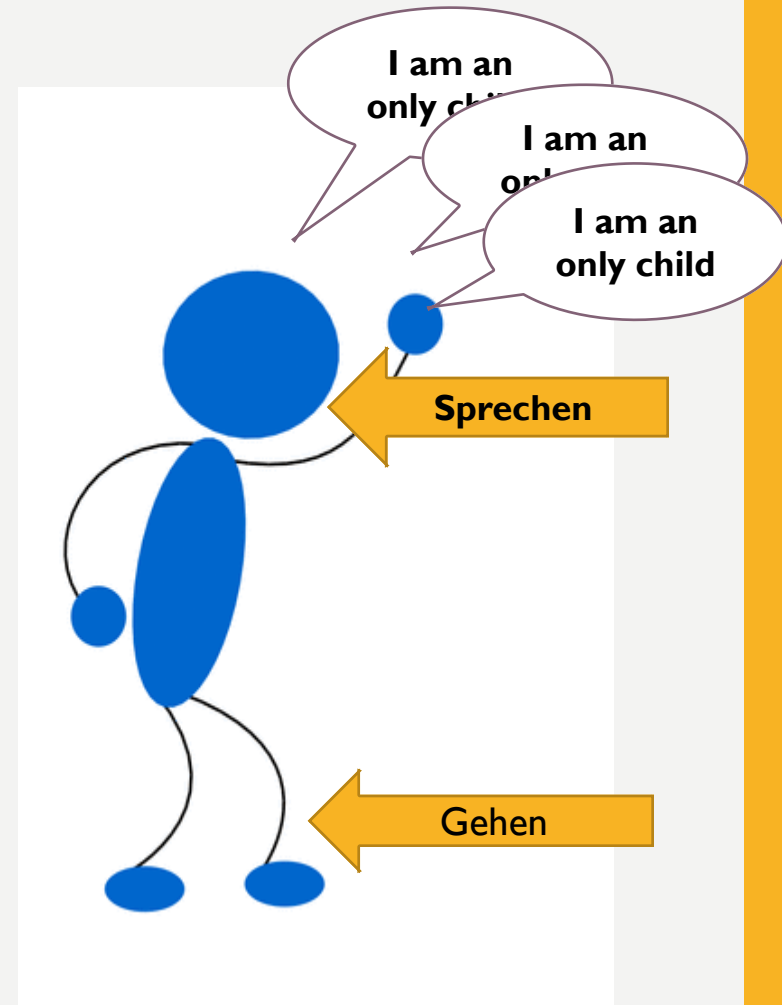
# 1. WALK AND TALK

I am an only child.

My mother is called Renate.

I do not have a sister.

Where does your uncle live?  
My uncle lives in Vienna.



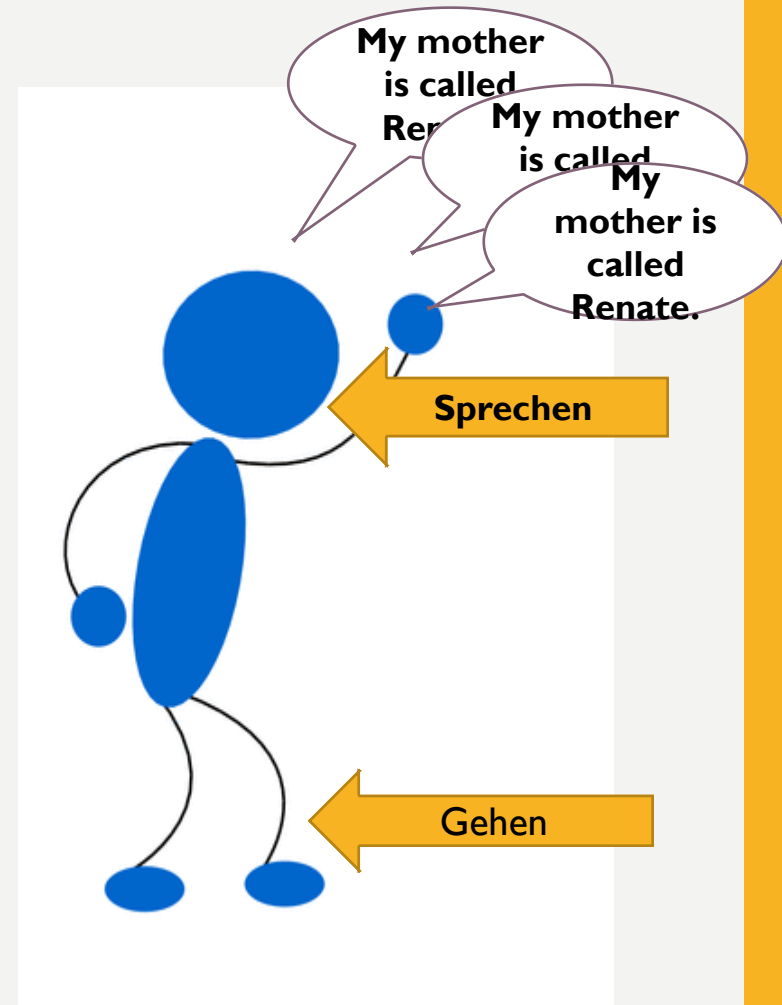
# WALK AND TALK

My mother is called Renate.

I am an only child.

I do not have a sister.

Where does your uncle live?  
My uncle lives in Vienna.



## 2. WRITE AND CHECK

I do not have a sister.

I do not  
have a sí.



This Photo by Unknown Author is licensed under [CC BY-SA](#)



# WRITE AND CHECK

Where does your **uncle** live? My  
uncle lives in Vienna.

Where does  
your **onkel** live?  
**uncle**



This is my classroom. ✓

My classroom is very nice. ✓

There is a projector on the ceiling. ✓

My favorite hobbies <sup>ie ceiling</sup> are reading and playing football.

I don't<sup>x</sup> like spanish.  
~~don't~~

We do not have a microwave oven. ✓

There is a soft carpet on the floor. ✓

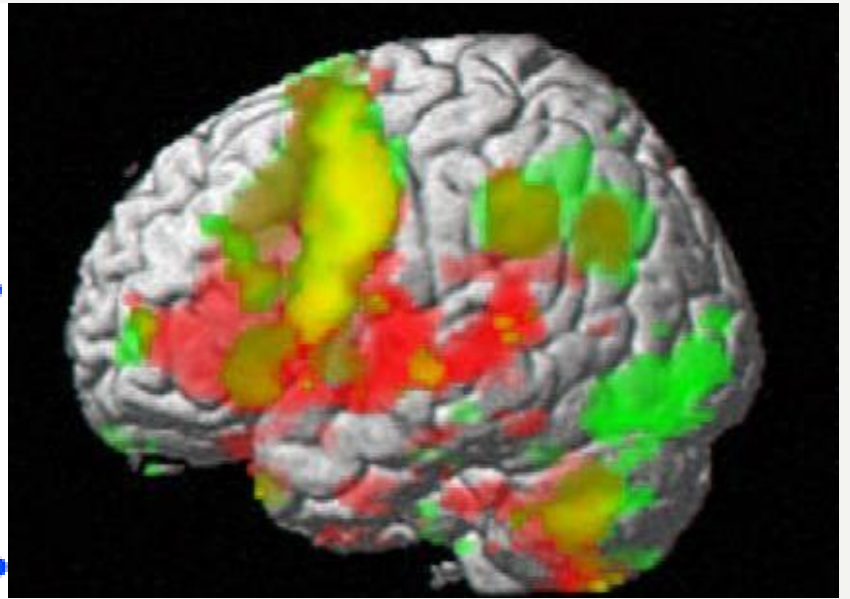
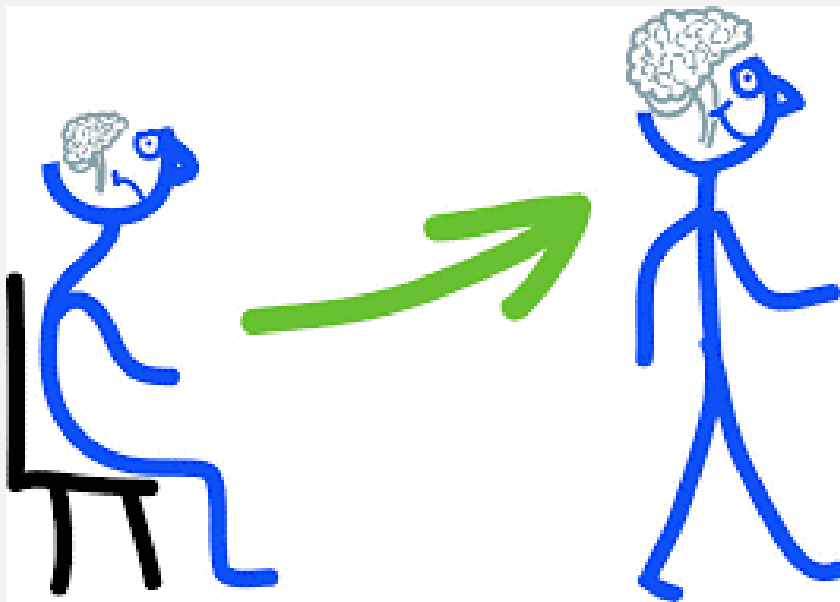
## Faustregel

10 Kärtchen pro  
Tag

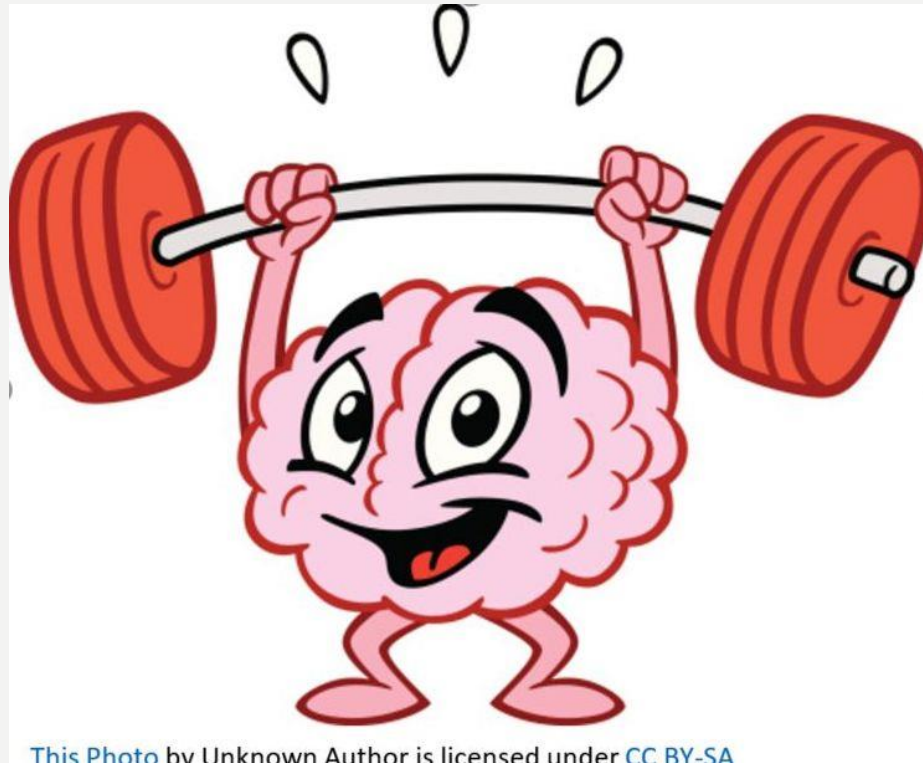
oder

10 Minuten pro Tag

# WARUM IST DAS SO WICHTIG?



# STRETCH YOUR MEMORY



This Photo by Unknown Author is licensed under CC BY-SA

# STRETCH YOUR MEMORY

## My friend Sally

My friend Sally is very nice, but sometimes she is a bit silly. Sally likes singing and dancing. She also likes to go to school. Her favorite subjects are English and German. Sally doesn't like maths.

Sally is an only child. She doesn't have any brothers and sisters, but she has lots of friends.

I share my room with my sister. We have bunkbeds. I sleep on top, my sister sleeps below.

Opposite our beds, there is a large wardrobe. We keep our clothes in it. We also have a big desk with a computer and a lamp. The desk is under the window. We have a large green carpet on the floor. We like to play games there. I really like my room.

## Our classroom:

Our classroom is nice and big. We have very large windows with colorful curtains.

Our walls are white and we have a big green blackboard.

Our desks are gray and our chairs are brown.

On the teacher's desk there is a computer and we have a projector.

The floor of our classroom is yellow.

I have a very nice room. It is small, but I like it. In my room, there is a bed. It is on the right side. Behind my bed, there is a bookshelf with all my books and toys. Above my bed, there is a pin-board with photos. My desk is under the window. It is brown and it has three drawers. There is a white lamp on my chair and I have a red swivel chair to do my homework.

# Überprüfen CHECK !!!

I have a very nice room. It is small, but I like it. In my room, there is a bed. It is on the right side. Behind my bed, there is a bookshelf with all my books and toys. Above my bed, there is a pin-board with photos. My desk is under the window. It is brown and it has three drawers. There is a white lamp on my chair and I have a red swivel chair to do my homework.

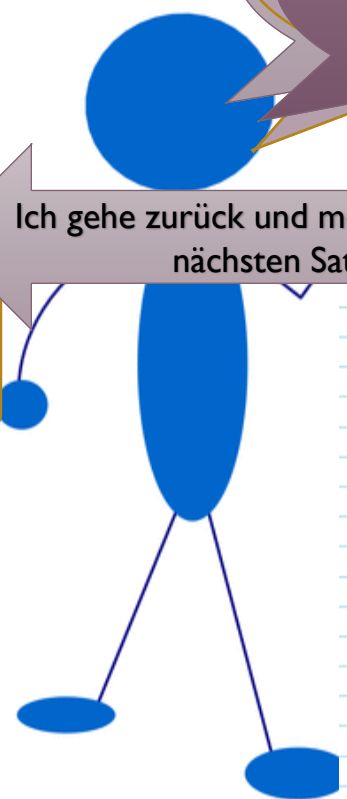
...t weit... zu h.....

...e den Satz in left.

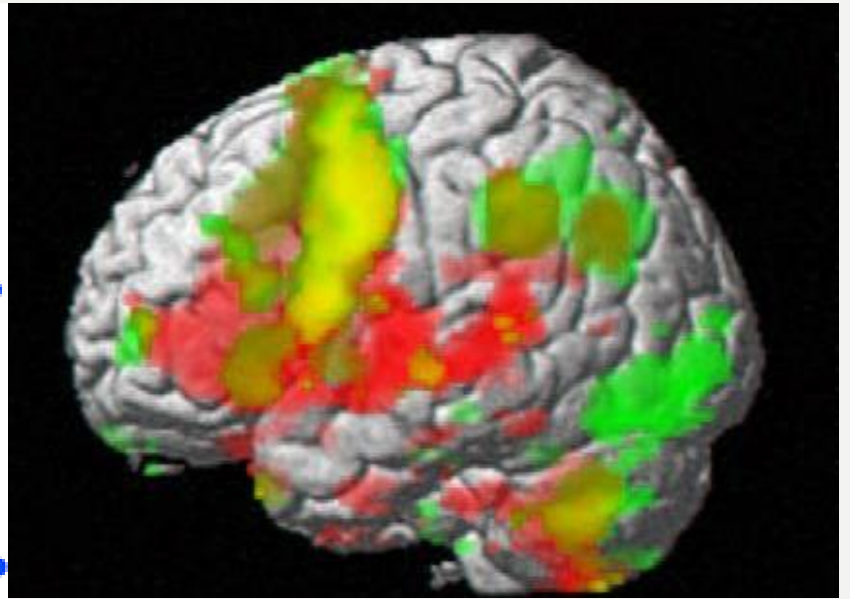
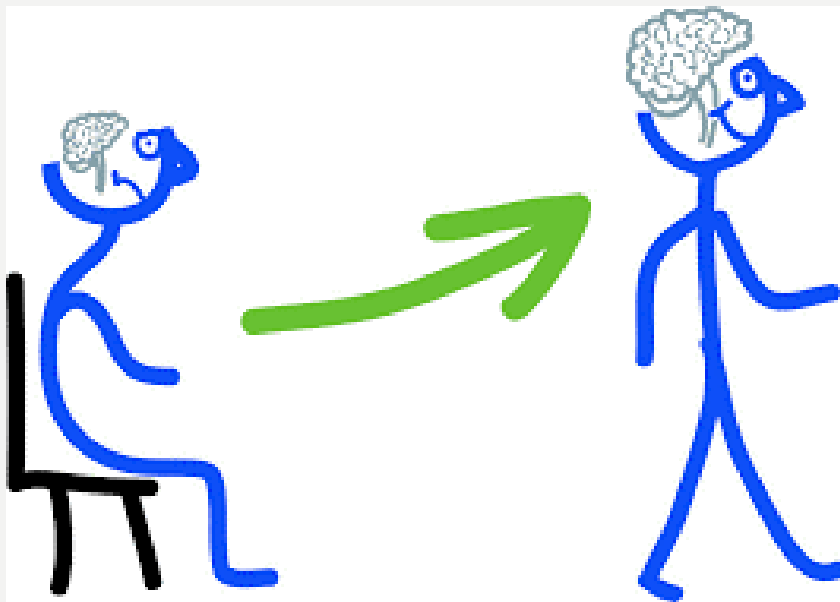
Ich gehe zurück und merke mir den nächsten Satz.

In my room there is a bed.

I have a very nice room.  
It is small, but I like it.  
*there is*  
In my room, there is a bed.



# WARUM IST DAS SO WICHTIG?



# Now it's your turn



- Open the following file on your computer. Do NOT download it but work online.  
<https://drive.google.com/file/d/1JmTuylZcAQFp6Pj64vTCuHzYfDlk8Vp8/view?usp=sharing>
- If possible, use the textbook Focus on Modern Business 3, unit 7, pp. 92ff. Turn the single words in the vocab list into meaningful sentences that show how the word is typically used in a context. If you do not have the textbook find good sample phrases in
- [vocabulary.com](http://vocabulary.com) or [MerriamWebster's Learner Dictionary](http://MerriamWebster.com).
- Include typical collocations and „sneak in“ some grammar that needs to be revised. (e.g. an adverb, a passive, an if-clause..., an irregular verb...)
- As a group, let's do all the sentences online. Then download the file and print the vocab cards according to the instructions on [epep.at](http://epep.at)

# How to print the cards



...or copy  
the  
sentences  
into  
**QUIZLET**

## Excel Template for vocabulary cards (16 double-sided cards on an A4 sheet)

Our house has two floors.	The shower is in the bathroom.	Our sofa is in the living room.	There is a small coffee table between the sofa and the armchair.
The toilet is on the second floor.	There is also a bathtub in the bathroom.	Our TV is next to the window.	We have a large table in the living room.
The bedroom is on the first floor.	Our washbasin is white.	We have a large carpet on the floor.	My Mom cooks soup on the cooker.
The kitchen is very small.	Our shower curtain is white.	There is an armchair in the living room.	My Mom bakes cakes in the oven.

Excel template for vocab cards

Some learners may have trouble copying the vocabulary phrases on cards themselves. In this case, use the excel template that my colleague Mr. Schirmbacher has kindly produced for us. It will help you produce double-sided, printable vocab cards for your learners.

### Instructions for producing your own vocab cards:

1: Download the sample file for the topic "**My Home**". Do not delete lines in the sample sheet, only "empty content", otherwise you will mess up

the sheet.

2: Go to EINGABE and enter your sentences in English and in the learners' first language into the 2 columns. Tip: Use the new words in grammatical structures that you want to reinforce: 3rd person s, questions, adverbs...

3: Go to DRUCK and check if you see 16 cards per page. You may need to change your printer settings in order to fit the 16 cards on one page. If you only see three lines or rows on the print preview, change your printer settings.

The following printer settings will work: margin 0, print on both sides — flip on short edge, fit on one page (or: custom size: 99%). **See my print menu.**



## Pairwork

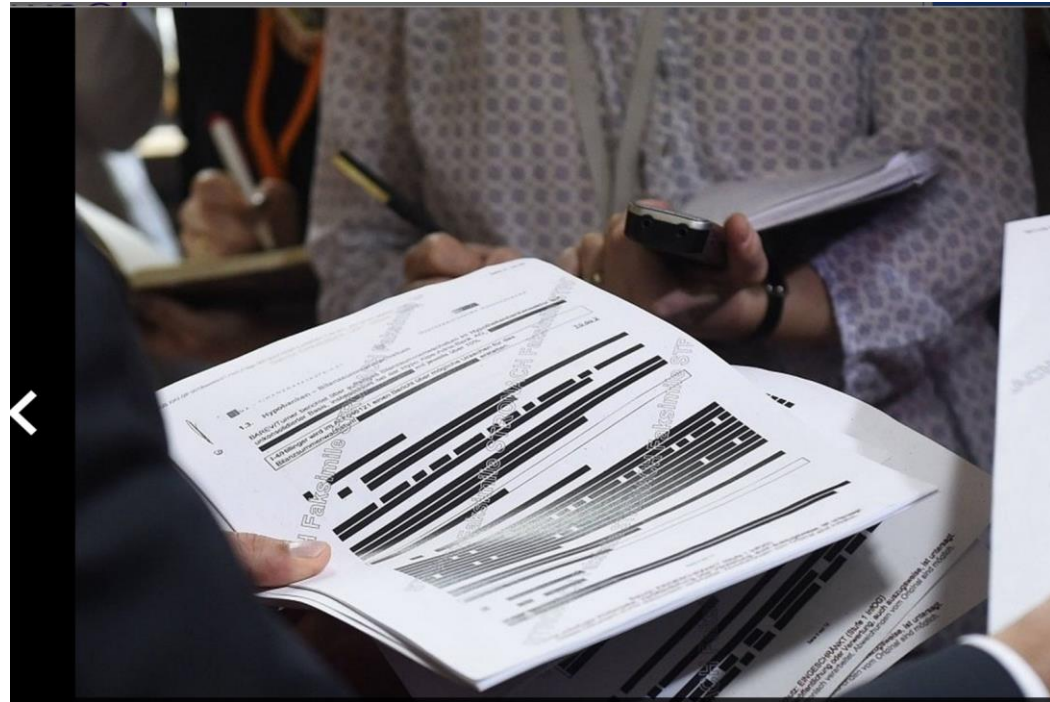
Read the text with  
your partner

Black out more and  
more parts and  
reread the text.

How much can you  
delete and still read  
the whole text?

## Vocabulary in context

“Blackout”





# Conscious learning versus acquisition

There is an even better way to expand vocab and grammar.

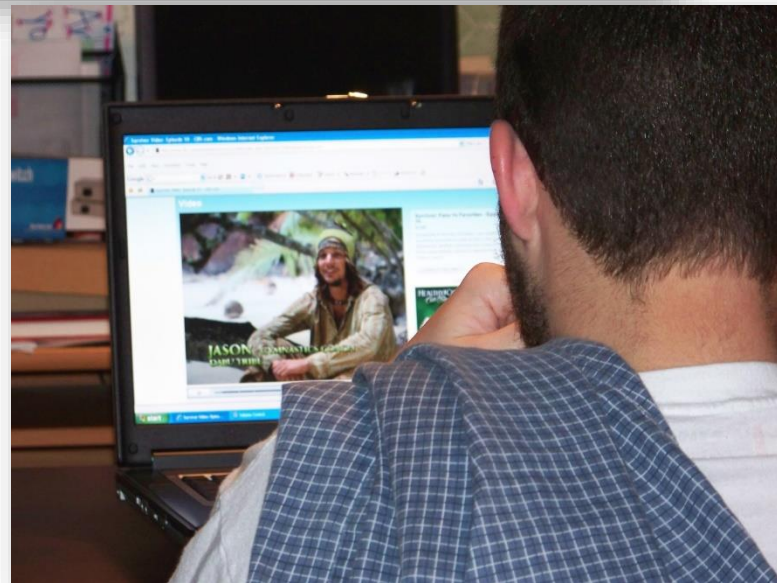


**FLOW:**

**Being LOST in a book or film**

**Comprehensible**

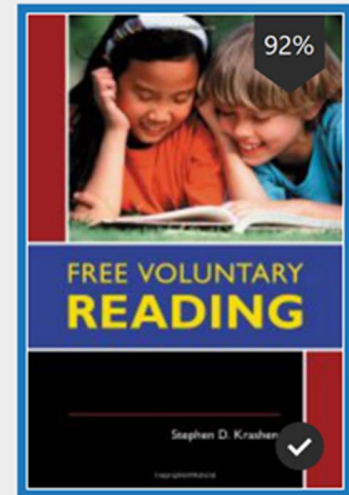
**Meaningful Input**



# Why does reading work so well?

YELLOW HIGHLIGHT · LOCATION 733

Language acquisition occurs most efficiently when we are so interested in the message that we "forget" that it contains new grammar and vocabulary, or, in the case of second language readers, that it is in another language. This hypothesis is consistent with earlier hypotheses: The Comprehension Hypothesis requires that input be comprehensible, and the affective filter hypothesis requires that anxiety be low. The Forgetting Hypothesis requires that the message be not only comprehensible and interesting but compelling, which



Free Voluntary Re...

YELLOW HIGHLIGHT · LOCATION 263

The survey confirms that self-selected reading works. On a theoretical level, this conclusion supports the Comprehension Hypothesis, the claim that we acquire language by understanding it (Krashen 2003).

# THE FORGETTING HYPOTHESIS

YELLOW HIGHLIGHT · LOCATION 736



The Forgetting Hypothesis is influenced by the concept of "flow" (Csikszentmihalyi 1993). Flow is the state people reach when they are deeply but effortlessly involved in an activity. In flow, the concerns of everyday life and even the sense of self disappear-our sense of time is altered, and nothing but the activity itself seems to matter. "Forgetting" and flow occur in reading when readers are "lost in a book," when they are aware only of the story or the message in the text. It is when this happens that language acquisition occurs most effectively. Note that this position is the opposite of the "focus on form" or "focus on forms" points of view.

YELLOW HIGHLIGHT · LOCATION 752



The more we check comprehension, the less readers understand and the less they acquire. Comprehension checking asks readers to remember what they are reading while they are reading, which means less engagement, less flow, less losing oneself in the text, and, as a consequence, less "forgetting" that they are reading in another language. More comprehension checking also means less enjoyment of reading.

YELLOW HIGHLIGHT · LOCATION 104

One positive experience (one "home run book") can create a reader (Trelease 2006; Von Sprecken, J. Kim, and Krashen 2000; J. Kim and Krashen 2000; Ujiie and Krashen 2002).

YELLOW HIGHLIGHT · LOCATION 82

Those who read more get better grades in writing class (S. Y. Lee and Krashen 2002).

YELLOW HIGHLIGHT · LOCATION 106

Prize-winning books are not particularly popular among children dren (Ujiie and Krashen 2006).

YELLOW HIGHLIGHT · LOCATION 107

Book displays influence reading (Morrow 1982).

YELLOW HIGHLIGHT · LOCATION 106

Peers influence reading (Appleby and Conner 1985; Wendelin and Zinck 1983; Worthy 1998).

...

YELLOW HIGHLIGHT · LOCATION 104

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YELLOW HIGHLIGHT · LOCATION 106

Peers influence reading (Appleby and Conner 1985; Wendelin and Zinck 1983; Worthy 1998).



YELLOW HIGHLIGHT · LOCATION 120



Don't use rewards for reading, don't test students on what is read, and don't require book reports. Use zero or minimum accountability. ity. When the conditions are right (compelling reading material available, and enough reading competence), direct encouragement can work.

YELLOW HIGHLIGHT · LOCATION 360

The extent of comprehension checking: Krashen (2007) has hypothesized that more frequent and more detailed comprehension checking will result in less interest in reading and less progress in literacy development. (See also chapter 8, this volume.)

YELLOW HIGHLIGHT · LOCATION 225

3. Experimental: Experimental studies are the most convincing. In these studies, groups of students are compared who experience the same treatment in school, with one exception: One group does self-selected reading for a period of time in their language arts or English as a Second Language or English as a Foreign Language class.

# Tips for encouraging reading programs



- Choice is vital: Ss choose books according to their interests and reading level
- Reading books in groups
- Minimal accountability: not too many tasks
- Presenting books in class





# Your turn: explore these pages for suitable books



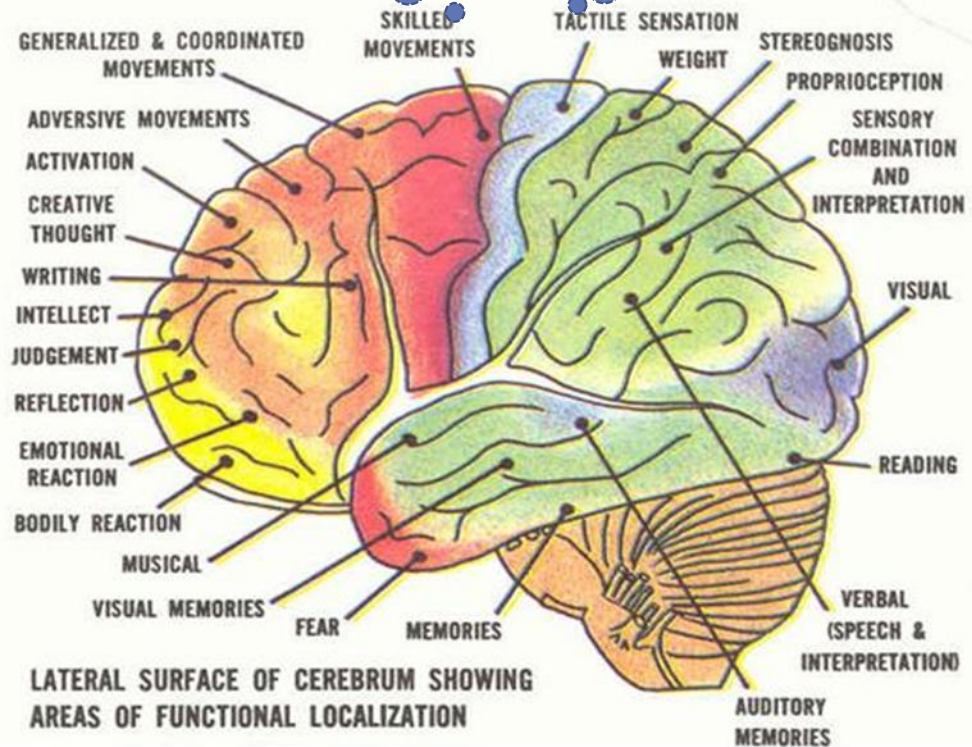
The screenshot shows the 'epep' website interface. At the top, there is a search bar and a navigation menu with categories: Home, Assessing, Brain, Culture, Grammar, Reading, Speaking, Vocab, WebTools, Writing, and Mentoring. The 'Reading' section is active, displaying a list of resources. A blue speech bubble with the text 'For weaker readers in your 1st year' points to the 'Books for years 2-3' link in the 'Pages' column of the menu. Other links in the menu include 'Basic activities for beginners', 'Lower Intermediate Readers', 'Young Adult Literature Projects', 'GIBS-projects year 4-8', 'Upper School Literature Projects', 'Book-choosing activities', 'Reading diaries', 'Creative Booklets', 'Book Presentations', and 'Books for Teachers'. The main content area shows a post titled 'Reading' by Elisabeth Pözlleitner, dated March 7, 2010. The post text includes: 'If you have been in one of my reading seminars and are interested in reading materials, start here. The goal of all these activities is to encourage learners to ask questions, I want them to "meet" interesting characters in the books and enjoy them. I am not trying to teach complex...'. Below the text, there is a list of activities: 'encourage learners to ask questions', 'I want them to "meet" interesting characters in the books', and 'learn to see the world through new and different perspectives'. The post also mentions an interview with Ian McEwan and a list of materials organized under various headings.

# And what about your learners' grammar???



Meanings  
(Notions)  
into Form

Grammar =  
Patterns in  
our brains



(Tanushree, 2011)





# Where do grammar rules come from?



Remember:

- Grammar rules found in textbooks or grammar books do not come from God but are formulated by human beings.
- Many rules found in traditional grammar books can be *de-verified* and prove *unreliable*.

# Grammar rules must be:



- **valid or true:** they cannot be de-verified by examples
- **transparent :** understandable by learners
- **systematic:** e.g. in the use of terminology
- **economic:** not contain unnecessary information
- **and most importantly: Learners need LOTS of examples in typical contexts**

# Is this rule transparent and economic?



- ▶ Viele englische Sätze bestehen aus Subjekt – Prädikat – Objekt (1).
- ▶ Orts- und Zeitangaben stehen gewöhnlich am \_\_\_\_\_ eines Satzes (2, 3).
- ▶ Adverbien der Art und Weise stehen nach dem \_\_\_\_\_ bzw. \_\_\_\_\_ + Objekt (4).
- ▶ Wörter wie *always, often, ...* stehen vor dem \_\_\_\_\_ (5).

▶ Grammar review, p. 149, Word order

## 13 Language work: word order

Let me introduce you to Indira, the Indian girl in Julie's class. This is what she can say about herself.  
Put the words in the correct order.

1 Hello, / Indira / is / name / my / ,

2 My / and / come / I / family / India / from / ,

3 We / to / Austria / two / ago / years / just / came / ,

# Is this rule valid and true?

Steht das einleitende Verb jedoch im *simple past*, verschieben sich die Zeitformen in der indirekten Rede:

direkte Rede	indirekte Rede
<i>simple present</i> 'I work'	<i>simple past</i> he said he worked
<i>present continuous</i> 'I am working'	<i>past continuous</i> he said he was working
<i>simple past</i> 'I worked'	<i>past perfect</i> he said he had worked
<i>present perfect</i> 'I have worked'	<i>past perfect</i> he said he had worked
<i>will future</i> 'I will work'	<i>would + Infinitiv</i> he said he would work
<i>modal verbs</i> 'I can work' 'I may work' 'I must work'	he said he could work he said he might work he said he had to work

He said that he works at Microsoft and that he can get us all the programs for free.

He said that he was working at Microsoft and could get us all the programs for free, but you know what –he works there as a janitor and cannot get us anything.

He said he will work in Spain in the summer and we can all come and stay with him.

He said he would work in Spain this summer, but I don't think that's possible. He has not even finished his studies.



## A little experiment

Kennen Sie die Regel für die Bildung des Partizip Perfekt im Deutschen?

Können Sie die Regel anwenden?

- Ich « n  
Auch ges
- Meine Na  
« pierden »  
gerne. Letztes Wochenende haben  
sie den .....
- Wir  
Tag  
Uhr  
Verben auf ---ieren  
bilden das Partizip  
Perfekt mit  
--iert
- Ich « ne  
gestern h  
mich  
.....

Procedural  
knowledge

Declarative  
knowledge

Procedural  
knowledge

How does explicit and implicit SLT  
affect production and processing  
of syntax?

Do L1 speakers and L2 learners use different  
brain activation patterns?

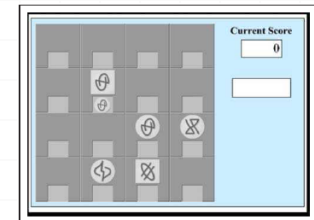
How do they use procedural and declarative  
memory?

Are L1 and L2 learning different?



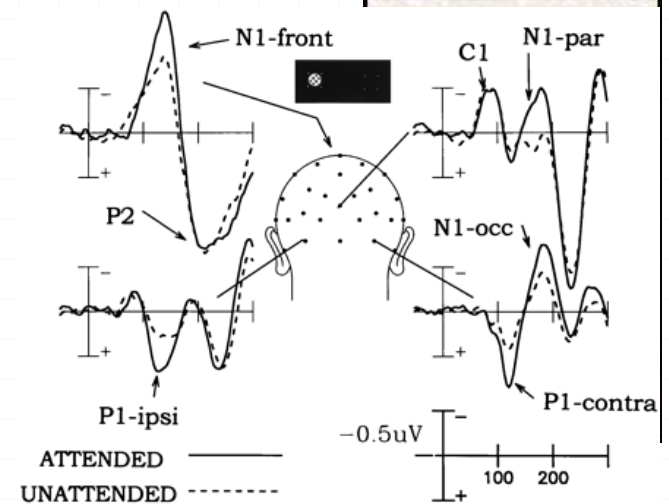
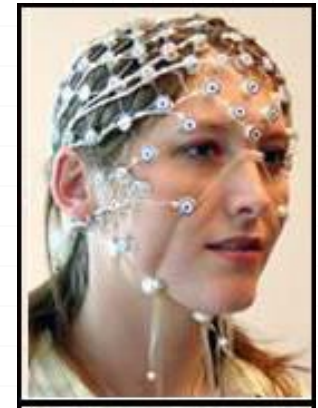
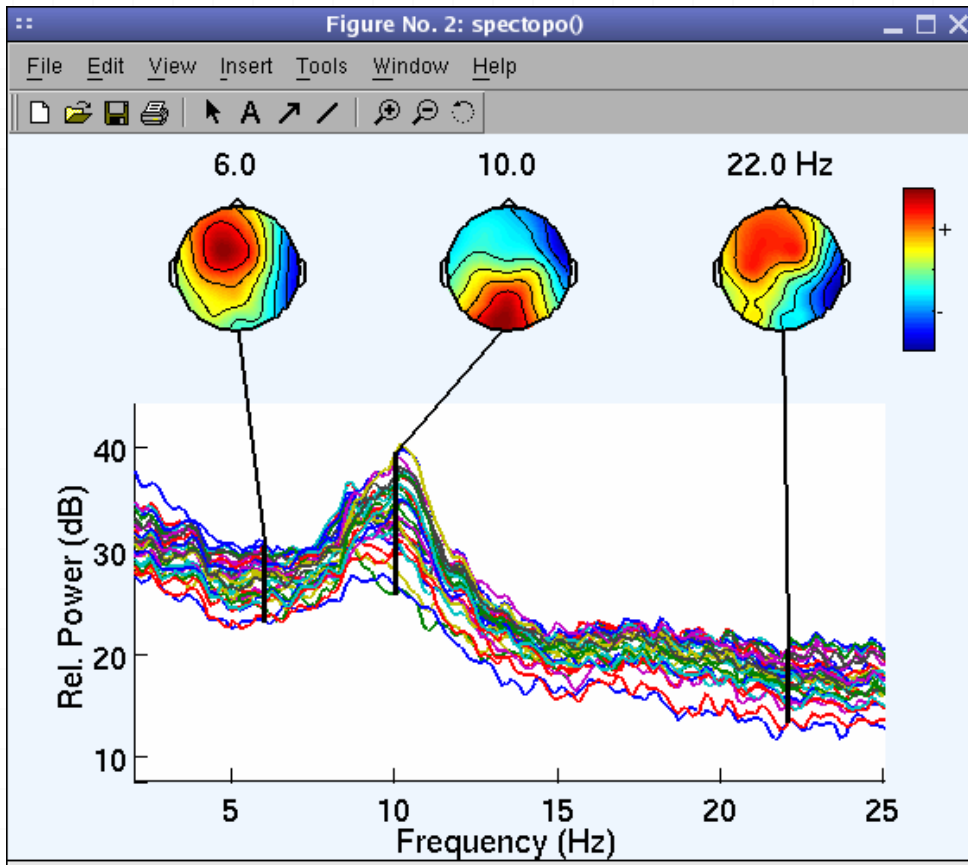
Kara Morgan-Short, Karsten Steinhauer, Cristina Sanz and Michael T. Ullman, „**Explicit and Implicit Second Language Training Differentially Affect the Achievement of Native-like Brain Activation Patterns**“ Journal of Cognitive Neuroscience, 24:4, pp. 933-947

- ❑ Brocanto 2: artificial language for a computer game.
- ❑ Explicit training versus implicit training



- ❑ Tested 2x (at low proficiency and high proficiency at end of training)
- ❑ 2 test-types:
  - ❑ proficiency test (play the game)
  - ❑ ERP (event related potentials – show brain patterns in real time) show reaction to syntactic irregularities

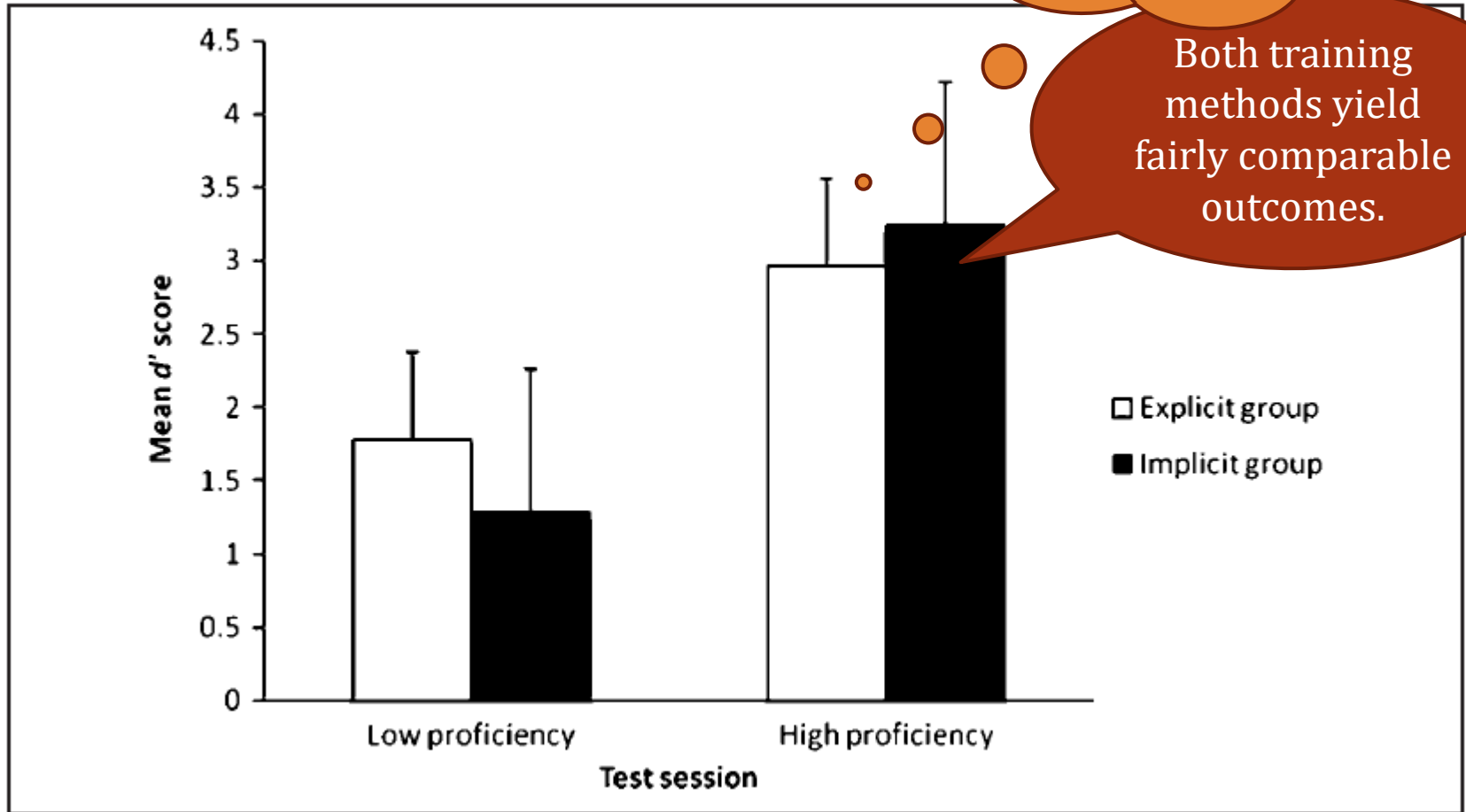
# ERP: Event Related Potential voltage maps



# Behavioral

Don't forget that this was a very limited set of possible phrases

Both training methods yield fairly comparable outcomes.



# ERP data revealed striking differences between neural activity at both proficiency levels in response to syntactic

This effect was  
EVEN  
STRONGER  
after months of  
no exposure

A Explicit group, Low proficiency	Implicit group	Explicit group
	<p>High proficiency</p> <p>leads to L1-like brain processing for syntax. Syntactic processing relied on the same rule-governed automatic structure building that is typical of procedural memory in L1.</p>	<p>Although explicit training is sufficient to develop the ability for structural reanalysis that may be under conscious (explicit) control, it does not reliably lead to the automatic early syntactic processing that is found in L1 and may depend on procedural memory.</p>
	<p>Low proficiency</p> <p>morpho-syntactic processing relies, at least in part, on lexical/semantic mechanisms and declarative memory and shows that this reliance can result from implicit training. (no rules needed)</p>	<p>Explicit training does not lead to a systematic and consistent reliance of syntax on either lexical/semantic or L1-like grammatical processes at low proficiency nor does their syntax rely on any other neurocognitive processes that would be reflected in ERP components.</p>

# What does this mean for teaching?





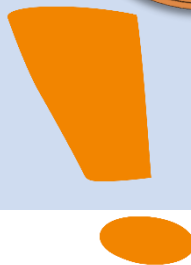
Quick Check Grammar Chart		-	✓	+
Learning Stages	Awareness raising...			
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
Pedagogical Principles and Communicative Criteria	<b>Depth of processing and Complex encoding:</b> Will the learners be mentally active and process grammar, lexis and their "world knowledge"?			
	<b>Commitment filter:</b> Will the learners' cognitive and affective needs be met? (e.g.: curiosity, problem solving, enjoyment, fun, success)			
	<b>Peer and social learning and interaction:</b> Pair – or groupwork, sharing, oral activities, jigsaw activities...			
	<b>Personalisation:</b> Do the learners have the opportunity to draw on their personal experiences and express their own ideas?			
	<b>Contextualisation:</b> Is the exercise embedded in a clear communicative context?			
	<b>Authenticity of process:</b> Will the learners use language in natural, "language-like" ways (rather than manipulate forms)?			
	<b>Task-based:</b> Do the students fulfil a purposeful task that will have an outcome or end product?			
	<b>Testing versus teaching:</b> Does the exercise support learning or only test it?			
<b>This exercise supports learning processes...</b>	☆	☆	☆	



Since we do not have time to look at all these aspects today, let's start with the most important one:

## Proceduralization

- Students need **lots of good examples in typical contexts.**
- Ideally, they will do lots of **SPEAKING** exercises to practice the new structures using several senses.



# Is this rule efficient?



## Adverbs of frequency

- Our friend helps us. (always)
- I go shopping in Paris. (never)
- She is late. (usually)
- I get headaches. (often)
- He forgets my birthday. (always)
- You are right. (usually)
- They stay in bed late. (sometimes)



### Adverbs of frequency

I'm **always** hungry.  
She **often** eats beef.  
Simon and I are **usually** tired.  
We **sometimes** have curry.  
I **never** drink milk.

100%	always
	often
	usually
	sometimes
0%	never

### Kreise die richtigen Wörter ein und bilde die Regel:

Die Wörter *always, often, usually, sometimes, never* kommen vor/nach dem Zeitwort.  
Beispiele: *I never drink milk. / I often read books.*  
Beim Verb *to be (am/is/are)* kommen die Wörter *always, often, usually, sometimes, never* vor/nach dem Verb.  
Beispiele: *I'm always hungry. / They're often late.*

*Example: She always goes to school by bus.*  
Use the **HELP CARD**.

**START**

He/she usually...

He/she always...

He/she never...

He/she sometimes.

He/she rarely

He/she often...

He/she usually...

He/she never...

He/she sometimes

He/she often

He/she always...

He/she rarely...

He/she sometimes

He/she never...

He/she rarely...

He/she usually...

He/she normally..

He/she never...

Work with a partner.  
Think of a classmate.  
Say TRUE sentences about him/her.  
How far can you go before your partner finds out who it is?

**END**

He/she rarely...

He/she never...

He/she often...

He/she always...

# Help-card



## Use these verbs:

- eats
- goes to school,
- wears jeans / t-shirt/ colorful sweaters...
- watches...
- does...
- rides his/her bike
- takes the bus
- takes the tram
- plays...
- practices vocabulary
- plays soccer
- goes home...
- has .... for breakfast / lunch/ dinner
- fights with...
- forgets...
- speaks very loudly / quietly
- plays ... on his/her mobile phone
- reads...
- talks on the phone with...

## Examples:

**He always eats** the vegetarian meal in the school cafeteria.

**She never drinks Coke.** She hates it.

**She sometimes practices** vocabulary before dinner but **she usually does it** after dinner.

# All my uni students know these rules, ...but in their reflections they write...



*...some kids shout very aggressive and they write very sloppy in their books. They do not take student-teachers serious when I tell them to be quiet.*

## 11 Looking at language: adjective or adverb?

Read the following sentences, then complete the grammar rules with the missing information.

- 1 Wendy has a **terrible** problem with her friend Jody.
- 2 Jody behaved **terribly** at the party with Rolf.
- 3 Wendy knows that Jody's story is **totally** untrue.
- 4 Wendy felt **angry** when she heard what Jody had said.

- ▶ Wir verwenden \_\_\_\_\_, um Nomen (z. B. *problem*) näher zu bestimmen. Sie beschreiben, wie etwas ist. (1)
- ▶ Wir verwenden \_\_\_\_\_, um Verben (z. B. *behaved*) näher zu bestimmen. Sie beschreiben, wie etwas geschieht. (2) Sie können auch Adjektive (z. B. *untrue*) näher bestimmen. (3)
- ▶ In der Regel werden Adverbien durch Anhängen von \_\_\_\_\_ an das Adjektiv gebildet. (2, 3)
- ▶ Auf bestimmte Verben, wie z.B. *to be, to taste, to look, to sound, to feel*, folgt ein \_\_\_\_\_ . (4)

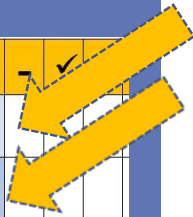
Why???



# Awareness Raising

**Teachers' Conference:** What your teachers have said about you...

Quick Check Grammar Chart				
Learning Stages	Awareness raising...	✓		
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
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	Peer and social learning and interaction: Pair – or groupwork, sharing, oral activities, jigsaw activities...			
	Personalisation: Do the learners have the opportunity to draw on their personal experiences and express their own ideas?			
	Contextualisation: Is the exercise embedded in a clear communicative context?			
	Authenticity of process: Will the learners use language in natural, "language-like" ways (rather than manipulate forms)?			
	Task-based: Do the students fulfil a purposeful task that will have an outcome or end product?			
	Testing versus teaching: Does the exercise support learning or only test it?			
	This exercise supports learning processes...	☆	☆	☆



Most students of 2b do their homework regularly.	Some students are a bit disorganized and forget to hand in their homework.
Most students do their work carefully.	Some kids hand in sloppy work.
Most kids work quietly in class.	A few kids are very noisy.
Most students work quickly and efficiently in class.	Many students are nervous during tests.
Some students work slowly but very carefully.	Some kids are impatient.
The class can sing beautifully.	The reading diaries are really beautiful.
The students of 2b work well in projects and workshops.	The workshops are excellent.
The students can think creatively and they can use the new language creatively.	The teachers would like to know who is responsible for collecting the mobile phones.
The students act very responsibly and treat their classmates well.	

What do you notice?  
Find the rule.

another option: [Grammar-book 2](#)



# Conceptualization -- Proceduralization

Quick Check Grammar Chart		-	✓	+
Learning Stages	Awareness raising			
	Conceptualization and hypothesis building			
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	<b>Testing versus teaching:</b> Does the exercise support learning or only test it?			
	<b>This exercise supports learning processes...</b>	☆	☆	☆



# What about your skills?



**Talk to your partner:**

**How good are you at the following things?**

**Do you know anybody who can do these things perfectly – or very badly?**

**Describe how these people do it.**

**Count how many different adverbs you and your partner can use in this little conversation. The group with most adverbs wins the game.**

- French / Spanish/ other languages
- dance
- sing
- ski or snowboard
- run / jog
- type
- knit

# Focus on Modern Business 1



The  
minefield  
approach

## 12 Adjective or adverb?

Now cross out the wrong words in this text.

Young people, ~~particular~~ / particularly<sup>1</sup> young girls, can be at risk when they are at parties. If lots of excited / excitedly<sup>2</sup> people are partying loud / loudly<sup>3</sup>, someone who needs help urgent / urgently<sup>4</sup> might be easy / easily<sup>5</sup> overlooked in the crowd. Keeping your friends informed where you are, is the perfect / perfectly<sup>6</sup> way to stay safe. Alcohol is a major cause of violent / violently<sup>7</sup> behaviour, so if you see people behaving aggressive / aggressively<sup>8</sup>, keep away from them. You shouldn't feel embarrassed / embarrassedly<sup>9</sup> if you think that a situation looks dangerous / dangerously<sup>10</sup>. Walk away immediate / immediately<sup>11</sup>. Don't hang around in dark / darkly<sup>12</sup> corridors. Go outside if you need some fresh / freshly<sup>13</sup> air, but make sure that you are always close / closely<sup>14</sup> to someone you real / really<sup>15</sup> trust. Final / Finally<sup>16</sup>, always go home as planned, no matter how attractive / attractively<sup>17</sup> the other person is.

# What kinds of processing will learners be doing here?



What are active and passive sentences?

Here's a quick refresher:

**Active sentence**

I **eat** dinner.

**[Subject / Object]**

An **active** verb is one that follows a subject pronoun, i.e. a doing verb.

**Passive sentence**

Dinner is **eaten** by me.

**[Object / Subject]**

A **passive** verb is one that follows an abstract noun or a noun to which an action is being done.

"Me" is the agent, the doer of the action.

## Übung zum Passiv - Present Perfect

Forme die Sätze ins Passiv um!

1. Kerrie has paid the bill.

→ The bill has been paid by Kerrie.

2. I have eaten a hamburger.

→ \_\_\_\_\_

3. We have cycled five miles.

→ \_\_\_\_\_

4. I have opened the present.

→ \_\_\_\_\_

5. They have not read the book.

→ \_\_\_\_\_

6. You have not sent the parcel.

→ \_\_\_\_\_

7. We have not agreed to this issue.

→ \_\_\_\_\_

# Passive : How much processing do ss need here?



5

## Practising grammar

And the Oscar goes to ... - Read the dialogue and complete it with the passive forms of the verbs in brackets.

**Ruth:** Oh, look! Another movie with Colin Firth! I love him!

**James:** Oh? What do you like about him?

**Ruth:** Well, he is a brilliant actor. For his role in *The King's Speech* he

\_\_\_\_\_ <sup>1</sup> (*award – past simple*) the Oscar as best actor. – And, you know, he  
\_\_\_\_\_ already \_\_\_\_\_ <sup>2</sup> (*give – present perfect*) dozens of awards.

**James:** Oh, really? Well I don't know that much about him.

**Ruth:** Okay, then let me tell you more. Colin Firth is British, he was born on 10th September 1960 in Grayshott, Hampshire. The role which made him famous was that of Mr Darcy in the BBC mini-series of Jane Austen's *Pride and Prejudice*. From then on he \_\_\_\_\_ <sup>3</sup>

(*give – present perfect*) roles in films like *Bridget Jones's Diary* or *Love, Actually*. He \_\_\_\_\_

\_\_\_\_\_ <sup>4</sup> (*also / offer – past simple*) a star on the Hollywood Walk of Fame and he \_\_\_\_\_

\_\_\_\_\_ <sup>5</sup> (*select – past simple*) as one of the 100 most influential people

magazine in 2011. Two more films starring him \_\_\_\_\_ <sup>6</sup> (*release – will-*



photo: rick.com/5/1/A

How can you improve this very easily?



# What can you do instead?

66

Do you know how ketchup is made?



Do you know how chocolate is made?

Do you know how I-phones are made?

Go to [eep.at](http://eep.at) – Grammar – Passive Voice for some examples. See how the learners have to process **meanings** (world knowledge) and **forms**.

# Is this rule valid and true?

Steht das einleitende Verb jedoch im *simple past*, verschieben sich die Zeitformen in der indirekten Rede:

direkte Rede	indirekte Rede
<i>simple present</i> 'I work'	<i>simple past</i> he said he worked
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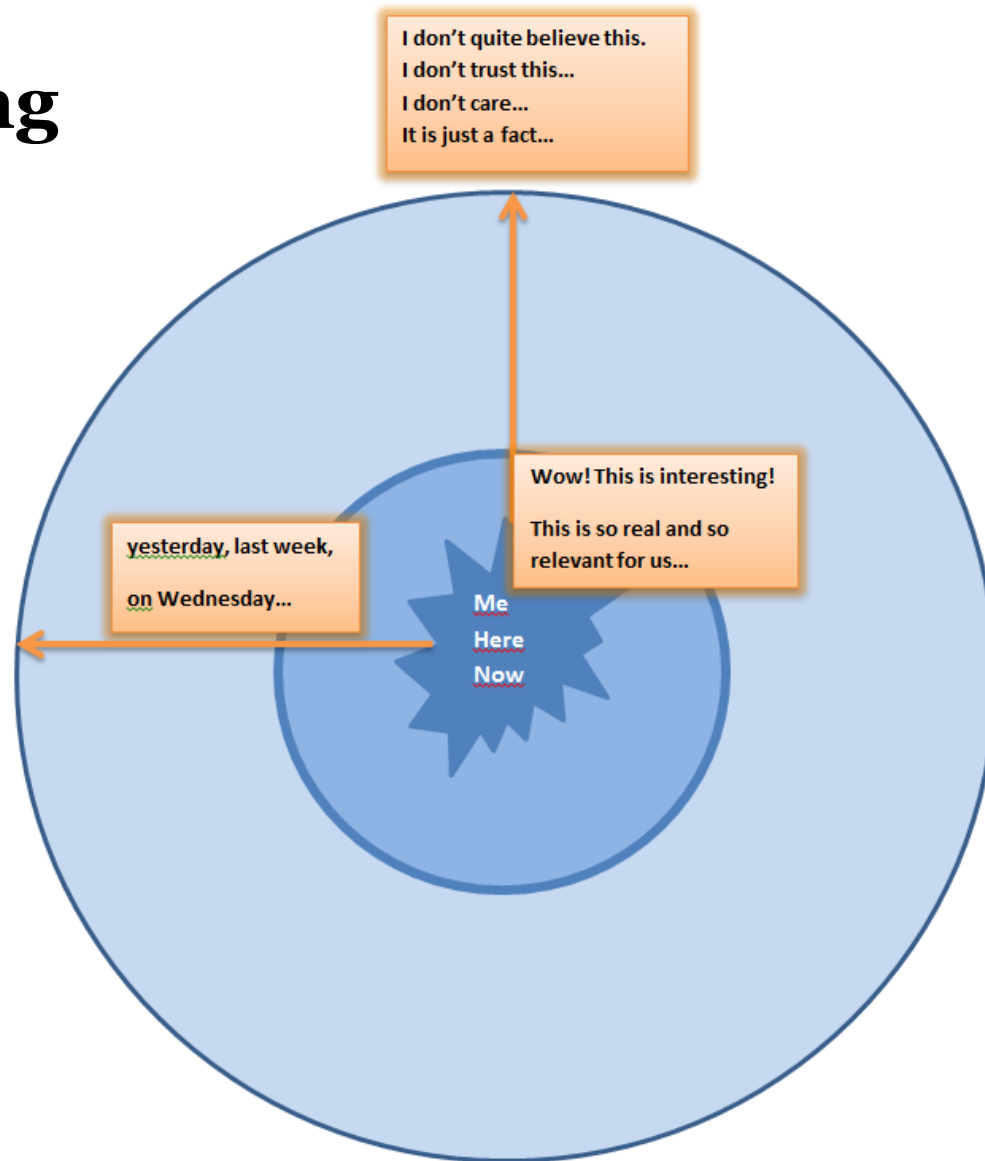
He said that he works at Microsoft and that he can get us all the programs for free.

He said that he was working at Microsoft and could get us all the programs for free, but you know what –he works there as a janitor and cannot get us anything.

He said he will work in Spain in the summer and we can all come and stay with him.

He said he would work in Spain this summer, but I don't think that's possible. He has not even finished his studies.

# The Reporting Circle



# David Newby: on Reporting or Announcing



*The Difference Box*

## Reporting/Announcing?

### Reporting

*Man denkt an das Gespräch zurück*

*Neutrale Rolle des Berichtenden:*

The Prime Minister said that the conference **had been** successful.

*Situation liegt in der Vergangenheit (nicht mehr gültig):*

I knew I **would fail** the examination and I was right.

She said she **had been waiting** for two hours. No wonder she was cross.

*Information wird bezweifelt oder ist falsch:*

He claimed he **was** the British judo champion! What a lie!

You told me that Salzburg **was** the capital of Austria.

### Announcing

*Die Gegenwart ist wichtig*

*Der Berichtende ist an der Situation beteiligt oder besonders interessiert:*

The doctor told my wife that she **is going** to have twins!

Mary said she'll **be** here in two hours.

# Why would anyone want to report these...?

8

Use indirect speech to report what the people said.

▶ Grammar review, p 91

- 1 Anita Roberts: 'My office is much too small.'  
*Anita Roberts said her office was much too small.*
- 2 Jack: 'I'm very tired.'  
\_\_\_\_\_
- 3 Mrs Schmidt: 'You're late for work again.' (use *I*)  
\_\_\_\_\_
- 4 Mr Mair: 'My son works in an office.'  
\_\_\_\_\_
- 5 Lukas and Simon: 'We photocopy documents all day.'  
\_\_\_\_\_
- 6 Julia: 'I write a to-do list every Monday.'  
\_\_\_\_\_
- 7 Lena: 'I'll get the file right away.'  
\_\_\_\_\_
- 8 Sebastian: 'You can help me in the office, Sophie.'  
\_\_\_\_\_
- 9 Fabian: 'I must get to work on time.'  
\_\_\_\_\_
- 10 Mrs Baumgärtner: 'I can't find my mobile phone anywhere.'

Announcing  
something  
important  
/interesting?

Neutral  
(distanced)  
reporting?

Doubt or  
distrust?

Past, and  
no longer  
valid?

# Why would anyone want to report these...?

## 6 Language work: reported statements

Complete these reported statements, using *say*, *tell* (+ *sb*) or *add*. Pay attention to the verb tenses and the personal pronouns.

► Grammar review, p. 147: Reported speech

1 Dr Kent to Fiona: "I'll take your temperature first."

Dr Kent told Fiona that he would take her temperature first.

2 Fiona to Dr Kent: "I ate a home-made cake. Perhaps there were nuts in it."

Fiona said that

3 Dr Kent to Fiona: "I'll give you some antihistamine tablets. They will help your breathing problems."

4 Jim to Fiona: "It's important that your sister takes all of her tablets."

5 Jim to Fiona: "If your sister doesn't take all her medicine, her flu will come back even worse."

6 Jim to Fiona: "There's a prescription charge. Nothing is free of charge these days."

7 Jim to Fiona: "Mobilita 600 is extremely effective and it comes in pack sizes of 10 or 20."

Announcing something important /interesting?

Neutral (distanced) reporting?

Doubt or distrust?

Past, and no longer valid?

# From Rules to Reasons

## Grammar as a political statement



- Ken Kollman, director of research and a professor at the Center for Political Studies at the University of Michigan, **said** Trump **is** challenging the results in Detroit even though there have been only scattered allegations of voting irregularities there in recent years.
- Orlando Owens, chair of the Milwaukee North branch of the county's Republican Party, **said** the GOP effort in Wisconsin **is** aimed at counties that have high concentrations of Democratic voters.
- “It just so happens that a lot of Black voters are Democrats,” he said, noting that the University of Wisconsin at Madison is in Dane County, where there are a number of college voters but only 6 percent of county residents are Black.

# From Rules to Reasons: Grammar as a political statement



- “I don’t believe race has anything to do with it” said Mitt Baas, who heads the Republican Party of Michigan.
- Bauer and other leaders are trying to block the certification of the election. The goal is to block the outcome of the recount.
- “People are anxious to see the outcome of the NAACP. “But in the middle of this pandemic, where people are trying to feed their family, and we have a recession who are not in school, and now he is putting us back through this recount process.”
- Royal and other community leaders **said** they **are** angered that Trump is suggesting that there are more votes than people.

If you want to express your distance, doubt or mistrust and say that the claims are false, **use TENSES to do this.**



BUT: **Trump claims:** <https://www.washingtonpost.com/graphics/politics/trump-claims/>

# Trump's false claims...

- Trump: "I've been talking about mail-in voting for a long time. It's really destroyed our system. It's a corrupt system and it makes people corrupt."
- Trump: "They mailed out tens of millions of unsolicited ballots without any verification measures."
- Mexico Will Pay For the Wall
- "The Democrats are really looking at something that is very dangerous for our country. . . .They want to have illegal immigrants pouring into our country, bringing with them crime, tremendous amounts of crime," said Trump on December 6, 2017.
- **Can you think of a few more...?**

# Sources



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- National Education Association. *Doubts & Certainties*, January/February 1994. Material adapted from Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain*, ASCD, 1991; Addison Wesley, 1994. online: <http://www.nea.org/teachexperience/braiko30925.html> , 25.02.2014