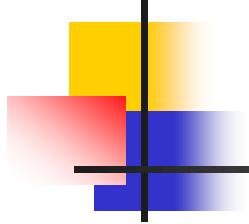


# *TIIAME* Language Awareness and its Place in Teaching and Learning

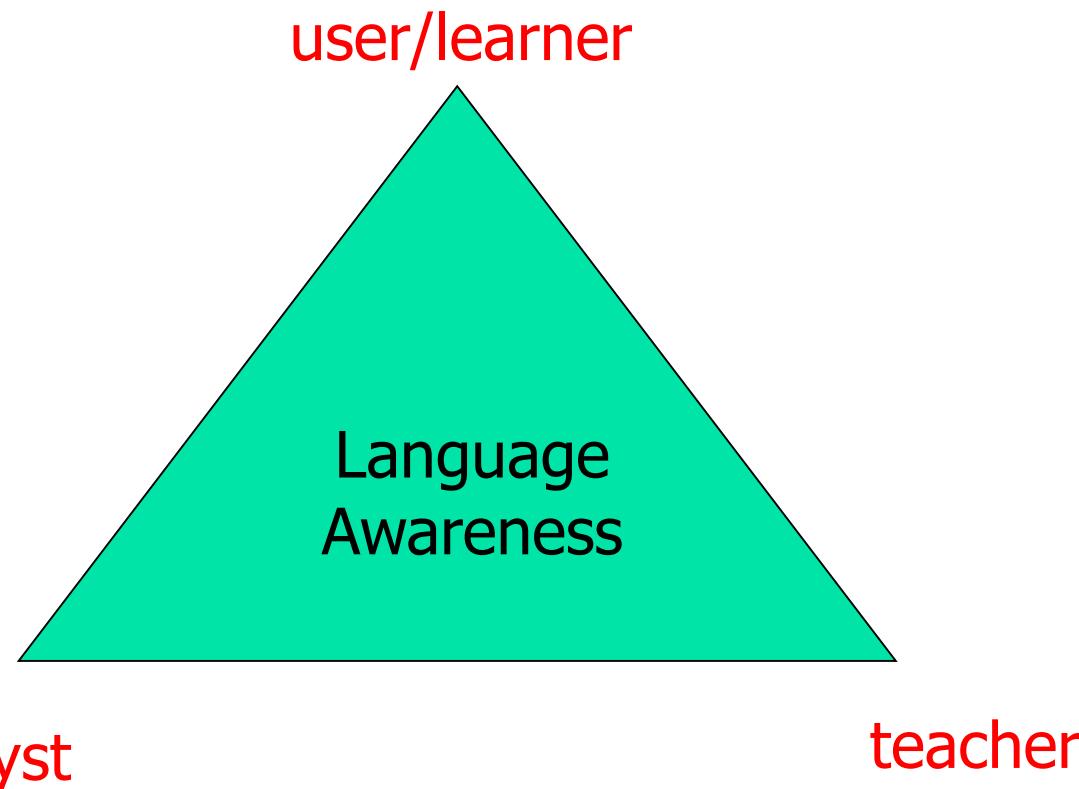




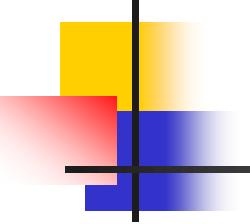
# **Historical Perspectives: grammar and textbooks**

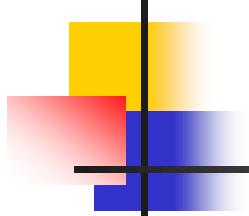
- **The origins of language**
- **The origins of grammar**
- **The basis of grammar in writing**
- **The impact of corpus analysis and the arrival of spoken grammar**
- **Prescription vs description**
- **The place of textbooks**
- **Language change**

# Dimensions of Language Awareness



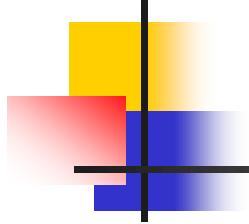
# Defining Language Awareness (1)

- 
- L.A. is a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how languages work. It is also a pedagogic approach that aims to help learners to gain such insights.'  
**(Tomlinson in Bolitho et al 2003)**



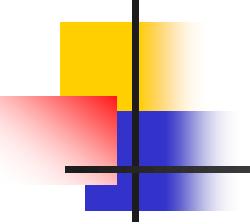
# Defining Language Awareness (2)

- ‘L.A. refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language.’  
(Carter 2003)



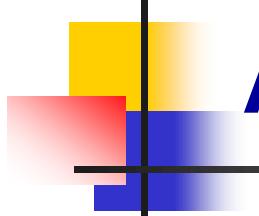
# A Place for Grammar

- **Form and function**
- **Grammar enables us to say what we mean**
- **Noticing how language works.....**
- **..... and drawing conclusions**



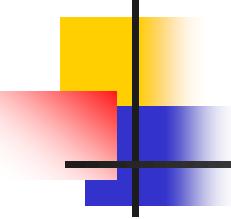
# Grammatical Myths

- the ‘rules’ about some & any
- the ‘rules’ about reported speech
- the ‘rules’ about ‘if’ sentences
- that there is a future tense in English
- that grammar operates mainly at sentence level
- that prepositions and phrasal verbs are ‘grammatical’ features



# **Areas of grammar to investigate**

- Modality and modal meaning**
- Grammar as choice, e.g. voice, verb tenses, reporting speech etc**
- Articles and determiners in connected discourse**
- Deviations in spoken English**



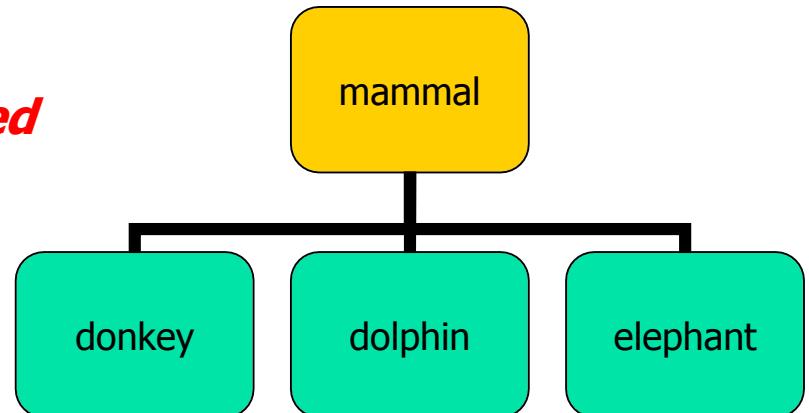
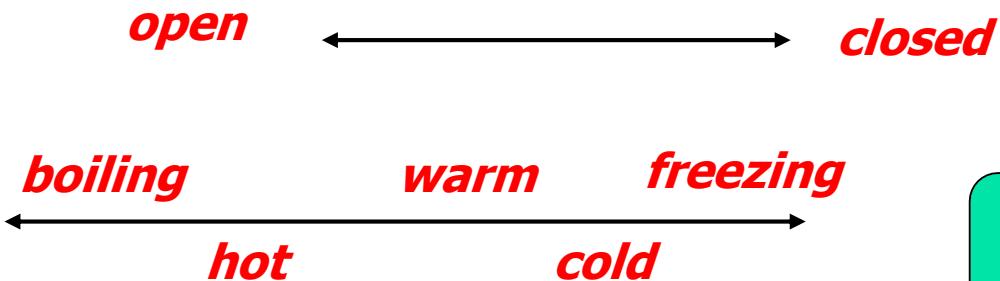
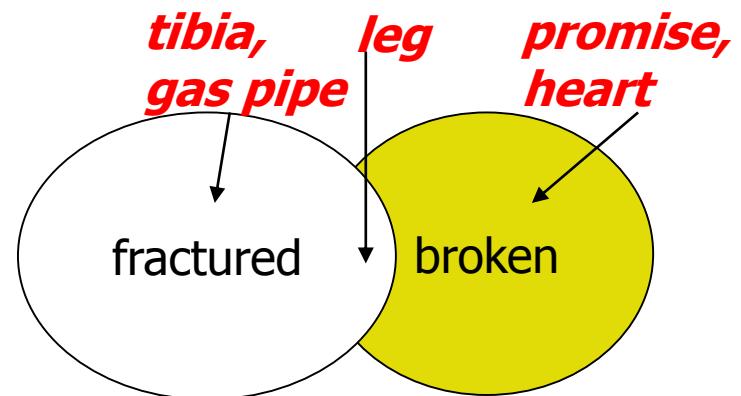
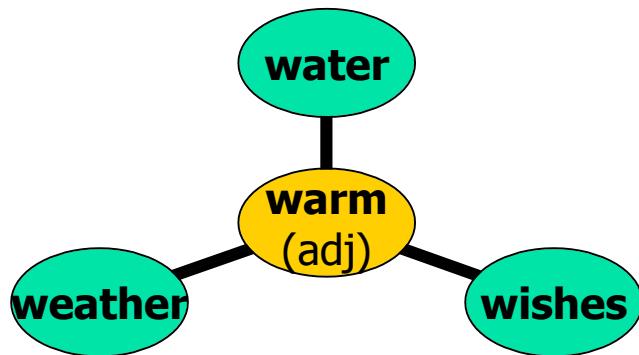
# Vocabulary

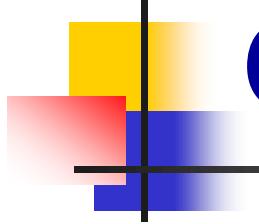


- What does it mean to know a word?
- Storing and grouping vocabulary

***Mind maps, word fields, mini-contexts, diagrams, hyponymy trees , lexical chunks, collocations, etc***

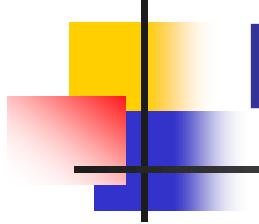
# Storing Vocabulary





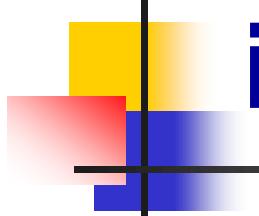
# Chunks and Collocations

- *stand up*
- *now and then; to and fro*
- *include in*
- *chill out*
- *hard cash*



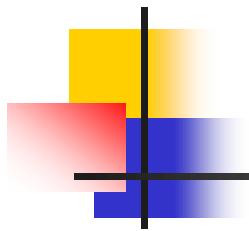
# Language Change

- The ‘verbing’ of nouns
- The ‘nouning’ of adjectives and verbs
- Hyperbole at work: newer, bigger, better
- Influence from popular culture and the media



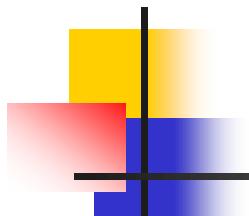
# **Language & Culture: the interfaces**

- **Gestures, body language, proxemics**
- **Language behaviour in certain settings**
- **Idioms, figures of speech**
- **Language-based humour, e.g. play on words**
- **‘Insider’ talk**



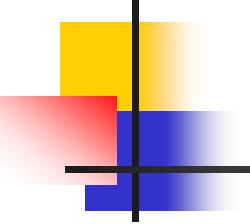
# Why Use A Language Awareness Approach?

- To build on learners' existing awareness of L1
- To build on natural curiosity about language
- To encourage learners to notice how language really works, in authentic contexts
- To counteract myths about language



# Why Use A Language Awareness Approach? (2)

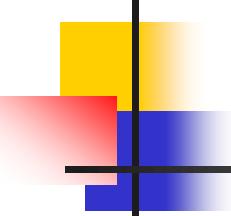
- To develop critical thinking skills and to challenge myths and received wisdom about language
- To develop autonomous learning strategies
- To engage affect and cognition in learners in relation to language
- To develop cultural/intercultural awareness



# Conclusion: a message for teachers and learners

*In order to learn and use a language effectively we need to think about it and develop our own relationship with it and view of it. It is not enough for a teacher simply to accept existing views of language as gospel, or for learners to learn rules and apply them.*

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