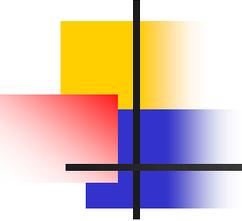


***TIIAME* Language Awareness
and its Place in Teaching and
Learning**

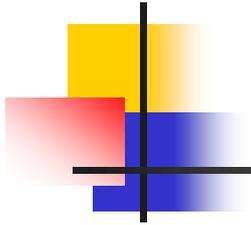




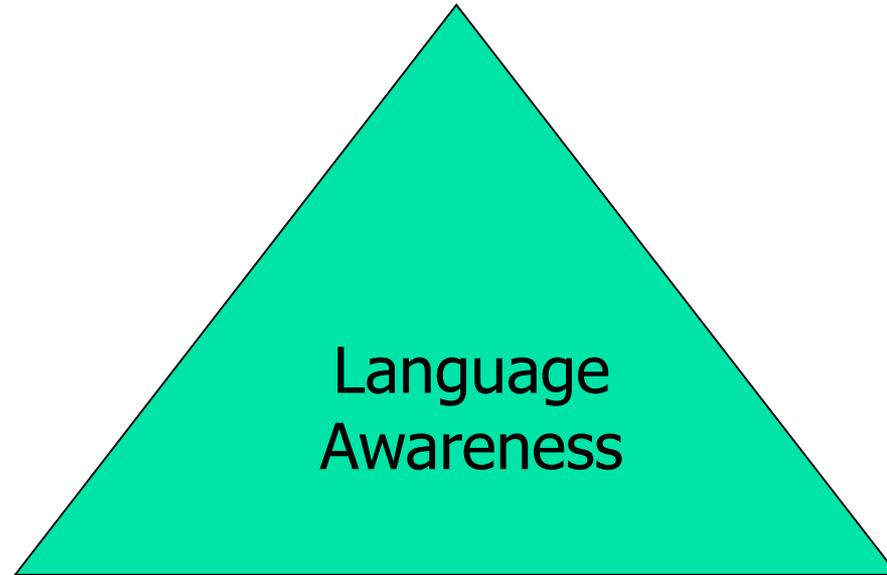
Historical Perspectives: grammar and textbooks

- **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



user/learner

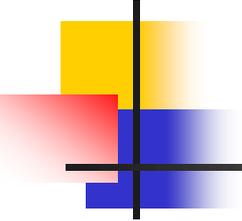


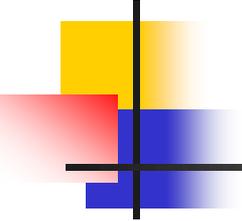
Language
Awareness

analyst

teacher

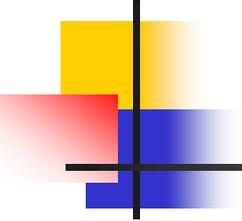
Defining Language Awareness (1)

- 
-
- **‘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)**



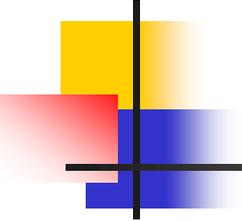
Defining Language Awareness (2)

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



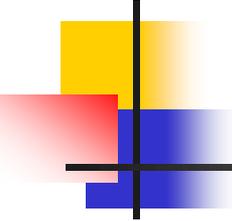
A Place for Grammar

- **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**

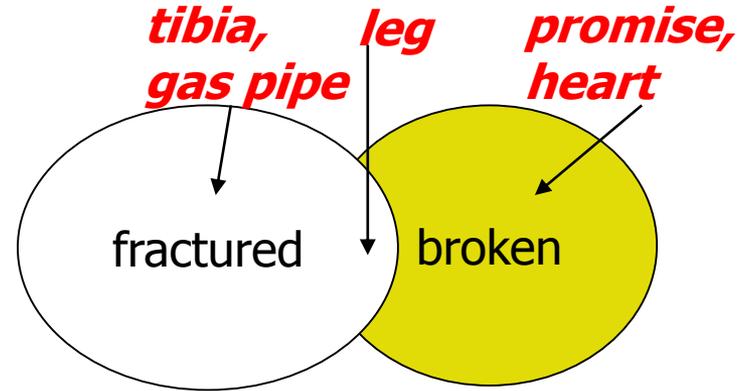
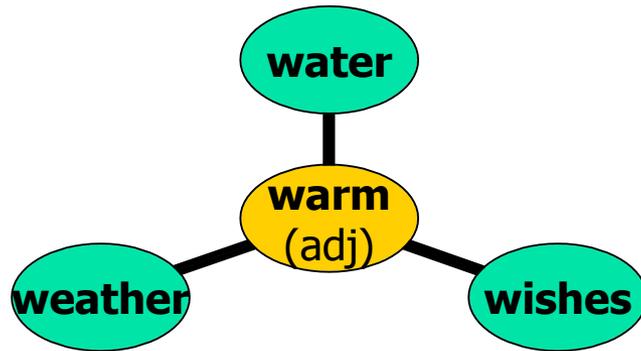
Vocabulary



- 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

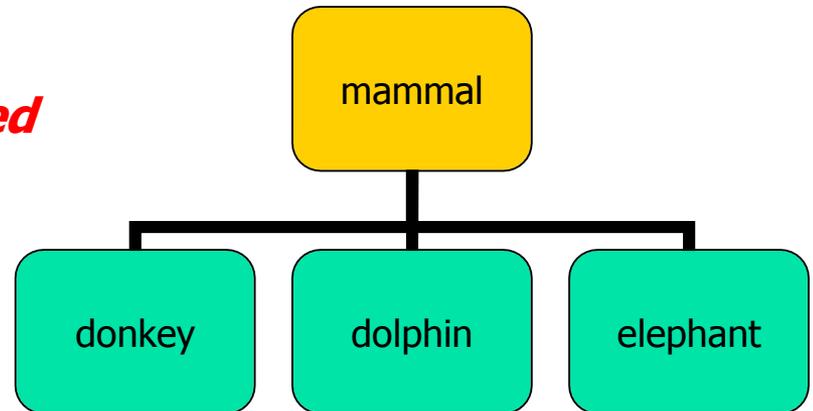


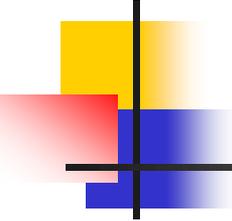
open ←————→ *closed*

boiling *warm* *freezing*

←————→

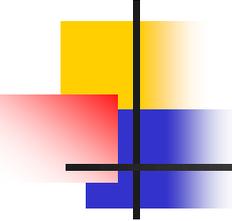
hot *cold*





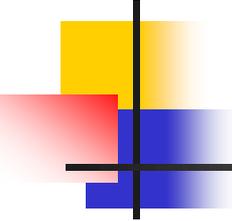
Chunks and Collocations

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



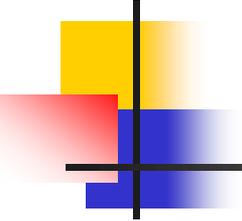
Language Change

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



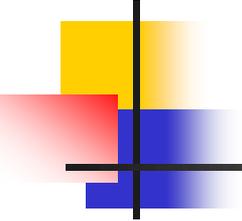
Language & Culture: the interfaces

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



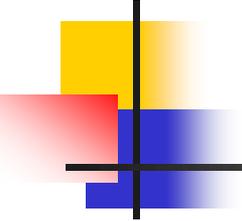
Why Use A Language Awareness Approach?

- **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)

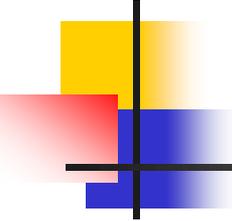
- **To develop critical thinking skills and to challenge myths and received wisdom about language**
- **To develop autonomous learning strategies**
- **To engage affect and cognition in learners in relation to language**
- **To develop cultural/intercultural awareness**



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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