



FINAL DIGITAL PROJECT

IN-22 SUPPORTING EFFECTIVE LEARNING (ROBIN WALKER)
ANA FERNÁNDEZ PEÑA



Introduction

- The following document presents a summary of two approaches to supporting effective learning in the English classroom. They have been designed according to what was learnt in the course *Supporting Effective Learning*, sponsored by Trinity College.
- The activities are thought for students working on a B1/B2 level of the Common European Language Framework.
- The tasks work on
 - Vocabulary
 - Pronunciation



THEORETICAL BACKGROUND

Teaching Pronunciation and Vocabulary

English as a Lingua Franca

The concept of English as a Lingua Franca (ELF) is far from simple, but it could be summarized by saying that it is the English of global communication. This new role of English means that the native-speaker English is now longer the model to follow. Some of its implications are:

1. The speaker no longer wants to sound native when speaking but to communicate intelligibly with other speakers.
2. Speakers of EFL will use words creatively in order to generate meaning: from the verb *to plug in*, speakers have created *to plug out* (as opposed to unplug).
3. Pronunciation is affected – studied in the Lingua Franca Core (LFC), by Jennifer Jenkins.
4. Different language roles mean different learner goals: It brings, therefore, a need to re-think our teaching strategies, and brings a change in attitude to what is considered correct and incorrect English.

Teaching Pronunciation of ELF

Failure in communication can occur for four different reasons:

1. Grammar
2. Vocabulary
3. Pronunciation
4. Cultural knowledge

If you were asked to give a percentage, in order of importance, to each of those items, what would it be?

Think about this before going on to the next slide!!!

Surprisingly, the percentages are divided as follows:

1. **Grammar: 3-5%**
2. Vocabulary: 25%
3. **Pronunciation: 68%**
4. Cultural knowledge: 3-4%

Why, then, do we teach so much grammar in our classes, and so little pronunciation?

The following slides are a guideline on the most important aspects in pronunciation that are affecting communication and should therefore be taught in the English class, based on the findings of Jennifer Jenkins found in the Lingua Franca Core.

CONSONANTS

- ELF users need to be able to produce all of the English consonants, except for /θ/ and /ð/ (the voiceless and voiced 'th' sounds in 'think' and 'then', respectively).
- Speakers are required to correctly aspirate /p/, /t/ and /k/ at the beginning of a stressed syllable, such as 'paper', 'tin' and 'key'.

CONSONANT CLUSTER SIMPLIFICATIONS

- By adding vowels: it produces real impact on intelligibility, so it is not considered important.
- By deleting consonants from a cluster: does produce an impact, so it does need intervention.

‘Spain’ > I live in *pain // I live in *eSpain

If articulation is made easier, and only according to rules of elision, the cluster can be simplified, as in ‘post**t**man’ or ‘friend**d**ship’

VOWELS, focusing in quantity (lengths), not quality (accents)

ELF speakers must pay attention to vowel lengths, as the examples show:

- Live vs. leave - /i/ vs /i:/
- Peace vs. peas – /s/ vs /z/ and longer vowel in ‘peas’

NUCLEAR STRESS PLACEMENT

Speech is divided into small blocks of words, or thought groups. In each thought group, there is one word made more important so that listeners pay special attention to it. This is known as the focus word. It is vital to choose the focus word correctly to avoid misunderstanding or even total communication failure.

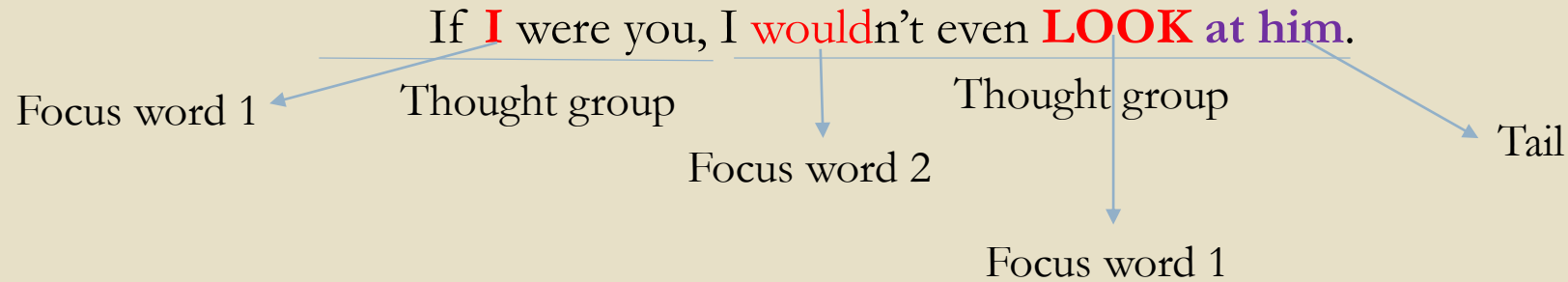
What feature should we therefore teach if we are working with ELF?

Pronunciation Feature	RP/GA	LFC
Consonants	Yes	Yes
Consonant clusters	Yes	Yes
Vowels and diphthongs	Yes	Only length
Rhythm and word stress	Yes	? (not enough research on area)
Rhythm: schwa sound, weak forms	Yes	No
Rhythm: assimilation, coalescence	Yes	No
Intonation: nuclear stress	Yes	Yes
Intonation: choice of tone**	Yes	---*

**Tone is chosen subconsciously, it depends on the speaker's mother tongue, or by picking up the tone from the living area.

*Indicates "it doesn't matter" if it is taught or not

The following slides work on teaching the units of spoken English and stress of the language.



How to identify a focus word:

1. It is the main word of a thought group
2. It is normally a verb, a noun or a wh-question word.
3. There can be one or two focus words; if two, the strongest is always the second one, as can be seen in the example above.
4. Finally, it really depends on the meaning you want to convey with the sentence:
 - **I** love speaking English (and not you or any other person)
 - I **love** speaking English (not only like it, not hate it)
 - I love **speaking** English (not writing, reading or listening to English)
 - I love speaking **English** (not German or French)

Practice the sentence stress in the following dialogue. First, divide the sentences into thought groups. Then, point out the focus words.

Mr. Green: Look at the picture on page thirty-five. Andy. What's this animal?

Andy: It's an elephant.

Mr Green: I know it's an elephant. But where's it from?

Andy: India.

Mr Green: No, it's from Africa. It's an African elephant. Look at its big ears. Now look at the next picture. What's this animal?

Andy: I know. It's an Indian tiger.

Mr Green: Good. Thank you, Andy.

Thought groups:

Mr. Green: /Look at the picture // on page thirty-five. // Andy. / /What's this animal? /

Andy: /It's an elephant./

Mr Green: /I know it's an elephant.// But// where's it from? /

Andy: /India./

Mr Green: /No, it's from Africa.// It's an African elephant.// Look at its big ears./

/Now//look at the next picture.// What's this animal?/

Andy: /I know.// It's an Indian tiger./

Mr Green: /Good.// Thank you, Andy./

Thought groups and focus words:

To emphasize the picture Andy must look at. It's that one, not another.

The second focus word is stronger than the first.

If a student asked "is it page 25?", the teacher would repeat 'thirty-five' and would put the focus on 'thirty'

Mr. Green: /**Look** at the **PICTURE** // on **page** thirty-**FIVE**. // **ANDY**. // **What's THIS** animal? /

Andy: /It's an **ELEPHANT**./

Mr. Green: /I **know** it's an **ELEPHANT**.// **BUT** // **where's** it **FROM**? /

If 'know' was stronger, Mr Green might make Andy feel bad for having made a mistake.

The focus word is
the adjective and
not the noun
because it is a
correction.

Andy: /**INDIA**./

Mr. Green: /No, it's from **AFRICA**.// It's an **AFRICAN** elephant.// Look at its **big EARS**.//**NOW**//**look** at the **NEXT** picture.// **What's THIS** animal?/

Andy: /**I** know.// It's an **Indian TIGER**./

Mr. Green: /**GOOD**.// **THANK** you, Andy./

The focus word is
not Andy because
we would be
leaving the rest of
the class out of
the lesson

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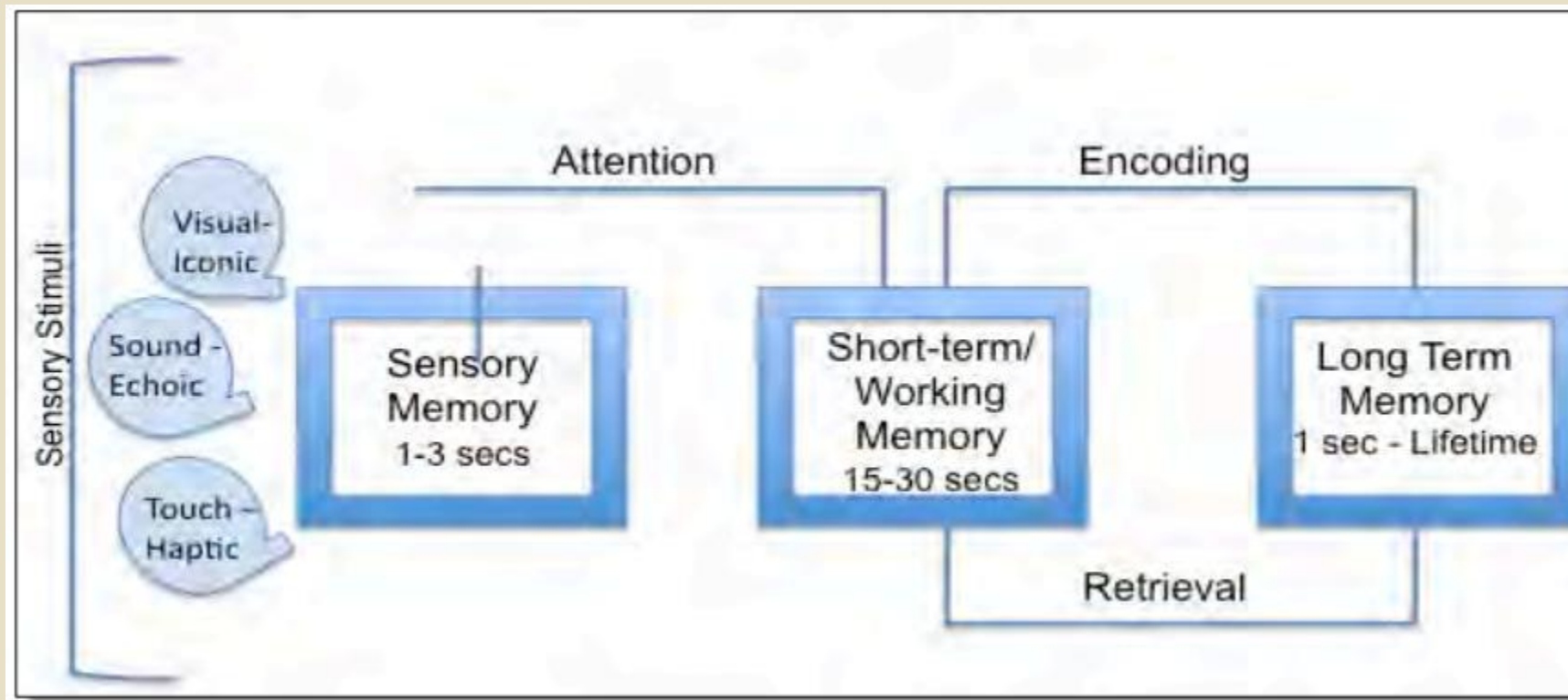
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Teaching Vocabulary

In order to teach vocabulary, we must first know how it is learnt. **Words are learnt by:**

- Labelling: a label (an adjective, another object, etc) is assigned to the word that wants to be learnt. For example, when it comes to learning names, a characteristic can be assigned to the people to differentiate them- *Ana Canarias, Ana Marketing*.
- Categorising: it might be often easier to group words by categories: adjectives, nouns, jobs, means of transport, etc.
- Networking: every speaker builds their own network of words when it comes to learning a new vocabulary. This network is built by similarity between both languages, for example, between German and English- *Haus = House, Angst = Anxiety, Tisch ≠ Dish?*

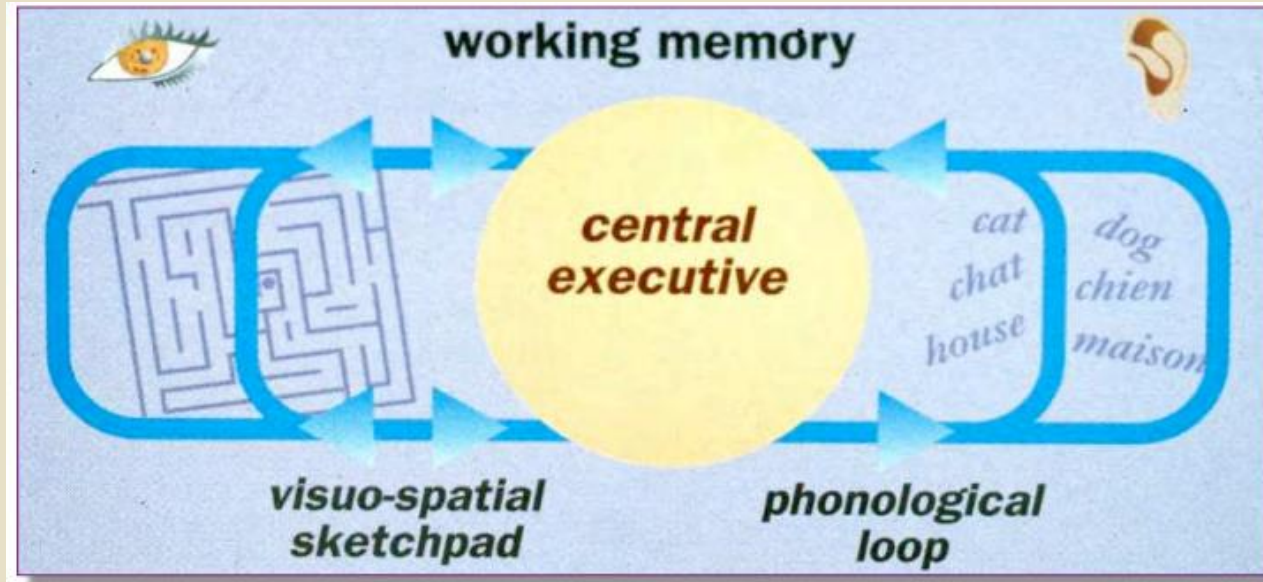
The human memory is divided into the sensory memory, the short-term memory, or working memory, and the long-term memory. To **remember words**, we must store them in the long-term memory, which lasts from 1 second to a whole lifetime. After receiving some time of sensory stimuli, the word is retrieved from the long-term memory to the working memory and can be then used.



It is very important to note that only if a word can be pronounced correctly will it be remembered. We would have 3 possible cases:

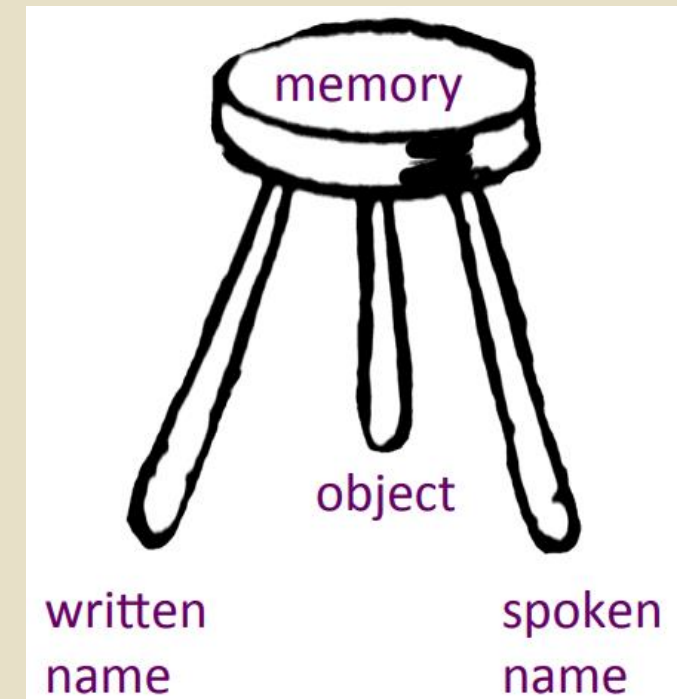
1. If a word can't be pronounced, there will be no communication.
2. If a word is pronounced wrongly, for example, *road as /rroad/*, there will be failure in transmitting the message because the listener will not understand what has been said. Therefore, knowing the vocabulary word has been of no use.
3. The word is pronounced correctly and communication occurs.

The following diagram represents how the working memory functions:



Only if a vocabulary word receives visual stimuli and enters the phonological loop, meaning the student learns the pronunciation of the word, will the word be used correctly by the working memory, meaning it has been learnt.

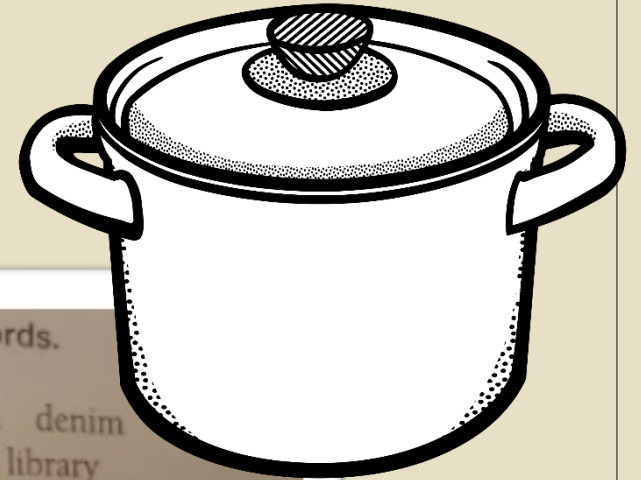
It can be therefore said that only when we have an object, with its written name and its spoken name, will the learner remember the word.



To help the long-term memory, we have 7 different types of activities that can be done with the students.

Repetition

1. Word stew: share cards out with students (S from now on) and make them produce sentences, group them according to pronunciation, create word maps, etc.
2. Fill in the blanks exercise, with word bank including the vocabulary to be used.



- 9 Complete with ten of these words.
- avoid bench calm captain denim
documentary handkerchief library
politics scream trip n upset warning
- 1 Blue jeans are made of _____.
 - 2 If you are _____, you feel worried and unhappy.
 - 3 'Be careful!' is a _____.
 - 4 People _____ when they are hurt.
 - 5 When water is _____, it doesn't move very much.
 - 6 You use a _____ to blow your nose.
 - 7 A _____ is a film/TV programme about real events.
 - 8 You _____ something by staying away from it.
 - 9 You can borrow books from a _____.
 - 10 A _____ is a long seat, usually made of wood.

Retrieval

1. Give S a text with blank spaces to fill in. The vocabulary words are not provided.

2. Give S an image and ask to write or say all the words he or she can remember.


5 Complete the fixed expressions.

- a) I either like a person, or I hate them. It's all or *nothing* with me.
- b) _____ or later, I'm going to have to get a _____
- c) I never seem to get any _____ and quiet a _____
- d) I'd like to work in an office where I can just _____ and _____ as I please.
- e) I think I spent £400 on holiday, give or _____ a few pounds.
- f) I can't work unless my desk is clean and _____

Tick the sentences that are true for you. Discuss with a partner.

1 VOCABULARY holidays

- a Look at the X-ray pictures of a backpack and a suitcase at airport security. Can you identify the 12 items inside them? Which item(s)...?
 - 1 do you have to take out of your bag when you go through security
 - 2 are you not allowed to take through security
- b [p.153 Vocabulary Bank Holidays.](#)

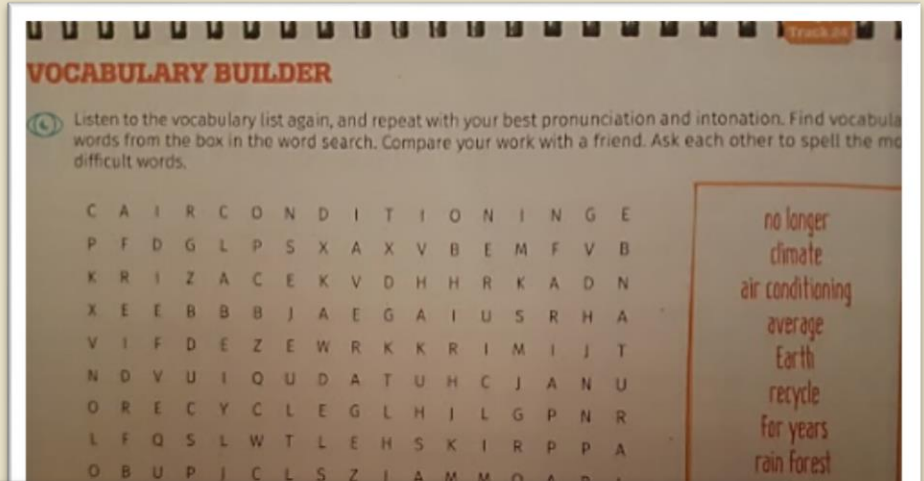


Use or loose

1. Identifying: Ss count the number of times a given word (or derived) appears in the text.
2. Identifying: Ss complete a word search.
3. Identifying: Ss unscramble words.
4. Selecting: from a list of 10 items, Ss choose 5 they would take to...
5. Matching: Ss match words to common collocations.
6. Classifying: Ss classify words following a given criteria.

1

2

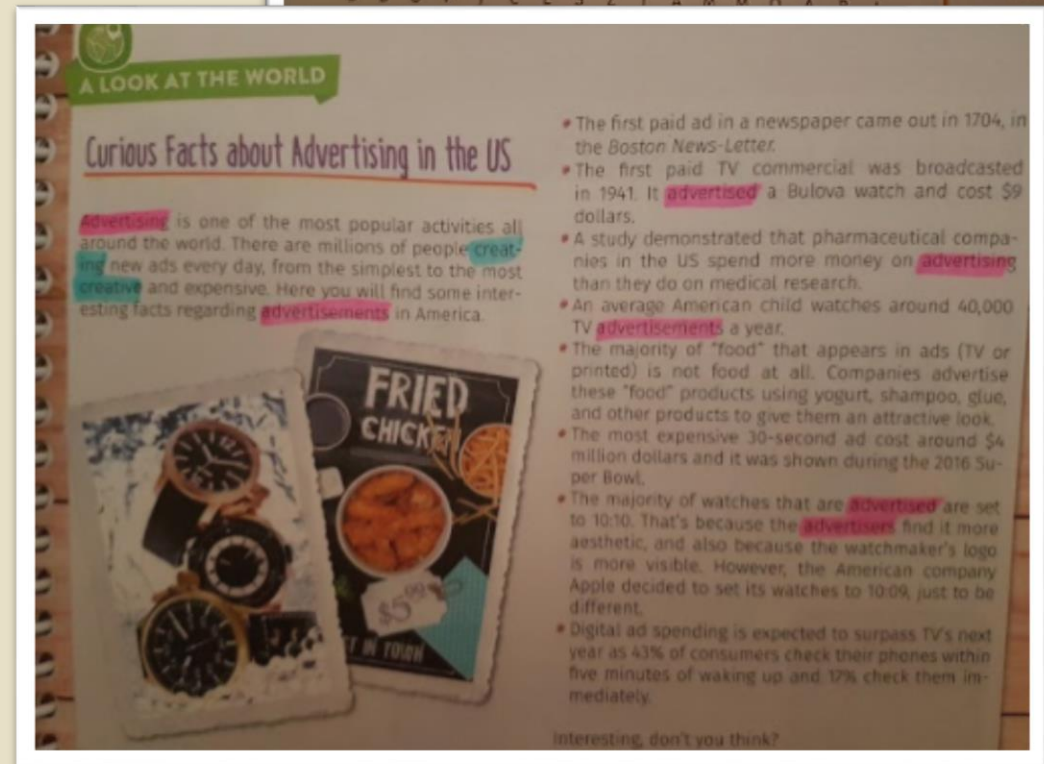


VOCABULARY BUILDER

Listen to the vocabulary list again, and repeat with your best pronunciation and intonation. Find vocabulary words from the box in the word search. Compare your work with a friend. Ask each other to spell the most difficult words.

C A I R C O N D I T I O N I N G E
P F D G L P S X A X V B E M F V B
K R I Z A C E K V D H H R K A D N
X E E B B B J A E G A I U S R H A
V I F D E Z E W R K K R I M I J T
N D V U I Q U D A T U H C J A N U
O R E C Y C L E G L H I L G P N R
L F Q S L W T L E H S K I R P P A
O B U P I C L S Z I A M M O A S

no longer
climate
air conditioning
average
Earth
recycle
for years
rain forest
natural
life
fiction
man



A LOOK AT THE WORLD

Curious Facts about Advertising in the US

Advertising is one of the most popular activities all around the world. There are millions of people creating new ads every day, from the simplest to the most creative and expensive. Here you will find some interesting facts regarding advertisements in America.

- The first paid ad in a newspaper came out in 1704, in the *Boston News-Letter*.
- The first paid TV commercial was broadcasted in 1941. It advertised a Bulova watch and cost \$9 dollars.
- A study demonstrated that pharmaceutical companies in the US spend more money on advertising than they do on medical research.
- An average American child watches around 40,000 TV advertisements a year.
- The majority of "food" that appears in ads (TV or printed) is not food at all. Companies advertise these "food" products using yogurt, shampoo, glue, and other products to give them an attractive look.
- The most expensive 30-second ad cost around \$4 million dollars and it was shown during the 2016 Super Bowl.
- The majority of watches that are advertised are set to 10:10. That's because the advertisers find it more aesthetic, and also because the watchmaker's logo is more visible. However, the American company Apple decided to set its watches to 10:09, just to be different.
- Digital ad spending is expected to surpass TV's next year as 43% of consumers check their phones within five minutes of waking up and 17% check them immediately.

Interesting, don't you think?

FRIED CHICKEN

\$5

IT IS TOUGH



Unscramble the vocabulary words that fit in the sentences on the right.

1. cerear Pursuing a _____ in teaching can be difficult but rewarding.
2. poinrbsesles I have to admit that I'm partly _____ for what happened.
3. lasyra You should contact the human resources manager to talk about your _____.
4. eb ni gecarh My father has to _____ of many construction workers.
5. ydreelvi If I were you, I would help my sister with her _____ job.
6. iwlnlig Shailene Woodley is a well-known actress I'm _____ to meet!
7. bybatsriet Do you still want to apply for that _____ position?
8. tou fo korw The people the company fired have stayed _____ for a long time already.

3

6

1 Work with a partner. List the sports in the box in different groups according to the criteria a-f. A sport might belong to more than one group.

athletics badminton baseball basketball boxing bungee jumping
 cycling fishing football golf horse-riding ice hockey judo karate
 kite surfing rock climbing rugby running sailing scuba diving
 skating skiing skydiving snowboarding surfing swimming
 table tennis tennis volleyball wind

- a) Water sports *fishing, ...*
- b) Team sports
- c) Indoor sports
- d) Sports that collocate with *play*
- e) Sports that are hardly ever shown on TV
- f) Sports that need special footwear

You can take from each list partner and explain your reasons.

Medical
 bandages
 a scalpel
 a snake bite kit
 Morphine
 Aspirin
 disposable gloves
 a thermometer
 tweezers
 a first aid manual
 hypodermic needles
 adhesive tape

General
 a torch
 a box of matches
 soap
 a mirror
 a compass
 a knife
 scissors
 fish hooks
 large plastic bags
 a cooking pot
 a mosquito net

4

thermometer
 tweezers
 a first aid manual
 compass
 a knife
 scissors

5

8

Match the words to make phrases. Then write sentences, as in the example.

- 1 e fall off
- 2 run into
- 3 give up
- 4 switch off
- 5 run out of

- a water
- b the engine
- c trying
- d unexpected problems
- e a ladder

e.g. He fell off a ladder and broke his collarbone.

.....

Cognitive Depth

1. Ss relate vocabulary words to their personal reality, making Ss do cognitive thinking, by combining part-words to form more family words or by asking Ss to refer to a diagram, for example.

Affective Depth

1. Ss talk about their own reality. By bringing the topic to their own life, Krashen's affective filter is lowered and learning occurs.

- 3 Refer to the people in your diagram in Exercise 2 and complete the following tasks
- Underline the people who live nearest to you.
 - ~~Cross out~~ the people who you see least.
 - Circle the person who you saw most recently.
 - Put an asterisk * by the oldest person and two asterisks ** by the youngest.
 - Put a tick ✓ next to the person who you get on best with.

Page 250 Speaking

Activity 1 Review Work in pairs. Imagine that one of you is a famous model, writer, singer, or actor. Interview this celebrity about his or her job. Talk about the weirdest working conditions or places this person has to be in while performing their job.

Activity 2 Reinforcement Discuss the questions in small groups. What would you do...

- if you were asked to work with wild animals?
- if you were offered a job as a video games tester?
- if you had to use a bike or skate all day at work?
- if your job required skills you don't have yet?
- if you were asked to act as a zombie to entertain visitors at a local amusement park?
- if you had to wear a jester costume at work?
- if you got a job as a Lego sculptor?

Mnemonics

1. To remember the colours of the rainbow or to learn the order of the planets, Ss can learn sentences which help them remember.

Каждый

Охотник

Желает

Знать

Где

Сидит

Фазан

Rodolfo

Narizotas

Amó de

Verdad a

Azucena el

Año que la

Vió

Richard

Of

York

Gave

Battle

In

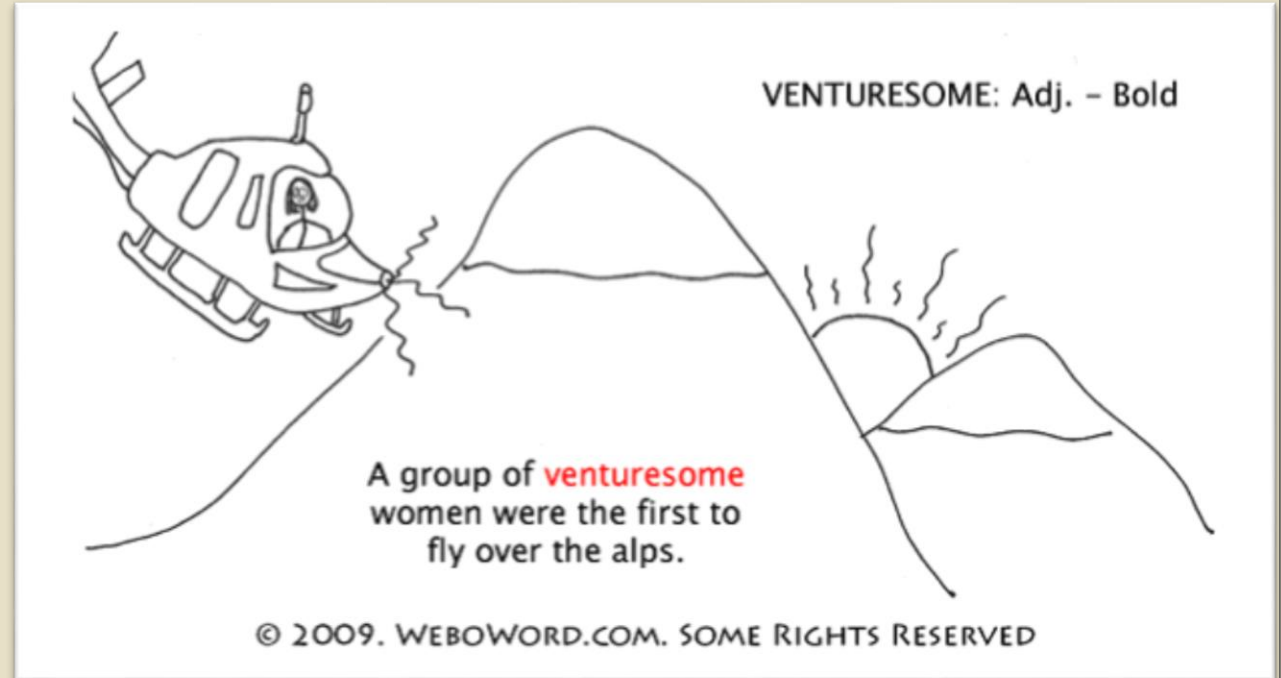
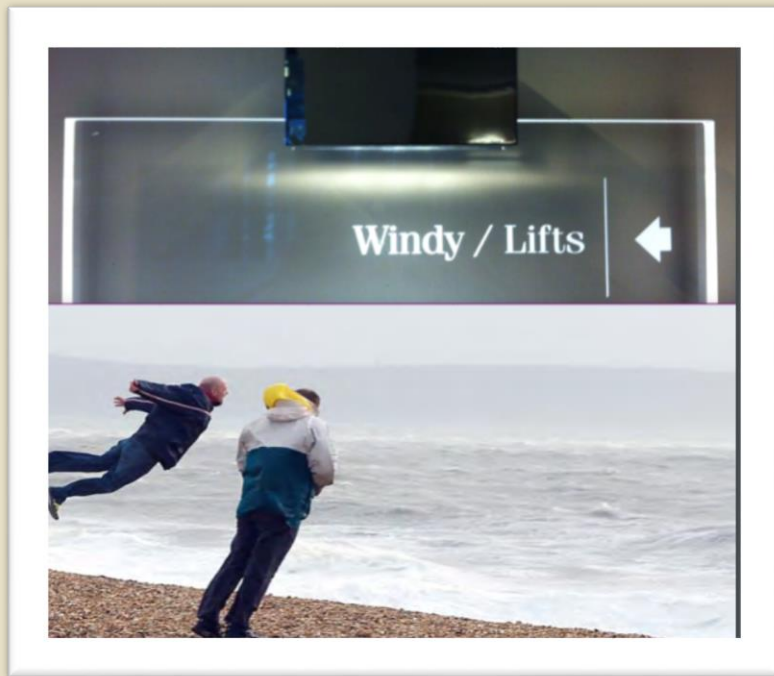
Vain

My Very Easy Method: Just Set Up Nine Planets

The order of planets in average distance from the Sun
(Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus,
Neptune, Pluto)

Imaging

1. Ss associate an image of the vocabulary word to a familiar place, moment, action, etc. They can even draw the image.





CLASSROOM APPLICATIONS

Pronunciation and Vocabulary

Pronunciation

ACTIVITY 1

- From a vocabulary bag, the teacher brings out vocabulary cards containing words with the consonants /p/, /t/ and /k/. Before that, the teacher has put in some extra cards that do not contain any of those consonants.
- The teacher gives 7 or 8 cards to each group of four students.
- The teacher asks students to classify them according pronunciation, and to pick the odd one out.
- The teacher asks students to pronounce their words out loud.
- The teacher asks students to write a dialogue or a short story with their words, including the odd one.

ACTIVITY 2

- The teacher hands in the following short text (next slide), and asks students to read it individually.
- Then, the teacher asks students to divide the text into thought groups and to point out the focus words. Students work using cooperative structure 1-2-4.
- The teacher plays the listening track of the text for the students.
- Then, the teacher plays it again and asks students to correct their previous work according to the listening. Students work in 1-2-4 again.
- To correct the exercise, teacher plays the listening and stops and the end of each line. Play it as many times as necessary.
- Finally, students rehearse the dialogue and get ready to role-play it.

Expressing obligation and lack of obligation

Conversation 1

Mary: I have a job interview tomorrow. Do you think I have to take my CV with me?

Katy: You absolutely must take it with you. Almost all interviewers require it!

Conversation 2

Mary: Do I have to read more about children before starting my babysitting job?

Katy: I don't think it's necessary. You'll only be with the kids for a few hours.

Expressing obligation and lack of obligation

Conversation 1

Mary: I have a job interview tomorrow. Do you think I have to take my CV with me?

Katy: You absolutely must take it with you. Almost all interviewers require it!

<https://screencast-o-matic.com/watch/cbiTqLlwKw>

Conversation 2

Mary: Do I have to read more about children before starting my babysitting job?

Katy: I don't think it's necessary. You'll only be with the kids for a few hours.

<https://screencast-o-matic.com/watch/cbiTq9lwKM>

ACTIVITY 3

- Each group of students work on the dialogue or story they wrote for activity 1. They divide it in thought groups and point out the focus words.
- They rehearse to role play the conversation or tell the rest of the class their story.

Vocabulary – Compound Adjectives

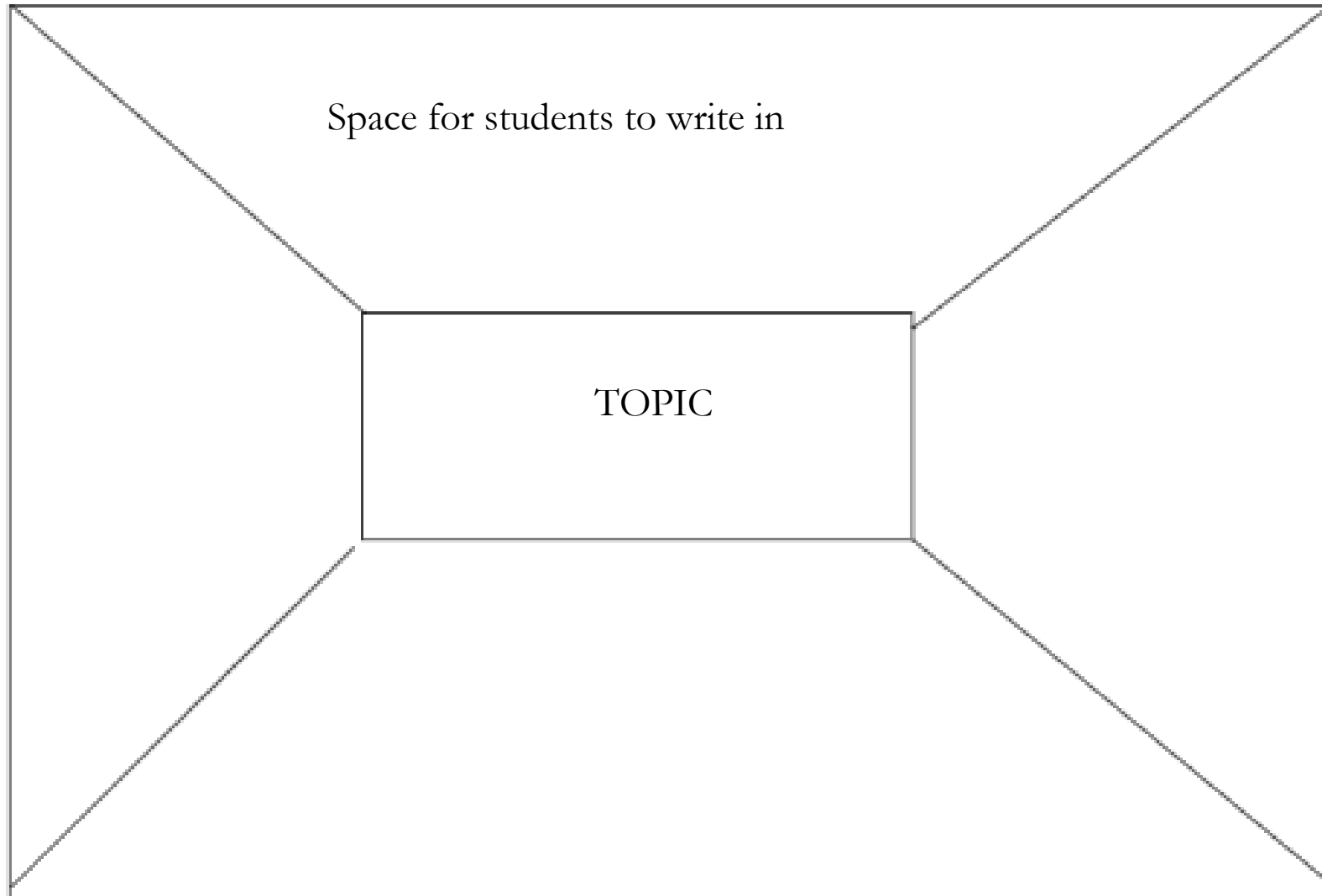
ACTIVITY 1 - Repetition

- The students have created a word stew with all the vocabulary words of the unit, which covers compound adjectives. The teacher shares the cards out and asks students to read their cards out loud.
- The students then write in groups a sentence with each of the words they have.

ACTIVITY 2 – Retrieval

- Hand in the Placemat template found on the following slide. Ask students to choose a space and write their names down. They then write individually (in their space) as many compound adjectives as possible.
- After 2 minutes time, ask students to compare their words and give points according to the rule:
 - 4 students with the same word: 15 points
 - 3 students with the same word: 25 points
 - 2 students with the same word: 50 points
 - Nobody has your same word: 100 points

Placemat:



Space for students to write in

TOPIC

ACTIVITY 3 – Use or loose (matching and classifying)

- The students match the parts of the words to form compound adjectives. The teacher projects the following Wordart on the board:



ACTIVITY 3 – Use or loose (matching and classifying cont.)

- The students then classify the pairs according to their category:
 - Noun + verb
 - Noun + adjective
 - Adverb + verb
 - Adjective + noun
 - Adjective + adjective

ACTIVITY 4 – Cognitive and Affective Depth

- Students create a Memory Fan with 8 folds (for 9 letters). In each of the folds, they write one letter of the word ‘compounds’. For each letter, they must then write a new compound adjective that describes their best friend. The students must try to find adjectives that have not come up in the lesson up to now.
- Students then share their friend descriptions with each other, explaining why they believe those adjectives best describe him or her.

ACTIVITY 5 – Imaging with Theme Posters

- The teacher hands an A3 paper to each of the groups and some coloured pens. The team captain draws a circle in the centre of the paper and writes ‘Compound Adjectives’ in it. Tell the groups they have 3 minutes to draw as many images as they can related to the vocabulary area.
- After the 3 minutes, ask students to stop and to pass their posters clockwise. Students look at the poster and make a list of the objects they see, and the compound adjectives they believe the images represent. The teacher writes any incidental vocabulary on the board.
- After students have identified all pictures tell the groups they have 3 minutes to add more pictures that are not already on the poster.
- Repeat steps 2 and 3 once again.
- Put the Theme Posters on the wall.
- As **EXTENSION ACTIVITIES**, the students can write short stories or comic strips using their favourite compound adjectives.

Conclusions

After a week of mind-blowing revelations, it can be said the experience has been wonderful and motivating. While most of us believe grammar is the most important part of the language, it is pronunciation and vocabulary the two areas which we should focus on more.

The new discoveries made during these days when talking about teaching English, specially the areas of pronunciation, vocabulary and listening and of error correction, have made me understand some of the reasons why our students have fear to talking in this language or are not really competent in it.

Hopefully, the knowledge I now have will let me improve my teaching and so students will improve their learning.

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