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TESOL France 25th Anniversary 2006 Colloquium on Innovation

Innovations: Waves of the Future

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HOKUSAI

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OUTLINE

- **the use of specifically tailored corpora for syllabus and course design**
- **the identification and analysis of lexical patterns and chunks to reveal the relationship between vocabulary and grammar**
- **the need for more emphasis on teaching aspects of spoken language**
- **the implications of Second Language Acquisition (SLA) research findings and the opportunities of task-based teaching as a framework for achieving the above.**

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Corpus findings for WAVES (*plural noun*)

Sample collocations

sound waves, light waves, shock waves, ocean waves, brain waves, heat waves, gravity waves, air waves, radio waves

tidal waves, rolling waves, heaving waves, crashing waves, breaking waves

Adjectives: foamy, huge, massive, rapid, small-scale, complex, brown, dark, fresh.

Verbs: riding, travelling, causing, generating; caused, sent.

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WAVES OF - [American. + British. Written. No examples in spoken corpus].

waves of ideas

waves of new life

Waves of refugees

waves of good fortune

waves of jubilation

waves of strikes and street protests

waves of attack and counter-attack

waves of guerrillas

waves of doubt and distrust

waves of the North Atlantic

waves of change

waves of grief and agony

Waves of Fear

waves of intense nostalgia

waves of exhaustion

waves of shiny black hair

waves of sound

waves of panic

waves of passion

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WAVE (noticeably different from WAVES)

wave upon wave of

on a wave of scandal

on a wave of popularity

a Mexican wave

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Why we need a closer look at language

WOULD

48% hypothetical: it would be nice to keep bees

21% = USED TO

they would practise all day standing on their heads;

we'd always stop on the way home to pick wild strawberries

8% in conditional sentences:

You would be surprised if I told you...

(Also used as past tense of will; 6%; to make requests etc 2% and in phrases such as: Would you say that...?

I would agree with that ...)

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THING

The thing is,... and the best thing is, the other thing was, ...

FOCUSING:

So what you need to do is, ... What she said was, we all have to.. What I did was I ...

REPORTING SPEECH: She was telling me the other day the best hotel in Dublin is still *The Shelbourne* ...

REPORTING THOUGHT: We were already wondering whether they would come or not.

Do you think they have been here before?

NOUN + THAT:

The fact/idea/chance/belief that ...

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VERBS WITH ADVERBS OF FREQUENCY:

At eight o'clock I'm generally **having** my breakfast.

He's usually **cooking** supper when I get back.

NOT ONLY INTERRUPTED PAST, BUT INTERRUPTED PRESENT AND FUTURE:

He'll be **cooking** supper when I get back.

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BRIDGET RILEY – FULL PICTURE

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WAVE ONE

**The use of specifically tailored corpora for syllabus
and course design**

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Investigate the learners' Target Discourse Community (Needs Analysis)

Not just:

what skills and sub-skills they need, (performance objectives)

but also:

**what actual language will learners have to cope with? (text objectives
→ knowledge objectives)**

which genres? what types of interactions?

with what people and in what social contexts?

on what topics?

to what level of competence/precision?

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MONET: CLIFFS AT ETRETAT

Same setting – different perspectives

14

Plan from what sources to collect data

Decide the weightings and balance of the types of language data to be collected

Assemble samples of texts, both spoken and written, for your Research Corpus

Analyse your corpus, create a checklist of language to be covered in your syllabus

Create a Pedagogic Corpus of materials = a microcosm of the Research Corpus

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BRIDGET RILEY CLOSE-UP

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WAVE TWO

**The link between vocabulary and grammar -
identification of chunks and lexical patterns**

17

Chunks and patterns - the link between
vocabulary and grammar

fixed<----->partially fixed

prefabricated chunks
fixed phrases
poly-words

semi-fixed phrases
patterns

18 Widdowson quote

19 Widdowson quote – phrases marked

20 Why are they important?

- help speakers to compose fast in real time
- help writers to conform to genre conventions
- help learners to impress their assessors

How can we classify them for learners?

Ideational	Textual	Interpersonal
topic/theme/ notions	discourse organising	interactional

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WAVE THREE
Aspects of Spoken Language

22

WAVES CRASHING ON ROCK

23

Waves concordances

24 Some aspects of spoken language

Both written and spoken language can be somewhere along this cline:

spontaneous	-----	planned
ephemeral		permanent
private		public
social		transactional
casual chat		formal
with peers	V	business
in a bar		presentation

25 GOLDSWORTHY WAVES IN THE SAND

26 Features of real-time spontaneous spoken language

- 1 highly interactive (checking, clarifying, use of tags. *See what I mean? isn't it? Short questions What number?*)
- 2 evaluation (*That's great/awful.. Really? Well, OK. Yes but..*)
- 3 additive (*and then, then.. Noun groups: My friend Zoe, her step-mother, her partner works for Aldi too...*)
- 4 ellipsis (phrases: *Think so. Afraid not, Don't know why*)

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- 5 often appears vague or imprecise (*sort of / kind of; something like that anyway. Listing - and stuff like that.*)
- 6 co-operative and often repetitive (A: *Nice, that.* B: *Yeah, really nice.*)
- 7 often formulaic (*Would you like to... At the end of the day..*)
- 8 set routines for specific activities (Direction-giving: *You know the library? Anecdote-telling: There was this man...*)
- 9 heavy use of core vocabulary (*nice, big, Phrases with think, see, know, say/said.*)

28 WAVE FOUR

Applying SLA research to methodology

29 Awareness of interlanguage development leads to recognition of a learner's language as a developing system.

Optimise conditions for natural acquisition:

**Provide exposure to language in use
(rich input)**

**Provide opportunities to interact and experiment,
and to do things through the language
(output)**

Stimulate motivation and engagement

30 HOKUSAI WAVE (Quick look only)

31 How well can you describe Hokusai's picture?

What details can you recall?

Talk to a neighbour

32 Help acquisition by providing a guided focus on form (pushed output)

33 HOKUSAI WAVE

34 Task-based Learning is one way to:

**Provide exposure to language in use
(rich input)**

**Provide opportunities to interact and experiment,
and to do things through the language
(output)**

Stimulate motivation and engagement

AND

Help acquisition by providing a guided focus on form (pushed output)

IN THAT ORDER!

35 SURFING HOME

Choose some appropriate waves from this colloquium and, with your colleagues, working together, ride them into your classrooms!

