USING SPONTANEOUS SPEAKING CONTEXTS TO TEACH GRAMMAR

ALL Language World
Newcastle, March 2015

Hilary McColl & Susan Thomas

?

Everyone tells us we should do more, but no one tells us HOW! Where do I start?

Everyone tells us we should do more TL, but no one tells us HOW!
Where do I start?

The pupils complain they can’t understand what I’m saying!

Everyone tells us we should do more TL, but no one tells us HOW!
Where do I start?

The pupils say they can't understand what I'm saying!

I'm afraid my French won't be good enough…

Everyone tells us we should do more TL, but no one tells us HOW! Where do I start?

There's not enough time! It takes me all my time just to cover the syllabus!

The pupils say they can't understand what I'm saying!

I'm afraid my French won't be good enough…

Everyone tells us we should do more TL, but no one tells us HOW! Where do I start?

There's not enough time! It takes me all my time just to cover the syllabus!

…and, it's not tested anyway, is it?

The pupils say they can't understand what I'm saying!

I'm afraid my French won't be good enough…

A situational approach

1. IDENTIFY, with students, a situation that occurs regularly and where there is a genuine need or wish to communicate. Discuss what language they already know that can be used to meet, or partially meet, the situation.

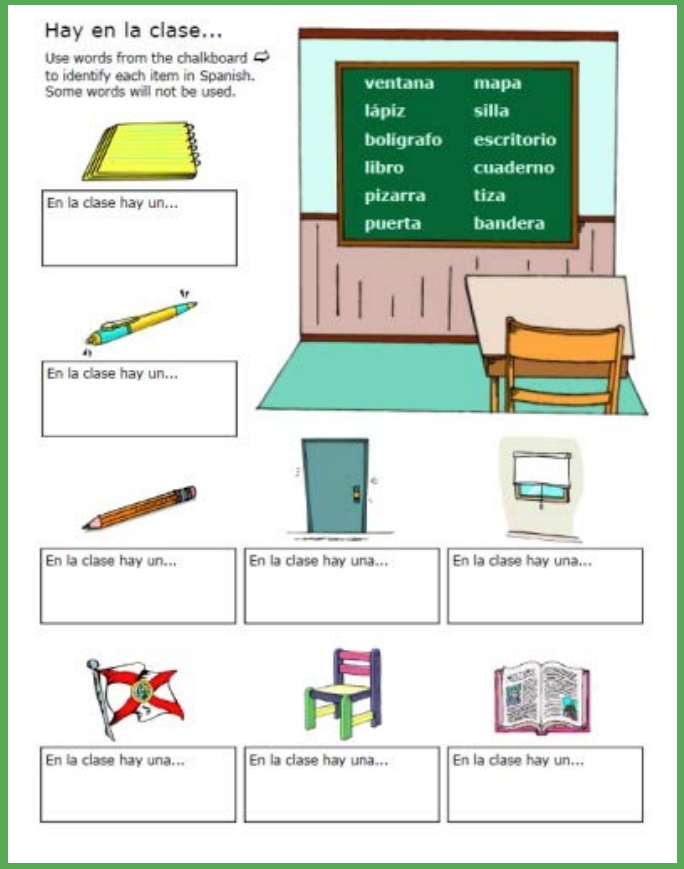
2. TEACH any 'missing language'. Model use of known and new language. Explain any new structures. Ensure students know what they are saying.

3. PRACTISE until all understand and are comfortable with language and structures.

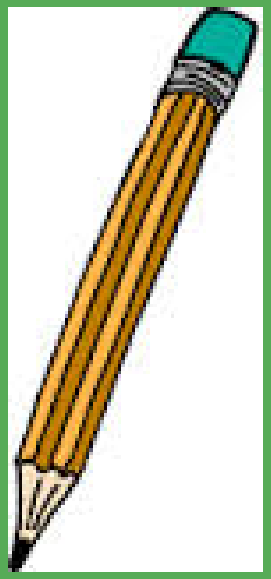
4. Thereafter, teacher and students USE THE LANGUAGE FOR REAL on each occasion that the situation recurs.

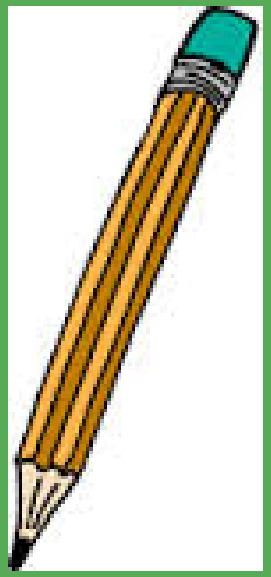
5. Later: REVIEW, REFINE, EXPAND. Ask students to suggest variations that follow a similar pattern, and show them how they extend the pattern to cover new but related situations. Give credit for creative use of language patterns.

des
ciseaux
taille-
crayon
un
sac
un
cahier
une
table

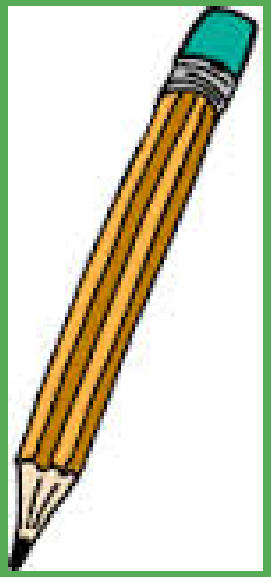

Hay en la clase...
Use words from the chalkboard
to identify each item in Spanish.
Some words will not be used.
ventana
mapa
lápiz
silla
boligrafo
escritorio
libro
cuaderno
pizarra
tiza
puerta
bandera
En la clase hay un...
En la clase hay un...
En la clase hay un...
En la clase hay una...
En la clase hay una...
En la clase hay una...
En la clase hay una...
En la clase hay un...

le drapeau
le globe
l'horloge (f.)
le papier
le crayon
le livre
la fenetre
la carte
le pupitre





You’ll need a pencil.



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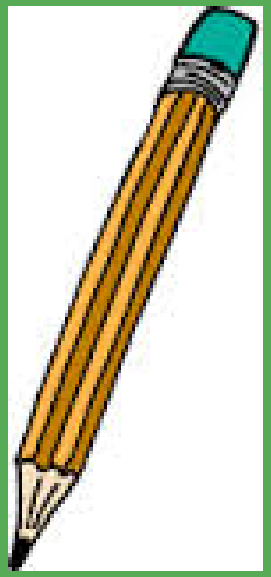
Where is your pencil?



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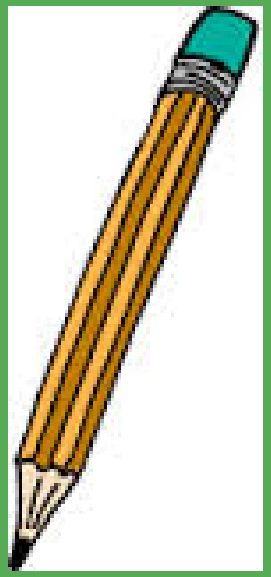

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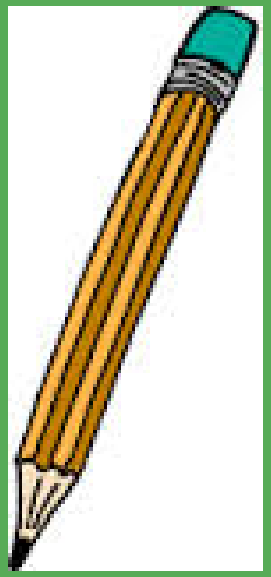
I haven’t got a pencil.



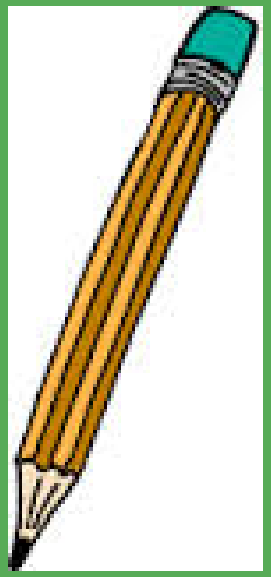
You’ll need a pencil.

Where is your pencil?

Haven’t you got a pencil? Where is it?

I haven’t got a pencil.

My pencil’s broken. Can I use the sharpener?



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Haven't you got a pencil? Where is it?

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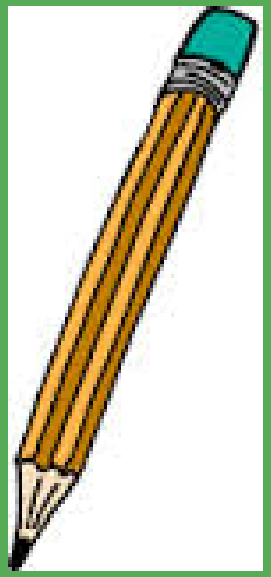
My pencil's broken. Can I use the sharpener?

I left it at home.



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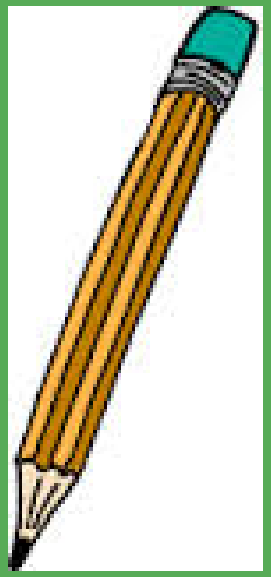
I left it at home.

I forgot to put it in my bag.



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Haven't you got a pencil? Where is it?

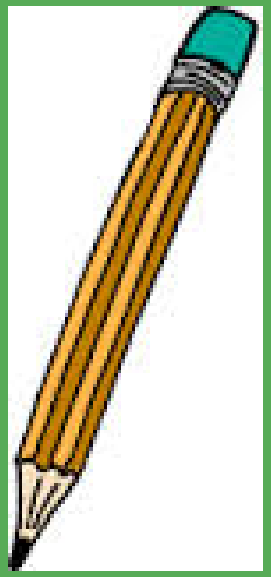
I haven't got a pencil.

My pencil's broken. Can I use the sharpener?

I left it at home.

I forgot to put it in my bag.

I've lost it.



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I haven't got a pencil.

My pencil's broken. Can I use the sharpener?

I left it at home.

I forgot to put it in my bag.

I've lost it.

John borrowed it and he won't give it back!

un crayon

le crayon

mon crayon

ton crayon

des crayons (de couleur)
les crayons
mes crayons
vos crayons

Sortez vos crayons!

Prenez un crayon.

Où est ton crayon?

Tu n’as pas de crayon?

Vous aurez besoin d’un crayon.

etc.

Sortez vos crayons!

Prenez un crayon.

Où est ton crayon?

Tu n’as pas de crayon?

Vous aurez besoin d’un crayon.

etc.

Voici mon crayon!

Je n’ai pas de crayon.

J’ai perdu mon crayon / Je l’ai perdu

Mon crayon est cassé / je l’ai cassé

Je peux tailler mon crayon?

Je peux emprunter un crayon?

Tu peux m’emprunter un crayon?

J’ai oublié mon crayon

Joe l’a emprunté et il ne l’a pas rendu!

etc.

- … learners' motivation for language learning would be better protected though activities that promote meaningful communication …

- … activities that motivate learners the most – those based on interaction, creativity, cultural contact and purposeful communication

- …forms encountered/used frequently will be easier to learn… how much regular practice will learners get?
- … strong bonds with the relevant articles
- … an approach that involves a lot of practice with strong form-meaning links will help to overcome lack of fluency

PDC in MFL: research for language teaching
http://pdcinmfl.com/the-national-curriculum-and-the-principles/

- Familiarity with a wide range of expressions provides a realistic core of language from which to draw examples for grammatical study.

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More information about our approach to developing use of the target language can be found here:

http://hilarymccoll.co.uk/tlproject.html

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