

### TKT Module 1: Differences between L1 and L2 learning – Teacher’s Notes

#### Description

Teachers consider the TKT Module 1 Part 2 syllabus area relating to the differences between L1 and L2 learning in this activity. As well as collecting and sharing information, they discuss ways in which teachers can help second language learners.

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**Time required:** 60 minutes

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**Materials required:**

- Participant’s Worksheet 1 (one for each group)
- Participant’s Worksheet 2 (one for each participant in Group A)
- Participant’s Worksheet 3 (one for each participant in Group B)
- Participant’s Worksheet 4 (one for each participant)
- Sample Task (one for each participant)

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**Aims:**

- to provide an opportunity for participants to discuss differences in age, in the context of learning and in ways of learning between L1 and L2 learning.
- to provide practice in completing tasks in which exposure to language and focus on form is the testing focus.

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#### Procedure

1. (10 minutes) Put participants into groups of three or four. Give each group **Participant’s worksheet 1**. Ask participants to discuss the questions.
2. When participants are finished, conduct an open class plenary for them to share ideas
3. (5 minutes) Divide the class into two groups, Group A and Group B. Hand out **Participant’s worksheet 2** to each participant in Group A and **Participant’s worksheet 3** to each participant in Group B. Participants read their text quickly and decide on an appropriate title for the text.
4. Feed back (accept anything appropriate)
5. (10 minutes) Hand out **Participant’s worksheet 4** to the whole group. Participants work in their groups and fill in the appropriate column in the table with information from their text (either Group A or Group B).
6. (10 minutes) Pair the participants so one person from Group A works with one person from Group B. The pairs tell each other the information from their texts so that they are both able to complete the other column in the table on **Worksheet 4** that they did not fill in before.
7. (10 minutes) Ask participants stay in their pairs and to talk about ways of helping second language learners learn. Ask them to note down at least five things that a teacher can do to improve the way second language learners learn.

## Teaching Knowledge Test

8. Feed back ideas with the whole group (see key below)
9. (10 minutes) Give out **Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner.
10. Check answers together (see key below).
11. (5 minutes) Round up to summarise points covered. Ask participants:
  - **What is the TKT Module 2 syllabus area for this lesson?** (the differences between L1 and L2 learning)
  - **What differences do we usually talk about in this area?** (age, context, way of learning).
  - **What do you think about the differences we have talked about today?** (allow participants to share views).

### TKT Module 1: Differences between L1 and L2 learning – Answer Keys

#### Key to Procedure Step 8

1. Find ways to motivate learners and to maintain motivation.
2. Personalise lessons and activities to allow students to talk about themselves and their experiences.
3. Increase students' exposure to language.
4. Ensure that there is interaction in the classroom so that learners can use the language.
5. Praise learners.
6. Avoid correcting too much.
7. Keep teacher language simple.

#### Key to Participant's worksheet 4

	<b>Group A</b> <b>First language (L1) learning</b>	<b>Group B</b> <b>Second language (L2) learning</b>
<b>Age</b>	Baby, young child	Primary, secondary, adults
<b>Context</b>	At home	Mostly at school in a classroom
<b>Exposure</b>	Surrounded all the time	Three or four hours a week, recordings, texts, the teacher and other students
<b>Praise</b>	Constant praise and encouragement	Varied, depending on the teacher
<b>Correction</b>	Rarely	Frequently by the teacher
<b>Simplified language</b>	Yes, from parents	Yes
<b>Way of learning</b>	Acquiring language through exposure	Acquiring some through language exposure Interacting with the teacher and other learners Doing controlled practice activities.
<b>Motivation</b>	Highly motivated	Varies – none, a little, a lot
<b>Silent period</b>	Yes, sometimes for many months	Often not
<b>Language used for</b>	Talking about things they see around them	Talking about experiences and things related to lives outside the classroom

#### Key to Sample task

- 1 C                      2 C                      3 A                      4 B                      5 B

### TKT Module 1: Differences between L1 and L2 learning – Participant's Worksheet 1

Discuss the following questions with your group.

- Where and when did you start learning your second language?
- What do you think is the best age to start learning a second language?
- Why do you think is this the best age to start learning a second language?
- What do you think are some differences between learning your first language and learning a second language?
- What do you think are some of the difficulties in learning a second language? Are these the same as the difficulties children have when learning a first language?

### TKT Module 1: Differences between L1 and L2 learning – Participant's Worksheet 2

#### Group A – Text 1

**Read the text and decide on an appropriate title for it.**

We learn our first language as a baby and as a young child and continue to build our language as we grow older and learn different kinds of language and language skills.

Babies and children are surrounded by their first language. They hear and see their families, friends and strangers talking and interacting with each other and friends and family interact with them. Children are constantly provided with opportunities to use the language and to experiment with the language as they are learning it and they receive constant praise and encouragement for their efforts. Parents encourage and persuade their children to talk by simplifying their own language and directing simple questions and requesting simple responses. When children's language is inaccurate, adults very rarely correct them or make them repeat accurate forms and they will, more often than not, respond to the utterance in a natural way.

Babies and children learn language by 'acquiring' it through exposure and by picking it up. They are generally highly motivated to learn their first language because they have a great need and desire to communicate with others around them. They hear and see friends and family communicating with each other and they will listen and take in this language and process it during a 'silent period', possibly lasting many months, before using language themselves. When children start using language the language they use will be about things they see around them and they will play and experiment with new language. They learn through this experimentation and through interaction with family and friends.

### TKT Module 1: Differences between L1 and L2 learning – Participant's Worksheet 3

#### Group B – Text 2

**Read the text and decide on an appropriate title for it.**

Most people learn their second language at school in a classroom. Some start at primary school or secondary school and their learning might continue in later life. Some people begin second language learning as adults and attend lessons along with the other things they do in their lives.

Second language learners do not usually hear or read more than three or four hours a week of the second language, so they do not have much exposure to the language. The exposure they do get is generally in the classroom, where they will hear recordings and read texts and will have the teacher to listen to. Teachers often simplify their language so are not necessarily a source of additional exposure to language and they usually correct students frequently. In class, the opportunities for second language learners to use the language vary, as does the amount of praise and encouragement provided by the teacher and other learners.

Second language learners, like L1 learners, do learn language by 'acquiring' it through exposure but they are more likely to learn language in a classroom and the language they learn is selected by teachers. They learn by interacting with the teacher and with other learners and by using language in controlled practice activities. In the classroom, learners often want to produce the language as soon as possible and do not always welcome the opportunity of a silent period. They use language for talking about experiences and things relating to their lives outside the classroom. Learning is often dependent on motivation and this can vary in second language learners, from learners having little or no motivation to learners being very highly motivated.

## TKT Module 1: Differences between L1 and L2 learning – Participant's Worksheet 4

1. Complete the appropriate column in the table with information from your text.

	<b>Group A First Language (L1) learning</b>	<b>Group B Second Language (L2) Learning</b>
<b>Age</b>		
<b>Context</b>		
<b>Exposure</b>		
<b>Praise</b>		
<b>Correction</b>		
<b>Simplified language</b>		
<b>Way of learning</b>		
<b>Motivation</b>		
<b>Silent period</b>		
<b>Language used for</b>		

2. Work with a partner from the other group and help each other to complete the other column in the table.
3. With your partner, discuss ways of helping second language learners learn. Note down at least five things that a teacher can do to improve the way second language learners learn.

### TKT Module 1: Differences between L1 and L2 learning – Sample Task 1

For Questions 1–6, match the aspects of learning with the type of learner listed **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You need to use some options more than once.

#### Type of learner

<b>A</b>	L1 learner
<b>B</b>	L2 adult learner
<b>C</b>	Both L1 and L2 adult learner

#### Aspect of learning

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|----------|---|
| <b>1</b> | These learners seem to respond to praise and encouragement and it helps them to develop their language and skills.                      |
| <b>2</b> | These learners don't need to be constantly corrected. They need to experiment and to play with language.                                |
| <b>3</b> | These learners will listen and process language and will not speak at all, sometimes for many months, before beginning to use language. |
| <b>4</b> | These learners are able to share experiences and talk about the things they see around them and about experiences in their lives.       |
| <b>5</b> | These learners need some controlled practice and a focus on form.   |
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