

TKT Module 1: Exposure to language and focus on form – Teacher's Notes

Description

Participants explore the notions of exposure to language and focus on form by discussing their own experiences and reading an explanatory text. Further activities develop their understanding and practise a sample task.

Time required: 55 minutes

Materials required:

- Participant's Worksheet 1 (one for each participant)
- Participant's Worksheet 2 (one for each participant)
- Participant's Worksheet 3 (one for each participant)
- Sample Task (one for each participant)

Aims:

- To provide an opportunity for participants to discuss language acquisition and exposure to language and focus on form.
- To provide practice in completing tasks in which exposure to language and focus on form is the testing focus.

Procedure

1. (10 minutes) Hand out **Participant's worksheet 1**. Ask participants walk around the room asking questions that will find people who did/have done the things listed. They should then get some more detail from the person and make a note of the answers. For example:

Find someone in the room who speaks more than two languages.

Initial question: *How many languages do you speak?/ Do you speak more than two languages?*

Follow-up questions: *What languages are they?/ When did you learn (Tongan)?*

Notes down: *Polish, German and Tongan; my mother is from Tonga so I learnt growing up.*

2. When participants have finished, feed back together for them to share information.
3. (5 minutes) Give out **Participant's worksheet 2**. Participants read the text quickly and look for the answer to the questions on the worksheet. Set a time limit of three minutes.
4. Check answers together (see key below).
5. (15 minutes) Participants work in pairs again and answer the questions on **Participant's worksheet 3 Exercise 1**.
6. Check answers together (see key below).
7. (10 minutes) Put participants into groups of three. Ask them to look at **Participant's Worksheet 3 Exercise 2**. Ask them to consider whether the activities are related to **acquisition, interaction** or **focus on form**. They should mark **A, I** or **F** in the column in the table.
8. Check answers together (see key below).

Teaching Knowledge Test

9. (10 minutes) Give out the **Sample task**. Participants 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 1 syllabus area we have been considering?** (exposure to language and focus on form)
 - **What different approaches have you experienced as a teacher, and as a learner?** (allow participants to share experiences).
 - **Which did you think were effective?** (allow participants to share views).
 - **What do you think about exposure and the ideas discussed today?** (allow participants to share views).

TKT Module 1: Exposure to language and focus on form – Answer Keys

Key to Participant's worksheet 2

- *What theory of language learning is discussed in the text?* **Language acquisition, first and second language acquisition**
- *Does the theory avoid the teaching of grammar completely?* **No, focus on form is integral to second language acquisition.**

Key to Participant's worksheet 3 Exercise 1

1. the process of learning skills or getting knowledge
2. Language acquisition is a natural process and involves 'picking up' language in a non-conscious way through *exposure* to language, not by studying it. Language learning is conscious, intentional, involves study and pays attention to grammar rules.
3. through acquisition, first language acquisition; they get to know its rules through exposure, by being exposed to examples of the language and by using it.
4. the process, and the study of the process, by which people learn a language that is not their native language
5. exposure, interaction and focus on form
6. reading and hearing many different examples of the language all around, everywhere
7. when learners are taking in language, processing it and perhaps silently practising it
8. It allows learners to use the language, to experiment, to make the language work in communication.
9. focusing on the language, to analyse and identify it and practise it

Key to Participant's worksheet 3 Exercise 2

1 A 2 F 3 F 4 A/I 5 I/F 6 A

Key to Sample Task

1 B 2 C 3 A 4 C 5 A

TKT Module 1: Exposure to language and focus on form – Participant's Worksheet 1

Warmer

Find someone in the room who speaks more than two languages.
Find someone in the room who is learning another language at the moment.
Find someone in the room who would like to learn Swedish.
Find someone in the room who is bilingual.
Find someone in the room who has used English in an English speaking country.
Find someone in the room who reads books, newspapers and listens to the radio/TV in a second language.
Find someone in the room who found learning a second language easy.

TKT Module 1: Exposure to language and focus on form – Participant's Worksheet 2

Read the text quickly and answer these questions:

- What theory of language learning is discussed in the text?
- Does the theory avoid the teaching of grammar completely?

Second language learning

If you look in a dictionary to find the meaning of the word '*acquisition*', you will find it defined as something like '*the process of learning skills or getting knowledge*'. So what then is '*language acquisition*' and how is language acquisition different to '*language learning*'?

Some theorists believe that there is a difference between learning and acquisition and that the difference is this: language learning is a conscious or intentional process which may involve studying the language, paying attention to grammar rules and possibly following a course of instruction. Language acquisition, on the other hand, is considered to be a natural process and involves 'picking up' language in a non-conscious way through *exposure* to language, not by studying it.

Children 'acquire' their first language and get to know its rules through exposure and by being exposed to examples of the language and by using it. This is part of the theory of '*first language acquisition*'.

'*Second language acquisition*' is the process, and the study of the process, by which people learn a language that is not their native language. This is a fairly new field of study and there are still many questions to answer about how languages are learnt. However, teachers and theorists believe that we do learn a second language by 'acquiring' or 'picking up' language, but there are some important considerations for second language learners.

Second language learners acquire language through *exposure* to many different examples of the language, by reading it and by hearing it in their environment. We listen and read and develop an understanding of language over a period of time before we eventually use it ourselves. The period, when learners are taking in language, processing it and perhaps silently practising it, is known as the '*silent period*' and is thought to be an important stage in language acquisition.

Once we use the language, it is important that there is an opportunity for *interaction* so we can use the language, to experiment, to make the language work in communication.

The final consideration is the need for a *focus on form*. Second language learners need to focus on the language, to analyse and identify it and practise it. Teachers and learners will also want to look at correcting mistakes so that learners can think about rules, and exceptions to rules.

TKT Module 1: Exposure to language and focus on form – Participant's Worksheet 3

Exercise 1: Read the text again and answer the following questions.

1. What is 'acquisition'?
2. In some people's opinion, how is language acquisition different to language learning?
3. How do children learn their first language?
4. What is second language acquisition?
5. What are the three considerations mentioned regarding second language acquisition?
6. What is 'exposure'?
7. What is the 'silent period'?
8. Why is 'interaction' important?
9. What is 'focus on form'?

Exercise 2: Look at the activities and decide if they are related to **(A)** acquisition, **(I)** interaction, or **(F)** focus on form. Write **A**, **I** or **F** in the column on the right.

Activity	A/I/F
1. Students read a newspaper and choose one article to study in detail.	
2. Students read a newspaper article and circle all the examples of reported speech.	
3. Students repeat model sentences in an open class drill.	
4. Students tell each other in groups about different festivals in their countries.	
5. Students read each others' essays and suggest improvements.	
6. Students listen to a recording of a job interview.	

TKT Module 1: Exposure to language and focus on form – Sample Task

Exercise 4

For Questions 1–5, match the teacher strategies with the aspects of learning 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

Techniques

A	Focus on form
B	Silent period
C	Exposure

Teacher strategies

- 1** I know some of the students won't want to speak straightaway, so I'll leave them to just work things out.
- 2** I'm going to set my students a project where they have to use the internet and do some research into different aspects of the topic beforehand.
- 3** This exercise will encourage the learners to look at the language in the text and to think about why and when it is used.
- 4** I know the texts have a lot of unknown grammar and lexis, but I think I'll use a lot more authentic material in my lessons so that my students don't have to rely on the coursebook alone.
- 5** I've built in some time for correction on the board with the whole class at the end of the lesson, so that I can pick up and deal with mistakes that I've heard during the class.