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TEACHER TRAINING



# Recycling language with higher-level learners.

In this workshop we'll look at why it's important to recycle language in the classroom and share some tips and practical ideas to take away with you.

Keava O'Brien



'Language is successfully acquired only when it is available for spontaneous, original personal use with other people' (Lewis, in Willis and Willis, 1996, p.12)

Learners 'need to do different things on different days to the same structures' (Dellar, H, 2013, at 30 min).

Help our learners "see the whole as well as the parts" (Mumford, 2011)

Hoey suggests that one crucial difference between advanced level learners and native speakers is that 'advanced learners often manifest grammatical correctness but collocational inappropriateness' (Hoey,2003)



## Today we'll look at:

1. Integrating it into your class with three-exchange dialogues
2. Setting context and tone with speculation and role plays
3. Integrating it into your classes with guided anecdotes
4. A quick filler idea: Explore a phrase in-depth
5. A quick review or warmer: Real world examples



## Integrating it into classes

A: I really think there's a chance I'll get fired for this.

B: You **should have listened to** me - I said it was a bad idea.

A: Yeah well it's too late now. I'm absolutely mortified.

A: Pay no attention to her- she **can't have been serious**.

B: Well why would she say something like that then?

A: No idea, but there's no way it's true.

A: Why hasn't he sent back his feedback yet? It's been more than 3 days.

B: I wouldn't worry about it. He **might have just forgotten**.

A: No, I think it's a bad sign. Should I call him?



## **Use three-exchange dialogues to:**

Introduce a topic while recycling language.

Introduce common forms of usage & formulaic language.

Encourage learners to consider the language in use.

Work on pronunciation features.

Practise changing tone.



I mean it's the 21st century! We shouldn't have to **put up with** it anymore!

**Learners speculate about the sentence:**

**What's the situation? What does 'it' refer to? Who is speaking?**

**Share ideas in class feedback.**

**Role play.**



I have to admit, I think the way he went about **it** was somewhat **underhanded** or questionable at the very least.

I'm absolutely delighted for you - you must be **over the moon** about **it**!

Well, they were very sympathetic about **it** but **stopped short of** actually apologising or admitting fault.

I only agreed to get involved **on a whim**, but **it's** one of the best decisions I've ever made.

I'm telling you - **it's** all **above board** and you'll see your investment back in no time.





**Choose one of the following situations to talk about:**

- A complaint you once made (about a product, service, ...)
- A time you fell out with someone or a difficult conversation you had to have.
- A plan you made which turned out to be a bit of a disaster (were you acting as a tour guide, planning a birthday party, in charge of organising a holiday... )
- A mistake you made/ a regret ( a time you didn't listen to good advice,...)
- Your own story about a conflict or dilemma you faced

**Consider the following questions to help you prepare:**

What happened?

Do you think you handled it well? That is, if you had approached the situation another way, would you have avoided any issues or had a better outcome?

If there was another person, company involved, how do you think they dealt with the issue? Should they have done anything differently?

With the benefit of experience, what advice would you give someone facing this dilemma now?



**Consider the following questions to help you prepare:**

What happened?

Do you think you handled it well? That is, **if you had approached** the situation another way, **would you have avoided** any issues or had a better outcome?

If there was another person, company involved, how do you think they dealt with the issue? **Should they have done** anything differently?

With the benefit of experience, **what advice would you give** someone facing this dilemma now?



Explore a phrase in-  
depth.

## **STRIKE A CHORD**

### **Language notes**

forms of the verb; dependent prepositions; collocations; other forms of the word; noun type; verb pattern; phrasal verb (separable/transitive/other meanings)

### **Pronunciation**

weak sounds; stress; silent letters; anything that trips you up; rhymes with; sounds like

### **Usage & meaning**

meaning; near synonyms; synonyms/antonyms; connotations; contexts

### **Experiment!**

what might it look like in present perfect; as a conditional; in a cleft sentence; in past perfect


### **Real world examples**

in the news; in academic papers; in a blog; in a podcast



Explore a phrase in-  
depth.

## STRIKE A CHORD

 The Guardian

### Tribute to the electric guitar struck a chord with us

John Harris's article struck a chord with me – if you will pardon the pun – especially as I too had a cheap Les Paul copy as my first...



---

 Politico

### Can California ease the burden of a burning planet?

It's not great news for anyone, but it struck a particularly strong chord in California, where the effects of climate change have been...

2 weeks ago

miro



Explore a phrase in-  
depth.

**up in the air**  
**urge**

**mull over**

**scepticism**

**run out of**

**play down**

**doomed**

**rife**

**recurrent**  
**unprecedented**

**denounce**

**Language notes**

**Pronunciation**

**Usage & meaning**

**Experiment!**

**Real world examples (what other categories might work here?)**

... BBC

Boris Johnson drinking images: I think they are a [redacted] says Rayner

Labour's deputy leader says it looks as though Boris Johnson is 'laughing' at the British public.

1 week ago




 The Guardian

GPs tell of [redacted] abuse as violence at UK surgeries worsens

Doctors say staff 'afraid and at risk' of patient violence and aggression as services come under pressure.

2 days ago



 The Mirror

Champions League Final chaos: UEFA's [redacted], arrogant lies must not see fans take blame

Champions League Final chaos: UEFA's [redacted] arrogant lies must not see fans take blame. UEFA and the French authorities shamefully blamed...

4 days ago





# Real world examples


07:31

IT | Top Stories

Education

## College campus closures had [redacted] impact on students, survey shows

Dramatic decline in number of students who report quality interactions with staff



The closure of college campuses had a far-reaching and negative impact on the experience of tens of thousands of college students, according to a major new survey. File photograph: iStock

Carl O'Brien  
7 hours

The closure of college campuses and the switch to remote teaching amid the Covid-19 pandemic had a far-reaching and negative impact on the experience of tens of thousands of college

theguardian.com/world/ 63



**Coronavirus**

## 'Idea of commuting fills me with [redacted] workers on returning to the office

**Staff warily contemplate going back to work as business leaders say it is vital to boost urban economy**

See all our coronavirus coverage

**Jedidajah Otte**  
Mon 5 Jul 2021 06.00 BST

With the lifting of coronavirus restrictions in **England** probably two weeks away, the

Upgrade to Premium



## [redacted] why Gnomeo & Juliet isn't a bad movie

The latest in our series of writers defending disliked films is a plea to reconsider a surprisingly idiosyncratic animated comedy

David Alexander  
08:48 Mon 12 July 2021

Ignore the title. Whatever you do, ignore that title. And ignore the idea that the film itself sprang from the title's pun - because if it did, even I can't defend it.

Instead, picture the opening scene. An

IT | Top Stories

Tennis

## Djokovic the first among equals as he reaches major [redacted]

Serbian joins great rivals Federer and Nadal on 20 Grand Slams - and looks poised for further success



Novak Djokovic kisses the winner's trophy after beating Italy's Matteo Berrettini during their men's singles final at Wimbledon. Photograph: Adrian Dennis/AFP

Christopher Clarey  
3 hours

The Big Three now have 20 apiece. It is a development that would have seemed unlikely to Novak Djokovic as he made his way onto the



## **Final Thoughts:**

- Keep it simple and easy
- Be explicit
- Give thinking time
- Do it regularly

**What would you add?**





## References:

Dellar, H. (Producer). (2013). Teaching Grammar Lexically. Available at:  
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Hoey, M. (2003). What's in a word? first published in English Teaching Professional. Reproduced at:  
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Lewis, M. (1996). Implications of a Lexical View of Language; Published in Challenge and Change in Language Teaching, edited by Jane Willis and Dave Willis. Macmillan Education.

Mumford, S. (2011). Making Grammar Connections, Increasing Connectedness; first published in Modern English Teacher, Vol. 20 (4). Reproduced at: <http://hltmag.co.uk/dec14/less02.htm>

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A YouTube video thumbnail for a free live webinar. The thumbnail features a woman with short reddish-brown hair, identified as Teresa Bestwick, smiling. A white speech bubble with a red YouTube play button icon contains the text: "Let me tell you how you too can advance your career with the Trinity DipTESOL Wednesday 29th March 2023 15.00 (Spain time)". The top of the thumbnail has an orange banner with the text "FREE LIVE WEBINAR: Advance your career in ELT with t..." and a "Compartir" (Share) icon. The bottom left corner of the thumbnail has a dark blue bar with the text "Ver en YouTube".

Thank you for your attention

