

Language as System

Rita Baker – Deming Alliance June 13th 2023



CONVENTIONAL APPROACHES TO LANGUAGE LEARNING



THE GLOBAL APPROACH TO LANGUAGE LEARNING



EXAMPLES OF CATEGORIES OVER-LAPPING BETWEEN LANGUAGES

When I was younger I played a lot of football.

(Habitual activity in the past)

Quand j'étais plus jeune, je jouais beaucoup au football.

I was playing football when the bell went.

(Action in progress in the past)

Je jouais au football quand la cloche a sonné



EXAMPLES OF CATEGORIES OVER-LAPPING BETWEEN LANGUAGES

I have *often* swum in this lake

(Activity in an unreferenced period of time before now)

J'ai *souvent* nagé dans ce lac

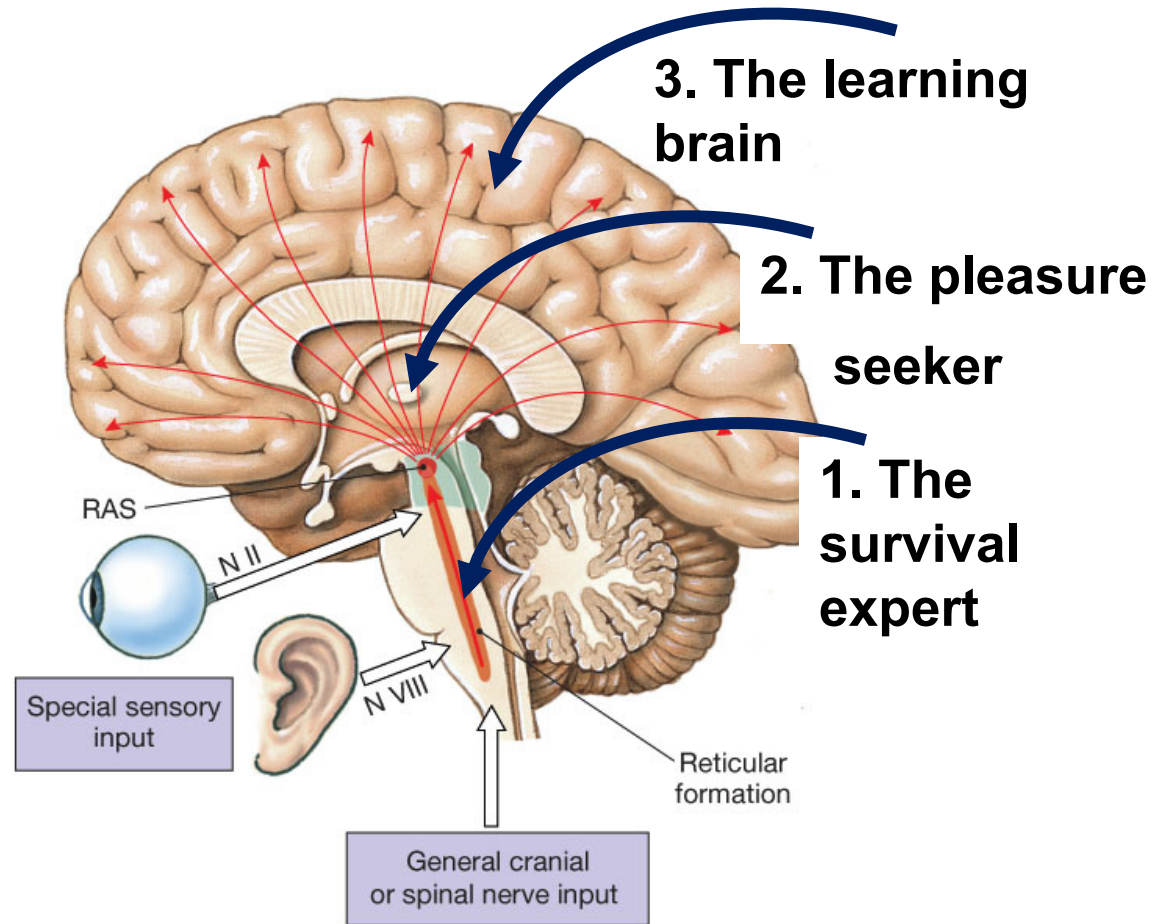
I swam in this lake *yesterday afternoon*

(Activity at a referenced point in time in the past)

J'ai nagé dans ce lac *hier après-midi*.



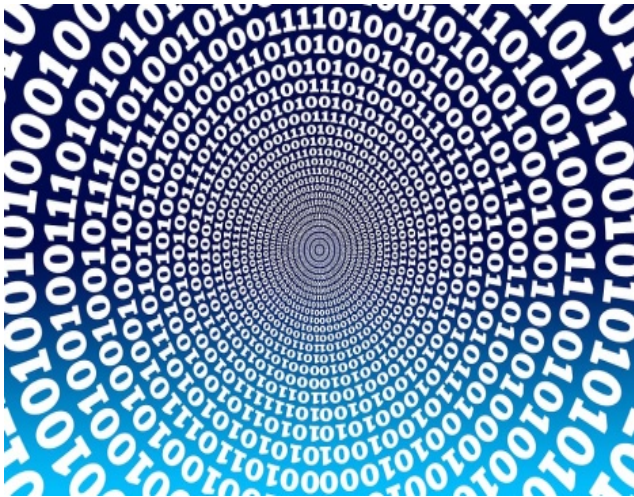
THE RELEVANCE OF THE DIVISIONS OF THE BRAIN IN LEARNING



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THREE CRUCIAL STRUCTURES WITHIN THE EMOTIONAL BRAIN



Incoming Data



The Amygdala

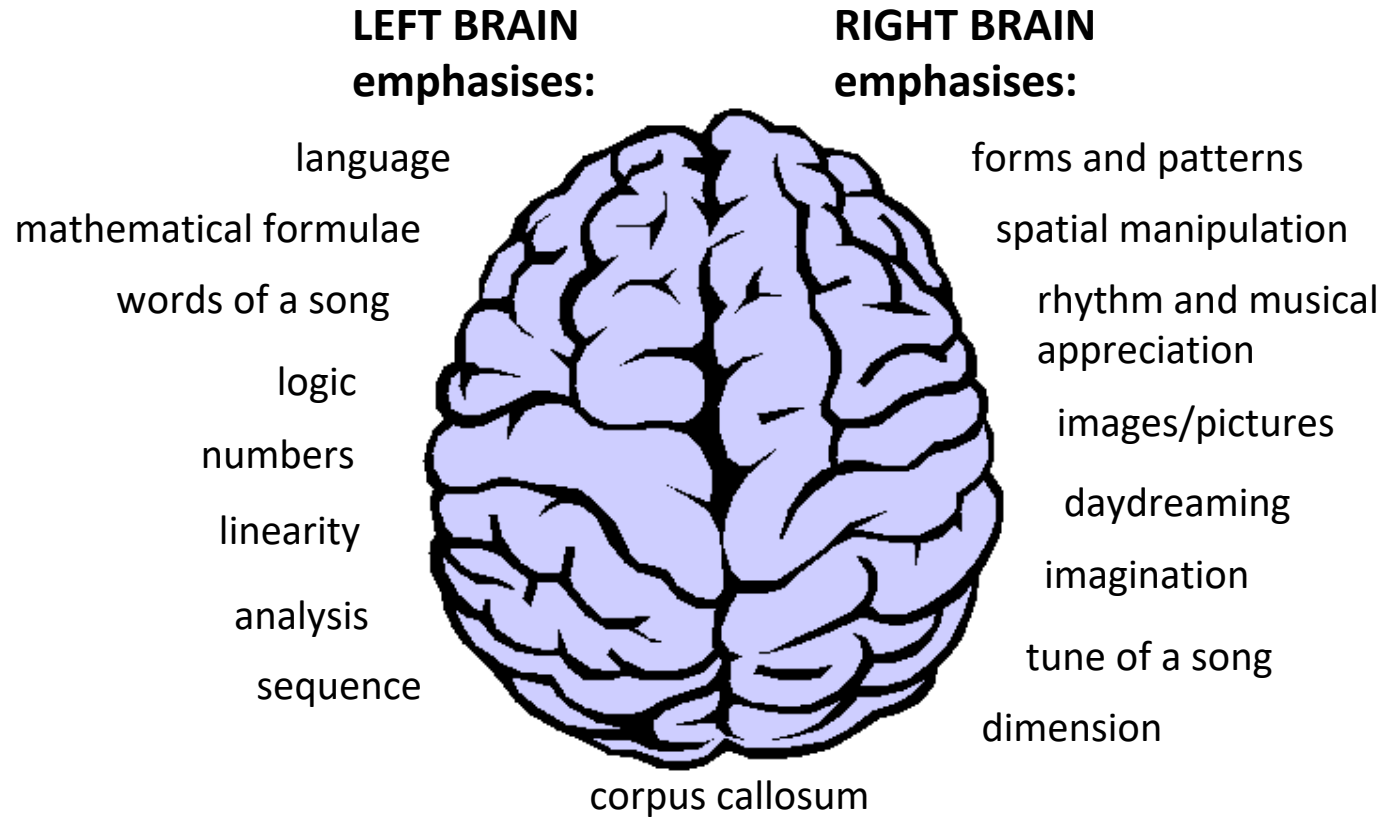


The Thalamus

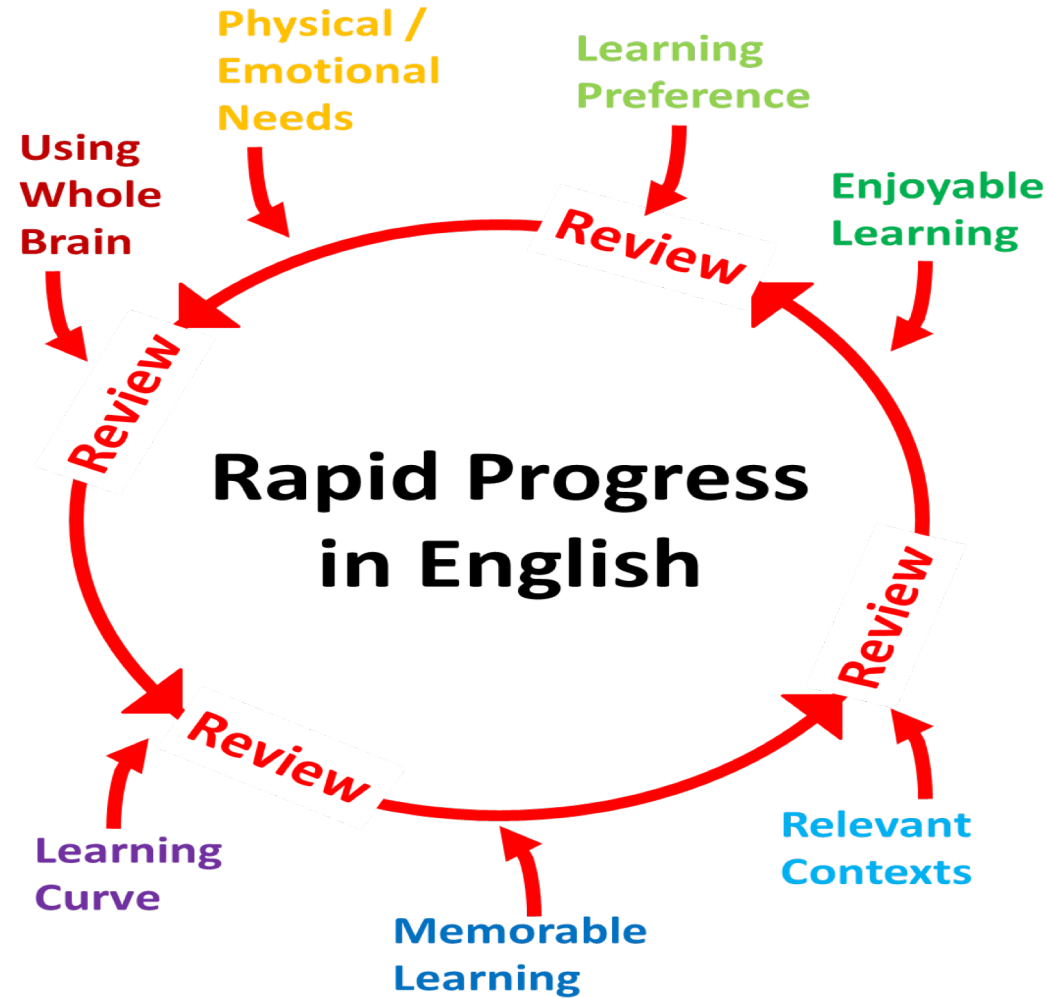


The Hippocampus

THE SIGNIFICANCE OF THE TWO BRAIN HEMISPHERES



ESSENTIAL COMPONENTS FOR LEARNING



IMPLICATIONS FOR TRAINERS

Bearing in mind that more than 80% of the neurons in our brains are interneurons - designed to detect patterns and make meaning rather than simply take in information that has already been neatly processed, we need to:

- **Move away from overly-systematic instruction**
- **Use 'immersion' rather than 'presentation' methods**
- **Encourage questions, open-ended problems and diverse solutions**
- **Encourage metaphor, models and demonstrations**
- **Foster whole brain methods by providing choice and variety**
- **Allow (require) the learner/client to 'make the meaning'.**



CHALLENGE THE CONVENTIONAL APPROACH TO ENGLISH GRAMMAR

What is the tense of the verb in each of the following examples?

1. You **helped** her *yesterday*.
2. They *always* **helped** each other.
3. *If* you **helped** him, he would be very grateful.
4. I *wish* you **helped** him more often.





What is the tense of the verb in each of the following examples?

1. It **will have arrived** by *tomorrow morning*.
2. It **will have arrived** by *now*.
3. It **will have arrived** weeks *ago*.

What is the tense of the verb in each of the following examples?

1. He **has finished** it.
2. *If* he **has finished** it he might as well go home.
3. I don't know *if* he **has finished** it.
4. Tell him to go *as soon as* he **has finished** it.
5. I *hope* he **has finished** it.



**What is the tense of the verb in the following sentence?
Can you explain its use?**

“Were you wanting to look round the castle *this afternoon?*”



What is the function of the verb form in each of the following examples?

1. **Repair** this door.
2. I **repair** things.
3. She will **repair** my hairdryer for me.
4. I recommend that he **repair** that window frame before the weather gets worse.
5. How much will it cost to **repair** this washing machine?



What is the function of the verb form in each of the following examples?

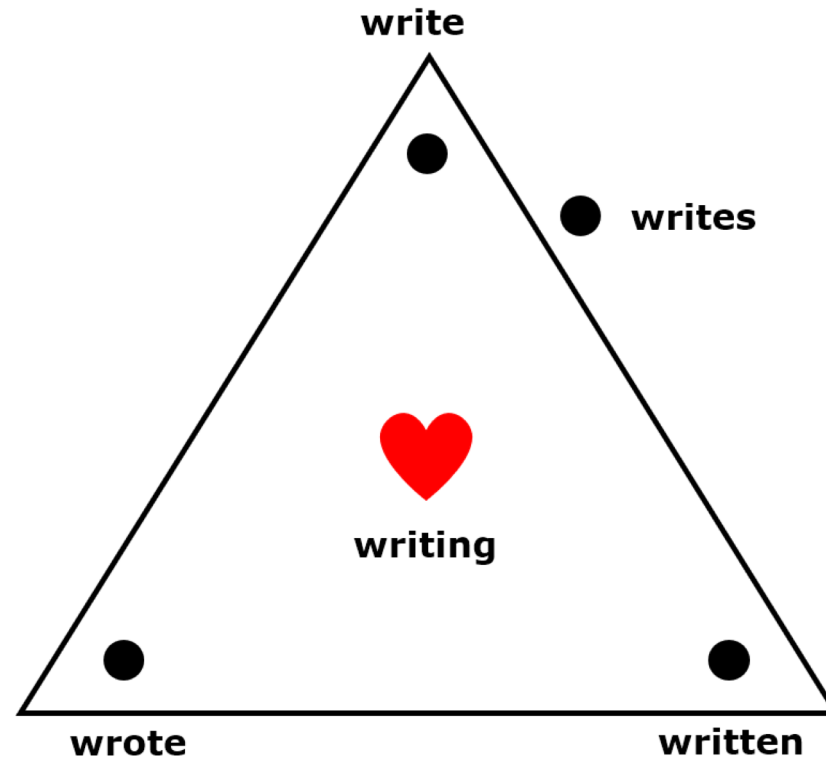
1. They are **mending** the lock *now*.
2. They are **mending** the lock *tomorrow*.
3. That fence needs **mending**.
4. Can you hand me that **mending** kit please?
5. **Mending** that many gutters will not come cheap.
6. I find **mending** things very satisfying.

What is the function of the verb form in each of the following examples?

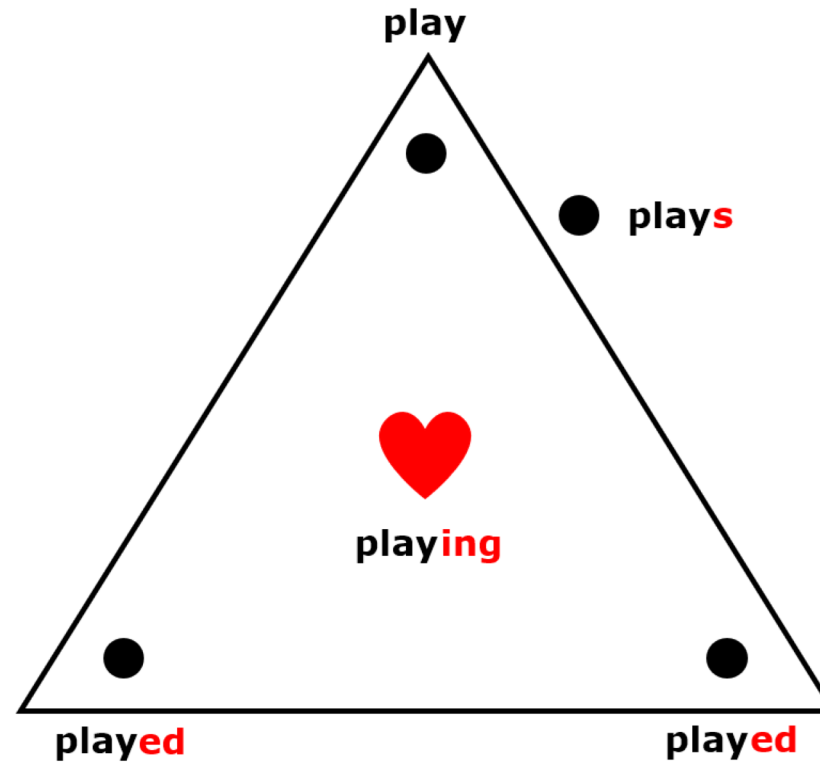
1. She has **chosen** the material for her new curtains.
2. He was **chosen** to represent the class.
3. You are one of the **chosen** few.
4. You are one of the few **chosen**.



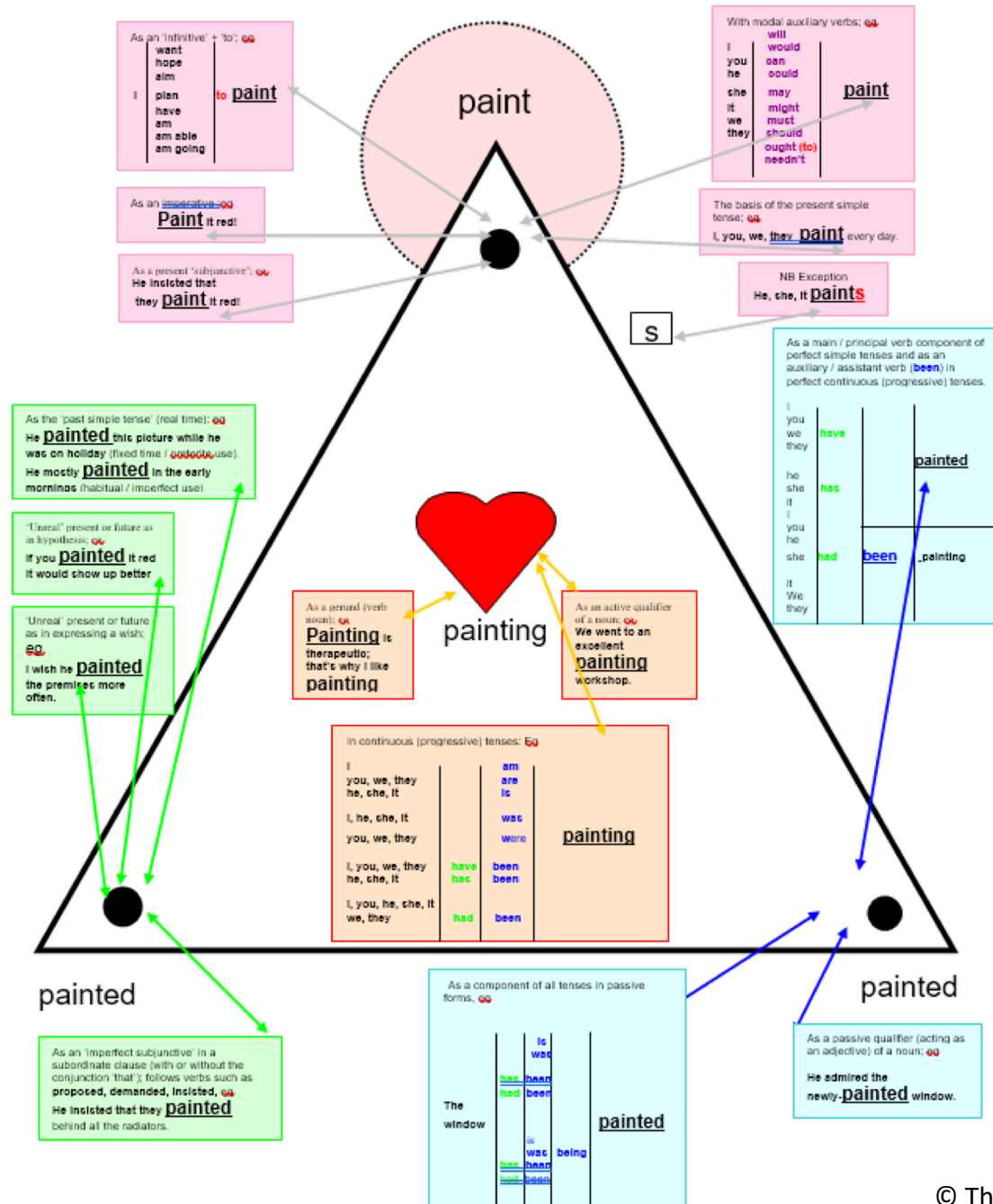
Examples of an irregular verb graphically presented



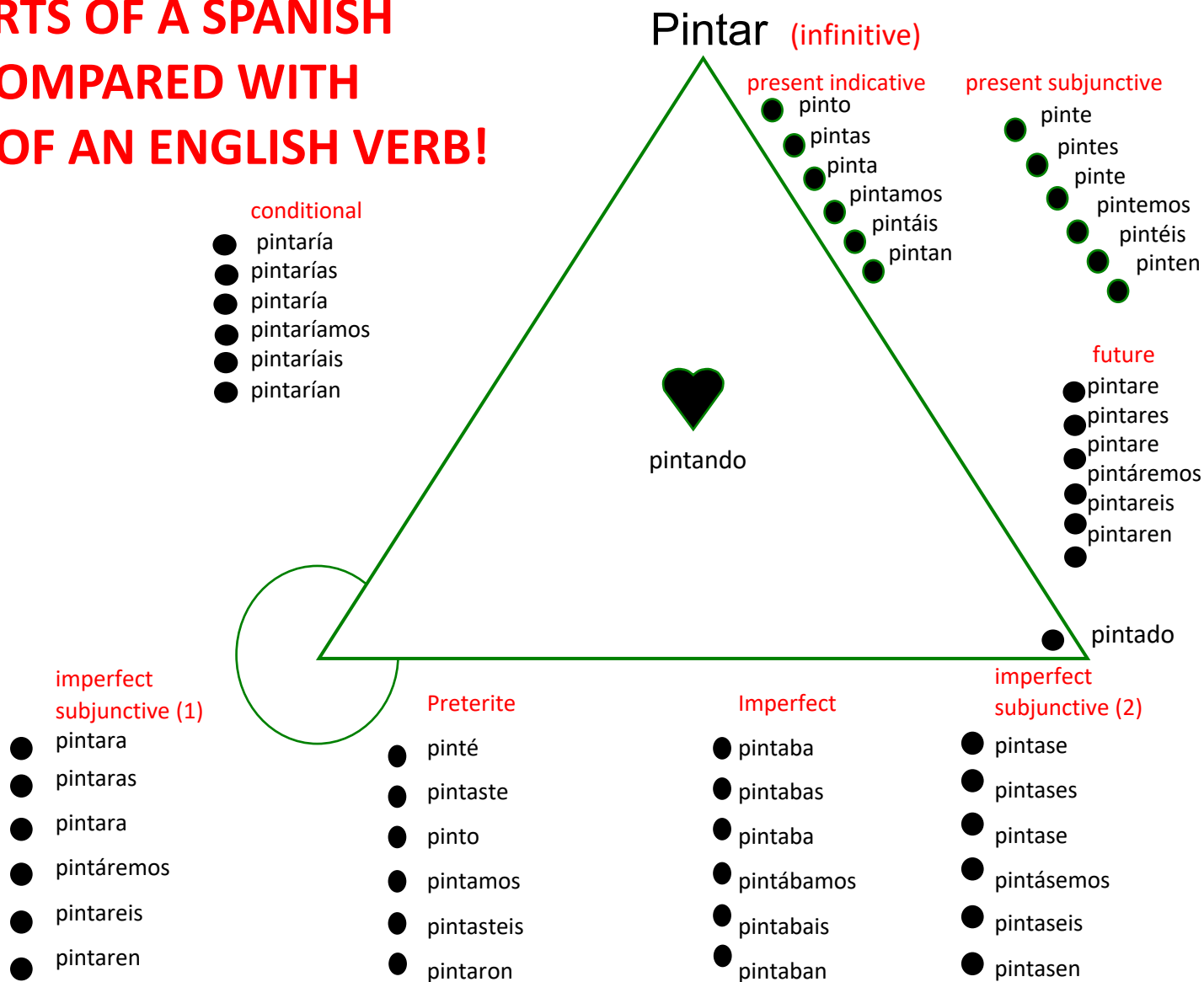
Examples of a regular verb graphically presented.



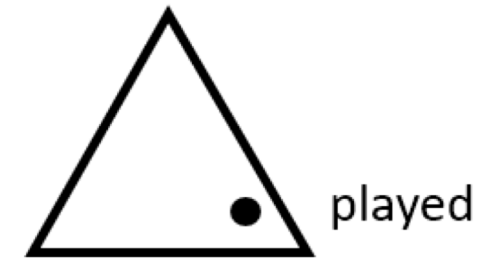
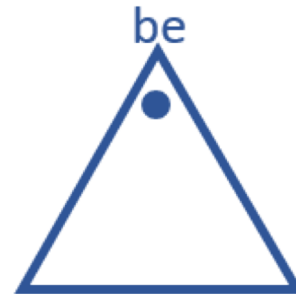
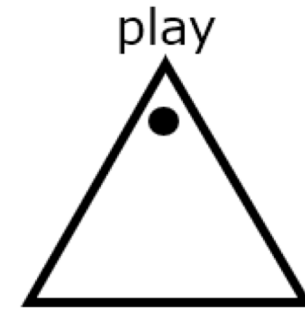
The Multi-Functional Parts of the Verb



THE PARTS OF A SPANISH VERB COMPARED WITH THOSE OF AN ENGLISH VERB!



The Tenses Matrix




The Global Approach




The Global Approach



Prepositions and adverb particles

round, around 

about 



ahead

back

in

out

over

under

at

to

past

on

off

through

up


down

away

along

across

by

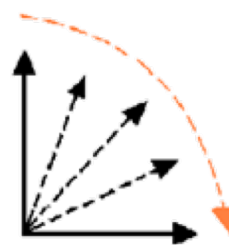
of  from



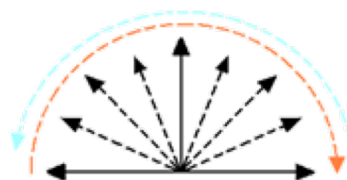
Phrasal verbs with “over”



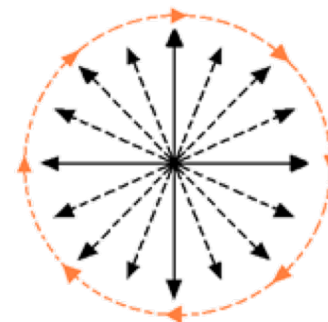
transfer
(he handed over the microphone)



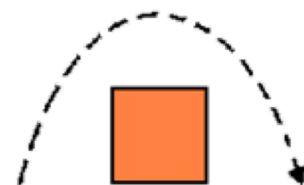
vertical to horizontal
(she tripped over the carpet)



reflection
(we need time to think it over)



repetition
(she explained it over and over again)



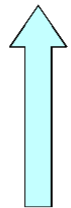
start finish
(the meeting wasn't over till 6 00pm)



surplus
(the beer spilled over the rim of the glass)



Phrasal verbs with “Up” & “Down”



UP

(direction)

upward direction (*fly up*)

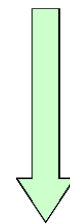
construction (*put up*)

vomit (*throw up*)

fail (*break down*)

slow (*slow up*)

stop (*pull up*)



DOWN

downward direction (*fall down*)

demolition (*pull down*)

swallow (*drink down*)

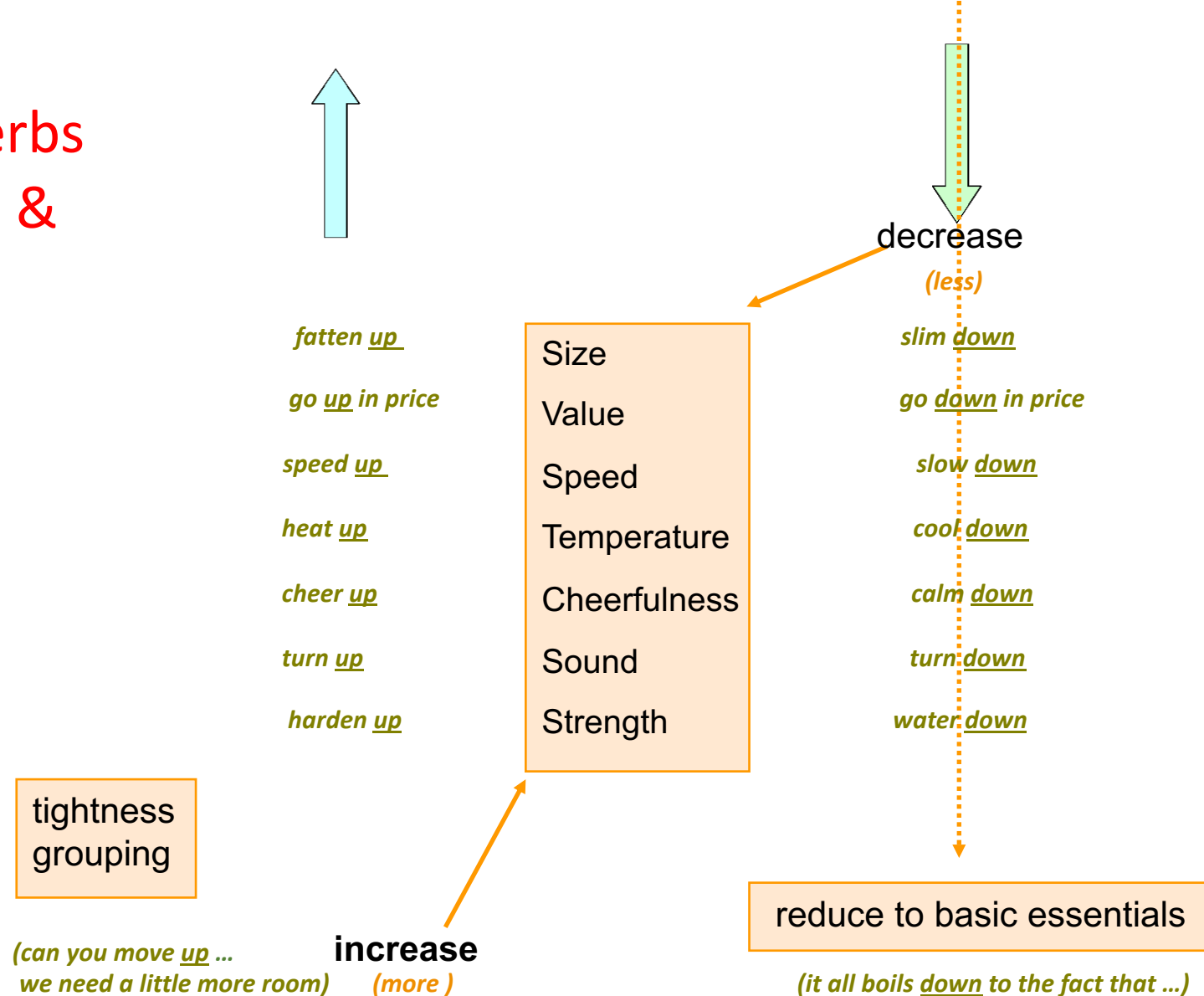
clean with water (*wash down*)

record (on paper) (*write down*)

establish (*set up*)



Phrasal verbs with “Up” & “Down”



Phrasal verbs with “Up”



finish *(time gentlemen, time; drink up please!)*

close *(the shed is all locked up)*

destroy *(they smashed everything up)*

tidy *(they cleared up after the party)*

into small pieces *(the crowd broke up into little groups)*

completely!

Phrasal verbs with “Up”

(something's just cropped up)



unexpected occurrence

(he's come up with a new idea!)



imagination
creativity

(they romped up to the finishing line)



approach

Some and Any...

From the examples below what would you assume to be the 'rule' for using 'some' and 'any'?

1. I have some eggs.
2. I don't have any eggs.
3. Have you got any eggs?



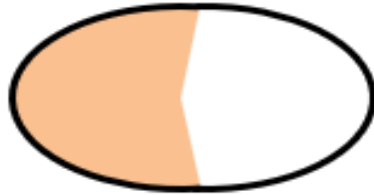
Some and Any...

**Grammar books conventionally teach that
'some' is used in affirmative statements
and, 'any' in negative statements and questions.
Any examples not complying with this rule are dismissed as
'exceptions'!**

1. I have some eggs.
2. I don't have any eggs.
3. Have you got any eggs?

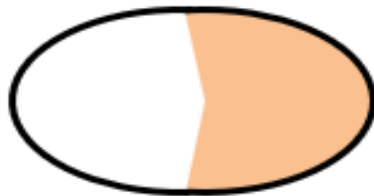


Some and Any... the distinction illustrated below does not have exceptions.



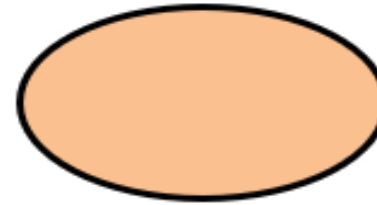
I like some music (limited)

I like some apples (limited)



Some music I don't like (limited)

Some apples I don't like (limited)



I like any music (unlimited)

I like any apples (unlimited)



I don't like any music (unlimited)

I like no music.

I don't like any apples (unlimited)

I like no apples.

Some and Any...

What is the communicative difference in the following questions?

Would like anything to drink?

Would you like something to drink?

Would you like any more to eat?

Would you like some more to eat?



FINAL EXERCISE – ENGLISH PRONUNCIATION

1. Cats like to chase mice.

2. There was a photographer standing at the corner of the street.

How many words are there in each sentence?

How many syllables are there in each sentence?

How many key stresses are there in each sentence?



FINAL EXERCISE – ENGLISH PRONUNCIATION

Cats like to chase mice.

There was a photographer standing at the corner of the street.

How many words are there in each sentence? (5/11)

How many syllables are there in each sentence?(5/16)

How many key stresses are there in each sentence? (4)





Thank you for bearing with me!

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