

BEYOND THE CORRECTION SLOT

Making emerging language our target



Emma Meade-Flynn

emma@dublinteefl.com



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Sound familiar?

What do you do in each situation?

While monitoring students talk about their weekend, you hear a learner who is talking about a film say "it's a mandatory film"

Start of a lesson you ask students how their days have been and one of the students launches into a story about being locked out of their house all morning. They don't know how to say "I was locked out" but you get the idea.

When talking about favourite places in small groups, a pre-int learner says "it's really worth a visit"

Talking about weekend plans a learner says "I'm going to a gain"

A learner says "I was to Paris this weekend but my boyfriend has Covid



An advanced learner says "I really like playing computer games, I started during the pandemic"

What is emerging language?

“Emerging language is any unplanned language that the teacher then chooses to focus on for clarification or modification.”

Chinn & Norrington-Davies

errors

shareable
learner
language

communication
breakdowns

not quite right or
natural language

language
learners are
looking for

another way
to say



Why should we focus on emerging language?

Why should we make it our target?



Where do we start?



tinyurl.com/EnglishFileSample



SARS

Select - Adapt - Reject - Supplement



Q quantifiers **V** electronic devices **P** linking, ought and enough

You look a bit stressed!

Yes, I have too much work and not enough time!

1 VOCABULARY & PRONUNCIATION

electronic devices; linking

a How many devices do you have with screens? Which one do you use the most?

b Match the words and photos.

- | | |
|---|--|
| <input type="checkbox"/> an adapter /ə'dæptə/ | <input type="checkbox"/> a remote control /rɪ'moʊt kən'trəʊl/ |
| <input type="checkbox"/> a charger /tʃɑːdʒə/ | <input type="checkbox"/> a router /'raʊtə/ |
| <input type="checkbox"/> a keyboard /'ki:bɔːd/ | <input type="checkbox"/> a socket /'sɒkɪt/ |
| <input type="checkbox"/> a memory stick /'meməri stɪk/ | <input type="checkbox"/> a speaker /'spi:kə/ |
| <input type="checkbox"/> a mouse /maʊs/ | <input type="checkbox"/> a switch /swɪtʃ/ |
| <input type="checkbox"/> a plug /plʌɡ/ | <input type="checkbox"/> a USB cable /juːs biː 'keɪbl/ |
| <input type="checkbox"/> a printer /'prɪntə/ | |

c **9.9** Listen and check. Then cover the words and test each other.

d Match the sentences to phrasal verbs A–J.

- | | |
|---|------------------------------|
| 1 <input type="checkbox"/> I changed the heating from 20° to 18°. | A I switched it off . |
| 2 <input type="checkbox"/> I disconnected my printer from the computer. | B I deleted it . |
| 3 <input type="checkbox"/> I made the volume on the TV louder. | C I updated it . |
| 4 <input type="checkbox"/> I pressed the 'off' button on the TV. | D I turned it up . |
| 5 <input type="checkbox"/> I programmed the alarm on my phone for 7.30. | E I installed it . |
| 6 <input type="checkbox"/> I put my phone charger into a socket. | F I unplugged it . |
| 7 <input type="checkbox"/> I pressed the 'on' button on my laptop. | G I set it . |
| 8 <input type="checkbox"/> I got the latest version of an app. | H I turned it down . |
| 9 <input type="checkbox"/> I put antivirus software on my computer. | I I plugged it in . |
| 10 <input type="checkbox"/> I removed a photo I didn't like. | J I switched it on . |

e **9.10** Listen and check.

f **9.11** Listen and repeat A–J. Try to link the words. Now cover A–J and look at sentences 1–10. Say A–J from memory.

Separable phrasal verbs

Remember that many phrasal verbs are separable, i.e. the object can go between the verb and particle, e.g. **switch the TV on**, or after the particle, e.g. **switch on the TV**. However, if the object is a pronoun, it **must** go between the verb and particle, e.g. **switch it on** **NOT** ~~switch on it~~.

g Answer the questions with a partner. Give reasons.

- Do you prefer to use a keyboard with or without a mouse? Do you prefer a wireless mouse?
- Do you normally listen to music with headphones or with a speaker?
- How many remote controls do you have? Do you think you have too many?
- How many pins do plugs in your country have? Do you need a travel adapter if you go abroad?
- In your house, do you usually agree about what the temperature should be, or is someone always turning the heating or air conditioning up and down?

SARS

5 In your house, do you usually agree about what the temperature should be, or is someone always turning the heating or air conditioning up and down?



- Look at the pictures- which devices do you own?
- How often do you use them?
- What other digital or electronic devices do you use a lot?
- What annoys you about the digital and electronic devices you own or use a lot?
- Does your family/ partner/ housemates have any annoying habits when it comes to how they use their digital devices?

Q quantifiers V electronic devices P linking, ought and enough

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| 1 an <u>adaptor</u> /ɪdæptə/ | 7 a <u>remote control</u> /rɪ'moʊt kən'trɒl/ |
| 2 a <u>charger</u> /tʃɑːdʒə/ | 8 a <u>router</u> /raʊtə/ |
| 3 a <u>keyboard</u> /'ki:bɔːd/ | 9 a <u>socket</u> /'sɒkɪt/ |
| 4 a <u>memory stick</u> /'meməri stɪk/ | 10 a <u>speaker</u> /'spi:kə/ |
| 5 a <u>mouse</u> /maʊs/ | 11 a <u>switch</u> /swɪtʃ/ |
| 6 a <u>plug</u> /plʌɡ/ | 12 a <u>USB cable</u> /juːs biː kəʊbl/ |
| 13 a <u>printer</u> /'prɪntə/ | |

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| 3 I made the volume on the TV louder. | C I <u>updated it</u> . |
| 4 I pressed the 'off' button on the TV. | D I <u>turned it up</u> . |
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- In your house, do you usually agree about what the temperature should be, or is someone always turning the heating or air conditioning up and down?

With a partner share your ideas

- Look at the pictures- which devices do you own?
- How often do you use them?
- What other digital or electronic devices do you use a lot?
- What annoys you about the digital and electronic devices you own or use a lot?
- Does your family/ partner/ housemates have any annoying habits when it comes to how they use their digital devices?

FEEDBACK

With a new partner, try to find things in common Are you very similar or different?

- Look at the pictures- which devices do you own?
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3 GRAMMAR quantifiers

- a With a partner, read sentences 1–5 and think about what the missing words could be. Don't write them in yet.
- I used to have _____ of different gadgets, but now I use my phone for almost everything.
 - I'd like to have a better computer, but I don't have _____ to buy one right now.
 - I spend _____ time online. I think I need a digital detox.
 - I have a lot of friends on Facebook, but only _____ of them are close friends.
 - I never watch TV or films on my phone, because the screen isn't _____.
 - I like Apple products, but I can't afford them – I think they're _____.
- b **9.14** Now listen and complete the sentences in a. Did you guess correctly?
- c **p.149 Grammar Bank 9B**
- d Talk to a partner. Are the sentences in a true for you? Say why (not).

4 PRONUNCIATION ough and augh

Ough and augh

Be careful with the letters ough and augh. There are several different pronunciations. Try to remember how to pronounce the most common words which have this combination of letters, e.g. although, daughter.

- a Write the words from the list in the correct column.

although bought brought caught cough daughter
enough laugh thought through tough

- b **9.19** Listen and check. Which is the most common sound? Which four words finish with the sound /t/?
- c **9.20** Listen to sentences 1–5. Practise saying them.
- I bought a new iPhone, although I thought it was very expensive.
 - My daughter's caught a bad cold.
 - We've been through some tough times.
 - I didn't laugh! It was a cough.
 - You haven't brought enough wine!

5 READING & SPEAKING

- a Work with a partner and answer the questions. Who has a more organized digital life?
- How many **photos** do you have on your phone? Are they organized into albums? How quickly could you find a photo you wanted to show someone?
 - Do you have any **apps** on your phone that you never use?
 - How many **email accounts** do you have? Approximately how many emails do you have in your inbox?
 - How many **songs** do you have on your phone or MP3 player? How many of them do you listen to regularly?
 - How many **friends** do you have on Facebook? How many of them are real friends?
 - How many people in your **'contacts'** have you not contacted in the last year?
 - How many different **passwords** do you have? How do you remember them?
 - What's the **wallpaper** on your phone or computer screen? Is it one of your photos, or did it come with the phone or device?
 - How many digital **devices** do you have that you never use, e.g. old phones / cameras / MP3 players, etc.?
- b Look at the title of the article and the 11 headings. Tick (✓) the areas of your digital life that you think you need to tidy up.



11 WAYS TO TIDY UP YOUR DIGITAL LIFE

A clean, tidy room makes you feel better about your home. In the same way, a tidy phone, tablet, or computer makes you feel better about your digital life. So if your digital life is a mess, try these tips – the benefits are huge.

1 INBOX MESSAGES

Most people have too many emails in their inbox. You don't have hundreds of unopened or unanswered letters in your house, so why should you have hundreds of unopened or unanswered emails? If you can _____ an email in less than two minutes, do it right away. If it will take longer, don't leave it in your inbox – move it into a 'work in progress' folder and reply later.

2 OLD SOFTWARE OR APPS

Uninstall software or apps that you don't use. This will _____ a lot more space on your hard drive or phone.

3 PHOTOS

You wouldn't put bad photos in a physical photo album, so don't keep bad photographs (or videos) on your phone – just delete them. Having poor-quality photos just makes it more difficult to _____ a good photo when you need one.

4 MUSIC AND MOVIES

One of the best things about digital media is that you have every song and movie at your fingertips. Unfortunately, one of the worst things about digital media is that you have every song and movie at your fingertips. _____ any music or movie files that you're never going to listen to or watch again.

5 FACEBOOK FRIENDS

Having too many friends on Facebook makes it more difficult to _____ in touch with the ones you really care about. You can 'unfollow' Facebook friends without them knowing, so you won't hurt their feelings.

6 OLD CONTACT INFORMATION

_____ contact information regularly and delete contacts you no longer need. Most people don't do this often enough.

7 PASSWORDS

Use a password manager app, like 1password. This gives you as many different passwords as you need and remembers them for you. You'll never _____ a password again.

8 EMAIL MARKETING

If you get too many emails from companies and organizations, don't just delete them – unsubscribe. It should only take a few seconds. Just _____ on the 'unsubscribe' link at the bottom of the email.

9 EMAIL ACCOUNTS

Never _____ more than two email accounts (work and personal). For most people, one should be enough.

10 DESKTOP BACKGROUND OR WALLPAPER

_____ a simple background or wallpaper for your screens. This will improve your productivity and attention span more than you think.

11 OLD DIGITAL DEVICES

If you've been using technology for any length of time, you probably have a small collection of devices that you no longer use – cameras, memory sticks, MP3 players, and mobiles. If you can't give them to somebody who would use them, _____ old devices properly.

- c Read the article and complete the gaps with a verb from the list.

answer choose click delete
find forget keep make recycle
set up update

- d Search the text. Find five words with the prefix un- to complete the tips.

- Tip 1 Why should you have hundreds of un_____ or un_____ emails?
Tip 2 Un_____ software or apps that you don't use.
Tip 3 You can 'un_____.' Facebook friends without them knowing...
Tip 8 Click on the 'un_____.' link at the bottom of the email.

- e Complete the sentences with un- and the words from the list.

clear comfortable do friend
helpful known lock read

- Why do you have over 100 _____ emails?
- If you went to _____ what you've done, press Ctrl+Z.
- What's the difference between to unfollow and to _____ somebody on Facebook?
- I can't _____ my phone – I've forgotten the password.
- The IT Support person was very _____, I said I can't print anything.
- I didn't answer the phone, because it said 'caller _____'.
- I can't set up the new router – the instructions are really _____.
- I hate earphones – I find them really _____.


- f Which of the tips in the article would be most useful for you? Choose your top three. Then discuss your choices in small groups and say why.

6 WRITING

p.123 Writing An article – advantages and disadvantages Write an article about the advantages and disadvantages of smartphones.

Go online to review the lesson

3 GRAMMAR quantifiers

- a With a partner, write a sentence about what you think about what the mobile phone has done for you. Think about what you would like to see in the future.
- 1 I have a lot of mobile phone gadgets, but I don't use them all.
- 2 I have a lot of mobile phone gadgets, but I don't use them all.
- 3 I have a lot of mobile phone gadgets, but I don't use them all.
- 4 I have a lot of mobile phone gadgets, but I don't use them all.
- 5 I have a lot of mobile phone gadgets, but I don't use them all.
- a. Did you use a mobile phone before you had a mobile phone? Why/why not?
- c  Talk to a partner and discuss the sentence. Is it true for you? Say why (not).
- d Talk to a partner and discuss the sentence. Is it true for you? Say why (not).

Learners read text about a digital detox and discuss in pairs if they need to go on one.

Feedback 1

Learners work in same pairs to write 3 questions to ask their classmates to find out if they need to go on a digital detox

Feedback 2

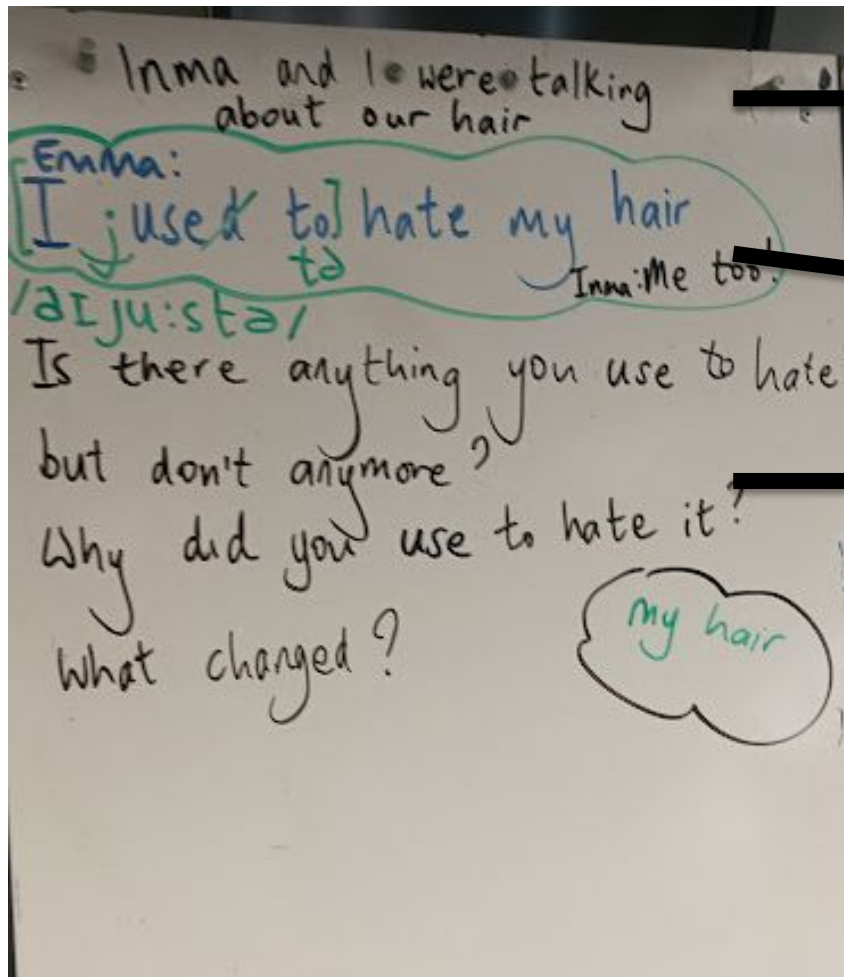
Learners mingle individually and ask their questions, making notes of the other learners answers.

Feedback 3

Learners return to pairs to write up their findings.

Feedback 4

Learners exchange their reports.



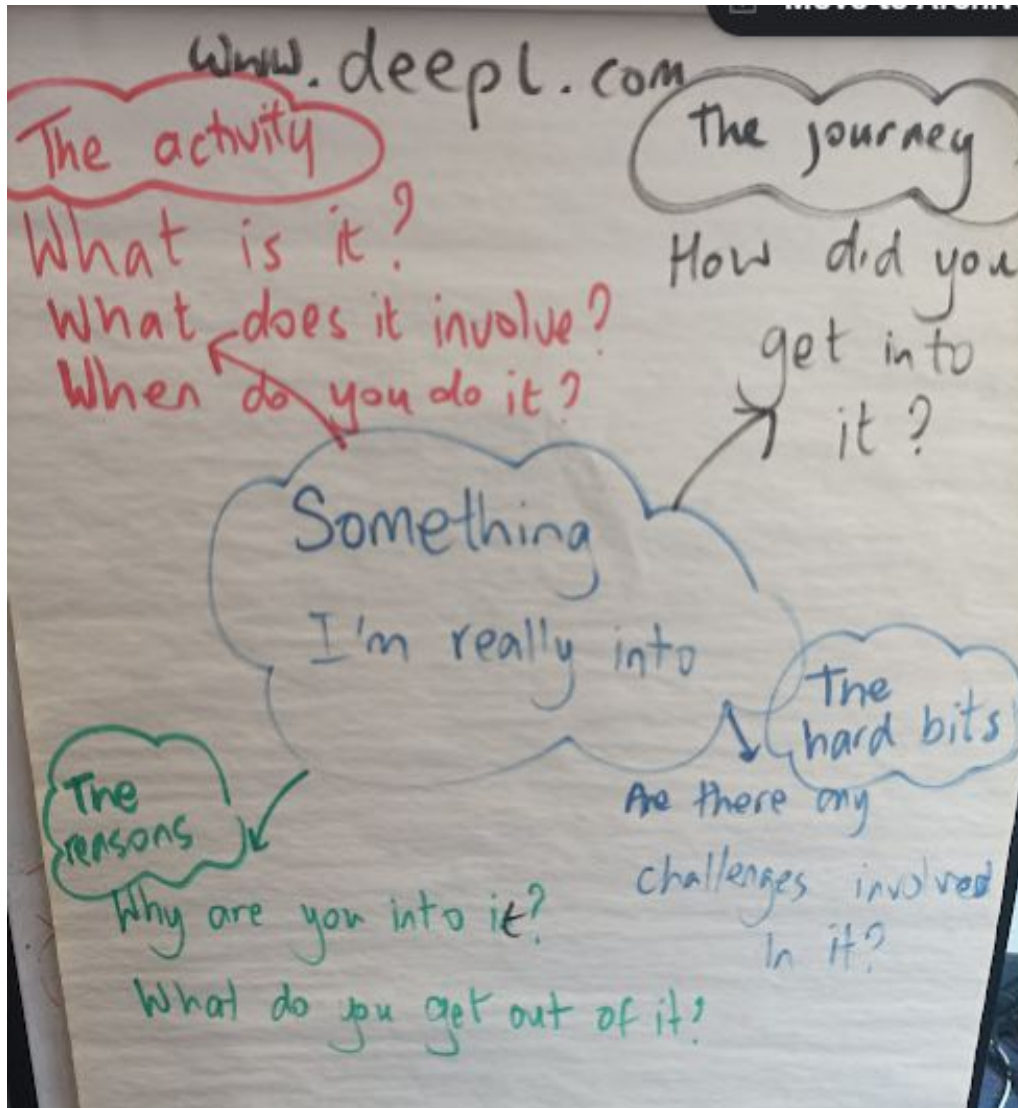
Explore

Focus

Extend

emerging moments

Impromptu speaking activity





Micro dictation



Don't say it



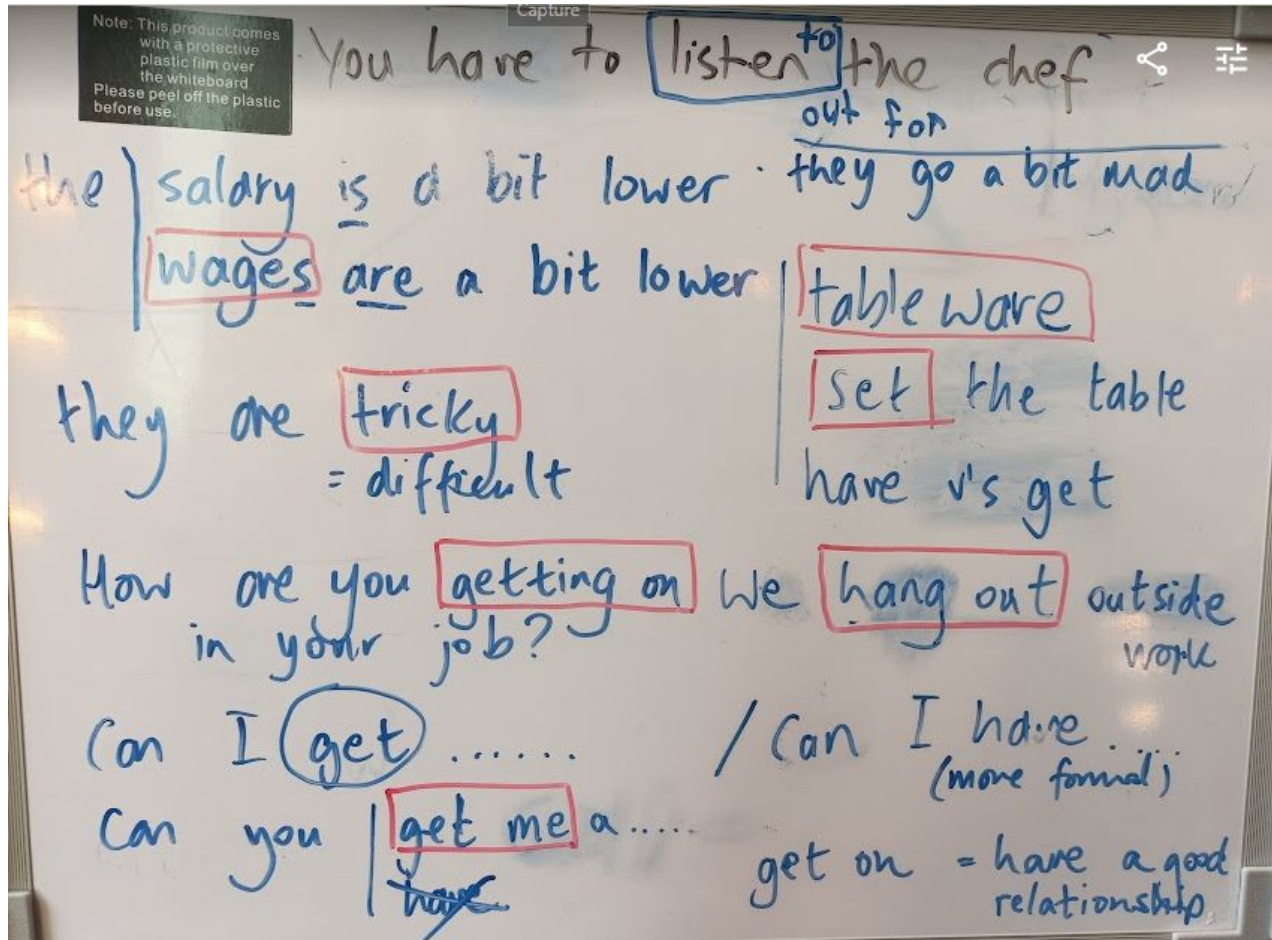
Find someone who



Task repetition



End of class



Favourite / hard/ new phrases

Erase and remember

Notebook swap

A lesson summary

How do we make emerging language our target?

EXPLORE



Create opportunities for things to emerge

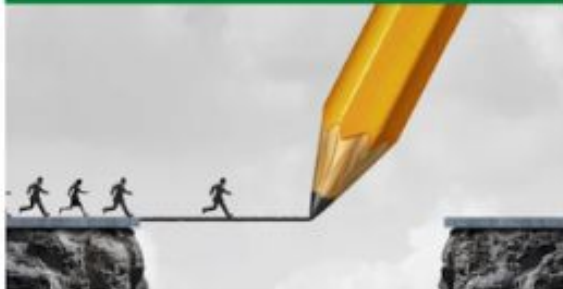
Use techniques to help learning happen

FOCUS



Give opportunity for development of use

EXTEND



References and Further Exploration

Books and articles

Chin, R., English Teaching Professional 129, July 2022

Chinn, R. & Norrington Davies, D., Working with Emergent Language, 2023

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Blog posts

<https://www.ihlondon.com/blog/posts/2014/giving-feedback-on-language/>

<https://www.dublinteefl.com/blog/taking-the-lesson-to-task>

Webinars

Chinn, R, Working with emerging language <https://www.youtube.com/watch?v=SioXz8C5EiU>

