



Beyond EAP

- Activities in class time, outside the classroom;
- Extensive reading;
- Background knowledge and presentations;
- Activities outside class time.



Class Activities

- Supermarket quiz;
- Visit to University Museum – history, quiz and handling, with curator;
- Singing – especially seasonal and traditional;
- Craft – pottery, cookery;
- Drama.



Extensive reading

- Using graded readers. Students read a book each week and write a review.
- In some cases, this makes reading a pleasant activity;
- Builds up schemata;
- Can increase vocabulary.



Presentations – general interest

- Students have a week to find out about a well-known person and give a short, informal presentation.
- The same activity can be used with well-known places, in Britain or abroad.
- If it is working well, move on to literature. This links with the extensive reading programme.

Outside class time

- Ceilidh
- Theatre trip
- Concerts
- Cook/eat together
- Meeting in small groups in the pub or café after class – breaks down barriers, learn bar language, learn to chat.





Outcomes

- Language learning is seen in a different light;
- Relationship with teacher changes, and this can improve atmosphere in classroom;
- Acquisition rather than learning;
- Encourages output;
- Increases confidence.



Theoretical backing

- The output hypothesis (Swain, M. 1985, 1993)
- The noticing hypothesis (Schmidt, 1990))
- Motivation (Dörnyei, Z. 1994, Gardner, R. 1985)



Output

- Three functions of output in second language learning:
 - - hypothesis testing
 - - negotiating meaning
 - - noticing the gap



Noticing

- Paying attention to input is effective in incidental learning.
- Noticing and attending to a linguistic feature in the input have facilitative effects for conscious understanding.
- Noticing the gap between what the learner can say and what he wants to say.

References

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- Schmitt, R. (1990) *The Role of Consciousness in Second Language Learning*. *Applied linguistics* 11 (2): 129-158.
- Swain, M. (1985). *Communicative competence: some roles of comprehensible input and comprehensible output in its development*. in S.Gass & C.Madden (Eds.) *Input in Second Language Acquisition*. (pp.235-253). Rowley, MA: Newbury House.