

The Study and Production of Texts

Lesson 8

Homework for today

P. 48: read again

P. 49, ex. 3

Compile two lexical nets from the text in ex. 3:
one for 'People' and one for 'Language'

Read p. 51 and check vocabulary

p. 56, ex. 3

p. 59, ex. 3

p. 63, exs. 1 and 2

Week 10 test

Thursday 13th December

90 minutes

No dictionaries

3 questions

Qs 1 and 2: text analysis

Q 3: writing: 120 words

p. 51: example text and questions

Mock Grammar Test

For students who were absent in Week 1:

Monday 3rd December 09.00 aula 10 VSR

Friday 14th December 10.00 aula 7 VSR

Friday 14th December 12.10 aula 7 VC

At the end of the lesson, please tell me which test you will go to so that I can tell my colleagues.

Results will be posted on Moodle.

The REAL Grammar Test!

ONLY for students who scored over 60%
in the Mock Grammar Test

Thursday 10th January

13.00 VSR

Enrolment on Lingua inglese 1 page on Moodle

P. 49 ex. 2

1. Sentence 1 is the topic sentence. It indicates there will be a change to the rules for writers entering their work for the Man Booker Prize from 2014.
2. This sentence provides a quotation indicating that there had been limitations prior to 2014. The speaker is contextualised, thereby giving authority to what he says.
3. Sentence 3 gives more specific details, building on the information in the previous two sentences, naming the geographical areas of provenance for competitors and detailing the prize money.

P. 49, ex. 3: Lexical Nets

People

L. 1 individual

L. 2 children

L. 2 adults

L. 3 users

Language

L. 1 bilingualism

L. 1 languages

L. 2 fluctuating system

L. 2 use

L. 2 proficiency

L. 2 languages

L. 3 languages

L. 3 exposure

L. 3 languages

L. 4 bilingualism

L. 4. process

p. 49, ex. 3

1. This is the topic sentence and is a definition of the word ‘bilingualism’ . It includes the source of the definition, the American Speech-Language-Hearing Association as cited at the bottom of the paragraph. This reference adds authority to the definition.
2. Sentence 2 explains that there are certain factors that can affect the degree to which both adults and children can be considered bilingual. The writer makes a series of distinctions, focussing on the difference between children and adults and how age and circumstances can influence the extent to which a person is bilingual.
3. The last sentence uses exemplification to describe the range of areas that bilingualism covers signalled by the word ‘including’.

p. 50, ex. 4

In the last sentence, the writer identifies four areas that are affected by bilingualism, namely *experience*, *tasks*, *topics* and *time*. Therefore, the reader expects the text to continue with the four separate paragraphs dedicated to the above areas. Each paragraph should begin with a sentence indicating the topic and develop the information regarding the subject.

p. 50, ex. 5

The two short texts are a classification of types of bilingualism. They make a differentiation between two different kinds of learning experiences.

The reference to U.S. schools would appear to indicate that the potential audience is American.

pp. 49, 50: Sentence Order

- The short texts on pages 49 and 50 (ex. 3, ex. 5, ex. 6) all belong in one paragraph.
- Read all the sentences again and decide in what order the information should go.
- Underline the phrases and expressions that helped you reorder the sentences.

Bilingualism is commonly defined as the use of at least two languages by an individual (ASHA, 2004).

It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages.

In other words, the “bilingual” experience is unique to every individual. There is variability in the amount and quality of exposure to the languages the individual learns, as well as the experiences he or she has using the languages when interacting with others.

Simultaneous bilingualism occurs when a young child has had significant exposure to two languages from birth. Ideally, the child will have equal, quality experiences with both languages.

Sequential bilingualism occurs when an individual has had significant and meaningful exposure to a second language, usually after the age of three and after the first language is well established. These second language learners are referred to as “English language learners” in U.S. schools.

In conclusion, bilingualism is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time.

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P. 50, ex. 7

Exposure to language refers to the contact that a person has with a language that they are learning. This contact can occur in different environments and to different degrees. For example, the learner could be temporarily living in a country where the language is spoken, hearing it and having to use it to communicate on a daily basis. If they are not abroad, they could be simply improving their listening skills by watching films and programmes in the foreign language they are studying.

Paragraph

Topic sentence →

Development →

Support

Link to subsequent paragraph

Text: Foreign Language Learning, p. 51

Purpose of text

Audience

Presumed knowledge

Framework

Paragraph structure

Cohesion

Lexis

Presumed knowledge

OCR = Oxford, Cambridge and RSA (Royal Society of Arts) Examinations Board

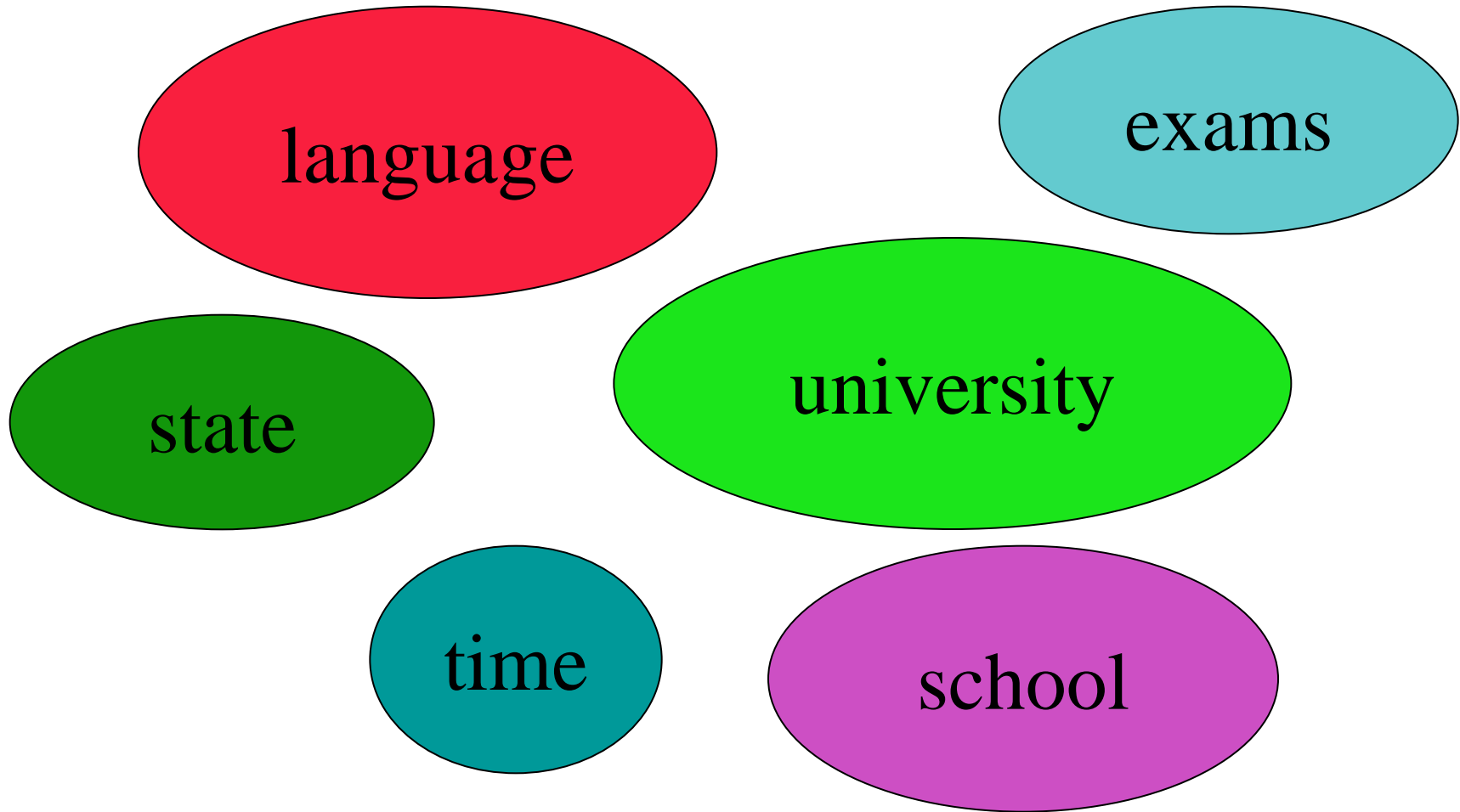
GCSEs = General Certificate of Secondary Education

A-levels = Advanced level (exams)

Language Trends report = British Council report on language learning in primary and secondary schools in England

Ebacc = English Baccalaureate

Lexical nets



Language

- L. 1 **modern languages**
- L. 2 **modern foreign language degree courses**
- L. 4 **French German Spanish**
- L. 4 **Language Trends report**
- L. 5 **language entries**
- L. 6 **teaching of languages**
- L. 6 **language**
- L. 8 **subjects**

The story of the decline of **modern languages** in UK universities is by now familiar: the numbers taking **modern foreign language degree courses** fell 16% between 2007-08 and 2013-14. Although the numbers stabilised last year, this month, the OCR exam board announced it is to discontinue GCSEs and A-levels in **French**, **German** and **Spanish**. The latest annual **Language Trends report**, meanwhile, found schools are not preparing for more GCSE or A-level **language entries** despite the new Ebacc – intended to see 90% of pupils take a suite of five core GCSEs including a **language** by 2020. With the **teaching of languages** in school declining, academics are asking themselves what universities can do to keep departments viable and the **subjects** alive.

Lexis: language

modern languages (1)

modern foreign language degree courses (2)

French (4, 11, 13)

German (4, 11, 13)

Spanish (4, 11)

Language Trends report (4)

language entries (5)

languages (6, 11, 16)

language (6, 9, 14, 18, 19, 23)

Lexis: language

University language courses (9)

Russian, Chinese, Arabic (10)

teaching of languages (7)

subjects (8)

language experience (18)

traditional joint honours language courses (18)

language departments (23)

Routes into Languages campaign (24)

tertiary language learning (25)

modern language degree courses (26)

Paragraphs: connecting and developing ideas

Para. 1, L. 7: [...] *academics are asking themselves what universities can do to keep departments viable and the subjects alive.*

Para. 2, L. 1: *University language courses are in fact changing,*

Para. 2, L. 13: *Manchester has introduced French for beginners,*

Para. 3, L. 1: *The new Manchester programme,*

Para 3, L. 18: *the minor courses require no prior language experience.*

Para. 4, L. 1: *Jocelyn Wyburd [...] sees the expansion of ab initio courses*

Cohesion: p. 60, ex. 1

- L. 2 **In fact**, one in four of the world's children is stunted **and** in developing countries ...
- L. 4 **Although** 80% of stunted children ..., 48% of children in India are stunted.
- L. 5 [...] has been extremely low. **In fact**, the proportion of children ...
- L. 7 **It is estimated that** 450 million children will be affected ...
- L. 9 **A case in point is Nigeria which** is projected to have ...
- L. 11 **What is more**, adults who were malnourished as children ...

Homework for lesson 9

- P. 51. Read the text again and compile a lexical net for ‘University’
- Underline words, phrases and expressions in the text that link information and lend it cohesion.
- Revise new vocabulary from p. 51.
- P. 38. Revise points 1-9.
- P. 60, ex. 1