



XII CONGRESO NACIONAL DE DESARROLLO PROFESIONAL
PARA PROFESORES DE INGLÉS

REDISCOVERING ELT

27TH & 28TH July 2017

REGENTE PALACE HOTEL SUIPACHA 964
CITY OF BUENOS AIRES



Magíster Teresita Curbelo

Instituto Cultural Anglo Uruguayo

***The role of noticing and
reformulation tasks in the
language classroom***

THE ROLE OF NOTICING AND REFORMULATION TASKS IN THE LANGUAGE CLASSROOM

Teresita Curbelo, MA TEFL
Academic Director
Instituto Cultural Anglo Uruguayo

Share Convention
Buenos Aires, July 2017



Session overview

This talk is aimed at classroom teachers of intermediate levels and above. We'll start by defining the concepts of *noticing* and *reformulating* and we will then analyse how noticing and reformulation tasks can help us teachers maximise both learning and teaching opportunities that will help our students move to a higher level of linguistic competence.



“ Everyone, at some point in their teaching career, has experienced a breakthrough moment....”

Teaching Unplugged (2009)





Demand more from students and they will learn more

Teachers urged to go beyond 'right' answers and stretch all learners throughout the lesson

Jim Scrivener and Adrian Underhill
 Guardian Weekly, Tuesday 16 October 2012 14.00 BST

[Jump to comments \(0\)](#)



Nudge ... persistent upping of 'doable demands' in class could be more motivating for students. Photograph: Corbis



Demand High ELT

139 likes · 53 talking about this

Community
 Demand High suggests some questions for teachers - e.g. Are you challenging the full learning potential of the students in your class?



139

About - Suggest an Edit

Photos

Likes

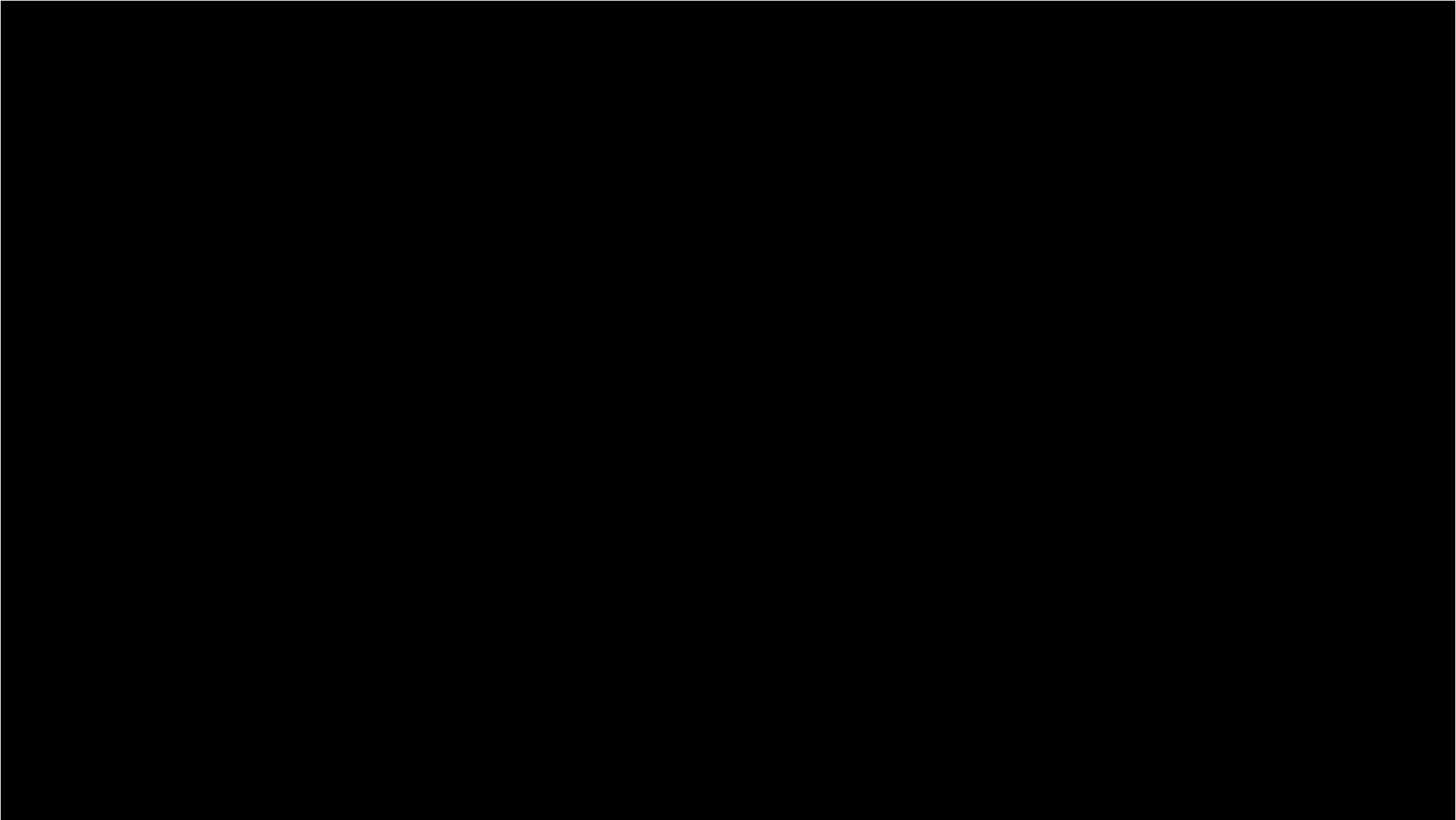
Highlights



ANGLO



Noticing



- *Noticing* is a central concept in the study of second language acquisition



(Schmidt, 1990,1993)

1. Learners must attend to linguistic features of the input that they are exposed to, without which, input cannot become “intake”.
2. Learners must “notice the gap”, i.e. make comparisons between the current state of their developing linguistic system, as realized in their output, and the target language system, available as input.

1. Learners must attend to linguistic features of the input that they are exposed to, without which, **input** cannot become “intake”.
2. Learners must “notice the gap”, i.e. make comparisons between the current state of their developing linguistic system, as realized

in their **output**, and the target language system, available as input.

Schmidt & Frota 1986

Training *noticing*

The most useful role of the teacher is to encourage *noticing* as a **conscious** process, and to develop noticing strategies.

Williams (2003)



Teaching grammar & functions

Present

- Lead-in
- Discovery
- Highlighting

Practice

- Controlled Practice
- Semi-controlled practice

Produce

- Free(er) Practice





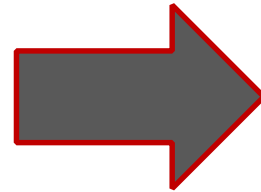
Intermediate level and above

Consolidation

Activation

Expansion

- **Consolidate** their existing skills
- **Activate** the grammar they have previously studied but don't use
- **Expand** their range of vocabulary



**improve their language
competence**

grammar item. They don't need to always be starting again at Step 1. What makes the lesson challenging is not the level of theoretical knowledge the lesson deals in, but what you ask students to try and do. It's the difference between **up-here knowledge** in the head and **knowledge-in-use**, in other words:

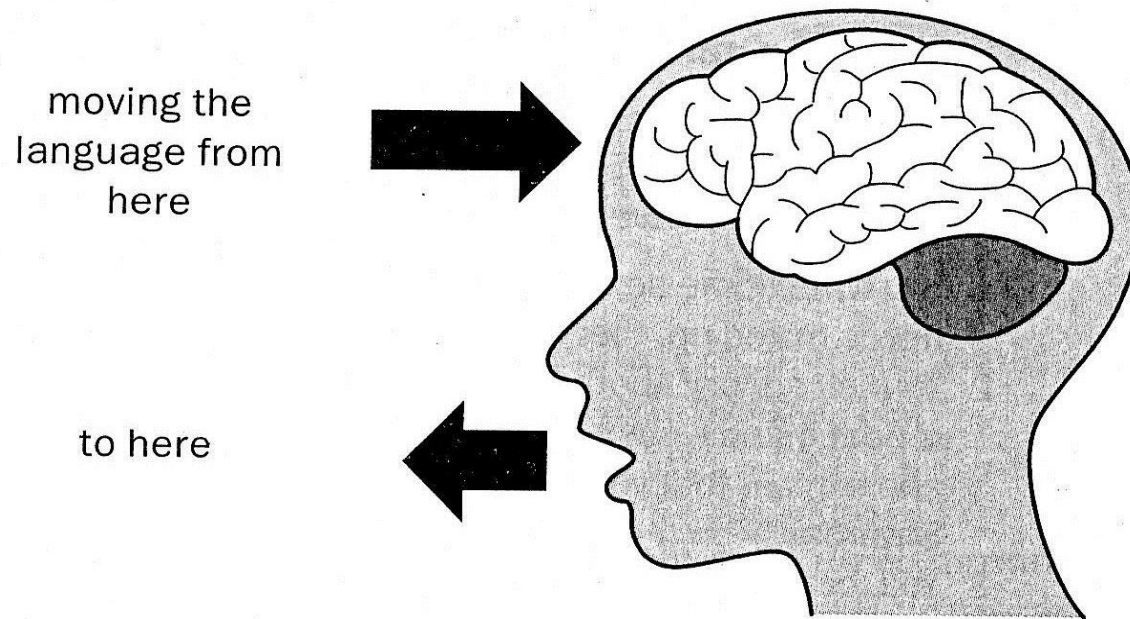
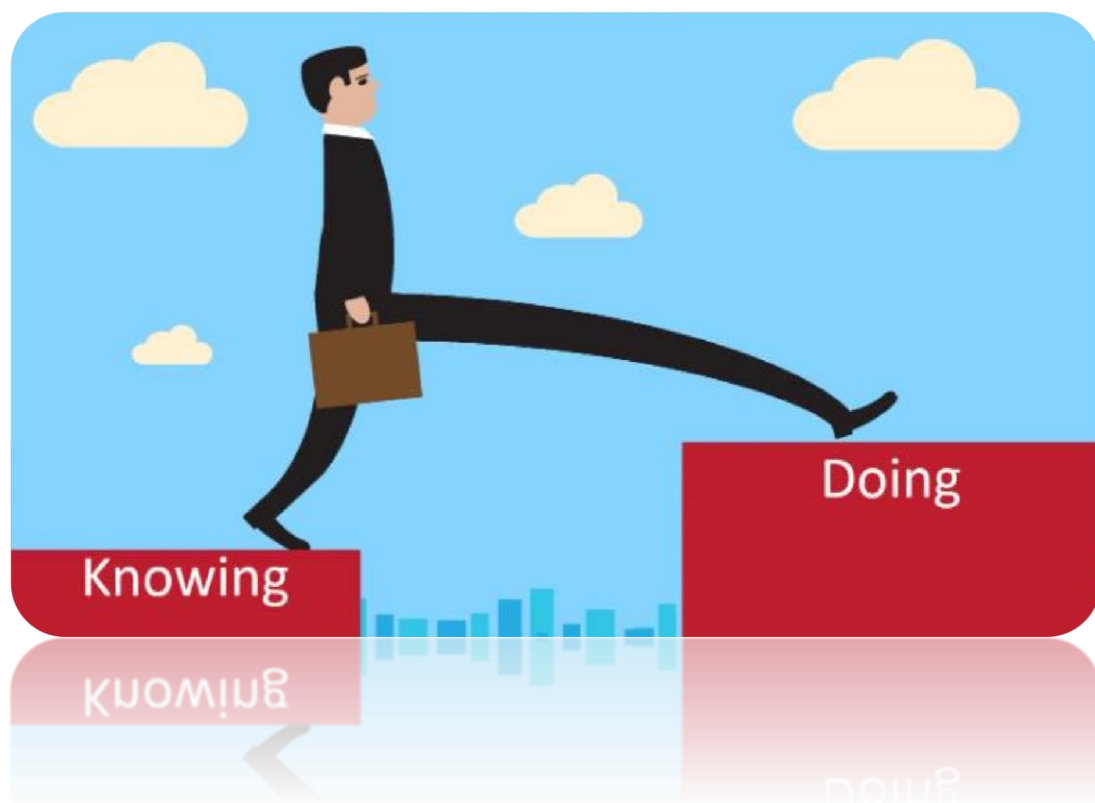


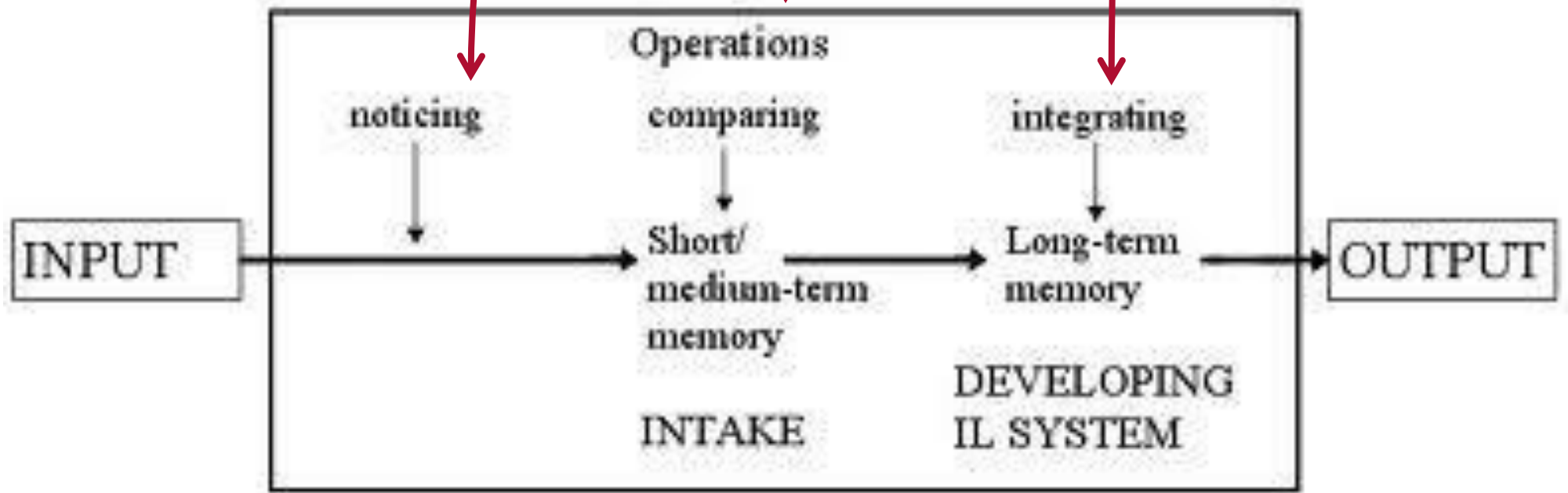
Figure 7.4 Knowledge in use

Thus, in theory, it is possible to have a really challenging, involving lesson on, say, the present perfect simple, at Advanced level. This is not because you will add more and more complex information, but because you would expect more in terms of quality of student output.

“Language, or grammar, is not about having; it is about doing; participating in social experiences.”

Larsen-Freeman, D. (2002)





“Traditionally, output has been considered not as a mechanism for language learning but as evidence of what has already been learned. Research, however, indicates a larger role for output.”

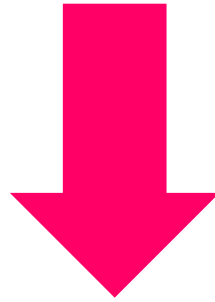
Kumaravadivelu, B (2006)



Comprehensible
output

Output pushes learners to process language more deeply (with more mental effort) than does input

Swain, 1995



Output is not the result of the language learning process, but rather a step in the process



We need “to incorporate the notion of being pushed towards the delivery of a message

that is not only conveyed, but that is conveyed precisely, coherently and appropriately.”

Swain, M. (1985)

- How can we act upon our students' output and help them deliver a message that is precise, coherent & appropriate?



Reformulation



ANGLO



Reformulation

Syllabus-driven

Syllabus



Present



Produce

Output



Monitor



Feedback

Learner-driven

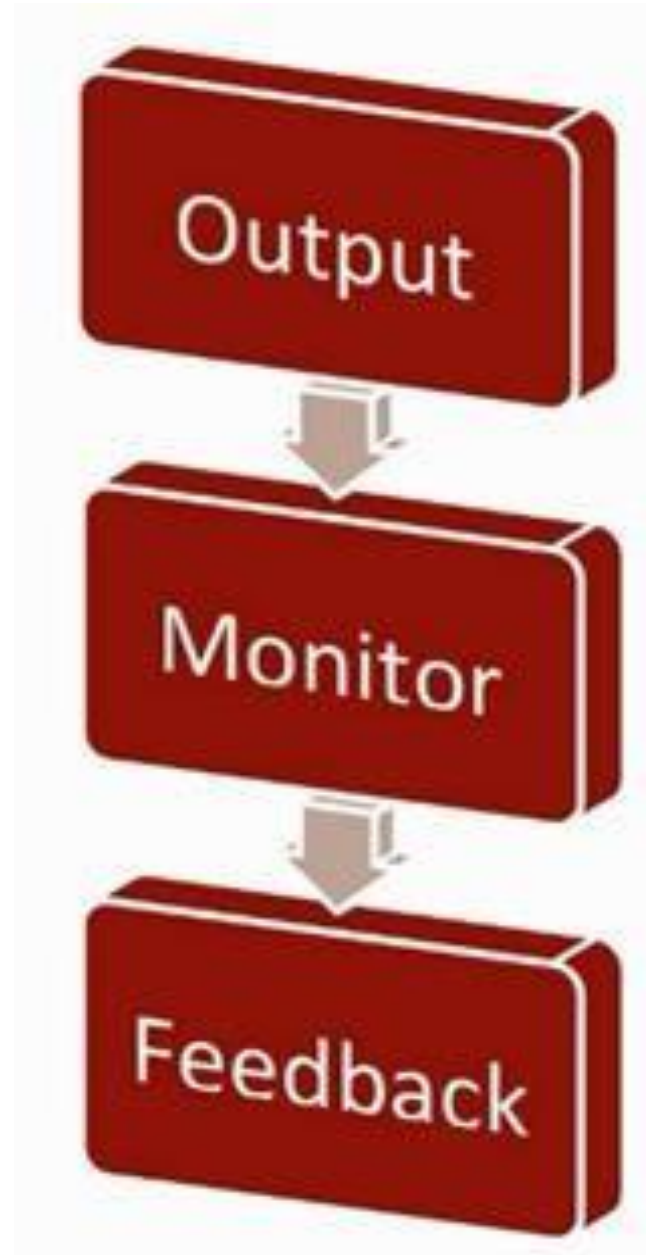
блоґисґ

ґґґрґґ



ANGLO

A learner -driven approach



mistake
+
correction
=
learning



ANGLO



corrective

upgrading

Reformulation

The car went into some oil
and I couldn't drive it

The car hit a patch of oil
and I lost control

We were really exhausted.

We were **absolutely shattered**.

We were **worn out**.

We were **dead on our feet**.

We were **totally knackered**.

I don't like when the bus has a
lot of people

I don't like it + clause

don't like

love

can't stand

full of people

really crowded

overcrowded



ANGLO

Reformulation & noticing

- Because **reformulations** can be used to encourage learners to **notice** differences between their output and reformulated output, they can facilitate **noticing the gap**, which can in turn influence second language development.

Adams, R (2003)

Making learners' language more sophisticated

They said he did it and killed him.

He was found guilty and sentenced to death

found not guilty

found innocent

sentenced to life?

Making it sound more natural

It was a good time.

We had a great time.

other possible adjectives?

Focusing on style and nuance

He's fat.

He's quite big.

He's a bit overweight.

He could lose a few kilos.

Exploring related expressions

The company's making a lot of money.

It's making a big profit.

It's making a loss.

It's breaking even.

For a language-centred approach to teaching.....



... teachers need to
have a good language
instinct!



Teaching Unplugged

Dogme in English Language Teaching



Luke Meddings and Scott Thornbury

DELTA TEACHER DEVELOPMENT SERIES



Teaching Unplugged

Dogme in English Language Teaching

Teaching Unplugged is the first book to deal comprehensively with the approach in English Language Teaching known as Dogme ELT. It challenges not only the way we view *teaching*, but also the way we view *being a teacher*. Dogme ELT advocates teaching 'unplugged':

- materials-light
- conversation-driven
- focusing on the learner and on emergent language

Teaching Unplugged contains three distinctive parts which focus in turn on theory, practice and development:

Part A provides a detailed explanation of the core principles behind Dogme ELT and examines the philosophy behind teaching unplugged. It invites teachers to reflect on the best way to learn a language and, consequently, to teach it.

Part B contains a bank of activities that teachers can use right away and which help them 'unplug their teaching' from the start. These activities involve little or no preparation, often requiring no more than pen, paper and the people in the room. The tips, techniques and key terms suggested facilitate a new approach to teaching.

Part C reflects on the application of Dogme ELT to different teaching contexts and addresses some of the issues and implications involved in where and how Dogme may be applied. It indicates how the approach works equally well for native and non-native speakers of English and how to teach unplugged in a wide range of different classroom environments.

DELTA TEACHER DEVELOPMENT SERIES is a pioneering new series of books for English Language Teachers with professional development in mind, blending theory, practice and development.



Scott Thornbury teaches on the MA program at the New School in New York. His previous experience includes teaching and teacher training in Spain, Egypt and the UK. He is the author of several important books on language and methodology. He lives in Barcelona.



Luke Meddings has been a teacher, school manager and journalist in ELT for over 20 years. He currently contributes a monthly column to *The Guardian* on the TEFL pages of their website and has written for a range of other ELT media. He lives in London.



www.deltapublishing.co.uk

ISBN 978-1-905085-19-4



9 781905 085194 >

Series editors Mike Burghall and Lindsay Clandfield

DELTA TEACHER DEVELOPMENT SERIES



ANGLO

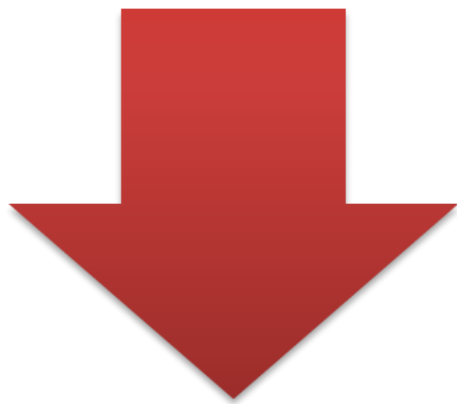
Teaching as a non-native speaker

Language teaching is not about the transmission of perfect models of expression ... language teaching is about exploring and extending the learner's existing capability. The teacher's role is to scaffold, or support, the learner's ability: not by providing native-like models, but by nudging it towards greater intelligibility and fluency..... What is critical is learning to approach each lesson as a shared experience of discovery: to re-learn language and, by implication, one's way of teaching it, through the experience of the learners.

Thornbury & Meddings, 2009

Demand high teaching

- Well prepared, creative & fun classes are ok but not enough.
- Students need to be challenged.
- We need to work up-close, in-the-moment with language.
- Skillful interventions are a crucial teaching tool.
- Demand more from students and they will learn more.
- Look for learning, not (just) right answers.



ANGLO

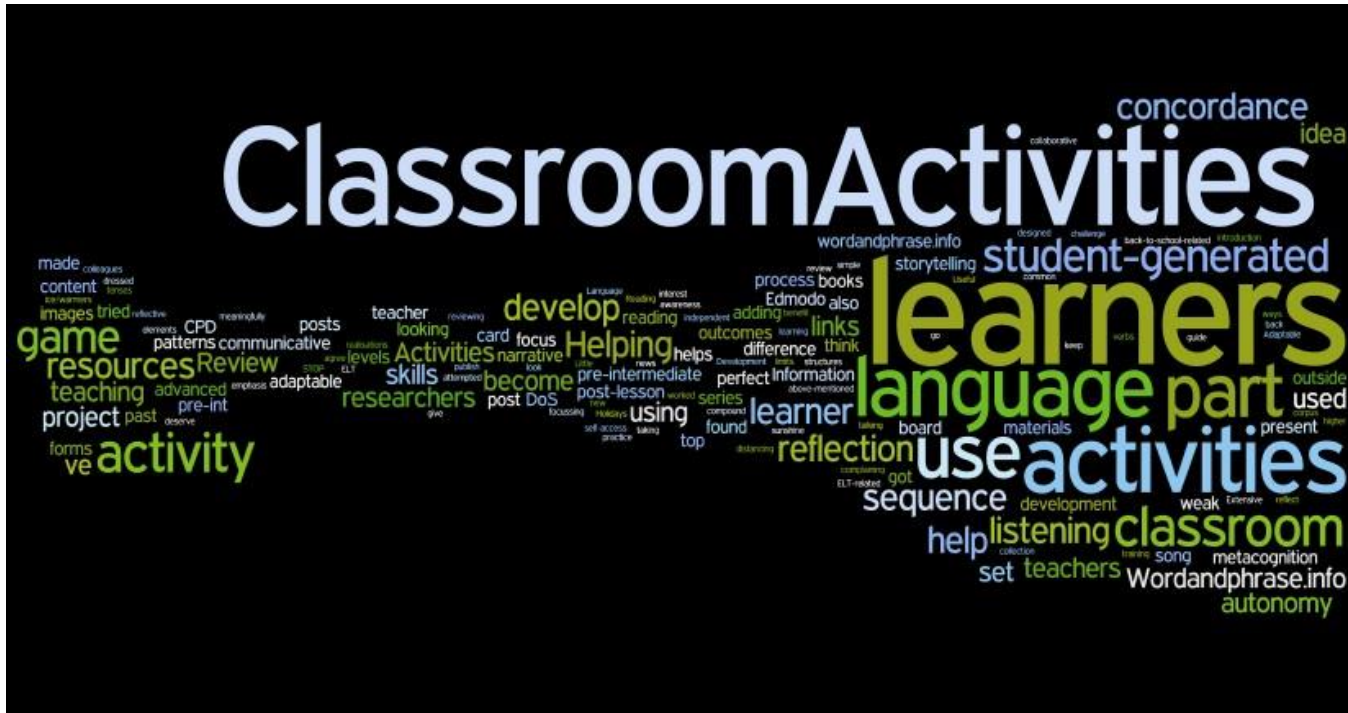
Responding to student output

- ✓ trying to get more from students
- ✓ push them, somehow get students out of their comfort zones...

“There is no learning in the comfort zone, and there is no comfort in the learning zone.”

- Walt Childress

but not too far; within their scope of competence



Sample activities

vocabulary & ideas
to discuss the
environment



ANGLO

VOCABULARY & IDEAS TO DISCUSS THE ENVIRONMENT

Our effect on the natural world

When discussing the environment, it's important not to forget that our actions **have an impact** not only on us but on the **natural world** and other **species**. So, for example, certain species are now **endangered** because of our actions. It is not just because of hunting, but because we have destroyed their **natural habitats**: they do not have enough food or anywhere to live. If we carry on in this way, the **biodiversity** of the planet is **under threat**.

Pollution

One of the most serious **environmental problems** today is of course **pollution**. It is a very **pressing green issue** and if you travel to any of the large cities in China, for example, you will find that **air pollution** is very serious and there is a layer of **smog** hanging over the cities. It is not just air pollution, there is also **water pollution**. In many parts of the world, the **quality of the water** is not good because rivers have been **contaminated** by all sorts of **industrial waste**, by **chemicals and fertilizers**. And what we need to do is to **recycle our waste** and take care of the planet and try use **renewable resources** where we possibly can.

Energy

Another extremely important green issue is of course energy. There are two points to be made here. The first point is that the way we use energy is **causing harm** to the environment. Most of us get energy in the form of electricity, which is produced by **power stations**. These power stations **emit** all sorts of dangerous **gases** such as **carbon monoxide** up into the atmosphere. And these gases cause **acid rain** which **does harm** to our **ecosystem and environment**. The second point to make about energy is we need to make sure that we are **using energy in a sustainable way**. There is a limit to the Earth's **natural resources** and there is a danger that we use so much energy the Earth is no longer going to be able to provide us with sufficient **coal and fossil fuels**. What we need to do is look for more **renewable sources of energy** such as **wind** or perhaps **solar energy** from the sun.

Global warming

What is the greatest **threat to the Earth** today? It is probably a combination of **global warming** and **the greenhouse effect**. I don't understand all the science behind it, but I understand it is to do with the buildup of **gases such as carbon dioxide in the atmosphere**, which means that the **planet** is slowly but steadily getting warmer. And one of the results of this is that **the polar icecap is melting** and the **levels of the oceans** are rising. And it's caused I understand by **deforestation**, particularly of **rainforests** and particularly in the Amazonian Basin. And what this means is that we may be doing **irreparable harm** to the planet and the future of the planet for our children and our children's children looks really rather bleak.

<http://www.dcielts.com/ielts-vocabulary/vocabulary-and-ideas-to-discuss-the-environment/>



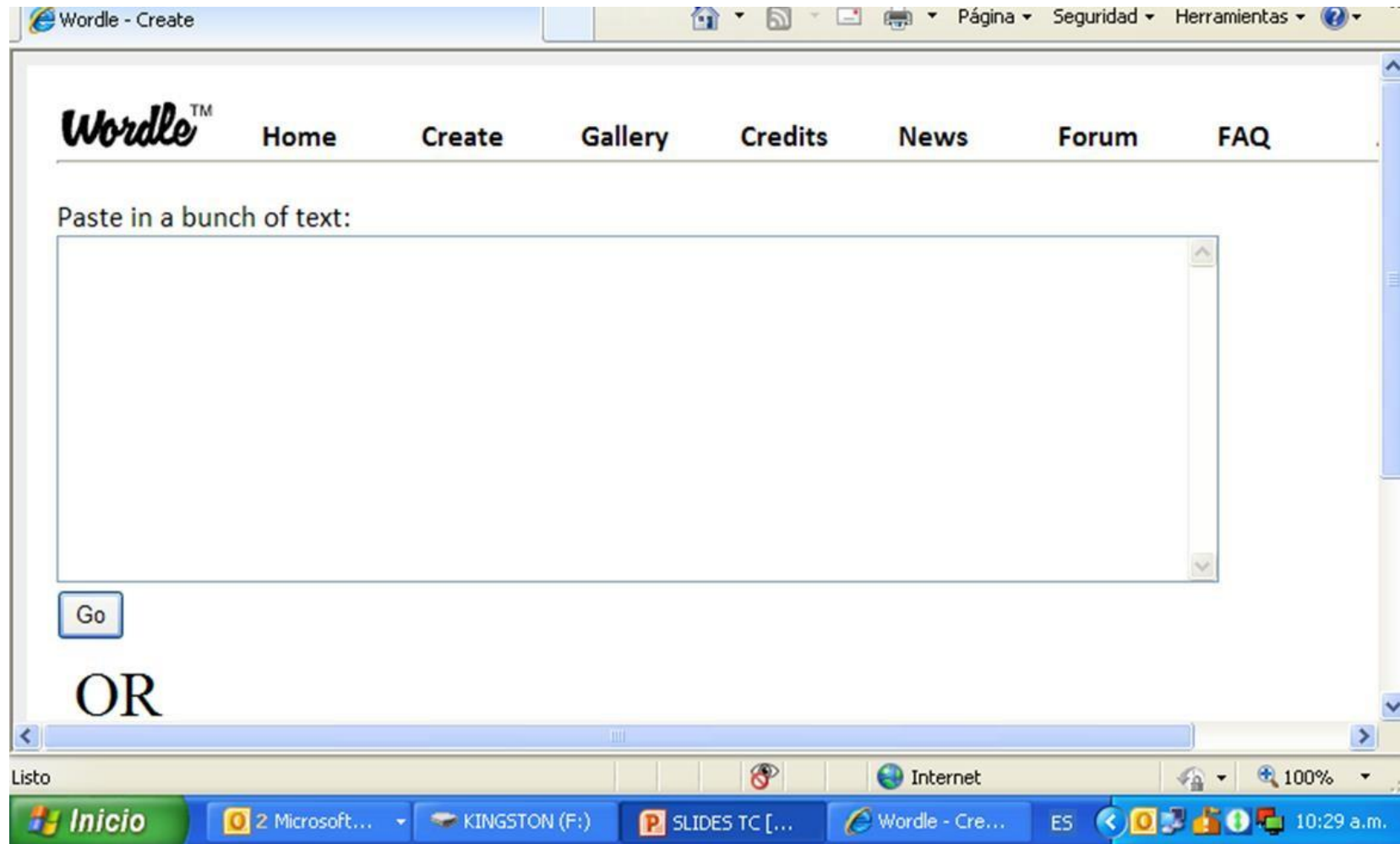
ANGLO

Food for thought

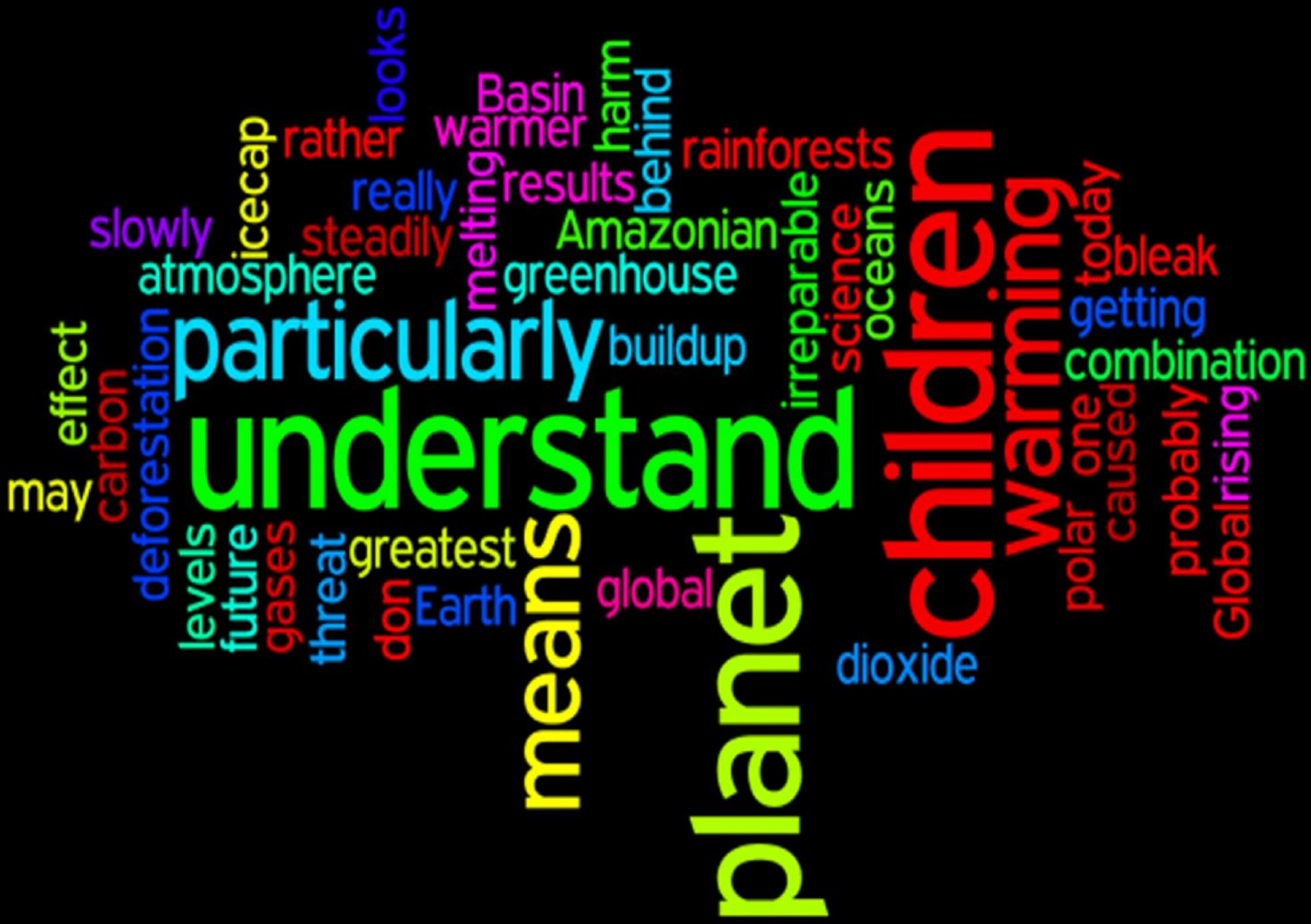
- What do you think are the most pressing issues facing our world today? Why?
- Who do you think should take responsibility for what happens to our planet? Why?

Wordle

www.wordle.net



planet impact food endangered certain enough destroyed habitats now
world discussing biodiversity
important live species natural
example hunting environment
actions forget just carry effect anywhere way threat
actions



VOCABULARY & IDEAS TO DISCUSS THE ENVIRONMENT

Our effect on the natural world

When discussing the environment, it's important not to forget that our actions **have an impact** not only on us but on the **natural world** and other **species**. So, for example, certain species are now **endangered** because of our actions. It is not just because of hunting, but because we have destroyed their **natural habitats**: they do not have enough food or anywhere to live. If we carry on in this way, the **biodiversity** of the planet is **under threat**.

Pollution

One of the most serious **environmental problems** today is of course **pollution**. It is a very **pressing green issue** and if you travel to any of the large cities in China, for example, you will find that **air pollution** is very serious and there is a layer of **smog** hanging over the cities. It is not just air pollution, there is also **water pollution**. In many parts of the world, the **quality of the water** is not good because rivers have been **contaminated** by all sorts of **industrial waste**, by **chemicals and fertilizers**. And what we need to do is to **recycle our waste** and take care of the planet and try use **renewable resources** where we possibly can.

Energy

Another extremely important green issue is of course energy. There are two points to be made here. The first point is that the way we use energy is **causing harm** to the environment. Most of us get energy in the form of electricity, which is produced by **power stations**. These power stations **emit** all sorts of dangerous **gases** such as **carbon monoxide** up into the atmosphere. And these gases cause **acid rain** which **does harm** to our **ecosystem and environment**. The second point to make about energy is we need to make sure that we are **using energy in a sustainable way**. There is a limit to the Earth's **natural resources** and there is a danger that we use so much energy the Earth is no longer going to be able to provide us with sufficient **coal and fossil fuels**. What we need to do is look for more **renewable sources of energy** such as **wind** or perhaps **solar energy** from the sun.

Global warming

What is the greatest **threat to the Earth** today? It is probably a combination of **global warming** and **the greenhouse effect**. I don't understand all the science behind it, but I understand it is to do with the buildup of **gases such as carbon dioxide in the atmosphere**, which means that the **planet** is slowly but steadily getting warmer. And one of the results of this is that **the polar icecap is melting** and the **levels of the oceans** are rising. And it's caused I understand by **deforestation**, particularly of **rainforests** and particularly in the Amazonian Basin. And what this means is that we may be doing **irreparable harm** to the planet and the future of the planet for our children and our children's children looks really rather bleak.

<http://www.dcielts.com/ielts-vocabulary/vocabulary-and-ideas-to-discuss-the-environment/>



ANGLO



Task repetition

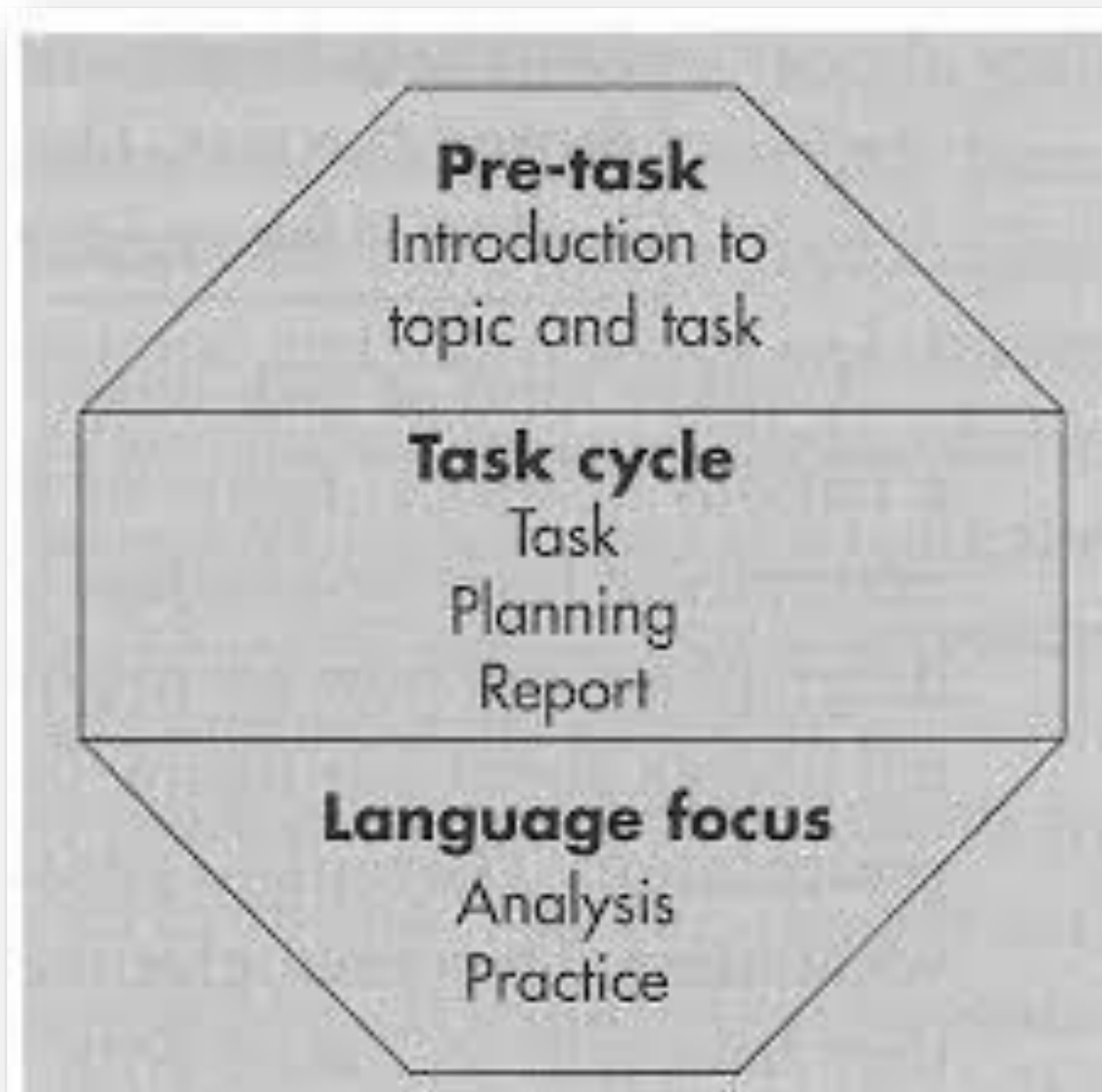
When learners perform a similar task more than once within a short time span, they can be expected to improve simply because increased task familiarity decreases the task processing difficulty (Skehan, 1998), which can enhance the accuracy of learner output (Bygate 1996, 2001; Lynch and McLean, 2000, 2001)

Adams, R (2003)

Compare your use of television and the Internet in your everyday life.



TBL framework



Reformulation is consistent with a fluency-toaccuracy, or task-based, model of instruction, that is, one that 'encourages learners to make the best use of whatever language they have. It assumes that learners will find ways of encoding the meanings they have in order to achieve the outcome' (Willis 1990: 128). Once encoded by the learner, these meanings are then 'reencoded' (or **reformulated**) by the teacher.

Scott Thornbury

“It’s no good if students learn a lot of forms and can’t use them... But it’s equally unconstructive if students are made to concentrate on using language without being given a systematic knowledge of the language they are supposed to be using”



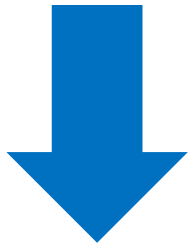
Swan, M (2010)



Emergent language

When L2 learners are given opportunities for genuine interaction and encouraged to spend time exploring topics and texts, it is likely that a lot of interesting language, ideas and questions will emerge.

Norrington, D



Teachers should respond to this emergent language

Focusing on form means exploring language that has emerged in class. Key terms:

- **Recognising** – to adopt linguistic features, learners must notice them first.
- **Retrieving** – learners should be active in recording language that comes up in class.
- **Reworking** – to learn new words and phrases, people must find ways to use them.

You can draw attention to form in different ways:

- **Replaying** – repeat what people say verbatim, so *they* can spot possible changes.
- **Recasting** – repeat what people say, making changes but without further comment.
- **Refining** – make direct suggestions that will help to improve accuracy or expression.

One more time

Prompting people to fine-tune their output

Think about it

Simply correcting learner language often makes no impact, especially during a communicative activity when people are focused on getting their ideas across. Encouraging learners to adjust their own output will help.

Get it ready

There's nothing to get ready.

Set it up

Explain that you will raise your hand when you want the learners to try saying something differently (this may be because usage is unclear, non-standard or less expressive than it could be).

Let it run

- In pairs, people share a detail from their everyday life, such as a moment when they felt happy at the weekend. You make sure each partner gets the same amount of time to speak.
- In whole class, everyone tells the rest of the class what their partner told them. When you want them to say something differently, raise your hand.
- If they can't recast for themselves, the rest of the class help, or you make your own suggestion.

Round it off

Ask people to note down any instances they recall of you prompting them when they were speaking during that lesson. Tell them to write down:

- What they said in the first place;
- what they said (with or without assistance) the second time

Invite people to ask you questions if they need to, and to show you their notes once they have finished.

Follow-up

These notes can be used as the basis for individual or group feedback sessions.

Variation

Use different 'zones' or phases of an activity to focus separately on different aspects of output (see *In the zone* on page 65).

Spot the differences

Exchanging text orally

Think about it

An activity that begins with a written text and passes through different stages of correction and redrafting provides practice in all the skills.

Get it ready

Think of some simple, brief writing task that will engage your class. Depending on their age and interests, you could use task types like these:

- The best way to ...* cook spaghetti/kim chi, etc.
- The reason why ...* teenagers and parents/men and women often argue, etc.

Set it up

Write a choice of writing tasks on the board.

Tell the class they will be working in groups, and that they should produce a text of 50-100 words.

Let it run

- People discuss the task they choose in their groups and write a first draft.
- They pass their draft to you. Instead of writing on their draft, you write out a new version of their text – refining form and substituting more natural words, as required.
- You hand back both versions of the text. They compare your version with their initial version, identifying and discussing any changes you have made. You circulate, answering any questions.

Round it off

In whole class, each group selects three important changes that were made to their text. You write these on the board and discuss with everyone. Why were the adjustments necessary or helpful?

Follow-up

For homework, people ask at least one person for their opinion on *The best way to ...* or *The reason why ...*, using the same subject they wrote about in class. They make a note of this and bring it to class. If they can have this conversation in English, so much the better. If not, noting it down and telling the class about it in English is also worthwhile.

Variation

If you have a small class, you can do this activity orally. Working in groups, people produce a draft text which they dictate to you. You note it down, making any changes as you go along. You then dictate your version to the group. They write it down, and look for any changes between the two versions. You then hand them back their original to help them spot the differences.



ANGLO

One more time

Prompting people to fine-tune their output

Spot the differences

Exchanging text orally

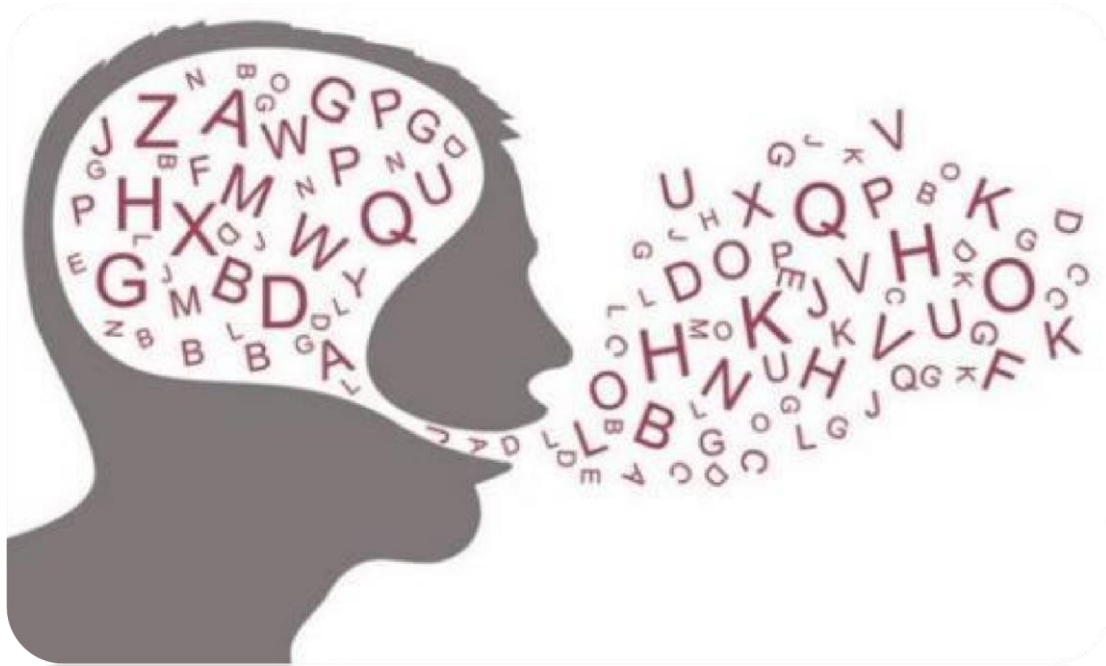
Rounding up....



“What students need to get better is feedback that gives them information that helps them to improve.”

Jim Scrivener, IATEFL 2014





Session overview

This talk is aimed at classroom teachers of intermediate levels and above. We'll start by defining the concepts of *noticing* and *reformulating* and we will then analyse how noticing and reformulation tasks can help us teachers maximise both learning and teaching opportunities that will help our students move to a higher level of linguistic competence.





ANGLO

Thank you!

tcurbelo@anglo.edu.uy

Bibliography

- Adams, R. L2 output, reformulation and noticing: implications for IL development. In *Language Teaching Research* 7,3 (2003); pp. 347–376
- Kumavaravadivelu, B. *Understanding Language Teaching – from Method to Postmethod*. Lawrence Erlbaum Associates 2006
- Meddings, L & Thornbury, S. (2009) *Teaching Unplugged*. Delta Publishing.
- Norrington, D. (2015) Pre-service teacher working on “emergent language”. In *The Teacher Trainer* vol29 no3

- Scrivener, J. & Underhill, A. *Demand High Teaching*. ETP issue 85 March 2013
- Scrivener, J. & Underhill, A. *Demand more from students and they will learn more*. The Guardian, Tuesday 16 October 2012.
- Swan, M. *Striking a balance*. ETP Issue 70 September 2010
- Thornbury, S. *Constructions*. Cambridge English Teacher April 2015
- Thornbury, S. (1997) Reformulation and reconstruction: tasks that promote *noticing*. *ELT Journal* vol 51/4 October 1997
- Tilbury, A. *Working with Learner Language (webinar)* Cambridge English Teacher June 2015
- <http://demandhighelt.wordpress.com>



ANGLO