

English Everywhere

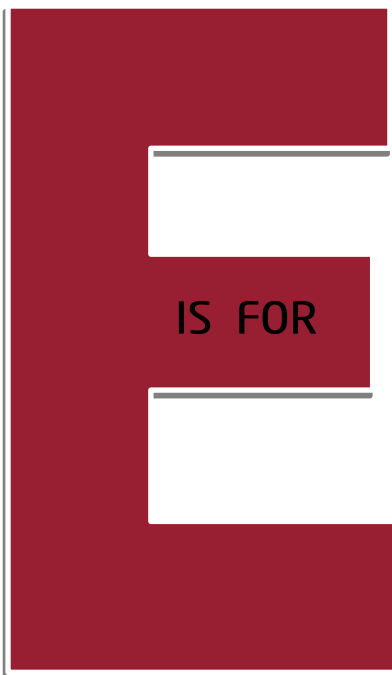
Focus: Noticing language

Level: A2 upwards

Key Language: Depends on context



Use the QR code to find out more and see more cards in the NILE A-Z activity series!



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Aims

To develop learners' noticing skills

To develop learners' autonomy in learning

Procedure

Show students some signs in English and get them to guess a) where they were or b) what the missing word is.

For students learning in non-English speaking countries:

- Ask students when and where they see English (out of the classroom). Set them the task of paying more attention to the English they see and hear. You may ask low level learners simply to count how many times and note a couple of simple examples. Higher level learners might collect examples of language that they see or hear to bring back to the class for discussion. This can lead to formulating 'Noticing' posters around the classroom, with follow-on work looking at syntax and grammar.

For students learning in English speaking countries:

- Ask students to spend the next 24 hours noticing how language is used around them. You can narrow down the focus by asking them to look for mistakes in language or for humorous language. You might focus students on what they hear or read. The next day, the students pool their examples and discuss usage and relevance to their own learning.

In both cases, this can lead to the ongoing development of students' noticing of language around them, compiling their own lists and becoming more curious about language usage. See more examples of English usage in context can be seen in the Linguistic Landscapes section on the NILE website <https://www.nile-elt.com/blog/introducing-linguistic-landscapes/360>.

English Everywhere



We heard...

it never rains but it pours
CROSS MY HEART AND HOPE TO DIE
chick flick
ephemeral!
GET OFF MY BACK!!
Serves you right!

PART OF THE INTO GROUP

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