

## **Presenting new language: *Strategies to include thinking and variety***

This section contains a list of suggestions that have, to a certain extent, a logical progression in that they are steps on the way from active recognition to active production.

1. New language presented on numbered grid (with colour background to code for gender). Teacher says the item and uses learner knowledge of numbers to progress to secure recognition.
2. Learners associate the number with the language item as an aid to memory. They are asked to recall the correct number (without the visual stimulus). This is the strategy of 'pegging' in its most simple form.
3. Instead of presenting items of vocabulary attached to numbers, attach them to letters of the alphabet (preferably the harder ones that need practising!)
4. Teacher offers alternatives, learners repeat the correct word.
5. Teacher indicates items and says a word. If it's the correct one, learners respond either physically e.g. thumbs up or verbally 'c'est vrai'. Entertaining variations of gesture for 'vrai' and 'faux' can be used – e.g. left hand touches right ear for 'vrai' etc.
6. Silence! Teacher points at items in a random order and says a word – if it is the correct one learners repeat it, if not, learners stay quiet. Teacher plays against the class up to five.
7. Teacher mouths/mimes the word and learners respond out loud.
8. Associate each item with a learner from the class. Then teacher names the item and asks learners to say whose word it is. (This is another form of pegging.) This is very good for lower ability groups who need a lot of reinforcement in different ways before they can move on to active production. It often works best if you can give a reason why the word belongs to a particular learner (e.g. Sam = Samedi, Dipesh = Dimanche)
9. Learners use individual mirrors (available cheaply from Tesco) to practise their pronunciation of new language, paying attention to their mouth shapes.
10. Teacher varies the original numbered presentation slide by removing items from it – learners say which one is missing.
11. Teacher animates the picture prompts to move on and off the slide, appear and disappear, pile on top of each other, and asks learners to identify them.
12. Use the keyhole cover up feature of the IWB to reveal just a small part of the visual for each item.
13. Use the 'trigger' feature of PowerPoint to obscure the visuals and learners nominate and guess the items.
14. Teacher tells the learners s/he is going to play 'telepathy' with them and thinks of an item. Learners guess which one. To make this activity 'real' the teacher plans the slide in advance so that the picture s/he is 'thinking of' appears after learners have guessed various possibilities.

15. Teacher tells the learners that s/he has amnesia after starting to say each word and learners have to finish the word or whole phrase.
16. Teacher provides the written form of the word. Learners respond by saying the word and doing a gesture/mime that denotes its meaning. *NB: Learners that have a good knowledge of the sound-spelling links can have the written form of the word introduced at any stage of the learning process.*
17. Teacher provides the first letter only of each word and learners name the items.
18. Teacher puts up a 0s and Xs grid and learners play the game in two teams to practise the language.
19. Have (two) dice for everyone in pairs (or use the dice function on the IWB) – number the items and have them practise saying the item in response to the number they roll.
20. Hide and seek. One learner is outside the classroom. Hide something in the classroom and on the learner's return, the rest of the class directs the learner to the hidden item using the volume of their voices ('hotter' = louder, 'colder' = quieter) as they chant the new language. Teacher directs them to move from item to item using the picture prompts on the whiteboard.
21. Odd one out. One learner is outside the classroom. Agree something that one learner will do, e.g. gesture of scratching his/her nose every few seconds. Learner returns and has to identify this learner whilst all learners repeat the new language.
22. Teacher puts up the visuals for new language and adds happy/sad faces to denote positive/negative opinions and asks learners to give opinions on the items. Extension is to elicit also reasons at this point.
23. Put all visuals up. Do a mini quiz by defining each word in the foreign language and learner identify the correct item. Extension is for learners to begin to do this themselves.
24. Display the written form of the word in mirror image or back to front.
25. Rehearse some new language as an 'orchestra' – put it to different rhythms and build it up, overlaying the different groups. (You may have heard younger students doing this with the names of the main characters from Harry Potter! That's the idea! )
26. This takes a lesson, and only works for recognition, but they never forget the words:  
Read the first new item of vocab  
The pupils draw on rough paper, the first thing it makes them think of. Picture about the size of a stamp. If there are pupils who don't think of anything there's always someone who calls out! With lower ability it can be better to all draw the same thing  
Do this for all the items on your list.  
Now write on the board the word in TL and the meaning in English.  
Pupils copy the word and the meaning.  
They draw in what the word actually means incorporating it into the SAME picture for each one, not a new picture.  
Immediately test them, reading out the TL. They will get them nearly all right by remembering the picture.  
Test them a year later and they will still remember.