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DEPARTMENT OF ENGLISH STUDIES

LESSON PLANS FOR TEACHING INFORMAL AND CONVERSATIONAL LANGUAGE
MA Thesis

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Contents

1. Purpose of the thesis

One cannot avoid informal and conversational language while teaching English, especially as a second or foreign language. The purpose of the present thesis was to create three lesson plans that would raise awareness of different registers, informal and conversational language, and to improve spoken language fluency. The importance of integrating informal and conversational language into the classroom is becoming more important; because students might not be competent enough to use proper strategies to incorporate them into everyday spontaneous language use. Colourful language is used not only in TV shows, movies, and music but also in everyday life. For this reason, students should learn to be able to differentiate between formal, neutral, and informal language use and familiarize themselves with some of the frequently used colloquial expressions. This will be accomplished by teaching them a set of informal lexical items and various hesitation and filler devices.

The second aim of this project was to assess and analyse students' attitudes towards the materials created and whether there should be more focus on informal language in general. After the third lesson students were offered feedback questionnaires through a Google e-platform, and the link was also posted in the e-study environment of the school, and later the results were analysed by the researcher.

According to the Estonian national curriculum of English as a foreign language, spoken competence has a central role in teaching language (*Gümnaasiumi riiklik õppekava, Lisa 2, Ainevaldkond 'Võõrkeeled'*, 2011: 3). The aims originate directly from the components of spoken competence and its content. However, according to the national curriculum, a student on the level B1 is not competent enough to speak spontaneously and fluently, and B1 and B2 do not differentiate between different registers in spoken language.

While spoken language competence has a central position in teaching language, students are not required to know about different registers, and informal language is seldom mentioned (Ibid). Therefore, students would benefit from teaching more about the importance of registers and informal and conversational language.

2. What is informal language?

According to McCarthy and O'Dell (2001: 95), informal language is a register of spoken or written language that is differentiated from formal and neutral registers. Formality and informality characterize the relationship with the person one is speaking or writing to. For instance, formal language is used to show respect, politeness, and to put oneself at a distance from the interlocutor, while informal register, on the other hand, is used to show friendliness and a feeling of closeness with someone. For example, using a multi-word unit such as *see you!* as a parting remark to a professor, might be construed as inappropriate or impolite. The same is true about the phrase *in summary*, which is more appropriately used as to conclude a piece of formal writing rather than during an informal phone chat or in a personal letter to a friend (McCarthy, 1990: 102). These examples show that one needs the knowledge to use the language appropriately in different situations and has to know how to switch registers. Many lexical items can be put on a scale from formal to informal. When using the informal register, the speaker tends to use words that are either monosyllabic or shorter versions of their longer counterparts, for example (*bot < robot; paper < newspaper).* Dictionaries use labels to show the register; below are some examples from the Cambridge Advanced Learner's Dictionary (CALD 4);

- **chuffed** *UK **informal** › pleased or happy: He was really chuffed with his present.*
- **precipitation** *noun [U] **formal** (QUICK ACTION) › a way of behaving too quickly and without thinking: The prime minister has been accused of acting with precipitation over the crisis.*

According to Atkins and Rundell (Atkins & Rundell, 2008: 185), some expressions are more formal than the norm such as *deeply indebted* vs the more informal *dead chuffed.* The authors also noted that it is normal to have at least four levels of formality; one above the unmarked and one or two below it (Ibid). Although there is no absolute scale of formality, dictionaries often follow that throughout with some minor difficulties to maintaining consistency (Ibid). While there is one level above the 'unmarked' such as formal, or official, many dictionaries show two degrees of informality – informal and very informal. However, it can sometimes raise questions where a word would be located on the formality scale. For example;

> ***issue*** – *an important topic or problem for debate or discussion*
>
> ***issues, issue*** – *informal, personal problems or difficulties, emotions and intimacy issues that were largely dealt with through alcohol.* (Ibid. 295).

Registers are used for different purposes, and they are dependent on contexts and target audiences. For example, as mentioned earlier, one uses formal language in a more official context, where one needs distance between the interlocutors, which is more common in writing than in speaking. This does not mean that formal language is only used in writing; it can also occur in speeches or lectures. According to the Cambridge English Grammar Today (Carter et al, 2016: 151−157), informal language is more commonly used in situations that are more relaxed and involve people we know well. Therefore, informal language is used mainly where the target recipient is known to the language user, such as friends, family etc. The situation where the informal register is used is more relaxed and its use is not only confined to conversations but also letters, e-mails or messages to one's friends and family. People commonly differentiate between register because of their specialized vocabulary and also particular uses of grammar. However, most uses of English are neutral, being neither formal nor informal (Ibid). As noted, formal and informal registers are used for different purposes,

and therefore the speaker or the writer makes particular choices of grammar and vocabulary. More formal vocabulary commonly involves longer words or words of Latin and Greek origin (Ibid.). For example, the element *cur-* or *cour-* that occurs in the Latin verb *currere* appears in such words as *concourse, concur, conflux, curriculum*, etc.

3. Characteristics of informal vocabulary

Below is a short overview of the word-formation processes that are characteristic of informal vocabulary.

3.1 Clipping

Clippings are abbreviated forms of longer words, which have the function to express familiarity with the denotation of the derivative (Plag, 2003: 121). In the case of clippings a part of the word is 'cut off' to shorten the word and make it more economical to use in speech. Clippings can be classified into fore, back, ambi- and medial clippings depending on the location of the removed part in the word. Using this method usually results in a change of register.

Fore clippings also called initial clippings retain the back part of the word, for example *roach* (cockroach), *phone* (telephone), or *bot* (robot), where the front of the word has been cut off. They retain their meaning, but they reduce the formality of the register they are used in.

bot *noun* [C] *(ROBOT) › informal a robot* (CALD 4)

bot [C] *(COMPUTING) specialized, a computer program that works automatically, especially one that searches for and finds information on the internet*: *Criminals create networks of bots that roam the internet infecting PCs with malware* (CALD 4).

However, as can be seen from the example above, clipped forms can pass into Standard English when they are useful or have a specialized meaning. If a word is used outside its more specific area, it is considered more informal than when used in its usual context.

In the case of a back clipping or final clipping the beginning of a word is left intact for example *doc* (doctor), *exam* (examination), *gym* (gymnasium). Shortening of the word 'advertisement' results in the monosyllabic 'ad' and the disyllabic 'advert'. Both 'ad' and 'advert' are informal by comparison with their counterpart 'advertisement'.

advertisement *noun* [C] *A2 (informal ad, UK also informal advert) a picture, short film, song, etc. that tries to persuade people to buy a product or service:*
She scanned the job/property advertisements in the paper. I often prefer the ads on TV to the actual programmes. (CALD 4)

There are also ambiclippings where some material is removed both from the beginning and the end of a word; the stressed syllable is usually retained.

flu *noun* [U] *informal (**formal influenza**) an common infectious illness that causes fever and headache: very hot and shivery, so I think she must have flu.* (CALD 4)

fridge *noun* [C] *(also refrigerator,) A2 a piece of kitchen equipment that uses electricity to preserve food at a cold temperature: Don't forget to put the milk back in the fridge.* (CALD 4)

Medial clipping, where the middle part of the word is 'cut out' can be divided into two categories. First words with back clipping can retain the functional morpheme such as *math+s* (mathematics).

mathematics [U] *(UK informal **math+s**, US informal math) formal*

A2 the study of numbers, shapes, and space using reason and usually a special system of symbols and rules for organizing them (CALD 4)

The second category represents contractions such as *ma'am* (madam)

ma'am *noun [as form of address] B1 a polite way of talking to a woman: How can I help you, ma'am?* (CALD 4).

3.2 Affixation

Affixation means adding either a prefix or a suffix to a word. Below are examples of suffixes that are characteristic of informal language.

-aholic (treated as a suffix by the Oxford English Dictionary (OED))

shopaholic *noun* [C] › *informal a person who enjoys shopping very much and does it a lot: A self-confessed shopaholic* (CALD 4)

-y, -ie

The suffix -y, -ie has a hypocoristic meaning/function in English. The suffix –ie/-y is added to the nominal or adjectival base of the word. For example it is used to show familiarity or affection in pet terms (Mattiello, 2008: 104).

auntie *noun* [C] (also aunty) *informal an aunt: My auntie and uncle are coming to visit.*
[as form of address] *Thank you for the present, Auntie Louise.* (CALD 4)
babe *noun* [C] *informal a word you can use when you are talking to someone you love such as your wife, husband, partner, etc.: It's up to you, babe. I'll do whatever you say.* (CALD 4)

The denominal formatives with the suffix –ie/-y denote people characterized by an activity, hobby, occupation, etc (Mattiello, 2008: 106), for example;

bikie *noun* [C] › *a member of a group of people riding motorcycles* (CALD 4)
truckie *noun* [C] › *someone whose job is driving trucks* (CALD 4)

Names of places, usually countries or towns, that refer to their inhabitants:

Aussie *adjective, noun* [C] *informal › Australian, or an Australian person* (CALD 4)

Yankee *noun* [C] › *informal a yank*

Inanimate nouns from a nominal base refer to the base of the word, for example;

brolly *noun* [C] UK › *informal for umbrella* (CALD 4)

ciggie (also ciggy) *noun* [C] *informal › a cigarette* (CALD 4)

oldie *noun* [C] *informal (song) an old popular song:*
golden oldies from the 60s (CALD 4)

Deadjectival formatives with the suffix –ie/-y refer to people or things having the quality indicated by the adjective (ibid), for example;

shorty *noun* [C] *informal › a short person: That coat reaches your ankles, shorty!* (CALD 4)

hottie *noun* [C] *informal (person) › someone who is very sexually attractive* (CALD 4)

In informal language suffixation often occurs in combination with clipping. As the examples 'Aussie' and 'ciggie' show, in these cases back clipping was used, however, 'umbrella' represents an ambiclipping (Plag, 2003: 121).

-o

The suffix –o represented black clipping by dropping syllables that followed '*o*'
memo <memorandum (Mattiello, 2008: 112)

memo *noun* [C] *(formal memorandum). C1 a message or other information in writing sent by one person or department to another in the same business organization: Did you get my memo about the meeting?* (CALD 4).

Suffix 'o' is also used as a noun formed from adjectives *weird+o* (ibid).

weirdo *noun* [C] *informal disapproving › a person who behaves strangely: What did he mean by that? Weirdo!* (CALD 4)

The most common use of the suffix –o is to derive informal equivalents of nouns and adjectives *yobbo/yobo <yob, cheapo <cheap* (ibid).

yobbo *noun* [C] *UK informal › a young man who behaves in a very rude, offensive, and sometimes violent way: a gang of loud-mouthed yobbos* (CALD 4)

cheapo *adjective [before noun] UK informal* low in price and often low in quality: *We stayed in a cheapo hotel to save money.* (CALD 4)

The suffix –o attaches preferably to clipped word-forms (ibid) such as *combo < combination*

combo *noun [C] informal (MIXTURE) › a combination of different things: That's a funny combo - pink and orange. I'll have the burrito and taco combo, please.* (CALD 4)

-s

The suffix –s is used to form denominal adjectives with the general meaning, crazy, mad < wildly enthusiastic, eccentric.

bananas *adjective [after verb] informal › very silly*: *You're going out in this weather?*

You must be bananas! (CALD 4)

to go bananas *to become extremely angry or excited*:

She'll go bananas when you tell her the news. (CALD 4)

nuts *adjective [after verb] informal › silly, stupid, or strange: [+ to infinitive] You must be nuts to go climbing mountains in winter.* (CALD 4)

The suffix can attach to nominal or adjectival bases to form nouns which refer to skills/feelings (Mattiello, 2008; 117), for example

guts *noun [plural] informal › courage in dealing with danger or uncertainty: [+ to infinitive] It takes a lot of guts to admit to so many people that you've made a mistake.* (CALD 4)

smarts *noun [plural] US informal › intelligence: He's got the smarts to figure out what to do next.* (CALD 4)

3.3 Compounding

In the case of compounding two or more bases are joined together to create a new word *big + wig – bigwig, bean + pole – beanpole*. Informal compounds are often idiomatic, for example **beanpole** *noun* [C] *informal humorous › a very tall, thin person* (CALD 4).

Some compounds are written as solidly, much like the next example of *want to be*. **wannabe** *noun* [C] , *adjective, informal disapproving › a person who is trying to become famous, usually unsuccessfully*: *The bar is frequented by wannabe actresses and film directors.* (CALD 4).

However there are others that that are written separately, for example, ˌ **old** ˈ **boy** *noun (**old man**)* [C] UK *informal › an old man*: *the old boy next door* [as form of address] *a way that some men address male friends that they have known for many years: Come on, old boy, drink up.* (CALD 4)

ˌ **cold** ˈ **turkey** *noun* [U] *slang › the period of extreme suffering which comes immediately after a person has stopped taking a drug on which they depend*: *Six years ago she went cold turkey on* (= stopped completely) *a three-pack-a-day smoking habit.* (CALD 4).

There are also many hyphenated compounds, such as *laid-back*: **laid-back** *adjective informal › relaxed in manner and character; not usually worried about other people's behaviour or things that need to be done: I've never seen her worried or anxious in any way - she's so laid-back.* (CALD 4).

3.4 Conversion

Conversion is a word-formation process whereby the grammatical class of a word changes without attaching an affix, for example, a noun is converted into a verb.

text *verb* [T] A2 *to send someone a text message by phone: I texted her to arrange a time to meet* (CALD 4).

Some well-known company names such as *Google* or *Skype* have converted verbs denoting;

Google *verb* [I or T] TRADEMARK *B2 to search for something on the internet using the Google search engine (= computer program that finds information)* (CALD 4)

skype *verb* [T] to use Skype to talk to someone: I skyped my brother last night. (CALD 4)

3.5 Abbreviations

Initialisms and acronyms are formed from initial letters of a phrase or a name and are only distinguishable from their pronunciation, either as a word (acronyms) or a sequence of letters (initialisms) (Plag, 2003: 126). An example of an initialism is the UN where both of the initial letters of the United Nations are pronounced as letters.

the UN */ˌjuːˈen/ noun [+ sing/pl verb] › abbreviation for the United Nations: an international organization that was established in 1945 and aims to solve world problems in a peaceful way: The UN has decided to impose sanctions. (CALD 4)*

An example of an acronym that is pronounces as word is 'NATO'.

NATO *(also Nato) /ˈneɪ.təʊ/ /-t̬oʊ/ noun [+ sing/pl verb] The meeting will be held at NATO headquarters. Canada is a member of NATO. He has been appointed Secretary General of NATO. NATO troops are on a peace-keeping mission in the region. NATO was formed in 1949. › abbreviation for North Atlantic Treaty Organization: an international military organization consisting of the US, Canada, and many European countries.*

An example of an informal initialism is 'OK'.

OK (ALSO **okay**) / ˌəʊˈkeɪ / / ˌoʊ- / *exclamation **(agreeing)*** A1 *used to show that you agree with something or agree to do something*:
 "I'll pay you back tomorrow." "OK, no problem."
 "Could you pick me up from the station?" "OK, what time?"
 I mean, OK (= I accept that) *, I wasn't exactly polite to him, but I don't think I was that rude!*

Informal written abbreviations are common in text message environments such as *Messenger* or the social platform *Twitter.* For example CALD 4 provides the following examples of informal written abbreviations

omg *informal › written abbreviation for Oh my God: used when someone is surprised or excited about something: And then, omg, I saw Johnny Depp in Starbucks!* (CALD 4)

brb *› written abbreviation for be right back: used when you stop taking part in a discussion in an internet chat room for a short time* (CALD 4).

3.6 Figurative meanings

3.6.1 Metonymy

Metonymy is a figure of speech, used for referring to a thing or a concept by contiguity. For example, a teacher at the beginning of a class can say he or she is doing a headcount, because *heads* is used to refer to people:

headcount *noun* [C] *› the act of counting how many people are present in a place: The teacher did a quick headcount before we all got back on the bus. › the number of people who are in a place, at an event, or employed by a company* (CALD 4).

Below are some examples of metonymy and how they are used to refer to a person by using a word that describes one of its qualities or features;

suit *noun* [C often plural] *informal › disapproving (person)*

a man who works in an office and wears a suit, especially a man with a high position in a company who is considered not to have human feelings and good ideas
(CALD 4)

redneck *noun* [C] *informal*

a poor white person without education, especially one living in the countryside in the southern US, who has prejudiced (= unfair and unreasonable) ideas and beliefs
(CALD 4)

paleface *noun* [C] *disapproving*
(said to have been used by Native Americans) a white person (CALD 4)

ˌ**blue-**ˈ**collar** *adjective* [before noun]
describes people who do work needing strength or physical skill rather than office work
(CALD 4)

3.6.2 Metaphor

Metaphor is a figure of speech used to describe a person or an object by similarity to another thing that is considered to have similar characteristics. Metaphors are commonly used in popular culture, literature, music to add vivid descriptions, imagery and emphasis to language, such as

night owl *noun* [C] *informal ›*

a person who prefers to be awake and active at night (CALD 4).

bubbly *adjective informal* ›

attractively full of energy and enthusiasm: She's a very bubbly character (CALD 4).

wolf *verb* [T] *informal › to eat a large amount of food very quickly: The boys wolfed the sandwiches (down) and then started on the cakes.*

fox *noun* [C usually singular] *informal* ›
(clever person) *someone who is clever and good at deceiving people: He's a cunning/sly/wily old fox. (CALD 4).*

4. Conversational language

Nation defines conversational language as the vocabulary of speaking or survival vocabulary of about 120 items, which includes greetings, politeness formulas, numbers, ways of requesting food, accommodation, help and directions, ways of describing yourself, buying goods and bargaining (Nation, 2013: 181). Nation (2013: 181) further expands on the definition of conversational language, noting that it is the language which has been learned to a high degree of spoken fluency for example at the early stages wherein learners develop fluency with the afore-mentioned vocabulary items (ibid). Nation classifies the words and phrases needed to do a limited set of things into sixteen categories:

1) Apologies:

   excuse me *A1 a polite way of attracting someone's attention, especially of someone you do not know* (CALD 4).

   sorry *A1 used to say that you wish you had not done what you have done, especially when you want to be polite to someone you have done something bad to* (CALD 4).

2) Smooth-overs:

   never mind *A2 used to tell someone not to worry about something because it is not important* (CALD 4).

3) Hedges:

   sort of *informal B1 in some way or to some degree* (CALD 4)

   kind of *informal › used when you are trying to explain or describe something, but you cannot be exact* (CALD 4)

4) Expletives:

gosh *informal old-fashioned › used to express surprise or strength of feeling* (CALD 4)

bloody hell *very informal › a rude way of expressing great anger* (CALD 4)

5) Greetings:

hi *A1 used as an informal greeting, usually to people who you know* (CALD 4)

6) Initiators:

anyway *A2 In conversation, anyway is also used to change the subject, return to an earlier subject, or get to the most interesting point* (CALD 4) **now** *used in statements and questions to introduce or give emphasis to what you are saying* (CALD 4)

7) Negative:

no *A1 used to give negative answers* (CALD 4)

8) Orders:

shut up *informal B2 to stop talking or making a noise, or to make someone do this* (CALD 4)

go on *B1 to continue or move to the next thing* (CALD 4)

9) Politeness markers:

please *A1 used to make a request more polite* (CALD 4)

10) Question tags:

isn't it *short form of is not* (CALD 4)

11) Responses:

OK *A1 used to show that you agree with sth or agree to do something* (CALD 4)

uh-ˌuh *informal › used in writing to represent the sound that people sometimes make to give a negative answer* (CALD 4)

12) Softeners:

I mean *A2 used to correct what you have just said or to add more information* (CALD 4)

you see *C1 used when you hope someone else will understand what you are saying or asking* (CALD 4)

13) Thanks:

thanks *informal A1 → thank you noun* (CALD 4)

14) Well:

well *A1 used to introduce something you are going to say, often to show surprise, doubt, slight disagreement, or anger, or to continue a story* (CALD 4)

15) Exemplifiers:

say *A1 to pronounce words or sounds, to express a thought, opinion, or suggestion, or to state a fact or instruction* (CALD 4)

16) Positives:

yep *A2 informal › yes* (CALD 4)

yeah *A2 informal › yes* (CALD 4)

According to Nation (ibid), studies on word frequency indicate that speakers need a much smaller vocabulary for speaking than for writing. The author hypothesizes that this may be influenced by formality and topics. One tends to write essay's on more difficult topics using eloquent language and in a more formal register, as opposed to speaking about it to an interlocutor, who you are familiar with. Pawley and Syder (1983) explain this further that the difference is based on vocabulary. People mostly have memorized large number of lexical items such as clauses and phrases, in order to retrieve them, relatively easy, from memory and use them. This helps the speaker to sound more fluent and native like, because the words in the memorized chunks fit together well i.e *to be honest, a wide range of* to name a few.

According to Nation and Crabbe (1991), the lexical items needed to do a limited set of things, do not take very long to learn, however they need to be practices until they reach a high degree of fluency. Furthermore, Nation adds that vocabulary items which are mainly used in spoken language are unlikely to occur having the same function in written texts.

According to Caitlin Morgan (2012), language teachers should try to find ways to bridge the real world with the classroom environment by using authentic materials. She adds that students ought to be exposed to natural language, and the use of authentic materials such as video clips, or newspaper articles, is the most effective way to do so. Conversational language plays an important role in the language classroom, and as mentioned earlier, conversational competence has a central role in the Estonian curriculum as teaching English as a foreign language. The term conversational language itself refers to non-academic language, and is usually defined as 'everyday language' (Cummins, 2000). It includes informal language that students might use with peers or adults according to the situation and varying from context to context. Using conversational language competently means that the speakers are aware of different styles of discourse. Randi Reppen (2012) suggests that knowing how to use different registers is part and parcel of being a native language user. It is further suggested that to be competent in or more fluent like, students need to have vocabulary and knowledge of different registers, depending on who we're speaking to. For example, knowing how to use language to stall or buy time, to use politeness features, how to change the topic during a conversation or how to switch registers. These skills are useful both in and out of the classroom. Reppen further adds that teaching even some of the most basic hesitation devices or chunks, such as *uh* or *uhm* to buy think-time, when a person's about to make a decision could be advantageous for students. Namely because using these kinds of chunks in everyday language helps glue the text together and that the teacher and student

ought to look at these chunks more like building blocks (ibid). They are there to help the language speakers sound more fluent and keep the conversation going.

The lexical items, such as vocabulary on hesitation devices, were offered as handouts and they were practised within the first and second lesson in order to help the students negotiate meaning and practice it by various exercises to develop spoken language competency.

5. Controversy

The borderline between informal language and slang is blurred and lexical items that are labelled as 'informal' in one dictionary might be treated as general slang in other sources. According to Mattiello (2008: 40), informal language is used by speakers to break with the standard language and move the conversation in the direction of informality to ease social exchanges and induce friendliness by reducing seriousness, formality (see also Partridge, 1947: 288). General slang lexis is used on such occasions, which are neither group- nor subject-restricted: such as *bevvy* for a drink, *footy* for football, or *hacky* for sack. However, they are used as colloquial, conversational and familiar, not acceptable as formal or part of the standard variety. The author also noted that informal language is more speaker-oriented and that dated slang finds usage in informal language, for example, chick for a girl or woman and *nuts* for crazy or mad (Mattiello, 2008: 223).

Therefore, in this study the teaching materials were prepared to raise awareness of different registers, focusing on informal language use and to give students access to materials to help them further develop spoken language fluency.

Idioms, colloquialisms and slang are considered to be part of informal language. The difference is that colloquialisms are considered more acceptable and more similar to standard language by comparison with slang (Dickson, 2010: 87). Slang is a wide umbrella term, which encompasses old slang words that have been incorporated into standard language, such as *paper, fridge, flu* but there are in-group specific slang, such as slang of football enthusiasts and so forth, the latter which was excluded in our definition of informal language. Afore mentioned constituents of informal language are used frequently. Because of this, students come across these vocabulary items more often, and it may cause needless confusion and leave room for misinterpretation.

Therefore teaching informal language should be beneficial for the students who are learning English. However, the teaching of informal language is somewhat of a controversial topic in second language teaching. Namely, because some consider it to be a lower level of language while others argue of its importance; teaching it is believed to be essential in achieving sociocultural knowledge. According to language purists, one variety of a language is considered being purer or of intrinsically higher quality than other varieties (Thomas, 1991: 12). Purism functions as an ideology for removing unwanted elements from the language, which undoubtedly informal language is, and they try to force standard language onto language practitioners (Brunstad, 2010: 52−70). In the eyes of linguistic purists, informal language is perceived as sub-cultural, ugly and poor use of the language (Jernudd & Shapiro, 1989: 1−30). Therefore to avoid contaminating the purest form of the standard language, teaching informal language is largely overlooked in the classroom. However, sociolinguists argue that informal language has more merit than just shock value as opposed to purists. Informal language is a significant part of speech and culture. Emmit and Pollock (1997: 1−15) describe the latter as the ideas, customs, skills, arts, and tools which characterize a given group of people in a given period of time. Namely because when students learn any language, they must also be taught the culture of that designated language, to offer some insight on how native language users perceive the world or use the language. In addition it influences the way people communicate or think. Therefore to provide and teach both factual and contextual sociocultural knowledge of the target language, we can avoid obstacles in regards to comprehension – because informal language is used as a tool to express culture with (Anderson & Lynch, 1988). As noted, informal language encompasses different cultural aspects and is in its own right a component of language. According to sociolinguists, informal language enriches both spoken and written language, this in regards to how new words are created, and frequency (Bodle, 2016). Linguists also encourages raising awareness of some

slang vocabulary because of its preponderance in language along with the coinage of new words (Emmit & Pollock, 1997: 72−73). They argue that it is indispensable for a student to be able to communicate effectively and efficiently in as many contexts as possible. Therefore it is of the utmost importance for students to have knowledge of informal language, and where to or how to use it. Mastery of informal language leads to a better linguistic performance (Barra, 2007; Burke 1998).

5.1 Why teach informal language?

David Burke (1998) noted that without the knowledge or awareness of informal language students are in the dark. This means that nowadays students are getting more exposure to informal language from popular multimedia platforms such as *9gag, 4chan, Twitter, Facebook, Tumbler, Reddit* etc, where following the standard language is not the norm, nor is it important. Users might even be ostracised for using Standard English, therefore the students might make mistakes interacting with people by using English. It would be advantageous to expose students to how informal language comes up in conversations, choosing different registers, and to raise overall awareness of informal language. However, the National Curriculum of English as a Foreign Language in Estonia does not mention the teaching of informal language or its register in an English teaching classroom. To fill this gap, the materials were created to help and to give students the necessary skills and knowledge to cope with the language environments both inside and outside of the classroom.

6. Strategic competence

According to (Robinson & Gilabert, 2007: 161−176), some tasks are more demanding than others, which in turn may lead to effort inhibition with negative effects on performance. Even for example native speakers expressing one's thoughts, ideas and doing so coherently enough might be somewhat challenging. Therefore, if it can be taxing on native speakers we should also deduce that it might be even more taxing on the second/foreign language learners (Skehan, 1995: 100−102). However strategic competence can be taught for example in preparation for the national exam and for varying situations in life. English is a very important and useful language; however, it can also be a hard subject for students – according to a national study conducted in our neighbouring country (National survey on the English language in Finland, 2011: 95−110). In this thesis, the author provides examples of how to teach oral communication strategies and to show the use of informal language as a medium. According to Common European Framework of Reference for Languages, there are two distinctions; giving a speech, monologue and taking part in a conversation. However, it is not meant here that the communicative focus should be a top priority. What is meant here is that it is important but so is grammatical correctness. The communicative focus is an overarching theme for the CEFR and for the Estonian curriculum and syllabus for English as a foreign language (CEFR, 2001). The focus of the research here is the interactive part of mastering oral skills of a language, i.e. taking part in a conversation (see the CEFR, 2001).

Many English classes observed by the teacher-trainee, had a bigger emphasis/focus on a more grammar oriented approach. This means that the teachers and by omission students tended to focus on grammatical competence and not on the focus of communicative strategies (Canale & Swain 1980). This may be partly because of teachers of English might find that teaching of oral interaction is awkward and according to the students they themselves

sometimes feel this way too (Ahlquist, 2012). The purpose of this thesis is to provide learners of English some explanation to strategies of communication. Focusing more on how to use hesitation devices or fillers, and to raise the awareness of informal language. Aiming to further better the pupils' language skills by providing them strategies to use when code-switching. According to Brown (2000: 257−265) learning a certain style or register might not be easy for the second language learners. However, if we base this on the students' mother tongue then it is doable and achievable. For example, using strategies to buy time when you don't know or have any idea what to say next. In situations like a coffee shop or to switch registers when talking to local native language users in an English speaking country. Therefore knowing what to do in such an instance and to switch to informal language when spoken to informally, is something that is not readily taught in schools. If we bring in examples from Estonian then it can become a reference point for the language learners. There are a lot more examples that show that learners of English as a foreign or second language need to have developed strategic competence. This namely to adjust the spoken language from a more formal to informal or when to use some expressions for exclamation in oral interactions. In this thesis, Bachman's communicative language approach was adopted. According to Bachman, there are three main competencies: language and strategic competencies, and psychological mechanisms. Language competence includes pragmatic competence which defined by Bachman (1990) included sociolinguistic and illocutionary competence. This means it encompasses grammatical, sociolinguistic, illocutionary and textual competence. Strategic competence is the use of strategies when it comes to communication (ibid). It is separated from language competence by also including the competence in the ability to relate to the context. According to Bachman's framework: strategic competence includes both language and sociolinguistic competence. This means the competence in knowing what to say and where or when to say it, with regards to the

interlocutor. Therefore in this thesis, the author opted to adapt Bachman's (1990) definition of strategic competence because the students will try to spot informal language use, analyze it briefly, then try to use said language in oral interaction by offering them strategies to use contextually i.e during their oral examination. Disclaimer, Bachman's framework was not fully used to create or plan the lessons on.

7. Verbal communication strategies

The thesis discussed strategic competence and why it's important/useful for learners of English as a second or foreign language to know. It's difficult to sometimes convey thoughts therefore we use a variety of strategies to either buy us think-time or know when to switch register from formal to informal and vice versa. To better help learners cope with using a foreign language they should be able to employ a myriad of strategies to participate in conversations, hold a speech etc. This is why it ought to be taught at school. Of course, some of these strategies are already well-known such as avoidance, clarification requests and confirmation checks. However, in this thesis, the focus is on using hesitation devices and knowing when to code switch. According to research, language users, have access to a great deal of pre-fabricated language chunks such as *for instance, let me start by, once you've. I see what you mean* etc (Pawley & Syder, 1983: 209; Nattinger & DeCarrico, 1992: 18−21). These lexical items which are memorized as wholes are used to deal with common and familiar situations more fluently (Pawley & Syder, 1983). The meaning is achieved instantaneously. When someone is saying *Let me be honest/ frank* the interlocutor understands that something candid is going to follow and not that the speaker wants to be Frank. It is a habitually spoken sequence to buy some think-time to collect one's thoughts, composure. Using such lexical items or chunks is advantageous for the learners. However, if a student doesn't know them or is not familiarized with them, then they might use them based solely on their own knowledge or experience of the language. The author of this thesis is of the opinion, that it is not only useful for developing fluency in the target language but also to give them more confidence in speaking and feel more competent doing so.

According to Skehan (1998: 33), communication by lexical means is natural and an acceptable way of speaking. This means that during spontaneous speech, such as in the oral examination part of the Estonian National English as a foreign language exam, students should be able to access their memorized or practiced chunks to create language from memory. The students, who are offered a wide variety of hesitation devices and those are practised in the classroom, can somewhat eliminate the awkward silence between thinking what to say next. When the students keep talking and using this strategy they ought to perform better than those who don't have this instantaneous access to memory or have not developed strategies to better one's verbal skills. Verbal strategies are supportive methods to teaching, therefore, it needs to be co-taught with a rule-based system, in which students can produce new expressions and memorize them as chunks for later use (Skehan, 1998: 60). The use and learning of pre-fabricated chunks can be a very beneficial communication strategy when the pressure of a real-time communication is a factor (Skehan, 1995: 100) – which it most definitely will be at the examination.

7.1 Hesitation and filler devices

According to the National Curriculum of Teaching English as a foreign language in Estonia, teaching conversational competence has a central role in teaching English. However, unlike the Common European Framework of Reference for Languages: Learning, teaching and assessment of teaching English as a Foreign Language the Estonian curriculum does not note the importance of using hesitation phrases to buy think-time. The CEFR (2002: 51) on the other hand notes that students who have achieved C1 level in English know how to use these devices freely. They are competent to use them in a more goal oriented manner, to buy think-time or to combine his or her story with others. While students who have achieved B2 level

can use memorized chunks such as '*That's a good questions', 'to be honest'* etc. However, it would be advantageous if the students are exposed to this strategy earlier, to make full use of these helpful phrases.

When one is presenting his or her presentation or speaking in general, it is not seldom for that person to have difficulty finding the right words. One can easily forget what they were going to say next. It is common in language learners and native speakers alike. Hesitation and filler devices are used to fill the silence, help you feel more relaxed and keep the conversation flow going. They can be used to fill the silence but can be also used to buy time think-time when you can't think of what to say next. Hesitation and filler devices are normally used when language users hesitate in their speech trying to figure out just what they want and when they want to say it. There are a wide variety of devices to use, but in this thesis, we will be focusing namely on noises, pauses, using small words and miscellaneous phrases.

Noises, pauses

Silent pauses are very frequent stemming from 1 seconds which are the most common ones for signalling hesitation for both native speakers and language learners to over three seconds. That can happen when students have to fill the airtime for a couple of minutes. However when they use this communication strategy they can, for example, make their thoughts clearer, by stalling for time, or just to help fill the 2-minute mark for the oral exam.

Filled pauses such as *er, eh, em, erm, yes, yeah* and *a* are also some of the more frequent ones to use among language learners and native speakers.

Small words

Kind of, sort of, like, just, or so, right, thing, stuff, you know, all right, anyway, I mean, in a way, actually and many more are all small words that can signal hesitation. However corpus

studies have shown that some of the more frequently used by native speakers and are actually underused by language learners, such as *like, stuff, right, you know* but for example *well* is a "pragmatic teddy bear" for learners because it's safe and familiar according to researcher Hasselgren (1994).

Phrases

Let me see.., What can I say about .., As a matter of fact, How can I say this?, Let me rephrase that.., In other words..,

Miscellaneous

Using repetition to buy more think-time, rephrasing the same words, re-arranging them to form a question, stressing some words, using hesitation devices in tandem with others

i.e *I for, well what I mean here is that, I for one think that...*

8. Communicative Language Approach

The approach is based on the notion that learning the target language comes from having to communicate real meaning. It is an action-oriented approach to teaching which focuses on developing communicative competence. It enables the learner to use linguistic means, strategies, rules, and lexical chunks to use the language accordingly. It is a natural approach where students who are involved in real communication, where nothing is explicitly taught, acquire language through their own strategies, which in turn allows them to learn to use the language. According to Littlewood (1984: 86−87) teaching these strategies might make up for linguistic deficiencies and language learners might be more competent in communication than those who are more advanced in linguistic terms. However Ellis (1997: 52) argues that communicative approach to teaching needs to include some teaching of grammar, structures, and vocabulary to help widen the scope of communicative language ability. It all, according to Lewis (1993: 41−42), should equate to creative and masterful language use.

Conclusion

Spoken language is heavily influenced by informal language elements. Thus its inclusion into classrooms can have a tremendous impact. First of all, it can reduce formality – which in turn could make the students more enthusiastic and active in the lesson (Eison, 2010). Secondly, it could be used as an entry point to some taboo topics, which otherwise couldn't be addressed, i.e teaching about curse words and bullying. Thirdly, it can be motivational for the student because it is authentic material (Kheider, 2013). Lastly, informal language is always evolving, thus the lesson plans can evolve with it, making it age relevant at any given time. However, if teaching informal language is too big of an enterprise, and goes against language purists, and teaching morals, then at the very least, English language learners should be taught how to learn/derive the meaning of widely used colloquiums' and idioms, because after all without the knowledge of slang and idioms, the students are in the dark (Burke, 1998).

9. Methodology

In this study, three lesson plans were created with authentic study materials, which were then applied in a classroom environment. These lesson plans were carried out in two 12th grade English as a foreign language classrooms, with students who are going to take the national exam of English. Planned lessons were seventy five minutes long and consisted of various exercises, tasks and activities. The first two lessons helped raise awareness of neutral and informal language and focused on the use of hesitation devices. For the third one the author used *Cambridge Advanced Learner's Dictionary* and picked out the informal words and phrases which had had the highest frequency according to the corpora. They were then incorporated into the exercises, tasks, and activities. Before the end of the last lesson, both groups were given links to a web-based feedback questionnaire, which was also subsequently posted into their web-based study system. The author of this thesis used convenience sampling in this study, since the author was not able to choose the students whom the lesson plans were tested on.

9.1 Designing the materials and lesson plans

As stated earlier, the primary aim of this thesis was to create lesson plans based on authentic materials. The secondary aim was to test a hypothesis by analysing a survey based on the students' opinions in which the researcher hoped to see students' attitudes towards incorporating informal language teaching into the classroom. The lesson plans were made using a progressive step-by-step method. As in the first lesson dealt with raising awareness of different registers in spoken language and offered the students various hesitation and filler devices as strategies to help make their conversations more fluent. It dealt with mostly input

and then some output activities. The second lesson plan involved using last year's English Language as a foreign language National exam's oral part, wherein students had to talk to the teacher and make monologues or describe pictures. The second lesson dealt mostly with output, wherein the students could implement strategies provided by the teacher by using their handouts on hesitation devices. They tried to fit them into their monologues to buy think-time. They were also provided the grading criteria of the National Exam, to show what is required of them, and they then had the chance to do a little peer-review. The third lesson dealt with informal language to broaden students' vocabulary and to introduce how informal language is formed. They were handed exercise handouts wherein they could practice what they had learned so far.

9.2 Audio-visual materials

All three of the lesson plans included an audio-visual material such as a video. The author, while designing the materials, activities and lesson plans, tried to pick out the materials which would benefit the students the most, and to not just keep them occupied while projecting it onto the whiteboard. For the first lesson the author chose James Veitch's TedTalk on '*This is what happens when you reply to scam e-mails'* as an introduction to the whole three lesson unit on informal language and the use of hesitation devices and fillers. The interview between Margot Robbie and Chris Pratt was used as a demonstrative to raise awareness of informal conversations and to exemplify how native speakers speak in an informal setting. For both of the videos the pre-during-and-post activities were created to keep students interested and engaged. In the pre-viewing stage, the teacher went back to the PowerPoint presentation to the warm-up activity wherein the students' previous knowledge was activated with the help of the teacher eliciting a class discussion. The discussion was on whether they had had any

experiences in giving speeches or presenting presentations. This helped with the linear progression of the lesson and overall cohesiveness. During the first video the students were occupied with task 1 on the handout (appendix. 4), wherein they had to take notes on whether the presenter, James Veitch, used any hesitation or filler devices. Afterwards a discussion on what they thought about it in general and a little bit on the topic because it is an actual problem with receiving scam e-mails. The activities also help students to practice speaking by expressing their opinion, thereby developing communicative competence. Instructions were given before the activities so that students would know what is expected from them and why, and to keep them motivated about the overarching subject. The same procedure was also followed by presenting other audio-visual materials to make sure that students were involved in all of the stages of pre-during-, and post. The videos used in this thesis originate from the video sharing platform Ted-Talk and YouTube. They are considered to be authentic. The variety of videos used in these lessons, helped make the lessons more interesting and memorable. Two videos from the video sharing platform Ted-Talk were presentations without crowd involvement, and two interviews from YouTube clips from a television show, Jimmy Kimmel, and from the Australian 60-minutes. In the videos, various accents, formal and informal language were introduced, giving students the opportunity to experience how different vocabulary can be used in different contexts. The diversity of the videos added spontaneity to the lessons in addition to developing the student's sociolinguistic competence. The videos were usually watched twice and never merely for entertainment as there were always activities that followed or preceded the videos. The teacher explained what the purpose of the activities were and how they were connected to each other, to ensure that students realize the relevance of the activities. Various types of activities develop multiple language skills such as writing, listening, reading, talking. In addition to the skills already mentioned, students learn how to notice whether the conversation is informal or formal and

communicative competence is being developed by using hesitation devices or fillers to make the spoken language more fluent. For example the interview between Margot Robbie and Chris Pratt was used to help students notice how many fillers and hesitation devices native speakers actually use and then practise it by acting out the dialogue out loud. To summarize they discussed first who the celebrities were, and how they themselves usually talk amongst friends and family. They then listened with the goal in mind to notice which register was used and took notes on hesitation devices being used. At the end of the discussions the students were presented with the transcribed interview with highlighted words. With this handout they had the chance to play with the dialogue and give their opinions on the subject. Therefore several language skills were developed simultaneously. The choice of the audio-visual materials was discussed with the mentor teacher. The videos were easily accessible and downloadable, Ted-Talk videos came with pre-made scripts. The author justifies picking out the interviews from YouTube by noting that they were of good quality, and had clear language use as in good pronunciation and nothing obscene – however the author had to edit or cut out the cursing or the censored bleeps, which by cognition tells that someone had cursed. The celebrities were picked, because they ought to be known or recognizable for the younger audiences. Searching for a good quality Adele interview was more difficult than the researcher had previously thought. YouTube gave a very wide variety of different ones with varying degrees of audio and video quality. Despite that the author managed to stumble upon a very good example, which had both formal and informal language use with a good amount of informal language examples such as hesitation and filler devices coupled with colourful idioms. The choice depended on the quality of the video and audio, in hopes to avoid misinterpretations and miscomprehension. Choosing the videos the author kept in mind that they ought to be of the appropriate difficulty. Making that sure they were discussed with the mentor teacher. The content kept students attentive and allowed to compile activities based on

the videos. With the limited attention span of teenagers in mind, the videos ought to be short, as they may lose interest and start engaging in extracurricular activities. Therefore the maximum duration of a video was no more than five minutes. The videos used in this thesis were accessible at the time of its publication; however there is a chance that a video often disappears from YouTube due to copyright laws. The lesson plans and in extension the materials are universal and different videos can be used, if these videos end up getting removed from the media sharing platform.

9.3 Exercises

On the first handout (appendix. 4) the students were required to work in pairs or in small groups to make two boring texts more interesting. This means that these texts had little to no idiomatic expressions, no conjunctions, long nonsensical sentences and high degree of repetition. These texts were taken from a website called Bradezone, where people write boring texts purposely. Two of these texts were taken as an example how to use hesitation or filler devices and rephrasing to make the text sound better when spoken out loud. The exercise was created for students to have chances for output. Especially after having received handouts for hesitation devices and finishing the listening activity, after which they had a discussion about. This exercise was created because writing improves communication skills and helps students review and remember recently learned materials. The educator can then assess and guide student learning or further explain the materials given. Therefore this is an informative exercise because the students, who were given a lot of new information, were also offered a way to practise it, read it out loud for others, and overall to help them synthesize new information and make sense of it in a creative environment.

The second lesson plan focused more on students using the hesitation devices to improve their spoken language competency. This was done in preparation for their National Foreign language exam, wherein the students are asked to describe random photos and give a monologue on a random topic. Before introducing students to pair or group work, the assessment criteria for the exam was shown to the students and the author analysed it together with the students. It was present on the whiteboard during other student's monologues so that they could peer-review each other. This is advantageous for the students because they then get more feedback than just from the teacher alone. What the author discovered was that students couldn't really use or know how to use the hesitation devices and therefore they fell short on the time that is required by the national exam by a great deal. Despite the allotted time for preparation was longer than that of the exam procedure calls for. To further demonstrate them how useful hesitation devices are, the author picked a random statement and spoke about it for two minutes by using language for stalling and buying time whilst thinking on his feet (appendix 6). This kind of demonstration helped the students realize, that when they can't think of anything to say or are lost for words they can use the language provided to them on the handouts. Therefore teaching this kind of strategy of useful phrases to use in everyday life not just in the exam room, is of the outmost importance. In the author's opinion building a frame, learning through trying and writing things down helps crystallize the information from short-term memory to long-term, and makes it more accessible later on when they need to use it. When they tried to describe their photos the description was better because they tried to incorporate more of these useful language chunks. The author anticipated that the students would be hard-working, enthusiastic, despite this being a difficult topic, and had prepared an activity which incorporated physical movement into the classroom. The students picked statements and tried to answer them moving from side to side, each side representing *Yes/no*, *I agree/I disagree* in the classroom. Using language for stalling and buying time was

encouraged. This helped re-energize the students and provided another output exercise. The lesson ended with a Ted-Talk on 30 day challenges followed by a discussion whether the students would like to try something new or not wherein the teacher candidly encouraged students to try picking up a useful English phrase every day for a month.

The third lesson was more focused on informal language and broadening their vocabulary. During the PowerPoint presentation the teacher taught how words can reduce formality, using a scale of formality from formal, to neutral and finishing with informal. The scale introduced was adopted and modified from M. Joos (1962) 'The five clocks'. When providing the students new information it is best to make is visual and easy to follow. The students were asked if they know any similar words or phrases in Estonian to help create a connection between their native language and English. The students were also provided some examples and exercises on word formation such as compounding, and clipping, as it was established earlier, that shortening a word tends to make it less formal, i.e *goodbye, bye-bye, bye* or *cheerio*. The teacher also gave examples and explained what their equivalent meaning would be in Estonian. Students were again shown the formality scale and had to work in pairs to discern and assess how formal or informal the sentences are on a scale from 1 to 5 and then explain their decision. This in junction with PowerPoint presentation gave the students a way to use what they were being taught and look more closely at what makes a sentence formal or informal and give their reasoning. They discerned meaning from it, as there was no right or wrong answer here. In task 6 (appendix 5) the students were asked to work in pairs or small groups of three to re-write each sentence in a formal or informal style. This task was after the interview with Adele wherein they teacher once more touched on the topic of the scales of formality. Afterwards they moved onto the next exercise where they transformed the sentences in the opposite direction. They were also provided a glossary of phrases and words

used in the last lesson. The lesson ended on discussing the statements in pairs and then over the classroom to sum it up.

10. Sample

As mentioned previously, convenience sampling was used for this study. The researcher had access to two groups of students from 12th grade from a school in Tartu, who were going to take part in the National Exam of English as a foreign language. Both groups consisted of thirteen students. Their age ranged from 17−19. Both groups were given the same materials to work with.

11. Questionnaire

The second part of the study was a questionnaire. The questionnaire was done in Estonian, to make sure that everybody understood what was asked, as it seemed to be a more user-friendly approach. It was given to both groups of 12th graders to get their general feedback on the learning objects and about their attitudes towards spoken language teaching. The questionnaire was compiled in *Google Forms* and administered right after the third lesson, in addition it was also posted into their web-based study system. The questionnaire was looking more for students' attitudes towards informal language teaching, therefore the questions were more open-ended, so that the students could write their answers in a longer format. The questions were all compulsory. Although the researcher insisted that the students fill out the feedback form only twelve students did.

11.1 Results

The results of the questionnaire are further examined in this section. The results offer a brief explanation with a more detailed discussion to follow. The answers to this questionnaire only show the attitudes towards informal language teaching of twelve students' who filled out the feedback form. This study in no way tries to generalize the results what have been ascertained from the questionnaire based on twelve participants. To get a better understanding of students' attitudes towards informal language teaching a research with a bigger sample size ought to be conducted.

11.1.1 Results of the questionnaire

The questionnaire consisted of nine questions with them being about the materials and lessons in general with the exception of the ninth being only of interest to the researcher as a future language teacher. Total of twelve responses were given. The first question was based on *Likert* scale to assess the lesson plans in general. It had a five point scale from very bad to very good. The response to this was overwhelmingly positive. It seems that the students liked the lessons that were carried out by the researcher and were mostly assessed as very good to normal as shown in Figure 1.

Rate the lessons with the teacher trainee

12 vastust
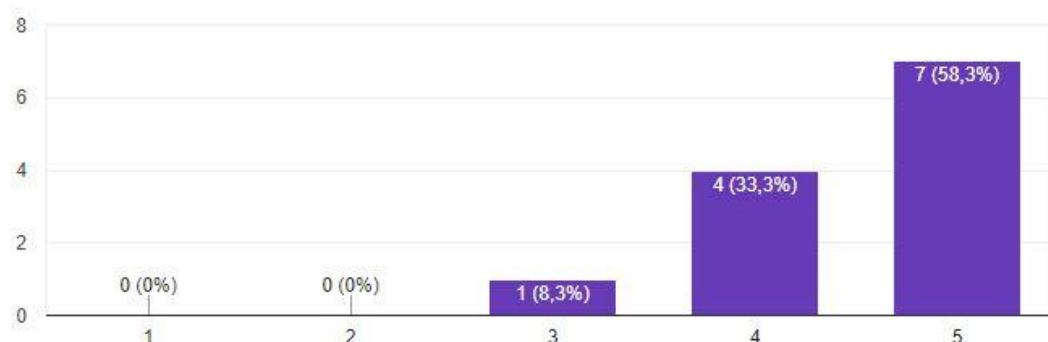
This does not say much about the materials themselves. However, it is evident that they enjoyed the lessons, but what affected their answers is uncertain at this point.

The next question asked the students whether informal language ought to be taught more in school or less. It also provided the option for the students to write their own answers if they wanted. As shown in Figure 2. Student's attitudes tend to be towards teaching more informal language in school. Again, this doesn't say much about the materials, or what aspects they would like to see taught more in school. However, we can say that the students

tend to favour the idea of increasing the teaching of informal language in schools. As can be seen from the figure a few students opted to fill out their own responses, in Estonian, and one of those elaborated more that, he or she deems teaching informal language useful to increase comprehension when someone uses it, however they do not deem it to be a primary goal of language teaching. This answer is intriguing, because as we mentioned earlier informal language is a very big component of spoken or conversational language, which in turn has a central role in teaching English as a foreign or second language in Estonia, according to the curriculum. Therefore it would be interesting to further discuss this question with the students, so that they could explain the answers as to why they either agree or in this case disagree. At the moment based on this data and limited sample size, no generalization can be made, however what can be said is that the majority of the students from this sample agreed with increasing informal language teaching in schools, with one disagreeing with it.

Informal language should be taught more in school

12 vastust
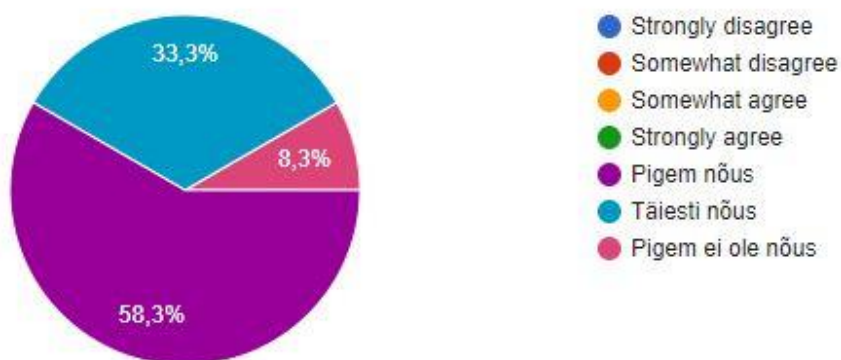

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Täiesti nõus
- Pigem nõus
- seda võib õpetada, sest siis on endal lihtsam aru saada, kui keegi kasutab informaalset keelt, kuid see pole esmatähtis.

41,7%
8,3%
50%
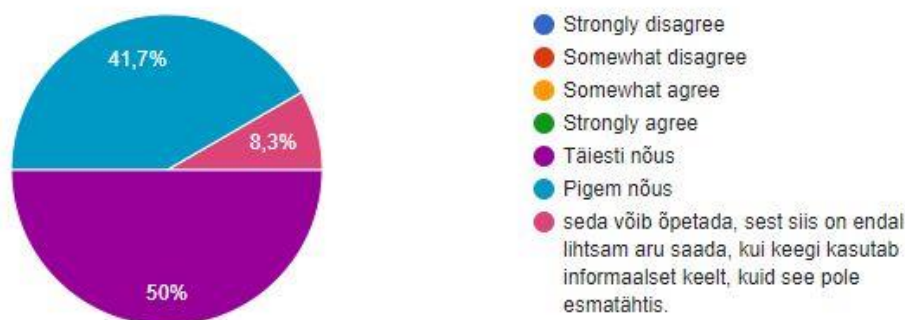
Question 3 from the questionnaire was to see how the students value informal language opposed to formal. The results show that the majority of the students who gave feedback think it to be as important as formal language, with the exception of one student who disagreed with it. The reason why he or she disagreed with the statement is unknown, and therefore can't be further expanded on, what can be said though is that this answer is perplexing, as informal language in theory is as important as formal language, maybe even more, as informal language has more use in daily life than formal language. A further discussion with the student who disagreed with it, would help to decipher the meaning behind it.

Informal language is as important as formal language

12 vastust

Strongly disagree
Somewhat disagree
Somewhat agree
Strongly agree
Pigem nõus
Täiesti nõus
Pigem ei ole nõus

33,3%
8,3%
58,3%

Question 4 was to assess whether the students learnt anything new, and if the lesson plans with their materials were of any use to the students themselves. The fourth question was based on *Likert* scale to assess the lesson plans in general. It had a five point scale from strongly disagree to strongly agree. The response to this was overwhelmingly positive. It seems that the students found the lessons to be meaningful and that they learned something new. With one student giving the undecided answer. This question shows overall assessment of the lessons, and that they in their own right learned something new. What they found meaningful and what they learned is unknown at this point, and no generalizations can be made other than that they mostly found it to be useful and that they had learned something new.

Lessons were meangingul and I learned something new

12 vastust
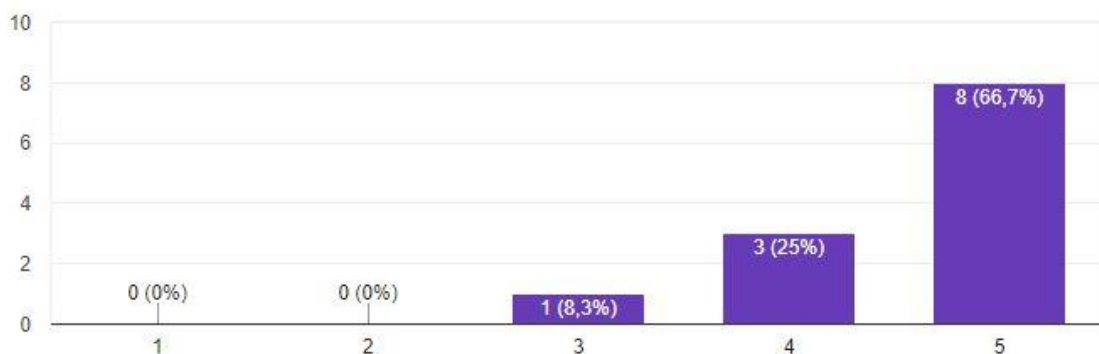
Question 5 dealt with 'I know…' statements. The students had to fill in the blank space to write what they know after three lessons. As shown in Figure 5 the students mainly pointed out that they now know more about word formation, how slang/informal language is presented in English language, and how to utilize the usefulness of hesitation devices, to better their monologues and description of photographs for the national exam. When they have to create their monologue from nothing, by buying think-time, and finally new vocabulary and phrases. One of the answers was omitted because whether the student enjoyed the lessons with the trainee or not is of no importance for this thesis.

After three lessons I know...

12 vastust

Kuidas teha inglise keeles piltide ja monoloogide rääkimist eksamiks.

Fillers, word clipping

Kuidas släng esineb inglise keeles

Et mulle meeldib praktikandiga rohkem, kui tavatundides olla

Uut sõnavara, millega oma monoloogi või mõnda muud teksti sisukamaks muuta ning sain teada, et informaalse keele vestlusesse lisamine näitab inimese oskust keelt mitmekülselt kasutada.

Kuidas aega juurde võita rääkides ja informaalset kõnekeelt

Rohkem inglaste slängi

Kuidas esitada monoloogi ning kuidas seda võimalikult kiiresti eksami ajal koostada.

Uusi kõnekeelseid lühendeid.

kuidas muuta teksti huvitavamaks.

misasjad on hesitation devices

kuidas kasutada viivitusi ja täitesõnu, kui tuleb ise peast teksti luua

The 6th question was about what are they capable of doing with the information provided by the researcher after these lessons. Figure 6 shows that after these three lessons the students mostly noted that they are now better prepared for the oral exam, as that they themselves noted that they can use hesitation devices or phrases to fill pauses, to buy think-time, or to enrich their monologues, by making them sound more fluent like. The students also noted that after these lessons they know more about informal language and of the possibility of using it coupled with new vocabulary.

After three lessons I can ...

12 vastust

Ka teha seda inglise keeles

Fillers, word clipping ja sõnavara rohkem

Ära tunda slängi paremini ja ka monolooge

Informaalset keelt rohkem

Oma monoloogi rikastada ja märksõnade abil luua kiirelt endale teksti, mida esitada, antud oskus on hea tulevase eksami tarbeks, kui suulises osas on õpilastele oma mõtete paika panemiseks vaid paar minutit antud.

Paremini ja kiiremini monolooge teha

Paremini monolooge koostada

Paremini fotosid kirjeldada.

Kasutada viivitamist rääkimisülesandes.

Kasutada pause täitvaid fraase.

kasutada hesitation devices

kasutada erinevaid variante informaalsest sõnavarast

Questions 7 and 8 dealt mostly what the students thought about what their ideal English lesson would be, and whether the lessons taught by the teacher trainee corresponded with their expectations or descriptions. Since the answers to question 7 were divergent, with answers about watching Harry Potter to being like a private lesson, were omitted and not analysed in greater detail.

My dream English language lessons is ...

12 vastust

-

Eratunni sarnane

Huvitav, filmide vaatamine, grammatika selgeks õppimine

Selline, kus saaks võimalikult palju suhelda, et oma hääldust, soravust ja rääkimisoskust parendada, tihti võiks saada lehti, kus peal on palju uut sõnavara, sest tunnen, et just seda on natukene vähevõitu.

Selline tund, kus on palju arutlemist ja rääkimist ja kus õpetaja seob tunni huvitavalt kokku

Seal toimuksid arutelud päevakorraliste ja eluliste teemade üle, millest kõik osa võtta saavad (on huvitav ja aitab rääkimist praktiseerida).

Võimalikult palju aktiivsel rääkimisel põhinev.

:)

Täis arutamist ja samal ajal grammatiliste vigade korrigeerimist.

lõbus ja samal ajal informeeriv

Ma arvan, et ühte sellist tundi ei olegi, igas tunnis on midagi head ja kasulikku, mis kokku teevad n.ö unistuste tunni.

However, the 8ᵗʰ question about what activities carried out by the trainee best met their notion of a language lesson of their dreams, showed that the students enjoyed the audio-visual materials presented, because they showed real people talking in a free and comfortable environment and that they were enjoyable. They also noted that they enjoyed talking activities with the teacher and class discussions, wherein they could also practice discussing on various topics and speaking in general. They also added that they liked the new vocabulary and that the topic of informal language offered variety to the lessons.

What activities carried out by the trainee best meets the English language lessons of your dreams?

12 vastust

-

Speaking tasks

Filmide/videoklippide vaatamine

Sain palju enda inglise keelt harjutada õpetajaga suheldes, samuti saime päris hea koguse sõnavara, mis meie jaoks on kohati pigem võõras.

Head videod

Meeldis, et ta jõudis igale õpilasele küsimusi esitada, mis sundis õpilasi inglise keeles rääkima.

Soojendus rääkimise harjutused, kõik said rääkimist vabas vormis harjutada.

See ülesanne, kus me grupis valmistusime piltide võrdlemiseks, üks pidi ette kandma ja pärast saime tagasisidet.

Oma arvamuse avaldamine ja lihtsalt rääkimine.

kui vaatasime päris inimesi vabas keskonnas rääkimas ja arutasime seda

õppisime uudset sõnavara, mida muidu ei kasutata eksami jaoks ja sellega seoses; tund oli väga vahelduv

12. Discussion

The main aim of this study was to produce three lesson plans with authentic materials to raise awareness of different registers and in addition to better the students overall spoken language skills by providing them strategies in the name of hesitation devices and broadening their vocabulary. Secondary aim was to assess and analyse student attitudes towards the lessons in general and to test the hypothesis whether students would deem it necessary or of any value.

Three lessons with plans and materials were created, each offered ways for students to receive input and practise output by incorporating a wide variety of activities and tasks to make the lessons enjoyable and beneficial. As previously mentioned the secondary aim was to assess student attitudes towards the subject and lesson materials. The first question was an introductory question and does not have any more value other than to ease the students into giving feedback by starting off with an easy question or statement. Figure 1 shows that the students mostly enjoyed the lessons, whether they just liked the teacher or the lesson materials, topics, videos at this point is too presumptuous to tell as the question sadly can be misinterpreted. Figure 2 shows the results whether informal language should be taught more in school or not. The majority of the students who answered the questionnaire thought that informal language should be incorporated more into the classroom. However there was one who opted to fill in the answer because there was no choice given to satisfy his or her own opinion. He or she said that it's important because it helps to deduce the change of formality when a person is using informal language but otherwise not the first priority in language teaching. Figure 3 shows that the majority of the people who answered the questionnaire thought that informal language is as important as formal language. The odd one out for the previous question was the only one who disagreed with the statement that *Informal language*

is as important as formal. Figure 4 shows that the students who completed the feedback form noted that the lessons were useful and that they learned something new and useful from it. The *I*-statements in Figure 5 and 6 of the questionnaire gave us the most information, as they were open ended questions wherein the students had to type in their own answers. In Figure 5 seven students out of twelve noted that they appreciated the hesitation devices and now know how to either use the language to stall or buy time, whence they need to converse on their feet. Four out of the twelve students mentioned that they now know more about word formation, informal language and slang. However, in the case of the I-can statement in Figure 6 students almost unanimously claimed that they, after finishing these three lessons, can now create and better their monologues or descriptions of pictures by using hesitation devices. Students were also asked what their ideal English lesson would be, in Figure 7 six answers had to be omitted because they didn't fit the parameters of the questionnaire. Those answers who did show that they would enjoy a more communicative approach to teaching, learning with plenty of output for communication to better develop spoken fluency and vocabulary with authentic and interesting materials.

In conclusion, the feedback gathered is no way adequate enough to generalize because some of the questions could be misinterpreted and only twelve students out of possible 30 filled in the feedback form. The hypothesis based on the twelve students who did seemed to be true as in they did enjoy the lessons, and deemed it beneficial enough based on the results. The teacher mentor whose classes the author taught also added that she will use these materials in the future, try to use the scales of formality and to incorporate word formation into the rest of the lessons with these students.

Conclusion

Informal language is prevalent in everyday language use. One comes across it mainly out of the classroom. However, informal language should also have some focus in the teaching of the target language. Informal and conversational vocabulary constitute a large part of the language, and therefore it shouldn't be avoided while teaching English, especially as a second or foreign language. Therefore, the purpose of this thesis was to create three lesson plans, based on authentic materials. The aim of these lessons were to raise students' awareness of different registers, informal and conversational language, and to improve spoken language fluency. In addition, the lesson plans offered some variety to the lessons taught at school, which in turn might increase motivation to learn the language. Informal language is characterized by such word-formation processes as clipping, affixation, compounding, conversion, and abbreviations, as well as figurative meanings and that it is mainly used in conversational or spoken language. The author briefly expanded on the controversy of teaching informal language. Although it could be beneficial for the students, teachers still try to avoid bringing it into the classroom because of long-term stigmatization. The author explained why informal language ought to be taught. Nowadays, students have access to a wide range of internet forums, wherein English is the predominantly used language. Therefore, the author concluded that it would be beneficial for the students to have some knowledge of the language used in there in order to avoid misinterpretation or miscomprehension and to apply the strategies in everyday life. The author then talked about strategic competence, wherein the focus was on helping students' master the oral skills of a language by providing them hesitation devices, to use in their examination and everyday situations. The provided strategy was further explained with examples of useful vocabulary for the students. The author briefly mentioned that communicative language approach was

used for creating the lesson materials and their subsequent teaching. Three lesson plans were created as stated above. The first one dealt with raising the overall awareness of informal language, and gave students the possibility to discern meaning and practice with the handouts provided. The second lesson focused mostly on improving their oral skills for the upcoming exam by having them take part in a mock examination, and showing them how useful the language for stalling and buying time really is. The third lesson dealt mostly with informal language, showing them how informal vocabulary is formed, what the differences in registers are, and how effortlessly native speakers use it, coupled with exercises on the handouts. After the three lessons were conducted by the teacher trainee, feedback questionnaires were offered to the students, to receive their assessment of teaching informal language. Overall it could be said that the students enjoyed the lessons with the created materials and were interested in the topic. In addition, it is important to note that the students themselves assessed the lessons as useful, and that the knowledge of informal language could be useful in everyday life. In conclusion, the materials proved to be useful for the students, and the feedback showed that they fulfilled their aim.

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Resümee

Antud töö eesmärgiks oli luua kolme tunni materjalid koos tunniplaanidega, mis oleksid autentsed ja tõstaksid õpilaste teadlikkust informaalsest keelest ja kõneregistritest. Lisaks keskendusid õppematerjalid kasulike strateegiate õpetamisele, nimelt kuidas õpilased saaksid edukamalt oma lõpueksami sooritada ja kasutada õpitud teadmisi edaspidises elus. Autor defineeris töös nii informaalse kui ka kõnekeele mõisted tuues välja nende iseloomulikud jooned koos näidetega Lisaks sai põhjendatud ka strateegiliste oskuste pädevuse ja verbaalse oskuse strateegiate olemus. Metodoloogia osas kirjeldati, kuidas valiti ja koostati materjalid. Valminud õppematerjale katsetas õpetaja-praktikant kahes kaheteistkümnendas klassis. Seejärel täitsid õpilased tagasisideküsimustiku, mis postitatud sama-aegselt kooli veebikeskkonda. Tagasisidest võib järeldada, et õpilastele üldiselt meeldisid praktikandi koostatud tunnid, materjalid, ja nad põhjendasid selle kasulikkust vastustega lahtistele küsimustele. Kuna tagasiside materjalide kohta oli hea, võib arvata, et hüpotees sai kinnitust.

Appendixes:

Appendix 1.

Tunnikava 1

Õpilaste arv: circa 15

Klass : 12nes HU/IT

Treenitavad osaoskused: kirjutamine, lugemine, kuulamine, rääkimine

Eesmärgid: tutvustada õpilastele informaalset keelt, eriti selle kasutust ja valmistada neid ette suuliseks eksamiks inglise keeles

Õpiväljundid: õpilane omandab uut sõnavara, väljendeid, mida kasutada suulisel eksamil
õpilane tuvastab kõhklus- ja täiendfraaside kasutamist kõnes
õpilane kasutab kõhklus ja täiendfraase
õpilane teadlikustab endale, et ei tohi spam e-mailidele vastata

Kestus/Tegevus	Õpetaja	Õpilane
Sissejuhatus ja õpetaja tutvustab ennast klassile, nimesiltide välja andmine. Kuni 2 minutit	Õpetaja tutvustab ennast klassile, jagab või annab nimesilte välja	Õpilased samal ajal kuulavad ja tutvuvad õpetajaga, panevad nimesildid lauale.
Soojendus ülesanne ja aktiveerimine 3 minutit	Õpetaja juhib õpilaste tähelepanu soojendus ülesandele ja aitab vajadusel, kui õpilased ei saa aru millestki.	Õpilased räägivad omavahel ja suhtlevad sihtkeeles. Vajadusel küsivad nõu või abi.
Arutelu 3 minutit	Õpetaja küsib soojendusküsimustele vastuseid klassist	Õpilased vastavad küsimustele
PowerPoint esitlus 5-7 minutit	Õpetaja esitleb õpilastele meetodeid, kuidas aega võita juurde, kuidas kasutada kõhklus- ja täiendfraase	Õpilased kuulavad ja täiendavad oma lehte
Esimene ülesanne 6 minutit	Õpetaja laseb õpilastele TedTalk videot, teemal spam-email ja palub neil kuulata kõhklus- ja täiendfraaside kasutamist	Õpilased vaatavad ja kuulavad videot ning täidavad ülesannet.
Arutelu 3 minutit	Õpetaja vahendab arutelu	Õpilased arutavad vaadatud

	õpilaste vahel	video üle ja selle keelekasutuse
Teine ülesanne 20−30 minutit	Õpetaja annab juhised, kuidas muuta igavat teksti huvitavamaks ja paremini loetavamaks tuues ise näite.	Õpilased kuulavad ja jälgivad juhiseid ning hakkavad ülesandega tööle ja esitlevad oma ülesannet.
Arutelu + üksteise hindamine 5 minutit	Õpetaja vahendab arutelu	Õpilased arutlevad ja hindavad üksteise tekste
Ühe minuti mäng 5 minutit	Õpetaja näitab ette, kuidas mängida ja annab juhiseid	Õpilased mängivad läbi ühe minuti mängu
Kolmas ülesanne 8 minutit kuulamine	Õpetaja annab juhised õpilastele, mida teha, ja seletab	Õpilased kuulavad ja täheldavad üles ja märkavad kõhklus- ja täiendfraase
Arutelu 2 minutit	Õpetaja vahendab õpilaste seas diskussiooni	Õpilased arutlevad omavahel
Tagasisidestamine 3 minutit	Õpetaja võtab kokku tunni, mis toimus, ja küsib igalt, mis nende jaoks huvitav või uus oli	Õpilased vastavad, mida nad õppisid või teada said

Appendix 2.

Tunnikava 2

Õpilaste arv: circa 15

Klass : 12nes HU/IT

Treenitavad osaoskused:

Kirjutamine, lugemine, kuulamine, rääkimine

Eesmärgid: tutvustada õpilastele informaalset keelt, eriti selle kasutust ja valmistada neid ette suuliseks eksamiks inglise keeles

Õpiväljundid: õpilane omandab uut sõnavara, väljendeid, mida kasutada suulisel eksamil
õpilane tuvastab kõhklus- ja täiendfraaside kasutamist kõnes
õpilane kasutab kõhklus ja täiendfraase
õpilane teadlikustab endale, mida teha pildi hindamisel

Kestus/Tegevus	Õpetaja	Õpilane
Sissejuhatus ja tunni ülevaade 2-3minutit	Õpetaja juhatab klassi sisse, võtab kiirelt kokku, mis eelmine tund tehti, jagab	Õpilased samal ajal kuulavad ja panevad

	nimesilte ja töölehti välja	nimesildid lauale.
Soojendus ülesanne ja aktiveerimine 3 minutit	Õpetaja juhib õpilaste tähelepanu soojendus ülesandele ja aitab vajadusel, kui õpilased ei saa aru	Õpilased räägivad omavahel ja suhtlevad sihtkeeles. Vajadusel küsivad nõu või abi.
Arutelu 3 minutit ja hindamisskaala tutvustamine	Õpetaja tutvustab neile hindamisskaalat	Õpilased vastavad esitavad küsimusi
Õpilased töötavad oma monoloogidega gruppides ja mõni kannab oma monoloogi ette 15min	Õpetaja teeb väikese esitluse ja annab õpilastele tööjuhendi	Õpilased kuulavad ja täiendavad oma monolooge ja kannavad neid ette
Gruppi hindamine 2 minutit	Õpetaja laseb õpilastele teinetest hinnata ja juhendab neid	Õpilased hindavad üksteist
Liikumistegevus 3 minutit	Õpetaja esitab steitmente ja õpilased liiguvad vastavalt öeldule klassis	Õpilased kuulavad ja võtavad osa liikumiseülesandest
Teine tegevus on piltide kirjeldamise õpetamine 10min+ näide kuni 5 minutit	Õpetaja õpetab õpilasi kirjeldamaks pilte ja kuidas vestelda teemadel juhised – ise kohapeal tehes näite monoloogi	Õpilased kuulavad ja jälgivad õpetajat ning esitavad küsimusi
Grupitöö 10 minutit	Õpetaja juhendab õpilasi töötama gruppides/paarides	Õpilased töötavad gruppides, paarides ja üritavad luua oma monoloogi
Esitlus 10 minutit	Õpetaja palub vabatahtlikel ette lugeda oma pildikirjeldus monoloogi	Õpilased kuulavad ja hindavad üksteist
Tagasisidestamine 3 minutit	Õpetaja võtab kokku tunni, mis toimus, ja küsib igalt, mis nende jaoks huvitav või uus oli	Õpilased vastavad, mida nad õppisid või teada said

Appendix 3.

Tunnikava 3

Õpilaste arv: circa 15

Klass : 12nes

Treenitavad osaoskused: kirjutamine, lugemine, kuulamine, rääkimine

Eesmärgid: tutvustada õpilastele informaalset keelt, eriti selle ära tundmist, kasutamist ja formuleerimist

Õpiväljundid:

õpilane: omandab uut sõnavara, väljendeid, mida kasutada suulisel eksamil/elus, tuvastab informaalse keele kasutamist kõnes, arendab suhtluskeelt, teadlikustab endale, et on kõnel on mitu varianti, tutvub peamiste inglise keele sõnade formuleerimise reeglitega

Kestus/Tegevus	Õpetaja	Õpilane
Sissejuhatus, tunni ülevaade, nimesiltide ja töölehtede välja andmine. Kuni 2 minutit	Õpetaja tutvustab tunniplaani, jagab nimesilte ja töölehti	Õpilased samal ajal kuulavad ja tutvuvad tunniga, panevad nimesildid lauale.
Soojendus ülesanne ja aktiveerimine 3 minutit	Õpetaja juhib õpilaste tähelepanu soojendus ülesandele ja aitab vajadusel, kui õpilased ei saa aru millestki.	Õpilased räägivad omavahel ja suhtlevad sihtkeeles. Vajadusel küsivad nõu või abi.
Arutelu 3 minutit	Õpetaja küsib soojendusküsimustele vastuseid klassist	Õpilased vastavad küsimustele
PowerPoint esitlus 2-3 minutit	Õpetaja esitleb õpilastele meetodeid, kuidas sõnu lühendada kõnekeelseks kasutuseks	Õpilased kuulavad ja täiendavad oma lehte
Esimene ülesanne 5 minutit	Õpetaja annab õpilastele juhised, kuidas lühendada sõnu ja toob näiteid	Õpilased kuulavad juhiseid ja vaatavad näidet ning täidavad ülesannet
Arutelu 2 minutit	Õpetaja küsib, kas eesti keeles on taolisi võimalusi	Õpilased mõtlevad ja räägivad kaasa
Teine ülesanne 5 minutit	Õpetaja annab juhised, kuidas saab uusi	Õpilased kuulavad ja jälgivad juhiseid ning

	informaalseid sõnavorme luua	hakkavad ülesandega tööle ja esitlevad oma vastuseid
Arutelu 2 minutit	Õpetaja vahendab arutelu, paneb õpilasi reflekteerima eesti keele üle	Õpilased mõtlevad ja räägivad kaasa
Neljas ülesanne 10 minutit	Õpetaja näitab ette, kuidas see käib võttes esimese lause, ja tehes sellest näite.	Õpilased paarides tõlgivad ümber lauseid, ka võrdlevad üksteisega
Viies ülesanne 10 minutit kuulamine	Õpetaja näitab ette, kuidas see käib võttes esimese lause, ja tehes sellest näite.	Õpilased paarides tõlgivad ümber lauseid, ka võrdlevad üksteisega
Arutelu 2 minutit	Õpetaja vahendab õpilaste seas diskussiooni	Õpilased arutlevad omavahel
Kuulamine 5 minutit	Õpetaja juhatab sisse video	Õpilased kuulavad intervjuud, ja täidavad töökäsku
Arutelu 5 minutit	Õpetaja vahendab arutelu, paneb õpilasi reflekteerima eesti keele üle	Õpilased mõtlevad kaasa ja väljendavad oma mõtteid
Kokkuvõttev suhtlusharjutus 5 minutit	Õpetaja juhib õpilased viimase harjutuseni, esitab küsimusi jne	Õpilased arutlevad oma vahel, ja vastavad küsimustele
Tagasisidestamine 3 minutit	Õpetaja võtab kokku tunni, mis toimus, ja küsib igalt, mis nende jaoks huvitav või uus oli	Õpilased vastavad, mida nad õppisid või teada said

Appendix 4.

Talk in pairs or groups:

1. What makes a presentation or a monologue good?
2. What kind of language do they use?
3. Is it informal, or formal?
4. What kind of language do you use in everyday life?

TASK 1 (VIDEO 1)

Ted Talk

- We are going to watch a TedTalk on the subject of scam e-mails.
- While watching, try to notice if the speaker uses any <u>hesitation or filler devices</u>.
- Make notes.

TASK 2

- Use fillers to make the two boring texts more interesting.

Text 1: Home

If I drive around, I sometimes notice the houses and buildings all around. There are also pieces of farm land that are very large. Houses can be built from different kinds of materials. The most common types are brick, wood, and vinyl or synthetic siding. Houses have lawns that need to be tended. Lawns need to be mowed regularly. Most people use riding lawnmowers to do this. You can also use a push mower. These come in two varieties: gas-powered and manual. You don't see manual push-mowers very much anymore, but they are a good option if you do not want to pollute the air with smoke from a gas-powered lawnmower. I notice that many families designate the lawn-mowing responsibility to a teenager in the household. Many of these teenagers are provided with an allowance for mowing the yard, as well as performing other chores, like taking out the trash, washing the dishes, making their bed, and keeping the house organized. Allowances are small amounts of money given by parents to their children,

usually on a weekly basis. These usually range from 5 dollars to 15 dollars, sometimes even 20 dollars. Many parents feel that teenagers can learn financial responsibility with this system.

Text 2: Ducks

The duck waddled along the shore of the lake. The duck sees a piece of bread left by a human. The duck eats the piece of bread left by the human, then continues along the shore of the lake. The duck sees another piece of bread left by a human. The duck eats that piece of bread as well. The duck then continues along the edge of the lake. The duck sees another duck waddling along the edge of the lake. The duck sees the other duck find a piece of bread left by a human. The duck watches as the other duck eats the piece of bread left by the human. The two ducks continue along the edge of the lake. The two ducks see several other ducks come upon bread left by humans. As the two ducks watch, the other ducks eat the bread left by the humans. The two ducks then see another piece of bread left by a human. The two ducks eat the piece of bread left by the humans. All of the ducks continue along the edge of the lake. The ducks find no more bread, so they turn around and continue back along the edge of the lake. The ducks find no more bread that day, but all in all, it was a good day.

TASK 3 (VIDEO 2)

We are going to watch an interview between two native speakers of English.

- While watching, try to notice how the speakers use <u>hesitation and filler devices</u>.
- Make notes.

Pratt: Now you are from Australia, and if you can't tell from the accent, when you see your work, you wouldn't know that because you do such a great American accent, but you are Australian. Where did you grow up?

Robbie: On the Gold-Coast, but I grew up in Hinterland part of the Gold-Coast.
Pratt: Okay. The Hinterland?

Robbie: Oh that means that I, it's like, you know I grew up from property, there's fields and .. space
Pratt: Ok. Now, I know, I've been to, I don't support like this, like, uh, I hate to stereotype, like everyone thinks, oh you are from Australia, there are creepy-crawly poisonous venomous things all over the place, but are there creepy-crawly poisonous venomous things all over the place?
Robbie: I mean, kind of, it's something you concentrate on when you're growing up, but, but, yeah there're, I mean there's tons of poison.. I think that like a large percentage of poisonous snakes in the world reside in Australia and spiders and sharks.

Pratt: Have you.. So you had.. There's like sharks and poisonous spiders and snakes uhm lot of dangerous creatures growing up.

Robbie: But it's fine.. I mean you don't.. when you.. when you.. live there you don't, you don't worry about it or think about it. I mean they're there but I didn't, it didn't really, uhm, seem like a big deal.

Pratt: Like a ten of your closest friends growing up, uhm, how many of them were killed by poisonous spiders? ... Seven?

Robbie: No. No one and I mean, I don't even know, I mean uhm, I grew up on property and I don't even know someone who'se. I had snakes, like literally, in my house growing up.
Pratt: What?

Robbie: Not on purpose. Like by, you know, they would get in to the house or whatever
Pratt: What kind of snakes? What would be like the biggest snake?
Robbie: Harmless one, like a copper python, if they got like a gold pattern on their back and then they're copper python, and they're fine and I mean sometimes if they're little, often they're probably more poisonous, so, you kind of like get them out with the stick instead of picking it up, but..

Pratt: The stick?!

*OPTIONAL ACTIVITY

A ONE-MINUTE GAME

1. You must **speak for one minute** without pausing for more than 5 seconds.
2. **Do not use** repetition or deviation.
3. **Use** any hesitation devices you know.
4. You can choose from the following topics:

- Last weekend
- My favourite place for sightseeing
- My favourite place for a date
- My family
- My job
- My company
- My hometown
- My hobbies and interests

Appendix 5.

Task 1

Discuss with your partner whether these statements are true or false

1. Young people often speak like their parents.

2. TV, music, and friends from different cultural background have an effect on how young people speak.

3. British singers sometimes don't know that they change their accent when they sing.

4. Slang changes very quickly.

5. Slang is very informal language, sometimes not found in a dictionary.

6. Students of English should try to speak to native speakers of English as much as possible.

7. It is essential to learn some British slang/idioms.

Task 2

Shorten words!

Shorten the following words using either back, fore or front+back technique.
Information, refrigerator, newspaper, goodbye, stomach, influenza, telephone, advertisement, raccoon, umbrella, television, celebrity

Example. *decaffeinated – decaf* **(back)**

Back clip	Front clip	Front and back together

Task 3

The words are missing their other half.

Match the words to create compound words

| *pale, air, low, litter, odd, high, bean, big, jitter, blabber, red* |

| *bug, wig, mouth, brow, face,   ball, neck, pole, head, bug, brow* |

Task 4

Recognizing formal and informal language features

Rate the following sentences on a scale from 1 to 5, where 1 is completely informal and 5 is extremely formal. Share your ratings with your desk mates.
Then discuss what makes a sentence more formal and what makes a sentence less formal.

Drinking way too many caffeinated bevvies might now make you very jittery and anxious.
vs
Consumption of caffeinated beverages in large quantities may cause anxiousness.

Oh blimey I can't believe it, he's such an airhead, it drives me off the wall!
vs
I am lost for words, his stupidity angers me so.

I'm getting increasingly fed up with very poor customer service.
vs
I was dissatisfied with the degree of customer service I was provided with.

I was completely shattered after a day's work, that I just wanted to chill by the telly.
vs
I was exhausted after a long day and wanted to unwind by the television.

Chuffed to bits! I was so chuffed when I finally got the chance to photo some coons being naughty.
Vs
I was happy that I finally got the chance to photograph some raccoons being mischievous.

Task 5

Listening. Part 1

We are going to hear an interview with Adele

Discussion!
What were the people from the video clip talking about?
What were the two important things for Adele?

Listening. Part 2

Note down any informal phrases or words you heard.

Did you notice any change in register (change from formal to informal)?

Was the verbal text easy to understand? If not give reasons as to why.

Task 6

Transform informal and formal sentences

The following sentences are written in an informal style. Work with a partner or in a small group, re-write each sentence in a formal style. See which group can come up with the most formal version.

I can't be arsed to watch any fifteen minute play-through, just to figure out the bloody tutorial.

Thank gawd that I don't live in USA, just imagine I'd be paying off over 45k of student debt! That's brutal!

I am gutted to lose but I am not getting tilted – they deserved to win more than us.

No reason to get shirty with me, they're your friends, if they're irritating then it's your own bloody fault!

The following sentences are written in a formal style. Work with a partner or in a small group, re-write each sentence in a formal style. See which group can come up with the most informal version.

I wanted to reply in a hasty manner but I was dumbfounded and left wondering whether to cry or laugh.

Apparently the most common side effect of quitting smoking is increased restlessness and irritability.

Musician Iggy Azalea is no longer in public attention and interest.

The popular online game League of Legends is famed for its unpleasant and uncooperative *members.*

Task 7

Discuss these questions with your partner.

• Some people say that people who use informal language are lazy. Do you agree?

• Do you have similar words and expressions in your language?

• How difficult is it to use slang in a foreign language?

• Do you need to use slang to communicate with non-native speakers?

• When should you not use informal language?

• How is your language influenced by other languages?

Glossary.

raccoon/coon – pesukaru

influenza – gripiviirus

blabbermouth – lobamokk

bigwig – tähtis inimene

beanpole – pikk ja peenike

oddball – imelik

paleface – kahvanägu

redneck – maakas

lowbrow – labane

highbrow – kultuurne

bevvy – jook

to chicken out – põnnama lööma

to rabbit on about sth – lõputult rääkima

jittery – närviline

blimey – hullumeelne

weep buckets – puruks nutma

sick – äge/haige

salty – endast väljas

flavor of the month – populaarne

ace – väga hea

ruddy – kurja

cranky – halb tuju

gobsmacked – väga üllatunud

fidgety – rahutu/närviline

toxic – mürgine

chipper – väga õnnelik

ruddy – kuradi ..

stroppy – vihane/pahameelne

bricking it – pabistama

blow someone's mind – üllatama kedagi

grumpy – tõre/tõretsev

airhead – tuulepea

drives me off the wall – ajab mind vihale/närvi

fed up to the back teeth – kõrimulguni

shattered/knackered – väsinud

unwind – lõõgastuma

Chuffed to bits! – Super hea!

can't be arsed – ei viitsi

bloody – kuradi ..

gawd – jummal

brutal – jõhker

gutted – õnnetu, pettunud

getting tilted – vihale minema

to get shirty – pahaseks saama

Crikey! – üllatuse väljend

brilliant – suurepärane, hiilgav

dumbfounded – üllatunud

exhausted – väsinud

telly – telekas

irritating – ärritav

shocking – vapustav

infamous – kurikuulus

Cripes! – jessas küll

the bee's knees – ülihea

reply with haste – kiiresti vastama

lickety-split – kiiruga

bonkers – veider, kummaline, pöörane

Appendix 6.

Nowadays education is a hot topic. What I mean by that, is that everybody has an opinion on it. For example, according to my statement, some find the study of mathematics to be of greater importance than arts.

Now, people who say such a thing, might not be as creative as others and that creates a divide. Like, when you can't draw, paint, sculpt etc you would be forced to do it because of the curriculum. Now that would be a waste of time for them, time that they could spend on studying mathematics. In other words why force it. Secondly liberal arts studies and so forth are given a bad rep by social media, news coverage and some bad eggs in that community. So I can understand it, what I would say is that people are different. We are not all made from the same cloth. Like I said before, people are different. Now on the other hand we have people who have the opposite understanding of it. They think that people should study arts a bit more, because it's a creative outlet. And as a matter of fact, according to research, students who study the arts, show improvement in their capabilities in other areas as well, like in the sciences. All in all, I think that people should study both, to a varying degree, and make up their own minds on the topic.

Why do people like to spend time outdoors?

Now, in the pictures I can see people involved in outdoor recreational activities. In the left picture I can see a person doing yoga and exercising, and in the right picture, I see people attending to what seems to be an outdoor theatre.

First of, what both of these picture have in common is the fact that they are outdoor activities in fresh air, and mainly during the summer time.

The painfully obvious differences are that one involves physical activity and the other is a bit more mentally challenging. Now, on the one hand, Yoga is most likely a solitary undertaking, and requires peace and quiet, while on the other hand going to the theatre is a social event. What I mean here is that it's a bit rowdy, can be loud and so forth. In my opinion people like to spend time outdoors because it helps to break the rut they're in. Like, one would presume, that you spend your life living in a closed environment, what I mean is, and that your life happens mostly indoors – eat, work, sleep and repeat. So It is important to get some fresh air; which, we all know, has a myriad of positive effects. Like for example, it helps you boost your immune system, as you get more Vitamin D, decreases stress levels and there's even a correlation between fresh air and better memory/attention. So in conclusion people like to be healthier, and spending time outdoors is a great way for that.

Appendix 7.

<u>Language for Stalling and Buying Time</u>

The following phrases can be used to buy think-time when you can't come up with what to say next. You can use several of them in succession if you need a lot of time, or even string them all together and say nothing at all for minutes on end!

Let me see/Let's see…
What can I say about …
I'm not sure where to begin.
Where should I start?

As a matter of fact…
Actually…
You see/know…
I'll tell you what…
To be honest…

How can I say this? How shall I put it?
Let me put it this way…
What I would say is…
It's like this, you see…

Let me rephrase that.
In other words…
What I'm trying to say is…What's the word I'm looking for…
Where was I? Oh yes, I was talking about…

That's an interesting question, topic, idea, issue/That's a good/tough question.
That's not an easy/simple topic.
I've never considered this before.

We can look at this several ways.
There are several ways to look at this/several points to consider here.

Well…, Now…
Hmmm…, ummm…, and ummmm.
I'm not sure about this, I mean…
I need to think about this.

When you hear a new expression, make a note and add it to the list!

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Mait Samuel,

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Tartus **15.05.2018**