

“The idea behind language awareness is that learners themselves construct their own grammar from their own language experience, and thereby either consciously or subconsciously restructure their emerging interlanguage”

(Bourke J. 2008: 16)

### Choose your level:

- Confident beginner – ‘Childhood memories’
- Intermediate – ‘Giving Up Smoking’
- Intermediate Plus – ‘Holiday’

NB: These levels refer not only to the video clip, but also to the types of activities in the language-awareness tasks. These are for guidance only.

### Documents needed:

- The language awareness task that accompanies the video clip
- Glossary of basic linguistic terms
- Model answers for your particular worksheet
- Translation of your video clip

### Useful to know:

- BSL signs are glossed using capital letters, e.g. HOTEL
- The hand icon at the side of a task (see right) indicates that this is a practical signing activity.
- Exact times on the video clip are presented in brackets. (1.23) = 1 minute and 23 seconds
- NB: You may need to expand your screen to full size to see the time bar for the video clip.



**Note for tutors:** If you have appropriate facilities in your classroom, you may want to include these activities over a series of weeks.

Alternatively, students could complete the receptive tasks as homework, and then you could give feedback on the productive sections in class. The video clips can also be used for translation work or comprehension tasks.

**Note for students:** These tasks do not need to be completed in one sitting, but if you do spend an extended period of time on them, please make sure that you take regular screen breaks. If you come across any terms that you don't understand, check the glossary or recommended reading list.

### Comments from students about these tasks:

“These activities helped me really analyse parts of the language which I hadn't thought about before.”

“I liked that the worksheet didn't base itself just on what happened in the video clip, but tested us further on our signing knowledge around the subject of the clip.”

“I thought it was good to have a mixture of questions that tested different skills.”

“The tip boxes were really useful and helped me understand why certain tasks were being set.”

Below are some very basic definitions of key terms that are used in the language tasks. If you would like further details there are some recommended resources at the bottom of the page.

- Adjective** Often called a 'describing word', an adjective modifies the noun, e.g. The handsome boy danced.
- Adverb of manner** This tells us how an action is performed, e.g. He sings loudly in the morning.
- Affirmation** Often used as a response to a question (although not always) affirmation describes the way we assert a statement is true and can be used for emphasis, e.g. Yes, I did give you the book yesterday. BSL uses both vocabulary items and non-manual features to show affirmation, e.g. headnod.
- Idiom** An expression, e.g. kick the bucket, that has a particular meaning not found in the literal meaning of each individual word.
- Lip Pattern** A soundless mouthing of a word/sign used in BSL. Most often used on nouns, lip patterns can add clarity to a sign or fingerspelling. Certain BSL signs have lip pattern that is not based on an English word.
- Negation** This is the way we create negative structures and in English is often done by putting 'not' after an auxiliary verb, e.g. I do not like cake. BSL uses both vocabulary items and non-manual-features (NMFs), e.g. headshake, to negate a concept.
- Noun** Known as a 'naming word', a noun is a person, place or thing.
- Object** This is the person or thing that is affected by the action of the verb, e.g. Asha squeezed John.
- Plural** This refers to more than one e.g. My street has many houses.
- Reported talk** Sometimes called indirect speech, this is a way of expressing what someone has said without having to quote them word for word. The information is also not contained in quotation marks and will often be changed into past tense. e.g. She said she was going to a party tonight.
- Roleshift** A signer takes on the role of one or more characters and assumes their manner/conversation. The change of character is usually communicated by body shift, non-manual features, and eye gaze.

<b>Subject</b>	The subject is the part of the sentence that performs the action, e.g. Asha squeezed John. If you identify the verb, then ask 'Who?' or 'What?', then the answer to your question will be the subject. e.g. Who squeezed? Asha squeezed.
<b>Tense</b>	Tenses show the time of a verb's action or being – past, present or future. E.g. I eat. I ate.
<b>Verb</b>	Often described as a 'doing word', a verb represents actions and states of being, e.g. Mary squeezed John.

Recommended resources:

- Ballard, K. (2007) Frameworks of English (2nd edition) Palgrave Macmillan Basingstoke :
- Crystal, D. (1994) The Cambridge encyclopedia CUP: Cambridge
- Crystal, D. (2008) A Dictionary of Linguistics and Phonetics Blackwell Publishing:Oxford
- Fromkin, V. Robert Rodman, Nina M. Hyams (2007) An Introduction to Language (8th Edition) Thomson Learning:London
- Kyle, J.G. and Woll, B. [1985] Sign Language: the Study of Deaf People and their Language, Cambridge University Press, Cambridge.
- Sutton-Spence R. & Woll, B. [1999] The linguistics of BSL Cambridge: CUP