

Didactics I: Questions to *Learner Language and Language Learning*, Claus Færch; pp. 154-181

1. What are communicative strategies? (p. 154)
2. Explain the difference between reduction strategies and achievement strategies (p. 154)
3. What problem(s) has(ve) the Danish learner in Text 20 on p. 155?
4. Please mention three types of L1 based strategies (p. 156)
5. Please mention four types of IL based strategies (p. 157)
6. What are the advantages and disadvantages of IL based strategies and L1 based strategies? (p. 157)
7. What is meant by the interactional strategy 'appeal'? (p. 158)
8. What is meant by the terms 'achievers' and 'reducers'? (p. 164)
9. Why do some pupils become 'achievers' and others 'reducers'? (ibid.)
10. Are we as teachers responsible for our pupils developing into either an 'achiever' or a 'reducer'? And what would you prefer to contribute to?
11. How was the term 'communicative competence' created? (p. 167)
12. Define the following communicative competences:
Linguistic competence
Pragmatic competence
Strategic competence (p. 168)

13. Would you like to present the chart on p. 169 to a parents meeting (why/why not)? Do you find it relevant to tell parents' about communicative competence and communicative strategies?
14. Comment on the passage 'A related point is that emphasizing the need for learners to master rules of grammar, vocabulary and pronunciation...' p. 170
15. Why might 'social competence' be a significant factor in a communication? (p. 171)
16. What are 'tolerance tests' and what can we use them for? (p. 174)
17. What are some of Færch's conclusions as to what native speakers find distracting in learner language? (pp. 174-176)
18. Explain the difference between 'context-reduced' language and 'context-embedded' language (p. 176)
19. What is meant by the concept 'metacommunicative awareness' (p. 178)
20. Make a role play where you employ several communicative strategies. Make up a situation where you both have native speakers and learners. Presentation to class (about 5-10 min.)