

ENGLISH EXAM

Processes in language acquisition and communicative skills



**VED UPLOAD AF SYNOPSIS PÅ FRONTER, BEKRÆFTER JEG/ GRUPPEN AT OPGAVER ER
UDFÆRDIGET UDEN URET MÆSSIG HJÆLP, JFR. STUDIEORDNINGENS PKT. 29**

Keystroke: 8.021

JANUARY 11 2017

LOUISE CECILIE KATANA

Lv15s030

Indholdsfortegnelse

NAME/GROUP:.....	3
AGE GROUP:.....	3
SUBJECT AREA:	3
MOTIVATION:	3
PROBLEM STATEMENT:	3
THEORY:.....	3
PRACTICE ELEMENT:	5
INTERLANGUAGE:.....	6
LIST OF REFERENCES:	7
APPENDIX:.....	8

Name/group:

Louise Cecilie Katana, Lv15s030

Age group:

4th-10th grade

Subject area:

Processes in language acquisition and communicative skills

Motivation:

In order to have a well functioning classroom in English, it is important that we actually speak the language as much as possible. The pupils will learn something from me, as the teacher, speaking English, but they learn the most by speaking the language themselves. And they do not only need to be able to speak English about certain topics, they need to be able to speak everyday English - things they also talk about in their native language. In order to make pupils communicate, I have to find some activities where they need to be creative and open-minded, and where they can discuss things with their classmates in the target language. To learn English as a language, it is important that we have conversations in English. This way the pupils are more likely to learn something from it.

Problem statement:

How can I make my pupils communicatively competent?

Theory:

Linguistic competence involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics. It is also important to point out that linguistic competence is an integral part of communicative competence. Faerch, Haastrup and Phillipson points out that: *"It is impossible to conceive of a person being communicatively competent without being linguistically competent."* With this said, communicative language aims for formal correctness. However, it is also important to tolerate risk-taking and errors in the classroom to achieve the communicative competence. Other

components of the communicative language ability are pragmatic competence, discourse competence, strategic competence and fluency.¹

In order to make my pupils communicatively competent and therefore to make them communicate in English successfully, I will also have to include the theory of multiple intelligences at times. As Howard Gardner says, it is important that we recognize and nurture all of the varied human intelligences, because we are all different and have different combinations of intelligences. There are seven kinds of learning styles and children who refers most to: linguistic (words), logical-mathematical (by reasoning), spatial (in images), bodily-kinesthetic (through somatic sensations), musical (rhythms and melodies), interpersonal (bouncing ideas off other people) and intrapersonal (deeply inside themselves). If we let our pupils learn in the learning style they refer to, they are more likely to get more out of a subject, and therefore also more likely to be able to communicate about this specific subject.²

The communicative approach (communicative language teaching - CLT) has activities that involves pupils in real or realistic communication. In this approach it is not important to achieve the accuracy of the language, but the goal is the communicative task they are performing. Role-play and simulation have become popular in CLT, where pupils simulate a specific scene at a coffee shop or something like that. In this approach there is more focus on the content of what they are saying, rather than the language form. Here we see some of the non-communicative activities and some of the

communicative activities. There is no teacher intervention in the communicative

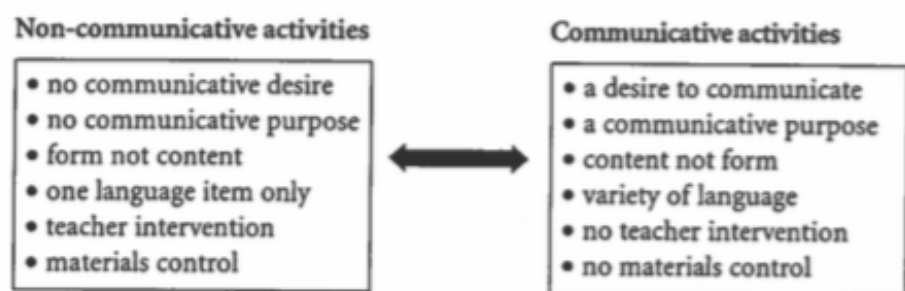


FIGURE 14: The communication continuum

activities, because the pupils are supposed to communicate with each other and not the teacher. The whole purpose of the communicative approach is, of course, to make the pupils communicate with each other and use a variety of the language as much as possible.³

¹ Hedge, Tricia (2000) page 46-55

² Armstrong, Thomas (2009) page 1-3 and page 27

³ Harmer, Jeremy (2001) page 84-86

As Krashen and Terrell also says: *"Only a few will be able to work their way through a grammar course, be it grammar-translation, audiolingual, or cognitive, and persevere long enough finally to put themselves in communicative situations and acquire the competence they have been striving for."*⁴

Practice element:

For my practice element I have chosen to do an activity that involves communication between the pupils.⁵ They have to choose 5 things individually that they would like to have with them if they were shipwrecked on a deserted island, and then they would have to take turns to tell why their things are most important, because they would have to agree on 5 things and arrange them after importance. So this activity demands that the pupils can argue for themselves. It also means that they have a communicative purpose, and that I, as the teacher, has no intervention in this. It is up to themselves to produce a list of the 5 most important things. This way we also touch upon the communicative approach.⁶ I also think it is important to train the main skills as much as we can, and with this activity we go through 4 of them: speaking, listening, writing and conversation. The pupils have to speak to each other in order to tell what they think should be the 5 most important things, but they also have to listen to each other and the reasons they individually come up with. Their writing skill is also trained, because they have to write down the things and also write why they think it is important. And lastly they converse with each other, in order to complete the activity. In this activity it is also not important that the pupils write down correctly or pronounce every word correct. It is important, as Tricia Hedge also talked about, that we tolerate risk-taking and errors, because we have to make mistakes in order to learn. This way we achieve the communicative competence with our pupils.⁷

This activity could also be differentiated for younger or older learners. Maybe they would have to find only 1 thing each and list it after the 4 most important things in the small classes. Or maybe they would have to write down 7 things and only list the 3 most important in the older classes.

⁴ Krashen, Stephen D. & Terrell, Tracy D. (1983) page 16

⁵ See: Appendix 1

⁶ Harmer, Jeremy (2001) page 84-86

⁷ Hedge, Tricia (2000) page 46-55

This way they would have to communicate with each other even more, and maybe also discuss a lot before completing the activity.

Interlanguage:

I have chosen a student product from a 7th grade. The text is a resume from the first chapter of "The Lion, The Witch and The Wardrobe."⁸ This student has a few errors, but I guess most of the sentences are taken from the original text. However, we can see that this student tries to use his/her own words and sentences, but somehow place the words in the wrong order. The main errors, and the errors I would focus on with this student are:

- Capital letters: Names and words after full stop
- Spelling errors: Tow -> two
Whn -> when
Ut -> out
- Wrong word order/transfer errors: "... and he has also three servants" or "The old professor the family like him almost once..."
- Wrong tense or form: "... she names was ivy" or "... and he has a housekeeper call Mrs Macready"

The capital letters and the spelling errors are a lazy mistake, because I can see in the rest of the text that he/she knows that it is a capital letter after full stop and that names are also with a capital letter, so that is something that the student is aware of, but probably forgets because he/she does not read the text through. In the feedback to this student, I would advise him/her to read the text through and correct these little mistakes. The wrong word order/transfer errors are things that I think should be taken up in class. These are common mistakes in 7th grade, and something that we, as teachers, should go through now and then, because the students translate their sentences directly from Danish to English, and it may take a while for them to learn that it is not the correct way to do it. The wrong tense or form is something that I would advise this student to improve, and I would suggest some extra exercises for them regarding to this grammar, so they could learn how to do it right.

⁸ See: Appendix 2

List of references:

Hedge, Tricia (2000) *Teaching and Learning in the Language Classroom*, Oxford University Press

Armstrong, Thomas (2009) *Multiple Intelligences in the Classroom*, ASCD

Harmer, Jeremy (2001) *The Practice of English Language Teaching*, 3rd Edition, Longman

Krashen, Stephen D. & Terrell, Tracy D. (1983) *The Natural Approach: Language Acquisition in the Classroom*, Pergamon Press

Appendix:

1) Gap activity

Name of the activity: On a deserted island	
Type of gap activity (Info, reasoning or opinion gap activity?)	Opinion and reasoning
Level	7 th grade
Duration	20 minutes
Materials needed	A piece of paper for each pupil, a piece of paper for each group, pencils
Skills trained The 5 basic language skills	Speaking, listening, writing, conversation
Linguistic forms trained	Presenting
Class organisation	In small groups of 4
Procedure NB: provide clear instructions (like in recipes)	The pupils are in groups of 4, and they have to individually write down 5 things they would like to have with them if they were shipwrecked on a deserted island. When everyone is done writing in the group, they tell each other what they want to bring and why. They have to agree on the 5 most important things, and arrange them in order of importance.
Variation & differentiation How can the activity be adapted to young-old/strong-weak learners?	It could be only 3 things or maybe even 1 for younger learners, and they would have to discuss which one is most important and agree on it
Didactical reflections Why is this activity a useful language learning activity?	This activity is useful because it trains a lot of the main skills, and the students are to discuss and agree with each other in English - they have to communicate a lot with each other, in order to complete the activity

2) Student product:

1 Once there were four children whose names were Peter(the next oldest), Susan(the oldest),
2 Edmund(the next youngest) and lucy (the youngest). they were sent away from London during
3 the war because of the air-raids. They were sent to the house of an old professor who lived
4 in the heart of the country, ten miles from the nearest railway station and tow miles from the
5 nearest post office. he had no wife and he lived in a very large house, and he has a
6 housekeeper call Mrs. Macready, and he has also three servants and she names was ivy, but
7 they are not so much in the story. the old professor the familiy like him almost once, because
8 on the first evening whn he came ut to meet them at the front door, he was so old-looking.

* What about the other two servants?

3) Correction key used for student product:

CORRECTION KEY

MARK	EXAMPLE	MISTAKE
	That ugly, old <u>whitch</u> is here again.	wrong spelling
	It <u>stands</u> here in the newspaper.	wrong word
	He <u>work</u> all day.	right word but wrong tense or form
	What do you see <u>on</u> the picture?	wrong preposition
	Jonas speaks <u>english</u> well.	capital letter
	My little <u>s</u> ister has red hair.	two words
	I'd rather do it my <u>3</u> elf.	one word
	Victoria <u>swimming</u> now.	Something is missing here.
	Tobias isn't <u>not</u> here.	omit - word
	Maria tell <u>s</u> me <u>s</u> she is unhappy.	omit - punctuation
	When he is tired <u>hides</u> <u>he</u> under the table.	reverse order
	an <u>old</u> , Danish <u>important</u> tradition	wrong word order
	<u>Help!</u> They don't see me."	wrong position - punctuation
	He's the <u>murder</u> [*] who killed ...	see note marked *
	a girl who have been ^③ ...	see note no. ③
	...with her. <u>Seven</u> years later she ...	new paragraph - move down a line and in a bit
	The ^{others} <u>people</u> will help.	alternative suggestion(s)
	How are you doing? ^{Better/Well} <u>Good!</u> I hope.	acceptable possibilities
	Anyone who thinks otherwise is <u>full of shit</u> .	Inappropriate language! Find a more acceptable word or phrase, please.