1. What is the communicative classroom characterized by? What is needed to make it communicative?

(In this task I have used the text with Joe Sheils to understand the contents of communicative teaching)

The communicative classroom is characterized by using different achievements in classroom and in the meantime being aware of the different competences, in which could be used in teaching a target language communicatively. It is also important to be aware of your important character in class as a teacher and what your main purposes are before entering the classroom. In a communicative classroom the teacher must function as a *“co-participant or a guide”* during a learnings process, these are among several things listed on pp.3 in the text. The learner must during the learning process seek to be more risk taking, discussing problems, share solutions and to seek guidance. This is also listed in the smaller chapter involving *Implications for the learner* in chapter 1 at pp.4 in the text. When you look a the classroom environment it is important to focus on a positive and supportive learning environment, also mentioned in the beginning of chapter 1. Materials used in a communicative classroom are to involve tasks focusing on a vary form of activities, interests an ways of working in the classroom, also listed on pp.5 in the text.

1. Try to plan – carry out – evaluate communicative language teaching from one or more of the 5 subcompetences:

I have been focusing on planning some lessons taking place in the some of the different competences and how to work with these in class in a communicatively way. One of my main topics in this teaching plan is called *goals* andwill focus on the specific learning goals, in which focuses on the current lessons.

The contents in these plans are inspired from different tasks dealing with a communicative approach and focus: Sprogfagenes Didaktik, Techniques and principles in language teaching and the text *Communication in the modern languages classroom* written by Joe Sheils.

I have written some few comments below each teaching plan according to my didactic considerations behind this.

**A teaching plan focusing on the linguistic competence:**

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| **Lesson** | **Activity** | **Frame** | **Evaluation** | **Materials** | **Goals** |
| **Monday**  **(45 min)** | 1.Warming up activity (5 min): Work in pairs, talk about something you see in the classroom  2.Introduction (20 min):  The teacher talks about prepositions, then the teacher starts asking some of the pupils about things, they discussed in their warming up activity (for example: a chair, a table or a poster)  Now we are going to use these words in sentences with prepositions  *For example: “The poster is on the wall and next to the poster we see a board”*  3.Groupwork (3-4 students) (15 min)  The students are going to write a small text using these sentences in which we have made together in class  4.The students are going to read the text aloud for each other´s groups (5-7 min) | In class | The pupils read their short stories out loud and help each other during the reflection process | The classroom  A board to write words and sentences  A piece of paper and a pencil for each group | The students know more about prepositions and how to use them in sentences |

My focus has been on some different forms and activities during this lesson. I try to focus on actualizing the topic for the students, by using objects surrounding them. I therefore hope they can find a meaning in learning about prepositions. I have focused on group work, because the focus on communicative language states that groupwork might be a fine way to work in class, because you vary your teaching and therefor it is not all “teacher- talking” learning. My focus has also been on their written competences and to try implementing this in the learning process.

**A teaching plan focusing on the pragmatic competence:**

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| **Lesson** | **Activity** | **Frame** | **Evaluation** | **Materials** | **Goals** |
| **Monday**  **(45 min)** | 1.Introduction (20 min):  The teacher shows a video with a man, how is a tourist in London, he asks a native man/woman on how to find a good café or restaurant, where he can eat his lunch.  This video shows to ways of asking:  In an impolite and polite way.  Now we are going to discuss this in class by focusing on specific words and meanings.  *For example: Show me the way!* *or Would you be so kind…?*  2.After discussing the students are to work in smaller groups divided by the teacher and they are to form their own dialogue/questions using the knowledge they have just been given (15 min)  3.The students are now going to do a  roleplay using what they have just been writing down (10 min)  After they have done it in their own groups, they are now to find another group and switch dialogue and then try again (last 10 minutes) | In class | The students are able to speak in a dialogue with his/her´s classmate  They have written down a dialogue focusing on a polite way of asking and answering | Paper  Pencil  Video  A board to write down sentences | The students can see a difference in formal an informal language and know how to answer and ask in a dialogue |

The focus is to look at the content and to implement it in a communicatively way by constructing an every-day-life situation. The students are able to listen and afterwards to use it in their own work in groups. A roleplay is also a communicative activity and it might help strengthening the communicative skills in a class. It is also a way to make an English lesson more authentic and real, because it has a clear goal; to communicate in a situation, which is normal and realistic for all of us when travelling and working in for example a restaurant.

**A teaching plan focusing on the discourse competence:**

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| **Lesson** | **Activity** | **Frame** | **Evaluation** | **Materials** | **Goals** |
| **Monday**  **(90 min)** | The teacher wants the students to work in matrix groups (CL-structure). She has divided them into five larger groups and has given them a number each (1-5)  In the first round the students are going to work with some words given by the teacher  (small piece of papers with nouns, verbs or adjectives on)  The students are know to work with sentence construction and the word has to be in the sentence, when they are done  They have to switch between each other:  *For example:*  *Student 1: My*  *Student 2: friend*  *Student 3: wants*  *Student 4: a*  *Students 5: bike*  And they now try to see how long they can make a sentence.  When they are done, they are going to write it down and go together with other students having the same number  *For example:*  *Student 1 – student 1*  *Student 2 – Student 2*  They now have to fill in the blanks so to speak  They have 5 different long sentences and they know have to collect these into a story and discuss a beginning and an ending to their story  During this work the teacher will function as a helper and a guide by asking reflections questions :  *“Do you think it would be possible to…?” or “It seems like you are on the right track, but do you also think, that…?* | In class | The students are able to talk/discuss with each other when they are to write a story  They are able to work communicatively in different group constellations  They can write a beginning and ending of a story using some of their own constructed sentences | Small piece of papers with nouns, verbs and adjectives  Paper  Pencil | The pupils can work in a communicatively and discussing way when constructing sentences and stories |

This lesson focuses a lot on the process in writing and how to build a story from sentence bites to a text. The way to do this, in this example, is to do it in a communicatively way. The teacher functions as a helper and wants the students to reflect and be critical to their own work.