**Summary of Input - output - interaction, Sprogforum 10**

In this article we are informed how pupils are acquiring language skills in different settings, with the main focus being on students who are part of an experiment that has its main focus on the input (comprehensible input in the words of Krashen). This meaning the students are giving a broad variety of input which they can choose among themselves, but at this point no output is expected from the pupils, only the input is being used in their language education.

In the experiment it proved that input alone is making better listeners of the students who partook in the experiment, but also, they are better speakers of the foreign language, despite not having focused on the output. That even though the experiment did not expect the participants to communicate with each other or the teacher in the foreign language, and outside school the language was not being spoken.

The article also states the importance of a silent period where the students will get to sink in what they have been exposed to, this has proven to take away the anxiety students experience when speaking in a foreign language in class, because the get to feel they are ready to speak instead of being forced to.

In Canada they have output models where some classes have been taught in a second tongue for more than 20 years (1998) in the so-called immersion programmes. These students are fluent in the foreign language, however; the grammar is not correct in many cases, as you would expect from a student receiving years of language education. Due to this Merrill Swain introduced the term “negotiation of form” where the student is supposed to detect his/her own flaws and through that be able to correct them. Therefore, students should be “pressured” to not only make longer coherent sentences but also correct sentences, the latter by questions and comments that forces the student to rephrase when confronted with something that is understandable but not correct.

This is where hypothesis comes into play for the student. A student must make their own mistakes to improve their language acquisition, such as past tense in English always ends in -ed. “Worked, jumped, cried.” Only to realize this is not always the case; goed, comed, eated. In these cases, the students commitment is supposedly the most important factor in language acquisition.

It is important as a language educator to be properly dressed in order to understand how each student cognitive acquisition processes work, in other words what is going on in the individual learners mind when acquiring language through communication.

**How to work with vocabulary learning, language acquisition or communicative competence in the Folkeskole**

With reference to the article “Det skal fungere i praksis!”, Sprogforum 35 and inspiration from the article I made a summary of above, I will share my thoughts on language acquisition in the Folkeskole.

I am a big fan of the students who were able to pick a story and go sit at a desk and listen to it, each in their own way, and get comprehensive input this way. I would very much try and implement this in my classroom. Perhaps even allow for music as well, as some kids have a greater understanding of things when it is delivered with music. The big issue with using music as an educational tool is that you would have to listen to it pre-hand and allow/disallow it. The main issue I see with music is how a verse to fit to the song, is not always grammatically correct, therefore; it can create a misunderstanding of the language with the young language learners. The second downside to a tune compared to a story is that songs rarely tell a good story, so you do not go into depth, this due to limited time of a tune, and not all songwriters are that gifted writers. But if it is an allowed list it could be songs with meaningfulness and depth so the listener would benefit from it in a language acquisition point of view. This is also an easy way of getting the lessons to be differentiated for each student, so that is another hurdle that is taken care of this way. And then by the end of the lesson you could have reflection time, very much stolen from your structure Finn, and have the students write down their thoughts of the story they have listened to. This will also give you an insight to the students grammatical understanding through what they write down in the reflection. And it will hopefully create a learning environment in which the students feel no pressure so that they are more eager to speak up when we reach the output part. Which again should lead to confidence which will benefit the interaction part of class. And now it might seem that just letting the students sit and listen to different stories and music is an easy effort for a teacher, but what lies before they are offered this is a lot of hard work with finding materials that are suitable and might suit a bigger purpose for the class and discussions in class at a later point, so I do not consider letting the students do self-studying in class seem like an easy chore for the teacher in charge.

When it comes to an actual textbook, I am not a big fan of those books that do the differentiation for you, I would rather let students work with the same book and the stronger students will be given extra material rather than just having extra assignments. Not that I have any thesis backing what I am saying now, but I think the weaker students would gain confidence by completing a books chapter. So, without extra assignments at the end of a chapter I am convinced you are not showing the weak language learner what his/her fellow classmates are doing while he is struggling on another page. That is why I prefer extra activities to the stronger students that are a supplement to the textbook.

**Redidactisize the content of a Sprogforum article for the Folkeskole**

I have chosen another article from Sprogforum 35, regarding evaluation of education materials. Mainly because I am a bit unsure of what exactly is expected of this part of todays assignment. But the course materials you find at a school are not just replaced because you want to once, you get to work as a teacher. First of all, the books might not share your teaching theories, but they might have been bought by the school just last year, so the school is not going to finance another set of books because of one teacher disagreeing with the materials chosen by whomever where in charge. So, this is where being a great teacher sets in and being able to take out the valuable lessons you want to teach your pupils even from a substandard textbook. For the great teacher the materials at hand are not important, but the approach with which these are met.

And lets be honest, there is probably not a book that completely fulfills any English teachers needs, unless they made it themselves, so one will have to work with the ones that are mostly aligned with one’s teaching style. This did not really turn out to be a redidactisizing of the article rather thoughts on what to expect from the material the Folkeskole you get to has at hand.