1. This first question is very much a repeat of what I answered last week, due to the article I chose to write about from “Sprogforum”, therefore I will allow myself to skip this question as I do not have anything new to add to the subject from reading chapter three in the book.

2. The learning view in ”Veje til et nyt sprog - teorier om sprogtilegnelse” chapter four is focused on the ability to learn a foreign language, and also how ones mother tongue is effecting the way you learn a new language. The ability to speak a foreign language is very much affected by how your language is spoken, which phonetic sounds you use (because that is how you train your entire mouth when speaking) and this can affect the ability to speak a foreign language later in life, if you are not used to make that movement with your muscles in the oral area it will become difficult. Just how we experience, mainly English-speaking people, have a huge problem saying æ, ø and å, as their vocal cord is not trained to the movement we use when saying so, which causes problems for them to fluently speak our language. The same way many Danish people seem to have a hard time “rolling” the r’s, which is often found in Spanish sounding languages.

We are also informed that the so-called relative-sentences, used in many languages are not something the Chinese/Japanese have a hard time learning as it is not used in their language, where others ESL learners might have a hard time with this as they know it from their own language, and therefore will use the grammatical rules that exists in their mother tongue causing them to make errors by using input from what they already know.

My linguistic acquisition approach, if the question is understood correctly, would be something in the lines of getting the students to use the inner monitor by giving them the time to actually her the sentence in their head before speaking out loud, this goes in hand with what I wrote for April 2nd, though sometimes time is of essence, and therefore limited to these activities, but when possible it would be nice to see what their inner monitor thinks is correct instead of an instant answer.

I like the ideal the book gives with one student of other ethnicity than Danish in each class, that might be possible in some rural towns, but in the major cities, that is truly not an option. This is a personal belief that I have not bothered to find arguments for.

3. I cannot disagree with any of the ideas mentioned in the chapter, and with that statement I am disagreeing with at least one, Krashen, as the chapter mentions. But I do believe you can take some of his statements and work them into the ideas of the other hypothesis.

The input must catch the attention of the pupils on class for them to have any brain activity in the first place, language acquisition-wise that is, I am sure there is plenty of brain activity in the minds of our youths, but some of it might not be too related to the topic in class, and that white noise is a big part of a teacher responsibility to deal with, you make your wages by educating students. This means you need to be ahead of the students as to what is interesting, not to say you need to change your curriculum every year, but finetune it ever so often when things get outdated. The good learner is only as good as the teacher allows him to be.

So, my thoughts took your question to a completely different place, but isn’t what is going on in your students’ mind and how they interpret the text into the actual work as a teacher what is key in the end?

4. What is actually going on between us as we speak, well hopefully we learn from each other, one person in a conversation will, almost always, have a better idea of the language than the counterpart, therefore his/her spoken word will help the other person in the conversation to improve his/her language skills in the language spoken. However in some text we have read the better speaking person might also benefit from this, as mentioned when forming groups in school, if you let one pupil teach the others in an ESL class, this student will, besides from helping other students improve, also improve his/her own set of skills.

For some reason my PDF copy of the book has some error I cannot fix as of right now, why I only have pages 84-89 of chapter six, so my response will be limited due to me not being able to read the entire chapter and discuss the ideas hereof.