**From theory to practice**

**Regarding Tricia, Hedge, Teaching and Learning … : Ch. 2:**

You can respond to the ‘Introductory task’ on p. 43, many of the headlines of the text as they are formed as questions, and finally respond to the ‘Discussion topics and projects’ on pages 72-73 points 1-6. or create language acquisition / communicative skills tasks or lesson plans based on the pages.

**Regarding Lightbown & Spada: How Languages are Learned: ch. 6**

You can here respond to the ‘Questions for reflection’ on p. 198 or create language acquisition / communicative skills tasks or lesson plans based on the pages.

**General questions:**

How would you:

1. Provide intput?
2. Facilitate interaction?
3. Provide output opportunities?
4. Give feedback?
5. Motivate your learners?
6. Correct errors and / or work with accuracy and focus on form?

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**Primary theory in this semester:**

**The concept of communicative competence** (Dell Hymes) – the five subcompetences

1. Grammatical competence (fonetik – morfologi – syntaks (ordføjning) – leksis (ord og tale)
2. Discourse competence (mundtlig kommunikation – skriftlig kommunikation – genrer – kohæsion (smh i form) – kohærens (smh i betydning) – samtalens faser: åbnings- , kerne- og afslutningsfase – ytringspar: forudpegende og initierende >< bagudpegende og responderende – gambitter)
3. Pragmatic competence (talehandlinger) – what, how, when, who? (Larsen-Freeman p. 121 knowing when and how to say what to whom)
4. Strategic competence (kommunikaitonsstrategier: parafrase – lån – kodeskift – gestik og mimik – nydannelse – omstrukturering – erstatning – bogstavelig oversættelse – lydlig tilpasning – lydimitation – gætning) (situationsfornemmelse – takt og tone)
5. Intercultural competence (kulturforståelse)

**What is needed for a successful acquisition process / vocabulary learning?**

**Language acquisition**: its three phases:

1. Input – Krashen – comprehensible, plus 1
2. Interaction – Michael Long
3. Output – Merrill Swain – the three functions

**Input** – **Stephen Krashen** – how? – comprehensible input + **the Monitor Model: the 5 hypotheses**

1. Acquisition – learning hypothesis
2. The monitor hypothesis
3. The natural order hypothesis
4. The input + 1 hypothesis
5. The affective filter hypothesis

**Interaction – Michael Long** – how? – A/B tasks?

a) Hypothesis testing

b) Negotiation for meaning

c) Clarification of meaning

d) Modification – modified interaction:

Comprehension checks

Clarification requests

Self-repetition or paraphrase

e) Automatization

f) Hypothesis formation

**Output – Merrill Swain – how? – pushed output**

Three functions:

1) Noticing function

2) Hypothesis function

3) Metalinguistic function

**Vocabulary learning**

Sprogforum Nr. 3, 1995 side 45-55 Tema: Et ord er et ord; Hvordan husker man ord? Fokus på forskellige opgavetyper, Birgit Henriksen

Webs of meaning – semantic field

1. Frequency

2. Depth of cognitive processing / deep processing

3. The possibility of working with webs of associations/association web (erinddringskæde Tornberg p. 105, building on former experiences)

4. Variation in the form of presentation

5. Salient (distinctive, eyecatching, prominent, conspicuous) features in the word (fx a to’boggan: kælk [t\*’bcg(\*)n], encourage [in’karid3], desire [di’zai\*], galumphing [g\*’lamfinj] (kluntet, elefantagtig), rhino(ceros), hippo(potamus), her’bivorous, car’nivorous og squirrel [skwir(\*)l]

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**How to transform the above theories into practice? – the synthesis**

Only your imagination sets the limits – let your imagination spin on the above theories

Key words regarding practical and didactical tools: - your toolbox

A/B-tasks, written and oral stories, poems, books, portals, ICT, padlet, Skoletube, student essays, student talks, prediction, our five macro skills: reading, speaking, writing, listening, conversation, wall sheets, projects, methods, approaches, CL, story line, outdoor learning, drama, role play, playful learning, reader’s theatre, visuals e.g. flash cards …

– it is in this space you can operate