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Subject: PST131J

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CC:

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1. Briefly explain how a home language is acquired

Language acquisition begins at birth, if not in the womb.

Children only a few days old can recognize the sounds of their parent language, distinguishing them from sounds of another language.

At 12 months the child is able to distinguish the speech sounds of the language to which he/she is exposed.

Children hear and get used to the sounds of their own language.

They first begin to talk at ten months but can understand much earlier than this.

They then begin to learn new vocabulary everyday and the combined words.

Before 7 years of age, any language which is exposed to the child, he/she become fluent, after 7 it becomes difficult.

All children master the grammatical system of their home language before they go to school which means they are able to communicate and understand what is said to them.

Language develops through interaction with adults and the relationship they have with the things and people around them.

Briefly explain how home language is acquired.

Use the following ideas: These theories can be used: behaviorist theory, the nativist theory and the cognitive theory. Theories of language acquisition include the following ideas:

Language acquisition results from repetition and rote learning.

Children learn language because adults encourage them.

Humans have an innate ability to acquire language

Language acquisition results from positive reinforcement of desirable behavior and non-reinforcement of what is not wanted.

Language acquisition is essentially a result of imitation and repetition guided by external events.

Humans are endowed with a specific ability for learning language, Language Acquisition Device (LAD).

6 Stages in language Development

1. Babies react to speech, different sounds and intonation. Babies need to hear speech as often as possible to develop the basis of language.

2. When babies are three to four months old, they start making sounds. This making of sounds is called vocalization and continues until the baby is about one year old. Babies start forming words from sounds.

3. Children have by this time developed physically and are able to make the right sounds.

Children know the meaning of words before they can voice them.

4. Children begin making sentences consisting of two to three words at a time. Children listen to examples of persons speaking and then imitate speech patterns.

5. Children then expand their vocabulary at an astonishing rate. They start using longer sentences and start to speak to other children and adults. Grammar is learnt by generalizing what they hear.

6. When children reach the age of five to six, they become aware that language also includes reading and writing and that they can make their ideas and feelings known by making marks on paper.

These stages can be summarised as:

1. The prelinguistic stage
2. The holophrase or one-word sentence
3. The two-word sentence
4. The multiple-word sentence
5. Adult-like language structures.

2. Discuss the importance of language for learning and teaching

In the past learners were taught how language tools worked, but were never given the chance to use and apply these tools in communications situations.

We must therefore include in our teaching the ability to do things with language and to express meanings in the language.

Language must be seen as interpersonal communication, used for a wide range of purposes and in a wide variety of situations.

Linguists feel that teachers should adopt a broad approach to language teaching, rather than concentrate on specific methods.

The use of a specific method could be too restrictive and narrow.

3. Discuss the principles that underlies the communicative approach 501 p31

Language is a system for expressing meaning and its chief purpose is interaction.

All four basic communicative skills (listening, speaking, reading and writing) need to be integrated

ed and developed simultaneously.

Communicative competence implies grammatical, sociolinguistic and strategic and discourse (speak or write with authority) competence.

Language could be used for basic interpersonal communication skills (BICS) or cognitive academic language proficiency (CALPS) could be developed.

The degree of accuracy and fluency would vary according to the focus of the activity. Error tolerance is greater in this approach.

Learners need to be exposed to authentic language and situations.

4. Explain reading as an element of knowledge 502 p47

Reading is defined as the process where printed symbols is decoded into words or meaning.

When basic reading skills have been mastered in a home language, these skills become part of the learners existing knowledge.

Learner's first language reading skills will be brought into their additional language.

Reading in the second language will only be possible when these skills have been acquired in the home language.

Therefore, we can conclude that reading is an element of knowledge as no information can be gained without this skill.

Learning to read begins when we are taught the alphabet and how single letters can be put together to make words. These words are then put together in order to make sentences. This process continues in our life as we learn different lengths of text, their content and many other words. Each individual does a lot of reading in a single day from reading advertisements to newspapers, books, stories, poems etc. Reading is taken a step further when we think about what we have read and incorporate it in our communication with others and give account of what we have read.

5. Guidelines for planning communicative activities 501 p32

Accent is on language usage, not language study.

Activities should be learner-centered. This allows learners to take responsibility for and manage their own language learning progress.

True communicative activities include an information gap. Each speaker has a choice of what he will say and how they will reply.

Communication must be authentic. This means that it should be natural language used by first language speakers in real-life situations.

Verbal means of communication include radio interviews, television, broadcasts, conversations.

Pair work and group work should be used so that learners can use the language in activities. Small groups appear to give best practice in communicating daily.

At first, fluency is more essential than accuracy.

Basic communication skills (reading, writing, speaking and listening) are integrated into each lesson and learners are expected to perform efficiently in these skills.

Learners should be made aware of appropriate socio-cultural language forms such as polite forms of address.

South Africa have accepted the British spelling and pronunciation as the norm.

Assessment is done in terms of outcomes (skills) but knowledge and attitudes are also measured.

Principles/Aims of the communicative approach:

(1) Language is functional - a system for expressing meaning (2) All four basic communicative skills (listening, speaking, reading and writing) need to be integrated and developed simultaneously. (3) Communicative competence implies grammatical, sociolinguistic, and strategic and discourse

competence. (4) Language could be used for basic interpersonal communication skills (BICS) or cognitive academic language proficiency (CALPS) could be developed. (5) The degree of accuracy and fluency would vary according to the focus of the activity. Error tolerance is greater in this approach. (6) Learners need to be exposed to authentic language and situations. (7) take responsibility for their own progress. (8) pair work or group work should be designed to expose many opportunities for using language as possible

6. Name the factors that must be taken into consideration when assessing writing501 p70 what should a teacher keep in mind when assessing writing?

Content

Sentence length

Types of sentences used

Spelling

Vocabulary

Effectiveness of communication

Punctuation

Correctness of language

Sequence of ideas

Paragraphing

7. Explain learner centered approach in the language classroom

Teachers are inclined to do most of the talking during a lesson. Although it can be argued that teachers have to talk because they have to convey specific information to the learners, they should be aware that the learners learn better if they are actively involved in the lesson. Activities should be learner centered. This allows the learners to take responsibility for and manage their own language learning and progress. There can be no one way traffic. Learners should make a personal input daily in order to improve their competence. A focused interaction between the learner and the learning maker or the learner and his peers builds confidence, because the learners see that they can influence their circumstances by using language effectively. In a learner centered approach the teacher regards the learners contributions, ideas and activities as essential keep in mind that in outcomes based teaching, the emphasis is on which skills the learner can demonstrate.

8. Explain how you will incorporating group work in creative writing, give example.

As from Tut Letter 201/3/2015

Group work

Teachers find it very frustrating when 40 learners whom they have to teach, do not know exactly what to do. We suggest the following strategies to facilitate group work:

Write the key steps on the chalkboard or a poster, for example:

Step 1: Move quickly to where your group's name is indicated.

Step 2: Immediately choose a group leader, who has to collect the learning material from me.

Step 3: Spend about 10 minutes to read and understand what you are expected to do for the assignment.

Step 4: When I give the sign, all the learners can start.

Step 5: When I give the sign, group 1 will give feedback to the rest of the class.

Give clear instructions and make sure that the learners know exactly what is expected of them.

If you look at the essential outcomes again, you will realize that working together in groups is one of the outcomes that have to be attained.

9. General skills that form part of the reading program

Components of reading performance

1. Word recognition

The ability to recognize, recall and decode a word is basic to reading

Several interrelated skills or individual in word recognition

2. Reading Comprehension

Learners need good sight vocals and well developed strategies for dealing with unknown words.

The teacher is expected to monitor their comprehension of a text and make sure the learners make sense of what is being read.

3. Oral Reading

Reading aloud is done as integral part of classroom functioning.

Reading aloud is done as an oral reading activity

As part of the writing process the writer reads something that was written to a group.

10. Discuss non verbal communication. Examples(from my Ass2)

Nonverbal communication can be explained as conveying facts or ideas without voicing or speaking them, in other words, communicating wordlessly and hereby expanding the recipients understanding of the total range of message sending.

Body movements can also be a means of nonverbal communication as demonstrated by the following movements:

- a. Shake head up and down - yes
- b. Shake head from side to side - no
- c. Finger over lips - be quiet

Meanings can also be conveyed through facial expressions. When looking at a person's face, you can tell if the person is happy, sad, angry, surprised or frightened.

More examples of nonverbal communication is the following:

- a. Communication via nonverbal messages and symbols for example road signs, bathroom signs and safety signs.
- b. Body language - without having to say so, you can quite easily see in a person's body posture

e when he is nervous, afraid or stressed. The same goes for recognizing body language in our pets. If our dog's tail is between its legs, he is not very happy about something or afraid.

c. Dramatization techniques can also help us to get a understanding of a situation without the use of words.

d. Pictures can be a great way to communicate nonverbally by looking at body language and facial expressions and analyzing the detail in the picture.

11. Use of pictures and posters in the additional language classroom

The language teacher cannot teach without pictures and posters. It is not necessary to buy expensive pictures, you can draw themselves or use posters from a magazine. A collage of pictures from magazines is ideal to depict a story or to practice vocabulary. You can provide the pictures or ask learners to bring their own. Learners can also draw themselves. For some learners looking at pictures is the only opportunity they have of seeing the outside world for example some of them have never been to the sea and know it only through pictures.

Picture work can also be done in groups. The groups first have to name everything in picture and write down all the words and expressions they will need to write about the picture. Dictionaries and help from the teacher are essential. The learners can then write a story that is based on the picture in their groups.

Posters and pictures

Posters are tools that can be used in a number of ways to overcome challenges and problems in the additional language classroom; the particular way they are used will depend on the teacher's experience and the learner's needs.

Posters facilitate oral practice

Posters encourage authentic communication

Posters augment self-confidence

Posters accommodate a variety of learning styles

Posters foster learner autonomy

Posters help minimize incorrect language

A poster's visual cues reduce reversion to first language

Posters allow teachers to monitor student speech

Poster use calms excitable learners

12. How to make a word frieze

1. Make a set of pictures

2. Find matching words

3. Cut out and put into envelopes

4. Separate the words and the envelopes

5. Play the game in pairs

6. Picture and words are placed face up between the 2 players

7. Match words to picture

13. Discuss language ability as a fundamental of reading instruction

Teaching should link with learners previous knowledge so that learners are able to understand what they read. Listening and speaking skills are prerequisites for teaching reading in the first language. The second language teachers track is to help learners acquire a sufficient oral language based on their needs, interests and level of understanding before the learners can even start reading.

14. Use of dictionary with examples

One of the most useful skills to teach your learners is the ability to use a dictionary properly. A good dictionary makes it possible to

Improve vocabulary

Build parts of speech

Check spelling, pronunciation

Some even have info relating to weights, measures, capitals and major cities in the world. Learners become independent readers and users of language once they are able to use a dictionary quickly and effectively.

EXAMPLE

Using a dictionary can also be used to find synonyms for words e.g.

This looks amazing - astonishing, breathtaking, astounding

When you empower your learners to use a dictionary quickly and effectively:

You enable them to become independent readers and language users.

Help them to improve their vocabulary, build other parts of speech from a given word.

Help them to check spelling, pronunciation.

Help them to look up the correct idiom

A good dictionary makes all these learning experiences possible.

Some even contain general information about weights and measures, capitals and major cities

of the world, gemstones, history of countries and grammar guidelines

You can then add using a thesaurus. A thesaurus is a book that gives you lists of synonyms or related meanings for a word. It does not provide definitions and explanations, but is useful when looking for another word or one to fit the exact register or context of your communication.

How to incorporate dictionary skills in teaching.

Can play Speed Word Search.

This method can be used to familiarize learners with dictionaries.

Give each student or pair of students a dictionary.

When you call out a word, students must find the word as quickly as possible. The first child to find it reads out the definition. Do this another three times. Then ask them to create a sentence or short

paragraph which uses all of the words they have the definitions for. This integrates both reading and writing skills.

Can Collect New Words by having each student keep a notebook of new words.

The activity can be done daily or a few times a week. This can be incorporated for handwriting practice.

Each day, each student finds a word in the dictionary that he does not know. She then writes the word, definition, and an original sentence using the word in the notebook. Students can

then share their words with at least one another person.

Give groups a definition and have them find the word in their dictionary.

It can start with very basic words and as the year progresses increase the difficulty. This work will be an activity for spelling lists.

Write out the words and have learners look them up.

To make it more challenging misspell some words that they frequently write incorrectly and with some assistance have them look up the correct spelling.

Make up New Words by asking each student to make up a new word and definition.

Have each student write his or her word and definition. Make a class list of the new words and their

definitions. Challenge the class to use the words in everyday conversation.

15. Using tape recorder to teach listening and talking

Using tape recorder to teach listening and talking.

Tape recorder - record sounds:

Ringling bell

Blowing whistle

Crumbing paper

Animal sounds

Opening, closing door

16. Define

Portfolio:

A folder or file that contains samples of a learners work over a period of time. It should contain many different samples of work. It should also contain an collection of the learners work that d emonstrates that learning has occurred.

Language acquisition:

Is the process by which humans acquire the capacity to perceive and comprehend language as well as to produce and use words and sentences to communicate.

Multilingualism:

Is the use of 2 or more languages, either by an individual speaker or by a community of speaker s.

Communicative approach:

Is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. In short it implies being able to use the target language appropriately in any given social context in order to communicate effectively.

Creative writing:

Anything where the purpose is to express thoughts, feelings and emotions rather than to simply convey information. It maybe prose, poetry or drama. The imaginative ability is at work here.

17. Design flashcards

What is the dog's name

His name is Rover

When did your dog disappear

he disappeared yesterday afternoon

Where did he disappear

He disappeared on the mountain

Who found your dog

My father found my dog

What is the color of your dog?

Black

18. Value of group work - give examples

Working in groups is part of the CAPS philosophy but requires very careful classroom management and detailed planning.

Learners need to be taught how to work in groups and this leads to child-to-child conversation and they figure out things for themselves.

It also solves many problems for the teacher.

They learn to work as a team with people who may not be their friends and from different backg

rounds.

They learn to appreciate others ideas, even though they feel the other is wrong.

Makes learners responsible for their own learning.

Increases opportunity to grow speaking ability e.g. for bilingual peoples do not acquire a second language by sitting quietly at the back, instead through interaction with their peers and learning environment.

EXAMPLE

Puppets

The use of puppets can also be regarded as a group activity. Most children are quite familiar with puppets on television, but have not used them themselves. Making puppets and actually producing a show is a wonderful creative experience that involves children's creativity as well as their oral language abilities and skills. Making things by following a set of instructions teaches children to follow directions. Different kinds of puppets can be made, such as stick puppets and empty-bag puppets. Advanced puppet-making that involves material and more decoration can be attempted during an art lesson (to use for producing puppet shows that have been written and are performed groups of learners).

Use pictures in different ways

Picture work can also be done in groups. The groups first have to name everything in the picture and write down all the words and expressions they will need to write about the picture. Dictionaries and help from the teacher are essential. The learners can then write a story that is based on the picture in their groups.

19. Name 3 differences between formal and creative writing

FORMAL

CREATIVE

1. Contains a theory(descriptive, narrative essay)

1. Does not require a theory – imaginative

2. Follows formal structure e.g. official letter

2. Can be narratives own choice, does not have to follow a formal structure.

3. Contains a formal voice (like a textbook)

3. Voice varies depending on the purpose

4. Writer removes himself from the essay (no first and second pronouns)

4. May include himself in the essay using first person.

20. Name 5 factors that inhibit listening and 5 that facilitates listening

INHIBIT

FACILITATE

1. Speaker speaks too fast

1. Eye contact

2. Speaker speaks too softly

2. Good pace and volume

3. Fatigue on the part of the listener

3. Visual material like pictures

4. Physical disabilities

4. Gestures and body language

5. Boredom re topic

5. Being in the speakers presence

21. Suggest 5 activities to develop learners speaking skills

1. Public speaking competition - learners given opportunity to speak in front of an audience.
2. Discussions in groups on various topics followed by questions asked by teacher.
3. Observation - students observe something, writes a brief summary and presents his findings to the class.
4. Role play - students asked to play different roles in the form of drama.
5. Dialogue - interview between learners

22. How would u plan a reading period

Ensure that the appropriate reading material is available i.e. books on topics that interest the learners.

I would display the relevant books in an attractive and presenting way to encourage participation.

Will introduce the option of books to be read in an enthusiastic way to the learners and link it with their everyday lives to form an immediate interest.

I would inform the learners about the book report that they will need to write after reading the book to ensure participation.

I would eliminate all inhibiting factors within the classroom's reading environment to ensure a pleasant reading experience.

I would start the reading period by reading the first few pages and would randomly ask learners to take turns, reading aloud to the class.

23. How to create enthusiasm in reading in first additional Lang learners

Show personal delight in reading activities

Encourage reading programs

Emphasize the uses of reading

Display attractive book covers

Encourage your learners to join their local library

Choose books that interest your learners

Encourage parents to spend money on books as gifts

Make the classroom reading area as attractive as possible

24. Name 5 reading materials in the additional language classroom

1. Books - picture books, coloring books
2. Magazines and newspapers
3. A sequence game, advertisements
4. Graphs, pictorial graphs
5. Menu's and recipes

25. Describe main stages in Lang development

1. Babies react to speech
2. 3-4 months, babies start to make sounds
3. Babies start forming words from sounds
4. Children make sentences with 2 to 3 words
5. Children expand their vocabulary
6. Children reach 5-6 and now aware of language

26. Why is it important to teach students to communicate effectively502 p12

To enable the expression and sharing of feelings and ideas.

To successfully convey meaning.

To enable them to interpret what has been communicated to them, correctly.

Respond adequately to the information communicated to them.

To prevent the hampering of social development due to multilingualism.

27. Do you think the communicative approach is caps compliant

Yes - there is 6 learning outcomes comprising of:

1. Listening
2. Speaking
3. Reading and viewing
4. Writing
5. Thinking and reasoning

All of these outcomes are integrated into the communicative approach.

28. Our assignment 2

29. Lesson plan

The additional language teacher must have a positive attitude towards his or her learners and the content to be presented. Briefly explain why positive attitude is important when teaching an ad

ditional language?

Here are some ideas you might want to consider:

A positive attitude might spur learners to interact with native speakers, which in turn increases the amount of input that learners receive.

A positive attitude often leads learners to use a variety of learning strategies that can facilitate skill development in language learning.

A positive attitude brings out greater overall effort on the part of language learners and typically results in greater success in terms of language proficiency in the additional language and competence in specific language skills such as listening, speaking, reading and writing.

A positive attitude also helps learners maintain their language skills after classroom instruction is over.

To help learners to develop a positive attitude. Developing a positive attitude, as a teacher will model to the learners the right attitude.

So that the teacher is able to develop instructional activities and materials that are exciting, stimulating, and interesting to the learners.

The Integrated approach to language teaching

To integrate is to: blend, harmonize, synthesize, arrange, incorporate, unify, and coordinate.

The integrated approach to language teaching or literary instruction entails teaching all four language skills (listening, speaking, reading and writing) at the same time, not sequentially as previously thought.

Traditionally, the acquisition of listening, speaking, reading and writing competence was thought to occur in that order, which, perhaps explains the practice of teaching discrete skills sequentially. But recent research suggests that the four language arts develop concurrently and reinforce each other as they grow.

The role and responsibility of the teacher

Firstly, the teacher needs to establish whether all the learners are at the same level or whether there are varying levels due to the L1 being different to the learner's home language. If the level

s are different, the teacher has to vary activities to meet the needs of all the learners.

The teacher has moved away from the traditional role of imparting knowledge and functions now as a mediator, or facilitator, of knowledge. Her job is to guide the learner to the desired outcome by encouraging the sharing of ideas. The teacher's needs to be proficient in the language being taught in order to communicate with confidence.

Ensure that the classroom environment is conducive to learning, as this reduces anxiety. Learners who are relaxed are more able to concentrate on what could be a difficult task. It helps to have flashcards labelling various items in the classroom, such as, bookcase, light switch, desk, chair, window, etc, so that the learner sees the words daily and they become familiar with them.

To teach writing successfully you need to make it appealing to learners. They need to feel confident that they can write effectively and that they are capable of expressing their feelings, wishes and ideas on paper ..suggest five ways in which you can encourage learners to write

Some practical ways to orient a learner to a writing task is to first start with a mind map (spider diagram). Teach them to select the topic, then write down their ideas around the topic. Once this has been done, teach them to select the information that would be used for the introduction, the body of the story, and the conclusion. Number them 1 – 3, 1 being the introduction, 2 being the main body, and 3 being the conclusion. This is an effective method for teaching structure. Explain what the introduction should be for, and why a conclusion is needed. Read them a story without an ending, and get them to write an ending for the story. Let them talk about their reactions to the unfinished tale.

Provide the learners with key words, for example if they are writing a creative piece, give them some adjectives that can be used with their selected topic. Give them a picture and ask them to write a story about the picture.

Poetry can be taught using words in shapes, such as spirals, or words within a house, or something relating to the topic. They can use pictures around or within the words for the lower grades.

Learners can write a play, either as individuals, pairs or groups, and the play can be enacted as part of Arts & Culture. If the topic chosen is a robbery, the learners can re-enact the robbery, the ensuing court case. Learners love to dress up and act, and it's an important part of the learning experience.

Describe the assessment criteria you would use to assess learners' oral competency

Oral work can also be assessed using a rubric, and the criteria would be;

- 1) has eye contact with the audience,
- 2) suitable content and subject well researched,
- 3) logical sequence of ideas,
- 4) well prepared, not reading from the notes,
- 5) pictures clearly visible and well explained. This would have a mark out of 20.

It is also a good idea to assess on a continuous basis using a checklist form with criteria such as participation, enthusiastic, shy, creative, reading skills, level of abstract ideas, sense of humour, etc. All assessments should be kept in the learners portfolios

According to the behaviourist theory ,

Each newborn infant has the potential to learn in general but has no capacity therefore children learn the language spoken in the immediate environment.

They also feel learning a language results from positive re-enforcement e.g parents reward and praise children for every sound or new word they say in each stage of the child's growing up and learning.

Parents of a 4 month old would encourage cooing , parents of a 10 month old will encourage babbling not cooing and a parent of an 18 month old would encourage words not cooing or babbling.

Nativists say humans have an innate ability to learn language .

This language is called (LAD) Language Acquisition Device, to which is in our brains and lets us learn a language very quickly, particularly during the first 2-3 years of our life

It also emphasizes the interaction between children and adults as adults do everything possible to help the child learn all about language.

The nature of this interaction is not only verbal but non verbal as well , as expressions and touching is involved

AP Mohammed