

in how a first language is acquired.

Reading, writing, speaking and listening

Language learning begins at birth & if not in the womb.

@ a few days old, babies can recognise sounds of parents' language.

- @10-11 months, they first begin to talk, although they understand words much earlier.
- @ 12 months they distinguish the speed of sounds
- @18 months rapid increase in vocabulary / begin to combine two word phrases.
- @2 years the two-word stage ends with a steady increase in vocabulary.
- @ After 7 years language acquisition more difficult for various reasons, one of which is self-awareness.
- children acquire language in stages: babbling stage (6mths); holophrastic stage(1 yr)
- two-word / telegraphic stage(18mth)

What should the language teacher keep in mind when planning & preparing language activities?

- Lessons should revolve around acquiring reading, writing, listening and speaking skills. create opportunities for conversations
- Learners become skilled language users when they speak with experienced language users, they need to speak to one another /older children /adults to.
- Develop oral language skills and confidence through interaction between adults and learners
- Teachers need to find out what learners know and use this when planning activities
- Teachers need to share information with parents about what's happening in school in order to encourage conversation between parents and learners
- Children must be encouraged to reflect on their experiences.
- Children learn to organize thoughts, solve problems and extend their own understanding by thinking out aloud.

How does the Language Learning Area contribute to the curriculum?

- develops reading and writing.
- medium of the other learning in the curriculum, such as Mathematics and the Social Sciences.
- encourages intercultural understanding
- stimulates imaginative and creative activity, and thus promotes the goals of arts and culture.
- provides a way of communicating information
- develops the critical tools necessary to become responsible citizens

Give Language Learning Outcomes.

- *Listening:* for information and enjoyment & responding appropriately
- *Speaking:* confidence to communicate verbally and effectively.
- *Reading and Viewing:* reading and viewing for information and enjoyment, & respond critically
- *Writing:* write different kinds of factual & imaginative texts
- *Thinking and Reasoning:* think and reason, access, process, and use information for learning
- Language Structure and Use: integrate use of sounds, words, and grammar to create and interpret text.

Explain the integrated language approach in the additional language classroom. Give a practical example how you would supply it in the language classroom.

- treats language as a field where handwriting, spelling, composition, grammar, punctuation, speaking and reading are all included.
- emphasises relationship between these components, encouraging learners to see, for e.g. that good handwriting & knowledge of spelling are both involved in producing words that can be read easily.
- In an Integrated Arts approach, attention is given both to the systematic teaching of the necessary skills and to the actual use of what is learnt.

Principles should apply in integrated approach to language instruction:

Focus on language in which the child is learning

Emphasise social uses of language

Arrange activities that are appropriate to child's development

Help children think

Respect cultural & language differences

Integrate speaking, listening, reading and writing

LISTENING: learners should be able to retell stories / give messages / repeat what they heard

SPEAKING: learners should be able to describe what see on pic / take part in group discussions with learners

READING: learners should be able realize ability to read well / react 2 written signs (stop, train etc.)

WRITING: learners should be able to use correct format writing when needed / enjoy writing down ideas on paper

Discuss the communicative approach by referring to the following:

DEFINING THE COMMUNICATIVE APPROACH (CA)

- CA aims to improve a learner's competence and proficiency in a particular language.
- Communication (discussion) is at the core of this approach
- No specific method can be prescribed-various methods & techniques have to be integrated to achieve success.
- In short, communicative competence implies being able to use the target language *appropriately* in any given social context in order to communicate *effectively*.

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

GUIDELINES FOR PLANNING COMMUNICATIVE ACTIVITIES

- Create opportunities for acquiring particular language skills and learning about the language.
- Accent is on **language usage**, not language study, grammar explanations should be short/simple.
- Allow the natural use of a language structure.
- Activities should be **learner-centred**,
- Communicative activities to include an **information gap**, i.e. one learner in an exchange knows something that the other does not.
- Each speaker has a **choice** of what he or she will say and how they will reply.
- Communication, materials, and texts must be purposeful & **authentic**, - first language speakers should use natural language and text & materials should be from real-life situations eg. Television, newspapers, radio interviews
- Pair work and group work should be used often using situations that match the learners' background and interest level.
- Learners must be given opportunities to use the language in activities like games, role-playing and problem-solving tasks.
- **Fluency is more essential than accuracy**- do not correct spoken or written errors that do not interfere with communication.
- First language learners must be guided to achieve greater proficiency.
- **Integration of all linguistic skills** to be incorporated into each lesson.
- Learners should be made aware of the **appropriate socio-cultural language forms** such as polite forms of address, taboo forms and paralinguistic features when speaking to adults,.
- Accents are acceptable as long as a listener can understand what the speaker is saying.
- Learners must be taught tolerance and respect for each other's ways of expression.
- Assessment is done in terms of **outcomes** (skills) but aspects of knowledge and attitudes are also measured.

What do you understand by a learner-centred approach?

- Learners take responsibility & manage their own language learning progress and improved competence..
- Interaction between learner & materials or learner & peers builds self confidence when learners see that they are able to influence their circumstances by using language effectively
- Teaching should provide many opportunities for learners to discuss and converse and interact.
- Acknowledgement and catering for learners working at different levels of abilities

Explain with appropriate examples how you will make sure that your teaching is learner-centred.

I would first choose themes that would relate to all learners, from any level of proficiency, e.g.

"The Sense Of Scent and Smell".

These themes would not need any formal research.

- Learners would be able to explore natural, instinctive choices by being introduced to *both sides of the sense*.
- All learners would be able to interact on more or less the same level; to encourage and engender confidence.
- I'd draw up a list of sub-themes relating to the topic, & would encourage individual input from each learner.
- I would draw up groups, and propose the same sub-themes to all the groups to demonstrate the variety of individual feelings, opinions, and thoughts that would develop from each group.

Sub-themes would be as follows:

(I would provide a few examples to the learners for each of the sub-themes.)

- a) List a no. of scents that appeal to you.
- b) List a no. of smells that repel you.
- c) What would give off / promote lovely scents?
- d) List a no. of scents that you would be able to use to enhance fragrance.
- e) What promotes offensive smells?
- f) List a no. of smells that you would be able to convert into good smells or get rid of, and mention how this would be achieved.
- g) Draw up a flow-chart of the various sub-themes
- h) How do animals use their sense of smell?
- i) Do a little sketch/ role-play relating to the main theme.
- j) Write a story or an essay relating to the main theme.

The various groups would have to compare their results by orating their findings to the class.

In this way I have incorporated all the learning outcomes, and offered variety, group-work, individual input, listening, writing, interaction, oration etc. I have encouraged personal

exploration, cognitive development, and expansion of the thought process in investigating and solving problems. The writing would involve vocabulary building, and I would offer assistance in putting thoughts to paper with grammar advice only supplied to the written form.

Discuss the value of group- & pair work in the language classroom with your own appropriate examples.

- ✔ Pair and group-work should be used often by the teacher.
- ✔ Teacher must create situations for communication and exchange of information between learner & learner
- ✔ This encourages learners to interact with peers by partaking in language activities.
- ✔ Teacher must create enthusiasm and introduce fun ways of learning like role-play, games, problem-solving, activities like crosswords and puzzles tasks to create interest focus and situations for practical usage of language skills.
- ✔ The teacher has to select and create lessons that would keep the learner focused and interested.

Discuss two group activities you will get learners to participate in.

- ✔ Role-play & interactive language games are functional and fun ways of initiating effective language learning.
- ✔ Role-play will allow the learner to use the body as well as the mind to express and understand the language.
- ✔ This will facilitate using language functionally in real life situations. Learners will also be able to explore their imagination and creativity, and at the same time have fun doing it.
- ✔ By using language and word games as an additional method of acquiring an additional language, the learner gets to expand and strengthen vocabulary needed to express himself/herself effectively.
- ✔ The games are also fun ways of stimulating cognitive abilities as well.
- ✔ It builds interactive competition, as well as strengthens the learners' confidence in using the language effectively.
- ✔ Learners are even influenced to adopt playing word games as a healthy hobby, introducing them to "brain gym".

Every normal person is born with the ability to hear. Why then is it necessary to teach Children how to listen?

- ✔ children are more exposed to visual than aural stimulation.
- ✔ The young learner lacks aural concentration.
- ✔ create an environment conducive to listening, & encourage concentration.
- ✔ listening is a learning behavior
- ✔ they wont interrupt others
- ✔ improves memory & good number, social emotional skills
- ✔ those who listen learn better and better relationships

What should the teacher bear in mind when choosing a text to teach listening?

Selecting suitable material

- ✔ The listening task must have a specific purpose
- ✔ The task must demonstrate their understanding
- ✔ Authentic texts with natural speech must be chosen, & contextualised
- ✔ Content should be digestible yet challenging / do not over simplify authentic natural speech
- ✔ is best make use of tape recordings of conversations, adverts, etc.
- ✔ visual material can be used to assist comprehension & heighten motivation

How would you assess both listening and oral work? Can you think of innovative ways to evaluate your learner's progress in the acquisition of these skills?

<p><u>LISTENING CHECKLIST</u> Does the child:</p> <ul style="list-style-type: none"> • Listen to others attentively? • Listen to an entire presentation and not just part? • Show understanding of what is heard? • Remember important details? • Remember important details in sequence? • Listen attentively for a long time? • Listen respectfully? • Know how to listen? 	<p><u>ORAL CHECKLIST</u>:</p> <ul style="list-style-type: none"> • participation frequency, • fluency, shyness, • tentativeness, stuttering, • enthusiasm, politeness, • courage, self-confidence, • clarity, creativeness, • sense of humour, sense of drama, • level of abstract ideas used, • a child's favourite topics chosen to talk about.
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- ✔ The lesson will combine a listening exercise with an oral discussion and a written assignment to follow.
- ✔ The listening exercise would entail an audio tape recording, and the oral discussion would be based on individual questioning posed to each learner so that all can be fairly assessed.
- ✔ I would listen to the learners' conscientiously during the lesson.
- ✔ When they'd stand up in class to answer a question I would take note of the presentation of their answers, and gauge their awareness of what they had heard during the listening exercise.
- ✔ The written assignment would entail probing, thought provoking questions, so that I can gauge their understanding of the content.
- ✔ I would even pose questions that would help me to check how well they retained information of vital details and particulars in order.
- ✔ To investigate their alertness during the exercise, I'd also pose content in my questions to check if they understood the content. I would check if their answers gave particulars in order.

Orientation to writing is very important before learners can begin a writing task. Briefly explain what such orientation entails and how you could teach learners to orient themselves to a writing task.

- ✔ Writing should be a planned exercise developed with a specific context in mind.
- ✔ To express writing effectively, correctly, appropriately, meaningfully and clearly, writing must be taught in integration with other language skills in order to understand how all aspects of language are interlinked.
- ✔ Learners should be given frequent opportunities to write -- for various purposes and for different audiences.
- ✔ To motivate learners to write, one must give encouragement, enthusiasm and praise.
- ✔ Get learners to write after an oral lesson in which certain specific topics were introduced & discussed, views were heard and opinions formed.
- ✔ Writing should flow from, & support, learners' oral work, and should also support their reading & language studies.
- ✔ Stimuli for writing should come from real life, from situations outside school, from other subjects in the curriculum, and from the learners' ideas of their future (possible job situations).
- ✔ Vary writing tasks eg a poem; writing in text for a series of pictures etc.
- ✔ Importance of written communication in daily life should be demonstrated.
- ✔ Learners should be willing to express themselves with imagination and enthusiasm.
- ✔ Teachers should extend and develop learners' skills by providing them with extensive opportunities for writing short pieces which can easily be edited, proofread, evaluated and responded to.
- ✔ Teachers must respond to the content of what is written rather than to errors, and share the learner's writing with other learners to encourage communication in writing.
- ✔ Giving different learners different tasks (taking into account individual aptitudes and abilities), makes the writing programme more relevant.
- ✔ Learners who develop a real understanding of the writing process learn about procedures that can be applied to many tasks, associated techniques and terminology become familiar. As a result,
- ✔ learners and teachers talk with one another about matters such as drafting and editing.
- ✔ In the senior primary phase learners' writing sensitivity is intensified when the elementary teacher helps learners think of themselves as recorders, illustrators and writers of classroom and school affairs.

Find an interesting picture or series and explain how you would go about developing a creative writing activity based on the picture or series of pictures. The activity should be suitable for grade 6 learners.

- ✔ Firstly, I would ask the learners have a blank A4 size **page and a pencil ready**.
- ✔ Then I would ask them to give their **initial verbal reaction** to the picture.
- ✔ Thereafter I would guide them to **study it carefully**; posing questions that would initiate deeper thought about the picture, & create an experience, e.g.
 - **Transport yourselves into the picture**
 - **Where** do you think this happened?
 - **What** do you think **caused** this?
 - **What** is the **strength** of this fire?
 - Can you imagine the **heat** this fire is emitting?
 - What would this fire **sounds** like?
 - What **other sounds** could you attach to such a scene?
 - Imagine **what conditions** the **fireman** is working under.
 - Can you imagine what the **fireman** must be **feeling** under these conditions?
 - **Write down emotions** that you think would match such a situation.
 - How would **you feel** if you were faced **with a fire** like this?
 - How would you **escape** a fire like this?
 - Can you **imagine people trapped** in a fire like this?
 - **What would you do** in such a situation?"
- ✔ I would ask them to write down their responses to these questions.
- ✔ Then I would ask them to **build their creative writing piece** from what they've written, **sifting out an introduction, body content** which includes a **plot** and a **climax**, and an **ending**.
- ✔ I would advise them to **sub-theme their body content into paragraphs** incorporating and tying their responses to the questions into it in an **organized, logical manner**.
- ✔ Then they will construct their ideas into sentences, and **explore alternative descriptive words for descriptions of feelings, emotions, and scenes**, where they've used ordinary or mundane words to describe, e.g. "*bad*" may be converted into "*terrible*".
- ✔ Introducing this method to spice descriptions like "*hot*" into "*boiling hot*", and **using thesaurus dictionary**, would allow them to **spice up and add interest to their writing, increasing their vocabulary** as well.
- ✔ Their writing would be **developed into a story, which will be read out to their peers**.

Discuss the importance of language for learning and teaching

- know at least the basic principles of how language is acquired
- language can be acquired in many ways, therefore the teaching of language will vary
- there is no single correct way of teaching language so the research findings on language acquisition are useful because they

- help teachers understand what to keep in mind when planning activities in the classroom
- children learn from adults, their peers and, finally, from the school context

5 way teachers can improve communication skills / factors:

- **Confidence:** confident when speaking
- **Articulation:** speech is clear & can be understood
- **Language production:** speak in sentences and can link words
- **Vocabulary:** have many words in their vocabulary
- **Communication:** say what they want / dislike etc.
- **Understanding language:** respond to instructions etc
- **Playing with words:** enjoy songs, word games and rhymes
- **Listening skills:** listen and react correctly to questions and instructions

Explain reading as an element of language

- reading we do in a single day = advertisements to newspapers, books, magazines and non-fiction
- we also seek enjoyment, as when we read stories, poems, articles and jokes
- learning to read begins when we are taught the alphabet and how single letters can be put together to make words
- this process continues in our adult life as we learn how to deal with different kinds of text, their content and thousands of words in print.
- reading is usually taken a step further when we think effectively about what we have read and can incorporate it in our communication to others, talking and giving account of what we have read

5 ways Language Learning Area contribute to the curriculum

- develops reading and writing, the foundation for other important literacies
- is the medium for much of the other learning in the curriculum, such as Social Sciences
- encourages intercultural understanding, access to other views, and a critical understanding of the concept of culture
- stimulates imaginative and creative activity, and thus promotes the goals of arts and culture
- provides a way of communicating information, and promotes many of the goals of science etc
- develops the critical tools necessary to become responsible citizens

Is the communicative approach outcomes-based compliant?

Outcomes-based education comprises six main learning outcomes, namely; the four language skills (listening, speaking, reading, viewing and writing), the ability to use language to think and reason, and core of language knowledge (words, grammar, sounds).

The communicative approach acknowledges that language incorporates a system of rules, (the grammar), using the four language skills to achieve this outcome. Communication is seen as a process where learners apply this knowledge in order to gain meaning and understanding, resulting in the ability to think and reason.

The communicative approach, therefore, is outcomes-based compliant.

Discuss the Principles of the communicative approach

- **Derive meaning,** both in written and spoken form - language is interactive (inputs and outputs)
- **Reading, writing, listening, and speaking** are the basic communication skills - **integrate and develop at the same time.**
- **Communicate effectively** - competence in grammar, sociolinguistic, strategic and discourse.
- **Basic interpersonal communication skills (BICS)** requires language.
- **Tolerate errors**
- **Authentic communication** - group (or pair) work is important

Explain a learner centred approach in the classroom

- activities should be **learner-centred**
- this allows learners to take responsibility for and manage their own language learning progress
- not one-way traffic - learners should make a personal input daily to improve their competence
- a focused interaction between learner and materials or learner and peers builds confidence - see that they are able to influence their circumstances by using language effectively

The role and responsibility of the teacher:

- Teacher must have thorough knowledge of how AL teaching works so that can help learners develop communicative competency fully
- bear in mind many learners aren't HL speaking/ same abilities
- must grade/use different activities & level-explanation to meet each child's needs
- act as organizer of knowledge, initiator of activities, guiding & advising rather than drilling the language
- facilitate communication & monitor interaction

- establish situations to promote communication in formal&informal setting
- encourage learners to share ideas & opinions

5 factors that hinder effective listening

- Speaker speaks too fast or too softly
- Facial expressions
- Stuttering/lisping
- Gestures and body language
- Fatigue on the part of the listener
- Poor ventilation/lighting
- Large number of people in room
- Strong motivation to listen e.g. announcement of lottery winner
- Words not pronounced clearly
- Physical disabilities
- Length of time that listener must concentrate
- Use of colloquial (informal) language
- Boredom i.e. topic does not interest the listener
- Eye contact
- Personal/emotional problems which concern the listener
- Language level too advanced e.g. formal speech
- Good pace and volume
- Poor grammar and pronunciation

Discuss non-verbal communication. Give examples

By the time additional language learners reach the Intermediate Phase they should be able to:

- identify non-verbal messages and symbols
- interpret the meaning of non-verbal messages and symbols
- demonstrate the ability to interpret non-verbal messages through pictures
- identify body movements as a means of non-verbal communication
- demonstrate the use of body language as a means of non-verbal communication
- demonstrate good dramatisation techniques
- identify meanings conveyed by facial expressions
- identify messages conveyed by signs
- identify messages conveyed by symbols

Body movements

- Shake head up and down - yes
- Shake head from side to side - no
- Beckon with finger - come here
- Hunch shoulders up and down - I don't know
- Finger over the lips - be quiet
- Hand covering ears - don't want to listen or it's too noisy
- Raise arm and hand - stop
- Raise arm and wave you hand up and down - goodbye

Facial expressions

- happiness
- sadness
- anger
- fear
- surprise
- sleepiness

WORD FRIEZE: pic & words...separate...learners match words to pic

WORD FRIEZE WITH ACTION WORDS:

On an A4 sheet of paper, draw a picture of a boy kicking a ball. Print the word 'kick' under the picture. in pairs match words to pics. make sentences or ask questions based on action. name pics with captions underneath

Using pictures to make a word frieze with action words.



SKATING



RUNNING



HITTING

FLASHCARDS CONTAINING SENTENCES THAT CAN BE USED IN A READING LESSON

-draw pics based on theme, print sentences below pic. work pairs & read sentences. make matching sentences flash cards on separate paper & learners match sentences & arrange in correct sequence. follow by discussion

JOHN WALKED TO THE BEACH

HE BOUGHT AN ICE CREAM

THE SUN WAS VERY BRIGHT

HE PUT ON HIS HAT AND SUNGLASSES

THE WATER IS COOL AND INVITING

JOHN HAD A SWIM

Using a dictionary in teaching

- familiarise with dictionary at beginning of year
- explain what abbreviations are (adj. ; etc.)
- encourage look up words / meanings, synonyms
- play dictionary games (chose word, read definition aloud, others guess what word is)
- improve vocabulary
- building parts of speech
- must know ABC
- check spelling

Discuss the use of pictures and posters in the classroom

A language teacher cannot teach without pictures and posters. Remember that you do not have to buy expensive pictures; you can draw them yourself or use posters from a magazine. A collage of pictures from magazines is ideal to depict a story or to use to practise vocabulary. You can provide the pictures yourself or ask learners to bring their own pictures. The learners could also draw pictures. For some learners, looking at pictures is the only opportunity they have to experience the outside world. For example, some of them have never been to the sea and know it only through pictures. **Use pictures in different ways:** Picture work can also be done in groups. Ask the groups 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.

3 types of assessment

Observation. Observation is when a teacher observes a learner during activities. The teacher can use questioning skills, observation sheets or checklists to gather and write down information.

Self-assessment. Learners assess how well they have performed in terms of the outcomes that they are expected to reach. They also give reasons for their performance and take responsibility for their work.

Peer assessment. Learners assess one another. Teachers should provide clear guidance to prevent unnecessary criticisms and to encourage a focus on positive comments.

Portfolio. A portfolio is a folder or file that contains samples of a learner's work over a period of time. There should be many different samples of work. The portfolio should also show a collection of the learner's work that demonstrates that learning has occurred. Teacher, peer and self-assessment comments should be included.

5 examples of work that could be found in a portfolio

written assignments, Interviews, Oral presentations, Projects, Practical assignments

ASSESSMENT OF WRITING:

- have clear idea of what, why & how u intend evaluate
- consider factors:
 - content - sentence length – types of sentences used - spelling - vocab - effective communication
 - punctuation - correctness-language – sequence of ideas – paragraphing

ASSESSMENT OF READING:-

Innotation –reading speed – fluency – volume – accent
Must understand what they reading & not try read fluently only

• LANGUAGE PURPOSE:

- personal- personal growth, pleasure & relationship
- Communicative- communicate effectively & appropriately
- Educational- develop tools-thinking & reasoning
- Aesthetic-create, interpret & play with oral, visual & written texts
- Cultural- understand & appreciate languages & cultures
- Political- persuade others of a particular point of view
- Critical- understand dynamic nature & culture

HOW TEACHERS DEVELOPE LANGUAGE LEARNING:

- encourage conversation in class- speak with each other
- find out what students know & plan lessons accordingly
- promote parent-learner conversation @ home
- encourage learners to think out loud / reflect their experiences
- correct learners language mistakes
- help learners think for themselves
- develop activities to suit requirements of children