

**1. Describe three teacher roles of your choice.**

**Controller**

The teacher is in charge of the class and of the activities taking place in the class. He tells students things, organises drills and reads aloud. It is a very teacher-fronted classroom. Acting as a controller denies students access to their own potential learning and it cuts down the opportunities for the students to speak. But sometimes it makes sense to act as a controller: when announcements need to be made, when order has to be restored or when explanations need to be given. ✓

**Organiser:**

The teacher has to organise students to do different activities. Acting as an organiser involves giving students information, telling them how to do an activity, putting them into pairs or groups. As an organiser you have to engage the students, give them necessary instructions on the activity, initiate the activity and organise feedback. ✓

**Assessor:**

As an assessor the teacher has to offer feedback and correction. He has to grade the students in various ways. The teacher should tell the students what he is looking for and what success looks like when they have to do a task. An assessor should give credit for good performance and constructive criticism for poor performance. For that the teacher needs to be sensitive to students' possible reactions. ✓

**2. What is a learning strategy?**

A learning strategy is the mental process which learners employ to learn and to use the target language. Strategies can be categorised under *hypothesis formation- hypothesis testing- automatization*. They can be distinguished between strategies for managing the learning process, for example developing and understanding of one's own language learning preferences and strategies for managing information, e.g. associating, categorising, pattern learning.

**3. Give two pros and cons for using TPR in the classroom.**

Pros:

- It is built around coordination of speech and action
- Children can learn vocab and grammar in a natural way
- Through listening comprehension, speech can evolve naturally and effortlessly
- Aims to produce learner who is capable of an unhindered communication
- Initial attention to meaning rather than on form

Cons:

- Very teacher centered → has active and direct role
- you only use the imperative form
- it's not appropriate for older children – they might get bored
- limited vocabulary use

**4. Give an example for TPR**

- The teacher gives commands to the students. They have to fulfill those.

Silke-Anne 19.7.06 23:15

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- For example: the verb *wash* is introduced. Wash your face. Wash the cup.
- Or the verb look for: look for the towel, look for the pencil, the book

Old Simon says

5. What are real- world tasks? Give at least two examples.
  - Listening to the weather forecast to be able to predict the weather for the day.
  - A real world task would also be a correspondance project. The students should write letters to english pen friends. ✓
6. What are the main learning principles for young learners according to Cameron?
  - Children need space for language growth. ✓
  - ZPD is of central importance for effective learning → skilled help to initiate development
  - Routines and scaffolding are helpful
  - Language in use carries cues to meaning that may not be noticed ✓
  - Language can grow as the child takes over control of language used initially with other children and adults → development can be seen as in internalizing from social interaction
  - Children try to construct meaning actively ✓
  - Children's foreign language learning depends on what they experience ✓

Development can be seen as internalising from social interaction

7. What does it mean for a child's internal grammar if the child produces sentences like "I writed a letter"?
  - Children do not just prduce random word orderings and forms, but they somehow work out how to use the language and then try out their hyptheses. Children work naturally with rules and patterns which leads to their creative productions of utterances that they can never have heard anyone say but that seems to follow an internal rule that the child has constructed, in which a new past tense form is created according to the child's current hypothesis. ✓
8. Describe different ways explaining the meaning of a skeleton.
  - Explaining the meaning of the word "skeleton" by using the object, showing photographs of a skeleton, drawing it on the board. ✓
  - Another way could be to give the students a verbal explanation. ✓
9. What is a grapho- phonemic relationship?
  - Grapho- phonemic relationship means the links between the written letters (grapho) and the sounds (phonemic) they represent. In English 26 letters of the alphabet represent 44 sounds or phonemes. ✓
10. Explain the top- down/ button- up in relation to reading.
  - Top- down: bring in your word knowledge → application of prior knowledge to work out the meaning of a text is described as a top- down processing
  - Bottom- up: started with words (words- relationship) → describing of the letters, words and other language features in the text is descibed as button- up processing ✓