

Core elements in subject English

DEKOM Autumn 2019: Ringebru
Angela Fisher



Angela Fisher



**Inland Norway
University of
Applied Sciences**

Tuesday, 15 October 2019

DeKom subject English



Preparation for the network seminar

- How do you understand the terms *competence* and *in-depth learning* in relation to the three core elements of English (communication, language learning, and encountering English-language texts)? Link your discussion to the Year you are teaching, and feel free to include specific examples.
- Be prepared to share your thoughts during the first seminar.
- Speed-dating (sort of 😊)
- Turn to the person next to you.
- Introduce yourself and state which grade you teach.
- Decide who is A and who is B.
- Person A shares their understanding of *competence* (5 mins).
- Person B shares their understanding of *in-depth learning* (5 mins)
- Discuss (5 mins)

Relevance and central values

- Why is subject English taught in Norwegian schools?

An essential subject for cultural and intercultural understanding

Culture, communication, understanding = being global

A basis for communicating with others, locally and globally

Reading, writing and oral communication (language skills)

Contribute to providing insight into the way people live

Should be seen in connection with other subjects and prepare pupils for further education and the workplace

‘Multilingualism’ as a resource in school and in society.

for communication, personal development and identity building

Core elements

- Kommunikasjon (communication)
- Språklæring (language learning)
- Møte med engelskpråklige tekster (encountering English-language texts)

Med kjerneelementer mener vi både det viktigste innholdet, og det elevene må lære for å kunne mestre og bruke faget. Det kan altså være kunnskapsområder, metoder, begreper, tenkemåter og uttrykksformer.

Kjerneelementene skal prege innholdet og progresjonen i læreplanene og bidra til at elevene over tid utvikler forståelse av innhold og sammenhenger i faget.

Core element: Communication

Creates meaning

Kommunikasjon - Kommunikasjon er å lære å skape mening med språk. Vi trenger engelsk for å leve og lære, i arbeidslivet, og for å samhandle med mennesker fra hele verden. Opplæringen skal gi elevene glede av å utforske og bruke språket fra første stund. Elevene skal ta i bruk ulike strategier for å kommunisere muntlig og skriftlig med ulike samtalepartnere og mottakere, i ulike situasjoner og ved bruk av ulike medier og verktøy.

Exploring

Using the language

Communicate

Different situations and for
different purposes

What is communication?



“The Council is concerned with improving the quality of communication among Europeans of different language and cultural backgrounds.”

*“To meet the challenges of communication across language and cultural boundaries (i.e. to carry out **communicative tasks and activities** in the various contexts of social life with their conditions and constraints)”*

“Communication calls upon the whole human being.”

“A communicative event can be regarded as the speaking, writing, listening to or reading of a text”

(Council of Europe ,2018)

What is communication?

Linked to Communicative Language Teaching (CLT)

Meaning of language and communication is linked to the situation, in other words, using appropriate language in a given context.

(Fenner, 2018, p.29)

The central idea is that one should learn L2 in the same way that one has learnt L1. Instead of being taught about language, learners should be exposed to the target language as much as possible.

(Munden & Sandhaug, 2017, p. 79)

What is communication?

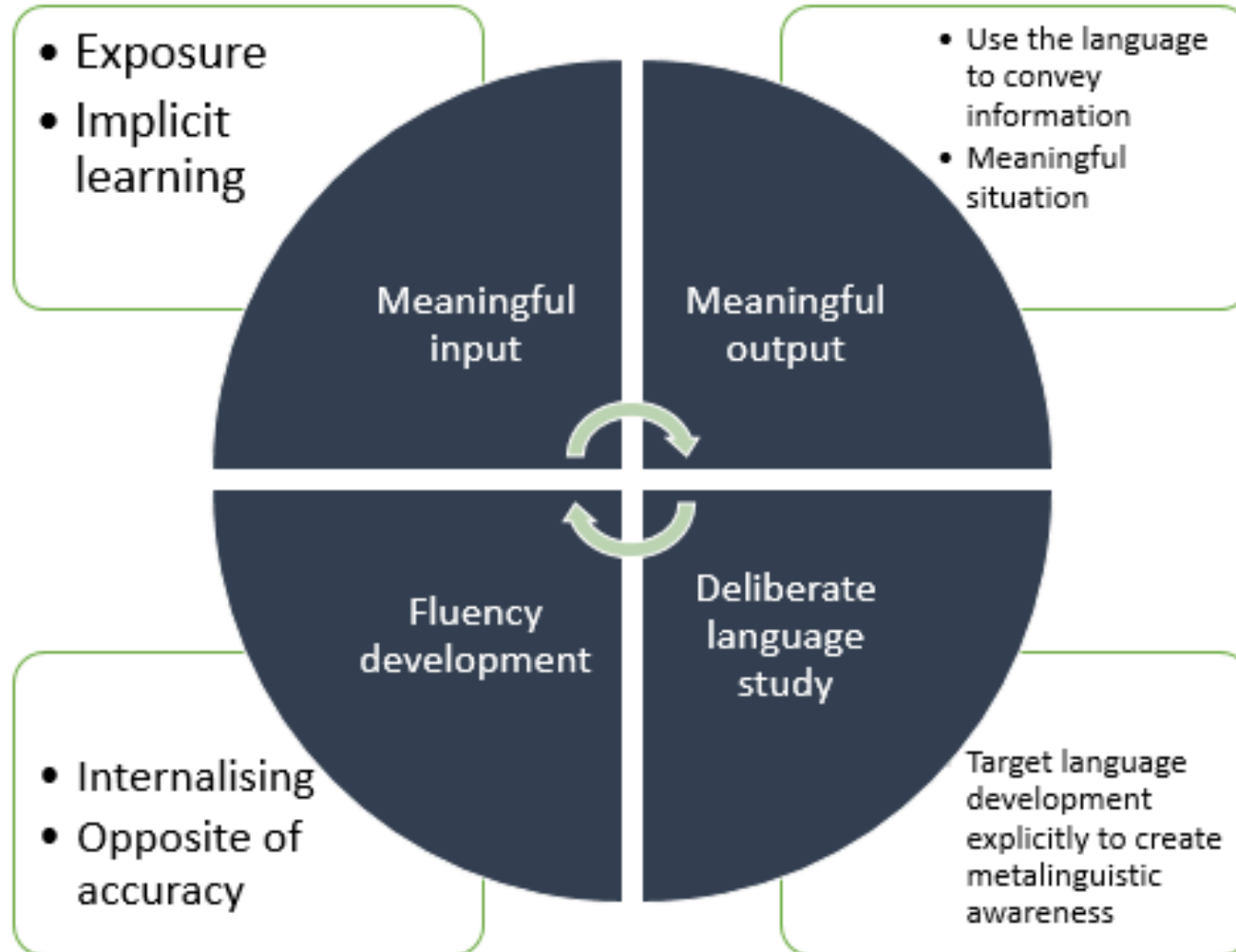
Activities in CLT typically involve pupils in real or realistic communication, where the successful achievement of the task they are performing is at least as important as the accuracy of their language use.

(Harmer, 2015, ch.4)

When pupils concentrate on new ideas or on solving a problem, they speak with less accuracy than when they are doing more controlled exercises. In communicative activities we must accept that fluency and communicative enthusiasm are the primary focus. Pupils need to bridge the gap between accuracy in authentic exercises and fluency in authentic communication.

(Munden, 2014, p. 211)

What is communication?



Core element: Language learning

Phonetics, Vocabulary,
Grammar

Språklæring - Kunnskap om engelsk som system (språklyder, ordforråd, ord-, setnings- og tekststrukturer) sammen med bruk av språklæringsstrategier gir elevene valg og muligheter når de kommuniserer og samhandler på engelsk. Språklæring innebærer å se sammenhenger mellom eget språk, engelsk, og andre språk elevene kan. Kunnskap om språklæring gjør elevene i stand til å utnytte flerspråklighet som ressurs.

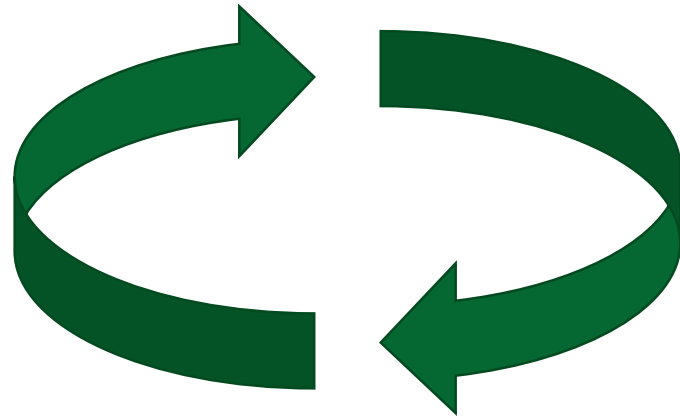
Communicate

Similarities and differences

Multilingualism

What is language learning?

“The overall ambition for teachers of English is to develop their learners’ communicative language competence.”



(Flognfeldt & Lund, 2016, p. 29)

What is language learning?

Learning vocabulary as an example



L1

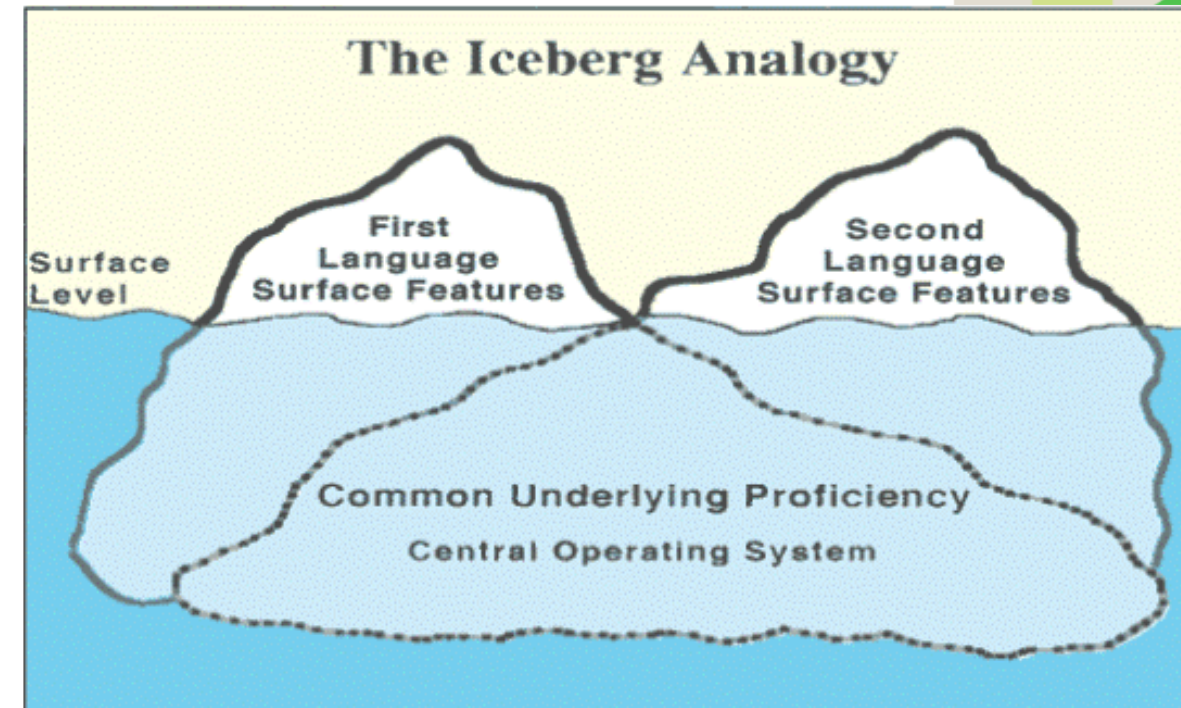
First/initial language learning

- Holistic language learning
- Concepts and categories
- Exposure

L2

Second language learning

- Build on L1 and conceptual system (relabelling)
- Multilingual competence
- Learning the vocabulary of a new language is to a certain extent a matter of relabelling concepts



What does
it mean to
know a
word?

The simple answer to this question is that you need to know the **form** of the word both as it is spoken and written, the **meaning** of the word, and how it is actually **used** in communication.

Knowing a word is a matter of degree.

- ✓ **Receptive word knowledge:** to receive or make sense of what you are reading or hearing.
- ✓ **Productive word knowledge:** to learn, retain and actively use in communication.

One of the most important responsibilities for the language teacher is to make an informed decision about which words can be left for receptive understanding only and which words are useful and relevant for a young learner's productive use.

(Flognfeldt & Lund, 2016, p. 38)

Core element: Encountering English-language texts

Oral and written texts

Møte med engelskspråklige tekster - Elevene vil gjennom livet møte utallige tekster på engelsk, både i og utenfor skolen; muntlige og skriftlige, trykte og digitale, grafiske og kunstneriske, formelle og uformelle, fra nåtid og fortid. Engelskfaget skal forberede elevene til å forstå, analysere, vurdere, bruke, reflektere over og forhandle med disse tekstene.

Use

Kunnskap om og en utforskende tilnærming til andre språk, samfunn, levesett, tenkemåter, kommunikasjonsformer og kulturelle uttrykksformer åpner for nye perspektiver på verden og oss selv. Elevene skal få innsikt i og utvikle forståelse for kulturelt og språklig mangfold både lokalt og globalt og bruke denne kompetansen i samhandling med andre. Dette omfatter urfolk, og ulike kontekster der engelsk brukes, både som førstespråk og som kontaktspråk.

Authentic texts

Understand

Analyse

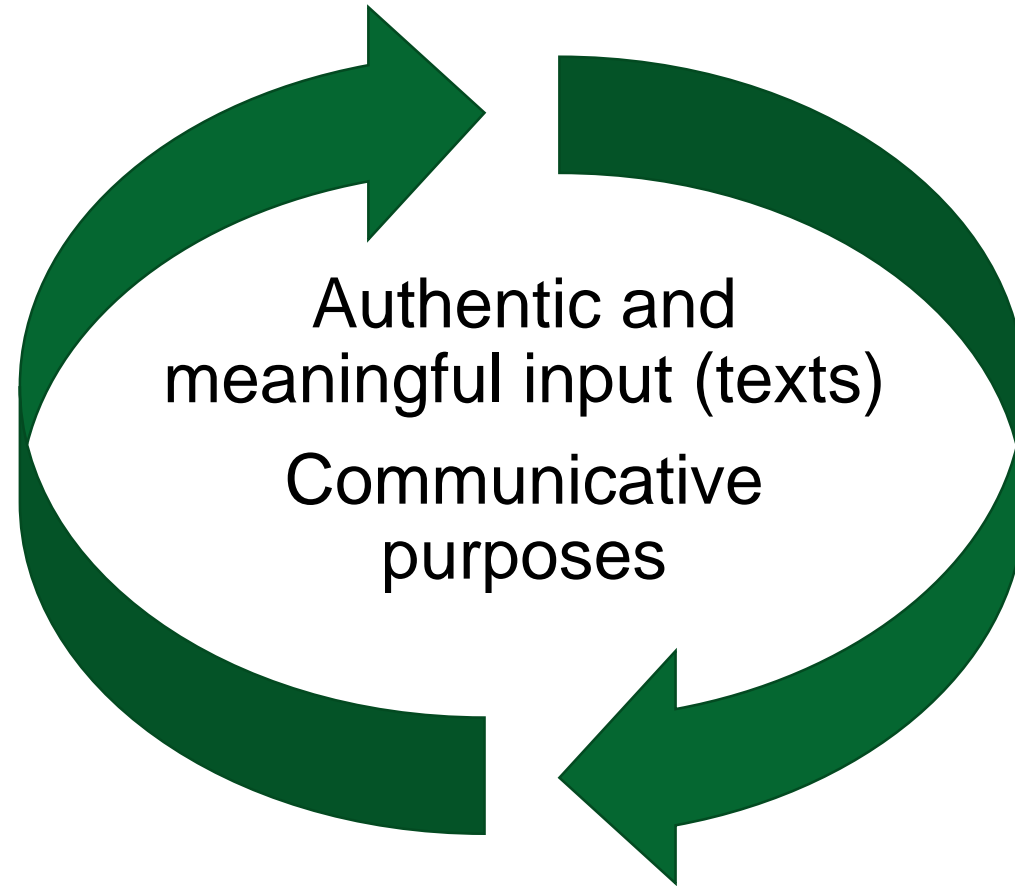
Assess

Culture

What is encountering English-language texts?

- 'Text' used in the widest sense
 - Oral texts
 - Anything from a short answer or listening to long complex speeches
 - Written texts
 - Anything from street signs to long complex novels
- Texts have different purposes, different audiences and different levels of formality and complexity.
- Whether working with a short text or a long complex one, comprehending the main idea(s) is an essential step towards **understanding** and **learning** from a text

The Core Elements



Comparison LK06 and Renewal

Main subject areas and Core Elements

- Language learning
- Oral Communication
- Written communication
- Culture, society and literature

How has language learning changed?

Comparison LK06 and Renewal

Main subject areas and Core Elements

- Language learning

How has language learning changed?

Language learning

The main subject area Language learning focuses on what is involved in learning a new language and seeing relationships between English, one's native language and other languages. It covers knowledge about the language, language usage and insight into one's own language learning. The ability to evaluate own language usage and learning needs and to select suitable strategies and working methods is useful when learning and using the English language.

Språklæring - Kunnskap om engelsk som system (språkløyer, ordforråd, ord-, setnings- og tekststrukturer) sammen med bruk av språklæringsstrategier gir elevene valg og muligheter når de kommuniserer og samhandler på engelsk. Språklæring innebærer å se sammenhenger mellom eget språk, engelsk, og andre språk elevene kan. Kunnskap om språklæring gjør elevene i stand til å utnytte flerspråklighet som ressurs.

Position

Comparison LK06 and Renewal

Main subject areas and Core Elements

- Language learning
- Oral Communication
- Written communication
- Culture, society and literature

How has language learning changed?

Oral and written communication = communication

Comparison LK06 and Renewal

Main subject areas and Core Elements

- Oral Communication
- Written communication

Kommunikasjon - Kommunikasjon er å lære å skape mening med språk. Vi trenger engelsk for å leve og lære, i arbeidslivet, og for å samhandle med mennesker fra hele verden. Opplæringen skal gi elevene glede av å utforske og bruke språket fra første stund. Elevene skal ta i bruk ulike strategier for å kommunisere muntlig og skriftlig med ulike samtalepartnere og mottakere, i ulike situasjoner og ved bruk av ulike medier og verktøy.

Oral communication

The main subject area Oral communication deals with understanding and using the English language by listening, speaking, conversing and applying suitable communication strategies. The main subject area involves developing a vocabulary and using idiomatic structures and grammatical patterns when speaking and conversing. It also covers learning to speak clearly and to use the correct intonation.

The main subject area involves listening to, understand and using English in different situations where communication needs to be done orally. General politeness and awareness of social norms in different situations are also an important element. This also involves adapting the language to purposeful objectives and adapting the language to the recipient, i.e. by distinguishing between formal and informal spoken language.

The use of different media and resources and the development of a linguistic repertoire across subjects and topics are also key elements of the main subject area.

Written communication

The main subject area Written communication deals with understanding and using English language through reading, writing and using suitable reading and writing strategies.

The main subject area includes reading a variety of different texts in English to stimulate the joy of reading, to experience greater understanding and to acquire knowledge. This involves reading a large quantity of literature to promote language understanding and competence in the use of text. Reading different types of texts can lay the foundation for personal growth, maturation and creativity and provide the inspiration necessary to create texts.

The main subject area includes writing different texts in English in different situations where written communication is necessary to stimulate the joy of writing, to experience greater understanding and to acquire knowledge. This also involves adapting the language to purposeful objectives and to the recipient, i.e. by distinguishing between formal and informal written language. The main subject area involves developing a vocabulary and using orthography, idiomatic structures and grammatical patterns when writing. It also covers creating structure, coherence and concise meaning in texts.

The use of different media and resources and the development of a linguistic repertoire across subjects and topics are also key elements of the main subject area.

Comparison LK06 and Renewal

Main subject areas and Core Elements

- Language learning
- Oral Communication
- Written communication
- Culture, society and literature

How has language learning changed?

Encountering English-language texts

Oral and written communication = communication

Comparison LK06 and Renewal

Main subject areas and Core Elements

- Culture, society and literature

Culture, society and literature

The main subject area Culture, society and literature focuses on cultural understanding in a broad sense. It is based on the English-speaking countries and covers key topics connected to social issues, literature and other cultural expressions. This main area also involves developing knowledge about English as a world language with many areas of use.

The main subject area involves working with and discussing expository texts, literary texts and cultural forms of expression from different media. This is essential to develop knowledge about, understanding of and respect for the lives and cultures of other people.

Møte med engelskspråklige tekster - Elevene vil gjennom livet møte utallige tekster på engelsk, både i og utenfor skolen; muntlige og skriftlige, trykte og digitale, grafiske og kunstneriske, formelle og uformelle, fra nåtid og fortid. Engelskfaget skal forberede elevene til å forstå, analysere, vurdere, bruke, reflektere over og forhandle med disse tekstene.

Kunnskap om og en utforskende tilnærming til andre språk, samfunn, levesett, tenkemåter, kommunikasjonsformer og kulturelle uttrykksformer åpner for nye perspektiver på verden og oss selv. Elevene skal få innsikt i og utvikle forståelse for kulturelt og språklig mangfold både lokalt og globalt og bruke denne kompetansen i samhandling med andre. Dette omfatter urfolk, og ulike kontekster der engelsk brukes, både som førstespråk og som kontaktspråk.



Broader
terms

The (new) Core Curriculum and subject English

Sections we will consider:

2.1 Social learning and development

2.3 Basic skills

2.4 Learning to learn

3.1 Inclusive learning environment

2.1 Social learning and development

Vygotsky: constructivist learning theory, that children acquire knowledge as a result of engaging in social experiences.

Stephen Krashen: roughly tuned input

Merill Swain: output is equally important, what the learner produces themselves = become aware of gaps in their knowledge

Both input and output should be meaningful (Flognfeldt & Lund, 2016, p. 26)

Organised activities where the pupils communicate, with one another.

2.3 Basic skills

- Were added to the subject English curriculum in 2013.
- Numeracy has now been removed.



2.4 Learning to learn

- Mastering
 - Form the basis for lifelong learning
 - The learning spiral
 - In-depth learning
-
- «By working with challenges in the subjects, the pupils will acquire knowledge about how they learn and develop in each subject». (regeringen.no, p 15).

3.1 Inclusive learning environment

- Teaching English through English (TETE)
- Adapted teaching
- Using methods and resources that are chosen and designed for the particular pupil/student group



Time for a well earned break!



Two truths and a lie

- Think of two things about yourself that are true and one thing that could be true but is not.
- Tell your two truths and a lie to the group and they are to guess which claim is false.
- The youngest member of the group begins

Task: Core elements

- Create a concrete activity that can be adapted for the grades each of you are teaching.
- Explain how this activity relates to learning within your core element.
- Present your idea using the following template:
 - Grade
 - Core element
 - Activity
 - Proposed learning outcome

https://docs.google.com/document/d/1OamMPbyngnPM8EoFWKilr1t_otuNiNdOBEBi8PePI5o/edit

«Mellomarbeid»

A)

- Involve the pupils!
- Try out the activity you have designed, keeping the core element in mind
- Afterwards, ask the pupils what they think they learnt from the activity

B)

- Look at the newly published subject English plans and consider how the three core elements are represented. What will you as the teacher need to do to ensure you are covering the core elements in your teaching.

References

Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Hentet fra https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Directorate for Education and Training. (2018.) *Fagfornyelsen*. Retrieved from <https://www.udir.no/laring-og-trivsel/lareplanverket/fagfornyelsen/>

Directorate for Education and Training. (2018.) *Core curriculum*. Retrieved from <https://www.regjeringen.no/contentassets/53d21ea2bc3a4202b86b83cfe82da93e/core-curriculum.pdf>

Fenner, A., & Skulstad, A. (2018). *Teaching English in the 21st century: central issues in English didactics*. Bergen: Fagbokforlaget

Flognfeldt, M. E. and Lund, R. E. (2016). *English for teachers and learners*. Oslo: Cappelen Damm Akademisk.

Munden, J. (2014). *Engelsk på mellomtrinnet: A teacher's guide*. Oslo: Gyldendal Akademisk.

Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Harlow: Pearson.

Speitz, H. (2018). National Curricula and International Perspectives. In H. Bøhn, M. Dypedahl, & G. Myklevold (Eds.). *Teaching and learning English*. Oslo: Cappelen Damm akademisk

Communicative language teaching (CLT)

- Teaching English through English
- English now and then
- Visual language
- Learning by doing
- Learning by playing
- Language in chunks
- Repetition and routines
- The learning spiral
- Transparency
- English here and there
- Pupil activity

