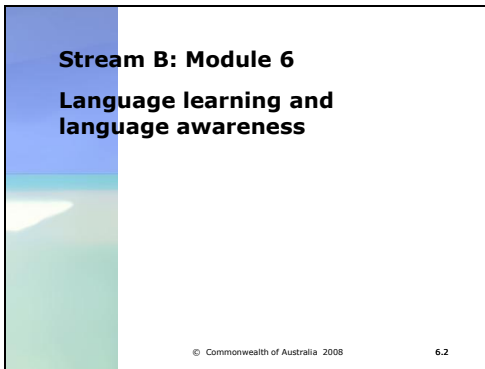
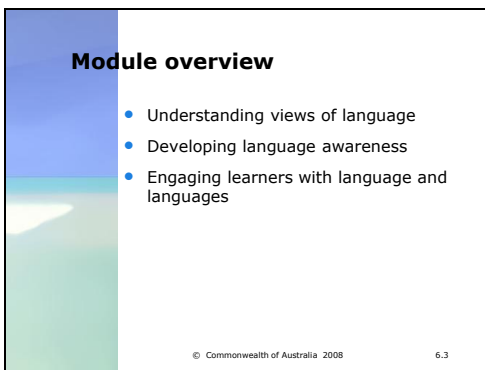

Language learning and language awareness

NOTES



Stream B: Module 6
Language learning and language awareness

© Commonwealth of Australia 2008 6.2

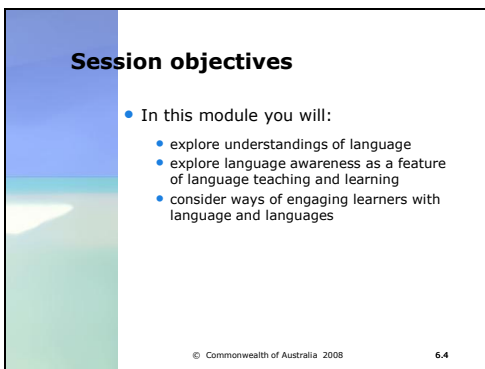


Module overview

- Understanding views of language
- Developing language awareness
- Engaging learners with language and languages

© Commonwealth of Australia 2008 6.3

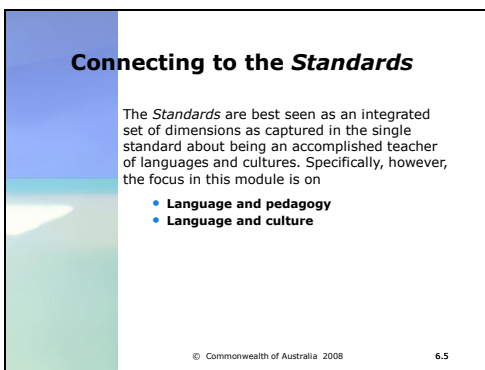
The focus of this module is on language. It aims to develop a stronger understanding of how you view language in your teaching. It also examines issues about the teaching and learning of language, especially in the context of language awareness.



Session objectives

- In this module you will:
 - explore understandings of language
 - explore language awareness as a feature of language teaching and learning
 - consider ways of engaging learners with language and languages

© Commonwealth of Australia 2008 6.4



Connecting to the Standards

The *Standards* are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, however, the focus in this module is on

- **Language and pedagogy**
- **Language and culture**

© Commonwealth of Australia 2008 6.5

Module 6: **Language learning and language awareness**

Overview

This module focuses on language. It aims to develop your understanding of how you view language in your teaching. It also examines issues about the teaching and learning of language, especially in the context of language awareness. The module is divided into three sections:

1. Views of language
2. Language awareness
3. Engaging learners with language and languages.

Objectives

In this module you will:

- explore understandings of language
- explore language awareness as a feature of language teaching and learning
- consider ways of engaging learners with language and languages.

NOTES

Section 1: Views of language

Task 1: My view of language

- On the handout provided write 3 to 5 words or phrases which sum up your personal definition of language
- For each of these give an example of something you do in class that reflects this aspect of your definition

© Commonwealth of Australia 2008

6.6

Task 1: Individual task

This task allows you some time to reflect on your own understandings of language and draw connections between how you see language and how this is played out in your teaching.

The responses here will be personal and may not be fully developed. There will be things that you do in class that you cannot fit neatly against your statements. There may be aspects of your view of language that are not seen in your teaching.

There is no particular view of language that is being looked for in this task and there are no right or wrong answers. This task is ideally done alone as it gives you a chance to think through your own views and practices before discussing them with others.

Task 2: My view of language

- In groups compare your list of definitions and activities
 - What are the similarities and differences between your definitions?
 - How do the activities relate to these views?
 - Can some activities be linked to more than one view of language?

© Commonwealth of Australia 2008

6.7

Task 2: Small group task

This task provides an opportunity to explore each other's views and use them as a way of beginning to think about language in different ways. It also allows you to experience and respond to different views of language.

The poster will be put on the wall to allow you to see the work of each group during the workshop.

Task 3: Exploring views of language

- On the handout there are twelve statements about language
 - Read these statements and group those you think are similar
 - Create a list of the views of language each group reveals

© Commonwealth of Australia 2008

6.8

Task 3: Small group task

Examine some views of language that may or may not be represented in the collective discussion. The groupings may vary and there is not a strictly correct answer for the task. The main aim is to reflect on language as it represented in the statements.

Task 4: My views of language

- Go back to your own definitions and add the list of views to your list
 - Are some already there? Are some new?
 - If something is new, can you think of something in your practice that reflects this view?
 - Do you do this consistently?
 - Does it enhance your teaching when you do this?
 - Is the understanding of language that shapes most of your practice broad or narrow?

© Commonwealth of Australia 2008

6.9

Task 4: Individual task

Reflect on your own view of language and how this relates to your practice in the light of the previous tasks. The point here is not to fill in an activity against each view, but rather to see whether or not the view is reflected in your teaching and to think about how the inclusion/exclusion affects the ways you teach and present language to your learners.

The focus here is personal reflection and taking stock of what has happened in the workshop so far.

Key ideas / learning

Clarifying one's own view of language

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>Task 1: Individual task</p> <ul style="list-style-type: none"> On the handout provided write 3 to 5 words or phrases that sum up your personal definition of language. For each of these, give an example of something you do in class that reflects this aspect of your definition. <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slide 6.6</p> <p>Handout 1</p>
<p>Task 2: Small group task</p> <p>In groups, compare your list of views and the activities that reflect them.</p> <ul style="list-style-type: none"> What are the similarities and differences between your views? How do the activities relate to these views? Can some activities be linked to more than one view of language? <p>Write your group's conclusions on a poster.</p> <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slide 6.7</p> <p>Handout 1</p> <p>A3 paper for poster</p>

Key ideas / learning

Exploring views of language

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>Task 3: Individual task</p> <p>On Handout 2 there are twelve statements about language.</p> <ul style="list-style-type: none"> Read these statements and group those you think are similar. Create a list of the views of language each group reveals. <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slide 6.8</p> <p>Handout 2</p>
<p>Task 4: Individual task</p> <p>Go back to your own definitions and add the list of views to your list.</p> <ul style="list-style-type: none"> Are some already there? Are some new? If something is new, can you think of something in your practice that reflects this view? <ul style="list-style-type: none"> Does it enhance your teaching when you do this? Is the understanding of language that shapes most of your practice a broad one or a narrow one? <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slide 6.9</p> <p>Handout 1</p>

NOTES

Section 2: Language awareness

Language awareness

- Language awareness is one of the key goals of language education
- It has been defined as
 - a person's sensitivity to, and conscious awareness of, the nature of language and its role in human life (Donmall, 1985)
- Language awareness grows out of experiences with language that focus learners' attention on the forms, uses and complexities of language

© Commonwealth of Australia 2008 6.10

Language awareness is something that teachers believe should result from language learning. Recent research has shown that it is very powerful as both a way of language learning and as a tool for language learning.

Donmall (1985) defines language awareness as:

...a person's sensitivity to and conscious awareness of the nature of language and its role in human life.

The key ideas here are:

- **Sensitivity:** Being 'tuned in' to language and aware that choices about language use have powerful effects on communication and social relationships. Sensitivity is not just being aware of the effects of language, but also involves actively looking for the complexities of meaning making and interpretation.
- **Conscious awareness:** One must not only be sensitive to language but must also be able to articulate that understanding about language to oneself and others. Language awareness is not just intuitive; it is learned, thoughtful and articulate.
- **Nature of language:** Language awareness is not simply a knowledge of language structures such as nouns and verbs. It also means knowing that language is creative, personal, and at the same time conventionalised and shared. Language is developed within a social and cultural context. One who has language awareness sees language as complex and evolving, changing from person to person, from place to place and from time to time. It is potentially and creatively ambiguous and needs to be interpreted in multiple ways. While no language is better or worse than another, language varieties are located within complex value systems that affect how languages and their speakers are perceived.
- **Role in human life:** Language is not just a system. It is used by people as a fundamental part of their lives. It allows people to get things done, to relate to each other, to communicate needs and exchange ideas, to play, to understand the world around them. It touches on their identity and sense of belonging. It shapes their perception of the world, and is shaped by their experience.

For many learners, language awareness does not result simply from the experience of language learning itself. It results from the ways in which language is experienced and how languages are taught and learned. Because language is so fundamental to every person's life, we do not usually focus our attention primarily on the language itself and how it is used. We have to learn to develop such a focus, to analyse what is being said and done through language and the reactions that we and others have to language. Language teaching and learning needs to provide opportunities to focus consciously on language in all its complexities of form and use.

Key ideas / learning

Developing language awareness

<p>Facilitator presentation</p> <p>The facilitator introduces participants to the concept of language awareness and examines how this can be developed in teaching and learning.</p> <p>Anticipated time: 15 minutes</p>	<p>PowerPoint slides 6.10 - 6.11</p>
---	--

NOTES

Section 2: Language awareness

Language awareness and language learning

- Teaching and learning for language awareness involve
 - an on-going investigation of language as a dynamic phenomenon
 - talking analytically about language
 - involving learners in exploration and discovery
 - developing knowledge of language but also the capability to learn, analyse and use language independently
 - involving learners cognitively and affectively in their learning

© Commonwealth of Australia 2008 6.11

Developing an approach to teaching and learning languages that has a focus on developing language awareness means providing learners with opportunities to develop an analytic approach to all aspects of language. It requires focusing attention on the aspects of language of which the learner needs to become aware: form, use, relationships, complexity, etc.

Borg (1994) has identified five features of language teaching and learning with a language awareness focus:

- **Ongoing investigation of language as a dynamic phenomenon.** An investigative approach to language learning involves engaging learners in active construction of knowledge. It allows room for multiple possible answers that learners investigate and refine themselves.
- **Talking analytically about language.** It is an important part of language awareness that learners are able to communicate their ideas and perceptions about language, defend their interpretations, respond to those of others and consider their own ideas in the light of alternative views. This necessitates a collaborative approach to investigation and discovery.
- **Involving learners in exploration and discovery.** Involving learners in exploration means more than simply providing opportunities for exploration. It also involves providing opportunities for personal connections with the learning material and pursuing personal responses and interpretations. Involvement also means using students' contributions resulting from their exploration as a catalyst for further instances of exploration.
- **Developing knowledge of language and also the capability to learn, analyse and use language independently.** Language awareness involves developing strategies and processes for dealing with languages. These are learned, not innate. Language teaching needs to scaffold and develop these strategies and processes, leading to increased independence of the students as both performers and analysers of language.
- **Involving learners cognitively and affectively in their learning.** Language is connected to thoughts and feelings and both of these have a place in teaching and learning for language awareness. Individuals' emotional responses to language issues have as much place in the process of investigation as their thoughts and ideas.

NOTES

Section 2: Language awareness

Task 5: working with language awareness

- In groups
 - On handout 3 examine the sentences and answer the questions
 - On handout 4 read the cartoons and answer the questions
 - Discuss how you went about answering the questions
 - What strategies, information, etc. did you use on each of the tasks?
 - What kind of analysis did you have to do?
 - What did you need to know to be able to do the tasks?

© Commonwealth of Australia 2008

6.12

Task 5: Small group task

This task is designed to give you an experience of tasks that draw on your language awareness.

Organisational note

Ideally everyone should do the tasks on both handouts, as each has a different focus.

The main emphasis should not be on working through the handouts but on the reflective questions about what you did in working on the problems. This means that at least half of the time should be devoted to reflection rather than task completion.

The task on Handout 3 will require much more time than that on Handout 4. Handout 5 is provided as additional information to supplement Handout 3.

Working with language awareness

- Task 5 involved
 - Investigation
 - analysing language
 - making and testing hypotheses
 - linking language and context
 - finding own solutions
 - problem solving
 - Talking analytically about language
 - shared communication about language
 - expressing interpretations, hypotheses
 - collective problem solving

© Commonwealth of Australia 2008

6.13

This presentation draws attention to the ways in which the tasks connect to Borg's (1994) features of language awareness.

Working with language awareness

- Task 5 involved
 - Involving learners in exploration and discovery
 - Learners construct their own knowledge (with guidance where needed)
 - Capability to learn, analyse and use language independently
 - focus on developing strategies, resources, experiences; not on facts to remember
 - Involving learners cognitively
 - Problem solving

© Commonwealth of Australia 2008

6.14

Key ideas / learning

Language awareness

<p>Task 5: Small group task</p> <p>In groups, work through the tasks on the handouts.</p> <ul style="list-style-type: none">• On Handout 3, examine the sentences and answer the questions.• On Handout 4, read the cartoons and answer the questions.• Discuss how you went about answering the questions:<ul style="list-style-type: none">– What strategies, information, etc. did you use on each of the tasks?– What kind of analysis did you have to do?– What did you need to know to be able to do the tasks? <p style="text-align: right;">Anticipated time: 40 minutes</p>	<p>PowerPoint slide 6.12</p> <p>Handouts 3 and 4</p>
<p>Facilitator presentation</p> <p>The facilitator discusses the concept of language awareness in relation to Borg's features of language awareness, and examines how this can be developed in teaching and learning.</p> <p style="text-align: right;">Anticipated time: 5 minutes</p>	<p>PowerPoint slides 6.13 - 6.14</p>

NOTES

Section 3: Engaging learners with language and languages

Engaging learners with language and languages

- Language is not only an object of analysis (i.e. language minus people) but a lived experience, a part of people's everyday interaction
- How does language enter the personal lives of students?
 - language for communication
 - language for building relationships
 - language for imagining/creating
 - language for negotiating meaning
 - language for building identity
 - other?
- How do students understand the power of language?

© Commonwealth of Australia 2008 6.15

The title of this segment highlights the fact that in learning languages students develop an understanding of Language (capital L), the target language being learnt and the *relationship* between the languages (minimally 2) that are in play in learning any additional language.

For teachers, the challenge is to find ways of inviting students not only to see language as an object of study/analysis (which *is* of course interesting in its own right), but also to see it as something that is constantly lived, experienced. We live with and in our language.

It is worth reflecting constantly on how students understand language and its power in the purposes listed here, and how to encourage students, in an ongoing way, in the recognition of language/languages as personal and lived.

Handout 6 highlights the following ideas:

Small group task

- Examine the list of statements made in the Handout 6
 - How do you understand these statements?
- How do you develop with students this kind of understanding about language and languages and their role in human life? How do you make it live?

© Commonwealth of Australia 2008 6.16

- Language matters to the way people think about and understand the world/reality by providing categories for describing it – and conversely.
- As speakers of one language what we take for reality is in fact a particular interpretation of reality; an additional language offers another reality as a constant reference point.
- Language reflects attitudes and values.
- Language learning is about learning to deal with variability. This cannot be set out as an inventory to be 'covered'; it needs to be experienced.
- Languages are like people. Our relationships with different people influence the ongoing formation/ transformation of identity and make us who we are; so too for our relationships with languages.

Consider suggestions in relation to whether they are:

- focused on experience/participation or focused on analysis
- episodic tasks or long-term processes.

Key ideas / learning

Engaging learners with language and languages

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>Facilitator introduction</p> <p>The facilitator will give a brief introduction to the idea of engaging learners with language and languages.</p> <p style="text-align: right;">Anticipated time: 20 minutes</p>	<p>PowerPoint slide 6.15</p>

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>Task 6: Small group task</p> <p>Examine the list of statements made in Handout 6.</p> <ul style="list-style-type: none"> • How do you understand these statements? • How do you develop with students this kind of understanding about language and languages and their role in human life? How do you make it live? <p style="text-align: right;">Anticipated time: 15 minutes</p>	<p>PowerPoint slide 6.16</p> <p>Handout 6</p>

NOTES

Section 3: Engaging learners with language and languages

The need for participation

- A *cross-cultural* perspective on language and culture in the classroom for both the teacher and the learner may be simply descriptive (and problematic if it remains so) and analytical – but not necessarily participatory
- An *intercultural* perspective based on the teacher's and students' own experience in the target language and culture can provide the participatory interactive context that will, in turn, create a base from which the student can be invited to practise language and culture in its social context

© Commonwealth of Australia 2008 6.17

The distinction between cross-cultural and intercultural provides a way of highlighting that the experience of Language (capital L) needs to be participatory, interactive and personalised.

Some examples

- Comment on the following examples
 - Inviting students to engage with personal questions, such as
 - Do you feel at home in a particular language? Why? Why not?
 - What would it be like if you had to speak a language that is not your own all the time? How would your life be different?
 - Preparing a personal language autobiography; selecting several for group discussion
 - Inviting students to keep a record of how they adjust to their own language (including the target language being learned) with different people with whom they interact for a day/a week and to comment on what they discovered
 - Maintain an ongoing language experience journal with commentaries for a semester/a year
 - Other

© Commonwealth of Australia 2008 6.18

These examples, which should be further developed, include experiences that are episodic (e.g. personal questions) as well as others that invite ongoing participation and reflection.

With many of these experiences, you will usually be able to select several student responses and feed them back to students to demonstrate the diversity of perspectives, which will come at least in part from the students' diverse linguistic and cultural backgrounds.


Key ideas / learning

Engaging learners with language and languages

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>The facilitator reinforces the need for language awareness to be developed through lived experience and invites consideration of examples as a whole group or small group activity.</p> <p>Anticipated time: 15 minutes</p>	<p>PowerPoint slides 6.17 – 6.18</p>

NOTES

Section 3: Engaging learners with language and languages




Arriving in Singapore from the grey, drizzling skies and stiff buildings of London (where I had been buried in the echoing chambers of old libraries, sifting through musty colonial records), I was struck once again by a deep sense of difference: the tropical heat and monsoon rain, the thick vegetation, the slowly falling, sweet-smelling Frangipani, the spread of a Rain Tree, the neat rows of Malaysian rubber plantations and the clustered nuts of the palm-oil trees; the flashes of colour as birds dip between the foliage, the occasional song of a Merbok, the creaking of the cicadas and the vague whirring of a ceiling fan, the scented languor of a Hindu temple, the haunting dawn call of the muezzin amid the gilded domes of a mosque, the incense drifting round the slated roofs of a Chinese temple; steaming plates of Hokkien mee, rows of grilling satay, curries eaten off banana leaves; the cries of fruit sellers in a market behind piles of rambutan, lung ngan, starfruit, durian; the business of shopping on Orchard Road ... (cont.)

© Commonwealth of Australia 2008

6.19

Pennycook's (1994) rich description of being a language teacher (in his case English) and his critical reflection on his own role as a language teacher capture both the excitement of crossing boundaries of diverse languages (and cultures) and the need for teachers to remain critical in the ways they mediate the *experience* of language with students.



My body reels amid these myriad sensations. And I am struck not only by this rich sensuality, by the hectic pace of cities and sleepy torpor of a midday kampong, by the pleasure at being in South East Asia, but also by an increased sense of otherness. What is the 'English language' doing here, so far from its insular origins? What now am I doing here, chasing elusive questions about the worldliness of English? ... What kind of knowledge will my 'occidental' eyes produce?

Pennycook 1994:184

© Commonwealth of Australia 2008

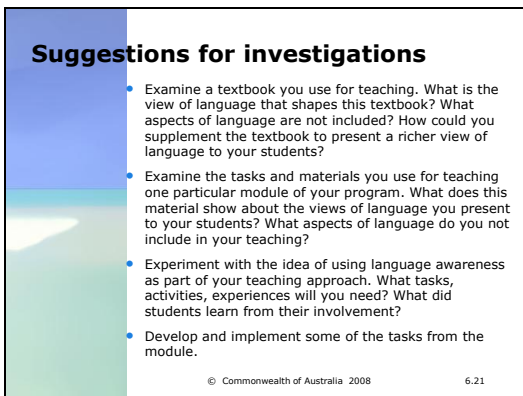
6.20

Key ideas / learning

Engaging learners with language and languages

<i>Interaction / tasks / questions</i>	<i>Supporting resources</i>
<p>The facilitator invites a closing reflection on Alastair Pennycook's critical reflection on himself as a teacher of English.</p> <p>Anticipated time: 10 minutes</p>	<p>PowerPoint slide 6.19 – 6.20</p>

NOTES



Suggestions for investigations

- Examine a textbook you use for teaching. What is the view of language that shapes this textbook? What aspects of language are not included? How could you supplement the textbook to present a richer view of language to your students?
- Examine the tasks and materials you use for teaching one particular module of your program. What does this material show about the views of language you present to your students? What aspects of language do you not include in your teaching?
- Experiment with the idea of using language awareness as part of your teaching approach. What tasks, activities, experiences will you need? What did students learn from their involvement?
- Develop and implement some of the tasks from the module.

© Commonwealth of Australia 2008 6.21

Key ideas / learning

Reflection

<p>Use the reflection/notes page to reflect on the observations you have made on language learning and language awareness and how this affects the way you teach.</p> <p style="text-align: right;">Anticipated time: 10 minutes</p>	<p>Reflection/ Notes page</p>
--	-----------------------------------

Questions for reflection

- How does your view of language shape the way you teach?
- How often do you explicitly think about what you mean by the idea of language when you design your teaching and learning program?
- How do you see the relationship between a student's L1 and the language being learned?

Suggestions for school-based investigations

- Examine a textbook you use for teaching. What is the view of language that shapes this textbook? What aspects of language are not included? How could you supplement the textbook to present a richer view of language to your students?
- Examine the tasks and materials you use for teaching one particular module of your program. What does this material show about the views of language you present to your students? What aspects of language do you not include in your teaching?
- Experiment with the idea of using language awareness as part of your teaching approach. What tasks, activities, experiences will you need? What did students learn from their involvement?
- Develop and implement some of the tasks in Slide 6.18. What did you learn from the experience?

NOTES

References and further reading

- Papademetre, L. & Scarino, A. (2000). *Integrating culture learning in the languages classroom. A multi-perspective conceptual journey for teachers*. Melbourne: Language Australia
- Pennycook, A. (1994). *The cultural politics of English as an international language*. London: Longman
- Donmall, B.G. (Ed.). (1985). *Language awareness*. National Congress on Languages in Education Assembly, (4th, York, England, July 1984). NCLE Papers and Reports 6. London: Centre for Information on Language Teaching and Research
- Borg, S. (1994). Language awareness as a methodology: Implications for teachers and teacher training. *Language Awareness* 3(2), 96-108
- Shohamy, E. (2007). *Language policy: Hidden agendas and new approaches* (Chapter 1: Expanding language), London: Routledge
- Svalberg, A. M.-L. (2007). Language awareness and language learning. *Language Teaching*, 40, 287-308

© Commonwealth of Australia 2008

6.22

References

- Papademetre, L. & Scarino, A. (2000). *Integrating culture learning in the languages classroom. A multi-perspective conceptual journey for teachers*. Melbourne: Language Australia
- Pennycook, A. (1994). *The cultural politics of English as an international language*. London. Longman

Further reading

- Donmall, B.G. (Ed.). (1985). *Language awareness*. National Congress on Languages in Education Assembly. (4th, York, England, July 1984). NCLE Papers and Reports 6. London: Centre for Information on Language Teaching and Research
- Borg, S. (1994). Language awareness as a methodology: Implications for teachers and teacher training. *Language Awareness* 3(2), 96-108
- Shohamy, E. (2007). *Language policy: Hidden agendas and new approaches* (Chapter 1: Expanding language), London: Routledge
- Svalberg, A. M.-L. (2007). Language awareness and language learning. *Language Teaching*, 40, 287-308

NOTES

Attachments

Handout 1	Task 1: My view of language.....	page 25
Handout 2	Task 3: Statements about language.....	page 27
Handout 3	Task 5: Language Awareness Investigating language form	page 29
Handout 4	Task 5: Language Awareness Investigating context and meaning	page 31
Handout 5	Additional notes	page 33
Handout 6	Task 6: Exploring language.....	page 35

NOTES

My view of language	Examples from my practice	
<i>Write 3 to 5 words or phrases that sum up your personal view of language.</i>	<i>Give an example of something you do in class that reflects this aspect of your view.</i>	<i>Is this something you do often, sometimes or rarely? With all your classes or only some of them?</i>

NOTES

Task 3: Statements about language

Handout 2

1. A language is a dialect with an army and a navy. (Weinreich, M. (1945) *Der yivo und di Problemem fun undzer tsayt. Yivo-bleter* 25, 3-18)
2. A language is a system of symbols and the rules used to manipulate them. (Anon)
3. A woman who utters such depressing and disgusting sounds has no right to be anywhere—no right to live. Remember that you are a human being with a soul and the divine gift of articulate speech: that your native language is the language of Shakespeare and Milton and The Bible. (Shaw, G. B. (1912) *Pygmalion*)
4. Having the right form of language gives you power. If you don't have the right language, you don't have power. You are excluded, marginalised, second-class. People who have the right language can make life hell for you. They use their language to make sure you know your place. (Anon.)
5. I can't speak my own language (Irish). English definitely has its plus points, but it's at least kind of embarrassing that I can't speak my own language.
6. Language is about meaning. A parrot can say things but can't mean things. A parrot doesn't speak a language; it repeats sounds. (Anon.)
7. Language is social: it is the main way we communicate with each other in our daily lives. (Anon.)
8. Language is the voice we give to our ideas. (Anon.)
9. My language is who I am. When I speak another language it is like putting on another face. (Anon.)
10. People's sense of reality is embedded and embodied in the language which they speak. Rather than describing the objective, external world, language creates a subjective perception of it which is specific to that language and shared by its speakers. (Sapir-Whorf Hypothesis: Edward Sapir and Benjamin Whorf)
11. To ban language is to ban thought, knowledge and communication. (Anon.)
12. When I speak I don't just put words together, I say something. When I say something, I say it to someone because I want to say it to them. (Anon.)

NOTES

Task 5: Language Awareness
Investigating language form

Zulu sentences

Umfana ubulala indzia

The boy is killing the dog.

Indzia iluma umfana

The dog is biting the boy.

Abafana basiza umlimi

The boys help the farmer.

Abalimi babulala indzia

The farmers are killing the dog.

Umfana usiza umlimi

The boy is helping the farmer.

Umfana iluma abalimi

The boy is biting the farmers.

Izindzia zisiza umlimi

The dogs are helping the farmer.

Questions

What is the Zulu word for

boy?

bite?

dog?

kill?

farmer?

help?

How does Zulu show:

(a) singular nouns?

(c) singular verbs?

(b) plural nouns?

(d) plural verbs ?

How does Zulu show who performs an action? (There are two things to notice.)

How does Zulu express who the action is done to?

How would you say 'The farmer is helping the boys' in Zulu?

What does '*Izindzia zibulala umfana*' mean?

NOTES

Task 5: Language Awareness
Investigating context and meaning

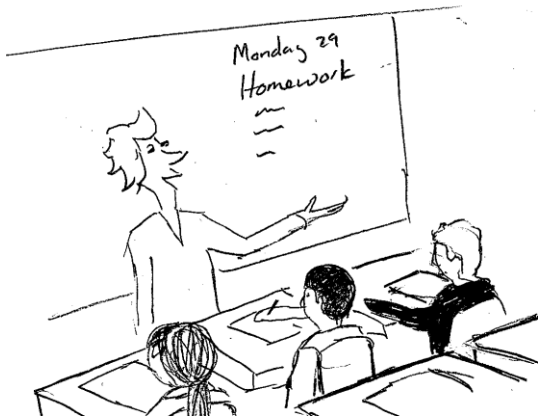
What does the word 'papers' mean in each of these cartoons? How do you know?



Do you have my papers?



Do you have my papers?



Can I have your papers?



Can I have your papers?

NOTES

Additional notes

Task 5: Language Awareness

Hints to use for scaffolding the Zulu language task:

- Start with what you know (English) and analyse that, e.g. the English has both 'boy' singular and 'boys' plural.
- Look for patterns in what you know, and then look for similar patterns in what you don't know. E.g. 'boy' occurs four times in English, what form occurs four times in the Zulu?
- Once you've identified a pattern, look for related words. E.g. if 'boy' is *umfana*, what word looks like *umfana* in the sentence with the word 'boys'?
- Look at the differences between two words with slightly different meanings (e.g. 'boy' vs 'boys' differs in terms of singular-plural) and try to identify the difference in form and connect it to the difference in meaning.

Answers

What is the Zulu word for

boy	<i>fana</i>	bite	<i>luma</i>
dog	<i>ndzia</i>	kill	<i>bulala</i>
farmer	<i>limi</i>	help	<i>siza</i>

How does Zulu show:

(a) singular nouns	<i>um/i</i>	(c) singular verbs	<i>u/i</i>
(b) plural nouns	<i>aba/izi</i>	(d) plural verbs	<i>ba/zi</i>

How does Zulu show who performs an action? (There are two things to notice)

Word order SVO, Subject verb agreement

How does Zulu express who the action is done to?

Word order

How would you say 'The farmer is helping the boys' in Zulu?

Umlimi usiza abafana.

What does '*Izindzia zibulala umfana*' mean?

The dogs are killing the boy.

NOTES

Exploring language

Handout 6

- Language shapes reality by providing communicating humans with categories and labels.
- Reality, in turn, moulds language to correspond to human communication needs.
- Language mirrors and mediates human attitudes and values found in human daily reality.
- Language creates ways of coding messages in the act of human communication; through constant practice, human beings become expert users of codes.
- Variability and diversity characterise human daily reality; therefore, the notion of variables in codes of communication within a culture and language or across cultures and languages is a universal phenomenon.
- Variable sociocultural combinations are the reality that all teachers face in the workplace, even when the learning environment is seemingly homogeneous.
- All cultures rely systematically on words and their meanings for the purposes of reference and inference in the act of communicating among human beings.
- A teacher's own cultural conditioning (education, enculturation) over time influences his or her world view and pedagogical practice.
- A language and culture teacher helps learners to understand and use these communicative references and inferences in the appropriate sociocultural context.
- A language and culture teacher facilitates learners in perceiving recognition of the fundamental function of the system of linguistic and cultural codes used by when sending and receiving messages that all human beings use for the purpose of in daily communication.

(Adapted from: Papademetre, L. & Scarino, A. (2000). *Integrating culture learning in the languages classroom. A multi-perspective, conceptual journey for teachers* (p.17), Melbourne: Language Australia)

