

African Virtual University

LIN 1100: FOREIGN LANGUAGE

Learning Object 1

Main Learning Objective	Identify and use familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly
Nature of learning object	Text
Key concept (s)	Course Overview
Source Module information	Module Title: Foreign Language Code; LIN 1100 Author: Karen Ferreira-Meyers
Access source module	To be Provided by the AVU
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This course will give you the opportunity to learn the basics of a new language. When you learn a language you add knowledge and skills to an already existing set of these competencies. In particular, when you learn a language, you learn to listen, speak, read and write. The four units of this module are therefore organized in this manner. It is of course impossible to completely 'divorce' these different skills as they are closely linked. So, don't be alarmed if you are required to write or speak when you are practising your listening skills, or you have to read when you are practising your writing skills.

Learning Object 2

Main Learning Objective	Identify and use phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).
Nature of learning object	Text
Key concept (s)	English Language Resources
Source Module information	Module Title: Foreign Language Code; LIN 1100 Author: Karen Ferreira-Meyers
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Key Terms

Pronunciation: Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education (Wikipedia)

Google Translation: Google Translate is a free multilingual statistical machine translation provided by Google to translate text, speech, images, or real-time video from one language into another. (Wikipedia)

Flashcards: Paper cut-outs containing a series of pictures that are flashed one at a time for students to describe, identify, pronounce or spell for language practice.

Competence: The ability to use a language spontaneously in various situations. In language studies, the term **competence** is also used to refer to the underlying knowledge of the sounds, words and structures of a language.

CEFR: *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR). The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three 'plus' levels (A2+, B1+, B2+). Based on empirical research and widespread consultation, this scheme makes it possible to compare tests and examinations across languages and national boundaries. It also provides a basis

for recognising language qualifications and thus facilitating educational and occupational mobility.
 (http://www.coe.int/t/dg4/linguistic/cadre1_en.asp)

Learning Object 3

Main Learning Objective	Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help you formulate what you are trying to say
Nature of learning object	Links
Key concept (s)	Listening Skills
Source Module information	Module Title: Foreign Language Code; LIN 1100 Author: Karen Ferreira-Meyers
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- <http://www.teachingenglish.org.uk/article/phonemic-chart>
- <http://dreamreader.net/lesson/practical-english-lesson-14/>
- <http://dreamreader.net/lesson/practical-english-lesson-2/>
- <http://dreamreader.net/lesson/practical-english-lesson-4/>
- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv39.shtml>

Learning Object 4

Main Learning Objective	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities
Nature of learning object	Quiz
Key concept (s)	Speaking Skills
Source Module information	Module Title: Foreign Language Code; LIN 1100 Author: Karen Ferreira-Meyers
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Being able to speak a new language is the most important skill for a language learner. Speaking is a productive skill that requires constant practice. Develop and improve your speaking skill at the same time as empowering your writing, reading and listening skills. The ability to speak English effortlessly in a variety of situations requires good pronunciation, a wide range of vocabulary, grammatical accuracy and also the knowledge of what to say to whom and when. In short, proficiency in speaking includes knowledge not only of the language but also social and cultural norms, and the ability to respond appropriately in a variety of situations.

In the beginning you may feel you speak too slowly. Do not worry about that. In fact, trying to speak English too fast will not make you sound like a native speaker. Instead, it can actually make it more difficult for the other person to understand you. Speaking English slowly has two advantages:

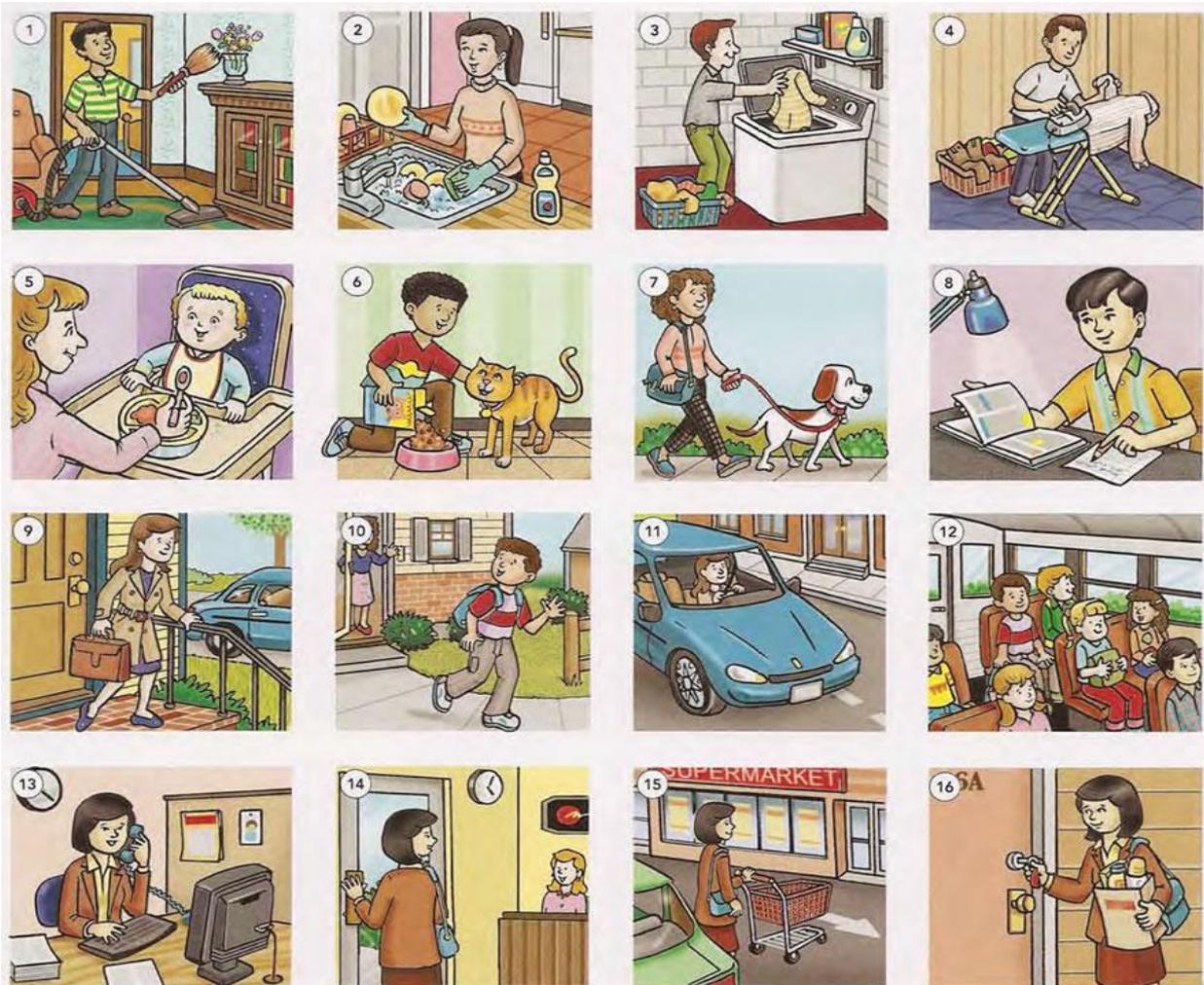
- It gives you more time to think of what to say
- It makes your speech clearer so the other person can understand

Over time and with practice, your spoken English will get faster naturally.

Describe your daily routine

Below you find two series of pictures, with some phrases and words underneath. Record yourself describing your daily personal routine (3 minutes; using the first series of pictures) + (3 minutes;

using the second series of pictures). You do not have to use all the pictures, but you can if you want to.



- 1 clean the apartment/
clean the house
- 2 wash the dishes
- 3 do the laundry
- 4 iron

- 5 feed the baby
- 6 feed the cat
- 7 walk the dog
- 8 study

- 9 go to work
- 10 go to school
- 11 drive to work
- 12 take the bus to school

- 13 work
- 14 leave work
- 15 go to the store
- 16 come home/get home

Learning Object 5

Main Learning Objective	Use a series of phrases and sentences to describe in simple terms your family and other people, living conditions, your educational background and your present or most recent job
Nature of learning object	Text
Key concept (s)	Reading Skills- Reading techniques
Source Module information	Module Title: Foreign Language Code; LIN 1100 Author: Karen Ferreira-Meyers
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Introduction

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words.

Preview-Questions-Reading-Review-Vocabulary

Preview

Preview involves skimming over a reading passage to get a general idea of its content and to help

focus the reader's mind on the topic. It is a very valuable tool in faster reading.

To preview, look at the title and subtitles, then read quickly over the first and last paragraphs and skim through the rest of the passage to get an idea of what the passage will be about.

Questions

If there are comprehension questions, read them after the preview to help focus the mind on specific ideas to look for. Then read the passage, looking for answers to the questions.

If there are no comprehension questions, try turning the title and subtitles into questions to help you look for meaning in your reading.

Reading

Read through the passage carefully, but not too slowly. Keep in mind the questions you have formed so that you will be able to concentrate and stay focused on the reading material. In reading, try to keep a steady pace and avoid going back over words or phrases.

Review

After reading, skim over the passage again to remember main ideas and sub points. Think of the answers to the questions or form an outline of the passage in your mind as you review.

Vocabulary

It is best to check the meanings of words in the passage, either before or after the reading, not during, as this will slow down your reading pace. Try to guess what the words mean from the context (surrounding words) and only check the dictionary as a last resort.