

ENGLISH EXAM

Language and language usage



**VED UPLOAD AF SYNOPSIS PÅ FRONTER, BEKRÆFTER JEG/ GRUPPEN AT OPGAVEN ER
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Indholdsfortegnelse

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Name:

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Age group:

4th-10th grade

Subject Area:

Language and language usage

Motivation:

I think it is very relevant to discuss the language and language usage, because grammar is the foundation of the language - and in order to speak and use the language, you have to have some knowledge about the grammar rules. I have experienced students who wanted to speak English so bad, but they found grammar boring and tough to go through, so every time they tried to speak the language, it just went out completely wrong. But I have also experienced students who found grammar exciting and were very good at it, but they just did not have the courage to speak the language. In my practice, I have tried to go through all the 5 most important components: reading, writing, listening, speaking and conversation, but I found out that each student has one of these that they rely on the most. So I also think it is important to create an environment, in which every student feels safe with all of the components.

Problem statement:

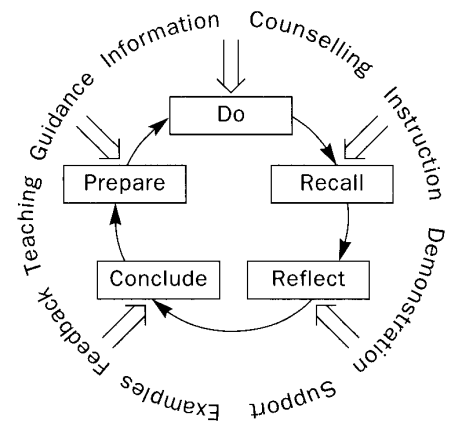
How do we teach grammar to our students in the best way possible? And how do we make the environment so safe that it is perfectly fine to make mistakes in front of each other?

Theory:

Grammar is the foundation of a language, the largest part belongs to the vocabulary and the most noticeable part belongs to spelling and pronunciation, but grammar is the most fundamental part. Without the grammar we would just have a bunch of words that would not make sense. Grammar consists of two main areas: morphology and syntax. Morphology is the study of the form and structure of words, and syntax is the study of the form and structure of sentences. English is one of the languages that makes very little use of morphology to show how words work together in

sentences though, there is much more to say about English grammar under the heading of syntax.¹

However, grammar can be ever so relevant, but if you as a teacher only can give long explanations on what the pupils are supposed to do, it will not work. The process of learning most often involves five steps: to do something, to recall what happened, reflecting on that, drawing conclusions from the reflection and finally using those conclusions to inform and prepare for future practical experience. This is called the “Teaching and the experiential learning cycle”, in which it is also important to receive information, feedback, guidance and support from other people, here the teacher, but the essential learning experience is in doing the thing yourself.



The pupils will therefore learn more by doing things themselves, rather than having someone telling them exactly what to do. This is something we also need to be aware of as being teachers.²

Being a good teacher demands a lot from you as a person, the ability to have good relations with your pupils, the ability to teach in a way that motivate your pupils and the ability to create a safe environment in which there is room for all kinds of mistakes. But being a good learner is also a thing. Successful pupils or learners possess some or all of the following characteristics: a willingness to listen, a willingness to experiment, a willingness to ask questions, a willingness to think about how to learn and finally a willingness to accept correction. The teacher's part in these characteristics and a part of the job as a teacher, is to encourage pupils by creating this safe atmosphere in which experimentation and all kinds of questions are welcome. Being able to guide the pupils towards their own best methods of study is also an important skill.³

Wendy A. Scott and Lisbeth H. Ytreberg has made a book about teaching English to children, and there are also characteristics that are important to look at here - even though I am going to teach the slightly older pupils. “Words are not enough” are one of them, because we should not rely on the spoken word only, the pupils should also have activities including movement and senses. To

¹ Crystal, David (1996) page 6-7

² Scrivener, Jim (2005) page 20-21

³ Harmer, Jeremy (1998) page 1-10

“Play with the language” is also one of them, here it could be making up rhymes to make them remember certain things, one I have learned is “Always put i before e, except after c” which I always remember now in a word like “receive”. One of the most important characteristics in creating a safe environment is “Cooperation not competition”, which means that we should avoid rewarding pupils. Most of us enjoy the feeling of belonging and togetherness and competition among the pupils will not be a good idea if we want to create the good atmosphere.⁴

Practice Element:

Starting of with a warm up such as “tongue twisters” brings something fun into the classroom.⁵ When I was in my first teaching practice we did this warm up with the pupils the first time we taught them, just to create an atmosphere where everything does not have to be so serious, but also to make some good relations to the pupils. They all liked it and thought it was more down to earth and breaking the ice from meeting new people. But in this particular lesson plan I also chose to do this warm up because it consists of a lot of adjectives, which is one of the word classes that the pupils just learned about. I thought it would be fun to include some movement into the lesson, so a word hunt around the school could be perfect for the pupils. According to Ytreberg and Scott this is also a good activity which also varies from reading in class and answering “boring” questions. However, it is also important for me to underline that the word hunt is not a competition among the students, but rather a cooperation. There wont be winners and losers, but the pupils will have fun with each other, which also helps to create a safe environment.⁶ By doing this activity I also wish to involve the “Teaching and experiential learning cycle”, and hope that the pupils will do the activity, recall what happened, reflect on it, draw conclusions from their reflections and then can prepare for future practical experience. They have already received information and guidance about word classes, but now it is their job to remember what they learned and make the word classes stick to them for a longer time.⁷

I am also aware that pupils learn in different ways, some are auditory, some are visual, some are

⁴ Scott, Wendy A. & Ytreberg, Lisbeth H. (1990) page 5-6

⁵ See: Appendix 1

⁶ Scott, Wendy A. & Ytreberg, Lisbeth H. (1990) page 5-6

⁷ Scrivener, Jim (2005) page 20-21

tactual and others are kinaesthetic.⁸ The kinaesthetic ones can be difficult to include at all times, but this activity accommodates these pupils. But as Jeremy Harmer also says, it is important that the pupils are willing to experiment, and even though it is not their “cup of tea” they will always gain something from it as long as they engage in the activity.⁹

Interlanguage:

I have chosen a student product from a 7th grade, and the text is a summary of the first chapter of “The Lion, The Witch and The Wardrobe.”¹⁰ This student has a lot of good information from the story, but still has some errors that need to be corrected. The main errors are:

- Right word but wrong tense or form: *“There was some kids named...”* or *“... lucy went Into the wardrobe and find a special world, a ice world.”* or *“When lucy get into the ice world, she meet a Faun”*
- Missing words in the sentences: *“He had red wollen muffler round his neck...”* or *“they came from the big city London...”*
- Capital letters: names are missing and sometimes he/she makes capital letters in normal words such as “into”

The student also mixes the letters in the word “with” two times into “whit” instead, but that is an error that is easily corrected. The capital letters are also easy to fix, because we see in the beginning of the text that the student knows that names are with a capital letter. The feedback to this student would be to look up the tenses when writing a text, do you want it to be present or past tense? I would also refer the student to look at the a/an rules of grammar, because he/she has an error in this one too, and also misses the “a” before the word “woollen” in “he had (a) woollen muffler round his neck.” The right tense is the most important one to catch up with in this text, and I would work with this in class, because every student mixes up the tenses sometimes, and it is a grammar rule that can always be worked with.

⁸ International Learning Styles: The Dunn and Dunn Learning Styles Model, last visited January 11 2017

⁹ Harmer, Jeremy (1998) page 1-10

¹⁰ See: Appendix 2

List of references:

Crystal, David (1996) *Discover Grammar*, Longman

Scrivener, Jim (2005) *Learning Teaching: A guidebook for English language teachers*, Second Edition, Macmillan

Harmer, Jeremy (1998) *How to Teach English: An introduction to the practice of English language teaching*, Longman

Scott, Wendy A. & Ytreberg, Lisbeth H. (1990) *Teaching English to Children*, Longman

International Learning Styles: The Dunn and Dunn Learning Styles Model,
last visited January 11 2017 at: <http://www.ilsa-learning-styles.com/Learning+Styles/The+Dunn+and+Dunn+Learning+Styles+Model.html>

Appendix

1) Lesson plan:

Class: 8th	Date: 11/1	Time: 45 minutes	No. Of students: 19	
Recent topic work: Love		Recent language work: Word classes		
Aims: “The student has knowledge about spelling and punctuation in English”				
Objectives: The students are expected to have fun with a warm up, before we go to the grammar part				
Assessment: We will correct the answers in class in plenum at the beginning of our next lesson together				
Materials: tongue twisters (a set for each table), different words on paper around the school, word class sheets for each group				
Anticipated problems: The students may not take it as seriously as I thought, or may not have understood their word classes fully yet				
Timing	Teacher activity	Student activity	Success indicators	Aims of the stage
08:15	Warm up: tongue twisters	Students are working in teams (their table group)	The students are finding the warm up fun and can laugh WITH each other	Everyone reads English and understands the fun of the activity
08:25	I present the next activity: “Word hunt”	The students are listening carefully	Everyone is listening	Everyone knows what to do when I say “go”
08:30	Word hunt with word classes around the school	Students work in their table groups around the school	Every group finds words and can put them in the right word class	Each student knows the different words and understands word classes
09:00	End of class	End of class	End of class	End of class
Additional possibilities: It could also be done with some simple word class exercises, but I wanted to bring some movement into the activity				
Homework/Further work: We will evaluate in the next lesson together, the students homework will be to consider what they thought about the activity and did they learn from it?				

2) Student product:

1 What is happened?:

2 There was some kids named Peter, Susan, Edmund and Lucy. They came over to a professor

3 because there was a war in England, they came from the big city London to a large house

4 whit a housekeeper called Mrs. Macready. The house was in the heart of the country.

5 They took the train over to the professor, when they came to the professor they explore the

6 house. But then lucy went into the wardrobe and find a special world, a ice world.

7 When lucy get into the ice world, she meet a Faun. He had red wollen muffler round his

8 neck and his skin was rather reddish too. He had a strange, but pleasant little face, whit a

9 short pointed beard and curly hair, and out of the hair there stuck two horns, one on each

10 one of his forehead, and he had a parcels in his hand and I the other he had brown-paper

11 parcels.

3) Correction key used for student product:

CORRECTION KEY

MARK	EXAMPLE	MISTAKE
	That ugly, old <u>whitch</u> is here again.	wrong spelling
	It <u>stands</u> here in the newspaper.	wrong word
	He <u>work</u> all day.	right word but wrong tense or form
	What do you see <u>on</u> the picture?	wrong preposition
	Jonas speaks <u>english</u> well.	capital letter
	My little <u>s</u> ister has red hair.	two words
	I'd rather do it my <u>3</u> elf.	one word
	Victoria <u>swimming</u> now.	Something is missing here.
	Tobias isn't <u>not</u> here.	omit - word
	Maria tell <u>s</u> me <u>s</u> she is unhappy.	omit - punctuation
	When he is tired <u>hides</u> <u>he</u> under the table.	reverse order
	an <u>old</u> , Danish <u>important</u> tradition	wrong word order
	<u>Help!</u> They don't see me."	wrong position - punctuation
	He's the <u>murder</u> [*] who killed ...	see note marked *
	a girl who have been ^③ ...	see note no. ③
	...with her. <u>Seven</u> years later she ...	new paragraph - move down a line and in a bit
	The ^{others} <u>people</u> will help.	alternative suggestion(s)
	How are you doing? ^{Better/Well} <u>(Good)</u> I hope.	acceptable possibilities
	Anyone who thinks otherwise is <u>full of shit</u> .	Inappropriate language! Find a more acceptable word or phrase, please.