



KØBENHAVNS PROFESSIONSHØJSKOLE
EXAM OUTLINES

KOMPETENCEMÅLS- PRØVEN I ENGELSK

May 2022
Year 2020 ITEP Team L

**AMALIE S. EHMSEN 30200290@KP.DK
CHRISTIAN BROGAARD 30200268@KP.DK**

Table of Contents

Outline 1	3
Combining the Cycle Model of Intercultural Learning and a Task-based Approach in Strengthening Learners' Awareness on Child Poverty in Britain	
• Appendix 1 - Teaching Plan on Child Poverty	5
• Appendix 2 - Student texts: Speeches on Voices on Inequality – Then and Now.....	7
Outline 2	8
Intercultural Learning & Representation	
• Appendix 1 - Screen Shots of Online Portal Material	10
• Appendix 2 - Student texts: Speeches on Voices on Inequality – Then and Now.....	12
Outline 3	13
Scaffolding Language Development and Functional Grammar	
• Appendix 1 – A Lesson Plan on Voices on Inequality – Then and Now	15
• Appendix 2 - Student texts - Speeches on Voices on Inequality – Then and Now.....	17
Outline 4	18
Using Graphic Novels to Acquire Vocabulary Acquisition, Writing Skills, and Genre Awareness	
• Appendix 1 – Teaching Plan on The Rabbits	20
• Appendix 2 - Student texts: Speeches on Voices on Inequality – Then and Now.....	22

Outline 1

Name/group: Amalie Schultz Ehmsen 30200290 & Christian Boe Nielsen Brogaard 30200268

Age specialization: 4th-10th grade

Subject area: Competence area 4 and 3: Foreign language pedagogy and intercultural competence

Title: Combining the Cycle Model of Intercultural Learning and a Task-based Approach in Strengthening Learners' Awareness on Child Poverty in Britain

Research area:

We as teachers need tools of foreign language pedagogy to scaffold and structure their foreign language learning and intercultural competence and awareness so they have, in line with the ideas of Wolfgang Klafki, the capacity for self-determination, co-determination and show solidarity (Canger and Kaas, 2016, p. 18).

As a practice element we will introduce a teaching plan on Child Poverty in Britain intended for a 9th grade consisting of 8 lessons, and we can ask ourselves, what is the purpose of the students dealing with the chosen content on child poverty in Britain? Child poverty is by far a serious topic to bring into the classroom, and it is a subject that constitutes, what Klafki calls, an epochal key problem (Risager and Svarstad 2020, p. 156).

We seek to strengthen learners' awareness on Child Poverty in Britain, because this issue is rarely found in traditional teaching material about the UK. Whereas too often an essentialist and Big C culture approach is taken, where culture is seen as static and stereotyping rather than having a diverse and dynamic non-essentialist views (Dypedahl & Lund, 2020, p. 16 & Risager & Svarstad, 2020, p. 134). The stereotypical and essentialist views should be pointed out, discussed and learners could then reflect on the unacknowledged prejudices in meaningful and curiosity-evoking tasks (Lund & Villanueva 2020, p. 156).

To work more systematically with intercultural learning, we have combined the task-based learning approach and the cycle model of intercultural learning, which we have chosen to base our teaching plan on. This integrated structure makes an emphasis on making the students *notice, interact, compare* and *reflect* on the matter of child poverty and encourage the students to participate in tasks such as longer, spontaneous conversations, incorporating acquired chunks, and argue for their own views in English and strengthen their intercultural awareness by acting independently in international cultural encounters based on an understanding of cultural and societal issues. One important matter in our teaching plan is the contextualization and decentering of the issue on child poverty

by challenging the students' perceptions of Britain as focused on in the cycle model of intercultural learning.

The Task-based structure presents students with real and more complex problems and with a clear goal and intent. The topic on child poverty is targeted through incorporated tasks, that for the most part, follows the four criteria of task-based structure - focus on meaning, bridging an information gap, building on students own linguistic resources on the matter and has a clear outcome e.g., a blog post and student presentations (Ellis, 2017, p. 18).

Research question:

- How can a combination of the cycle model of intercultural learning and a task-based approach strengthen students' critical cultural awareness and communication about child poverty in Britain?

Bibliography

Canger, T. & Aagaard Kaas, L. (2016). *Praktikbogen – didaktik, klasseledelse og relationsarbejde*. Copenhagen: Hans Reitzels forlag.

Dypendahl, M. and R. E. Lund (2020). Chapter 1: Intercultural Learning and Global Citizenship in the English Language Classroom. In: M. Dypendahl & R. E. Lund (Eds.), *Teaching and Learning English Interculturally*. Oslo: Cappele Damm Akademisk.

Ellis, R. (2017). An Options-based Approach to Doing Task-Based Language Teaching. In: Eisenmann, M & Summer, T. (Eds.), *Basic Issues in EFL Teaching and Learning*. Heidelberg: Universitätsverlag Winter Heidelberg.

Lund, R. E. and M. C. Villanueva (2020). Chapter 9: Intercultural learning in the Classroom; Some General Principles. In: M. Dypendahl & R. E. Lund (Eds.), *Teaching and Learning English Interculturally* (1st ed.) (p.150-163). Oslo: Cappele Damm Akademisk.

Risager, K. & Svarstad, L. K. (2020). *Verdensborgeren og den interkulturelle læring - Inspiration og nytænkning til sprogfagene og andre fag*. København: Samfundsletteratur.

Appendix 1 - Teaching Plan on Child Poverty

Lektion Sted	(lærings)Mål	Indhold*	Arbejdsformer/ Organisering/ Tidsforløb*	Evalueringsformer
1-2 <i>Noticing</i>	The students will gain knowledge about poverty and its consequences Building a vocabulary and chunks related to the theme. Mundtlig kommunikation: Samtale: Eleven kan deltagte aktivt i en uforberedt samtale.	Introduction to the overall theme. Child Poverty in Britain and its consequences and the intention. Facts, statistics, short documentaries Introduction to and talk about Marcus Rashford	Whole class activities Individual assignments Working in pairs Group work Video, locate information on websites	(Post task): Ask questions in the end of the last lesson, for example what is their take-away, what was challenging, what do they want to know more about, what words/chunks was interesting/able to incorporate?
3-4 <i>Comparing and reflecting</i>	Kultur og samfund: Interkulturel kontakt: Eleven kan kommunikere om egne og andres kulturmøder Eleven har viden om potentielle konfliktpunkter i kulturmøder. Mundtlig kommunikation: Lytning: Eleven kan forstå hovedindholdet af autentiske tekster om samfundsrelaterede emner	Evaluation and touch base on what happened last time. Comparing Denmark and Britain, seeking more information about poverty.	Whole class activities Individual assignments Working in pairs Group work Podcast	Pre-task: Shortly discuss what happened last time to see, what do the students remember from last time? What made an impact? Ask questions in the end of the last lesson too. Make students talk to each other about the subject and new information from today's class.
5-6 <i>Interacting</i>	Kultur og samfund: Tekst og medier: Eleven kan producere multimodale tekstyper på engelsk. Produce a multimodal artefact	Sum up on what happened last time. Start up the work on a political blogpost addressed to a member of parliament. Interviews carried out by the students with a focus on learnings from the lessons	Whole class activities Individual assignments Working in pairs Group work	Ask students (group activity)- What do you remember from the last session? Make the students write words/chunks or themes on the board. In plenary go through their inputs and introduce today's plan and intention.
7-8 <i>Interacting Evaluation</i>	Kultur og samfund: Tekst og medier: Eleven kan producere multimodale tekstyper på engelsk. Mundtlig kommunikation: Sproglæringsstrategier: Eleven kan tilpasse en sproglig fremlæggelse efter formål og modtager. Mundtlig kommunikation: Præsentation: Eleven kan give sammenhængende fremstillinger på basis af indhentede informationer.	Continuation of the work on blogposts. The students present their blogposts and their reflections on their work and receive feedback from their peers. Evaluation of the whole course.	Whole class activities Individual assignments Group work	Presentations and an evaluation session. Blogpost is valued by the teacher. Given a grade and a follow up conversation.

Lesson 3 and 4		
The cycle model of intercultural learning	Task-based teaching	Key words and chunks
<u>Comparing and reflecting</u> Relate to the student's own life, being introduced to different perspectives (in this case other disasters and/or levels of severity).	<p>Introduction (10 min): Ask students (Group activity)- What do you remember from the last session? In plenary go through their inputs and today's plan and intention of the day.</p> <p>Pre-task (30 min): The students listen to parts of the podcasts, and exchange their listening experience with other students, using questions: Describe what happened in the podcast? What is it about? Who was a part of the podcast? What did you notice? What made an impact on you? What expressions or words were new to you? (Look them up)</p> <p>During-task (30 min): Teacher leads the students through the following questions/tasks/statistics. What is poverty and how is it defined? (If they know what poverty is, they will notice it in other places in the world) Relating the topic to the students' own lives. Make a budget to see the actual cost of living with all necessities. Compare budgets (expenditures) between upper class child, and a child living in poverty Compare children's sleeping places Compare to the wealthy people of the country (relative poverty) Compare salaries in Denmark to UK salaries. And maybe compare differences in salaries within Denmark and the UK. Compare cost of living in UK to the one of Denmark: https://www.mylifeelsewhere.com/cost-of-living/united-kingdom/denmark Look at the pay gap map, show how rich one part of the country is compared to the poor. https://www.theguardian.com/news/datablog/2010/mar/31/economy-economics Preparation for the teacher: maybe find a simplified version of the chapter from "Britain Today" that explains the reasons behind the child poverty in Britain. Contextualize the topic by comparing the poverty situation in Great Britain with extreme poverty using UN's Sustainable development goals from the following website: https://www.un.org/sustainabledevelopment/poverty/</p> <p>Post-task (20 min): In groups of three people go through the following questions and write down their answers: Do we have kids living in poverty in Denmark? Why is it even necessary to have a campaign like that in a country that is similar to Denmark? Do we have kids living in poverty in Denmark? Compared to poor kids in England British kids compared to poor kids in the rest of the world</p>	See podcast for expressions, chunks, words which would be relevant for your students to know. The wealthy people Posh Relative poverty Salaries Pay gap map

Appendix 2 - Student texts: Speeches on Voices on Inequality – Then and Now

1st student speech:

Hello my name is Caroline. I am a teen who grew up in a world where the standard for girls is to have a small waist, big body and big titties, and a boy needs to be tall and muscular. A girl can be a tomboy but when a boy is feminine he's gay. A boy needs to be active and climb trees while a girl needs to be in the kitchen. This is also a world where people will tell you if you're too skinny in their opinion to just go eat a burger, but if you're too fat in their opinion you should just go eat a salad. This is also a world where people will tell you that you need to be skinny but not too skinny either or you need to be thick but not plus size. It is tiring to try to keep up with it all because the beauty standards change all the time. This is also a world where girls will be told that they need to cover up because their body is too distracting. This is also a world where people will get blamed for rape for what they were wearing on their body because that they were asking for it. This is also a world where when I started watching shows about teens who were played by actors in their 20s which means their body already has developed, when I was in 5th grade a girl started to body shame me and in 7th grade a girl started commenting what I eat and how much I eat. This is also a world where people think that it is their business of what you are wearing and what your body looks like. This world is full of people who will bring you down if you like them.

Everywhere you look. Somebody has an opinion about you and not everyone you meet will like you so why care. Why care about others' opinions? This is also a world where everybody who has the chance to take all the confidence from you, they will. So go out and have that confidence in your own name. So just remember to be happy with yourself because in the end nobody gives a fuck about you what you are wearing and how you look because everybody is talking about themself. So don't be so hard on yourself, and even the most confident people dislike something about themselves.

2nd Student Speech

Rape happens everywhere nowadays. It's a very big global issue. Around 1 woman is raped every 9 minutes. 96% of victims don't report their assault. 11 is the average age when a woman is first catcalled, and personally to me that kinda proves a point, doesn't it? That even before women start puberty and have "reasons" for men to look at them, they will still be catcalling you, only because of the solid fact that you're a female. From an international standpoint 683,000 women are forcibly raped every year. Which also means 56,000 in a month, 1,800 a day, and 78 per hour. It's getting normalized, and even excused because of what a woman wears. Because somebody means that it can provoke a man to rape. But then tell us how a child's pajamas or women's sweatpants, literally any type of clothing can provoke you to rape? And it's not even relevant what they were wearing, because they were not asking for it. It's not an "uncontrollable passion".

And when we talk about rape many people will think of, a random person jumping out of a bush and attacking you. When actually a lot of times it's a boyfriend not understanding the word no, it's a male friend that takes advantage of you because you're drunk, it's older men catcalling you or threatening you if you don't do what they tell you to. And the fact that women have to speed walk away from a group of guys in public because that makes them feel uncomfortable. Having to call somebody when they're alone. Their heart starting to race walking past men, is just so wrong. And it's scary that it's starting to be a normal thing to happen, a normal behavior. I want to be able to go out alone, and walk home at night without fear. I want to know nobody that has been sexually assaulted. I want to feel comfortable in a public place, without fearing anything bad will happen. It's hard to believe that it's still such a big problem in 2021. Both women and men should be respected and treated equally.

Outline 2

Name/group: Amalie Schultz Ehmsen 30200290 & Christian Boe Nielsen Brogaard 30200268

Age specialization: 4th-10th grade

Subject area: Competence area 3: Intercultural competence

Title: Intercultural Learning & Representation

Research area:

Gibbons argues that the 21st century requirements of learners, such as reading and thinking critically are important to emphasize in the classroom (Gibbons, 2015, p. 95). These skills on critical media literacy, are also central concepts in intercultural learning (Lund & Villanueva, 2020, p. 160), as well as critical cultural awareness and perspective awareness to target blind spots and national stereotypes, though several English teaching materials have reproduced national stereotypes and colonial views as well (Risager and Svarstad, 2020).

As written in the Common Objectives issued by the Danish Ministry of Children and Education, English teaching ought to be based on a dynamic, or non-essentialist, view of culture, which means that it is viewed as constantly changing, being created between people, and regarded as something we do rather than something we have. Therefore, culture is not viewed as something specific to a single country, while several cultures can co-exist at the same time in the same country (Børne- og Undervisningsministeriet, 2019, p. 79). We seek to analyse our material in accordance with this understanding of culture in our work with our practical element, where a teacher's critical analytic approach is needed.

The practical elements are teaching materials on New Zealand produced for Alinea's online portal and is intended for 5th and 6th graders with enough material for 7,5 lessons, and we argue that it takes a BIG C and fact-based approach (Hansen, 2021). One of the important issues to address is the matter of representation and potential pitfall of reproducing national stereotypes, and underlining racism and othering, which can have unwanted consequences if unchallenged in the classroom. Further, we argue that the material tends to have a rather static and simplified view of culture as the chosen information on the population of NZ seems boxed and fails at showing the actual diversity and complexity.

It is clear to us that it is impossible to teach languages without culture. The material shows how closely they are intertwined and how essential the right framework, questions for reflections, and a critical analytic approach are to teach by. Passing the critical cultural awareness on to the students

is an important part of the intercultural learning as one of its goals is to become active and engaged citizens (Risager, 2017, p. 148).

With this outline we wish to focus on how to avoid the danger of stereotypical reproduction and give a more nuanced and diverse perspective when teaching English and strengthening and building the field of intercultural competence by asking the following research questions:

Research questions:

- How can Alinea's portal material on New Zealand be qualified by using a national approach to help decode and deconstruct representations? foster students' development of critical cultural awareness?

Bibliography

Børne- og Undervisningsministeriet (2019). *Engelsk faghæfte 2019*. Located the 18th of April 2022 on https://emu.dk/sites/default/files/2020-09/GSK_Fagh%C3%A6fte_Engelsk_2020.pdf

Gibbons, Paula (2015). *Scaffolding Language, Scaffolding Learning – Teaching English Language Learners in the Mainstream Classroom*. (2nd edition) New Hampshire, USA: Heinemann.

Hansen, Signe Holst (2021). Alinea, *Culture – New Zealand*. Located the 6th of December 2021 on: <https://engelsk.alinea.dk/course/AAx2-culture-new-zealand?portalclick=coursesession>

Lund, Ragnhild Elisabeth and Maria Casado Villanueva (2020). Chapter 9: Intercultural learning in the Classroom; Some General Principles". In: M. Dypendahl and R. E. Lund (2017). *Teaching and Learning English Interculturally*. Oslo: Cappelle Damm Akademisk.

Risager, Karen (2017). Intercultural Learning: Raising Cultural Awareness. In: Eisenmann, M & Summer, T. (eds.) (2017) *Basic Issues in EFL Teaching and Learning*. Heidelberg: Universitätsverlag Winter Heidelberg.

Risager, K. & Svarstad, L. K. (2020). *Verdensborgeren og den interkulturelle læring - Inspiration og nytankning til sprogfagene og andre fag* (1st ed.). København: Samfundsletteratur.

Appendix 1 - Screen Shots of Online Portal Material

Hansen, Signe Holst (2021). Alinea, *Culture – New Zealand*. Located the 6th of December 2021 on:
<https://engelsk.alinea.dk/course/AAx2-culture-new-zealand?portalclick=coursesession>



The screenshot shows the homepage of the 'Culture - New Zealand' portal. At the top left is a photo of a Māori man with traditional facial paint (moko) and a tattooed chest. The title 'Culture - New Zealand' is centered at the top. Below it is a descriptive text: 'You will experience everything New Zealand has to offer, from its buzzing cities, to its beautiful nature and brilliant culture. Get ready to talk like a Kiwi, dance like a Māori and enjoy the nature of New Zealand!' There is also a section titled 'When you are done with this topic, you:' with three bullet points: 'know what the 'haka' is - maybe you can even perform it!', 'can talk like a Kiwi and know New Zealand slang', and 'can write two different kinds of texts: A fact file and a postcard'. At the bottom, there are links for 'Fag' (Subject), 'Engelsk', 'Klassetrin', '5. kl. - 6. kl.', 'Vorighed', and 'Co. 7,5 lektioner'.



Kapitel 1 Introducing: New Zealand

In this chapter, you will meet the Kiwis and even learn to talk like them.
Welcome to New Zealand!



Kapitel 2 Original People and Wildlife

In this chapter, you will meet the original people of New Zealand, learn to do the haka and get to know the kiwi bird.



Kapitel 3 Modern Culture

New Zealand may be most famous for its beautiful nature and interesting history, but did you know that there are also some very famous people from New Zealand, like Lorde for example? Get to know them in this chapter.



Kapitel 4 Tourism in New Zealand

Each year, millions of people go to New Zealand to discover the beautiful landscape and the interesting people. In this final chapter, you will get to discover some of the most popular tourist spots in New Zealand.

Welcome to New Zealand

Welcome to New Zealand



00:00

01:41

New Zealand is a small country in the Pacific Ocean. It is similar in size to Great Britain or Japan, but its population is only four million people, which is fewer than in Denmark. New Zealand consists of two main islands and a number of smaller outlying islands. The climate in New Zealand ranges from tropical to arctic, which means it can be up to 20 - 30°C in the summer, and anywhere from -10°C and up during the winter.

Facts about New Zealand

- Monarch: Queen Elizabeth II
- Total area: 268,680 square km
- Population: 4,401,916 (as of 2014)
- Capital: Wellington, 410,000
- Largest city: Auckland, 1.452 million

Redaktionen

Original People

The Māori

Like Australia, New Zealand also has an indigenous people. They are called the Māori. They arrived in New Zealand at some time between 1250 and 1300 CE. Over several centuries in isolation they developed a unique culture that became known as the 'Māori', with their own language, a rich mythology and performing arts, like the dance 'Kapa haka'. The Kapa haka is often just called a Haka. You can read more facts about the Māori people by clicking on this [link](#).

The Haka

A haka performance involves singing, dancing, and movements that look like they could be used in a fight. Actually, the haka is so popular it is done by the New Zealand rugby team before every match. The haka is performed for many reasons, such as to welcome guests, to celebrate important events, and even at funerals. It is mainly performed by men, but you can perform a haka even if you are not Māori.



Kapitel 4 · Ca. 3 lektioner

Tourism in New Zealand

Each year, millions of people go to New Zealand to discover the beautiful landscape and the interesting people. In this final chapter, you will get to discover some of the most popular tourist spots in New Zealand.

Appendix 2 - Student texts: Speeches on Voices on Inequality – Then and Now

1st student speech:

Hello my name is Caroline. I am a teen who grew up in a world where the standard for girls is to have a small waist, big body and big titties, and a boy needs to be tall and muscular. A girl can be a tomboy but when a boy is femenin hes gay. A boy needs to be active and climb trees while a girl needs to be in the kitchen. This is also a world where people will tell you if you're too skinny in their opinion to just go eat a burger, but if you're too fat in their opinion you should just go eat a salad. This is also a world where people will tell you that you need to be skinny but not too skinny either or you need to be thick but not plus size. It is tiring to try to keep up with it all because the beauty standards change all the time. This is also a world where girls will be told that they need to cover up because their body is too distracting. This is also a world where people will get blamed fore rape fore what they where waring on theire body becuse that they whare asking fore it. This is also a world where when 7 and started watching shows about teens who where played by actors in their 20 which means their body already has developed, when i was in 5th grade a girl started to body shame me and in 7th grade a girl started commenting what i eat and how much i eat. This is also a world where people think that it is their business of what you are wearing and what your body looks like. This world is full of people who will bring you down if you late them. Everywhere you look. Somebody has an opinion about you and not everyone you meet will like you so why care. Why care about others' opinions? This is also a world where everybody who has the chance to take all the confidence from you, they will. So go out and have that confidence in your own name. So just remember to be happy with yourself becuse in the end nobody gives a fuck about you what your waring and how you look becuse evreybody is to stook up about them self. So don't be so hard on yourself, and even the most confident people dislike something about themself.

2nd Student Speech

Rape happens everywhere nowdays. It's a very big global issue. Around 1 woman is raped every 9 minute. 96% of victims don't report their assault. 11 is the average age when a woman is first catcalled, and personally to me that kinda proffs a point, doesn't it? That even before women starts puberty and have "reasons" for men to look at them, they will still be catcalling you, only because of the solid fact that you're a female. From an international standpoint 683,000 womens are forcibly raped every year. Which also means 56,000 in a month, 1,800 a day, and 78 per. hour. It's getting normalized, and even excused because of what a woman wears. Because somebody means that it can provoke a man to rape. But then tell us how a child's pyjamas a womens sweatpants, litterally any type of clothing can provoke you to rape? And it's not even relevant what they were wearing, because they were not asking for it. It's not an "uncontrollable passion".

And when we talk about rape many people will think of, a random person jumping out of a bush and attacking you. When actually a lot of times it's a boyfriend not understanding the word no, it's a male friend that takes advantage of you because you're drunk, it's older men catcalling you or threatening you if you don't do what they tell you to. And the fact that women have to speed walk away from a group of guys in public because that makes them feel uncomfortable. Having to call somebody when they're alone. Their heart starting to race walking past men, is just so wrong. And it's scary that it's starting to be a normal thing to happen, a normal behavior. I want to be able to go out alone, and walk home at night without fear. I want to know nobody that has been sexually assaulted. I want to feel comfortable in a public place, without fearing anything bad will happen. It's hard to believe that it's still such a big problem in 2021. Both women and men should be respected and treated equally.

Outline 3

Name/group: Amalie Schultz Ehmsen 30200290 & Christian Boe Nielsen Brogaard 30200268

Age specialization: 4th-10th grade

Subject area: Competence area 1: Communicative Competence and Language Teaching

Title: Scaffolding Language Development and Functional Grammar

Research area:

Over the years, the role of grammar has changed significantly. Historically, the explicit knowledge of grammar was the central focus in language learning, but with Dell Hymes' introduction of the term *communicative competence* (Bader & Dypedahl, 2020, p. 249 & Summer, 2017, p. 8-9), the traditional approach with the focus on grammatical forms was largely abandoned and instead began focusing exclusively on meaning. However, with time, it became evident that some focus on grammatical forms had positive effects, which means that the discussions have moved beyond whether grammar instruction is needed to how it is best instructed (Bader & Dypedahl, 2020, p. 250).

Beverly Derewianka is one of the proponents of a functional approach to grammar teaching. She argues that Functional Grammar regards language as a “complex system of resources for making meaning”, that it always reflects the culture that it evolved in, that the choices we make when using a language are situational (context-dependent), and that knowledge of grammar makes us able to make critical evaluations of written work (Derewianka, 2020, p. 3). Such critical evaluation can focus on the writer’s point of view, how manipulation of language can create certain effects, help construct different identities, and different ways of viewing the world (Derewianka, 2020, p. 3).

Myhill introduces strategies for promoting student-centered metalinguistic talk to support learners in seeing the relationship between language choices and making meaning in writing, and she states that metalinguistic talk is not simply using language but talking about *how* language is used (Myhill, 2020, p. 8). Furthermore, she emphasizes that what we write and how we write texts are inextricably intertwined, meaning that teaching the craftsmanship of writing is putting an emphasis on how we shape the relationship between the message and the way we communicate it (Myhill, 2020, p. 6). This functional view on grammar teaching is quite essential and fruitful when writing a speech as learners are learning how to express and verbalize their grammatical choices (Myhill, 2020, p. 9). P. Gibbons has also contributed vastly to the field with relevant tools to enhancing genre awareness and writing skills (Gibbons, 2015).

As our practice element, we wish to introduce our task-based teaching plan on “Voices on Inequality – Then and Now” created for an internship in an 8th grade. The intended outcome was a student produced speech, that had references to analysed speeches, poems, lyrics created by playing a key role in the fight for freedom and civil rights. The plan incorporates tasks on metalanguage as well as writing skills for speeches, vocabulary acquisition and genre awareness – for example who is the target group and context, useful chunks, and students' main message and intended interpretation? With these reflections in mind, we ask the following question:

Research question

- How can the use of functional grammar support the scaffolding of students' language development when writing a speech on inequality?

Bibliography

Bader, M. & M. Dypedahl (2020). Chapter 14: Working with grammar. In: Carlsen, C., M. Dypedahl & S. H. Iversen (eds.), *Teaching and Learning English* (2nd ed.). Oslo: Cappelen Damm Akademisk.

Derewianka, B. (2020). *A New Grammar Companion for Teachers* (2nd ed.). Australia: Primary English Teaching Association.

Gibbons, P. (2015). *Scaffolding language, scaffolding learning – Teaching English Language Learners in the Mainstream Classroom*. Portsmouth NH: Heinemann.

Myhill, D. (2020). *Introduction: Rethinking grammar – as choice*. Viden om literacy, 27, p. 6-10.

Summer, T. (2013). From Method to Postmethod - Introduction. In: Eisenmann, M & Summer, T. (edt), *Basic Issues in EFL Teaching and Learning*. Heidelberg: Universitätsverlag Winter Heidelberg.

Appendix 1 – A Lesson Plan on Voices on Inequality – Then and Now

4th Lesson During Internship, Spring 2021

Overall theme: Voices on inequality then and now and topic of the day: BLM and Amanda Gorman
PRE TASK 20 min

How are you? - We have noticed in the evaluation, that you would like to talk even more, So we will focus on that today. So please feel welcome to speak both in plenary and in groups. And as you know we as interns (praktikanter) must learn too, so we will record todays lesson – but only sound, no videorecording.

Disposition – what will happen today? Talk about BLM, Amanda Gorman and end up starting to write your speech. But first a little challenge:

Check Students' Previous Knowledge - Quick thinking challenge – write down as much as you know about the Black Lives Matters movement for a couple of minutes – using your own words, no google! Write it down on this [padlet](#), remember to mention your name.

In plenary - tell me what do you know? Wave your hands if you have written the same thing as your fellow student has. (George Floyd, Global movement 2013, police brutality, demonstrations, violence, innocence, racism, justice, inequality etc.)

Introduction to BLM

Meet Elijah who digs into the history of the Black Lives Matter movement. Write notes meanwhile. Sometimes I will stop the video and ask some of you to tell me what we just watched and heard Elijah say (Only watch from 00.00 - 03.36) [A brief history of the Black Lives Matter movement | CBC Kids News](#). Now we have heard Elijah and his friend Jacob talking about BLM movement. A lot of people are affected by racism and also a lot of young kids gets affected by it too. Let us listen to Eleven-year-old Jolia Bossette on being a Black kid in America. [What Black Lives Matter means to an 11-year-old](#)

What did you notice in this video? How does she describe being a young black girl in America?

Movement – let's stretch for a bit. Reach for the sealing, reach for your neighbour on both sides, hands towards the floor. Hug yourself.

DURING TASK 40 min

Check Students' Previous Knowledge

Showing picture of Amanda Gorman, asking students, have you ever seen her before? If yes, tell me, what do you know of this person?

- 22-year-old poet from The US
- Follows the footsteps of other poets, including MLK speeches.
- In her poetry Amanda Gorman explores topics such as race and marginalization, injustice
- Named the first National Youth Poet Laureate of the United States in 2017, when she was 19.

Watching her give the speech with lyrics [Amanda Gorman: the hill we climb poem stole the show at Biden inauguration, with lyrics](#). As students watch, have them think about the following questions: What do you notice and what stands out to you? Plenary - Ask students to share their observations and discuss their thoughts.

Group work (30 minutes) - Questions for group work. Firstly, read the poem out aloud in groups

- Highlight sentences you like green.
- Highlight words or expression that you don't understand Pink.
- What do you think she felt like giving this speech?

- In the title of her poem Gorman employs the metaphor of a hill. Beyond a feature on a landscape, what does this image suggest to you? What else might a hill represent? Where else does this image appear in the poem?
- What do you think is meant by the phrase “quiet isn’t always peace”? If you had to restate this idea in your own words, how would you say this? Can you think of a time when things have been quiet but not peaceful?
- Gorman writes that “the norms and notions of what just is, isn’t always just-ice.” What do you think this line means? Do you agree? Why or why not?
- How would you characterize the tone of this poem? What is the “light” Gorman refers to here? “There is always light. Only if we are brave enough to see it. There is always light. Only if we are brave enough to be it”
- Gorman once said, “Now more than ever, the United States needs an inaugural poem. Poetry is typically the touchstone that we go back to when we must remind ourselves of the history that we stand on, and the future that we stand for.” What do you think she means?

POST TASK 30 min - Write Your Own Poem or speech. In breakout rooms, but write individually on this [padlet](#)

Write your speech – using some of the keywords and quotes from speeches, song lyrics or poems we have looked at the past couple of weeks. Write as if you were to perform a speech at a demonstration. Make a character, who are you? What is your agenda? We will work on the speech next time too, but we must get a good start today! (Make a document or blog with lyrics and songs used during the last couple of lessons, so they can access it easily)

- You must at least have 4 references to poems or speeches used in your own speech and at least 4 keywords.
- Who is your audience and target group?
- What is your intention with the speech? Is there anything you would like to change, stop, call out or encourage? What are you fighting for?

Write certain phrases and words you would like to incorporate in your speech or poem. We will finish it next time, ending with you performing your speech for the class. Write your speech – using some of the keywords and quotes from speeches, song lyrics or poems we have looked at the past couple of weeks. You must at least have **4 references to poems or speeches** used in your own speech and at least **4 keywords**. The speech or poem must be around 0,5 - 1 page long.

Answer these questions: Start writing and create an online document. Try to write as much as possible.

- Write as if you were to perform a speech at a demonstration.
- Make a character, who are you?
- What is your agenda?
- Who is your audience and target group (*målgruppe*)?
- What is your intention with the speech?
- Is there anything you would like to change, stop, call out or encourage?
- What are you fighting for?
- What kind of linguistic tools (*sproglige virkemidler*) would you like to use?

EVALUTION 3-2-1 10 minutes. Play music while filling out the evaluation - “I can’t Breathe” by H.E.R <https://forms.gle/MsxKba72FaKyaAHn6> Thank you for today’s lesson - Funny gimmick - The Love Shower

Appendix 2 - Student texts - Speeches on Voices on Inequality – Then and Now

1st student speech:

Hello my name is Caroline. I am a teen who grew up in a world where the standard for girls is to have a small waist, big body and big titties, and a boy needs to be tall and muscular. A girl can be a tomboy but when a boy is feminine he's gay. A boy needs to be active and climb trees while a girl needs to be in the kitchen. This is also a world where people will tell you if you're too skinny in their opinion to just go eat a burger, but if you're too fat in their opinion you should just go eat a salad. This is also a world where people will tell you that you need to be skinny but not too skinny either or you need to be thick but not plus size. It is tiring to try to keep up with it all because the beauty standards change all the time. This is also a world where girls will be told that they need to cover up because their body is too distracting. This is also a world where people will get blamed for rape for what they were wearing on their body because that they were asking for it. This is also a world where when 7 and started watching shows about teens who were played by actors in their 20s which means their body already has developed, when I was in 5th grade a girl started to body shame me and in 7th grade a girl started commenting what I eat and how much I eat. This is also a world where people think that it is their business of what you are wearing and what your body looks like. This world is full of people who will bring you down if you like them.

Everywhere you look. Somebody has an opinion about you and not everyone you meet will like you so why care. Why care about others' opinions? This is also a world where everybody who has the chance to take all the confidence from you, they will. So go out and have that confidence in your own name. So just remember to be happy with yourself because in the end nobody gives a fuck about you what you are wearing and how you look because everybody is talking about themself. So don't be so hard on yourself, and even the most confident people dislike something about themselves.

2nd Student Speech

Rape happens everywhere nowadays. It's a very big global issue. Around 1 woman is raped every 9 minutes. 96% of victims don't report their assault. 11 is the average age when a woman is first catcalled, and personally to me that kinda proves a point, doesn't it? That even before women starts puberty and have "reasons" for men to look at them, they will still be catcalling you, only because of the solid fact that you're a female. From an international standpoint 683,000 women are forcibly raped every year. Which also means 56,000 in a month, 1,800 a day, and 78 per hour. It's getting normalized, and even excused because of what a woman wears. Because somebody means that it can provoke a man to rape. But then tell us how a child's pyjamas a women's sweatpants, literally any type of clothing can provoke you to rape? And it's not even relevant what they were wearing, because they were not asking for it. It's not an "uncontrollable passion".

And when we talk about rape many people will think of, a random person jumping out of a bush and attacking you. When actually a lot of times it's a boyfriend not understanding the word no, it's a male friend that takes advantage of you because you're drunk, it's older men catcalling you or threatening you if you don't do what they tell you to. And the fact that women have to speed walk away from a group of guys in public because that makes them feel uncomfortable. Having to call somebody when they're alone. Their heart starting to race walking past men, is just so wrong. And it's scary that it's starting to be a normal thing to happen, a normal behavior. I want to be able to go out alone, and walk home at night without fear. I want to know nobody that has been sexually assaulted. I want to feel comfortable in a public place, without fearing anything bad will happen. It's hard to believe that it's still such a big problem in 2021. Both women and men should be respected and treated equally.

Outline 4

Name/group: Amalie Schultz Ehmsen 30200290 & Christian Boe Nielsen Brogaard 30200268

Age specialization: 4th – 10th grade

Subject area: Competence area 2: Language acquisition and foreign language communication

Title: Using Graphic Novels to Acquire Vocabulary Acquisition, Writing Skills, and Genre Awareness

Research area:

As a practice element we will introduce a teaching plan on the picture book, “The Rabbits” (1998), which serves as an analogy on the colonization of Australia by the British. The teaching plan is structured using a task-based approach and the focus is on learners’ writing skills and consists of four lessons and targets 7th graders with an end goal of producing their own texts.

Picture books and graphic novels are rich and complex and represent excellent material for extensive reading and motivates learners in other ways than traditional coursebooks do (Breitveit, 2013, p. 51.) and by implementing them in our EFL teaching, we build a field of potential reading-motivated learners (Rimmereide, 2013, p. 131). Rimmereide makes some points and a didactic reflection when noting that *reading* images in Graphic Novels learners are offered *visual* literacy skills and potential inspiration for creating their own texts, where both the verbal and visual text play important roles, for example in producing sequential art or employing another genre using multimodal expressions (Rimmereide, 2013, p. 134 & 139). Secondly, they give the learner the opportunity to read literature and learn about narrative structures and thirdly, learners become aware of images and their role and function (Rimmereide, 2013, p. 135). Graphic novels can expand literacy skills, improve learners’ understanding of narrative structures and genre awareness (Rimmereide, 2013, p. 159).

In terms of vocabulary acquisition, the most efficient way is by working with language in meaningful contexts and using the words actively. By focusing on all four skills, we make sure to use our senses, which is how we internalize new linguistic information and thereby make language our own (von Holst-Pedersen, 2018 p. 163) More concretely, working with chunks, multi-word phrases, is an efficient method as the context is given, as opposed to single words, which can change meaning depending on the context.

When focusing on writing skills, Gibbons highlights that writing is a recursive process that needs editing and revising all the way from the beginning until the final product and that good writers are aware of the linguistic differences between speaking and writing, and they understand to plan their writing on a whole-text level (2015, p. 97). She introduces the teaching learning cycle, which is a four-stage cycle that focus on gradual progression, and the movement of searching for information, achieving genre awareness, joined construction, and ending up with independent writing (Gibbons, 2015, p. 110).

Inspired by the means of picture books/graphic novels in a EFL teaching setting we ask the following question:

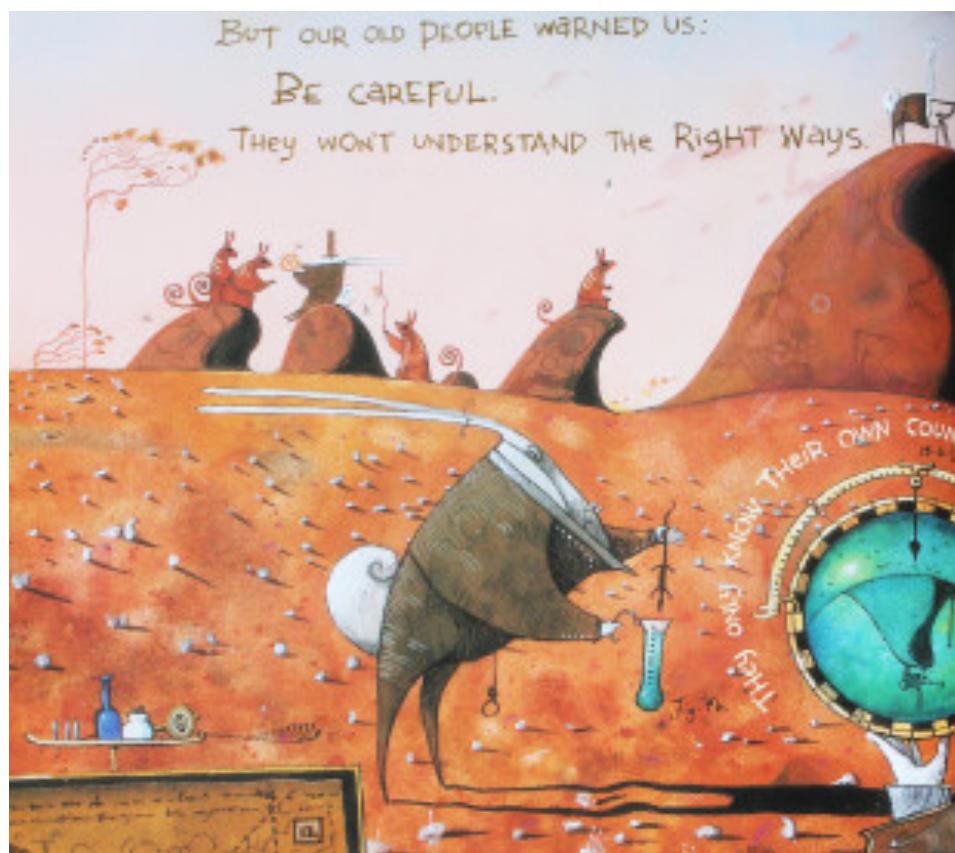
Research question

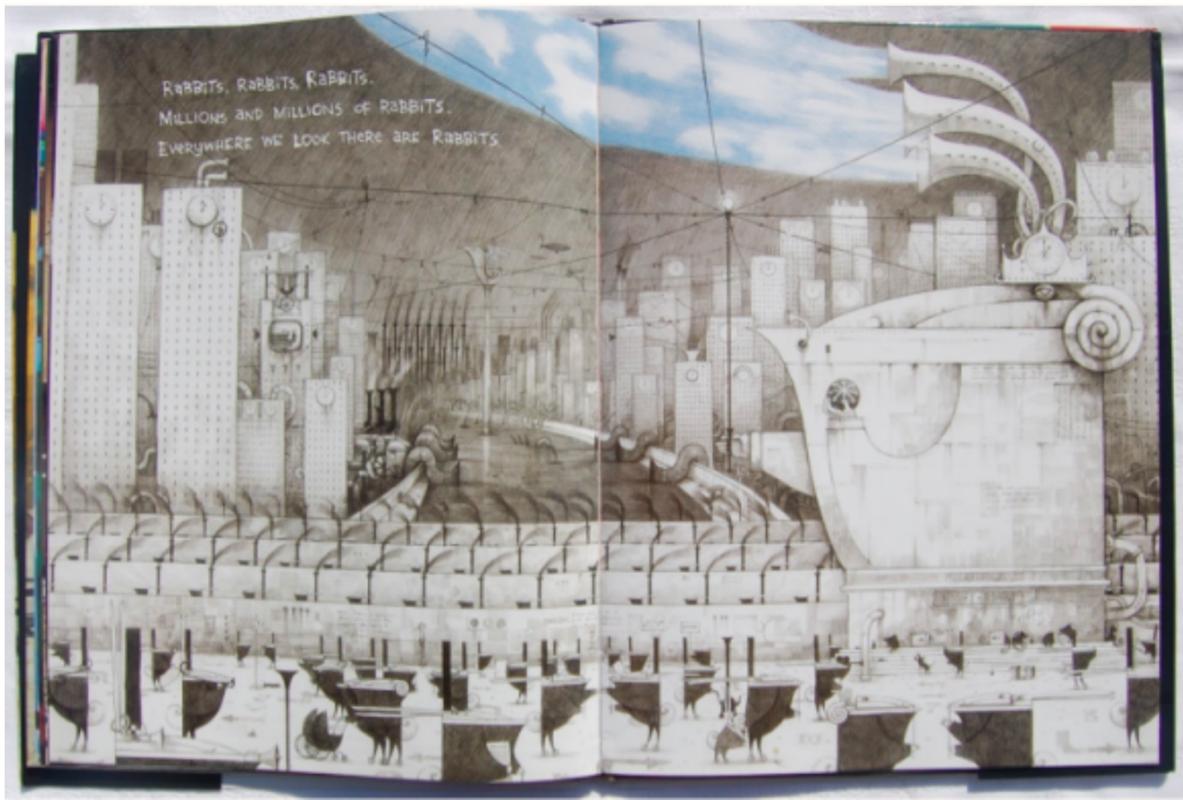
- How can the multimodal expressions of the picture book/graphic novel, The Rabbits, enhance the students’ writing skills, vocabulary acquisition and genre awareness?

Bibliography

- Birketveit, Anna (2013). Chapter 1: Picture Books. In: Anne Birketveit and Gweno Williams (eds.), *Literature for the English Classroom – Theory into Practice*. Oslo: Fagbokforlaget.
- von Holst Pedersen, J. (2018). Chapter 5: Chunks – A Scaffold for Language Development. In: Daryai-Hansen, P., Gregersen, A., Jacobsen, K., von Holst Pedersen, J., Svartstad, L., Watson, C. (2018), *Foreign Language Education*. Copenhagen: Hanz Reitzels Forlag.
- Gibbons, P. (2015). Chapter 5: Learning to Write in a Second Language and Culture. In: P. Gibbons, *Scaffolding Langauge, Scaffolding Learning – Teaching English Language Learners in the Mainstream Classroom* (p. 96-134). (2nd edition) New Hampshire, USA: Heinemann.
- Marsden, John & Shaun Tan (1998). *The Rabbits*. Vancouver: Simply Read Books.
- Rimmerreide, H. E. (2013). Graphic Novels in EFL Learning. In: Anne Birketveit and Gweno Williams (eds.), *Literature for the English Classroom – Theory into Practice*. Oslo: Fagbokforlaget.

Appendix 1 – Teaching Plan on The Rabbits





They ATE OUR GRASS.

They CHOPPED DOWN OUR TREES AND SCARED AWAY OUR FRIENDS...

Appendix 2 - Student texts: Speeches on Voices on Inequality – Then and Now

1st student speech:

Hello my name is Caroline. I am a teen who grew up in a world where the standard for girls is to have a small waist, big body and big titties, and a boy needs to be tall and muscular. A girl can be a tomboy but when a boy is femenin hes gay. A boy needs to be active and climb trees while a girl needs to be in the kitchen. This is also a world where people will tell you if you're too skinny in their opinion to just go eat a burger, but if you're too fat in their opinion you should just go eat a salad. This is also a world where people will tell you that you need to be skinny but not too skinny either or you need to be thick but not plus size. It is tiring to try to keep up with it all because the beauty standards change all the time. This is also a world where girls will be told that they need to cover up because their body is too distracting. This is also a world where people will get blamed fore rape fore what they where waring on theire body becuse that they whare asking fore it. This is also a world where when 7 and started watching shows about teens who where played by actors in their 20 which means their body already has developed, when i was in 5th grade a girl started to body shame me and in 7th grade a girl started commenting what i eat and how much i eat. This is also a world where people think that it is their business of what you are wearing and what your body looks like. This world is full of people who will bring you down if you late them. Everywhere you look. Somebody has an opinion about you and not everyone you meet will like you so why care. Why care about others' opinions? This is also a world where everybody who has the chance to take all the confidence from you, they will. So go out and have that confidence in your own name. So just remember to be happy with yourself becuse in the end nobody gives a fuck about you what your waring and how you look becuse evreybody is to stook up about them self. So don't be so hard on yourself, and even the most confident people dislike something about themself.

2nd Student Speech

Rape happens everywhere nowdays. It's a very big global issue. Around 1 woman is raped every 9 minute. 96% of victims don't report their assault. 11 is the average age when a woman is first catcalled, and personally to me that kinda proffs a point, doesn't it? That even before women starts puberty and have "reasons" for men to look at them, they will still be catcalling you, only because of the solid fact that you're a female. From an international standpoint 683,000 womens are forcibly raped every year. Which also means 56,000 in a month, 1,800 a day, and 78 per. hour. It's getting normalized, and even excused because of what a woman wears. Because somebody means that it can provoke a man to rape. But then tell us how a child's pyjamas a womens sweatpants, litterally any type of clothing can provoke you to rape? And it's not even relevant what they were wearing, because they were not asking for it. It's not an "uncontrollable passion".

And when we talk about rape many people will think of, a random person jumping out of a bush and attacking you. When actually a lot of times it's a boyfriend not understanding the word no, it's a male friend that takes advantage of you because you're drunk, it's older men catcalling you or threatening you if you don't do what they tell you to. And the fact that women have to speed walk away from a group of guys in public because that makes them feel uncomfortable. Having to call somebody when they're alone. Their heart starting to race walking past men, is just so wrong. And it's scary that it's starting to be a normal thing to happen, a normal behavior. I want to be able to go out alone, and walk home at night without fear. I want to know nobody that has been sexually assaulted. I want to feel comfortable in a public place, without fearing anything bad will happen. It's hard to believe that it's still such a big problem in 2021. Both women and men should be respected and treated equally.