

ENGLISH EXAM

Didactics



**VED UPLOAD AF SYNOPSIS PÅ FRONTER, BEKRÆFTER JEG/ GRUPPEN AT OPGAVEN ER
UDFÆRDIGET UDEN URETMÆSSIG HJÆLP, JFR. STUDIEORDNINGENS PKT. 29**

Keystroke: 8.432

JANUARY 11 2017

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Indholdsfortegnelse

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Name/group:

Louise Cecilie Katana, Lv15s030

Age group:

4th-10th grade

Subject area:

Didactics

Motivation:

Didactics means to teach or instruct, which is an important part of being a teacher. Nowadays it is not enough to just stand in front of a class and give them lectures in different subjects, you need to engage your pupils in almost everything. The more they get to do something themselves, the more they recall what they did and what happened, and this way it will stick to them for a longer time than if you just explained something to them in class. It has also been proven that pupils learn more by participating in different things.¹ But it is also different how pupils learn the best way possible, because we deal with what is called "multiple intelligences". Nowadays it is also a demand that the pupils need to active, and that you as a teacher need to bring movement into your lessons. While you need to take all these things into consideration, there is one more thing missing here: motivation. One of the most important skills as a teacher is to keep motivating your pupils, and make sure that they actually want to learn.

Problem statement:

How can I prepare my lessons with a focus on didactics?

Theory:

When most teachers start their teacher education, they come with ideas about the teaching/learning process formed from the years they have spent as students themselves. Most of these teachers choose to teach different than they were taught, because they are able to see the

¹ Scrivener, Jim (2005) page 20-21

certain methods that works. A knowledge of methods is a part of the knowledge base of teaching, and this knowledge of methods also helps to expand a teacher's repertoire of techniques. Most of these methods and techniques is something that the teacher has to try out in class, before knowing if it works or not. There is a difference in reading about methods and trying to use them in real life. As Diane Larsen-Freeman says: *"For we know that teaching is more than following a recipe. Any method is going to be shaped by a teacher's own understanding, beliefs, style, and level of experience."*²

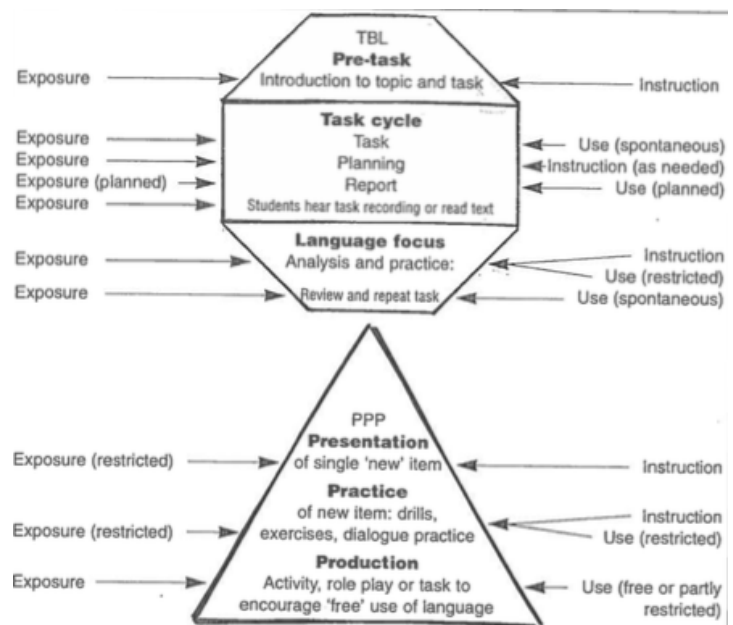
When talking about didactics and how to prepare lessons, it is also relevant to bring up the PPP paradigm (presentation-practice-production) and the TBL (task-based learning). The TBL consists of a pre-task in which the teacher

introduces a topic and ensures pupils understand the task instructions -> then the task cycle in which the pupils does the task in groups and then prepare to report to the class which they do afterwards -> the last one is language focus where the pupils analyse and then practise words, phrases and patterns from the analysis activities.³

The PPP consists of a presentation in which the teacher also, for example, gives the

pupils a pattern of sentences -> the practice stage is where the pupils practise the sentences, often in pairs -> lastly the production stage is where the pupils are expected to produce what they just learned. This could for example be a role-play.⁴

When having in mind that the pupils need to have a variation in activities and tasks, it is also important to bear in mind that the pupils have different ways in learning things; multiple intelligences is what we call it. Thomas Armstrong has had experience with teaching pupils about the multiple intelligences. He says that he usually starts lessons by asking "how many of you think



² Larsen-Freeman, Diane (2000) page ix-xi

³ Ellis, Rod (2003) page 2-3

⁴ Willis, Jane (1996) page 134-137

you are intelligent?” and the older the pupils are, the less of their hands goes up. Then he starts to say that they are all intelligent, just in seven different ways. Some of them might be “body smart”,

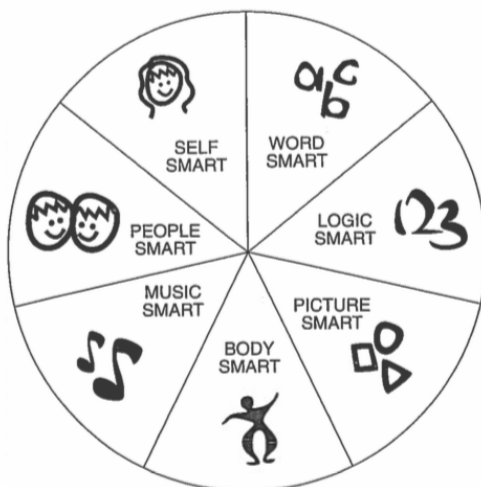


FIGURE 4.1
MI Pizza

“music smart” or even “word smart”, but they all have their own kind of intelligence; something they are especially good at. Teaching the students about the multiple intelligences theory, also helps them to understand the activities they each are going to do afterwards. Following up on the theory of the multiple intelligences, you, as the teacher, could start to bring in different members of the community, for example and athlete (whom is body smart) or a tax accountant (who is number smart) and so on. These people could show

the pupils that it is possible to form a career regarding to what you are good at. Later you could do some activities that would bear all these intelligences in mind, and make it possible for the pupils to complete using what they are smart at.⁵

Practice element:

For this practice element I actually chose a lesson plan⁶ that I tried with some pupils in a 7th grade when I was out in the teaching practice. We had just finished a fantasy course with the pupils, in which they were to write a summary of the fantasy text we had read together. Instead of handing out their texts with all errors, and since this was their first written product, we wanted to just go through some general mistakes in plenum. We did this with a powerpoint, in which we also had written for example “To, too and two” and then we asked the pupils to tell us the differences between these three words, so we wanted to include the pupils instead of them just listening. In this particular lesson we also wanted to finish the fantasy with something more “fun”, so we came up with our own board game⁷ that both had questions regarding fantasy, for example: “what is the rule of three?” and some questions regarding the students themselves, such as: “which song is your favourite at the moment?” Besides this we also made some fields in which they were to

⁵ Armstrong, Thomas (2009) page 37-41

⁶ See: Appendix 1

⁷ See: Appendix 2

describe or draw things, and there were also fields in which they were to do a movement of some sort, for example: “stand up and jump 10 times.” When the pupils landed at the flowers on the board, they had to take a card (which was upside down on the table) and describe the picture on the card: what did they see? How was the background? etc. We experienced that the pupils really liked this kind of activity, because we had made some room for more intelligences; if they were not good at answering the questions, maybe they were better at drawing it.

This way we did not really think in methods, task-based learning or the PPP paradigm, but we focused more on the multiple intelligences that Thomas Armstrong talks a lot about.⁸ I also think we could refer to Diane Larsen-Freeman here, because this is something that I maybe missed doing when I went to school, and now I feel like I have to try out all these activities that I wanted my teachers to do when I was the pupil.⁹ I also think these kind of activities are good, because it shows the pupils that it does not have to be boring to learn, we, as teachers, can find good ways to teach in ways that also motivates our pupils.

Interlanguage:

For this interlanguage analysis I chose a summary of the first chapter of “The Lion, The Witch and The Wardrobe”, which was made by a pupil in 7th grade.¹⁰ This pupil was so focused that he/she also wrote what he/she thought would happen after the first chapter that we read together in class. The main errors in this particular text are:

- The right word but wrong tense or form: “*Four childs whose names was Peter, Susan, Edmund, Lucy*” or “*And who are you to say when I’m go to bed?*”
- Missing quotation marks: when the children talk to each other in the text
- Wrong words: “*They get sent away to London...*” or “*There names were Ivy, Margaret, Betty*” or “*Lucy and Aslan reborn the Troops from the ice-queen’s magic...*”

Overall I think this pupil did a good job with the summary, and I would also tell that to him/her when giving feedback. There are some things that the pupil still need to learn about the grammar rules, and I would go through the tenses in class because this is something that can be tricky for a

⁸ Armstrong, Thomas (2009) page 37-41

⁹ Larsen-Freeman, Diane (2000) page ix-xi

¹⁰ See: Appendix 3

lot of the pupils from 7th grade. The quotation marks are not that big of an error, it is just a lot easier to read texts, as the reader, when you know about the conversations they are having, instead of having to figure it out on your own. I would underline the wrong words for this pupil and make them fill in the right ones instead, and maybe make him/her hand it in again to make sure they understood what I meant. Feedforward would be to work on those tenses and make them right.

List of references:

Armstrong, Thomas (2009) *Multiple Intelligences in the Classroom*, ASCD

Larsen-Freeman, Diane (2000) *Techniques and Principles in Language Teaching*, Second Edition, Oxford University Press

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

Ellis, Rod (2003) *Task-based Language Learning and Teaching*, Oxford University Press

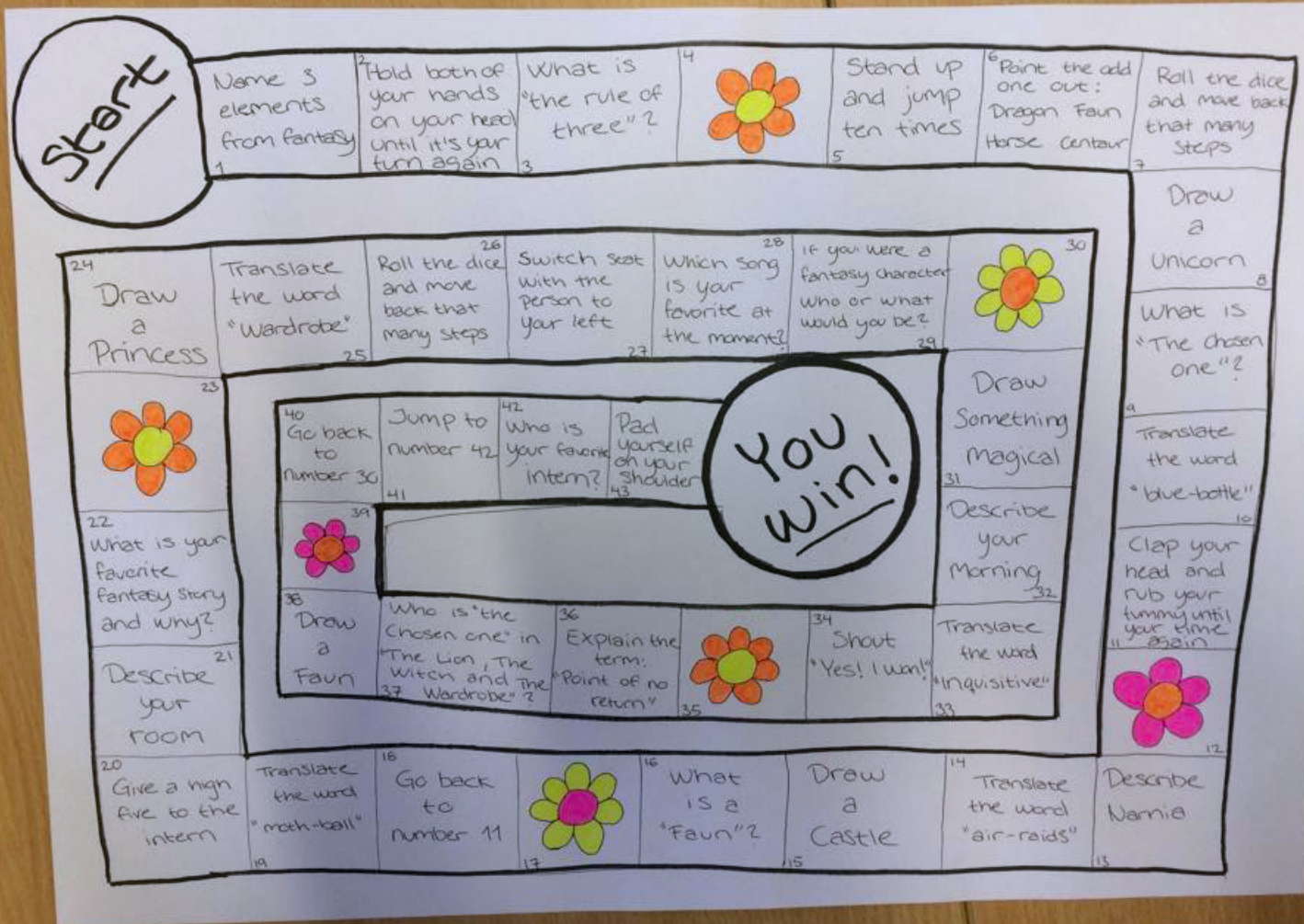
Willis, Jane (1996) *A Framework for Task-Based Learning*, Longman

Appendix:

1) Lesson plan:

Class: 7th		Date: 11/1	Time: 45 minutes	No. Of students: 18	
Recent topic work: Fantasy			Recent language work: Sentence structure		
Aims: “The student has knowledge about simple genre features in fiction stories”					
Objectives: The students are expected to remember what they learned in the topic about fantasy					
Assessment: I will evaluate if the students have learned what I taught them when walking around the tables. And we will evaluate in plenum at the end of class					
Materials: Powerpoint, board games for each group, dices					
Anticipated problems: Some of the students might see this as some sort of “free time” to just play around, but the point is to do something fun while still learning					
Timing	Teacher activity	Student activity	Success indicators	Aims of the stage	
08:15	Going through general errors in their last essay on powerpoint	Students are quiet, but participate when I ask questions	The students listen carefully and can point out the errors before I say them	Everyone understands the general errors when they are explained	
08:30	Hands out board game to each table, and walks around to help	Students sit in groups of 4	Everyone plays the board game and can answer the questions	The students speak English and remembers the fantasy genre	
08:55	Evaluation of board game	Students tell their opinion	Students share their opinions	Everyone had a good experience	
09:00	End of class	End of class	End of class	End of class	
Additional possibilities: It could be done in bigger groups, but there might be too much waiting for each other this way					
Homework/Further work: If the students are still lacking information about the fantasy genre, they need to read more about it at home, maybe do some exercises					

2) Board game:



3) Student product:

1 Once upon a time. ✓ Four Childs whose names was Peter, Susan, Edmund, ✓ Lucy. They get
2 send away to London because of the air-raids, To a house where a old professor lived in the
3 heart of the country. Ten miles to the nearest railway station, and two miles from the
4 nearest post office. The professor has no wife and lived in a very large house with a
5 housekeeper called Mrs. Macready and three servants. There names were Ivy, Margaret, ✓
6 Betty. He himself was very old with shaggy white hair, which grew over most of his face as
7 on his head, and they liked him almost at once. He was so odd-looking that Lucy was a little
8 bit afraid of him, and Edmund wanted to laugh, and had to keep on pretending he was
9 blowing his nose to hide it. "I think he's an old dear" said Susan. "Oh come off it!" Said Edmund,
10 who was tired and pretending not to be (tired), which always make him bad-tempered. "Don't
11 go on talking like that. Like what ²⁴said Susan" and anyway, it's time you were in bed. Trying to
12 talk like Mother" said Edmund. "And who are to say when I'm go to bed? Go to bed yourself."
13 "What's that noise?" Said Lucy suddenly. It was a far larger house then ✓ ever been in before,
14 and the thought of all those long passages and rows of doors leading into empty rooms was
15 beginning to make her feel ^{scared} (creepy.)
16 I think there comes a War between Aslan and the Ice-Queen. But first Aslan give his life to
17 the Ice-Queen and Aslan ✓ reborn because Lucy's tears, and they go to war because the ice-
18 queen will make Narnia to a Snow-world. Lucy and Aslan reborn the Troops from the Ice-
19 queen's magic so they will win the battle. Peter and the Ice-Queen's commander fight for
20 Narnia but the Ice-Queen's troop ✓ standing behind the hill. But all Aslan's troop was there
21 nearly

4) 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.