

Lesson Plan 1

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Lesson Title: Audience, Academic Style and Vocabulary Shift (Unit 1 in AWG)

Level: Graduate students

Number of learners: 12-18

Student Learning Outcomes

- Students will be sensitized to the existence of different registers in language
- Students will become aware of local language in Hawai'i in different registers
- Students will be able to adjust their language in emails depending on the audience
- Students will be acquainted with online dictionaries for Standard American English local language in Hawai'i

Materials

- Swales, J.M. & Feak, C.B. (2004). Academic Writing for Graduate Students. 2nd edition. Ann Arbor: University of Michigan Press, (referred to as "AWG"), Unit 1
- Example of "Local word of the week"
- Emails from UH Manoa to illustrate different registers and audiences (appendix)

1. Opening

Language Awareness:

5 minutes

Write on the board the following sentences:

I have finished work.
I've finished work.
I pau hana.

Questions to ask students:

Do the sentences that you see on the board all mean the same?

In what contexts would you expect to find those sentences?

A second set of examples that addresses grammatical as well as vocabulary differences can be added, going over the same questions as for the first set:

There is a 98 percent chance of precipitation tomorrow.
It's going to rain tomorrow.
Gon rain tomorrow.

Discussion questions**15 minutes**

Students discuss in small groups the following questions and report back to the class:

1. In your native language(s), do you adjust the way you speak depending on the situation and the people you talk to? Please brainstorm an example and share it with your classmates.
2. Can you think of contexts on the UH campus where you use English differently depending on the situation and with who you interact?
3. Think about the people with who you interact on campus. Who are they, where do they live or come from? Does this influence the way you talk to them? Please give some examples.
3. Have you been in situations in Hawai'i where people clearly made an effort to understand you when they talked to you? How about a time when they didn't make an effort or dismissed you because of your English. What did you notice about English in Hawaii in these or other situations?

2. Introducing semester activity "Local word of the week"**10 minutes**

Once a week throughout the semester, one student presents a local word or expression that s/he has encountered in Hawaii and that they identified as "local." If possible, students should look out for a word that is related to their life as students at UH Manoa. Students explain where they came across the word/expression and what it means. Students can draw on interactions, but should also be encouraged to take pictures of signs or make use of realia such as advertisements, email conversations, websites etc. to show the word in its context.

To help students memorize the words presented, it can be useful for the teacher to keep track of the words/expressions presented and follow up on the expressions with "fill in the blank" after some presentations.

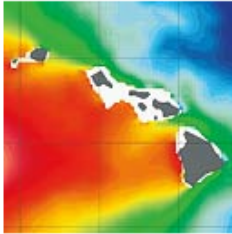
⇒ Teacher should give a small sample presentation of a local word or expression that s/he encountered and finds useful for the students to know (see example below):

leeward vs. windward

- Example taken from the UH website (home page; newsfeed about recent research at UH): www.hawaii.edu (October 19, 2010)

Leeward waters best for OTEC energy production

October 19th, 2010 by Malamalama Staff | [No Comments](#)



Ocean thermal energy conversion technology is most efficient in cooler leeward waters.

- Ask students whether they are familiar with the word “leeward”
- Introduce the complementary expression “windward”
- Explain context for use; show that some local expressions can be used in formal and informal contexts (local language is not necessarily non-standard; highlight importance of context; also remind students that some concepts behind certain local terms do not have an equivalent in Standard American English)
- Teachers who would like to raise learners’ awareness of grammatical structures in Pidgin may ask some students to volunteer to present a certain grammar point instead of a local word. A list of four major grammar points (basic sentence structure, tense and aspect, negatives, verbal compliments) can be accessed and made available to the students at <http://www.hawaii.edu/satocenter/langnet/definitions/hce.html#grammar-hce>

3. Adjusting writing to the audience: emails

25 minutes

Activity based on AWG: Good news vs. bad news letter (Program Admission Letter, pp. 12-13)

- Hand out admission email and a student organization’s welcome and announcement email (find in appendix)
- In pairs, students identify differences in formality between the two letters and how these differences shed light on context and audience

Note:

Students will have questions about the level of formality of certain words as well as about the meaning of local expressions. This would be a good time to introduce online dictionaries (see below).

4. Using dictionaries to check stylistic level and meaning of a word

5 minutes

Point students to online dictionaries as resources for the stylistic level of a word. If you and your students have internet access in the classroom, have students check for stylistic level and/or meaning on the internet, using the following resources:

www.merriamwebster.com (provides stylistic classification for dictionary entries)

www.urbandictionary.com (abundant resource for slang; lists words local to Hawai'i)

Homework

- Have students skim through their own emails to identify email greetings and closings. Students should list several of their identified greetings/closings and rank them from most formal to least formal. What local expressions can they identify in UH emails?
- Have your students write you an email about a question they would like to ask about ELI 83. Remind students to be consistent in their level of formality throughout the email and consider the fact that a) you are an instructor but also a graduate student b) you are familiar with local language in UH email conversations.

Note: Some students may have difficulties finding and or identifying local expressions in their emails. The teacher should make sure to have examples to share with the class.

Possible local expressions:

- **Greetings**
aloha, eh/ey, hauzit/howzit
- **Closings**
hele on mahalo, aloha, leydahs/leddahs, shoots, shooties

Appendix

Email 1

Program Admission

Aloha Amanda:

Thank you for submitting your application for graduate study at the University of Hawaii at Manoa. Our admissions committee has carefully reviewed your application for admission to our program. I am pleased to inform you that you have been admitted to the graduate Doctor of Philosophy in the Department of Political Science for Fall Semester 2010.

Within a few weeks you will be receiving from the Office of Graduate Studies the official acknowledgment of your admission, along with other information. Decisions about financial support will be made next month. Please feel free to contact me if you have questions regarding the program, coursework or registration process. We ask that you notify us no later than April 15th of your decision to accept or decline the offer of admission.

Mahalo and congratulations. We look forward to hearing from you.

Email 2

Student Organization

Young Adults & Graduate Students

August and September Events



Sharing Our Summer Pupus and Welcome Back Coffee Social

Ey, hauzit everyone!

Welcome back! Our group has some fantastic events to offer this fall, everything from book groups to pupus in the park to coffee on Sunday. We hope that you can find an offering that fits your schedule and interest. Join us anytime!!

Shootieees!!!

"Sharing Our Summer Vacations" Night

A great entry point for newcomers. Come and share pictures and talk story about your summer vacation. You're invited to bring pupus to share if you feel so inclined.

