

Lesson Plan 2

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Lesson Title: Writing General-Specific Texts (Unit 2 in AWG)

Level: Graduate students

Number of learners: 12-18

Student Learning Outcomes

- Students will be able to identify and use general-specific moves as a rhetorical strategy in their writing
- Students will become acquainted with the origins of Hawai'i Creole and its co-existence with English and the Hawaiian language

Materials

- Swales, J.M. & Feak, C.B. (2004). Academic Writing for Graduate Students. ("AWG) 2nd edition. Ann Arbor: University of Michigan Press, Unit 2.
- Handout "The Mother Tongue"
- Link: <http://www.hawaii.edu/satocenter/langnet/definitions/hce.html#grammar-hce>

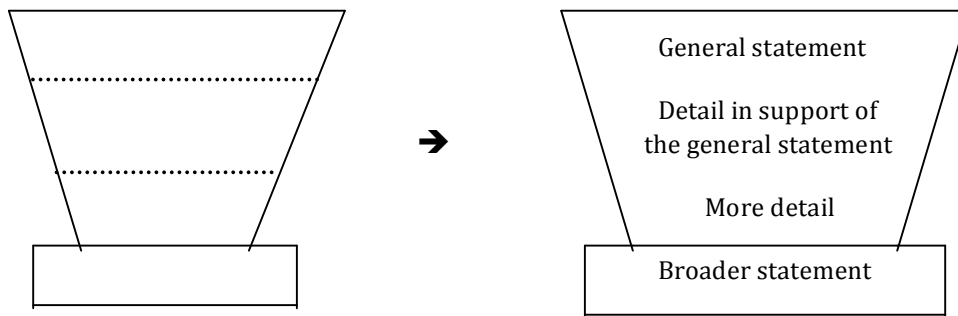
1. Opening

- Go over today's agenda and due dates on the blackboard **5 minutes**
- Student presents "Local word of the week" (see Lesson 1) **5 minutes**

2. Introduction to General-Specific (GS) Texts

5-10 minutes

Students have read Unit 2 that introduced them to general-specific moves. To refresh their memory and as a resource for later analysis, I would recommend replicating the AWG graphic illustration of GS texts (p. 45) as a visual aid on the board. Have students fill in the empty rubrics:



3. Analysis of a GS text: The Mother Tongue**30 minutes**

- Explain students that they are going to read a text about language in Hawai'i. Pass out the handout "The Mother Tongue" (see Appendix) and tell students to pay attention to the text-structure and try to identify possible GS moves as they read through the text.
- Ask students to briefly answer the first question on the top of the handout "What are the languages spoken in Hawai'i?" BEFORE they read the text.

Conduct a poll after the students read the text:

How many students listed English and Hawaiian BEFORE they read the text?

How many students listed Pidgin as a third language spoken in Hawaii after reading the text?

Follow-up Questions given on the handout*Question set 1*

(Identifying features of GS-texts)

Students may work on this set individually:

1. What is the structure of this text? Try to apply the GS-model sentence by sentence.
2. In sentence 4, why do you think the author uses "which we define as"?
Hint: Different classifications for Pidgin exist that result in different definitions of the language. One example is given later in the text; some people consider it as less accurate version of English.
3. The author of this passage has decided that it is too short. Here are two additional statements. Where would you place them?
 - a. For instance, the verb "stay" in Pidgin is used to indicate a temporary state or location where English uses "be"; this can be seen in the following examples:
Da water stay cold and The water is cold.
 - b. . Whether people speak stronger or lighter versions of Pidgin often depends on the people involved, topic and level of formality.
4. What are the supporting details in this text that are to introduced to show that Pidgin is a language?

Question set 2

(Language awareness)

Have students work in groups of 3-4 to compare their answers for question set 1 and discuss the following questions as a group:

5. What impact does it have on you as English language users that Pidgin is considered a language in its own rights?
 6. Can you think of a linguistic situation in your own or another country that resembles the situation of Pidgin in Hawai'i in the present or in the past? Please specify.

In-class writing activity

20 minutes

- Imagine the International Student Service (ISS) at UH Manoa will develop a brochure for new international students to prepare them for study and life in Hawaii. Becoming more and more familiar with your new home, you are asked to contribute to the brochure with a brief article about the language situation. In 10-12 sentences, explain what you think would be helpful for a new international student to know about Pidgin in Hawai'i, keeping in mind what may be relevant for a new UH student who speaks English as a second language. Your article should follow the general-specific text format.

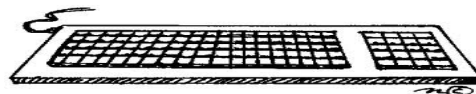
- Homework:
 - ⇒ Post your article to *Laulima* and comment on at least two other students' articles in 8-10 sentences. Your comment should identify one aspect that you particularly like and one aspect that you think would need more elaboration. Follow general-specific text format.



Optional:

Students who are interested in learning more about Pidgin grammar can get a basic overview of the grammatical features of Pidgin by going on the UH Sato Center website. If internet access is available in the classroom, the teacher should show this website and briefly introduce students to the interactive grammar exercises. <http://www.hawaii.edu/satocenter/langnet/definitions/hce.html#grammar-hce>

Also, if some students have difficulties finding a “local word of the week”, especially later in the semester, they could briefly present to the class one of the grammar points explained on this website.



Appendix

Please answer the following question BEFORE reading the text:

How many languages are spoken in Hawaii? What are they?



The Mother Tongue

❶ Immigration continues to bring people from all over the world to Hawai'i, a state of many languages. Two of these languages are unique to Hawai'i. ❷ The first, a co-official language with English, is Hawaiian, the indigenous language. ❸ The other language is much more widely spoken. ❹ This language is called *Pidgin* which we define as a creole language as many local residents of Hawaii speak it as a native language. ❺ It developed on the sugar plantations at the end of the nineteenth century as immigrant workers adopted English for intercultural communication. ❻ A persistent belief is that Pidgin is just "broken English", i.e., careless and inaccurate speech. ❼ However, Pidgin IS a distinct language. ❽ Although most of the words come from English, they have meanings and functions different from those of English. Furthermore, Pidgin speakers may substitute 't' or 'd' for the 'th' sound as in bradda ("brother"). ❾ Many speakers are completely bilingual and can switch back and forth between Pidgin and Standard English. ❿ Pidgin has been used mostly as the informal language of families and friends, and has been considered an important badge of local identity, often functioning as a discourse of resistance against the dominance of Mainland middle-class white culture and socio-economic power in the islands.

(Text compiled and adjusted from a variety of sources; Tamura (1992), Sakoda & Siegel (2004), Watson-Gegeo (1990) and A.H.).

Please answer the following questions:

Individual work

1. What is the structure of this text? Try to apply the GS-model sentence by sentence.
2. In sentence 4, why do you think the author uses "which we define as"?
3. The author of this passage has decided that it is too short. Here are two additional statements. Where would you place them?
 - a. For instance, the verb "stay" in Pidgin is used to indicate a temporary state or location where English uses "be";

this can be seen in the following examples: *Da water stay cold* and *The water is cold*.

- b. Whether people speak stronger or lighter versions of Pidgin often depends on the people involved, topic and level of formality.

4. What is the supporting detail in this text to show that Pidgin is a language?

Group work

5. What impact does it have on you as English language users that Pidgin is considered a language in its own rights?

6. Can you think of a linguistic situation in your own or another country that resembles the situation of Pidgin in Hawai'i in the past or in the present? Please specify.