



Chapter 16.

Interlanguage Analysis

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Model for interlanguage analysis

Here is a short version of the model:

- A. Context
- B. Content
- C. Analysis
 1. Text level: Grammar across sentences
 2. Grammar at sentence level
 - a. Sentence structure
 - b. Group structure
 - c. Punctuation
 3. Grammar below sentence level
 - a. Vocabulary and idioms
 - b. Spelling
- D. Interpretation of the analysis
- E. Advice, help and feedback

And here is the extended version:

A. CONTEXT

- In which context did the learner write the text (e.g. exam situation) and does this influence the text?
- Did the learner know about the topic in advance and did he use this knowledge?
- Does he use any learning strategies while writing the text, e.g. finding information on the internet, asking people, reading texts and using various aids?
- Does the learner use the material provided (if required)?



B. CONTENT

- Does the learner answer the task given?
- Is he able to communicate what he intends to say: does he express knowledge, attitudes, feelings, experience and imagination?
- How cognitively difficult/simple is the text: does he give examples, put ideas into perspective, evaluate and conclude?
- Does the learner use knowledge of culture in English-speaking countries (if required)?

C. ANALYSIS

1. Text level: Grammar across sentences

a. Is there an interesting and appropriate title or headline?

b. What is the communicative situation and is the learner conscious about it?

- Who is the writer, what is his message and who is the receiver of the text?
- What is the genre and does the learner follow the particular characteristics of the genre regarding e.g. structure and layout?
 - Recount
 - Narrative
 - Report
 - Procedure
 - Discussion
 - A mixture of some of these

c. Is the level of style appropriate regarding the communicative situation? E.g. you could examine the vocabulary, sentence structure, punctuation etc.

d. Coherence and cohesion

i. Text level:

- Does the learner stick to the same general idea/topic/storyline all the way through his text (“Den røde tråd”?) or does he associate?
- Is there an intro, a body and a conclusion (depending on the genre)?
- Is the learner explicit or implicit: does he leave out so many holes that the reader cannot fill them and needs to guess too much?

ii. Paragraph level:

- Has the text been clearly graphically divided into paragraphs?
- Does each paragraph make up a clear part of the whole and is the number of paragraphs adequate?
- How are the paragraphs linked? E.g. does he use Linking Circumstantials such as *however, firstly, lastly* and *nevertheless*?

iii. Sentence level:

- Which cohesion devices does the learner use and is he able to vary them (see the list below); how correct is he compared to the complexity of cohesive devices?

Here is a list of examples of cohesion devices; most of them can be considered at all three levels (text, paragraph and sentence):

- The information principle: Topic + new information
- Conjunctions:
 - o Coordinating conjunctions only: *and, or, but*
 - Any problems with parallel constructions (“apples and oranges”)?
 - o Sub-ordinating: *because, when, if, how, as, that, since* etc.
- Linking Circumstantials: *nevertheless, on the other hand, in addition...*
- Articles: *a – the*.
- Pronouns: missing, too many or wrong so that the reader gets confused?
- Tense: does the learner use one general axis of orientation or switch between the present and the past axes – and is this appropriate or confusing?



- Circumstantials of time and place: *yesterday, last Monday, in the UK*? E.g. do they support the use of tense?
- Vocabulary: Does the learner use synonyms or other means?
- Punctuation and layout: does the punctuation support the meaning of the text or is disturbing?

2. Grammar at sentence level

a. Sentence structure

- How simple/complex is the sentence structure and is he able to vary it?
- How does the sentence structure fit the communicative situation?
- Do the sentences start the same way, e.g. always the Subject first, or is there variation?
- Does he mainly write simple independent clauses or does he include all three types of sub-clauses (circumstantial, post-modifying (e.g. relative) and nominal)?
- Does he mainly use finite sub-clauses or is he already able to use non-finite sub-clauses?
 - In the non-finite sub-clauses: is the reader able to find the implied Subjects of the *-ing* forms or does he use dangling participles?
- Is he able to use the proper word order:
 - Subject-Verbal regarding straightforward word order or inversion?
 - The position of Circumstantials?
- Is he able to use Subject –Verbal agreement?
- Does he use a finite Verbal in all independent clauses – or does he e.g. use a non-finite form only?
- Is he able to use verbs correctly in relation to verb patterns, e.g. *-ing* ↔ infinitive or including IO when necessary?
- How correct is the learner compared to the complexity of sentences?

b. Group structure:

- How simple/complex is his use of groups?
- Does the learner use Pre-modifiers to make descriptions and actions more precise and vivid: adjectives in the NGs, adverbs in the AdjGs and AdvGs, and auxiliary verbs in the VGs?
- Does he use Post-modifiers to be more precise – e.g. relative clauses in the NGs?
- How appropriate is the use of Pre- and Post-modifiers to the genre?
- Are the FORM, MEANING and USE of groups and word classes correct and appropriate? (see detailed help below)



Help for the analysis of the FORM, MEANING and USE dimensions of groups:

VG and verbs	<p>a. Modal verbs</p> <ul style="list-style-type: none"> • Are the MEANING and USE of modal verbs correct – did he choose the right modal verb? • Is the verb form following the modal verb the infinitive? <p>b. The present perfect, the past perfect and the past tenses</p> <ul style="list-style-type: none"> • Has he used the present perfect and the past perfect correctly in relation to the axes - or does he e.g. overuse the present perfect? • Has he used a form of to be instead of <i>to have</i> as auxiliary (Danicism)? <p>c. The active and the passive</p> <ul style="list-style-type: none"> • Has he used the passive to create cohesion and to e.g. appear authoritarian and impersonal? • Has he used a form of the auxiliary verb <i>be</i> followed by the past participle? <p>d. The simple versus the continuous perspective</p> <ul style="list-style-type: none"> • Has he only used the continuous perspective when necessary regarding MEANING, e.g. to express action within a limited period of time – or does he overuse it? • Has he used a form of the auxiliary verb <i>be</i> followed by the <i>-ing</i> form? <p>e. Phrasal verbs</p> <ul style="list-style-type: none"> • Has he connected the right verb with the right preposition or adverb to express a particular meaning? • Is it appropriate to use phrasal verbs in this communicative situation? <p>f. Dummy-do</p> <ul style="list-style-type: none"> • Has he used dummy-<i>do</i> when necessary in questions, negations, emphasis or substitutions – or has he overused it? • Is the following verb form the infinitive? <p>g. Contractions</p> <ul style="list-style-type: none"> • Is his use of contractions appropriate compared to the communicative situation – or is it e.g. too informal to use contractions here? • Is he able to form contractions correctly, e.g. concerning apostrophes? <p>h. The future</p> <ul style="list-style-type: none"> • Is he able to choose the appropriate way of expressing the future depending on the exact meaning? • Does he only use the present tense when necessary or does he overuse it?
NG, nouns, articles and pronouns	<p>a. Can he inflect nouns in the singular and the plural correctly? (FORM)</p> <ul style="list-style-type: none"> • Can he inflect regular and irregular nouns? • Is he aware of the distinction between countable and uncountable nouns and the difference in meaning? <p>b. The genitive</p> <ul style="list-style-type: none"> • Does he use the genitive e.g. to express possession? • Does he use the <i>of</i>-genitive and the <i>s</i>-genitive appropriately and correctly? <p>c. Articles and reference</p> <ul style="list-style-type: none"> • Does he use the right articles in front of nouns when necessary in relation to MEANING (reference)? <ul style="list-style-type: none"> ◦ or does he use the definite article in front of uncountable nouns and nouns in the plural in generic reference (MEANING) ◦ or does he leave out articles in front of countable nouns in the singular? • Does he use the form of the indefinite article (<i>a/an</i>) correctly depending on the following word? <p>d. Pronouns</p> <p>Does he use pronouns correctly in relation to FORM, MEANING and USE?</p> <ul style="list-style-type: none"> • Personal • Possessive • Reflexive • Relative (or does he e.g. use <i>there</i> as a relative pronoun or <i>which</i> instead of <i>whose</i>?) • Interrogative • Demonstrative • Indefinite



AdjG and adjectives	<ul style="list-style-type: none"> a. Can he compare adjectives correctly and use the forms appropriately? b. Can he distinguish between adjectives and adverbs in relation to their function in sentences and groups? c. Can he use adjectives correctly as heads in NGs and does he remember to use a supporting noun or pronoun when necessary?
AdvG and adverbs	<ul style="list-style-type: none"> a. Can he compare adverbs correctly and use the forms appropriately? b. Can he form regular adverbs by adding <i>-ly</i> to adjectives and does he know irregular adverbs? c. Can he distinguish between adjectives and adverbs in relation to their function in sentences and groups?
PrepG and prepositions	<ul style="list-style-type: none"> a. Does he choose the right prepositions depending on meaning? <ul style="list-style-type: none"> • Idiomatic use: in combination with the previous adjectives, nouns and verbs • Preposition of time and place attached to the following noun b. Does he use prepositions when necessary – or should he use more/fewer? c. Can he form PrepGs correctly or does he e.g. use the infinitive or that-clauses after prepositions (as PC)?

c. Punctuation

- Does the learner use punctuation to help the reader?
- Is he able to use:
 - Full stops correctly? If not, does he need to use more or fewer?
 - Commas correctly? If not, does he need to use more or fewer?
 - Quotation marks in connection with direct speech?
 - Apostrophes in contractions and the genitive of nouns – if not, should he use more or fewer?
 - Other types of punctuation, e.g. dashes, question marks and semicolons?

3. Grammar below sentence level

a. Vocabulary and idioms

- How rich and precise is the learner's vocabulary?
 - Did he use a dictionary (successfully?) to find precise words?
 - How appropriate is his vocabulary in relation to the communicative situation?
- Are there repetitions or does he use synonyms?
- Idioms: does he use fixed expressions and collocations (successfully)?
- Are there any problems with false friends?
- Can he use prefixes correctly?
- Can he use suffixes correctly (e.g. in relation to word classes)?
- How correct is the learner in relation to the complexity of his vocabulary?

b. Spelling

- How correct is the learner regarding high-frequent words and low-frequent words?
- Can he distinguish between spelling and pronunciation or are there any audiovisual-problems? You could e.g. look for:
 - homophones
 - words that look or sound almost identical
 - silent letters
 - spelling that reflects wrong pronunciation
- Can he use capital letters correctly?
- Can he spell words in one word or two words?
- Can he spell in relation to morphology (e.g. *y* → *ie*)?
- Is he conscious of spelling regarding American versus British English?
- Does he make typos?
- Sum up: how far has the learner come in his spelling in English?



D. INTERPRETATION OF THE ANALYSIS

1. What is good about the text?
2. Can you detect any variability in the interlanguage: sometimes he gets it right and sometimes he is wrong? What does the learner almost master?
3. Which hypotheses can you detect?
 - a. Interlingual: Transfer from other languages (e.g. Danicisms)
 - b. Intralingual:
 - Generalizations
 - Simplifications
4. Does he predominantly have interlingual or intralingual problems?
5. Do any particular language problems disturb the meaning of the text?

E. ADVICE, HELP AND FEEDBACK

1. What is the learner good at?
2. Prioritize what you want to help the learner with and why (e.g. find 2-4 areas?)
 - a. What does the learner almost master?
 - b. Which types of problems are disturbing meaning-wise?
3. How will you help him? Should he consult grammars, dictionaries or make certain activities?

The learner's exam text from Year 10 which is used for the analysis in the book

1 *First Impressions*

2 *I had left Denmark, and come to the USA as an exchange student, I were very confuse. It was so different*
3 *from Denmark. On my second week in my new school, my teacher asks me to write about, how I find the*
4 *school life in the US different from at home in Denmark. I started to write.*
5 *My first day in school, was much confusing. My new parent had toll me about rules and the dress code on*
6 *the school, but I don't think I really understand it until I stood in it. My first thought was oh no, not a hole*
7 *year, I want home. But later that day I change my mind and start to like it.*
8 *First that I head about the dress code I think it was strange, why can I dress me ass I wanted it?! Why can I*
9 *not have my favourite mini skirt on? I talked with the other girls about it. They told my that it is only our self to*
10 *blame, when you arrived with mini skirt an are almost topless, people looked after you and the teacher*
11 *looked, some times girls fell the nearly take on one, an then it is the teacher fault, an they get problems.*
12 *Maybe I shut just learn to live with it. Quickly I had many friends from many different places in the world, on*
13 *away it was us exchange student, we stick together, we were all in the same situation. I think a lot off them*
14 *were a little bit strange, but we came all from different cultures, an were all different in mind. Also the first*
15 *day we have tacking a picture were we all stand, at same age but we looked very different somebody is*
16 *black, whit, have wry eyes, a big nose, clumsy an clever.*
17 *The school life in US is great, nobody walked alone. People were nice and sweat they take care of another.*
18 *At the school there are many activities there are drama club, band, school magazine, football, track and*
19 *field, cheerleading an a community club. In Denmark we go to something after school, and a lot of time we*
20 *don't have company from people at our school. Just looked at a activities like the School Magazine, the read*
21 *about the school, stories, an articles there is great for us to read, the now what there can catch us, they now*
22 *it because they are like us. I think it is totally good idea. I will like to have it like that at home.*
23 *They have rules about absence I real like because if you play truant it is your one responsibility to get the*
24 *homework assignment when he or she is absent.*
25 *If work missed due to suspension or class cutting must be made up, and any student who leaves the school*
26 *without proper authorization may be given a minimum of 1 week of afterschool detention. I like that I think*
27 *it may be a good idea to take the rules home to Denmark. But some times I think it is a little to hard, it is a*



28 school were you have many of your friends, you shut allowed loitering in the stairways, restrooms and
29 around the school. They say, move from class to class, there are now time to stand an talk.
30 After the first week, my homesickness was high when the other students ask my I beating aron the bush. I
31 had so many thought about taking home, I don't like the hard way the tried us student. In Denmark there
32 are room for run amok an go ballistic, but here you shut be so polite all the time. We may not called to the
33 teacher with first name, it Mrs. And Miss. And then there surname. I think it is so impersonal.
34 Today in my second week, I think it is all right, I have decision about I will make the best out of it, I think it is
35 north while. In the started I think I was so well, then I were a little down, an now I think I am on the right
36 road. I have learn all the rules: Dress code, classroom rules, absence, loitering. I had many friends, we eat
37 "Today's Lunch" every day together. The price is 1.75 dollars and then it can be cheeseburgers with fries or
38 chicken nuggets with vegetables or something else. When I com home in a year I think I will bear in mind all
39 the rules and looked at them in a different way. I will recommend all my friends to take to the US next
40 summer, I think I will get a great year.



Here is the exam question *First Impressions* given to the learner in the analysis:

First Impressions

Extracts from the Student Handbook

Extra-Curricular Activities

- Fall Semester

Drama Club

Band

School Magazine

Football

Track and Field

Cheerleading

Community Club

Today's Lunch Menu

Price: \$1.75

Cheeseburgers with fries

or

Chicken nuggets with vegetables

Dress Code

A student may not attend classes dressed in a manner which:

- creates a safety hazard
- distracts from learning
- disrupts any school activity

The following are not permitted on campus:

- hats, caps, bandanas, or other type of head covering
- dresses and shorts which are shorter than mid-thigh.
- body piercing that creates a safety hazard
- alcohol, tobacco, or drug advertising of any sort, including on team jerseys.
- clothing or accessories which identify the student with non-school clubs, gangs, or prison culture, by name, insignia, or color.
- sagging or oversized (by 2 sizes) baggy pants
- clothing or accessories which are sexually provocative



Classroom rules

1. No eating, drinking, or gum chewing in classrooms.
2. No personal electronic devices such as radios, CD players, beepers, or cell phones in class or on campus. This is State Law.
3. No hall passes will be issued or used during the first 10 minutes or the last 10 minutes of a period.

Absence

1. It is the responsibility of the student to get homework assignments when he/she is absent.
2. Work missed due to suspensions or class cutting must be made up.
3. Any student who leaves the school without proper authorization may be given a minimum of 1 week of after-school detention.

Loitering

Loitering is not permitted in stairways, restrooms or around school gates at any time. Move from class to class. There is no time to stand and talk.

Imagine you have come to the USA as an exchange student.

Soon after you arrive, your teacher asks you to write about how you find school life in the US different from at home in Denmark.

Write an essay about it.



Comments on the eye opener in the book

1. Compare your scores on the mistakes in the eye opener. Did you agree?

If your score is 50, it obviously means that you considered all the mistakes very serious. At the other end, a score of 0 means that you found no errors. You are likely to be somewhere between these extremes. Bartram and Walton graded the errors in the following way:

Errors	Points
Errors 1, 2, 5, 6 and 9	1
Error 3	2
Error 4	2-3
Error 7	1-2
Errors 8 and 10	4
A total of 19 points	

2. Did you agree with the two authors?

Since you are non-native student teachers of English, you are likely to have been stricter on formal errors (S-V agreement, the right verb form after a particular auxiliary verb etc.) than errors tied to MEANING and USE (such as vocabulary and registers). Native speakers of English who are not language teachers are more likely to grade mistakes that cause misunderstandings as more serious than non-native teachers of English who tend to find formal mistakes – which they often refer to as “basic mistakes”. We know this from a famous study by Hughes and Lascaratou¹ who compared how Greek teachers of English (non-native teachers) graded errors compared to native speakers (non-teachers) and native teachers of English (see their results on concrete mistakes summarized in the table below). The errors that the Greek teachers graded as most serious were generally those that the native speakers thought were the least serious mistakes and vice versa. We also know that non-native teachers tend to be worried by their learners breaking rules that have been taught in class and which the learners should therefore have mastered.

3. Discuss how these differences might also be connected to their language views.
4. Discuss which consequences this study should have regarding which errors you decide to help your learners with and possibly also on what you decide to focus on when teaching grammar.
5. Before looking at the numbers below, find the mistakes yourselves in the first column, correct them and classify them. How serious do you find the mistakes on a scale to 1-5, where 1 is the least serious and 5 is the most serious mistake?

Mistakes	Greek teachers of English	British non-teachers
1. We agreed to went by car	4.6	2.2
2. We didn't knew what happened	4.4	1.8
3. Dizzys from the wine we decided to go home	4.2	2.1
4. The people are too many so and the cars are too many	3.0	4.3
5. The bus was hit in front of.	2.6	4.3
6. There are many accidents because we haven't brought (broad) roads.	2.4	4.1



What do native speakers find difficult to understand in the learner's text?

We asked native speakers of English who were unfamiliar with Danish (non-teachers) to read the text "First Impressions" and highlight the sections they found difficult to understand. Below you find their answers, which might be interesting for you to discuss in class and compare with the analysis.

Native speaker 1 (Timothy)

1 *First Impressions*

2 *I had left Denmark, **an** come to the USA as an exchange student, I were very confuse. It was so different*
3 *from Denmark. On my second week in my new school, my teacher asks me to write about, how I find the*
4 *school life in the US different from at home in Denmark. I started to write.*

5 *My first day in school, was much confusing. My new parent had **toll** me about rules and the dress code on*
6 *the school, but I don't think I really understand it until I stood in it. My first thought was oh no, not a **hole***
7 *year, I want home. But later that day I change my mind and start to like it.*

8 *First that I head about the dress code I think it was strange, why can I dress me ass I wanted it?! Why can I*
9 *not have my favourite mini skirt on? I talked with the other girls about it. They told my that it is only our self*
10 *to blame, when you arrived with mini skirt an are almost topless, people looked after you and the teacher*
11 *looked, some times girls fell the **nearly take on one**, an then it is the teacher fault, **an** they get problems.*

12 *Maybe I **shut** just learn to live with it. Quickly I had many friends from many different places in the world, on*
13 *away it was us exchange student, we stick together, we were all in the same situation. I think a lot off them*
14 *were a little bit strange, but we came all from different cultures, an were all different in mind. Also the first*
15 *day we have tacking a picture were we all stand, at same age but we looked very different somebody is*
16 *black, whit, have wry eyes, a big nose, clumsy an clever.*

17 *The school life in US is great, nobody walked alone. People were nice and sweat they take care of another.*

17 *At the school there are many activities there are drama club, band, school magazine, football, track and*
18 *ield, cheerleading an a community club. In Denmark we go to something after school, and a lot of time we*
19 *don't have company from people at our school. Just looked at a activities like the School Magazine, the read*
20 *about the school, stories, an articles there is great for us to read, the now what there can catch us, they now*
21 *it because they are like us. I think it is totally good idea. I will like to have it like that at home.*

22 *They have rules about absence I real like because if you play truant it is your **one** responsibility to get the*
23 *homework assignment when he or she is absent.*

24 *If work missed due to suspension or class cutting must be made up, and any student who leaves the school*
25 *without proper authorization may be given a minimum of 1 week of afterschool detention. I like that I think*
26 *it may be a good idea to take the rules home to Denmark. But some times I think it is a little to hard, it is a*
27 *school were you have many of your friends, you shut allowed loitering in the stairways, restrooms and*
28 *around the school. They say, move from class to class, there are now time to stand an talk.*

29 *After the first week, my homesickness was high when the other students ask my I beating **aron** the bush. I*
30 *had so many thought about taking home, I don't like the hard way the tried us student. In Denmark there*
31 *are room for run amok an go ballistic, but here you **shut** be so polite all the time. We may not called to the*
32 *teacher with first name, it Mrs. And Miss. And then there surname. I think it is so impersonal.*

33 *Today in my second week, I think it is all right, I have decision about I will make the best out of it, I think it is*
34 ***north while**. In the started I think I was so well, then I were a little down, an now I think I am on the right*
35 *road. I have learn all the rules: Dress code, classroom rules, absence, loitering. I had many friends, we eat*
36 *"Today's Lunch" every day together. The price is 1.75 dollars and then it can be cheeseburgers with fries or*
37 *chicken nuggets with vegetables or something else. When I com home in a year I think I will bear in mind all*
38 *the rules and looked at them in a different way. I will recommend all my friends to take to the US next*
39 *summer, I think I will get a great year.*



Native speaker 2 (Alex)

1 *First Impressions*

2 *I had left Denmark, and come to the USA as an exchange student, I was very confused. It was so different*
3 *from Denmark. On my second week in my new school, my teacher asks me to write about how I find the*
4 *school life in the US different from at home in Denmark. I started to write.*
5 *My first day in school, was much confusing. My new parent had told me about rules and the dress code on*
6 *the school, but I don't think I really understand it until I stood in it. My first thought was oh no, not a hole*
7 *year, I want home. But later that day I change my mind and start to like it.*
8 *First that I heard about the dress code I think it was strange, why can I dress myself as I wanted it?! Why can I*
9 *not have my favourite mini skirt on? I talked with the other girls about it. They told me that it is only our self*
10 *to blame, when you arrived with mini skirt and are almost topless, people looked at you and the teacher*
11 *looked, **some times girls fell the nearly take on one**, and then it is the teacher's fault, and they get problems.*
12 *Maybe I should just learn to live with it. Quickly I had many friends from many different places in the world, and*
13 *away it was as an exchange student, we stick together, we were all in the same situation. I think a lot of them*
14 *were a little bit strange, but we came all from different cultures, and were all different in mind. Also the first*
15 *day we had a picture where we all stand, at the same age but we looked very different somebody is*
16 *black, white, have wavy eyes, a big nose, clumsy and clever.*
17 *The school life in the US is great, nobody walks alone. People were nice and everyone takes care of another.*
18 *At the school there are many activities there are drama club, band, school magazine, football, track and*
19 *field, cheerleading and a community club. In Denmark we go to something after school, and a lot of time we don't*
20 *have company from people at our school. Just looked at activities like the School Magazine, they read about the*
21 *school, stories, and articles there is great for us to read, **the now what there can catch us**, they now*
22 *it because they are like us. I think it is a totally good idea. I will like to have it like that at home.*
23 *They have rules about absence I really like because if you play truant it is your one responsibility to get the*
24 *homework assignment when he or she is absent.*
25 *If work missed due to suspension or class cutting must be made up, and any student who leaves the school*
26 *without proper authorization may be given a minimum of 1 week of after-school detention. I like that I think*
27 *it may be a good idea to take the rules home to Denmark. But some times I think it is a little too hard, it is a*
28 *school where you have many of your friends, **you should be allowed loitering** in the stairways, restrooms and*
29 *around the school. They say, move from class to class, there is now time to stand and talk.*
30 *After the first week, my homesickness was high when the other students ask me about my beating around the bush. I*
31 *had so many thoughts about taking home, I don't like the hard way that we tried as students. In Denmark there*
32 *are rooms for run amok and go ballistic, but here you should be so polite all the time. We may not be called to the*
33 *teacher with first name, it Mrs. And Miss. And then there surname. I think it is so impersonal.*
34 *Today in my second week, I think it is all right, I have a decision about I will make the best out of it, I think it is*
35 *not too while. In the start I think I was so well, then I was a little down, and now I think I am on the right*
36 *road. I have learned all the rules: Dress code, classroom rules, absence, loitering. I had many friends, we eat*
37 *"Today's Lunch" every day together. The price is 1.75 dollars and then it can be cheeseburgers with fries or*
38 *chicken nuggets with vegetables or something else. When I come home in a year I think I will bear in mind all*
39 *the rules and look at them in a different way. I will recommend all my friends to take to the US next*
40 *summer, I think I will get a great year.*



Native speaker 3 (Ben)

1 *First Impressions*

2 *I had left Denmark, and come to the USA as an exchange student, I was very confused. It was so different*
3 *from Denmark. On my second week in my new school, my teacher asks me to write about, how I find the*
4 *school life in the US different from at home in Denmark. I started to write.*
5 *My first day in school, was much confusing. My new parent had told me about rules and the dress code on*
6 *the school, but I don't think I really understand it until I stood in it. My first thought was oh no, not a hole*
7 *year, I want home. But later that day I change my mind and start to like it.*
8 *First that I heard about the dress code I think it was strange, why can I dress me as I wanted it?! Why can I*
9 *not have my favourite mini skirt on? I talked with the other girls about it. They told me that it is only our self*
10 *to blame, when you arrived with mini skirt and are almost topless, people looked after you and the teacher*
11 *looked, **some times girls fell the nearly take on one**, and then it is the teacher fault, and they get problems.*
12 *Maybe I should just learn to live with it. Quickly I had many friends from many different places in the world, on*
13 *away it was us exchange student, we stick together, we were all in the same situation. I think a lot of them*
14 *were a little bit strange, but we came all from different cultures, and were all different in mind. Also the first*
15 *day we have taking a picture where we all stand, at same age but we looked very different somebody is*
16 *black, white, have **wry eyes**, a big nose, clumsy and clever.*
17 *The school life in US is great, nobody walked alone. People were nice and sweet they take care of another.*
18 *At the school there are many activities there are drama club, band, school magazine, football, track and*
19 *field, cheerleading and a community club. In Denmark we go to something after school, and a lot of time we don't*
20 *have company from people at our school. Just looked at activities like the School Magazine, the read about the*
21 *school, stories, and articles there is great for us to read, the now what there can catch us, they now*
22 *it because they are like us. I think it is totally good idea. I will like to have it like that at home.*
23 *They have rules about absence I really like because if you play truant it is your one responsibility to get the*
24 *homework assignment when he or she is absent.*
25 *If work missed due to suspension or class cutting must be made up, and any student who leaves the school*
26 *without proper authorization may be given a minimum of 1 week of afterschool detention. I like that I think*
27 *it may be a good idea to take the rules home to Denmark. But some times I think it is a little too hard, it is a*
28 *school where you have many of your friends, you should allow loitering in the stairways, restrooms and*
29 *around the school. They say, move from class to class, there are now time to stand and talk.*
30 *After the first week, my homesickness was high when the other students ask me I'm beating around the bush. I*
31 *had so many thoughts about taking home, I don't like the hard way they tried us student. In Denmark there*
32 *are room for run amok and go ballistic, but here you should be so polite all the time. We may not be called to the*
33 *teacher with first name, it Mrs. And Miss. And then there surname. I think it is so impersonal.*
34 *Today in my second week, I think it is all right, I have decision about I will make the best out of it, I think it is*
35 *not while. In the started I think I was so well, then I was a little down, and now I think I am on the right*
36 *road. I have learned all the rules: Dress code, classroom rules, absence, loitering. I had many friends, we eat*
37 *"Today's Lunch" every day together. The price is 1.75 dollars and then it can be cheeseburgers with fries or*
38 *chicken nuggets with vegetables or something else. When I come home in a year I think I will bear in mind all*
39 *the rules and looked at them in a different way. I will recommend all my friends to take to the US next*
40 *summer, I think I will get a great year.*



Native speaker 4 (ZA)

1 *First Impressions*

2 *I had left Denmark, and come to the USA as an exchange student, I were very confuse. It was so different*
3 *from Denmark. On my second week in my new school, my teacher asks me to write about, how I find the*
4 *school life in the US different from at home in Denmark. I started to write.*
5 *My first day in school, was much confusing. My new parent had toll me about rules and the dress code on*
6 *the school, but I don't think I really understand it until I stood in it. My first thought was oh no, not a hole year, I*
7 *want home. But later that day I change my mind and start to like it.*
8 *First that I head about the dress code I think it was strange, why can I dress me ass I wanted it?! Why can I*
9 *not have my favourite mini skirt on? I talked with the other girls about it. They told my that it is only our self to*
10 *blame, when you arrived with mini skirt an are almost topless, **people looked after you and the teacher***
11 ***looked, some times girls fell the nearly take on one**, an then it is the teacher fault, an they get problems.*
12 *Maybe I shut just learn to live with it. Quickly I had many friends from many different places in the world, **on***
13 ***away it was us exchange student**, we stick together, we were all in the same situation. I think a lot off them*
14 *were a little bit strange, but we came all from different cultures, an were all different in mind. Also the first*
15 *day we have tacking a picture were we all stand, at same age but we looked very different somebody is*
16 *black, whit, have wry eyes, a big nose, clumsy an clever.*
17 *The school life in US is great, nobody walked alone. People were nice and sweat they take care of another.*
18 *At the school there are many activities there are drama club, band, school magazine, football, track and*
19 *field, cheerleading an a community club. In Denmark we go to something after school, and a lot of time we don't*
20 *have company from people at our school. Just looked at a activities like the School Magazine, the read about the*
21 *school, stories, an articles there is great for us to read, **the now what there can catch us**, they now*
22 *it because they are like us. I think it is totally good idea. I will like to have it like that at home.*
23 *They have rules about absence I real like because if you play truant it is your one responsibility to get the*
24 *homework assignment when he or she is absent.*
25 *If work missed due to suspension or class cutting must be made up, and any student who leaves the school without*
26 *proper authorization may be given a minimum of 1 week of afterschool detention. I like that I think*
27 *it may be a good idea to take the rules home to Denmark. But some times I think it is a little to hard, it is a school*
28 *were you have many of your friends, you shut allowed loitering in the stairways, restrooms and*
29 *around the school. They say, move from class to class, there are now time to stand an talk.*
30 *After the first week, my homesickness was high when the other students ask my I beating aron the bush. I*
31 *had so many thought about taking home, I don't like the hard way the tried us student. In Denmark there*
32 *are room for run amok an go ballistic, but here you shut be so polite all the time. We may not called to the*
33 *teacher with first name, it Mrs. And Miss. And then there surname. I think it is so impersonal.*
34 *Today in my second week, I think it is all right, **I have decision about I will make the best out of it, I think***
35 ***it is north while**. In the started I think I was so well, then I were a little down, an now I think I am on the right*
36 *road. I have learn all the rules: Dress code, classroom rules, absence, loitering. I had many friends, we eat*
37 *"Today's Lunch" every day together. The price is 1.75 dollars and then it can be cheeseburgers with fries or*
38 *chicken nuggets with vegetables or something else. When I com home in a year I think I will bear in mind all*
39 *the rules and looked at them in a different way. I will recommend all my friends to take to the US next*
40 *summer, I think I will get a great year.*



Native speaker 5 (Mike)

1 *First Impressions*

2 *I had left Denmark, and come to the USA as an exchange student, I were very confuse. It was so different from Den-*
3 *mark. On my second week in my new school, my teacher asks me to write about, how I find the school life in the US*
4 *different from at home in Denmark. I started to write.*

5 *My first day in school, was much confusing. My new parent had toll me about rules and the dress code on the school,*
6 *but I don't think I really understand it until I stood in it.* My first thought was oh no, not a hole year, I want
7 *home. But later that day I change my mind and start to like it.*

8 *First that I head about the dress code I think it was strange, why can I dress me ass I wanted it?! Why can I*
9 *not have my favourite mini skirt on? I talked with the other girls about it. They told my that it is only our self to*
10 *blame, when you arrived with mini skirt an are almost topless, people looked after you and the teacher*
11 *looked, some times girls fell the nearly take on one, an then it is the teacher fault, an they get problems.*

12 *Maybe I shut just learn to live with it. Quickly I had many friends from many different places in the world, on away*
13 *it was us exchange student, we stick together, we were all in the same situation. I think a lot off them*
14 *were a little bit strange, but we came all from different cultures, an were all different in mind. Also the first*
15 *day we have tacking a picture were we all stand, at same age but we looked very different somebody is*
16 *black, whit, have wry eyes, a big nose, clumsy an clever.*

17 *The school life in US is great, nobody walked alone. People were nice and sweat they take care of another.*

18 *At the school there are many activities there are drama club, band, school magazine, football, track and*
19 *field, cheerleading an a community club. In Denmark we go to something after school, and a lot of time we*
20 *don't have company from people at our school. Just looked at a activities like the School Magazine, the read*

21 *about the school, stories, an articles there is great for us to read, the now what there can catch us, they now it*
22 *because they are like us. I think it is totally good idea. I will like to have it like that at home.*

23 *They have rules about absence I real like because if you play truant it is your one responsibility to get the*
24 *homework assignment when he or she is absent.*

25 *If work missed due to suspension or class cutting must be made up, and any student who leaves the school*
26 *without proper authorization may be given a minimum of 1 week of afterschool detention. I like that I think i*
27 *t may be a good idea to take the rules home to Denmark. But some times I think it is a little to hard, it is a*
28 *school were you have many of your friends, you shut allowed loitering in the stairways, restrooms and*
29 *around the school. They say, move from class to class, there are now time to stand an talk.*

30 *After the first week, my homesickness was high when the other students ask my I beating aron the bush. I*
31 *had so many thought about taking home, I don't like the hard way the tried us student. In Denmark there*
32 *are room for run amok an go ballistic, but here you shut be so polite all the time. We may not called to the*
33 *teacher with first name, it Mrs. And Miss. And then there surname. I think it is so impersonal.*

34 *Today in my second week, I think it is all right, I have decision about I will make the best out of it, I think it is north*
35 *while. In the started I think I was so well, then I were a little down, an now I think I am on the right*

36 *road. I have learn all the rules: Dress code, classroom rules, absence, loitering. I had many friends, we eat*

37 *"Today's Lunch" every day together. The price is 1.75 dollars and then it can be cheeseburgers with fries or*

38 *chicken nuggets with vegetables or something else. When I com home in a year I think I will bear in mind all*

39 *the rules and looked at them in a different way. I will recommend all my friends to take to the US next*

40 *summer, I think I will get a great year.*



Suggestions for a small survey inspired by the study by Hughes and Lascaratou mentioned above:

Choose 5 mistakes from a learner's text of which some are formal and some are semantic and then give them to 5-10 native speakers and 5-10 teachers of English in Denmark. Ask them to grade the mistakes on a scale from 1-5. Ask them about their reasons. Compare your results and discuss them in the light of the study above.

More texts for interlanguage analysis

Web activity 1

Analyse and compare the learners' texts below by using the model of interlanguage analysis.

Here are suggestions for how to work: you might work in four groups on "Back on track" who should each analyse one text and also try to assess it, using *Vejledning til prøverne i faget engelsk*. You could then present your analysis in matrix groups (one student from each group will be a member of new matrix groups) and compare the four texts. Another possibility: Another group should read the analysis and give feedback – discuss if you agree.

Here is the exam question⁴ for the learners' texts "See you in September":

Free writing – 1½ hours

See you in September

Amy from Bristol is coming to your school next term.

Write a personal letter (350-450 words) to her to introduce her to your school in Denmark.

Include information about:

- the location of your school
- timetable and subjects
- tradition and special projects
- rules and regulations
- dress code
- homework
- etc.

Essay 1 (FA)

Essay 1-1

- 1 *See you in September (A)*
- 2 *Dear Amy,*
- 3 *I look after to see you in the next term. My class also look forward to see you, when they like to*
- 4 *meet other people. We are a good class, where all talk with each other.*
- 5 *The school is not far from my home, it's just taking ten minutes to go to school. I live in the "old"*
- 6 *Bramdrupdam in Kolding, and there you can't go on Bramdrupdam, you shall go on Harte*
- 7 *school, because there are too many students on Bramdrupdam. If you live in the "new"*



8 *Bramdrupdam you can go on Bramdrup School. My brother and I were lucky, when we moved to Kolding,*
 9 *because they don't have had this rule yet.*
 10 *Beside the school we have a playing-field, a club where children can go after school and a*
 11 *kindergarten.*
 12 *We have about 30 hours on a week. We have German, Danish, English, physics, mathematics and a lot*
 13 *more. The people there lives in the city can take the bus to the school. There drive*
 14 *busses all the time you can take. There also are the train you can take, if you want to go to other cities, but*
 15 *there are also busses there drive to other cities, but it's faster to take the train.*
 16 *We have many rules on my school. Some of them are stupid and some of them are okay.*
 17 *We can't go in the clothes we want to go in. The boys can't go in cardigans, where there are*
 18 *words there can be discriminate for other people and girls can't go in cardigans, where you can see a little*
 19 *bit of the stomach.*
 20 *I don't go in cardigans, where you can see something, but someone wants to go in it, and they*
 21 *can't.*
 22 *The "small" children can't go up to the "big" children, when we shall stay on our own halls, but we can*
 23 *for example go down to our brothers and sisters, if they have forgotten something or things like that.*
 24 *There are still many rules, but you can hear about them, when you are coming.*
 25 *We have a lot of homework, but we also learn a lot. Sometimes I think, we have too much*
 26 *homework, but I still made them, but sometimes it's hard. In this year we have about 35-40*
 27 *essays in all subjects, and it's many weekends you sits home and make them.*
 28 *In seventh und eighth class we are on a trip, but just in Denmark in about three days. I also*
 29 *think, we shall have a chance to take a trip to the foreign countries, but the school have not much 30*
 30 *money to pay the teachers for extra hours, so it's really bad.*
 31 *I will tell you more, when you are coming.*
 32
 33 *See you next term, xxx*

Essay 1-2

1 ***See you in September B***
 2
 3 *Dear Amy*
 4 *I am very excited about that you come to my school next term.*
 5 *My school lay in Brandrupdam. It is a place in Kolding*
 6 *When we are going to school, it is from Monday-Friday. We meat from 08-14.30 almost every day. We are*
 7 *paying tax every month and some of these money goes to books, tables, and chairs on our school.*
 8 *We also have traditions on my school. We have school party every year. But last year, their was not any*
 9 *school party, becource the school did not have enough money. So they hat to cut some of the funny*
 10 *traditions of.*
 11 *We also have a tradition called "Christmas punch day", it is where you going to some different places at the*
 12 *school, where there are some activities. And then you make Christmas decoration, and eat cake and candy,*
 13 *and listen to Christmas music. But now it is just for the small classes, also because the school not has money*
 14 *enough.*
 15 *And then we have a week every year, where we chose a project, we suppose to work with the whole week,*
 16 *and then the last day on the week, we have to promote it in front of ours parents.*
 17 *The rules are very original on my school. But on a time we was in the TV, becource we not was suppose to*
 18 *get close on, there was provocative, like showing ours stomach, and sow on.*
 19 *And another rule we have on my school, is that we not may have hat on when we have lesson.*
 20 *My school inspector named Henrik, and he is the one there have the decision.*
 21 *When we go to school we just have normal close on, we are not suppose to have school uniform.*
 22 *But we may not have provocative close on.*



23 We do not have many homeworks every day. But some times we have really many homeworks. It is very
24 different from day to day.
25 On my school they are average 23 in every class. But there is a special class, and there are just 9 students. I
26 think it is a great school, and I am happy to go here.
27 I hope you join it when you come. See you.
28 - Julie.

Essay 1-3 (FS 10, December 2009)²

'Turn around, I'm talking to you,' shouted Dad. 'How many times have I told you to keep away from those kids? They're nothing but trouble and up to no good.'

Dad was right. My brother was heading for trouble. Something had to be done and I knew how to help him.

Write a story about your brother's problem and how you helped him.

1 **Back on track (A)**
2 My brother is I special boy, he do things I never had heard about other boys does!
3 He goes to school every day, he said, but I know it isend right. We go in the same school and it's not every
4 day I see him, and his friends came to me whit one question,, Ware is you brother" and every time said ,, I
5 don't know".
6 When I was a little girl, could I not speak whit my brother, he say all times- out of my room you are too little
7 to be here, but I could see he not have a good life. But now I'm a little older and he speaks more to my
8 now, and I live it! He tells me thing I never ad dream about my ear could heard!
9 My brother goes in sweatshirts all time, and his jeans are to big for him and his shoes stink and look dusty.
10 My brother is 18 he love to go to parties, but there are so many there not like him, say he to my, and he say
11 also in my, sleeve I have I baseball bat so I can't get them away from me, I don't like it but I can't not do
12 something, we have speak about it more than 2 times, and I say to him ,,can't you not speak whit them and
13 tell them you not like it anymore, be friends whit them, may be you can be good friends and you can help
14 each other" but so can I see in his face he is screed.
15
16 In the evenings I sit in his bed, and we talk about all in our lives, he say much I not can dream about it's
17 happening, but when he tells so it's wary expensive.
18 There are a girl in his school he's fall in love whit, but she don't know, they have ever never talk to each
19 other and he ask what he had to do, I think about it wary much and then I say ,, I fort she never will have
20 something to do whit, if it is you do stupid this, there are not many girls I earth there like boys, there have
21 to many problems in his live, and I think, if you not get to many problems on your own , maybe she will talk
22 to you. But a good thing I is maybe go in to he, and say sorry in a sweet way. Or you could say hey to she to
23 the next party"
24 He do also problems whit his friends, they chases things and smoke, he is really I bad bad boy!
25 He has so many problems, so our mother gives him keep in at his bedroom. When our mother keeps he in
26 he get out of the window to be together whit his friends. My brother is a boy whit many problems and I
27 know much of them. We talk about things from what our mother say to ham, to drugs. I'm glad that he will
28 talk to me about all his problems, and I love to hear about it, and help him.
29 Day after day can I see he do much stupid thinks in this world, it's goes better and better for him , and he
30 don't have so many problems any more. I'm so glad about it! :-)



Essay 1-4

See the task above

1 *Back on track (B)*

2

3 *"Turn around, i'm talking to you," shouted dad. "How many times have I told you to keep away from those*
4 *kids? They're nothing but trouble and up to no good. "*

5 *Dad was right. My brother was heading for trouble. Something had to be done and I knew how to help him.*

6 *My brother had many problems and he was like a criminal, in the town. It was the fifth time he got caught,*
7 *after three month. And my father was very angry, and was tired of the policemen came so often to our flat.*

8 *I was also tired, because when I brought some friends over to my house after school, I always thinking of*
9 *my brother, what he was doing, when I was not near him.*

10 *I knew that he have trouble, and I think if I not doing anything right now he got out of more troubles, and*
11 *he maybe began to take drugs. I knew that I should do something.*

12 *Some of the things he doing was: he truant from school, and do some high spirits in the town. He was very*
13 *good in school, but after he got some new and wrong friends, got his grad falling, from B to a D.*

14 *It was one of the warm days and I get early op to make some breakfast. After I have made some good*
15 *breakfast, was I on my way out for school. I cut not understand why my brother still not up, and the lessons*
16 *start about a half hour. I going into his room and I saw that he still was sleeping in his bed. I wake him up,*
17 *and he got very angry, and began to yell at me. I said: "why do you still sleeping? Your lesson start about 25*
18 *minutes!" he was don't care and he turns his back against me. I took his arm, and took him with me in*
19 *school. We didn't say anything to each other, since we leave the flat.*

20 *The clock was 12am, and I get home very early. And I knew that my dad and my brother not were home*
21 *that early, so I will start to study, to the exams in next week. But I got surprised when I open the door into*
22 *our flat. There stood my brother and some of his friends. But I was not the only one that got surprised. My*
23 *brother got some big eyes when he saw that I came in the door. My brother and his friend was running out*
24 *of our flat, but when my brother running beside at me, took I him in his arm and said to him and his friend:*
25 *"no, you stay here my friend, and you" and I point of his friend "you can find someone else to play games*
26 *with." And his friend runs out of the flat.*

27 *My brother said anything. He looked out at the window and stare of his friend down to the street. I looked*
28 *at my brother, and said: "why are you together with some of them? Have you thought to be one of them,*
29 *and being don't care of your school, family and your future?" and I speck in very long time, and I told him*
30 *many things I never had told to my own brother before.*

31 *It was like he understood what I taking about. And after we got a long talk about it, took I him down to one*
32 *of ours ice-cream parlour, that we had spend a lot of time, when we were kids.*

33 *After that talk has his grade go up from D to B, and he got some new friend, and my father and I get very*
34 *glad for my brother was coming back on track.*

Essay 1-5

See the task above

1 *Back on Track (C)*

2 *He came in and smacked the front door after him. He was a mess! His face was dripping of blood from a*
3 *gash in his forehead, and a heavy nose bleeding had made its marks on his white t-shirt. My mum gasped*
4 *when she saw him but that's how he'd look after a fight, practically every weekend.*

5 *I was with my brother at a football match. Manchester United verses Liverpool. There was a huge amount*
6 *of people standing everywhere with their flags and beers, shouting. After eighty minutes of football and the*
7 *score was 1-1 everything was getting a bit out of hand when Manchester scored a few seconds before time,*
8 *I saw bunches of people going mad. As we made our way out, a dozen of Liverpool fans came towards us.*

9 *My brother grabbed my arm and we ran around a few corners. Then a blue rusty van pulled up beside us*
10 *and pushed the doors aside.*



11 *I'd absolutely no idea of what was going on, everything ran through my mind. I saw the guys in the car,*
 12 *among them my brother, getting ready for some sort of fight. I asked them what was going on but none of*
 13 *them answered me. Once more the doors were pushed aside and my brother grabbed my arm and told me*
 14 *that this was it. They ran towards bunches of Liverpool fans and I understood what was going on. The*
 15 *adrenalin pumped in my veins and I ran after them.*
 16 *This went on for ages and our parents didn't even get a clue. One time I was knocked unconscious and the*
 17 *guys brought me to the hospital. When I opened my eyes, my mum and dad stood beside my bed and the*
 18 *first thing they demanded, was an explanation. I knew I had to tell them, so I did.*
 19 *I told my brother that I couldn't do it anymore and he was okay with that, but when I told him that I wanted*
 20 *him to quit doing what I did, he refused. It wasn't as easy I thought, but I knew I was going to help him. I*
 21 *made him go to the doctor and they made an analysis of his entire body. Then they told him that if he*
 22 *wouldn't stop injuring his body from those damages, his body would simply collapse.*
 23 *We walked for a long time before we made it to the house and he didn't say a word the entire way. I then*
 24 *realized that he was surprised and scared. One last thing had to be done. I was going to send him to a*
 25 *psychologist because he had to talk the problems through, with somebody who could help him understand*
 26 *the issue of being a hooligan, and constantly putting your body to a certain degree of pain.*
 27 *One year had gone since the doctor's visit and my brother was now a new and completely changed person.*
 28 *He was thrilled that I'd forced him to accept the help I'd offered him. We'd never go to a football match but*
 29 *instead we'd sit together in the living room cheering for our team to win.*

Essay 1-6

See the task above

1 **Back on Track (D)**

2 *My brother has a lot of problems. He is never home, and is hanging out with the troublemakers. I don't*
 3 *know if he goes in school. I had never believed my brother have to get this. When he starts to hang out*
 4 *with this people, I was crying. I have always past my school, my homework, my appointment, everything. I*
 5 *go in to the hall and play handball in my spare time. I have never get problems. So why he did it?*
 6 *My mother and father were also sad. My mother can't get it. She can have his son the make troubles, she*
 7 *don't know what she have get wrong.*
 8 *I have looking he is smoking, and I know he is stealing. He is paints on the trains. I could feel about he,*
 9 *there is something wrong. I look after him about three days, and he doesn't go in school, he was walking in*
 10 *the town, and join different groups. I was scared to follow him. I don't do what he could do when he saw*
 11 *me.*
 12 *After I had followed him about tree days, I think I must do something.*
 13 *A day my brother came home, my mother ask him about school, homework, about normal different thing.*
 14 *He shrugged his shoulders and go in his room and start the music.*
 15 *I would do something for my brother. I couldn't see him like this longer. I came in to him, and sit down on*
 16 *his bed. He looked stupid on my, and asked what I want. I asked him how it was going; he looked against,*
 17 *and says: "I want help." I could see a tear, was he crying? – no, he doesn't crying. We talk about the*
 18 *problem, and the day after he doesn't go anywhere. We were talking and taking, that what he need –*
 19 *talking. I was there always, and he came to me and asks for a talk. He was smiling again. And I like his smile.*
 20 *I talking with my mom and my daddy and I will moving for my brothers fault. And we have agreed to do it.*
 21
 22 *We moved in the summer, and that is the best we ever have do for my brother. We have a perfect house, a*
 23 *perfect family, everything is perfect.*
 24 *My brother and me, have it lovely together. We go to the beach, on holiday and took some days together.*
 25 *We have it fun, and I have never love my brother so much before.*
 26 *I am so happy, because we get him away from the other environment. That was not him. But now I can*
 27 *know him again. He got a girl friend in the new class. She is wonderful. She is passing perfect in the family.*



- 28 *And she is always home with us. He starts to football, and like football, some a normal boy.*
29 *I hate my brother for not go in school, but I thinking he get it fast in the new class. Everything is good now.*
30 *My brother has it good, and that is very important.*

Essay 1-7

The task for the next text is called “Global Culture” and asked the learners to write about the following:

- What advantages and disadvantages do you see in globalization?
- What is your experience?
- How do you see the future?

The inspiration for writing the text was a collage of a tin of coke, pictures of New York and stars etc. and the following text:

Which is the biggest fizzy drinks company in the world?

Which fast food giant operates in 120 countries?

Can you name the most successful sportswear company in the world?

You probably have an answer to all these questions no matter what country you live in. These things are all part of a global culture that exists in almost every country in the world. They are all part of globalization, the process whereby large multinational companies, usually from America, build branches in every country. With the use of the Internet, the spread of English, and an increase in travel, the world is becoming a smaller place. People all across the globe wear the same trainers, eat the same food, drink the same drinks and watch the same programmes on television.

Many people are worried about this global culture, and what it will mean to the culture of individual countries, villages and towns. Some people might see global culture as a good thing. But the question is, however, whether the world will become less interesting when people look all the same and speak the same language?

Are you a “global teenager”?

How many names of multinational companies do you know from your country?

Do you buy or use the things that multinational companies make?

Do most of the things you buy come from your own country or abroad?

Do you prefer music from your own country or abroad?

What are your favourite programmes on TV?

Are the films that you watch made in your own country or abroad?

The text was discussed in Jakob Rom Johansen’s article “Et sted mellem 7 og 11” and in Dorte Jensen & Jørgen Homstrøm Nielsen’s article “Endelig karakter: 8” in *Folkeskolen*, no. 47, 19 November, 2004. The text was also discussed online: on folkeskolen.dk.



1 **Global Culture**

2 *Before I start I will like to say that I tend to use a lot of sarcasm when I write an assignment like this. So*
3 *don't judge me too hard on that.*
4 *First of all, I think there is a lot of advantages. Like international trading and better understanding between*
5 *different cultures. We are coming closer to each other; the world isn't so big anymore. We can benefit from*
6 *other countries experiments and science. We can work together to cure a common dangerous disease for*
7 *example Sars, Cancer and HIV. We can import different kind of materials that don't exist in our own*
8 *country. Those who can afford it can go to other countries for holiday, and I could go on forever. But I will*
9 *pass this time. So if you look it that way it is a very good thing that the world has come to be this small.*
10 *But, as in everything else there is a "But" and here it is the greedy and wealthy people. They can see how*
11 *they can use and benefits other people misery. Now not only in there own country, but also little Kwang*
12 *over in Vietnam. They now can get cheap working capacity. And they practically can hire slaves. And is that*
13 *a good thing? Who am I to say? They have a job and is now able to put food on the table once a week. And*
14 *that's good isn't? Before they didn't have anything. Now they have little. And they only have to sacrifices*
15 *there good health and perhaps there lives. But who cares? Its are in Vietnam, and not here in little*
16 *Denmark where we all got food everyday and can have a very good life thanks to little Kwang down in*
17 *Vietnam. So some people earn a good profit out on someone's misery. But that's how the world has*
18 *become to be. some people are aware of it and some are not. Another example;*
19 *the most successful family restaurant in the entire world whose image always appear to that happy smiling*
20 *clown, who says hallo to the children in the street. They have been accused several times for benefit from*
21 *small children, age about 7-10 who are working their butts of in a stinking, unhealthy life threatening factory to*
22 *make a silly little plastic doll. That can come in a HAPPY meal. And I will choose not to say the name of*
23 *the restaurant, for they are known to prosecute people and make them silence one-way or the other. But*
24 *they earn millions of dollars each year, and all because of little Kwang. But who cares? Its are all just my*
25 *opinion, and I only find some of these information on the Internet. And we all now that the Internet is*
26 *always lying don't we? And what is there good about that? Well, we can say that there isn't so much*
27 *unemployment over in Vietnam anymore.*
28 *What is your experience? Now see that is a good question. Because I don't have any experience like that.*
29 *The minimum wage doesn't pay me. And I don't have to worry*
30 *about my health every time I go to work. And don't ever have to. And I get food every day. In fact I could*
31 *reach down my bag and pick up an apple if I wanted to. But I'm not hungry right now. And I'm not the holy*
32 *messiah who have cone to clench the world or anything and I admit that when I was younger that there*
33 *was nothing better then a HAPPY meal. And could piss myself to death before I got tired of a nice cold*
34 *bottle of Coca Cola. But my oh my I have changed. I never go and have my self a HAPPY meal anymore, I*
35 *never drink Coca Cola anymore, and why don't I do that? That's because I have learned to see what lies*
36 *beyond the facade, what is hiding behind the make up of the silly clown? There lays little kwang dead in the*
37 *gutter, because of some ones brilliant idea of giving all the little cute children in the eastern countries a job.*
38 *of course you can't avoid the big companies all the time because they are everywhere, hiding so that you*
39 *can't see them. And that is terrifying, and all the big companies wont let some smaller new company grow*
40 *big and perhaps someday become a treat, and now I will come with another example; a company right here*
41 *I little innocent Denmark was considering to dump Microsoft, and shift to another computer company who*
42 *was smaller then Microsoft, but much better and a hell of a lot cheaper, but the company soon changed*
43 *there opinion and that was only because the king and one and only mister Bill Gates come to little Denmark*
44 *on a business trip, he didn't even have to convince the small Danish company, that they should keep*
45 *Microsoft, but the mere presence of the king himself made the little Danish company extend there contract*
46 *with Microsoft for another 10 years. And isn't that what you would call power? But the thing that bugs me the*
47 *most about that story is, that Microsoft could afford to lose the money from the little Danish company,*
48 *they wouldn't even notice. But for the other small computer firm it would have guarantied its future.*
49 *Perhaps I'm taking this a little to personal and should try to look at it at a more perspective and neutral*
50 *way. For what does the world really need? Besides and antaBUSH? It needs some one who can make us fat*
51 *and happy (again I come to think about the HAPPY meal) and even lazier then we already are. Here come*
52 *the three companies that I have used in this text already in; the happy smiling clown make us fat, Microsoft*



53 *make us happy (on be cost of others) and Coca Cola make us lazy. we all become one big happy family as*
 54 *these three as our fathers, so lets all join hands and thank them for making the world as it is today.*
 55 *How do I see the future? Well take a guess. For by now you should now how I feel about the world we live*
 56 *in today. I see the future much like I see today, I see the big companies and them with money control the*
 57 *world and suppress them who doesn't have any money or power. That's how I see the future, but I dearly*
 58 *hope that one-day perhaps not in my lifetime or my children's but one-day we will break free of this vicious*
 59 *circle and end the torments that all the big companies have put on this planet.*
 60 *but then again if you have to think about it and starts asking questions about that small hope I have, as I do*
 61 *with everything. You would now that the world has to have some big companies to suppress the weak and*
 62 *make money out of the third world. There will always be such people in the world. Unless when the day*
 63 *come that the U.S of A have bombed the entire planet back to the Stone Age.*
 64
 65 *The most important thing I have learned in this life is that you should always ask questions about*
 66 *everything. And that you always have to see things from another perspective. If I didn't do that I wouldn't*
 67 *be the person I am today, the person who ask all the right questions and the sceptic boy who don't like*
 68 *either clowns or Cola. The person who thinks of little Kwang that now is dead, every time I see a clown. But*
 69 *as I mentioned before, I am no Messiah and will not try to be one, all I have written in this text is true I*
 70 *never go to see the clown I never drink Coca Cola and I try mission impossible every day, and that is to find*
 71 *a way that I can avoid Microsoft, and I won't give up before I am successful. I don't expect you to agree*
 72 *with me on anything of this but only to think of what I have said and to start to ask question about the*
 73 *things that is in your life everyday.*

Correction keys

Web activity 2

Discuss the examples of correction keys below, also taking the ones in the book (16.5) into consideration.

2-1

Follow the links to "English as 2nd Language:

- Correction key: <http://esl.about.com/library/lessons/nblerror1.htm>
- Example that applies this marking system: <http://esl.about.com/library/lessons/nblerror2.htm>

2-2

Here is a 'Teacher talk blog' where teachers discuss how to correct errors: <http://azargrammar.com/teacherTalk/blog/tag/error-correction/>

2-3

Written response to a learner's text:

I enjoyed your assignment very much. I liked the description of you holidays at your aunt and uncle's. They really sound like fascinating people. In a way this description is the most interesting part of your story.




















I have a suggestion or two to make:

- Why not start your assignment with the description of your aunt and uncle's house? It would be a good 'way in' to the topic.
- Be careful with your use of the continuous perspective (*to be + -ing*). Check whether there is a reason for using it – if not, use the simple tense.

Ulla



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 on <u>he</u> picture?	Wrong preposition
	Jonas speaks <u>english</u> well.	Capital letter
	My <u>littlesister</u> has red hair.	Two words
	I'd rather do it my <u>self</u> .	One word
	Victoria <u>swimming</u> now.	Something is missing here
	Tobias isn't <u>not</u> here.	Omit – word
	Maria tell's me, <u>she</u> is unhappy.	Omit – punctuation
	When he is tired <u>hides</u> he <u>under</u> the table.	Reverse order
	an old, Danish <u>important</u> tradition	Wrong word order
	<u>Help!</u> They don't <u>see</u> me."	Wrong position – punctuation
	He's the <u>murder</u> <u>who</u> killed ...	See note marked
	a girl who <u>have</u> been ...	See note no.
	...with her. <u>Seven</u> years later she ...	New paragraph – move down a line and in a bit
	The <u>people</u> <u>will</u> help.	Alternative suggestion(s)
	How are you doing? <u>God</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.

Web activity 3

1. Now analyze and mark the learner's text below, using a marking system.

Here is the exam question:⁸

My passion



Most people have a passion. What is your passion?

- What has been your inspiration?
- Why has it become so important to you?
- How can your passion contribute to your future?

Write an essay about your own passion (500-600 words)

1 **My Passion**

- 2 *My passion is horses and it has been like this in 10-11 years. I started because my best friend didn't. I*
3 *started to ride in Hammelev with my best friends' by my side.*
4 *My first horse was named Mette and she was crystal white, but she died before my first competition then I*
5 *got a horse named Jolly Jumper and he is brown. But he was not talented and I got my first horse the other*
6 *two had I shared with my friend's sister. His name was Dusty and I fell in love with him the first time I*
7 *looked at him. His skin was brown, with black legs, and he was so beautiful. I have him in 4 years and last*
8 *year I have to let him go. Because he had a sickness in the leg. The sickness is what we call*
9 *rheumatism. I'm still very sad over it because he was like my best friend.*
10 *Now I had a beautiful horse named Østergaards Cismo Casal, he looks just like a Barbie horse man played*
11 *with like a little girl. I have ridden one competition and went very good. I got him in the summer holiday. When*
12 *I got him he was very fat and not so beautiful. But now he is normal.*
13 *My inspiration to start to ride was my best friend. Now my inspiration is my ride teacher, and it is because*
14 *she rides.*
15 *Horses are important to me because they are so smart and beautiful. And I love working with them. I will*
16 *always work with horses and have them by my side. They are all different and all horses are a gift. I have*
17 *never dreamed about giving them up they are important things in my spare time.*
18 *There are many breeds. And all breeds have a special quality. There are full bloods and cold blood. The full*
19 *blood is very turned on and attentive. And the cold blood is just quiet and easy to ride.*
20 *My own horse is the race Araber and his temperament is turned on the whole time. There are not many*
21 *times he is a nice.*
22 *Horseback riding is an expensive sport/hobby because you need to have equipment and it is very*
23 *expensive. Luckily I have a dad, that pays my saddle and what I else need. Many people have their horses*
24 *on a riding school, but that's very often expensive. I have my horse with my friend and it's not so expensive*
25 *because I always have been there. Including food, feed and a riding field. There's also a beautiful nature to*
26 *ride a turn in. I love the nature and the bird song; there are also many roe deer.*
27 *There is nothing more fun in a gallop on a field. It's one of the things I special love with horseback riding and*
28 *it is the fresh air you get. It is so lovely.*
29 *I ride for the most with a friend because you can share all the good gossip.*

Web activity 4

How will you make sure your learners learn from their mistakes? Discuss the ideas below. Will you only give individual response, or will you also let the whole class work together?

- a. As part of the concept of process writing the teacher and other learners may give feedback on the learner's text during the writing process and on the final product and the learner is told to consult grammars and to hand in a second version with changes etc.
- b. Let the learner keep a list of his own problems to be used next time he writes English, to ask the learner to correct his own problems.
- c. Choose some focal points/problems from several papers (anonymously) carefully and compile them into a list and let your learners work on them in groups. They need to find and correct problems.
- d. Compile a list of problems as in c and use the problems for making a "Mistake Maze" similar to the one below. Make sure that you do it the same way as here: where we have a right sentence, you must have a right one too, and where we have a sentence that is wrong, you must make sure that your sentence is wrong as well.



Here are the instructions for the students:

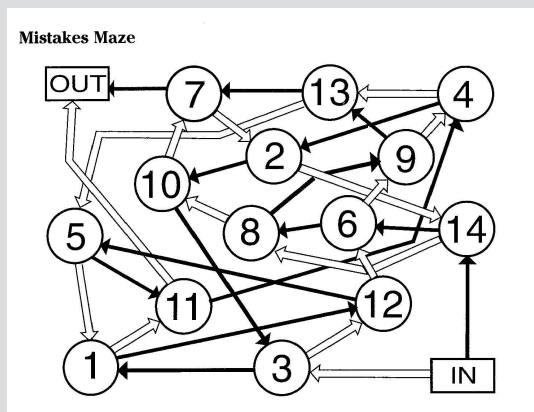
Find your way through the maze. You must start at IN and arrive at OUT. On your way you must visit each number (in scrambled order), but you must only come to a number once.

Some of the sentences are right, others are wrong:

- **Right sentence: follow the white arrow**
- **Wrong sentence: follow the black arrow**

IN: *It is raining a lot in the UK.*

1. *Dorothy gets up every morning at 6:30.*
2. *Last night watch I an awesome movie.*
3. *If I were you, I'd spend less money!*
4. *These flowers smell good.*
5. *They answered the old lady politely.*
6. *Oh, this looks well!*
7. *A Circumstantial is a sentence constituent that tells us about the circumstances in a sentence.*
8. *I succeeded to beat him in chess.*
9. *I don't believe in what he told me.*
10. *When I after visiting Stonehenge came back, I got his message.*
11. *I will start writing in an hour.*
12. *The bomb is exploded.*
13. *She ended her days on the hospital.*
14. *She was afraid to bind her.*



Web activity 5

1. Discuss how learners, teachers and colleagues might react to the idea of not correcting all mistakes in learner's texts. What will your arguments be?
2. Discuss whether it may be a good idea to discuss and explain your feedback system with parents and learners. Discuss the example of the letter below.

How texts will be marked by me, your English teacher

I use the following system with the following symbols... because... .

How I decide to correct depends on the individual pupil. Sometimes I underline the mistakes and ask you to try to correct them yourself. Sometimes I merely indicate in the margin that something is wrong in the line or I might write a symbol for what is wrong and then you have to find the mistake yourself. Sometimes you will find a note in the margin that may suggest a better way of expressing something or a reference to our grammar book. Keep a list of problems in your notebook or your portfolio. Then you will learn from your mistakes.

When I mark a piece of work for you, don't expect every mistake to be corrected. I decided which types of problems to focus on so that you can develop your English without drowning in red marking and giving up. Often I will decide what each particular pupil should focus on based on what disturbs the meaning in the text and in which areas I see that the pupil sometimes gets it right and sometimes gets it wrong. I will usually comment on 2-5 areas, but the number of problem areas also very much depends on the individual pupil.

When you get corrected work back from me, read it carefully and work on your mistakes to correct them. There will be time for you to do this in class. If in doubt, ask me. I might also ask you to hand in a second version.

Use your list of problems when writing the next time.

Kind regards, xx

Web activity 6

It is time for your final reflections in relation to didactics. Test your understanding of what has been presented in this chapter by discussing the following:

1. What is interlanguage analysis and why is it important in order for the teacher to help learners develop?
2. How do native speakers and non-native teachers of English tend to regard language problems very differently and why is there this difference? What can we use this knowledge for, when keeping in mind that the general aim about learning English is developing intercultural communicative competence so that our learners will be able to cope in real life?
3. Give examples of the types of developmental errors (based on wrong hypotheses):
 - a. What is an interlingual error (transfer error/Danicism)?
 - i. Give some examples.
 - b. What is an intralingual error?
 - i. Give examples of generalization errors.
 - ii. Give examples of simplification errors.
4. Are you now able to identify, categorize, correct and explain all types of mistakes or did you find you had problems? If so, then reread the particular chapter.
5. How will you decide what type of problems you want to help a particular learner with? Why

is it better to focus on problems that disturb communication and show potential development than “basic problems”?

6. How will you give learners feedback and which system will you use to mark their texts and why?

Links for activities and resources

General links

- *Vejledning til prøverne i faget engelsk*: <http://www.uvm.dk/Uddannelser-og-dagtilbud/Folkeskolen/Afsluttende-proever/Om-afsluttende-proever/~media/UVM/Filer/Udd/Folke/PDF12/120417%20Engelsk%20proevevejledning.ashx>

Programmes for electronic marking:

- http://soft.udm4.com/downloading/grammar_marking_software/ (various programmes)
- <http://www.cict.co.uk/markin/index.php> (Markin)
- <http://www.andrico.dk/> (Stifikseren)

Suggestions for how to mark:

- http://esl.about.com/od/esleflteachingtechnique/a/1_ecorrect.htm

Extra material concerning the text “Global culture”, which was discussed on folkeskolen.dk:

- <http://www.folkeskolen.dk/32131/endelig-karakter-8> (more links for details in the article)

Quotes

- 1 *FS 10, maj-juni 2005*, Skolestyrelsen
- 2 Hughes, A. & Lascaratou, C, “Competing criteria for error gravity”, *English Language Teaching Journal*, 36 (3), pp. 175-182, 1982 reported in Michael Swan, “Seven Bad Reasons for Teaching Grammar – and Two Good Ones” in Jack C. Richards & Willy A Renandya, *Methodology in Language Teaching*, CUP, 2002
- 3 Ministeriet for børn og undervisning, Kvalitets- og tilsynsstyrelsen, *Vejledning til prøverne i faget engelsk*, 2012 <http://www.uvm.dk/Uddannelser-og-dagtilbud/Folkeskolen/Afsluttende-proever/Om-afsluttende-proever/~media/UVM/Filer/Udd/Folke/PDF12/120417%20Engelsk%20proevevejledning.ashx>.
- 4 *FSA Folkeskolens Afgangsprøve, Engelsk, Eksempel på prøveopgaver, Hæfte 2*, Skolestyrelsen
- 5 *FS 10, December 2009*, Skolestyrelsen
- 6 *FS10, Maj, 2000*
- 7 Boesen, Joan et al, *Wonderkids – Teacher’s Guide*, Alinea, 2006, p. 116

