



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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Titel på Præsentationen:	Multilingualism as a classroom resource – and the missing meta language
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Abstrakt: Since the 60ties teachers and educators worldwide have agreed that teaching grammar was unnecessary and damaging to children's writing development. In Norwegian schools, almost all grammar was expelled from curricula (L-A. Kulbrandstad in Brøyn 2014; Hertzberg 2014). In a recent turn, education authorities require grammar to be made the topic on various educational steps, even in first language teaching. Pupils are asked to compare linguistic structures across languages and teachers urged to exploit multilingualism in the classroom to enhance language skills and raise the meta linguistic awareness of their students. 2 Current Norwegian teacher training where grammar has been banned clearly does not equip our students with the required grammar competence. Results are evident in recent surveys of teacher students' grammar competence: the average rate of correct answers in a basic grammar test is 28%; half of the questions never even received an answer. A newly completed textbook/resource book on grammar in human languages approaches the topic in a very untraditional manner, providing a meta-language to talk about language and grammar in a fun, easy and pedagogically energetic way. Exploiting the knowledge already inherent in the student and transferring unconscious knowledge to conscious, teachable knowledge, this book quickly takes the reader from grammar zero to hero. The book demonstrates language as a unique and fascinating apparatus allowing us to move thoughts from one brain to another via grammar, a feature clearly demonstrated in this talk. Also, I explain why all clause types in familiar languages are better displayed on a dinosaur drawing. Keywords: Grammar in education, new approach Brøyn, Tore. 2014. Hvorfor det er blitt så vanskelig å snakke om språket. *Bedre skole* 1/2014: 8-9. Eide, Kristin Melum (2022): *Språket som superkraft*. Fagbokforlaget, Bergen. Hertzberg, Frøydis. 2014. *Grammatikken i skolen – klart for en omkamp?* *Bedre skole*. 2/2014: 80—84 Nygård, Mari og Heidi Brøseth (2021): Norwegian teacher students' conceptions of grammar. *Pedagogical Linguistics*, vol 2 (2).

