

The logo for OsloMet University of Applied Sciences, featuring the word "OSLOMET" in a bold, black, sans-serif font, tilted at an angle, set against a bright yellow square background.

OSLOMET

Eli Anne Eiesland

Språklig utforsking

Innhold

- Of orcs and elves & the curious case of Bandicoot Cumbersnatch
- Å utforske grammatikken – noen teoretiske perspektiver
- Gruesome giants and how to name them
- Hvilken skal ut?
- Korpus i grammatikkundervisning
- «In a hole in the ground there lived a hobbit»
- Molistic
- « Don't gobblefunk around with words»
- Purple people eaters and lesbian vampire slayers

Of orcs and elves



Nimrodel, Maglor, Lindir, Lug,
Balcmeq, Mauhúr, Míriel, Lagdúf

Azog	Aegnor
Bolg	Amrod
Boldog	Arwen
Gorbag	Celeborn
Gorgol	Eärendil
Grishnákh	Elrond
Lugdush	Fëanor
Mauhúr	Fingolfin
Muzgash	Finrod
Othrod	Galadriel
Radbug	Glorfindel
Shagrat	Gil-galad
Snaga	Legolas
Uglúk	Lúthien
Ufthak	Pengolodh

The curious case of Bandicoot Cumbersnatch





Benedict Cumberbatch Name Generator

Bumberstump Carrotstick

script tutorial. The list of names used came from various internet sources and my brain.

A Linguist Explains the Rules of Summoning Benedict Cumberbatch

The Toast's [Nicole's] ongoing *Benedict Cumberbatch* coverage can be found [here](#).

Bandicoot Cabbagepatch, Bandersnatch Cumberbund, and even Wimbledon Tennismatch: there seem to be endless variations on the name of Benedict Cumberbatch. In fact, even street signs have gotten into the action:

But how is a normal internet citizen supposed to know, when they hear someone say "I just can't stop looking at gifs of Bombadil Rivendell" that this person isn't talking about some other actor with a name and a voice and cheekbones? Or in other words, what makes for a reasonable variation of the name Bendandsnap Calldispatch?

- <https://benedictcumberbatchgenerator.tumblr.com/>
- <https://the-toast.net/2013/12/02/a-linguist-explains-the-rules-of-summoning-benedict-cumberbatch/>
- <https://allthingslinguistic.com/post/68785911207/what-makes-an-effective-synonym-for-benedict>

Noen teoretiske perspektiver

- Grammatikk: «norskfagets tran» (Frøydis Hertzberg)
- Mangel på sammenheng mellom skolens språkfag?
- «Når det gjelder grammatikk, er det mer som forener språk enn som skiller dem» (Hagemann & Søfteland 2023, s. 3)



Hva kan inngå i utforsking?

- Induktiv tilnærming – fra data til generaliseringer
 - Se bl.a Strandberg og Lundström 2023, Myhill m.fl 2012
- Sammenligning
 - Se bl. a Nygård og Brøseth 2019
- Samtale og argumentasjon
 - Se bl.a Søfteland m.fl 2021, Myhil m.fl. 2012, van Rijt m fl 2019)
- Beskrive effekten av språklige valg
 - Se bl.a Myhill m fl. 2012, Aa 2022, Eiesland og Vindenes 2022
- Bruke elevenes egen språkfølelse
 - Se bl.a Hognestad 2019, Aa 2022
- Elevaktivitet – jfr. Udirs definisjon av *utforske*



Gruesome giants and how to name them

- The Bloodbottler
- The Fleshlumper
- The Bonecruncher
- The Butcher Boy
- The Maid Masher
- The Gizzard Gulper
- The Manhugger
- The Meatdripper
- The Childchewer

Hvilken olje skal ut?



Hvilket skal ut - verbutgave

- Bo
- Besvime
- Spise
- Arrive
- Kick
- Yawn
- Fortelle
- Sende
- Donere

Korpus som «superordbok»

Corpus of Contemporary American English

SEARCH WORD CONTEXT OVERVIEW

See in iWeb Collocates Clusters Topics Texts KWIC HELP

terrible (ADJ) #1755

BLOG WEB TV/M SPOK FIC MAG NEWS ACAD

1. causing fear or dread or terror 2. exceptionally bad or displeasing 3. extremely distressing

DMOCGE

YouGlish PlayPhrase Yarn

Translate: choose language

SYNONYMS (► CONCEPT) **NEW:** DEFIN +SPEC +GENL

awful appalling, awful, dreadful, poor, rotten, terrible extreme
extreme, grave, intense, serious, severe, terrible horrible
horrendous, horrible, horrific, horrifying, shocking, terrible, terrifying

TOPICS (more)
horrible, terribly, shocking, fierce, miserable, creep, evil, coming, unhappy, villain, annoying, character, corpse, kind, scream, actress, bizarre, fan, movie, charming

COLLOCATES (more)
NOUN mistake, tragedy, accident, shape, consequence, burden, fate, headache
VERB inflict, exact, befall, perpetrate, atone, gnash, ofthat, congrats
ADJ horrible, awful, tragic, swift, dreadful, fateful, hurtful, senseless
ADV downright, unimaginably, flat-out, hilariously, unspeakably, catastrophically, terrifically, successively

RELATED WORDS
terribly

<https://www.english-corpora.org/>

WORD SKETCH German Web 2020 (deTei)

schrecklich as adjective 336,605x

Constructions

modifiers of "schrecklich"

- wahrhaft** ...
wahrhaft schreckliche
- solch** ...
solch schrecklichen
- minder** ...
nicht minder schrecklich
- derart** ...
derart schrecklich
• concentrated in: news ?
- wahrlich** ...
wahrlich schrecklich
• concentrated in: news ?
- dermaßen** ...
dermaßen schrecklich
• concentrated in: discussion ?
- ganz** ...
ganz schrecklich
• concentrated in: arts ?
• concentrated in: home ?
• concentrated in: health ?
show more (3)
- so** ...
so schrecklich
• concentrated in: health ?
• concentrated in: home ?
• concentrated in: society ?
show more (2)
- einfach** ...
einfach schrecklich

nouns modified by "schrecklich"

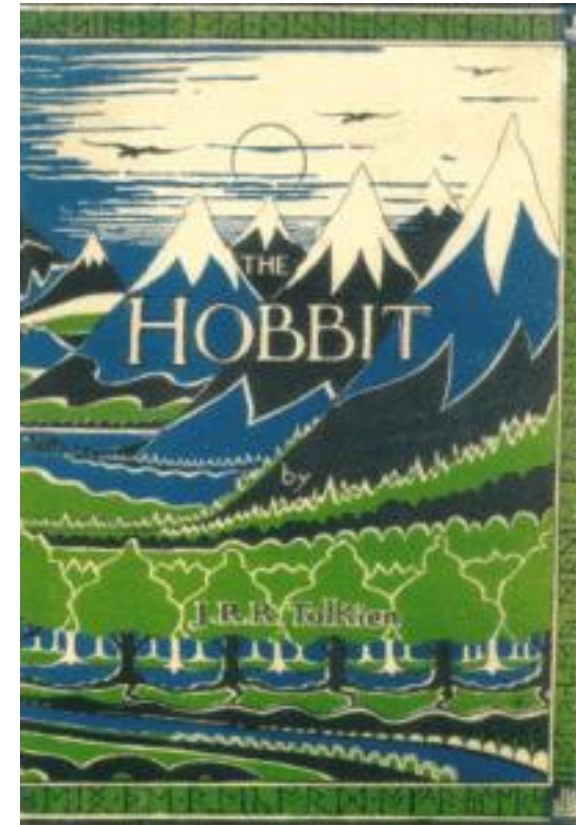
- Unfall** ...
schrecklichen Unfall
• concentrated in: news ?
• concentrated in: arts ?
- Tat** ...
schreckliche Tat
• concentrated in: news ?
• concentrated in: arts ?
- Verbrechen** ...
schrecklichen Verbrechen
• concentrated in: news ?
- Ereignis** ...
schrecklichen Ereignisse
• concentrated in: arts ?
- Geheimnis** ...
ein schreckliches Geheimnis
• concentrated in: arts ?
• concentrated in: business ?
- Unglück** ...
ein schreckliches Unglück
• concentrated in: news ?
- Angst** ...
schreckliche Angst
• concentrated in: society ?
• concentrated in: arts ?
• concentrated in: health ?
show more (1)
- Verdacht** ...
ein schrecklicher Verdacht
• concentrated in: news ?
• concentrated in: arts ?

<https://www.sketchengine.eu/>

In a hole in the ground there lived a hobbit. Not a
hole filled with the ends of worms
and a smell, nor yet a hole
with nothing in it to sit down on or to eat: it was a
hobbit-hole, and that means comfort.

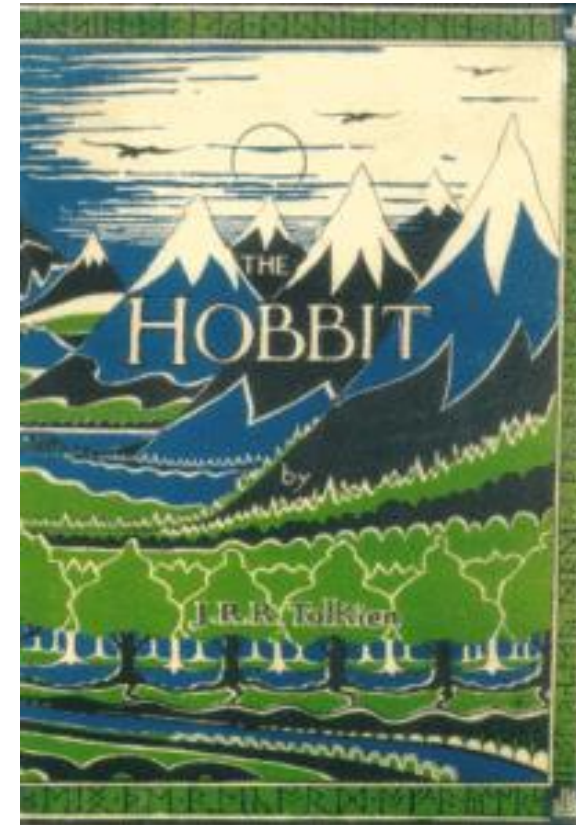
It had a door like a porthole, painted
, with a brass knob in the
middle. The door opened on to a hall
like a tunnel: a tunnel without
smoke, with walls, and floors
provided with chairs, and lots
and lots of pegs for hats and coats.

<https://www.exeter.ac.uk/research/centres/languageandliteracy/projects/grammarforwriting/>



In a hole in the ground there lived a hobbit. Not a **nasty, dirty, wet** hole, filled with the ends of worms and an **oozy** smell, nor yet a **dry, bare, sandy** hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

It had a **perfectly round** door like a porthole, painted **green**, with a **shiny yellow** brass knob in the **exact** middle. The door opened on to a **tube-shaped** hall like a tunnel: a **very comfortable** tunnel without smoke, with **paneled** walls, and floors **tiled** and **carpeted**, provided with **polished** chairs, and lots and lots of pegs for hats and coats.

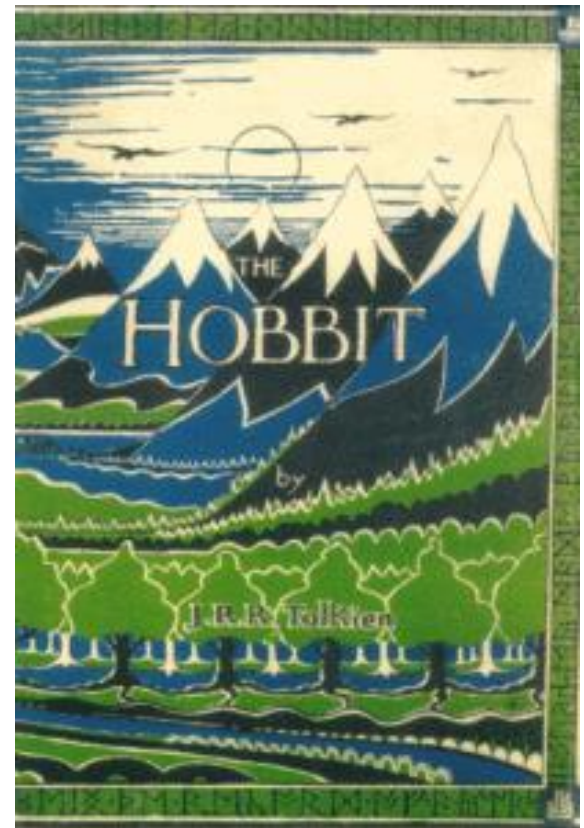


In a great hall with pillars hewn out of the living stone sat the Elvenking on a chair of carved wood

The Elvenking sat on a chair of carved wood in a great hall with pillars hewn out of the living stone

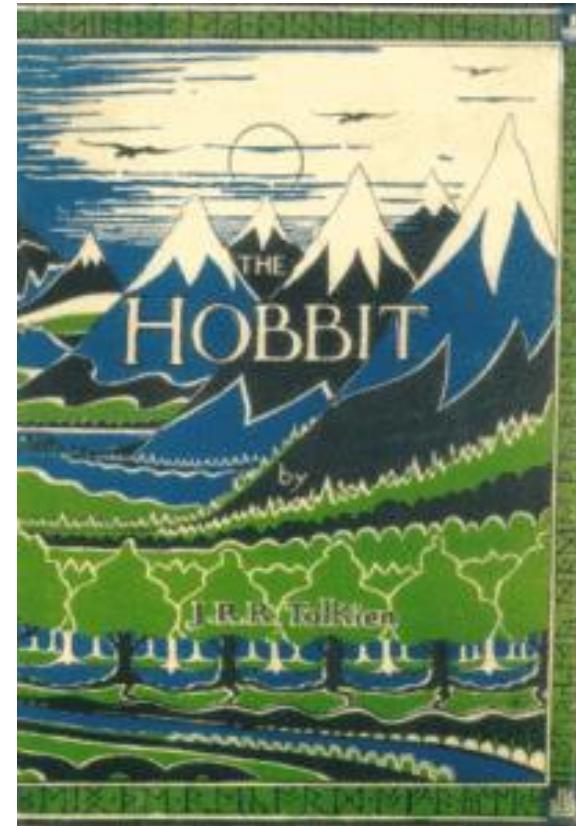
Hva er forskjellen mellom de to setningene?

<https://www.exeter.ac.uk/research/centres/languageandliteracy/projects/grammarforwriting/>



Gandalf in the meantime was still standing outside the door

I mellomtiden stod Gandalf fremdeles utenfor døren



Molistic

Imagine that you have heard these sentences: Jane is molistic and slatty.

Jennifer is cluvious and brastic.

Molly and Kyle are slatty but danty.

The teacher is danty and cloovy.

Mary is blitty but cloovy.

Jeremiah is not only sloshful but also weasy.

Even though frumsy, Jim is sloshful.

Strungy and struffy, Diane was a pleasure to watch.

Easy though weasy, John is strungy.

Carla is blitty but struffy.

The salespeople were cluvious and not slatty.

1. Then which of the following would you be likely to hear?

_____ a. Meredith is blitty and brastic.

_____ b. The singer was not only molistic but also cluvious.

_____ c. May found a dog that was danty but sloshful.

2. What quality or qualities would you be looking for in a person?

_____ a. blitty

_____ b. weasy

_____ c. sloshful

_____ d. frumsy

Molistic

None of the adjectives are real English words. There are two classes of adjectives: "bad" and "good". We will refer to this property of adjectives as "polarity".

Each sentence links two or more adjectives as follows: "X and Y" indicates that X and Y have the same polarity. "X but Y" means that they have opposite polarities. Furthermore, "X and not Y" indicates opposite polarities, "even though X, Y" also indicates opposite polarities, while "not only X but also Y" associates adjectives of the same polarity.

The sentence about Diane shows that "strungy" and "struffy" are positive (desirable) quantities. By identifying other occurrences of the same words in other sentences, one can label each adjective as either positive or negative. In the end, one can see that there are seven positive adjectives (strungy, struffy, cloovy, frumsy, danty, cluvius, and brastic) and five negative ones (weasy, blitty, sloshful, slatty, molistic).

1. Only sentence **c** includes adjectives of the right polarities, given the structure of the sentence.
2. Only answer **d** ("frumsy") is on the positive list above.

‘I is not understanding human beans at all,’ the BFG said. ‘You is a human bean and you is saying it is grizzling and horrigust for giants to be eating human beans. Right or left?’ ‘Right,’ Sophie said.

‘But human beans is squishing each other all the time,’ the BFG said. ‘Yesterday,’ he said, ‘we was not believing in giants, was we? Today we is not believing in snozzcumbers. Just because we happen not to have actually seen something with our own two little winkles, we think it is not existing.’

‘Do you like vegetables?’ Sophie asked, hoping to steer the conversation towards a slightly less dangerous kind of food.

‘You is trying to change the subject,’ the Giant said sternly. ‘We is having an interesting babblement about the taste of the human bean. The human bean is not a vegetable.’

— Roald Dahl, *The BFG*

- Cardona, Margrete Dyvik, Didriksen, Anders Alvsåker og Gjesdal, Anje Müller (2014). «Korpusbasert undervisning i fremmedspråkene: La elevens nysgjerrighet sette dagsorden». I *Acta Didactica Norge*. Vol. 8. Nr. 2. Art. 4
- Eiesland, E. A., & Vindenes, U. (2022). *Utforskende arbeid med grammatikk i skolen*. Universitetsforlaget
- Hagemann, Kristin & Åshild Søfteland, 2023. Et tverrspråklig perspektiv som utgangspunkt for konseptuell grammatikkundervisning i språkfag. *Acta Didactica Norden*, 17(4), 24 sider. <https://doi.org/10.5617/adno.9844>
- Hasselgård, Hilde, 2014. «Å bruke korpus i språkundervisningen». I Bjørke, Dypedahl og Myklevold (red.), 2014. *Fremmedspråksdidaktikk*. Cappelen Damm Akademisk.
- Hognestad, J. K. (2019). *Språkemnene i norskfaget: Fornyes de i fagfornyelsen?* I *Det (nye) nye norskfaget*. Fagbokforlaget.
- Holmen, S. E. (2020) *Grammatikkundervisning med utgangspunkt i elevenes flerspråkighet*. *Viden om Literacy* (27) s. 78-83
- Kabel, K., Christensen, M. V., & Brok, L. S. (red.) (2019). *Hvordan praktiseres grammatikundervisning i dansk, engelsk og tysk? Statusrapport Gramma3*. KøbenhavnsProfessionshøjskole, VIA University College & Nationalt Videncenter for Læsning: København/Aarhus. <https://www.videnomlaesning.dk/media/3088/gramma3-rappport.pdf>
- Myhill, D. A., Jones, S. M., Lines, H., & Watson, A. (2012). Re-thinking grammar: The impact of embedded grammar teaching on students' writing and students' metalinguistic understanding. *Research Papers in Education*, 27(2), 139–166. <https://doi.org/10.1080/02671522.2011.637640>
- Neset, Tore & Laura Janda, 2014. *Korpuslingvisten i klasserommet: lingvistiske profiler i fremtidens språkundervisning*. *Acta Didactica Norge*, 8(2), Art. 5, 16 sider. <https://doi.org/10.5617/adno.1128>
- Strandberg, A. & Lundström, S. (2023). Design för kontextualiserad grammatikundervisning. *Forskning om undervisning och lärande*, 11(2), s. 53–77. https://forskul.se/wp-content/uploads/2023/06/ForskUL_vol_11_nr_2_s53-77.pdf
- Søfteland, Jansson, Bjerke (2021). *Utforskende samtaler om talespråk i skolen: språklege metaperspektiv på barnetrinnet*. I *Morsmålsfaget som fag og forskningsfelt i Norden*
- van Rijt, J. H. M., & Wijnands, A. (2019). How secondary school students may benefit from linguistic metaconcepts to reason about L1 grammatical problems. *Language and Education*.
- van Rijt, J. H. M., Hulshof, H., & Coppen, P.-A. J. M. (2021). 'X is the odd one out, because the other two are more about the farmland' – Dutch L1 student teachers' struggles to reason about grammar in odd one out tasks. *Studies in Educational Evaluation*, 70, 101007. <https://doi.org/10.1016/j.stueduc.2021.101007>
- Aa, L. I. (2021). *Grammatikdidaktikk på grammatikkfeltets grunn*. *Norsklæreren*, 9