English Language Fellow Program

Materials and Methods for 2013

Joshua Yardley, MA

English Language Fellowship

josh.yardley@gmail.com

more materials = better instruction?

Materials
bad
ok
better
good
the best

newspapers

phrase books

grammar books

software

CDROMs

CDs

vocabulary organizers

DVDs

course books

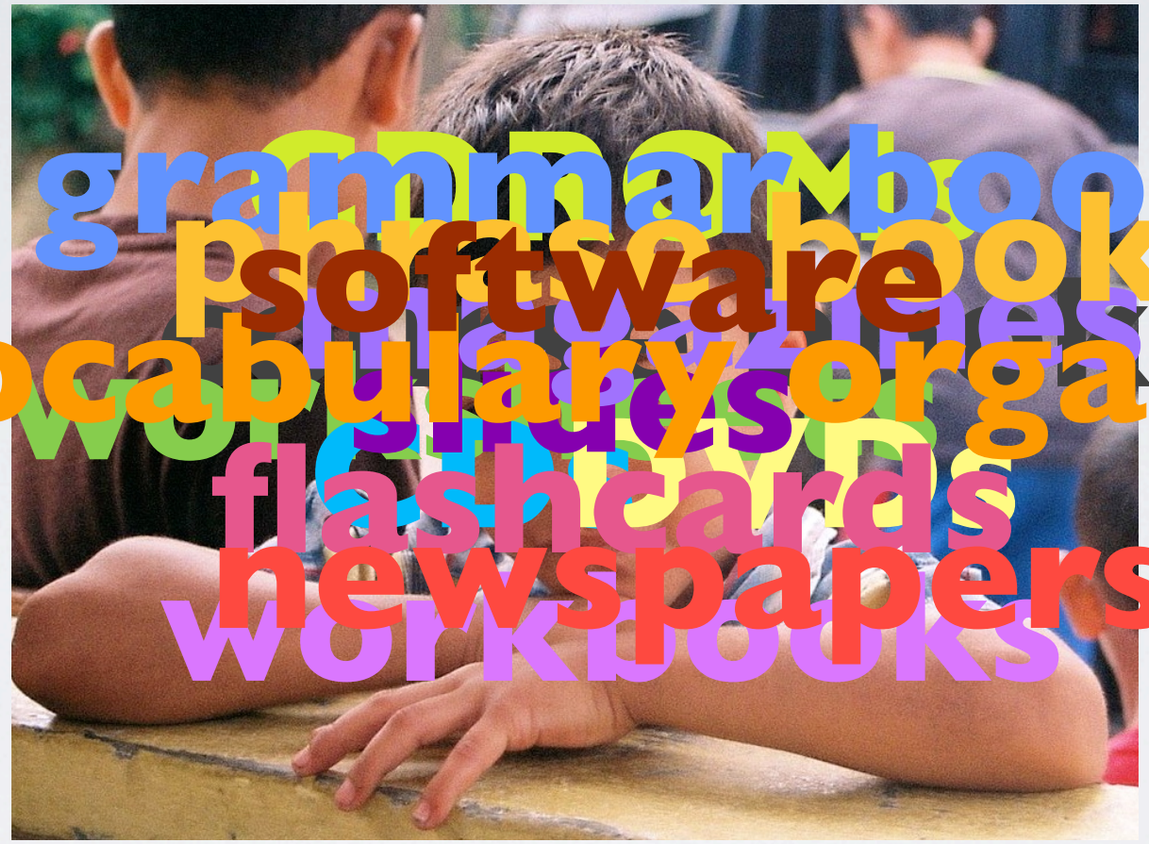
magazines

workbooks

flashcards

worksheets

slides


grammar books
phrase books
software
vocabulary organizers
word games
flashcards
newspapers
workbooks

Dogme ELT

Dogme 95

Lars von Trier

&

Thomas Vinterberg

Scott Thornbury

“Where is the story?
Where are the students’ lives?”

-S. Thornbury

Dogma ELT

"Teaching should be done using only the resources that teachers and students bring to the classroom - i.e. themselves - and whatever happens to be in the classroom. If a particular piece of material is necessary for the lesson, a location must be chosen where that material is to be found." - Scott Thornbury

And I thought I was just being lazy...

Dr. Joshua

- teaching meets psychology
- a notebook, a pen and a question: “How are you today?”

materials *light*

It isn’t new.

Language Experience Approach

Language Experience Approach

- Student dictates or writes their own story in L1
- Story is translated by teacher, peer or self
- Students learn by reading their own story

blogs

for the introverts

&

intrapersonal learners

great sources of
Comprehensible Input (i + one)

peer review

Simple	Compound	Complex
This is a simple sentence.	This is one sentence, but it has two clauses.	Although the other sentences aren't, this last sentence is complex.
It has one clause.	It has two independent clauses, and it also has a conjunction.	
It is short.		

Written	Correction	Rule
English not easy to learn.	English is not easy to learn.	Every complete sentence needs a verb.

www.wordle.net

Asia
views
Mecca
prayer
caffeine
humbled
battles
posted
universe
now
nice
Boxing
boss
finally
foresee
tests
times
Men
hotels
cast
looking
prove
neither
attacks
best
blog
light
Two
grow
feel
time
Indonesia
man
bubble
world
taken
reflect
deal
earthquakes
honored
largest
shari'ah
laptop
google
movement
Disclaimer
universities
far
countries
Islam
impossible
convince
transport
prophet
rebuild
rights
progress
archipelago
like
encourage
religious
simultaneously
University
extremely
colonists
expressed
ago
peaceful
opinion
responding
island
Georgetown
State
mecca
provence
due
Department
muslim
Fortunately
separatist
moves
near
people
seem
project
distractions
pronounced
entrance
interesting
protests
day
Governor's
see
place
quite
face
Aceh
days
difficult
production
today
American
alcohol
Americans
surrounded
Mohammed
enforcement
orientation
convinced
prepare
candidates
accepting
working
westernmost
tsunami
wealthy
Instead
socialize
powerful
high
killed
abuses
history
life
youtube
talk
Acehnese
finished
sultanates
front
weeks
Director
stakes
coffee
shakes
law
video
burst
abroad
keep
return
mine
arrived
five
SE
gain
fueled
land
believe

academic word highlighter

ACADEMIC VOCABULARY

AW L AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL AWL

Home
Learning
AWL Highlighter
AWL Gapmaker
Teaching
Word Lists
Texts
Exercises
Concordances
Links

The AWL Highlighter

This program will identify core academic vocabulary in a text, using the Academic Word List. Type or paste your text into the box below. Select the sublist level you want to use. In this program each level includes all the previous levels i.e. level 5 includes levels 1 to 4 as well. Click on submit. The text will be returned as a new web page with words from the Academic Word List, at the levels selected, highlighted in bold type. This may take a few moments.

The text box can process a maximum of 2400 characters. Any extra will be ignored.

1 2 3 4 5 6 7 8 9 10

Submit Reset

© Sandra Haywood, University of Nottingham

File produced at level 10

Krashen (1985) suggested that L2 vocabulary is **acquired incidentally,** much like a first language (L1). Incidental learning is **defined** as learning without intention, while doing something else. For those who are literate, incidental learning is likely to happen while reading. Since then, many **researchers** have attempted to show that, on the spectrum of form- **focused instruction, enhanced input** can be more effective than purely incidental **acquisition** of L2 lexical **items** through reading (Hulstijn, 1992; Parikbakht & Wesche, 1997; Watanabe, 1997; Laufer, 2003; Lin & Huang, 2008). Results from these studies **indicate** that **text** annotations, **specifically** glosses, can lead to larger and quicker gains in lexical **acquisition.** Glosses are **defined** as any note that **accompanies** an unfamiliar word or expression in the L2 to **facilitate** reading. **Despite** these findings, **researchers** are still interested in incidental **acquisition,** and some have been able to show that extensive reading **coupled** with **graded**

readers can **facilitate** incidental lexical **acquisition** (Waring & Takaki, 2003; Horst, 2005; Pigada & Schmitt, 2006; Webb, 2007).

At the same time, **researchers** have also been developing **methods** for testing the effects of **enhanced input, specifically** computerized glosses, on lexical **acquisition** through reading (Chun & Plass, 1996; Laufer & Hill, 2000; Bowles, 2004; Yoshii, 2006; Yanguas, 2009). Of these, a few have gone further to **analyze** the relationship between gloss type and learner characteristics (Chun & Payne, 2004). The purpose of the current study is to **expand** on the work of these **researchers** by comparing two groups of learners: one which **underwent** a reading activity with the **assistance** of L1 glosses and another which **underwent** the same activity without glosses. The current study adds to the existing body of **research** by controlling for learner characteristics, namely proficiency level, and gloss type, namely L1 translation, and the relationship between these two **factors** during a reading activity.

Significance of the Problem

L2 vocabulary development through reading **involves** associating new forms with their **concepts.** This **process,** known as lexical bootstrapping, **occurs** when learners **encounter** unfamiliar words during reading and consider them **relevant** enough to **process** further (Pulido, 2009). Lexical bootstrapping is made possible by other reading **processes** such as letter **identification,** syntactic **analysis,** sentence comprehension, and activation of **prior** knowledge (Grabe & Stoller, 2002). However, not all learners are equally successful in lexical bootstrapping during reading because of various levels of proficiency (Pulido, 2003; Horst, 2005; Nation, 2006). Therefore some lower proficiency learners may not **benefit** as much from a reading activity without the **assistance** of enhanced-input, such as a gloss.

Researchers must also take into account various levels of proficiency when **analyzing** language **acquisition.** In other words, when **analyzing** lexical **acquisition** through reading, **researchers** need to consider the proficiency of the reader who is **interacting** with the **text.** However, an **analysis** of studies of lexical **acquisition** through reading **reveals** that few have controlled for learner proficiency (Watanabe, 1997; Laufer & Hill, 2000; Bowles, 2004; Yoshii, 2006; Abraham, 2007; Akbulut, 2007; Al-Jabri, 2009; Yanguas, 2009; Shahrokni, 2009).

AWL Gapmaker>

www.nottingham.ac.uk/~alzsh3/acvocab/AVWLGapChoice.pl

Gap File produced at level 10

Purpose of Study

Krashen (1985) suggested that L2 vocabulary is [ ] [ ] , much like a first language (L1). Incidental learning is [ ] as learning without intention, while doing something else. For those who are literate, incidental learning is likely to happen while reading. Since then, many [ ] have attempted to show that, on the spectrum of form- [ ] [ ] , [ ] [ ] can be more effective than purely incidental [ ] of L2 lexical [ ] through reading (Hulstijn, 1992; Parikbakht & Wesche, 1997; Watanabe, 1997; Laufer, 2003; Lin & Huang, 2008). Results from these studies [ ] that [ ] annotations, [ ] glosses, can lead to larger and quicker gains in lexical [ ] . Glosses are [ ] as any note that [ ] an unfamiliar word or expression in the L2 to [ ] reading. [ ] these findings, [ ] are still interested in incidental [ ] , and some have been able to show that extensive reading [ ] with [ ]

2

readers can [ ] incidental lexical [ ] (Waring & Takaki, 2003; Horst, 2005; Pigada & Schmitt, 2006; Webb, 2007).

At the same time, [ ] have also been developing [ ] for testing the effects of [ ] [ ] , [ ] computerized glosses, on lexical [ ] through reading (Chun & Plass, 1996; Laufer & Hill, 2000; Bowles, 2004; Yoshii, 2006; Yanguas, 2009). Of these, a few have gone further to [ ] the relationship between gloss type and learner characteristics (Chun & Payne, 2004). The purpose of the current study is to [ ] on the work of these [ ] by comparing two groups of learners: one which [ ] a reading activity with the [ ] of L1 glosses and another which [ ] the same activity without glosses. The current study adds to the existing body of [ ] by controlling for learner charact

f@c#b**k :(

www.ning.com

Classroom 2.0

www.c Close om20.com

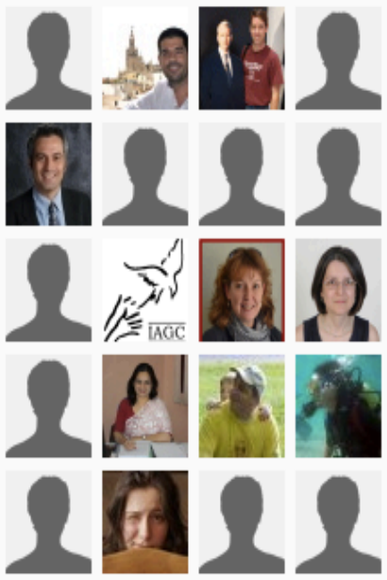
Sign Up Sign In Search Classroom 2.0

CLASSROOM 2.0

web 2.0 | social media | & more

Main My Page Web 2.0 Labs Events Forum Members Groups Recordings EdIncubator Book More About

Members



View All

Visitors

Classroom 2.0 LIVE! - Saturday Shows

WELCOME!

Welcome to Classroom20.com, the social network for those interested in Web 2.0, Social Media, and Participative Technologies in the classroom. We encourage you to sign up to participate in the great discussions here, to receive event notifications, and to find and connect with colleagues. We have over 70,000 members from 188 countries!

Classroom 2.0 is a free, community-supported network. We especially hope that those who are "beginners" will find this a supportive comfortable place to start being part of the digital dialog. Because of spammers, we have to approve all memberships here. While your membership is pending you are still welcome to peruse the site or attend any events!

Once your membership is approved, the best way to find or become part of a conversation is to us the search box at the upper right or the topic list to the lower left. You can also introduce yourself to the whole network by going to the introductory forum message. Please also feel free to explore! Here are some starting tips and a "Tour of Classroom 2.0" Elluminate recording, or you can ask help of a "host." Thanks so much for being here!

Forum

Should we tell our students how smart they are?

Started by Karen Cameron in Philosophy / Pedagogy. Last reply by Steve Hargadon 6 hours ago.

1 Reply 0 Likes

In his book Simply Better: Doing What Matters Most to Change the Odds for Student Success, Bryan Goodwin describes a now famous 1965 study conducted by Robert...

Continue

Tags: success, engagement, student

5 Reading Strategies you can share with your students' parents

Started by Karen Cameron in Uncategorized 21 hours ago.

0 Replies 0 Likes

At school, our students are faced with—let's be honest now—agonizingly dull reading comprehension passages. Then, when they are done, students are asked comprehension questions (equally dull) about that passage. While we can't control the content in...

Continue

3D GameLab Spring Online Teacher Camp: Turn Class into a Game!

Started by Lisa Dawley in Conferences and Workshops yesterday

Welcome to Classroom 2.0

Sign Up

or Sign In

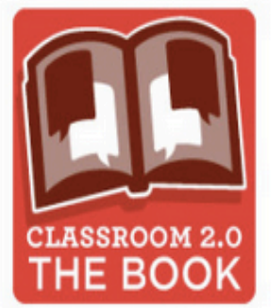
Or sign in with:

Commercial Policy

If you are representing a commercial entity, please see the specific guidelines on your participation.

The Fifth Year Anniversary Book Project!

We want you to write a chapter!



Click here!

Related Links & Events:

Sign in to chat!

What’s on their minds?

www.mindmeister.com

- Info
- Assessment
  - Detect students' understandings of represented information
  - Diagnose and remedy students' misunderstandings
- Collaborate with students
  - Link teaching with learning
    - Visual maps connect teachers with students
    - Get students' interest, attention, and focus
    - Students are not just copying information
      - Active note taking
      - Active thinking
      - Active learning
    - Self-directed learning
      - Students reflect their own understanding and style
      - Rewarding and motivating
  - Engage students
    - Transfer maps before and after lecture
      - Students can prepare for lecture
      - Students can follow up after lecture
    - Students can follow the lecture material
      - Big picture
      - Key concepts
      - Organization of key concepts
      - Connections between key concepts
    - Edit visual maps with students during lecture
      - Add/delete/change concepts
      - Organization and connections
      - New ideas
        - Foster creativity
      - Questions
        - Foster inquiry and problem solving
      - Work through examples
    - After lecture
      - Students can incorporate additional concepts
        - Practice problems
        - Exams
        - Other resources
      - Students can collaborate with other students
        - Group work
        - Share maps
- Planning
  - All information is in one place
    - Organized
    - Quick and easy access
    - Links and attachments
    - Easy to share
      - Foster collaboration
  - Student-friendly syllabus
    - Course objectives
    - Class overview
    - Resources
    - Links
  - Teacher planning
    - Classes
      - Lectures
      - Homework
      - Assignments
    - Semester
      - Schedule
      - To do's
      - Administrative tasks
- Research
  - Background research
    - Feed into your lectures
    - Stay informed
  - Student research
    - Resources of interest to students
    - Easily organized and assigned
- Lectures
  - Key concepts in lectures are organized and connected
    - Overview of lecture
    - Zoom in on details
    - Shows organization and connections
    - Helps students visualize information
  - Links to resources
    - Web sites
    - Media files
    - Documents

Should students turn their phones off?

voice recorder

increase fluency and self-monitoring

Play a game of telephone
with a telephone.

Bring in an expert.

education.skype.com

skype in the classroom

English (International) Sign in Sign up

I am a teacher looking for an expert in fashion Search

Connect your classroom to the world

A free and easy way for teachers to open up their classroom. Meet new people, talk to experts, share ideas and create amazing learning experiences with teachers from around the world.

Sign up now

A short film about Skype in the classroom

Inspirational Skype lessons for you to take part in

Partner Skype lesson in Geography

Climate Change: Energy in the future

by British Council

26 people taking part

Skype lesson in Expressive Arts

Your chance to join the Pantomime Dames on a

Ray Weaver

I currently manage a City Learning Centre in Widnes, UK where we fashion new pedagogies from new...

asaris

i am a law professor. I have between 40 to 60 students (bac) to 4 to 15 (PHD or LLm) I am...

Mrs. Mary Tolley

I am interested in teaching reading in a developmentally approariate fashion to young children. ...

crystal.stuart

I would be happy to speak with classes about issues of fashion, fashion merchandising, or social...

beccabres

I'm into fashion and music. Trying to connect real-world activities with students.

Anny DSarts

Creative Director for DSArts MUA Photographer Fashion Designer

Authentic Materials

What are they?

FUBU = for us by us

us = native speakers

Advantages

- Motivating
- Builds confidence
- Prepares students for the real world

grade the *task*, not the *text*

In other words, you can use the same authentic text for every level of class.

Indonesiaful.com

Indonesiaful.com

WRITINGS, NEWS, PHOTOGRAPHY AND REFLECTIONS FROM ACROSS THE ARCHIPELAGO.

SEARCH

Search

Home About Subscribe Contact

ABOUT INDONESIAFUL FEATURES TEACHING LIVING DIFFERENTLY CULTURE PHOTOGRAPHY NEWS LITERATURE THE FULBRIGHT PROGRAM

// home

LATEST POST

Masohi royal procession celebrates anniversary

POSTED BY INDONESIAFUL · MARCH 14, 2013

"Royal flag bearers proudly lead the procession of aristocrats and warriors through the streets of Masohi in celebration of the anniversary of Masohi's founding. While today the kings of Maluku's numerous regions and towns have no official political power, no important political event would be complete without the participation of Maluku's royal families and courts." ... Continue reading »

Leave a Comment Culture, Photography

INDONESIAFUL TWITTER FEED

- #Indonesia climbs three places on the UN Human Development Index. Life expectancy longer but #education weaker. bit.ly/XCz4J1 9 hours ago
- PHOTO: Masohi royal procession celebrates anniversary wp.me/p2PODy-mF #Indonesia #photoaday 1 day ago
- Building the Future: Lessons From Indonesia's Past for the Present jglo.be/4RkS via @thejakartaglobe 1 day ago
- A step-by-step guide to missing your flight at the Jakarta airport wp.me/p2PODy-mS #Indonesia #travel 1 day ago
- PHOTO: A high school beauty pageant in East Java wp.me/p2PODy-mK #Indonesia #photoaday 3 days ago

Follow @Indonesiaful

TOP POSTS & PAGES

A step-by-step guide to missing your flight at the Jakarta airport

Blacksweet: Grappling with skin color in Indonesia

Java Jazz Festival brings soul, international visitors to Jakarta

All That's Gilded: Finding meaning in teaching wealthy students in Indonesia

FOLLOW INDONESIAFUL

Follow Indonesiaful and receive notifications of new posts.

Follow Indonesiaful

FACEBOOK

Indonesiaful

Like You like this.

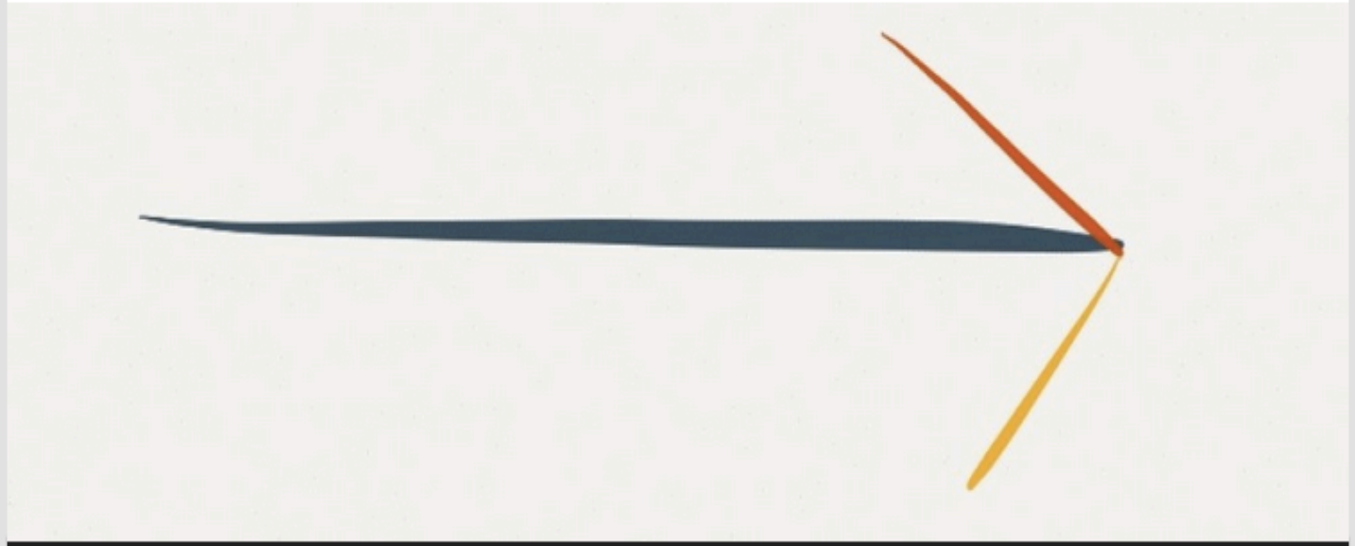
You and 307 others like

MengajarEnglish.com

Mengajar English

Ask. Collaborate. Share.

Search



About Articles Lesson Plans Lesson Frameworks Competencies Contact

Search

RECENT POSTS

- Memory
- Taboo
- BINGO!
- FACTFILE: interview and report
- 4 Basic Frameworks for the EFL Lesson Planning

ARCHIVES

- March 2013
- February 2013
- January 2013
- December 2012

MENGAJAR ENGLISH

Mengajar English

Like You like this.

You and 85 others like Mengajar English

Welcome to Mengajar English!

Mengajar English is the open-source home for information on teaching English in Indonesia. The website is a collaborative effort among between English Language Fellows (ELFs), Fulbright English Teaching Assistants (ETAs), Peace Corps Volunteers (PCVs) and local Indonesian English teachers.

We hope you find the articles, lesson plans, and Ask an ELF forum a useful resource for improving the quality of your teaching. Please feel free to send us any comments or suggestions you have for this (still new) site.

We are always accepting new lesson plans. Just download and complete the mengajar-english-lesson-plan-template. Then email the completed file to mengajarenglish@gmail.com.

Happy Teaching! Selamat Mengajar!

Share this: Press This Twitter 88 Facebook 58

Like this: Like

Be the first to like this.

Edit

The 2013 curriculum is designed to make students better citizens.

How can the English language make you a better citizen of Indonesia?

Critical pedagogy

- "An educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action." -Henry Giroux

- “Dialogue is not just about understanding - but is a part of making a difference in the world.” -Paulo Freire

Service Learning

- Students use language to solve real world problems
- They are motivated because they are making a difference
- The language use is authentic
- They have a real audience

Service Learning in Denver

- Many homeless. Shelters and food pantries are full
- Students created a food drive
- Created advertising in print and on the radio
- Went door to door and to religious organizations
- Interacted with the homeless
- Wrote an article on the results

Service Learning

- DeforestAction - protecting Borneo from deforestation and preservation the habitat of wild animals.

Problematization is the first step.