Providing a variety of forms of classroom input to ensure the fulfillment of learning potential

Gareth Morgan
ENGLISH FOR ACADEMIC PURPOSES: PRINCIPLES OF ACADEMIC ESSAYS

Features of Academic English

• Planning strategies
• Using formal, academic language accurately
• Generating ideas and collecting information
• Organising ideas and using supporting information
• Reviewing and revising content, organisation and language.
• Referencing
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>Developing grammatical accuracy</td>
<td>• Mastering and applying grammatical items</td>
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<tr>
<td></td>
<td>• Mastering and applying academic lexis</td>
</tr>
<tr>
<td>Applying academic vocabulary</td>
<td>• Using simple, compound and complex sentences</td>
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<td></td>
<td>• Writing effective topic sentences</td>
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<td></td>
<td>• Organizing ideas</td>
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<td></td>
<td>• Comprehending texts</td>
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<td></td>
<td>• Applying linking devices</td>
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Multiple Intelligences

“... there is persuasive evidence for the existence of several relatively autonomous human intellectual competencies, ... . ”

Howard Gardner
8 Ways of Knowing

Verbal/Linguistic

Logical/Mathematical

Visual/Spatial

Intrapersonal

Bodily/Kinesthetic

Interpersonal

Naturalist

Musical/Rhythmic
A bodily-kinesthetic learner likes physical activity, has good hand-eye coordination and likes moving, touching and gesturing.

Total Physical Response (TPR) is an example of kinesthetic intelligence, which “…leads to better comprehension, production and enhanced motivation” (Ellis, 1995).
The students move their arms in an agreed fashion, as illustrated below, depending on whether a dictated word is a countable noun, an uncountable noun or both.
The Passive Voice
The Interpersonal Classroom… generates more effective learning than a classroom with a traditional lecture-based approach (Felder, 2011).

results in an improvement in implicit knowledge, as measured by performance during free production tasks (Coan, 1999)

increases accuracy in the use of problematic grammatical features, such as articles (Ellis, 2002)

means longer lasting awareness (Spada, 1997).

results in learning gains tripling (Mazur, 2009).
Find Someone Who....

Make the questions using **the present perfect** structure
Ask the questions, writing the name of the student only if s/he answers “Yes. I....” Then ask follow up questions to develop a conversation. If the answer is “No...”, ask another question.
Write a name once only.

1. (apply) for a job recently
2. (write) a letter of application in English
3. (listen) to the BBC World Service
4. (go) to South America
5. (be) on TV
6. (fly) first class
7. (meet) somebody famous
8. (win) an award

_Now make two of your own questions_

9.
10.
Relative Clauses

Introductory activity: Discuss the following with your partner
What do people think of when they think of Singapore and/or your country? How about Switzerland?

Pre-listening: Discuss the following with your partner
1. What is a Swiss Army Knife?

Listening:
Tell your partner what Craig Ferguson says about the above questions?

Readinghttp://business.guardian.co.uk/story/0,,2140969,00.html
Read the article and answer the above questions. Then, compare your answers with your partner?

Post reading: Discuss the following with your partner:
Do you think Swiss Army Knife is a weapon?
Relative Clauses – a guide

1. A soldier is a person who kills people for a living, or protects them, depending on your point of view.

2. A Swiss Army Knife is an object that is very handy.

3. The Swiss Guard are people who the Pope sees every day.

4. German-made chocolate is a product that the Swiss don’t like.

5. A lawyer is a person whose job is well-paid.

6. New York is a place where you can see many tourist attractions.

7. The Swiss Guard, who wear colourful uniforms, protect the Pope.

8. New York, which is in the USA, is named after the English city of York.

Language Analysis: Read the above guide and discuss the following questions with your partner/s

1. Can you work out when the zero (Ø) pronouns can be used?
2. What’s the difference between sentences 1 and 2, and 3 and 4?
3. What do you notice about sentences 5 and 6?
4. What’s the difference between sentences 7 and 8, and the first 6 sentences?
5. Why are the following sentences incorrect:
   Taiwan is a country where hopes to produce the Swiss Army Knife.
   Taiwan which is an island.
6. What’s the difference between the following two sentences:
   My brother who lives in Taiwan is a mechanic.
   My brother, who lives in Taiwan, is a mechanic.
Complete the prompts provided, and **tell your partner** the sentence without mentioning the words. Your partner, who has different words, will try and guess your words, while you guess his/hers. For example, ‘this is a person who tries to make people laugh’.

**Student A**
- Germany
- Swiss Army Knife
- A surgeon
- A USB stick
- Taiwan
- A nail file
- An astronaut

**Student B**
- The Museum of Modern Art
- The WTO
- A comedian
- Muesli
- China
- A corkscrew
- A pirate
Data

Post-input questionnaire

Please complete the Response sections with a number between 1 and 3 in both the *Effective* and *Enjoyable* columns with regard to classroom based language instruction, where:

1 Agree 2 = Neutral 3 = Disagree
<table>
<thead>
<tr>
<th>Response: Effective % based on 48 responses</th>
<th>Statement</th>
<th>Response: Enjoyable % based on 53 responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  2  3</td>
<td>Working with classmates</td>
<td>83  11  6</td>
</tr>
<tr>
<td>78  13  9</td>
<td>Participating in group work</td>
<td>72  21  7</td>
</tr>
<tr>
<td>84  10  6</td>
<td>Participating</td>
<td>79  15  6</td>
</tr>
<tr>
<td>77  17  6</td>
<td>Problem solving</td>
<td>75  17  8</td>
</tr>
<tr>
<td>54  29  17</td>
<td>Walking around the classroom</td>
<td>70  17  13</td>
</tr>
<tr>
<td>79  12  9</td>
<td>Doing something instead of just listening</td>
<td>83  10  7</td>
</tr>
<tr>
<td>77  14  9</td>
<td>Task completion with classmates</td>
<td>77  17  6</td>
</tr>
<tr>
<td>80  11  9</td>
<td>Working in pairs/small groups</td>
<td>79  13  8</td>
</tr>
<tr>
<td>64  30  6</td>
<td>Organizing paper</td>
<td>64  25  11</td>
</tr>
</tbody>
</table>
Conclusion:

Limit the amount of time spent lecturing to ensure students actively participate and interact with each other in cognitively and emotionally engaging tasks.

(Retention rate of information disseminated was found to be 45%, 3-4 days after a lecture, dropping to 24% after 8 weeks (Menges, 1988)).
Integrate materials for interpersonal and kinesthetic learners to maximize the probability of students improving the accuracy and complexity of their output.
References


Thank you

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