Exercise sheet
EAL Learning, pedagogy, and materials
Workshop at University of Leeds, October 2017

1) Evaluating materials- Comparing a text from EAL Nexus to traditional teaching material
See **the reading text** in **Appendix A**. Decide:
- Would you **use the text for your classes**, and if not, can you think of a class they could work for?
- What could be **difficulties with the text**? Consider:
  - Necessary **background knowledge**
  - Necessary **vocabulary**
  - Text **coherence**
  - **Motivating**/ relevance to students

    (If you want a reminder of how to think about those four features, look at "Questions to ask" column "Evaluating a text" table in Appendix B).
- Would you **adapt** the text, and if so how?

2) Finding and creating material- Supplement the text above with vocabulary to teach.
- Can you **identify words or phrases in the text that are important to teach**? Can you think of **others you would like to add** during the lesson?
- **Choose 2 words/ phrases** to prepare exercises for.
- **Both words:** Find out more information about their meaning and use on the **Academic Word List** (http://www.uefap.com/vocab/select/awl.htm) or **Just-the-word** (www.just-the-word.com).
  - **Word/ phrase 1:** Find exercises to teach the word through the Word Generation online materials (Hint: You will find relevant exercises by going to http://wordgen.serpmedia.org/student.html > Science Generation > Life Science/ Thinking about natural selection, and downloading the PDF exercises. Within PDF: Depending on your chosen word, p.5-6, p.7-8, p.15, or p.18 might prove particularly helpful.)
  - **Word/phrase 2:** Come up with your own exercises to teach it using the ideas in **"Exercises for Vocabulary Teaching"** in **Appendix C**.
- Evaluate the materials you found and created using the **checklist "Evaluating a vocabulary exercise"** in **Appendix A.**
- What were the **different online sources useful for**, and what did you need to add yourself?

Bonus Task *(if time permits):*
3) Creating a language-conscious lesson plans - Integrate the text into your lesson.
  You have now supplemented your text with vocabulary exercises. Next, think about how you would use the text in your lesson:
- Look back at your **notes from Task 1** where you **evaluated your text** using the Checklist in Appendix B. Decide: What would you need to do with the text to improve on its usefulness?
- Find ideas for **pre, during and post-reading tasks** based on your note on potential difficulties from task 1. You can use ideas from **Appendix C** or **browse Word Generation, EAL Nexus, and BBC Bitesize** for ideas and materials.
- Look at the ideas you collected. Would you **use the text and exercises in your class**? Would **you use the web sources again**? Give **reasons** for your decision.

Appendix
Appendix A) Reading text
Those Poor Pigeons!
(adapted from Word Generation, "Thinking about Natural Selection")

Setting: It's early morning. Erica and Shawnte are sitting on the steps outside of school. Will walks up to them. Erica looks upset.

Will: What's wrong with Erica?

Shawnte: She's been quiet since I got here. Erica, what's up?

Erica: My dad ran over some birds by the park.

Shawnte and Will: What?!

Shawnte: That's messed up. What happened?

Erica: There were lots of pigeons on the road and my dad just drove right through them. I thought they'd get out of the way, but it felt like we ran over something. There were feathers under the car when I got out. It made me feel terrible.

Will: Good for your dad. Pigeons are nasty birds. There are too many of them anyway.

Shawnte: It doesn't matter how many there are. It's still wrong to kill them!

Erica: My dad said that if they weren't fast enough to get out of the way, they didn't deserve to survive. He said he was helping the pigeon population by killing the slow and dumb ones. Which I think is kind of sick.

Will: How does killing pigeons help them? I don't get it.

Erica: Well, he said if you kill all the slow and stupid pigeons, only the smart and fast ones survive. You're helping nature with natural selection.

Shawnte: It doesn't sound natural; it sounds pretty messed up to me.

Shawnte, Will, and Erica keep talking. Erica pulls up an entry for natural selection on her phone, but it doesn't make much sense to her. She doubts Shawnte will get it either, but she decides to read it out loud anyway.

Erica: I'm not sure, but I think this is the basic idea. Listen:

Natural selection is the gradual, non-random process by which biological traits become either more or less common in a population as a function of differential reproduction of their bearers. It is a key mechanism of evolution.

Shawnte: Oh, that probably just means there's, like, a type of bird or fish and some are red and some are green. Say the red ones do better for some reason and the green ones bite the dust more often. Of course, you'd get more baby red ones going forward even if the colour was just random before.

Erica: *(shocked that Shawnte understood)* Who ARE you? And what have you done with Shawnte?

Shawnte: *(ignoring the insult)* Maybe your dad thinks that since he killed the slow pigeons, the ones that are left will have babies that will be smarter or faster.

Will: Maybe after enough time we'll have pigeons with super powers! I saw this TV show a couple of weeks ago about how some pigeons have a GPS in their head. They can sense where they are and find their way home. That's like a super power.

Shawnte: Yeah, right. I'm looking that up. What were those pigeons called?

Will: Homing pigeons, I think.

Shawnte: Hang on...whoa! This says that pigeons can find their way home from a thousand miles away! Some people even have racing pigeons and breed their own pigeons.

Erica: Is pigeon breeding like dog breeding? My friend's mom breeds dogs. She finds dogs that have traits like soft fur and cute faces and has them make puppies.

Shawnte: Hey, it says here that Charles Darwin did sort of the same thing as your friend's mom. But he bred pigeons, not dogs.

Will: We learned about Darwin earlier. He was that evolution guy. So breeding is a kind of evolution?

Shawnte: That makes sense! By mating certain dogs together, you can get puppies with the traits you want. The dog population changes over the generations.

Erica: But I thought evolution was all about survival of the strongest. My friend's mom breeds dogs to be cute and fuzzy. Those dogs are pretty weak.

Will: **Evolution** is just living things changing over time. It doesn't say that they have to get stronger or faster. If that was true, everything would be super buff.

Appendix B) Checklist for evaluating materials

Evaluating a text

Questions to ask:	Where to go next:
What background knowledge does the text build on?	Are there pre- and during-reading exercises you could use to activate the required knowledge? E.g. ideas in **Appendix C**
What academic, idiomatic or figurative **words or phrases** are in the text? Is the vocabulary **comprehensible** to your students (because known, in informative context, or explained in glossaries etc.)? What **needs teaching?**	See **Appendix C** and **online sources** such as Word Generation for ideas on how to teach
What is the **text difficulty** overall? Focus on: - Coherence (headlines, linking phrases, structure) - Linguistic and content difficulty - Length - Motivation/ Relevance to students	If the text can be improved in any of these domains, consider: - Altering its coherence - In- or decreasing its difficulty - Cutting/Expanding - Enhancing its relevance
What **additional materials** come with the text? (e.g. visuals, exercises, word lists)	If you want further materials: - See **EAL Nexus, BBC Bitesize, and Word Generation** - Create your own (**see Appendix C**)

Evaluating a vocabulary exercise

(Adapted from chapter 3 in Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.)

Questions to ask:	Where to go next:
What is the **learning goal** of the exercise? (e.g. spelling, meaning, use in context/ phrases, morphology)	Decide if - the exercise meets the criterion, - and if not, if that is okay for your **or** - if you want to adapt the exercise you have (See ideas in **Appendix C**) **or** - choose another exercise (see sources for materials on vocabulary in **Reference list**).
What **psychological conditions** does the exercise use to achieve the learning goal? **Three conditions:** 1. How does the exercise support **noticing**? e.g. by underlining, decontextualizing, providing definition, making word relevant 2. How does the exercise support **retrieval**? e.g. through repetition, use in speaking or writing? 3. How does the exercise support **generation**?	
What are **observable signs** of learning?	
What **additional information** is provided about the word? (e.g. visuals, contexts used in, morphology)	

Appendix C) Exercises for vocabulary and reading comprehension

Ideas vocabulary exercises

- **Morphological decomposition**, e.g. *generate-generation, beautiful-beauty*
- Present **words/phrases in use**, explain with image or example, e.g. using concordances, just-the-word, annotated images
- **Present and highlight in text**, e.g. through underlining, making part of reading-related exercise, providing glossary, encouraging use of external sources (e.g. dictionaries, just-the word etc.)
- Introduce structures with the **functions they are used for**, e.g. *therefore, however, consequently- linking in academic texts*
- Create **tasks where new words are used**, e.g. *write text with new linking words, discuss position on expository text, many examples on Word Generation*
- Use of **cognates**
- **"What is it?"** technique- problem solving, use word in many sentences until almost all students have inferred its meaning
- "**It's my word"** - Learners present a word

Ideas reading comprehension exercises

- **Pre-reading:**
  - **Activate background knowledge**, e.g. *make predictions about content based on headline, provide image or story that frames text*
  - **Pre-teach vocabulary**, e.g. *as part of discussion of topic, or through exercises above*
  - **Increase relevance** of text, e.g. *linking to students' personal experience, school life*
- **During reading:**
  - Encourage **comprehension monitoring**
    - Identify unclear words or sentences
    - Encourage use of paraphrase, external sources, and asking others to solve misunderstanding
  - Encourage **deep reading**
    - Bridging inference, e.g. *asking questions that check and promote linking text elements*
    - Elaboration, e.g. *linking to background knowledge*
    - Using logic, e.g. *verifying thought process presented in text*
    - Prediction, e.g. *stop at critical point in text and let students predict rest*
    - Questioning the author
- **Post reading:**
  - **Summarise** main ideas
  - **Write** response/analysis of text
  - Further ideas for **D**irected **A**ctivities **R**elated to **T**exts (**DART**s): https://eal.britishcouncil.org/teachers/great-ideas-darts