English at upper secondary

- Effective English teaching of low achieving students in the Norwegian upper secondary school.
- Strategies, implicit, and explicit language learning.

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Lesesenteret
Structure:

• **Introduction**: Terminology and theory
• **Main topic**: 4 methods. Key word: Reading comprehension.
  – feel free to ask
• **Closing**: language?
• List of references
Effective, strategic...meaning what?

A) Effective:
- Documented and/or experienced effect. Short-term and long-term programmes and effects

B) Strategic, implicit/explicit:
- Strategies = what we do to learn
- Implicit learning = what we learn without explicit instruction (both in and out of school)
- Explicit learning/teaching = what the teacher teaches

C) Low achievers = target group of NyGIV.
- English skills in upper secondary vary considerably!
Examples: explicit vs. implicit

**Explicit**
- Focussed
- Strategies such as prereading (BISON) or prewriting (mindmap)
- Vocabulary exercises
- Grammar instruction
- Most in-school text reading (intensive)
- Often short term

**Implicit**
- “Natural”, non-instructed learning
- Out-of-school learning from books, TV/film, PC or travel
- *Extensive Reading* and CORI, i.e. long term programmes and effects
Consider:

- School dilemma in EFL? *explicit teacher-instructed input but extensive non-instructed output from students* (Hestetræet, 2012)
- Intensive reading / extensive reading
- Explicit teaching / implicit learning?
- Effective EFL teaching includes both explicit instruction (e.g. text book) and indirect learning from interesting reading material (e.g. CORI, *Extensive Reading*)
- EFL = English as a Foreign Language
Some things are best learnt by explicit instruction, others are acquired implicitly.
NyGIV = low achievers

- Dyslexics and recent immigrants may have special challenges = not the topic of today
- Consequences of low achievement in English may be dramatic, especially for YF/vocational students:
- English average (3 yrs) «standpunkt» YF 2009-2012:
- **Mark 1 = 3 %** of the students; **Mark 2 = 19 %** (Figures from KD 06.03.13). Prepared for what? Work? Further study?
The English class

- Most classes are **mixed**
- -> I present methods which can facilitate learning at many levels
Four methods today

1. Concept-Oriented Teaching (based on CORI)
2. FYR = Focus on relevance and vocation
3. Extensive Reading
4. Quick-fix vocabulary exercises

- These methods provide in varying degrees for **mixed classes** consisting of both high and low achievers.

- Choose what YOU think will work for YOUR group, as well as what YOU feel comfortable with.
1. Concept-oriented teaching

- From Guthrie (2003, 2004): «Concept-Oriented Reading Instruction» = CORI
- Developed for early grades L1 reading
- Focus on **comprehension**, i.e. reading for understanding
- Systematic and long-term instruction
- Keywords: strategies, focus on topic/concept, plenty of reading material in several genres, includes creative exercises
- Will it work with older students learning L2 and with fewer lessons?
CORI – the six strategies (Guthrie 2003)

1. **Activate background knowledge** prior to reading
2. **Questioning**: the reader/student formulates questions to what has just been read, during or after reading
3. **Searching for information**: students locate critical information in the text(s)
4. **Summarizing**: a section, a chapter, a full text - post reading exercise by students in pairs/groups
5. **Organizing graphically**: concept maps, diagrams, and charts, before and/or after reading
6. **Structuring stories**: chart of characters, plot, and theme in stories
EFL teaching with CORI

- CORI-strategies 1, 3, and 4 are useful in general EFL instruction:
- Activating **background** knowledge, using information **searching** as a reading strategy, and **summarizing** after reading
- All CORI-strategies except no. 6 can be useful in organising **YF-EFL in cross-subject** learning (FYR)
- Strategy no. 6 may be useful when getting **low achievers** started writing. (Accomodate to serve factual texts as well by providing pre-writing tasks which help students with ideas and organising texts.)
Core CORI for upper grades EFL:

• Select **few concept areas**: choose only some relevant texts from the text book
• **Prepare** reading; activate knowledge, check vocabulary/key words (strategies)
• **Supply** texts, many and varied
• Students produce texts, maps, figures etc (strategies)
• **Summarize** learning, e.g. by keeping logs
• Spend **enough time** on each concept area
• Concepts may be «political system» (activate prior knowledge, relate to Norway/Social Science)...
• ...or cross-subject projects like «safety on the construction site»
... AND THEN I HEARD A LOUD BANG AND WHEN I TURNED BACK HE WAS GONE.
2. FYR (Fellesfag, Yrkesretting, Relevans)

- Part of Ny GIV sharing its aim to...
- ...reduce the number of dropouts in upper secondary
- Initiated by KD for the school subjects Norwegian, English, Maths, and Natural Science
- Shares the CORI «integrated learning perspective»
- www.fremmedspraksenteret.no Find Ny GIV - FYR, see e.g. Service og Samferdsel: Travel in the UK.
- NDLA: http://nygiv.ndla.no/ has more FYR
Example from Bjørg Mjåen, Gand vgs.

- BBC series «Engineering Connections» on Youtube: Richard Hammond presents the Sidney Opera House: http://www.youtube.com/watch?v=-DZ3qpNoYeM
- **Activate background knowledge** on the concept of engineering/building/construction...
- ...e.g. by preparing vocabulary
- Watch (twice?), take notes and write a text (specify!)
- **Expand**: supply relevant texts and expand to other buildings and/or engineering-related topics
- Suggestion for further study: use the video to activate knowledge on Australia and make this your next concept-oriented reading instruction
### Sydney Opera House vocabulary

*Find the words used in building construction. Find words that are the same or almost the same in Norwegian.*

<table>
<thead>
<tr>
<th>English</th>
<th>Norwegian</th>
</tr>
</thead>
<tbody>
<tr>
<td>armadillo</td>
<td>armadillo</td>
</tr>
<tr>
<td>woodcraft</td>
<td>greifverk</td>
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<tr>
<td>glue</td>
<td>skiveklist</td>
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<tr>
<td>collapsible</td>
<td>medfyllbar</td>
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<tr>
<td>completed</td>
<td>ferdig</td>
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<tr>
<td>construction</td>
<td>bygging</td>
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<tr>
<td>structure</td>
<td>struktur</td>
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<tr>
<td>shape</td>
<td>form</td>
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<td>stage</td>
<td>scene</td>
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<td>icon</td>
<td>ikon</td>
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<td>delay</td>
<td>avslag</td>
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<td>equipment</td>
<td>utstyr</td>
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<td>frame</td>
<td>ramme</td>
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<td>inspire</td>
<td>inspire</td>
</tr>
<tr>
<td>challenge</td>
<td>utfordring</td>
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<tr>
<td>principle</td>
<td>princip</td>
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<td>sculpture</td>
<td>skulptur</td>
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<td>create</td>
<td>skape</td>
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<td>space</td>
<td>rom</td>
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<tr>
<td>scale</td>
<td>skala</td>
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<tr>
<td>architect</td>
<td>arkitekt</td>
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<tr>
<td>design</td>
<td>design</td>
</tr>
<tr>
<td>curved</td>
<td>bukket</td>
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<tr>
<td>mould</td>
<td>mold</td>
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<tr>
<td>steel</td>
<td>stål</td>
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<tr>
<td>concrete</td>
<td>betong</td>
</tr>
<tr>
<td>piece</td>
<td>part</td>
</tr>
<tr>
<td>cord</td>
<td>kord</td>
</tr>
<tr>
<td>engineer</td>
<td>ingeniør</td>
</tr>
</tbody>
</table>

**Who is/was Jørn Utzon?**
3. Extensive Reading (ER)

- Also known as *Free Voluntary Reading* (Krashen)
- Related to *Book Flooding* (Elley)
- Many experimental studies worldwide document positive effects (Grabe 2009 provides an overview)
- Especially developed within EFL teaching, but also used in ESL (Hafiz & Tudor), jf. norsk for minoritetsspråklige
- *Extracurricular bookreading* is the most significant factor in English competence among 101 international students in the USA (Gradman & Hanania)
- Some students read books in English already = model readers
ER develops:

- Automaticity in word recognition -> fluency in reading
- Vocabulary + spelling – repeated exposure is necessary for word acquisition
- L2 syntax and grammar
- (Low level) text structure, e.g. paragraphs
- (Higher level) story structure
- Comprehension: meaningful guessing from context
- Students’ horizons/background knowledge...
- Stamina in reading
- **Above all: ER consolidates English skills through repetition**
How ER works in a theoretical framework (Koda)

- Koda (2005) expert on reading and L2 reading
- 3 processes in reading (L1 and L2): decoding, text information processing, and situation model building (= avkoding, enkel forståelse, avansert forståelse)
- 3 competencies by readers: visual word recognition, incremental information integration, and prior knowledge consolidation (= automatisk ordgjenkjennelse, førsteforståelse av sammenheng, bygge og befeste (forhånds)kunnskap)
- ER involves and develops all 3 competencies
- ER takes time, but may have positive effects also on L1 reading, especially among poor readers.
How ER works in practice

• Silent book reading, preferably also out of school
• Students share their reading experiences informally
• **Make a routine** of stressfree reading, e.g. 2 times 30 mins every week
• Teacher reads too!
• Takes time, i.e. an ER project must last months!
The ER library:

- Attractive reading material
- Includes easily understandable books – «fist test»
- Thin books, all levels, series, fiction and facts
- Students may bring their own books
- A room suited for reading with as few distractors as possible
- Easy exchange of books - accessibility
- A log for students?
- A log for teacher on loans
Books written for educational purposes...

*Oxford Bookworms:* high quality books produced by authors for learners

E.g. "Titanic" by Tim Vicary. Awardwinner
Hooked on series (very often for girls)...

[Images of Sweet Valley High book covers: All Night Long, Dear Sister, Playing with Fire]
Stephenie Meyer: *The Twilight Saga* etc...

http://www.stephениemeyer.com
ER for unwilling readers

REMEMBER: Students may hate reading, but still accept that reading English books will promote English skills

• Provide thin books!
• Book titles known from films, TV series etc
• Books may have illustrations, but cartoons do not provide enough running text (try Anime or cartoon versions of books such as Stormbreaker, though)
• Children’s books which are not too childish, e.g. Roald Dahl
• Series of graded readers for L1 learners can be used if topic is still interesting
• Factual books interest some, especially boys
Website with tasks

Come eight in a box

Weird Creatures

Solskjær: A Football Legend

The Old Man and the Sea

Ligers and Tigers

Sometimes lions and tigers have children together, but almost never in the wild. Most lions live in Africa and most tigers in Asia. So it’s difficult for them to have children together. Normally, they are not even friends at all.

Three levels

Audiorecorded
Suspense, horror, fantasy...

• http://www.scholastic.com/goosebumps/books_audio/index.htm
Roald Dahl’s books... well known and liked, includes illustrations, some are difficult
Books known from films...
Browsing for books, try e.g.:


- The titles are not particularly childish, and include books such as *Harry Potter*, *The Hobbit*, *Matilda* etc.

- Includes both *Goosebumps* and *Sweet Valley High* among the kid’s own favourites.

- [http://www.scholastic.com/kids/stacks/books/?lnkid=stacks/nav/b_and_a/main](http://www.scholastic.com/kids/stacks/books/?lnkid=stacks/nav/b_and_a/main) with «games» (sparetime only!)

- Try a well-assorted bookstore – they can order for you, cheaper than you’d think
3. Quickfix A: connectives/tekstbinding

- Teach connectives to improve students’ texts
- Parallel learning in Norwegian and English
- Short term effect only unless...
- Repeat exercises for students’ autonomous use
Connectives/Tekstbinding

• and
• but
• First, secondly, thirdly
• Also, besides, in addition, further, furthermore
• For example, such as
• However, although, even though
• On the one hand, on the other hand
• Summing up, as a result

• og
• men
• For det første...
• I tillegg, videre
• For eksempel
• Likevel
• På den ene siden...
• Til slutt, som konklusjon
Frame text for reluctant writers

**Task 1: fill in below (connectives are given)**

*I like my teacher ...., because .... Further, I think that he/she is.... Besides, he/she has a good sense of humour, but he/she ....*

*Summing up, .... is my favourite teacher.*

**Task 2:**

- Translate your text into Norwegian
- Write again about something else, e.g. your mobile phone, your favourite game, a famous person you want to present, one of your vocational projects.
The Sandwich model of text writing

• Bread: Opening
• Filling
• Filling
• Filling
• Bread: Closing
• One dot = one sentence
• Filling = explanations and examples, pros and cons
• Repeat some of the opening in the summary as a conclusion
Example of sandwich-structured text

- Most people in Britain speak English.
- Some people in Britain speak other languages, for example Welsh or Hindi. And some speak dialects of English which may be difficult to understand. For example northern dialects sound very different from dialects in the south.
- But if you know a little bit of English, you will get far when visiting Great Britain.

Task: Find the connectives! Suggest others.
(text adapted from a text book for lower secondary EFL)
4. Quickfix B: vocabulary - affixes

- Teach words and meaning through the use of prefixes and suffixes (affixes)
- Parallel learning in English and Norwegian
- Builds (passive) vocabulary which in turn aids text comprehension
- Learning how to use dictionaries
- Short term effect in reading, probably only low effect on students’ writing skills (c. 10 exposures of a word in context is needed for acquisition to take place).
- Repeat after a while?
Expanding vocabulary quickly

1. **Provide students with common prefixes and suffixes**: un-, im-, mis-, re- + -able, -ing, -ly, -er...
   «How many different words can you find beginning with IM-?»
   «What do they mean in Norwegian?»

2. **Provide word roots**.
   «How many new words can you make by adding prefixes and/or suffixes?» «What do they mean in Norwegian?»

3. **Provide meaningful prefixes/affixes** e.g.: auto, bi, extra, mobile, phone, super...
   «In pairs, make a power point presentation of 5 words beginning or ending with one of the affixes above. Use a dictionary», e.g.
## 1. AFFIXES change the meaning of words:

<table>
<thead>
<tr>
<th>Affix</th>
<th>Root</th>
<th>Suffix</th>
<th>Norwegian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un-</td>
<td>do</td>
<td>-able</td>
<td>Gjøre</td>
</tr>
<tr>
<td>Im-</td>
<td>think</td>
<td>-ing</td>
<td>Tenke</td>
</tr>
<tr>
<td>Re-</td>
<td>possible</td>
<td>-er</td>
<td>Mulig</td>
</tr>
<tr>
<td>Mis-</td>
<td>predict</td>
<td>-ly</td>
<td>Forutsi</td>
</tr>
<tr>
<td>Be-</td>
<td>understand</td>
<td>-bility/ability/ibility</td>
<td>forstå</td>
</tr>
<tr>
<td>etc.</td>
<td>friend</td>
<td>-ness etc.</td>
<td>Venn</td>
</tr>
</tbody>
</table>

### examples:

- doable/undoable
- thinker
- rethink
- impossibility
- unthinkable
- misunderstanding
- unpredictable
- unfriendliness
- befriend

- Ugjørlig
- Tenker (subst)
- Tenk på ny (verb)
- Umulighet
- Utenkelig
- Misforståelse
- Uforutsigbar
- Uvennlighet
- Bli venner med...
2. The ROOT of a word may appear in many different words:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root/word</th>
<th>Suffix</th>
<th>Norwegian</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT</td>
<td>port</td>
<td>-able</td>
<td>Importere + eksportere</td>
</tr>
<tr>
<td></td>
<td>Import reporting</td>
<td>-ability</td>
<td>Deportere</td>
</tr>
<tr>
<td></td>
<td>portable supporting</td>
<td>-er</td>
<td>Rapportere</td>
</tr>
<tr>
<td></td>
<td>supporters</td>
<td>-ing</td>
<td>Bærbar</td>
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<tr>
<td></td>
<td>transport</td>
<td></td>
<td>dørvakt, bærer + portør (sykehus)</td>
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<td>Støttende</td>
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<td></td>
<td>Supportere/fans</td>
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<td></td>
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<td></td>
<td>Havn + lufthavn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transport...</td>
</tr>
</tbody>
</table>

| Im-      | FIX                | -ing       | Importere + eksportere                        |
| Un-      | PART               | -ly        | Deportere                                      |
| Be-      | PRESS              | -able      | Rapportere                                      |
| In-      | STOP               | -ive       | Bærbar                                         |
|          | FRIEND             | -ed        | dørvakt, bærer + portør (sykehus)              |
|          | KISS               |            | Støttende                                      |
|          |                    |            | Supportere/fans                                |
|          |                    |            | Havn + lufthavn                                |
|          |                    |            | Transport...                                   |
Summary:

• **Content-oriented learning**, CORI, enhances understanding in more than one subject and/or aims at more holistic learning

• **Vocational** contents learning may be one integrated CORI-approach

• Holistic, implicit learning is achieved by **reading extensively**

• Explicit, focussed, «quick-fix» **vocabulary instruction** may enhance reading comprehension and students’ texts
Tip 2: Aim at

- **Oral exercises**, i.e. oral *practice*, not just testing
- Developing **automaticity** in reading (fluency)
- Developing **vocabulary** implicitly as well as explicitly
- Developing **concept-knowledge** (in a few areas, not all, i.e. SELECT and DISCARD)
- **Comprehension** and motivation
- Supplying **strategies** the students can handle and make their own for self-initiated use
- Structured **archives of writing**: students’ writing books, or electronic files (logs)
Tip 1: Avoid

- **Films** – they take too much of your time; choose short films and instructive videos
- Depending solely on the **text book** – find material to supply the text book
- **Too many texts** – choose fewer, work more thoroughly with them, supply material (again)
- **Too few, heavy-weight essays** – give more, shorter writing tasks which are faster to mark for feedback and/or for students to revise and develop
- Too many oral presentations?
Any questions?

- Send tips to hildegunn.stole@uis.no
- Check Reading Centre webpages: www.lesesenteret.no
- Norwegian or English for this lecture? Respond now and/or on Questback (electronically)
- Thank you!
- Next: motivation, reading, and writing with Ragnhild Lund (HiVe)
References:

- Guthrie (2004) «Differentiating Instruction for Struggling Readers within the CORI classroom», in Guthrie et al. (eds) *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*.
- Hafiz and Tudor (1989) "Extensive reading and the development of language skills", in *ELT* 43 (1).