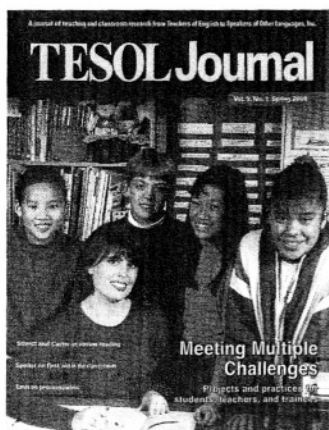


CONTENTS

TESOL Journal

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CALL FOR PAPERS 2001

Sustained Content for Language Learning
Coeditors: John Murphy and Fredricka L. Stoller 3

ARTICLES

The Lexical Advantages of Narrow Reading for Second Language Learners
Exposure to recurrent topics and vocabulary in authentic texts helps students develop reading competence and confidence.
Norbert Schmitt and Ronald Carter 4

Project Homeland: Crossing Cultural Boundaries in the ESL Classroom
A writing project and oral presentation engage middle school ESL students in collaborative activities that develop their understanding of and respect for one another's heritage and an appreciation for their valuable cultural contributions to the greater community.
Christina M. Ortmeier 10

Multiple-Site Practicum: Opportunities for Diverse Learning and Teaching Experiences
Hands-on teaching and tutoring and firsthand observations at a variety of sites offer MATESOL students a range of insights into the complexities of ESL students and situations to prepare them to meet the challenges of their profession.
Dilin Liu 18

Preparing ESL Students to Meet the New Standards
An inner-city, public elementary school demonstrates a coteaching model that is helping to bridge the gap between LEP students' level of content-area knowledge and grade-level expectations.
Carol Wertheimer and Andrea Honigsfeld 23

TIPS FROM THE CLASSROOM

Practicing Multiple Intelligences in an EFL Class JoEllen M. Simpson 30

First Aid in the ESL/EFL Classroom Elizabeth Specker 32

Did You Hear the News? Miriam T. Black 34

Let's Do Ordinals Judith Jabbour-Lagoeki 35

Details in ESL: Why and How Robert Hellstrom 37

REVIEWS

Pronunciation Plus: Practice Through Interaction Martin Hewings and Sharon Goldstein
Reviewed by John M. Levis 38

New Vistas, Student Book 1 H. Douglas Brown
Reviewed by Sophia Wong 39

Dictionaries Jon Wright
Reviewed by Susan Holzman 40

Brief Notices 42

HEARD ON THE WEB

Reading Aloud: Summary of a TESOL-L Thread
Margaret Young 44

Computer Technology: Is It Worthwhile in TESOL?
Deborah Healey 44

DEPARTMENTS

Guidelines for Contributors 46

Membership Application 48



Cover design by Charles Akins.

5. The fifth step was done as individual homework to

emphasize intrapersonal intelligence: to free write about what students considered to be the differences between paragraphs in English and Spanish (their native language).

6. The next class period was dedicated to the final two intelligences and the practical application of this extended exercise: writing a paragraph. For logical-mathematical intelligence, students created a word find or a crossword puzzle using concepts of paragraph structure (see the sample word find puzzle on page 31).
7. In the final activity, students used their musical intelligence. Either individually or in groups, students wrote songs about paragraph structure and then sang them to the class. I was quite impressed by the imagination of the students (see the sample song at right).

Applying MI Theory to Writing

As a final task, students wrote a paragraph in English on the topic of their choice. They brainstormed, clustered, and did free writing to find a topic before writing their paragraphs. The students demonstrated an awareness of the different parts of the academic paragraph in English. As they wrote, they asked questions about the

Song About Understanding Paragraph Structure Using Musical Intelligence

Music smart

Writing a paragraph is not
so hard as you think it is
you have to organize the ideas
that you have in mind

How easy, it would be to
write it down right now
more than words is all you
have to do to make it real
let your mind works out
in a paragraph that's all
you have to do

Written by Emilia Arias and Maritza Rendón, Universidad del Valle, Colombia. Used with permission.

topic sentence, related the body sentences to the central topic, and used concluding sentences. Most important, they left the class motivated to continue learning about paragraphs in English through nontraditional techniques.

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First Aid in the ESL/EFL Classroom

Elizabeth Specker

Many students overseas have different ideas about what to do in an emergency situation. Often their ideas are based on old myths, a lack of knowledge about current medical practices, or melodramatic TV shows. An easy and enjoyable way to introduce first aid practices to your ESL/EFL students is through simple lesson plans. The lesson can be used to teach practical safety and lifesaving techniques as well as language

skills, such as speaking. It can also be used to reinforce particular grammar points, such as the use of imperative forms. The lesson can be used with any age group, although I have used it with 5th- through 8th-grade students in an EFL setting. The students had fun while learning first aid in the process. Two years later, my students still say, "Stop! Drop! And Roll!"

Preparation

1. I highly recommend taking a first aid or first responder course from the local American Red Cross or a similar organization, if you have never done so. It could be a lifesaving experience. Otherwise, check your local library for a copy of a recent first aid course book, such as one of the titles listed as a resource (see top of p. 33). Read the book

to orient yourself to the procedures and background information.

2. Decide which topics are suitable for your class level. Start out with easy topics, such as cuts, scrapes, and burns. Then, graduate to slightly more involved topics, such as choking, broken bones, and splinting. Always teach the phrase: "Get help." If you are teaching in the United States, instruct students how to call the emergency number 911; it is easy for them to remember. If you are overseas, check with local authorities for the quickest way to get help in an emergency.

3. Make some charts (see below for sample charts) so students can read and follow the instructions. Isolate vocabulary that might be difficult for students, such as words heard infrequently or only in medical situations (e.g., *victim*, *wound*, *blister*, *bandage*, *elevate*, or *pressure*).

Warm-Up Activity

For each lesson, start with an icebreaker to get the students in the emergency situation mind-set. An example warm-up activity for the first lesson is to ask one student to volunteer to come to the front of the room. Tape a hand-drawn picture of flames of fire to the volunteer and loudly tell the student, "You're on fire!" Usually, the student reacts appropriately by running around and yelling "Help! Help!" Then, ask the class what they would do to help the victim and work through the responses until someone correctly suggests rolling the victim on the ground (Stop! Drop! And Roll!). By this time, however, the volunteer is completely burned up. Stress to the students that quick thinking is needed in all emergency situations.

Procedure

1. At the beginning of each lesson, try a small role play with a few volunteers to introduce the lesson. For example, when teaching splinting, set up a story for the students: "You are walking in the woods with two friends and one of them falls down and breaks his leg. What would you do?" Or, "You are in a restaurant, and someone starts to choke. What would you do?" Common sense and quick thinking should always prevail.

First Aid Resource Books

American Red Cross first aid: Responding to emergencies (2nd ed.). (1996). St. Louis, MO: Mosby Year Book.

The American Red Cross first aid and safety handbook. (1992). Prepared by the American Red Cross and Kathleen A. Handal, et al. Boston: Little Brown.

- It is also helpful to get started by asking students about their experiences or how they would handle an emergency situation. In this way, both the teacher and the students can learn about each other's cultures and ideas.
- With the introduction of each topic, show the students the instructional chart and mimic the actions needed. For instance, if "Wash under cold water" is

the instruction, pretend to wash your hands.

- Explain confusing or new vocabulary to the students.
- Have the students go through the actions of the instructional chart with you. Later, you can quiz them with a Simon Says-type game to reinforce the motions and the phrases. Even beginning-level students will be able to repeat the motions and chant the phrases. This reinforces the imperative form of the verb and starts the students on the path toward the upcoming group work. Hopefully, it will also help students remember what to do in a real emergency situation.
- Reinforce the lesson by reminding the students to always "Stay calm" and "Talk to the victim" because it helps the victim to hear someone reassuring them that things will be OK.
- After teaching the routine, split the students into pairs and tell them to take turns doing the first aid lesson. To practice the imperative forms, the victim should tell the other student what to do.

Follow-Up Activity

Depending on the focus of the lesson, there are a variety of ways to follow up. An easy way to involve all students is to split the class into groups. Give each group a card with an emergency situation written on it. The groups must either spontaneously solve the situation amongst themselves, or the teacher can extend the exercise by having the groups write a dialogue and perform the emergency in front of the class. Either way reinforces the logic of quick thinking and common sense in an emergency situation. Another follow-up activity is to have students create a first aid kit and decide what to include in it. They can then make one for their home or workplace.

Author

Elizabeth Specker recently served in the Peace Corps as an EFL teacher in Romania. She is currently teaching ESL and working on an MA in applied linguistics at Ohio University, in the United States.

Sample First Aid Instructional Charts

CUTS & SCRAPES

- WASH WITH COLD WATER AND SOAP
- COVER THE WOUND

MAJOR WOUNDS

- APPLY PRESSURE TO THE WOUND
- APPLY A BANDAGE
- ELEVATE
- GET HELP (CALL 911)

SMALL BURNS

- PUT UNDER COLD WATER
- COVER LIGHTLY WITH A LOOSE BANDAGE
- DON'T BREAK BLISTERS
- DON'T APPLY BUTTER OR OIL

LARGE BURNS

- PUT UNDER COLD WATER
- COVER LIGHTLY WITH A LOOSE BANDAGE
- DON'T APPLY ICE
- DON'T TRY TO CLEAN
- GET HELP (CALL 911)

ON FIRE

STOP! DROP! AND ROLL!