

Unit 7: Think smart

Goals:

- Speaking: Multiple Intelligences
- Reading for meaning
- Discussion and interaction (role-plays)
- Writing: cover letters
- Process writing (with peer-editing)
- Reflection and self-assessment

Before looking at Cover Letters (format and style) this Unit introduces the concept of Multiple Intelligences. This has become a popular concept in language teaching, though it calls for special attention when applying it in the EFL classroom. The approach taken in this Unit is simply to make the students aware of this concept, so that they can explore its implications for themselves. While there are no 'rules' for choosing one's career according to one's intelligences, and while everyone is unique in what they bring to their career, it is hoped that the attention given here to the concept of matching one's personality and talents to a future career will promote discussion and reflection among the students.

Arnold, J., & Fonseca, M. C. (2004). Multiple intelligence theory and foreign language learning: A brain-based perspective. *IJES*: <http://www.um.es/ijes/vol4n1/06-JArnold&MCFonseca.pdf>.

Christison, M. A. (2005). *Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources*. Alta Book Center.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gardner, H. (1993). *The unschooled mind: How children think and how schools should teach*. Basic Books.

Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice*. Basic Books.

Extra resources (reference, reading, writing, listening, viewing, games and puzzles, links for teachers) can be found on the website for Book 2: www.finchpark.com/KNUFLE/book-2/.

Page 61: Think smart

Goals	Self-reflection, introduction to a wider view of intelligence
Input	Information, instructions, images
Activities	Estimating strengths of different intelligences, discussion
Teacher's role	Facilitator, monitor
Students' role	Participant, conversation partner
Settings	Classroom, individuals, pairs

The goal of this activity is consciousness-raising, as with the first pages of other Units. This consciousness-raising leads to reflection and goal setting.

This page introduces the concept of Multiple Intelligences (MI), but uses the word 'smart' when describing the different types. Students will be familiar with this term from their experience of 'smart phones,' 'smart learning,' and even 'smart testing' (the National English Ability Test). The pictures on this page suggest meanings for the terms and students are invited to assess their scores (1 to 5) based on their perceptions of these meanings. More detailed explanations appear on the following page.

We are setting the schema at present, so there is no need to go beyond basic ideas. We simply want the students to start thinking about the concept of having different abilities, and this page is about getting them to express their perceptions. The teacher might wish to point out that no particular intelligences are intrinsically more valid than others. Just because someone is logically 'smart', this does not mean that he/she is more 'intelligent' than someone who is nature smart. They are simply different. If students can grasp this idea, then we will be helping them to broaden their minds and also to respect their own skills and abilities.

Page 62: Reading: Multiple Intelligences

Goals	Group reading, deduction, inference, discussion
Input	Information, instructions, images
Activities	Reading the texts and reflecting on the personal level of different intelligences
Teacher's role	Facilitator, monitor
Students' role	Participant, conversation partner
Settings	Classroom, groups

This reading activity builds on the previous page by giving information about the different types of Multiple Intelligences. Students read the description of each type of intelligence (together, or in turns) and fill in the appropriate section of the target-shaped chart in the middle of the page. When completed, they should have a profile of their intelligences (or their perceptions of their intelligences). They will probably not have met the idea of Multiple Intelligences before, so this activity will help to free them from ideas that: i) everyone must achieve the same goals; and ii) only these goals are valid.

Students then discuss their charts (bottom of the page). These questions encourage students to think about their intelligences, and also to think about the implications. This topic is looked at in a different format on the following page.

An understanding of the concept of Multiple Intelligences (and different learning styles) will help students to understand that they are not necessarily failures if they do not meet the goals of institutions, since these are usually based on logical and linguistic intelligences and auditory learning styles. Instead, it will be good for students to make their own larger goals, based on an understanding of their talents. Teachers should also be aware that their students possess different learning styles and abilities and need a mix of lesson content,

style, procedure, and format. In this context, the goals of *Freshman English 1* and *2* focus on the 'big picture' through their integrated approach and their attempt to foster linguistic, cognitive, affective, and social growth. It is hoped that students of all types of intelligences will be able to benefit from the content and the approach in these books.

Teachers might be interested in searching the Internet for articles and books on the topic of maximizing different learning styles and intelligences in the language classroom.

Page 63: Career Intelligences

Goals	Discussion, critical thinking
Input	Information, instructions, images (name cards)
Activities	Identifying jobs, matching these with MI characteristics (▶ page 62)
Teacher's role	Facilitator, monitor, participant
Students' role	Active participant, discusser
Settings	Classroom, groups

Students (in groups) look at the business cards on this page and discuss what sort of intelligences would best suit each career, using the descriptions on page 61 for reference. The benefit of this guided discussion is in the attention given to the characteristics needed to perform a career effectively. The suggestion is that different careers suit different intelligence types (cf. Unit 1 – personality), or that people with certain types (or mixes of types) might have flair and even a passion for certain careers. Implicit in the activity is the need for students to think about how their own characteristics match those of their intended careers.

The use of business cards on this page reminds students that they will be making their own business cards when they graduate. Perhaps they could even try designing some now.

The aim of this page is to help students reflect on their futures and identify possible and rational alternatives among the many opportunities currently available (▶ pages 14-15). However, they might find opposition from parents in this matter, since parents have certain (often long-standing) expectations and hopes. It could be that these pages will bring some of these conflicts to the fore, particularly in the student-designed role-plays. In this case, a sensitive approach from the instructors can be helpful on various levels.

It is interesting to note here that the Community Language Learning approach of Charles Curran is now becoming popular, due to the availability of Internet learning resources. In this approach, the teacher acts as counselor and paraphraser.

A new wave of Community Learning Languages have come into place with the internet growth and the boom of social networking technologies. These online CLLs are social network services that take advantage of the Web 2.0 concept of information sharing and collaboration tools, for which users can help other users to learn languages by direct communication or mutual correction of proposed exercises. (Wikipedia)

Curran, C. A. (1976). *Counseling-learning in second languages*. Apple River Press.

Page 64: Campus friends: Giving advice

Goals	Reading, role-play, giving advice, thanking
Input	Instructions, short dialog, sample 'thanking phrases', authentic advice from seniors (▶ page 138), space for making notes
Activities	Reading a dialog, learning 'thanking' phrases, making and performing a role-play based on the input on page 138 and the 'thanking phrases'.
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, role-play creator, interviewer, interviewee
Settings	Classroom, groups,

This page revisits the topic of advice (▶ pages 22 and 126) in order to provide some authentic input to freshman students from their seniors. Students rarely speak to anyone outside of their own circle, even in the same department, so it is normal for freshmen students not to get advice from seniors, except perhaps in the Membership Training events that they attend (though these events are often about bonding rather than advice). As a result, they often look back on their freshmen years when they become seniors and wish that they had studied harder or more effectively.

A further factor in the unwillingness of freshmen students to apply themselves to the academic (rather than social) aspects of university life is that they have typically emerged from up to 9 years of micro-managed, passive learning. During this time they were told exactly what to learn and were continuously tested on that learning through summative tests. There has been no time for creativity, language performance, acquisition of learning strategies, personal development, or anything else. In fact most freshmen have no hobbies when they get to university, since they never had any spare time in school.

Given this situation, it cannot be surprising that freshmen students often lack organizational skills, including time management, goal setting, reflection on achievements, and even study skills. These are all aspects of learning that need to be included in university studies. Students need to learn how to learn, so consciousness-raising activities are important.

The advice from authentic senior (English Education Department) students on page 138 (which is referred to on page 64) reflects their perspectives on their own situations. Some talk about getting experience and traveling abroad, some talk about studying hard, and some talk about exploring one's identity. It is hoped that freshmen who read this advice will get some idea of what to put in the role-play. These should be starting points for discussion. Perhaps they could even ask seniors in their own departments.

The lower part of this page has phrases for thanking the seniors, providing further input for the role-plays. If students have sufficient time to make these role-plays, they could be quite cathartic and open a number of affective doors.

Students (in groups) might like to perform their role-plays to other groups. It must be remembered that in the EFL situation, probably the only time that students speak English is in the classroom. Therefore if one student or one group is asked to perform to the rest of the class, the other students are NOT performing and often do not pay attention (unless doing peer-assessment). It is also stressful to perform to everyone else, using one's second language. For this reason, the presentations in *Freshman English 1* and the two projects in *Freshman English 2* come at the end of each course, where they are given two weeks for

preparation and helpful input and feedback from the teacher. Another advantage of groups performing to groups is that the level of noise in the classroom reaches a critical level at which individual speech is not noticed by other groups. Shy students can then perform their role-plays without feeling nervous.

Page 65: Cover letter: Unscramble

Goals	Introduction to cover letter format and content
Input	Information, instructions, scrambled sample cover letter
Activities	Discovery, discussion, deduction, analysis, problem solving
Teacher's role	Facilitator, monitor, language resource, participant
Students' role	Participant, discussor, agent of learning
Settings	Classroom, pairs, groups, individuals

In addition to preparing students for the authentic (real life) goal of writing a cover letter to go with an application, this page shows Ji-won's cover letter. She has copied the phrases out of a book, but in random order. Now she has to put them together in sequence. Copying from a template is a common strategy for students, especially since there are lots of books and online sites on this topic. However, the skill and craft is in putting the phrases together and using them appropriately. This is the issue that is highlighted on this page.

Students receive input on the language and formatting of cover letters by reading the sample text on this page. They then work with that input by finding a suitable sequence for the paragraphs (active reading – discussion and deduction). There is no 'correct' answer, but a suggested sequence is offered in the Answer Section at the back of the book (▶ page 159).

Paragraphs in this letter have no indenting, but have a line space after each paragraph. This is an alternative form of paragraph style that is in common use, in addition to the indented style used in *Freshman English Book 1*.

There are more links about cover letters on the website for this Unit (writing): <http://www.finchpark.com/KNUFLE/book-2/unit07/>.

Page 66: Language workshop: Relative clauses

Goals	Introduction and/or review of relative clauses, in relation to cover letters
Input	Information, instructions, sample sentences (▶ page 139)
Activities	Comprehending, deducing, applying, writing
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, discussor
Settings	Classroom, pairs

The six boxes on this page each contain two sentences. Students (pairs) find ways of combining these into one sentence, using relative clauses. Students who know how to do

this (from their high school days) can perform the activity, check the answers (▶ Word Bank, Answer Section, ▶ page 160) and move on to the next activity. Alternatively, they can help other students in their group of in the class.

Students who do not know how to combine these sentences using relative clauses can look at (▶ page 160) and the links on the website (<http://www.finchpark.com/KNUFLE/book-2/>) for this Unit. There are a number of sites that look at this aspect of grammar and lots of other sites which offer exercises at various levels of difficulty.

Students work in pairs and access various learning resources (Internet, smart phones, etc.) to find ways of combining the sentences. Perhaps they could make their own job-related sentences as well.

The purpose of this page is to help students combine two ideas in one sentence and thus save space, while refining their writing style.

Page 67: Email cover letter

Goals	Email cover letter format and contents, discussion
Input	Information, instructions, sample email, comment boxes
Activities	Discussion, clarification, identification, critical thinking
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, discussion partner (accessing knowledge)
Settings	Classroom, groups

This sample cover letter is based on the bio of Minghua (page 124). The text boxes to the right hand side of the page are left blank, so that students (groups) can discuss the format and content (▶ page 65) of each part of the email and write their own ideas regarding the functions these parts are performing. Students are thus discovering the form and content from themselves through observation, rather than being taught.

A duplicate of this page appears on page 140, with all the boxes filled in with appropriate comments. Another format (the story-based cover letter) is offered on page 141, in addition to more samples on the website for this Unit.

Basic level students can use this page as a template for their own cover letter if they wish, substituting different activities and changing words as appropriate. Advanced level students can look for ideas, patterns and structure, and use these to make the structure of their cover letters.

The final cover letter (▶ page 69) should be appropriate in length, depth, range and accuracy for the level of the students. This multilevel approach is important in both Books 1 and 2. The input is the same for everyone, but the output is different. Students generally have good reading skills, so they should be able to read the instructions (input). If not, they can ask other students or the teacher, before producing their output.

Cover letters are often sent online, so the format on this page is that of an email. Students can look back to *Freshman English 1*, Unit 1, if they want to revise appropriate email language.

Further samples and links on this topic can be found on the website for this unit: <http://www.finchpark.com/KNUFLE/book-2/>.

Page 68: My cover letter: First draft

Goals	Brainstorming, mind-mapping, process writing, peer-editing
Input	Information, instructions, space for mind-mapping and writing
Activities	Brainstorming, writing
Teacher's role	Facilitator, monitor, participant
Students' role	Participant, author
Settings	Classroom, individuals

Students are now asked to write the first draft of an email cover letter. In order to do this, they need to decide on the position they are applying for. They can check () one of the boxes at the top of the page, or they can decide on their own reason for writing the cover letter ("Other ..."). This gives them an authentic context to visualize and makes the activity more meaningful.

Students write their first draft, based on pages 65/159, 67, and 141, and the online samples (webpage for this Unit). The MS OFFICE template site also has many templates for cover letters (<http://office.microsoft.com/en-us/templates/>). Students can use the cover letters of Ji-won (▶ pages 65/159), Minghua (page 67), or Emily (▶ page 141) as templates if desired. They need not spend too much time writing in class, since peer-feedback or assistance is important.

Students are familiar by now with mind mapping, brainstorming and outlining, and they can perform these activities on their own notepaper as well as on the page.

Page 69: My cover letter: Second draft

Goals	Process writing, self-peer-editing, revising, essay writing
Input	Information, instructions, space for writing
Activities	Writing, revising, redrafting
Teacher's role	Monitor, facilitator, resource
Students' role	Author, active, editor and proofreader
Settings	Inside and outside the classroom (homework), pairs, individuals

The first activity on this page is to self/peer-edit the first drafts of page 68, referring to the cover letters of Ji-won (▶ pages 65/159), Minghua (page 67), or Emily (▶ page 141). The process is a little different here, since we are asking the students to edit in collaboration. Thus, one student shows his/her first draft to another students and they edit it together, looking at form, content, grammar, and paragraph style. This allows students to give immediate feedback to each other and to discuss that feedback.

The blank sheet on this page allows students to rewrite their cover letters according to the peer-feedback they have received. Basic level students can still use the samples as templates if the task of filling the page is too much.

Students can write their cover letter on computer if wished. This will give them their own template that can be used later on, when applying for internships, exchange student

positions, graduate schools, or jobs. This is a good approach for all the writing genres that are explored in *Freshman English*, Book 2. Once students have a 'perfect' template, they can add to it as further qualifications and experiences come along, and they can adapt it to the various application requirements.

The computer-based cover letter can be printed out and stuck to page 69. Alternatively, it can be printed out and put in the portfolio. In this case, it would be advisable to add a title, student name, student number, date, Unit number, etc.

McGuire, R. (2010). Using Peer Editing and Review in EFL Writer's Essays: [http://musashi-lib.hmjc.ac.jp/m_library/mlib_public/mlib_kiyou/kiyou%20PDF/pdf_42\(201003\)/McGUIRE.pdf](http://musashi-lib.hmjc.ac.jp/m_library/mlib_public/mlib_kiyou/kiyou%20PDF/pdf_42(201003)/McGUIRE.pdf)

Hafernik, J. J. (1983). The How and Why of Peer Editing in the ESL Writing Class. In: *CATESOL Occasional Papers, Number 10*, 48-58 Fall.

Khalid I. Al-Nafiseh (2013). Collaborative Writing and Peer-Editing in EFL Writing Classes, *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 4(2): 236-245.

Page 70: Self-assessment: My writing skills

Goals	Self-assessment, reflection, preparation, organization
Input	Information, instructions, empty page for writing
Activities	Filling in a modified DIALANG Writing assessment sheet, reflection
Teacher's role	Guide, mentor
Students' role	Author, active
Settings	Outside the classroom (homework), individuals

This self-assessment is a simplified version of the first 4 sections (A1, A2, B1, B2) of the DIALANG and is included here with permission of the DIALANG Copyright owners. As with reading (Unit 4) and speaking (Unit 5), students can expect an amount of overlap, but the goal is to give them some idea of their writing levels. Such awareness can help them to reflect on their skills and set goals for the future. Simply by reading about the things that they cannot do yet, they can get an idea of what they need to be able to do, and the cognitive wheels are set in motion.

It can be interesting to ask students to do the DIALANG self-assessments again at the end of the semester, and to see if there is any perceived improvement. Instructors can also be giving feedback to students during the semester on any improvement in skills that they have noticed. Such feedback can have a very positive effect.

The Follow-up activity is as always to review this Unit, to preview the next Unit (along with the website), to prepare for the next Unit by looking at the activities in the Unit, and to put the sheet containing pages 69 and 70 (and the printed-out second draft of the cover letter if appropriate) in the Portfolio Pocket. This will be a nice product of the writing process.

As with all the Units, students are encouraged to review the current Unit and to prepare for the following Unit by looking at the links on the website (www.finchpark.com/KNUFLE). They can also take a look at page 71 and complete the Entertainment Survey, before the next lesson.