Trace Effects Teacher's Manual: Appendices

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Appendices

Technology and Learning

Why Teach English with Technology?

Many researchers have noted the benefits of using technology for language instruction, a field often called Computer Assisted Language Learning, or CALL. Within CALL environments, instructors need to consider the roles of the computer, the learner, and the learning objectives, as they are all central to language learning. Students are able interact with each other, the teacher, and other materials (Levy & Hubbard, 2005). They can also develop their autonomy as collaborative language learners (Kessler & Bikowski, 2010). Not surprisingly, as technology evolves, our pedagogy in language teaching has the opportunity to evolve as well (Kessler, Bikowski, & Boggs, 2012).

Teaching with technology is best approached by designing lessons based on second language acquisition research findings (Kessler & Bikowski, 2011). With that in mind, researchers have noted that CALL offers the following benefits:
- It integrates theories of language acquisition (Egbert, Hanson-Smith, & Chao, 2007).
- It offers opportunities for learners to notice language and experience enhanced input within a supportive environment (Chapelle, 2003).
- It is a flexible learning environment where students can build confidence and a sense of ownership over their learning (Kessler & Bikowski, 2010).
- It provides an environment where students can build relationships (Belz, 2003; Bikowski, 2008).
- It can help students develop their ability to learn languages autonomously within a collaborative learning environment (Kessler & Bikowski, 2010).
- It can help with differentiated learning (Chun, 2006).
- It helps students develop electronic literacy (Warschauer, Shetzer, & Meloni, 2000).
- It results in improved motivation (Bloch, 2008; Warschauer, 1996).
- It can lead to improved learning outcomes (Brandl, 2002).

Naturally, teachers must be intentional and well-prepared in their use of technology for language learning to keep students engaged in the learning process. Teachers play a crucial role in helping students maximize learning. Instructors can help students see the importance of reflective learning, link their learning to their daily lives, and engage in project-based and service learning. For more information on challenges teachers may face with teaching with CALL, refer to Kessler and Bikowski (2011).

Constructing a successful class environment with technology

As you plan lessons in a technology environment, the following conditions are considered optimal for learning to occur (Egbert et al., 2007). Students should be able to:
- Negotiate meaning and interact in the target language,
- Be involved in authentic tasks,

- Be exposed to and provide varied types of language,
- Receive feedback and notice their learning process,
- Learn in an environment with an appropriate level of stress, and
- Develop their skills in learning autonomously.

It is also important to have a back-up plan in case the technology doesn't work as planned. For example, if the electricity isn't working, instead of having students play Trace Effects, they can do one of the interactive Helping Students Learn activities included for each chapter. Teachers can also lead game-related discussions for the class or have students look up information in a book instead of online.

Students' use of technology for learning ties in with their use of technology for their leisure activities. Many learners enjoy media by reading novels or fan fiction online or on mobile phones or playing large multi-player online games. Due to students' familiarity with technology, as well as educational theories, teaching language with technology is now focusing increasingly on learning that can occur within virtual reality video games. Games that are specifically created for language learning are of particular interest and can offer great success.

Teaching with Virtual Reality Video Games

Although research on online gaming environments for educational purposes is relatively new, many researchers are interested in learning more. As Peterson (2010) notes, online games involving simulations provide "valuable opportunities for effective language learning" (p. 72). Some games better allow for educational outcomes by combining the advantages of online gaming inside simulated environments that involve interaction, such as Quest and educational areas of Second Life (Sykes, 2008).

Learning inside video games has been found to have a variety of benefits, such as helping students focus on meaning, helping with socialization into the target language, helping with more sophisticated communication, allowing for the exploration of creative expression (Thorne, Black, & Sykes, 2009), providing defined goals and rules for the language learning play experience (Squire, 2006), allowing students to play and relax in their learning (Blake, 2011), giving students a greater sense of ownership over their learning (Gee, 2007), and helping learners feel that the environment is similar to the real world (Mikropoulos & Natsis, 2011). These activities are particularly helpful when they allow for learner collaboration on specific tasks and when they aid in the understanding of appropriate pragmatic language use (Zheng, Young, & Wagner, 2009).

For these reasons, researchers and educators call for more use of these and other means of "digitally mediated expression" into educational environments in order to help students take their in-class learning into their daily lives (Thorne et al., 2009, p. 803). As teachers put these ideas into practice into the classroom, both the students and teachers have a role.

Internet-Based Activities

americanenglish.state.gov

Supplemental Trace Effects teaching and learning tools, worksheets, lesson plans, and web 2.0 activities will be located on the new Office of English Language Programs *American English* web portal. This site connects teachers and students of the English language and American culture to a wealth of resources. As it grows, *American English* will house a library of webinars, host professional and educational forums, and link users to English education social media.

Webquests of American universities

Have students visit American university websites to find and practice words they learned. You can look up U.S. universities and information on applications on the EducationUSA website (www.educationusa.info/5_steps_to_study). Depending on the proficiency level of the students, you might find two or three university websites and have the students search those for specific information (e.g., application requirements or possible majors of study). Students at a higher English proficiency level can find the universities themselves and then search for the information you specify. Students may benefit from having a grid they complete with the information, or they may want to choose the university they would want to attend based on their research and present their reasons to the class.

Readings and "Thinkquests" on different topics

Have high-English proficiency students explore a "Language and Life Science Unit" from the U.S. Department of State (eca.state.gov/forum/journal/future.htm). Students can read about a topic (such as Drugs of the Future) and learn new vocabulary with the glossary provided. They can then do a number of interactive and exploratory projects based on the plans provided under Classroom Applications. Students can be led through "Thinkquests," where they explore content and language as well as think critically in a structured online environment, such as at Thinkquest.org.

Videos

Find movies that have similar themes to the chapters so that students can listen to and then use the terms and ideas in discussions or in a short paper. The Exchanges Connect YouTube Channel (www.youtube.com/user/exchangesvideo) has a number of videos on different topics, ranked according to popularity. Either you or your students can choose a video, following a process such as the ones below:

- Be sure that students have and know their language goal for watching the video (e.g., understanding the usage of modals).
- Have students listen to the video first for main points, then for details, and finally for overall clarification of points.
- Have students complete some type of grid or tally sheet (e.g., tally the number of times a modal is used, and which one) while watching the video.
- Allow class time to discuss the language point as well as the video's content.

Online collaborative writing projects

Students can use a variety of online tools, such as the ones below, in order to write texts collaboratively in groups, depending on access and project type.

Wikis: With wikis, students can work at the same or different times on the same document. Project ideas are to plan a trip to the United States, write a volunteer plan or service learning project for their community, or write descriptive paragraphs using vocabulary learned in class.

Blogs: With blogs, one student can post a main content entry while other members or classmates post comments. A project can be a student posting a different ending to Trace Effects and other students leaving comments.

Discussion Boards: With discussion boards, students write a text (some support audio or video) and other students reply to the posting. It is never in real-time. In these spaces, students have more time to think about the language they want to post, which increases many students' confidence and accuracy. A project idea would be for you to post a concern that Trace has (for example, asking for advice on how to get Henry Tattle to like him) and students to have an online discussion making recommendations to Trace.

Social Media Connections: Have your class create a Facebook group about Trace and use the Trace Facebook page to find other fans worldwide to invite to the group. Assign specific short writing tasks to group members; for example, you could have students predict what will happen to Trace at the end of the game, or what will happen to Trace after the game is finished.

Online Activities: A Closing Thought

These are only some ideas for online activities. As technology becomes more advanced and more mobile devices are available and used for learning, you can explore ways that these devices can help students learn as well.

Using English in the Community

Trace Effects can help students not only with their English, but with many values and professional skills that they can take into their community and also apply to their personal lives. Volunteerism and professional development are two main ways that students can take their English into their communities.

Volunteerism

Trace demonstrates volunteerism in different ways, such as when he volunteers to help with recycling at the Grand Canyon in Chapter Four or when he organizes community members to raise money for the school music program in Chapter Three in New Orleans. Classes can add volunteerism to their curriculum as well, particularly through service learning and community development.

Service Learning

Service learning is one way students can volunteer for their community, practice their English, and learn at the same time. With service learning, students work on a community project that applies to a class theme. For example, there may be places where students can help organize a youth activity or sports program for their community. If there is a program for the elderly population in the community, they can work with them, such as helping people get around or get needed items such as food. Projects centered on the environment would also be appropriate and match Trace Effects content.

While they are volunteering their time, students should be learning about the group and the context they are working with (for example, what are some effective ways to encourage young people to be involved in sports, or what are the barriers to young people being involved). A service learning project could be created for each chapter of Trace Effects.

After their projects, students can do in-class work in English such as presentations; writing stories, papers, or poems about what they've learned; making videos in English about their projects; or doing poster presentations for the community or their classmates.

Community Development

Students can also use their English and skills to develop their community. For example, they can teach English to younger members of their community. They can have an after-school English program or an English program for adults in the community. The topics of the lessons and the activities would be decided by the needs of the learners. As a class, the students can decide how best to help the learners they work with.

Another possible activity for community development centers on youth leadership. Students can organize local community leaders to speak to their class or to other groups of young people about identifying and achieving goals and finding creative solutions to real problems. Leaders' personal experiences can be very inspirational for young people.

Professional Development

There are many ways students can use their English and knowledge gained from Trace Effects to develop themselves professionally. These are just some of many possible ideas.

Filling Out a Job Application

Students can also practice finding job openings and filling out job applications. Applications often have specific wording, which gives students the opportunity to learn more English vocabulary. Students can share their applications with each other and the

teacher. They can then write applications, for example for Trace to apply for a job at Chef Mark's, and have classmates complete the applications they write. If class time allows, students can interview each other for the jobs they write.

- **Worksmart California: Tips for completing applications**
  www.worksmart.ca.gov/tips_application.html

- **Worksmart California: Finding job advertisements**
  www.worksmart.ca.gov/find_job_menu.html

- **U.S. Bureau of Labor Statistics: Finding job types**
  www.bls.gov/k12

Writing a Resume and Cover Letter

Have students write a resume and cover letter for a job advertisement. You can make or find an advertisement, students can make advertisements for each other, or students can find advertisements on their own.

- **Worksmart California: Writing a resume**
  www.worksmart.ca.gov/tips_resume.html

- **Worksmart California: Writing a cover letter**
  www.worksmart.ca.gov/tips_resume_cover_letter.html

Writing a Personal Statement

Students applying for admission to an American university will need a resume, cover letter, and a personal statement. Students can practice writing a personal statement in class and share them with each other as well as get feedback from the instructor.

- **Gear Up! Washington State: Writing a personal statement**
  www.gearup.wa.gov/resource/writing-personal-statement

Around Town Career Project

Students can interview (in English if possible) local business leaders in their community and find out what they look for in job applicants, how they conduct interviews, what types of jobs they hire for, etc. Then students can give a presentation to the class in English about their findings and recommendations for classmates. This can be a group or individual project.

Students could also identify local or international leadership organizations. For example, they can go to the Model U.N. (www.unausa.org/global-classrooms-model-un) or iEARN (www.iearn.org/), the International Education and Resource Network. From these or similar sites, students can analyze their mission statements, goals, and projects. In addition to reading and discussing projects in English, students can

identify which parts of these other organizations might be applied to class projects they create or to their personal statements, as discussed above.

Communicative Language Teaching

Historical Overview of Language Teaching

Best practices in language teaching have moved away from being teacher-centered where instructors tell students the language they need to memorize, students memorize the material, students take a written test on the content, and then the teacher moves to a new language point. In this system, only grammar was taught and students had difficulty actually using the language in real communication. Language learning has moved toward constructivism, which emphasizes that learning is a social activity based on real communication.

Communicative Language Teaching

Language teaching best practices are now seen as being student-centered, where the teacher serves as a coach and facilitator in the learning process. The teacher is essential, but the role is different. Teachers identify a language goal (sometimes with input from the students) and design and lead activities that help learners move from needing more help to use the language to being able to use the language on their own with a reasonable level of comprehensibility for the reader or listener.

Communicative language teaching exhibits the following aspects:

- Instruction is done in the target language.
- The focus of instruction and the learning is on the *meaning* of the language.
- Listening, speaking, reading, and writing all receive attention, not just grammar.
- Students are not expected to produce perfect language. Especially at lower proficiency levels, comprehensibility and fluency, not perfection, are important.
- Activities move from being more structured to less structured.
- Activities move beyond worksheet and textbook work and incorporate authentic language whenever possible.
- Activities are interactive and allow students to use and produce the language in context.
- Language points are recycled so that students continue to practice them.
- Students have opportunities to struggle with the language, particularly in speaking.
- Instruction can be discovery-based, where students notice a language point and experience it in an authentic context before the teacher explains it directly.

Grammar in Trace Effects

Teachers have several ways to help students improve their grammar through Trace Effects. This section will discuss ways to help students learn grammar in an interactive and communicative way and also provide resources to look up grammar points. Also, remember that many of the Language Practice activities provide opportunities for students to work on specific grammar points. Additionally, every chapter in the *Teacher's Manual* includes a grammar points section.

The three approaches explained here to helping students with their grammar acquisition are 1) pre-teaching and noticing grammar, 2) noticing and reviewing grammar, and 3) emerging grammar.

Strategies for Teaching and Reviewing Grammar in the Game

Pre-teaching and noticing grammar
This technique works best with new grammar points.

- Before playing, teach a five- or ten-minute mini-lesson over a specific grammar point matching the grammar objectives for the chapter.
- During play, have activities for students to notice the grammar point and to pay attention to the usage and context of the grammar point (e.g., grids, matching activities, lists, notes, tallying occurrences).
- After playing, have students discuss as a group or in pairs what they learned about the grammar point and go over any questions. As a group go over answers for activities (e.g., the grids, matching activities, lists, notes, tallying occurrences).
- Follow up with extension activities for the students to practice the grammar point. First, move from more structured tasks to open tasks where students practice the grammar point in more authentic communication.

Noticing and reviewing grammar
This technique works best when reviewing grammar points in context.

- Before playing, ask students to look for and write down usage of a specific grammar point. Tell them you will be discussing this point after game play.
- After playing, have students discuss as a group or in pairs what they learned about the grammar point. Be sure the class covers your objectives about the grammar point, and go over any questions.
- If necessary, follow up with extension activities for the students to practice the grammar point. Begin with more structured tasks. Be sure to plan open tasks where students practice the grammar point in more authentic communication.
- If possible, have the students practice the grammar point in their lives or community. Possible ideas include conducting interviews, making videos or recordings to share with the class, or using the language in English-language businesses.

Emerging grammar

This technique works best when explanations might be overly confusing before students experience a grammar point.

- Before play, identify a grammar point that you want the students to better understand after playing the game.
- During play, mention the grammar point while circulating the room.
- After play, ask students to do a structured activity that uses the grammar point; for example, a matching, listing, or completion exercise. If students seem to understand the point, have them do a less structured activity, such as a role play with roles assigned to each student in the group.
- Have students first write down what they learned about the grammar point. Then have them share their ideas with a partner. Lead a class discussion about the grammar point, answer any questions, and give more examples.
- If possible, have the students practice the grammar point in their lives or community. Possible ideas include conducting interviews, making videos or recordings to share with the class, or using the language in English-language businesses.

Resources for Grammar Review and Assistance

The following resources can be used to better understand a grammar point or find an example:

- ***English Grammar and Technical Writing***
  exchanges.state.gov/englishteaching/resources-et.html

- ***Reference Guide to English***
  exchanges.state.gov/englishteaching/resources-et.html

- **Exchanges Connect Grammar Help**
  connect.state.gov/group/english/forum/topics/english-language-and-grammar

Vocabulary in Trace Effects

In order to understand a text, learners need to know most—in fact, up to 90%—of the words (Nation, 2006). The most frequent words should be particularly emphasized for learners. Learners also benefit from learning American English idioms and phrasal verbs. The main idea with vocabulary learning is exposure: students need many varied experiences with their new words in order to remember them in the future.

Following are some tips for helping learners with vocabulary.

Strategies for Teaching and Reviewing Vocabulary in the Game

Every chapter in the *Teacher's Manual* includes a Vocabulary section with words that your students might not know. These are all useful words for your students to learn, memorize, and review. If you are teaching or reviewing these words, consider some of the following strategies.

Teaching vocabulary before the game

Have students keep a vocabulary journal

Have students keep a collection of the words they learn in Trace Effects. You can assign words for them to keep in their journal, they can find the words themselves, or you can do both: assign some words and also have them collect their own. In their journals, they can include the word, meaning, synonyms in English, the translation from their own language, and a sentence using the word. Some students like to draw or take pictures of the new words as well. Definitions can be found in online dictionaries and thesauri if available. Students can review the words on their own and during class (for example, with flash card games). Students can also be quizzed on their own words periodically.

Pre-teach or review words and their definitions
- Pre-teach words with their definitions and/or example sentences from the game. Choose a limited number of words so that students are not overwhelmed. Choose words that will be useful to students to memorize.
- Teach students how to use online and paper-based dictionaries.
- Show students how important spelling and pronunciation are in the process of learning new words.
- Use the native language if it is helpful to explain a new word, but try to focus on using English.
- For review, give students the words and have them match the word to a picture showing the meaning of that word.
- Have students draw pictures of the words they are learning, individually or in pairs. They can then share the pictures with the class and the class can try to guess the meaning of the words the students drew.
- Have students record words in their vocabulary notebook and refer to them during the game.

Teaching vocabulary during the game

There are a number of ways you can help students learn and review new words while they are playing the game. Following are some examples of strategies that students can use.

Unknown words
- Add new words or new usages of words to their vocabulary journals.
- Try to figure out the words from the context and write down their best guess for the meaning of the word.
- Talk with each other about the meaning of the word.
- Check an answer key or with the teacher to make sure that they understand the word.

Reviewing words
- Have students review their new words at the beginning or end of each class.
- Structure activities so that students have multiple exposures to new words.
- As they play, have students group new words in a grid. For example, they can put nouns in Column A, adjectives in Column B, etc., or put all the words that are related to the service industry in Column A, the environment in Column B, etc.

Teaching vocabulary after the game
- Create a word wall of new words learned in the game. Students can refer to this as they engage in language activities.
- Help students make flashcards of new words to quiz each other in class, or have them use an online program such as Quizlet (quizlet.com) to create online flashcards.
- Have students group their new words in some way, such as by topic or by feeling, and then have them review the words in groups or pairs.
- Help students notice where words occur: words that surround the target vocabulary, different situations the vocabulary word is found, etc.
- Focus on word families; when students learn a new word, be sure they also know the related forms such as nouns, verbs, adjectives, and adverbs.
- Encourage students to read on their own, reading whatever material interests them. Extensive reading is one of the best ways to expand vocabulary.

Resource for Teaching, Looking Up, and Reviewing Vocabulary
The following resource may be useful as you help students with vocabulary:

- **In the Loop for American Idioms**
  americanenglish.state.gov

Student Outcomes and Evaluation of Learning

As teachers, we are always evaluating our students. Sometimes it's a formal evaluation, and sometimes it's informal. It can be a summative evaluation that shows final progress, or it can be a formative evaluation used to help students improve in a certain area before a summative evaluation. You can also evaluate when you are teaching with online video games like Trace Effects. As always, you will choose the type of assessment depending on your purpose.

With informal assessment, the teacher will check student performance in an informal way after one session, then offer suggestions for improvement in the next session. You should make sure that students know how they will be assessed, whether the assessment is formal or informal.

Students will generally use Trace Effects over several sessions. This provides an opportunity for the teacher to use different types of assessment. You may want to look at

how the students are playing the game, for example, seeing if the students are working together effectively when they are playing Trace Effects as a group. You can assess whether they are using collaboration language, such as "Good idea," "Why do you think so?", "I have another idea," and "Let's try…". It's best to give them a list of phrases to use, and perhaps have one person assigned to make a check mark on the list when someone uses a target phrase.

You can create rubrics using the Grammar or Vocabulary tables found in each of the chapter sections of this Teacher's Manual. It is helpful to give students a checklist of grammar or vocabulary items to look for and use during Trace Effects. Student portfolios are another approach to assessment. They can include student writing on chapter events, perhaps that feature grammar and vocabulary from each chapter, or perhaps that connect the events in the chapter to their own experience. Chapter completion certificates are another good addition to student portfolios. You may want to have students chart their scores as they play the game, putting the date and score into a portfolio as well. The practice activities of Trace Effects can also be used for summative assessment of student performance with grammar and vocabulary in the game.

Group Participation Rubric

The teacher will mark the appropriate elements.

Name:

	Superior	Okay	Needs improvement
Role (For example, Typist, Decider, Suggester, Note-taker, etc.)	Plays an active role in the group. Consistently does what is needed.	Plays an active role in the group, but occasionally does not do what she/he should.	Does not play an active role in the group. Waits for others to do most things.
Respect	Always speaks respectfully to other members of the group. Listen to ideas of other people. Encourages others to participate actively.	Usually speaks respectfully. May listen to other people, but does not encourage others to participate.	Does not speak respectfully or does not listen to others. Does not encourage others to participate.
Vocabulary (be specific – use a list or checklist)	Uses target vocabulary regularly. Encourages others to use target vocabulary. Explains any new words to others.	Uses some target vocabulary. Rarely encourages others to use target vocabulary. Does not add new words, or does not explain them to others.	Rarely or never uses target vocabulary. Does not add new words. Does not explain words to others.

Comments:

Below is information on institutional standardized assessments, final course teacher-created summative assessments, and ongoing teacher-created formative assessments.

Institutional Standardized Assessments
A final test given to all students at the level and created by the school or a Ministry of Education, not the classroom teacher.

Things to Consider	Educational Solutions
• Students may not be familiar with the test type due to their experiences learning within the virtual reality online game. • Students may feel increased anxiety about taking the test. • Students may be concerned that learning within Trace Effects will not prepare them for their standardized assessment.	• Remind students to identify their learning goals and keep a record of their progress. • Have students periodically discuss and reflect on their learning. • Remind students to practice English in their daily lives in creative ways. • Give students a limited number of practice tests that are similar to the standardized test in order to reduce test anxiety or unfamiliarity. • Remind students how the test reflects the learning they experience in Trace Effects. • Have students use their English in meaningful communication in order to show them the progress they have made.

Final Course Teacher-Created Summative Assessments
An assessment created by the instructor and occurring at the end of a course to reflect final course learning. It is usually used to determine a major portion of a final course grade.

Things to Consider	Educational Solutions
• Students may be concerned that learning within Trace Effects will not prepare them for their course assessment. • Students will likely perform best on assessments that are closely related to their in-class learning activities.	• Provide clear guidelines for students on language points that will be assessed and ensure that the material matches the learning objectives and language points from the course's use of Trace Effects. • Give students practice tests in the format of the final course assessment in order to allow the students to be familiar with the test type. • Make test items reflect the real language practiced and learned within Trace Effects, for example, testing pragmatics (politeness, making suggestions, etc.), listening comprehension, and cultural knowledge. • Consider using alternative forms of assessment such as final course portfolios, group or individual presentations, individual or collaborative writing projects, role plays or skit writing, or oral proficiency assessment based on conversational abilities on Trace Effects-related topics. Use

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<td>lesson activities as models for assessment ideas.
• Regardless of the type of assessment, give students the guidelines of how the assessment will be graded, such as a rubric or clear point sheet.</td>
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Ongoing Teacher-Created Formative Assessments
Assessments created by the teacher and occurring during the course to guide future instruction.

Things to Consider	Educational Solutions
• Teachers may choose to perform formative assessments without informing students and without recording grades or scores. The assessment would be used only to guide instruction. • These formative assessments can occur at different times: with a more traditional paper-based test or quiz, during game play, or during a pre- or post-game activity.	• If grades will be recorded for a formative assessment, be sure to inform students that grades will be taken, what will be included on the assessment, and the criteria that will be used to score the assessment. • If grades will not be recorded for the formative assessment, be sure as a teacher that you establish clear criteria on what would constitute a learning objective being met or one needing more class work. Be sure that the assessment covers a variety of students and not just the most vocal or confident students, for example. • Be sure to keep at least informal notes regarding class performance on the informal formative assessment if it is not being graded, so that you have a clear idea of how to use the assessment information in future instruction.

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