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Hatur  
Nuhun  
謝謝 Tak  
GRàCIES Danke  
Paldies  
Спасибо Danke  
ευχαριστώ  
நன்றி  
MERTI  
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GRACIAS  
धन्यवाद Terima Kasih  
Dèkuji Mokase धन्यवाद  
Salamat sa Iyo  
고맙습니다 Matur Nuwun  
Dankeweil  
geunaseh  
Teurimong  
Thank You  
Közönöm  
धन्यवाद  
Ačiū  
අයුතුයි  
Köszönöm  
ありがとう

# TRANSLATION & ELT ISSUES

TEACHER  
Listening  
SECOND LANGUAGE  
Speaking  
LITERACY  
spelling vocabulary  
LANGUAGE  
linguistical  
interaction transfer strategies  
TEACHING  
structure diverse pronunciation  
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## DEVELOPING AND USING READING MATERIALS BASED ON MULTI-DIMENSIONAL APPROACH

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Nina Rohayati and Zainal Abidin Naning

This workshop aims to show how Indonesian learners of English can be helped to read an authentic text better and have more fun in a reading class. Six principles of Multi-dimensional Approach are applied in the development of the authentic reading text and presented in the workshop. The approach, also called visual-audio-kinesthetic-tactile approach, stimulates the learners to understand better than they are taught through traditional reading pedagogy. With the aim to achieve multi-dimensional mental representation, the learners are guided through a set of activities to process the meaning of the text successfully. They gain their understanding by experiencing rather than learning the reading material.

Multi-dimensional approach is likely to help Indonesian learners of English more fully because it provides them with opportunities to affectively engage with meaning, activate the visual-audio-kinesthetic-tactile areas of their brain, gain comprehensible input, and have time to make adjustments in connecting verbal codes with non-verbal mental representation. The learners are engaged in the reasons and motivation to read on. The linguistic demand is decreased if they are first involved in the reading process is now thought to be grafted on the listening process. Reading comprehension means achieving multi-dimensional mental representation or audio-visual-kinesthetic-tactile areas of the brain. Therefore, a reading material should help learners to experience the text before they draw their attention to its language.

A brief review of four approaches to teaching reading is presented to create awareness in the audience. Emphasis is given to show how each approach is related to the development of reading materials and how these materials are used in the classroom. First, Reading Comprehension-Based Approach emphasizes comprehension in the form of presentation of a text followed by post-reading a text has one meaning or multiple meanings. Many reading materials based on this approach do not state explicitly the aim of comprehension questions. We, therefore, might ask ourselves in what way comprehension questions help the learners understand better.

Second, Language-based Approach believes that once learners acquired the habit of language use through learning grammar and lexis, they would be able to read competently. Many course books have a two-page reading section with a text and activities. Pre-reading vocabulary activities seem popular and short texts are mainly used for teaching grammar.

Third, Skill/Strategy-Based Approach is based on an assumption that conscious, explicit and direct teaching of strategies will develop the ability of the learners to read well. A variety of reading strategies is presented in the text and these strategies are expected to develop through practice. Skill/strategy-based reading materials seem to view that, in order to read effectively, learners/readers need a range of skills and strategies. The learners/readings apply their skills and strategies when they need a text.

Fourth, Schema-Based Approach is based on a schema theory; it emphasizes how contents of a reading material are processed in the mind. In other words, it deals with the way knowledge is organized and how the mind works in the processing new information. The approach focuses on the organization of a reading text or how the contents are presented in the text. EFL reading materials applying the approach include typical pre-reading activities which ask the learners to discuss in pairs or in groups, their personal experience related to the topic of the lesson, and to consider statements, text title etc.

Unlike the four approaches, Multi-dimensional Approach (Feder, 2007; Masuhara, 2005; Tomlison, 2007) argues that experienc-

ing rather than learning materials is likely to help learners to understand more fully because the learning experience provides the learners into opportunities to:

- Cognitively and affectively engage with the meaning
- Activate sensory, motor, emotional, cognitive, areas of their brain during the process of reading
- Self-project and self-invest in the activities which lead to deep processing and fuller engagement
- Be exposed to comprehensible input of language repeatedly for a certain amount of time
- Have time to make errors and adjustments in connecting verbal codes with non-verbal mental representation

Think about an English word you like very much or imagine a picture you can never forget. Discuss with a friend.

What you have talked about is the result of your brain creating mental representation. According to neuroscientists, the world we see is reality manufactured in the brain; an integration of all the internal and external information gather through sensory systems (Llina, 1990, see Masuhara 2005). They tell us that we are not like cameras projecting what we see in our brains. We integrate internal information as well as external information in creating a mental representation. For example, our mental representation of temple is influenced by our past memories. Most of us may have had direct experience of seeing, touching, tasting, and smelling this stuff. Depending on our personal experience, our liking and knowledge about *tempe*, each of us creates an individual, dynamic, and variable representations of this *tempe*. In reading, we have images induced by a text, and therefore we have different mental representations.

During their reading activity, learners of English are required to connect the linguistic codes with the non-verbal multi-dimensional memories in the brain. In real life, the incoming input is multi-sensory processing; we see, hear, feel, taste, and smell. In reading a text, the initial channel for incoming information is uni-dimensional, linguistic processing of codes. In other words, we

look at the same printed reading text and it is left to us as the reader (or listener when listening) to actively involve multi-dimensional memories in our brains. In order to achieve clear multi-dimensional mental representations like those of proficient native speaker readers, we need greater and extensive neural network connections between the linguistic codes and the multi-dimensional memories in our brains.

Masuhara (2003) proposes an alternative approach to teaching reading which embodies the following principles:

- Engaging affect should be the prime concern of reading materials. Good texts work on learners' affect, which is vital for deep processing and creates reasons and motivation to keep reading. Neuroscience provides evidence that emotion has a longer evolutionary history than human cognition and casts a fundamental and powerful influence on cognition, learning, and memory
- Listening to a text before reading it helps decrease linguistic demand and encourages learners to focus on meaning. Tumin and Hoovren (1992, see Masuhara 2005) claim that reading is now generally considered as a derived skill that builds on spoken language: the reading process is thought to be grafted on the listening process. The process of writing language is sound-based and accords with neuroscientific findings (Bloom and Lazerson, 1988, see Masuhara 2005)
- Reading comprehension means achieving multi-dimensional mental representation in the reader's mind. Meaning construction in a reader's/listener's mind should be achieved in a multi-dimensional way, deriving from the integrated neural interaction of the various parts of the brain (i.e. the sensory, motor, cognitive, and emotional systems)
- Materials should help learners experience the text before they draw their attention to its language. A reading material should offer activities that help learners with the content of the text and achieve personal experience of it through multi-dimensional representation. By experiencing the text the learners are able to activate their brain, have time to develop inner speech before publicly speaking out or writing.

To summarize, the workshop is an attempt to apply some principles of Multi-dimensional Approach to develop and use an authentic text when teaching reading and show how a set of reading procedures/activities are designed to achieve multi-dimensional mental representation. Optimal learning experience and environment are created in line with the findings of neuroscience and cognitive psychology on how human beings best learn new things. Once the participants have experienced the demonstration, they are suggested to develop a reading material based on Multi-dimensional approach. One authentic text is distributed for them to create their own and exchange of ideas follows.

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## **ATTACHMENT 1: AUTHENTIC TEXT AND TEACHING PROCEDURES USING MULTI-DIMENSIONAL**

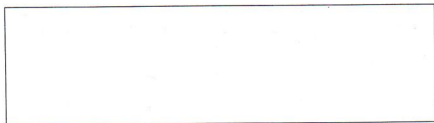
1. **MIME** The teacher is going to mime something which depicts part of an article. Watch the mime and then in groups of four give your answers to the following questions
  - a. Who do you think the character is?
  - b. Where do you think she is?
  - c. Why is she there?
2. **INTAKE RESPONSE** The teacher is going to read the first sentence. As you listen, try to imagine the scene in your mind.

Draw two pictures of things you imagined after you heard the first sentence.



Compare and describe your picture.

3. **GUESSING** You are going to read an article about a mother who was accused of killing her two children. Write 5 words or phrases that you think might appear in the article.



Compare your notes. Tell your partner why you think these words or phrases might appear in the text.

4. **READING** Read article carefully, and when necessary look up unfamiliar words in your dictionary

**MURDER – OR WAS IT COT DEATH?**

Donna Anthony is known as 'the baby-killing bitch' in the jail where she is serving life for the murder of two of her children. Her case is thought to be one of the 54 under review after the Court of Ruling yesterday. The 31-year-old, from Yeovil, was sentenced in November 1998 at Bristol Crown Court after Prof. Meadow gave evidence against her. Her 11-month-old daughter, Jordan, died in February, 1996, and doctors decided until a second child, four-month-old baby Michael, died in March 1997, hours after leaving hospital. She protests her innocence, saying the children meant everything to her.

Her lawyer, George Hawk, said: Donna has always struck me as very vulnerable. It would never have crossed her mind that anyone would think she had done anything to harm her children.

Answer these questions.

- a. What does 'baby killing bitch' mean?
- b. When did Donna's first child die?
- c. What happened to Michael?
- d. Who was George Hawk?

Discuss your answers with a partner.

5. **ASKING QUESTIONS** Read the article again and write three questions

- a.
- b.
- c.

Compare and discuss your questions

6. IDENTIFYING THE Find the synonym of each word whose answers are given on

MEANING the right side.

- |               |                              |                  |              |
|---------------|------------------------------|------------------|--------------|
| 1. Murder     | a. killing                   | b. kissing       | c. saving    |
| 2. Sentenced  | a. jailed                    | b. stated        | c. explained |
| 3. Evidence   | a. influence                 | b. proof         | c. prison    |
| 4. Innuence   | a. not guilty of wrong doing |                  |              |
|               |                              | b. appeal        | c. error     |
| 5. Vulnerable | a. terrible                  | b. easily harmed | c. humble    |

7. NOTE TAKING AND Select some words or phrase from the article you think are

SENTENCE WRITING useful for you and then write some sentences.

Write the words or phrase here.

Write your sentences here.

8. REPHRASING Complete the phrase provided to rewrite the ideas in the article.

- a. .... is known as .....
- b. .... is thought to be .....

c. .... was said to .....

d. .... was believed to .....

9. **SUMMARIZING** In there to five sentences, rewrite the news in your own words.

10. **ROLE PLAY** Work in groups of three. Choose each role, act out and explain your case.

a. Donna Anthony

b. Prof. Meadow

c. George Hawk

11. **WRITING** Imagine you are a prisoner. Write three entries in your diary about life in the prison.

## **ATTACHMENT 2: YOUR TURN TO DEVELOP AND USE THIS TEXT FOR TEACHING READING**

Shipman widow sees killer's body

**HAROLD SHIPMAN'S** widow yesterday went to view her husband's body – on what would have been the serial killer's 58<sup>th</sup> birthday.

Primore Shipman was accompanied by police as she visited the Medico – Legal Centre in Sheffield where postmortem test were carried out. It came as the independent inquiry into the former GP's prison death got under way. The Prime Minister said the Government was poised to 'fully implement' its findings. Mrs. Shipman, 55, hid her face as left her ramshackle cot-

tege in Walshford, North Yorkshire, with eldest son Christopher, 32.

Britain's most prolific serial killer was discovered hanged from a noose made of bedding at Wakefield prison on Tuesday. He targeted mainly middle-aged and elderly women patients, murdering many with diamorphine injections. Shipman was jailed for life at Preston Crown Court in 2000 murdering 15 patients, although an inquiry by Dame Janet Smith in 2002 concluded his death toll was 215. But even hours before his apparent suicide, Shipman was telling a fellow inmate he was innocent.

Prison ombudsman Stephen Shaw arrived at Wakefield prison yesterday to begin the inquiry. He is to focus on whether there were any missed signs that Shipman might to kill himself.