



ESL\ESOL\EFL TEACHER REVIEWS

Original Message ----

From: Spanish Canary Islands

You couldn't imagine how fast children can learn when it is in a "funny" way. Although some songs have some quite difficult words for them, **they are able to sing them with a perfect accent!!!** My wife first use the painting sheets and the material you kindly sent me to teach them the meaning of the words and the meaning of the "story" of each song (this is usually in Spanish). When children have been working with the material for a whole week, they are totally ready to listen to the music and get the meaning of it all!!!! I sometimes surprise myself with how children are open to learn and it is a real pity that we don't fully use this capacity. Furthermore, the songs are very nice and they love it. Sometimes, my wife, outside the English lessons, **keeps the CD on as ambient music as children really enjoy it.**

My personal evaluation of the product **is outstanding and brilliant! I think there is a great opportunity for teachers around the world to use Jazzles for English teaching**, really. Congratulations once again! We have a lot of English material, bought specifically for children of this age, **and it is not half as good as Jazzles!** (They are now kept in a cabinet!!).



Köln (Cologne) University, Germany where Jazzles has been used for Russian emigrant students.

Original Message-----

University Lecturer, Cologne, Germany, EFL

I'm working at University of Cologne - Institute for German language (Linguistic) and Didactic. I have a project in a German High School **teaching English to 6th, 8th, 7th and 10th emigrant students (e.g. Russia, former Yugoslavia) on level C.** This means their **skills are poor** and therefore we have the **problem to make them more interested in learning English.** The didactic medias they are used to work with are as poor as their interest.

So I'm very, very happy that I could use your Jazzles resources because music is the frame for these multicultural students. . During the English lessons I encountered a **high motivation. The positive result was, all students were able to sing these Jazzles songs and to write them down by heart.**

They learned syntactical modifications, e.g. transforming the song texts in another personal form or using another grammatical tense. **The songs are funny and easy to read. You are right with your selection of high frequency words (thesaurus) - that helps a lot. For learning the words (vocabulary) your picture worksheets are very supportive.**

Original Message-----

USA ESL Teacher

What a fantastic resource. I especially liked your format, including preparation suggestions up front, suggested actions to use with the lyrics, the focus on literacy and drama and then your extension ideas.

It's like a blueprint for success!!! I already have individual dictionaries ready to go.

I work with **2nd and 3rd grade ESL students**, many **who also have other special needs** so this program is exactly what we need.

Original Message-----

USA ESL Teacher

I'd like to tell you about a few special moments you helped create for me.



Working with Jazzles Lyrics Pages. The 2nd and 3rd Grade Bilingual Students
in the Illinois school that brought teachers to a teacher's eyes

Last week, we had student-led conferences with parents and after two of the boys above had finished, the one on the right, Christopher who had arrived in the USA just 8 weeks ago, asked if he could show his mom "the computer".

I asked him what he wanted to show and said "the songs". I asked which one and he said (Jazzles) "Lots of Love. We put it on the screen and the two boys grabbed their song books and proceeded to sing to their moms!

My eyes welled up with tears and I could hardly tell who was smiling more – the boys or their moms. It was cool! (It was the two boys on the right above – seen reading their printed Jazzles lyrics.).

When I look over at my students singing along, you can see the level of concentration on their faces. We found out the girls sang 'Orange Octopus' better than the boys and 'No! No! No!' is definitely a Halloween favorite.

I thought of you often while singing the songs and just wanted you to know you have given our year a significant jump start. Thanks for developing such a **unique approach to early literacy.**

They think I'm a cool, fun teacher, but you laid the groundwork for all of us!

Jazzles Reviews by Dr. Kusumarasdyati Ph.D - Specialist in Same Language Movie Subtitles for Language Acquisition

Monash University Clayton Campus Building 6 Room : Phone : 99055031 Biography
B.Ed. (IKIP Malang) 1992, M.Ed. (IKIP Malang) 1996. Lecturer at English Department, Surabaya State University, Indonesia, 2000-present.

Lexical Processing Strategies of EFL Learners in Reading Comprehension. Paper presented at the 28th Annual Convention of TESOL Greece, Athens, 10-11 March.

Lexical Processing Strategies of EFL Learners in Reading Comprehension. Paper presented at RELC International Seminar, Singapore, 23-25 April.

Lexical Processing Strategies in Reading Comprehension: Verbal Reports of Good and Poor Comprehenders. Paper presented at Asia TEFL Conference, Kuala Lumpur, 8-10 June. 2006

The Use of Movies to Enhance Cross-cultural Understanding. Paper presented at the 16th Biennial Conference of Asian Studies Association of Australia, Wollongong, 26-29 June.

Virtue and Vice of Verbal Reports as a Research Method. Paper presented at the Australian Association for Research in Education Conference 2006, Adelaide, 27-30 November. Vocabulary Strategies in Reading: Verbal Reports of Good Comprehenders. Paper presented at the Australian Association for Research in Education Conference 2006, Adelaide, 27-30 November.

Verbal Reports of Proficient Readers in Coping with Unfamiliar Words. Jurnal Ilmu Pendidikan, 13(3).

Subtitled Movie DVDs in Foreign Language Classes. Paper presented at the Australian Association for Research in Education Conference 2006, Adelaide, 27-30 November. Verbal Reports as a Method to Elicit Lexical Processing Strategies. k@ta, 8 (2)

Original Message----- from Dr. Kusumarasdyati Jazzles Song Animations for EFL

Thank you for sending me the link. I've visited the webpage and read the explanations and played some of the video clips there. They were very interesting indeed.

Excellent ideas and works! They reminded me of Disney's "Magic English", but the difference was that "Magic English" was for vocabulary learning, while "Song Animations" emphasized phonics. I will play more clips and read the teacher's guide, and email you my comments and feedbacks.

Viva Jazzles!...



(Above) Screen sequence from Blue Bus Blues. Having watched the animation and sung along to the lyrics, children have learned all the words with understanding enriched by the Jazzles multimodal, (simultaneous sight, sound, text) processing. With the advantage of 'big picture' learning (compared to didactic methods), EFL/ESL children have greater confidence to use the Jazzles Storyboard Page (far right) to begin to write their own interpretations - using lexical chunks they have learned from current and previous Jazzles lyrics.

Original Message----- from Dr. Kusumarasdyati

Your idea of having student transcribe a story is excellent! I've asked my students to transcribe a very brief story in my listening classes, but so far I've only tried transcribing in the same language. **I think it's a good idea to have students translate the story and make the subtitles themselves in English.** It's a good writing practice for beginners (similar to 'guided writing'). About repetition, I agree with you 100%. Even when teaching university students, I always use this principle (repetition). I do believe repetition can improve retention. For learning among children, it's even more important. I think you should stick to repetition.

Original Message----- from Dr. Kusumarasdyati

I just found some journal articles on subtitles and language learning and attached them in this email. I hope they're useful for you. I'm going to read them, too, and hopefully get some inspirations on the use of subtitles in language learning. **I usually use songs & the lyrics to teach pronunciation (not only how to pronounce English sounds, but also other speech features such as "linking", which is absent in my students' mother tongue) and grammatical items (e.g. to infinitive, -ing verbs), in addition to vocabulary.**

Original Message----- from Dr. Kusumarasdyati

I've played the clips of letters A-Z, read the sample of the guide (Clever Kid), Here are my comments:

1. I really love the cartoons! Cute characters, so colourful, and very funny. You're right, **they're suitable for both children and adults.** Even adults do like watching cartoons, **so it's an excellent idea to mix cartoons and learning.**

2. The instructions in the guide are clearly written. **The guide contains a comprehensive list of activities that can stimulate the learners' creativity.** The activities, I think, have been written in the appropriate sequence, starting from the simplest to the hardest activities (well, not 'hard' in the sense of 'impossible to do' but maybe demanding more thinking). Also, the "exceptions"—such as soft c in the word cicada—are appropriately placed at the end of the activities, when the learners have mastered the "regular rules" (e.g. that the letter c is usually pronounced as the sound /k/).

3. **The Song Animations are very suitable to teach phonics to EFL learners.** In Indonesia, where I teach EFL, the learners' first language (L1) differs significantly from English in terms of spelling and sounds. **Jazzles Animations will be very helpful for the EFL learners to recognize the sounds and the corresponding letters in English.**

I prefer inserting some unfamiliar words in the songs. In this way, the learners can learn phonics and new vocabulary. **It's a good way of integrating language components (pronunciation, spelling, and vocabulary) in one learning activity.**

Original Message----- USA ESL Teacher

People learn language in different ways. **Children who are English language Learners learn language best in an environment where there is no fear of failure.**

Everyone loves to sing. Through singing, no matter whether child or adult a student enjoys repetition of new language concepts. **This helps to build a student's self-esteem, motivation to learn more language in any setting.**

All children love music and song. By singing along your students will

1. Practice and perfect their pronunciation.
2. Take Risks with words without being embarrassed.
3. Experience natural English language including cultural expressions.
4. Memorize word and phrase sequences.
5. All the **Jazzles songs teach language in context** through poetry or rhyming literature. **Over 400 contemporary words which are in common usage are included.** These words are an invaluable beginning for a newcomer to this country to understand nuances of the English language.
6. Jazzles actively involves English learners. **Parents who are learning English are able to learn alongside their children** without being threatened by lack of English language experience.

I have found Jazzles to be of **inestimable value when teaching English Language Learners.** The students ask to sing songs again and again. We act the songs out and also **investigate the meanings of particular words.** We **look at weird pronunciations and also look at phonemes.** I have used these songs over and over again and each time we look for something different in the songs.

Since 75% of the words we use daily are irregularly spelled or pronounced Jazzles really helps to instil these idiosyncrasies in the students no matter what age they are. I have used Jazzles with 4th and 5th grade newcomers as they were going to perform for the younger children to purportedly help the Kinder and 1st grade students learn English. Really everyone was learning. This is an excellent program which I highly recommend.



(Above) When English students are beginning to learn the sound and symbol for letters of the English alphabet, Jazzles Craft Letter Pages provide a multisensory hands-on approach to letter sound correspondence. Using the senses of taste and smell is a fun and highly effective learning strategy. For example collage the letter page with a herb, food or craft material that begins with the same focus letter – like crushed **egg shells for 'e'**, **grass or gold glitter for 'g'**. Then use adjectives to describe the collaged letter alliteratively. For example: "That's an **exceptional, exciting, egg shell 'e'**." "What a **grassy green 'g'**" Or "I've got a **glittery, gold 'g'**."

Note: Cooking with herbs and associated foods can become a vocabulary extension experience. Alliteratively themed cooking develops important social interaction, conversation and related language development. Look for hundreds of thematically linked ideas like this in the Lesson Plans.

Original Message----- USA MIGRANT CENTER - Head Start Child & Family Development Program.

Subject: Jazzles Song Animations - widens age appeal and effectiveness

Good morning Lesley,

I think these would be a great addition to our migrant center. The other materials (JAZZLES CDS AND BOOKS) have been checked out of the center since receiving the materials. **We have gotten great feedback from teachers!**

Original Message----- Japan EFL Teacher

Subject: RE: Jazzles Song Animations - partnering of sound and image!

I showed my students the clips. They really liked the Blue Bus Blues in particular and **wanted to watch it again and again.**

I think you will be very successful with it and at the same time, be helping teachers reach their students in a very positive way. I think you are a very talented lady who is making the world a more beautiful place because of your drive to share your music.

You will probably never come close to knowing how many young children and **English Language Learners you have helped.**

Original Message----- USA ESL Parent

If you had a chance to see happy my daughter Victoria dancing, jumping and singing to the tune of the Jazzles ABC Song while her sister Angela is playing on your site with the words, you would be so proud of yourselves! Just imagine how many kids out there get in the same happy learning mood when they hear your songs or play the word games!

Original Message----- USA Kindergarten Teacher

My kids loved the Jazzles animated cartoons. **Very entertaining and catchy.** Even my kids who don't speak a whole lot of English started to sing a long with the songs.

Original Message-----

USA Kindergarten Teacher

My kindergarteners love it!! **Having 26 ESL kids is a challenge, but your Jazzles and accompanying material is wonderful.**

Original Message-----

USA Kindergarten Teacher

I was looking for material that would **help the children learn to form the proper tongue-teeth- lip movements to pronounce English and I wanted it to be related to phonics** so I decided to try Jazzles. I am learning the songs myself and evaluating the lyrics for comprehension for my particular class of children. **The material is very appealing and clever.**

----- From Brazil - An Inspirational Story -----



Ana Cláudia, from São José dos Campos, Brazil, came from a poor background and made to leave the school while still in the fifth year of her elementary school. Through her own endeavours, she graduated with a Computer Science degree and a determination to develop literacy using software for children with learning disabilities. She is now studying for post graduation, determined to continue giving emphasis to the 'World of the Literacy' to those with special needs.

She writes: "The children love the Jazzles drawings and musics. **When the lesson always finishes they do not want to go. They want more!**

Jazzles is glad to support Ana and the children she works helps.