Day 12

Developing resource finding, adaptation and awareness skills for the curriculum

Session 1: Types of widely available resource, and learning outcomes they promote

Questions relating to issues in this session

4 What do you think might be meant by the phrases 'death by PowerPoint' and 'death by worksheet'?

4 What type of ELT resource/support websites would you cite as useful?

4 What should your first three questions be when evaluating the potential effectiveness of a resource?

4 What 'ready-made' resources often prove the hardest to find?

Types of resources

Slide shares   Book/film resources   Digital craft

Digital reference   Worksheets   Podcasts

Literature sites (audio) Computer ELT   Documentaries

Audio-visual demonstrations   Presentation software

Print sites   Teacher support sites

Returning to our question..

4   What should your first three questions be when evaluating the potential effectiveness of a resource ?

4   Discuss with another teacher how you now answer this.

Session 2: CLIL approaches within the curriculum and finding CLIL resources

Questions related to issues in this session

4 What do you understand CLIL to mean?

4 Are content with language lessons, CLIL lessons?

4 What sort of language support will learners need when dealing with subject type tasks?

4 Where can we begin to look for subject / cross-curricular resources?

Providing CLIL language support?

Discussion of your ideas:

- planning for the lesson?
- during the lesson?
- at the end of the lesson?

How can you provide language support?

Planning for the lesson:

- Write a language objective for the lesson plan.
- If the language of a text/resource is difficult, consider whether to adapt the resource or how to scaffold the teaching activity.
- If you have team-teaching in your class, share your lesson plan with the other teacher.

How can you provide language support?

During the lesson:

- State the language objective.
- Write key words on the board and pre-teach them.
- Use all four skills – listening, speaking, reading, writing.
- Encourage language learning skills – e.g. paraphrasing, asking for clarification, dictionary skills.
- Encourage critical thinking about language – e.g. learners comparing how to say things in Kazakh/Russian/English, learners being precise, learners assessing own progress in language.
- Be 'language aware' – e.g. give visual support, use body language, give learners time, repeat things, say it in a different way, give examples.

How can you provide language support?

At the end of the lesson:

- Review progress with the language objective.
- Give feedback on language as well as content.
- Liaise with the team teacher – if complex content is not understood.
- Liaise with language subject teacher – if any language issue (e.g. essay writing skills) need reinforcing.

CLIL resourcing: three routes

Subject curriculum support sites:

www.tes.co.uk

CLIL and subject materials searches

Generic CLIL sites

http://eclil.uws.ac.uk/?option=com_content&view=article&id=47&Itemid=62

Returning to our question

4 What sort of language support will learners need when dealing with subject type tasks?

What were the best examples of 'scaffolding' task that you met during this session ? Discuss with another teacher.

Session 3: Evaluating resources against curriculum learning objectives

Questions relating to issues in this session

4 Does the way we use a resource need to match the intended learning purpose of that resource?

4 Is vocabulary level always a potential barrier in using a resource?

4 What should our key concerns be in adapting resources?

4 What do you understand by the terms 'staging' and 'pacing' in lessons?

Resource evaluation

- What kind of resource is this (structured tutorial, supporting material, index)?

- What purpose does it seem to have, in terms of learning needs?

- How would you use it with learners in practice? (e.g. what activities/assessment tasks could you structure around it?)

- How would you describe it to learners in one or two sentences?

- How effective do you find it as a learning resource?

Adapting materials

- Bridging

- Making objectives meet requirements

- Matching purpose

- Maximising appropriacy

- Looking for 'congruence'.

McDonough and Shaw 2003

Returning to our question

4 *Is vocabulary level always a potential barrier in using a resource?*

Did you feel any of the resources presented had problems in this respect?

Session 4: Presenting a cross-curricular resource to peers with appropriate language scaffolding

Questions relating to issues in this session

4 What areas of language might be the focus in scaffolding for subject tasks?

4 Is scaffolding appropriate for every stage of lessons?

4 In such lessons, what is it important to consolidate/concept-check in addition to the language in tasks ?

Language objectives: guidelines

For each short-term lesson plan:

- **Write a language objective** which helps to achieve the subject learning objective and which encourages use of language.

    e.g. *Make an oral presentation on...*

- List **subject-specific vocabulary**:

    e.g. *rational number, fraction, denominator, numerator*

- List **useful phrases (classroom language)** for dialogue/writing:

    - they could be an **explanation**, e.g. *If A is inversely proportional to B, then…*
    - they could be **grammatical**, e.g. *bigger than, smaller than*
    - they could be **frames for dialogue/writing**, e.g. *Can you say why…?*

- Further guidance: *Introduction to language objectives* and samples in course plans.

Returning to our question…

4 Is scaffolding appropriate for every stage of lessons?

Discuss with another teacher in relation to the examples of the 'content with language' lessons seen in this session.