

Learning Across the Curriculum *English Matters* - European Programme

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How can I teach my students to master subject content by

listening actively and attentively

speaking fluently and with confidence

reading actively and with understanding

writing accurately, using curricular vocabulary

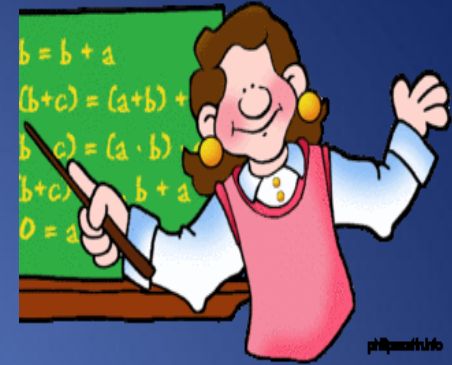
Teachers matter

Student learning is influenced by many factors, including: students' skills, expectations, motivation and behaviour; family resources, attitudes and support

***“teacher quality”** is the single most important school variable influencing student achievement.*

OECD TEACHERS MATTER 2011

Two thoughts for today



The greatest
resource you bring
to your classroom
is your CREATIVITY

*None of us is
as smart as all
of us*

Japanese proverb

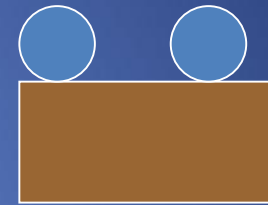
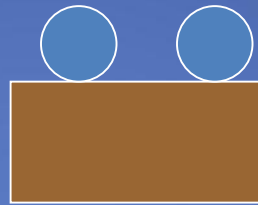
Agenda

- Four literacy skills
- Disciplinary literacy
- Broadened definition of literacy
- Key points in literacy
- T & L strategies

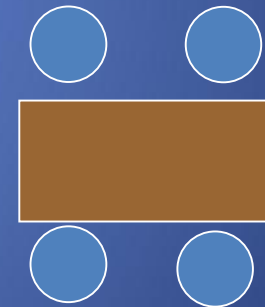
1. Think *(silently alone)*



2. Pair



3. Square



***Note this teaching strategy
We will use it often in this course***

Think Pair Square – suggest *one* use



- Focus students at beginning of a class
- Provide opportunity for clarification after you have introduced something new
- Promote peer conversation and use of the target language

4 Literacy skills

- Listening
- Speaking
- Reading
- Writing



Ireland



LITERACY AND NUMERACY FOR LEARNING AND LIFE

**The National Strategy to Improve Literacy and Numeracy among
Children and Young People 2011-2020**



Traditionally we have thought about literacy as the skills of reading and writing; but today our understanding of literacy encompasses much more than that. Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

Teaching strategy which observes
all four points

Listening

Curricular vocabulary

Visuals

Oral competence

PLACEMAT TECHNIQUE- Name your team!



**Fill your
section with
words**

Post-reading task

Vocabulary recall

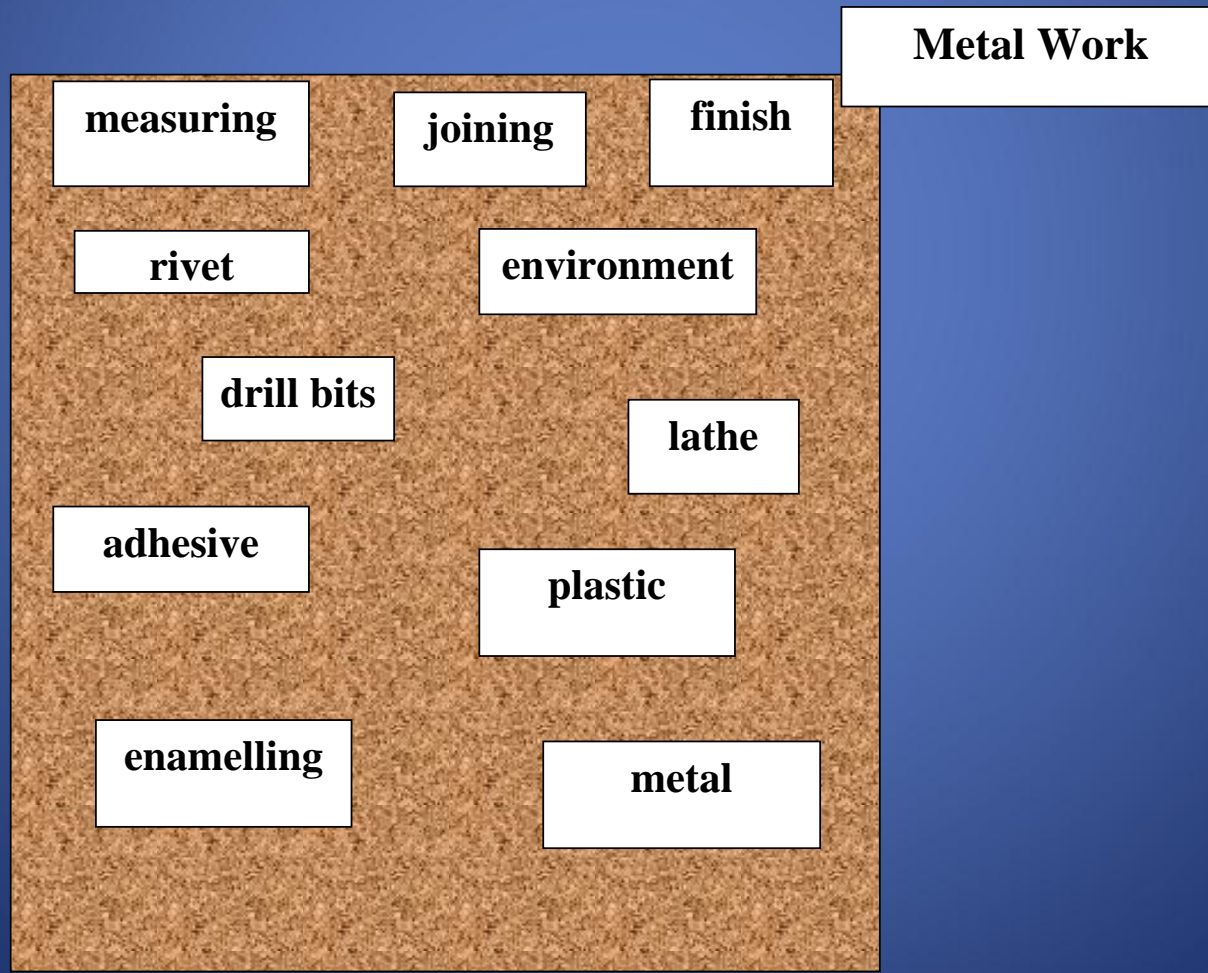
- Teacher gives definitions, students must supply newly acquired curricular words from the text.

2. Create a Quiz

- Students write a set of questions on what they have read
- They must also write the answers to those questions
- Test in pairs partner on your set of questions

Word Notice Board

Keywords can be displayed on a noticeboards in classrooms. The teacher can refer to them throughout the lesson or do some *Timed Exercises*.



Bloom's Taxonomy proposed that knowing is composed of six successive levels arranged in a hierarchy

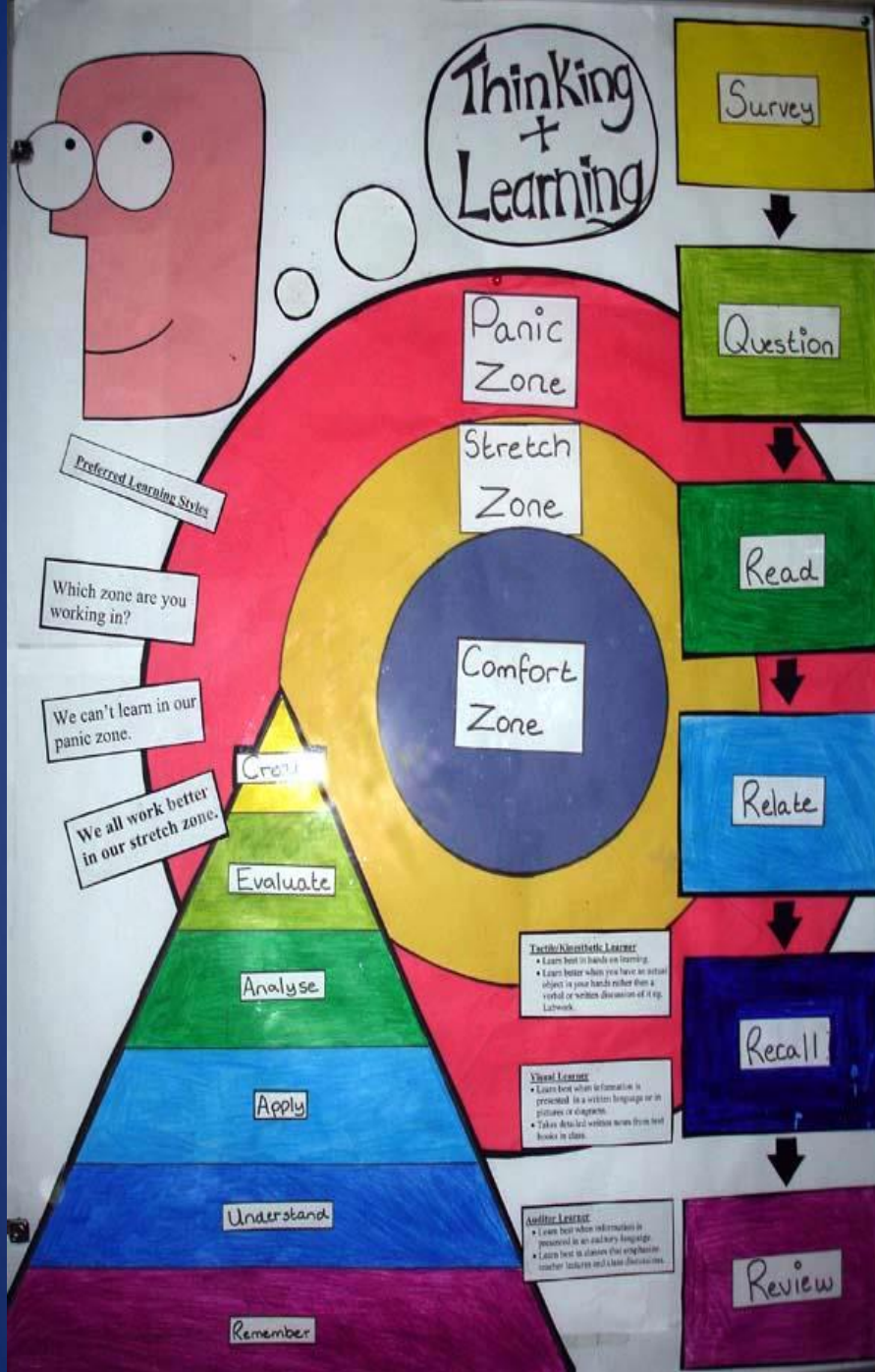


CLIL encourages the teacher to employ a variety of T&L strategies

CLIL encourages the student to advance in learning to higher order thinking

Cognition

- CLIL challenges learners to:
 - think
 - review
 - engage in higher order thinking skills
- Bloom's Taxonomy is a useful guide to thinking skills. Bloom arranged two categories of thinking skills: lower and higher order.



A classroom presentation of Bloom's taxonomy

Taken from the SESS website

Equality of Challenge

Questions for Remembering

- When did.....?
- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Can you name ...?
- Find the definition of...
- Describe what happened after

Questions for Understanding

- Can you explain why...?
- Can you write in your own words?
- How would you explain...?
- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?



What does the research say?

Research suggests that:

- In general, teachers ask 300 - 400 questions daily
- In the average class 85% are 'skinny' questions and 15% are 'fat' questions

Question Stems

- How can we be sure that ...?
- What is the same and what is different about ...?
- Is it ever/always true/false that ...?
- Why do _____, _____ and _____ all give the same answer?
- How do you?
- How would you explain ...?
- What does that tell us about ...?
- What is wrong with ...?
- Why is _____ true?

