



RECEPTIVE LEARNING SKILLS

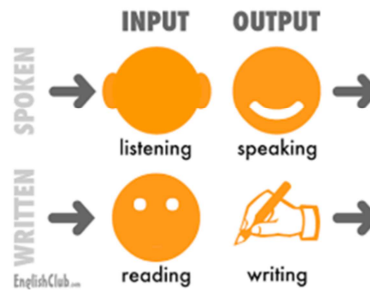
READING

Seminar 4 will look at *Receptive and Productive Skills*. The first half of the session is dedicated to the 'easier' *Receptive Skills*. The second part to the 'more challenging' *Productive Skills*.

Learning Skills

Can you name the 4 *Learning Skills*?

1. *Reading*
2. *Listening*
3. *Speaking*
4. *Writing*



Which 2 categories do we divide the *Learning Skills* into?

1. *Receptive*
2. *Productive*

RECEPTIVE = *Reading & Listening* *PRODUCTIVE* = *Speaking & Writing*

Go through the questions above.

NB: *Receptive Skills* are so called because the student only has to *receive* information (through reading or listening) and understand it.

Productive Skills require the student to *produce* language.

The image shows the impact that we expect *Receptive Skills* to have on *Productive Skills*.

Image:

http://66.media.tumblr.com/6aff2fdf17e5506b4d652f00bddeace4/tumblr_inline_nfzlj2HdX31s2ka6m.png

Reading

How can you help your CLIL students with understanding *Reading*?

How do you present *Reading* tasks to your CLIL students?

Do you do anything differently to a non-CLIL lesson?

We are going to look at a sample lesson to highlight ways that you can help your CLIL students engage with *Reading* and increase comprehension.



Firstly, we are going to look at *Reading*.

Reading should be one of the easiest skills and is often the first one that students (particularly age 10+) master.

It does not require them to decipher accents or pronunciation and they can re-read as many times as necessary.

Most language students are able to understand reading of a much higher level than their ability.

Ask participants what they currently do when they present a *Reading* task in CLIL sessions.

Do they do any warm-ups, pre-teaching etc... (we should remember that these participants should not be language teachers and may therefore be unaware of methodology for teaching languages).

Go through the questions/information.

Image: <https://blogs.thegospelcoalition.org/erikraymond/files/2015/06/reading.jpg>



Reading – Warm Up

Just like warming-up our muscles to prepare them for exercise, we need to warm-up our students to prepare them, particularly if we are going to give them something challenging.

WARM-UP ACTIVITIES

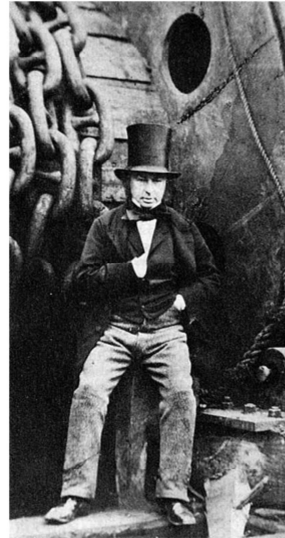
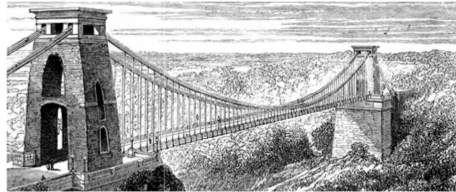
- Showing pictures/photos as a stimulus for discussion
- Matching pictures and titles/names
- Listening to sounds and brainstorming related words
- Imagining questions we might want to ask about a person or a thing

Giving a range of stimuli can help to engage students of different *Learner Styles* and also offsets the fact that students are going to do some considerable reading.

Ask participants to brainstorm different warm-up activities which could be used when introducing a new topic.
Then go through some of the suggestions.

Reading – Warm Up

A sample



Here is a sample on a theme which will continue throughout this PPT.

We will take as our sample topic: History, and in particular, the Victorian Age and famous people from that era.

The class is going to read about the life of an engineer called Isambard Kingdom Brunel. It is supposed that whilst they may have heard of him, they might not recognise him or know what he did.

First, teachers will need to attract the students' interest and to bring out some of their existing knowledge. Show the photos in the order of the animation and ask them to say allowed any English words that spring to mind as they see the images. Then see if anyone knows/can infer who he is/what he is famous for.

To simulate this activity further we could ask questions like: What do you know about scientific and technological progress in the 19th century? How did people's everyday lives change in relation to transport, for example ?

The teacher's skill here , we might call "a warming-up skill".

Image: <http://www.ikbrunel.org.uk/userFiles/brunel-2.jpg>

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<http://www.brunelfestivalneyland.org.uk/images/GreatEastern.gif>



Reading – Predicting

When we read or listen in our own language our brain automatically begins to predict words that we might encounter.

However, our brain can't do this so easily in another language.

If we come across unknown words our brain can come to a stop, rather than trying to figure out the meaning.

By helping students predict words and pre-teaching difficult items we can help to avoid these 'blocks'.

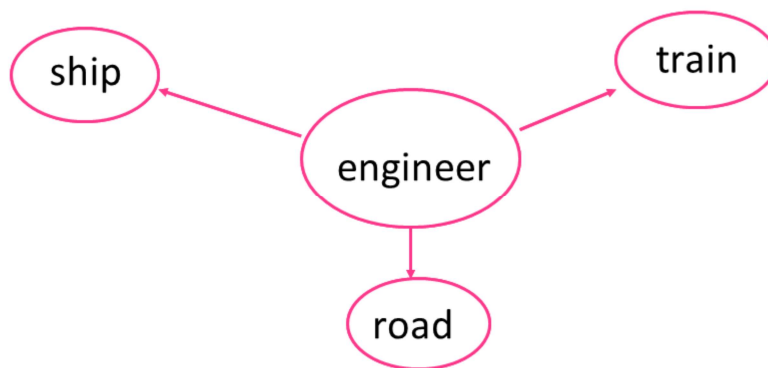
PREDICTING ACTIVITIES

- Give a keyword and ask students to brainstorm related words
- Give images with definitions written on separate pieces of paper and ask students to match.
- With challenging language it is always better to ask students to work in small groups.

Ask participants to brainstorm different predicting activities which could be used when introducing a new topic.

Reading – Predicting A sample

Make a *Mind Map* using the keywords below...



Now that the students in class are engaged with the subject, teachers will need to encourage the students to predict what sort of language the text will contain. Key vocabulary can be elicited and put up on the board – for example, the students might already know words like railway, bridge, engineer, ship, and so on. Doing this activity can be called “encouraging the prediction skills” of the students. The seminar presenter might simulate this activity with the participants to make it more vivid.

Go through the activity. Participants should brainstorm any related words. They may decide to draw pictures and then use the tutor for L2 guidance if necessary.



Reading – Pre-reading

When asking students to access a challenging *Reading* it is a good idea to ask them to *pre-read*.

Pre-reading is allowing students to read through a text before completing the main task.

Give students another task to do at this time. This way they are exposed to the text without having to tackle the complex task immediately, which can be very daunting.

Go through the slide.



Reading – Pre-reading

Look at the text about Isambard Kingdom Brunel.

Go through and highlight/underline any new words.

Discuss these words with your partner and try to understand the meaning from the context.

Refer to a dictionary if there are any words you still don't understand.

Circulate the text to the participants. Explain that most texts will also contain entirely new language that students cannot be expected to understand without any help. Ask the participants to read the text quickly to identify examples of this new lexis and discuss with the group a list of about 10 items. For example, the list might include the following words -: tubular, truss, suspension bridges, iron-hulled, screw propeller, steam-powered, a stroke, Docks, gauge, a tunnel. This list is what the teachers may need to explain first before reading the text. For the teacher, this can be called a "pre-reading skill".



Reading – Skimming

Skimming is a reading skill that expects students to read a text quickly to gain a general understanding.

Set general comprehension questions.

Give students a time limit to complete *Skimming* tasks, otherwise they will read for detail.

Go through the slide.

At this point the teacher will be able to ask the students to read the text as it is. Teachers tend to vary between those who like the class to “read aloud”, perhaps to check pronunciation, and those who prefer silent reading, which is thought to be a more ‘normal’ reading activity. At the beginning, the students would need to read the text quickly to get the main idea of the text. This reading skill is known as a “skimming skill”.

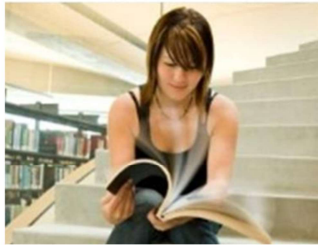
Reading – Skimming

A sample

Suggest some *Skimming* questions which you could set for the text you have just read.

Remember *Skimming* questions ask us to read for *gist*.

Do not ask for details in these questions, but general ideas.



Ask participants to suggest some *Skimming* questions.

e.g.: *Choose the best title for the extract:*

- a) *Brunel – The Ship Designer*
- b) *Brunel – A Man of Mystery*
- c) *Brunel – Engineer Extraordinaire*

Image:

http://authorstream.s3.amazonaws.com/content/1911958_635127605615095000.jpg



Reading – Scanning

Scanning is a reading skill that expects students to read a text more slowly looking for specific details.

Set specific comprehension questions.

When setting questions give multiple-choice answers that are similar/ mentioned in the text to ensure students have to read attentively.

No time limit is necessary here. The focus is on attentive understanding and should not be rushed.

Go through the slide.

Comprehension skills also focus on specific details in a text so the students can be encouraged to identify specific details in a text. This skill is known as a scanning skill where the reader is looking for very precise information.

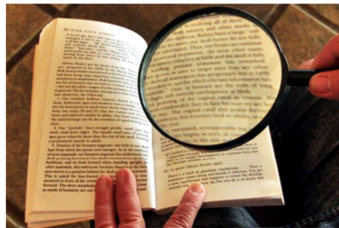
Reading – Scanning

A sample

Suggest some *Scanning* questions which you could set for the text you have just read.

Remember *Scanning* questions ask us to read for *detail*.

Ask ‘cunning’ questions which make your students think.



Ask participants to suggest some *Scanning* questions.

e.g.: *Brunel worked in France. True/False Justify your answer*
False – he was educated in France.

Image:

<http://www.volaresurgeryrecovery.com/IMAGES/thingsNotConsidered/magnifyingGlasses.jpg>



Reading – HOTS

Can you remember what *HOTS* stands for?

Higher Order Thinking Skills – from *Bloom's Taxonomy*

After students have completed pre-reading and comprehension exercises extension tasks should be set which push students to use *HOTS*.

These should encourage students to consolidate knowledge and recycle new vocabulary/phrases from the completed reading task.

Go through the slide.

Reading – HOTS

Use the table from *Seminar One* to make extension tasks based on the reading you have completed on Isambard Kingdom Brunel.



The students in class can then be encouraged by their teacher to discuss the contents of the text. This can be done easily by the teacher referring back to some of the questions which were asked at the beginning about changes in society, science, and technology. The idea, here, is to develop the “higher order thinking skills” of the students. Topics might include How have things changed since Brunel’s day? Do you think Brunel deserves his fame? Why? What were the advantages and disadvantages of the Industrial Revolution?

Depending on the amount of time you have available this could be a suggestion or it could be completed by the group.



Reading - In Conclusion

1. Warm-up
2. Predict
3. Pre-read
4. Skim
5. Scan
6. HOTS

Go through the points above in order.

Allow participants to discuss/ask questions and encourage peer response.

Show participants that in section 2 of the 'Bloom's Fact Pack' there are more tools which they can use to help include Bloom in CLIL lesson planning.

They are provided with lots of vocabulary, chunking and scaffolding in order to ask questions and design tasks based on Bloom's model.

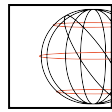


Any comments?

You can brainstorm any comments/feedback here.



THANK YOU FOR LISTENING



LANGUAGE POINT
International Education Group