

Tea Project

SINCE 2016

TEACHING IN ENGLISH
FOR ACADEMICS
-ULB-



THEORETICAL OVERVIEW

CONTENTS

- 1.1 -

**CONCENTRATION
DURING A LECTURE**

- 1.2 -

**TEACHER TALKING TIME
VS. STUDENT TALKING
TIME**

- 1.3 -

LEARNING ACTIVITIES

- 1.4 -

**RECEPTION TO
PRODUCTION**

- 1.5 -

**SCAFFOLDING:
SUPPORTING
YOUR STUDENTS**

- 1.6 -

**ASSESSMENT OF
LEARNING,
ASSESSMENT FOR
LEARNING**

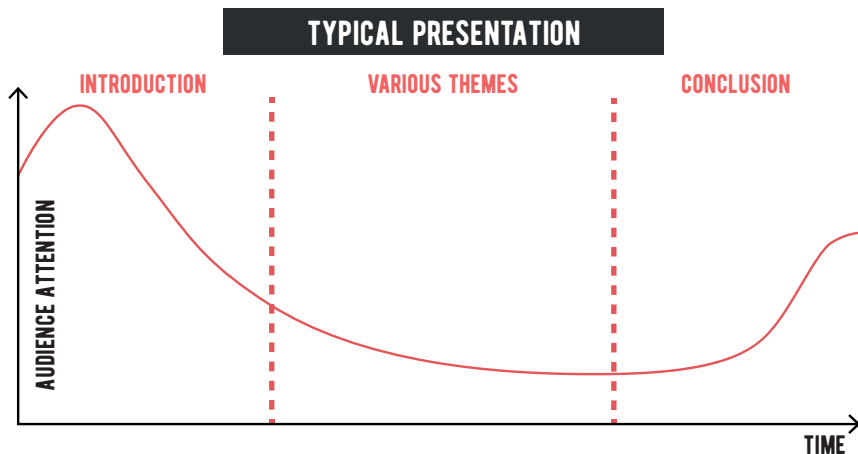
- 1.7 -

**UNDERSTAND
YOUR STUDENTS'
LEVEL OF ENGLISH**

- 1.8 -

LESSON CHECKLIST

1.1 CONCENTRATION DURING A LECTURE



We know that concentration does not remain stable throughout a lecture. This is even more the case when the students are learning in a language that is not their first language. They will lose the thread more quickly and find it more difficult to pick it up again.

To increase student concentration levels throughout the lecture, it is important to add interactive learning activities and to give the students talking time.

This serves multiple purposes:

- ◆ It wakes the students up by moving away from listening and note taking.
- ◆ It means that they are more likely to engage more deeply with what follows.

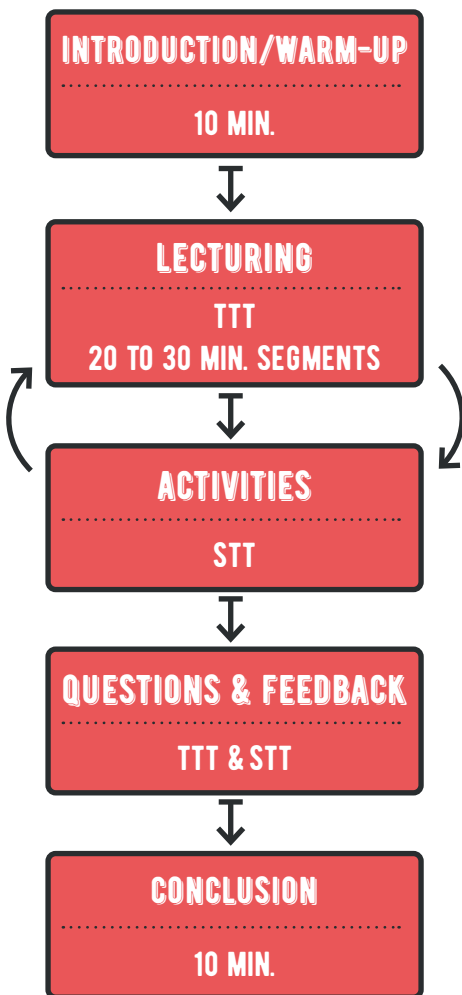
NB. In a two-hour lecture, it would be possible to remove breaks as long as you have regular 'talking' breaks.

1.2 TEACHER TALKING TIME VS. STUDENT TALKING TIME

Lecturing, i.e. **teacher talking time (TTT)**, is useful for giving information. However, teacher input doesn't mean the information has been understood or acquired by the students.

Student input, or **student talking time (STT)**, engages the students and encourages understanding and application of the knowledge.

A two-hour lecture should look more or less like this:



1.3 LEARNING ACTIVITIES

Lecturing is one way of transmitting knowledge to a group of students; however, we know that it isn't particularly efficient in terms of long term learning, especially when the students are working in a second language.

Activities are important for understanding and applying knowledge. They might be focused at an individual, pair, small group or whole class level. They help students to move from lower order acquisition of knowledge to higher order skills.

LEARNING INSIDE THE CLASSROOM



Learning activities also:

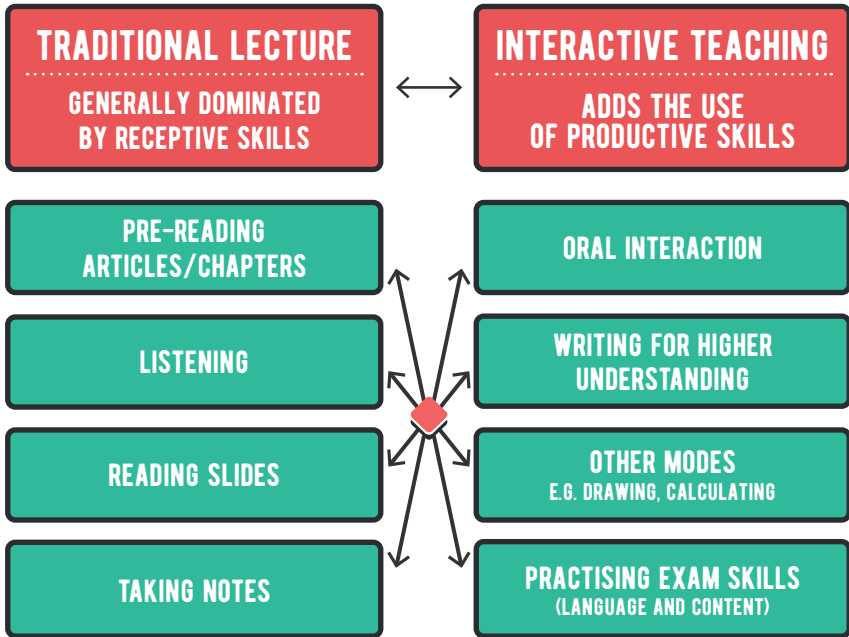
- ◆ Engage students.
- ◆ Enable you (and the students) to check their content learning.
- ◆ Help students to learn new language, for example, terminology and key terms.
- ◆ Help with the development of language skills, especially writing and speaking.
- ◆ Help students to develop more effective listening, reading and learning strategies.
- ◆ Act as models and opportunities for exam practice.
- ◆ Extend thinking and cognitive skills.

1.4 RECEPTION TO PRODUCTION

Research shows that interactive teaching methods improve exam results and are more effective than lectures. This is all the more important for students who are learning in a second language as they need opportunities to appropriate new vocabulary and concepts in active, productive ways. The acquisition of new knowledge and skills is connected with language development and interactive techniques allow students to draw from a wider range of modalities, meaning that there is a greater chance that they will learn the material you want them to cover.

Many teachers organise revision sessions to review the course content, but it is essential that students are also able to practise the **language skills** needed in the exam at regular occasions throughout the course. For example, if they will do a written exam, they need structured opportunities to practise collecting their ideas and writing them down, and this shouldn't just happen in one session at the end of the course.

1.4 RECEPTION TO PRODUCTION



1.5 SCAFFOLDING: SUPPORTING YOUR STUDENTS

Scaffolding is the progressive and temporary support offered to students in order to help them understand and learn. The ultimate goal is to make them more autonomous, but this takes time and practice. Scaffolding happens at all stages of your teaching and can take many forms:

DELIVERY

- ◆ Vary the register of your language, i.e. use everyday language first and then move to the academic terms.
- ◆ Use French strategically to help students understand a word or an idea.



LANGUAGE SUPPORT

- ◆ Create tasks that help the students to identify, learn, understand and use new language.
- ◆ Plan to give language explanations or opportunities to explore language before, during and after each session. Don't just rely on 'on the spot' explanations.
- ◆ Ask students to develop their own definitions.
- ◆ Use word banks and glossaries for difficult language and key terminology.

SLIDES AND MATERIALS

- ◆ Add synonyms, definitions and translations to your slides.
- ◆ Highlight key terms.
- ◆ Use images, diagrams and graphs to explain key ideas.

1.5 SCAFFOLDING: SUPPORTING YOUR STUDENTS

LESSON STRUCTURE & ACTIVITIES: JOINING UP LANGUAGE & CONTENT UNDERSTANDING

- ◆ Brainstorm a topic to establish the existing level of knowledge.
- ◆ Ask students to summarise an article/text.
- ◆ Give sentence starters to help students reply more confidently and accurately to questions.
- ◆ Break down complex tasks into simpler ones.
- ◆ Provide templates for written assignments.
- ◆ Use model texts and answers as well as speaking or writing frames to help students construct their answers.
- ◆ Provide constructive feedback.
- ◆ Allow students to use their first language to help support their understanding.

EXAMPLE: SUPPORTING STUDENTS' VOCABULARY DEVELOPMENT

Students will not understand new concepts properly unless they understand key vocabulary but they won't necessarily learn this vocabulary by simply 'encountering' it in their reading. They need to actively engage with new language through tasks and discussion.

BEFORE THE LECTURE

Preparation activity asking students to translate 10 key terms for the lecture.

DURING THE LECTURE

Check understanding by focusing on 3 common confusions. Ask the students to volunteer new words.

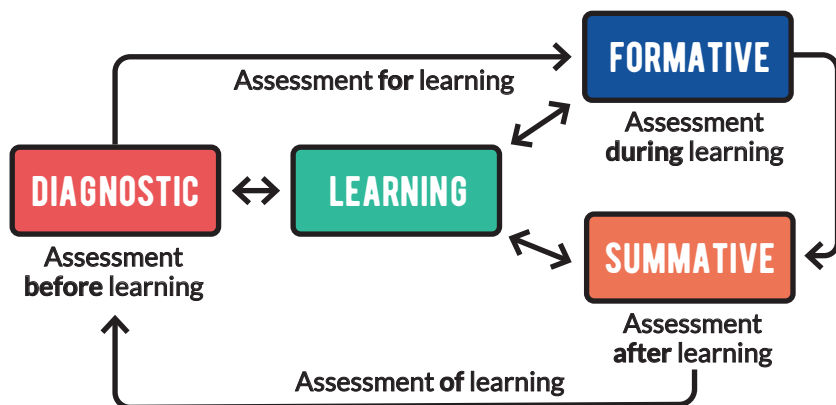
AFTER THE LECTURE

Students create example sentences for 3 new words. Prepare the terms for the next lecture.

1.6 ASSESSMENT OF LEARNING, ASSESSMENT FOR LEARNING

ASSESSMENT OF LEARNING SUMMATIVE	ASSESSMENT FOR LEARNING FORMATIVE
The learner receives a grade at the end of a course, based on predefined criteria.	The learner and the teacher are part of a feedback cycle during the course.
<ul style="list-style-type: none">◆ Centralised assessment criteria.◆ Tasks.◆ Tests.◆ Exams.◆ Grade.	<ul style="list-style-type: none">◆ Sharing learning expectations.◆ Finding out whether the students have learned what you think they have learned.◆ Finding out what kind of learning is actually happening.◆ Feedback comments.◆ Self-assessment.◆ Peer-assessment.

1.6 ASSESSMENT OF LEARNING, ASSESSMENT FOR LEARNING



Assessment, teaching, and learning are linked. Assessment **of** learning is a common feature of university education, i.e. end of term exams. Assessment **for** learning is less well known but is an important tool that serves a number of diverse functions:

FOR STUDENTS

- ◆ Provides students with information and guidance so they can plan their learning and possibly adjust their learning strategies.
- ◆ Provides them with a low-stress means of communicating with the teacher, particularly about areas of difficulty.

FOR TEACHERS

- ◆ Helps teachers to understand their students' strengths and weaknesses throughout the course, not simply at the end.
- ◆ Enables them to adapt their teaching, for example to take account of misconceptions.
- ◆ Allows them to reflect on the effectiveness of their teaching.

1.7 UNDERSTAND YOUR STUDENTS' LEVEL OF ENGLISH

Ideally, your students would have a minimum B2 level on the CEFR to follow an academic course at university; however, this isn't always the case. Nonetheless, it is important that at the beginning of your course, you take a moment to proactively enquire about your students' language level. This ensures that you are fully informed about the group and allows you to discuss the challenges of learning in a second language.

The TEA Project has online questionnaires that are designed to take around 10 minutes. The quiz is completely customisable with your own questions.

Areas of focus include:

- ◆ Students' first language.
- ◆ A global self-assessment of their English level.
- ◆ Specific self-assessment of their speaking, listening, reading and writing skills.
- ◆ Self-reporting on their confidence in each of those skills.
- ◆ Previous experience of learning in English (as opposed to learning English as a language).
- ◆ Ways the teacher could support them as learners-in-English.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

1.8 LESSON CHECKLIST

1. STRUCTURE AND PLANNING

- ◆ Do you know the level of English of your students?
- ◆ What activities are planned and how will you vary the rhythm?
- ◆ What interactive activities will you use to deepen understanding and help students to move from reception to production?
- ◆ Do you know what the students already know about the subject?

2. DELIVERING THE LECTURE

- ◆ Are the main points of the lecture written on the slide or blackboard?
- ◆ Are students aware of the focus of the lecture?
- ◆ Are student contributions encouraged and integrated into the lecture?
- ◆ Do you clearly indicate when you are changing topic?
- ◆ Can students follow comfortably or are they scribbling notes madly?
- ◆ Are you using scaffolding techniques and visual aids?
- ◆ Can every student see and hear you?

3. ENCOURAGING ACTIVE LEARNING

- ◆ How can students be involved in the class?
- ◆ Do you plan questions in advance?
- ◆ Are you doing regular comprehension checks?
- ◆ What opportunities do you have to get feedback from the students?
- ◆ Have you included assessment for learning?

4. EXAM PREPARATION

- ◆ Does the session give the students the opportunity to practise for the exam?

NOTES

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