

Session A Key Input: Lecture 3
Material design: Balancing Language and Content
Lecture Transcript

Presented by **Dr Carole MacDiarmid**

Hello I'm Dr Carole MacDiarmid from University of Glasgow welcome back to the third lecture in the series on developing materials this one we're going to look at specifically balancing language and content we've already looked at identifying Learners needs and then selecting materials this will have a specific focus on language and content in classrooms by the end of the session you should be able to identify features to focus on related to content and also to language and describe practical activities now you'll know specific aspects from your own area whether you're an empi discipline Specialist or an EAP subject language specialist but this hopefully will help you draw together some ideas so that you can balance your own work as well and see where you can contribute to the work of each other and draw on their expertise so we're going to consider why balanced content and language some of this we've covered before but it's important to recap and explore practical examples I'm going to take two from some of the research that's been done and also one for my own my own disciplinary field which is tesol and something we've embedded into our own course it's important to remember that the balance whether it's equally balanced or more to content or more to language and linguistic features and textual features well depending on the course that you're teaching on and be context and of course genre specific you might be teaching electron a specific subject area and want to include some work on literacies and language within your area you might want to include some content but spend more time on the linguistic aspects and features if you're an EAP specialist but the important thing to know is that the collaboration between EAP and Emi Specialists is highly recommended because we bring different levels of expertise sometimes we overlap sometimes we're drawing from different areas and but together we can really enhance the use of materials and so the learning experience for our students working together and making the most of content and language can enhance engagement and understanding helping to clarify expectations for Learners possibly helping them ease and access a text and then they can then make the most of the learning opportunities available to them the first example we're looking at is from Wingate 2016 who makes a strong case for working towards a collaborative instructional approach approach she's looking particularly about development of academic literacies stresses the need for collaborative discipline specific approach approaches why well an EAP specialist as she says can articulate literacy requirements develop instructional materials on the basis of text analysis pinpoint underlying problems in student assignments these are our specialisms areas that we can articulate and have a lot of knowledge of disciplined subjects bring knowledge of the community's epistemology genres and conventions this obviously is known by discipline subjects Specialists but might be quite tacit and not something that a discipline specialist necessarily can articulate or has been asked to articulate before but working together we can do a huge amount to develop appropriate literacy tasks for learners in wingate's example the EAP specialist brought knowledge of genres and it was genre braced approach they looked at assignment writing in different disciplines they looked at high and lower achieving assignments examples included critique lab reports there was an analysis of

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student genres so specifically novice writing quite often work is done on Expert writing um undergraduate and even just to for a lot of postgraduate taught students their writing is is slightly different to an expert article for example looking at the writing and they they started with writing it is only one part of academic literacies but writing is typically assessed so an important area to focus on they looked at the rhetorical and linguistic analysis so what's the purpose of the text how it develops looking at moves and the communicative purpose you'll see an example of this in a moment looking at the lexaco grammatical features for example textual organization how are ideas linked linguistically and they called Kotor a workshop for students with the discipline specialist the discipline specialist provided the assignments the feedback comments and grades the disciplines reported on in this talk 2016 when management history and Pharmacy so we can see the discipline of specificity how you can look at features and take an approach to your materials development here the discipline specific input came from feedback comments so what points does a discipline specialist identify as important in the writing and also provided clarification on the requirements of the tasks and they in this example were asked to co-teach workshops for students ideally EAP Specialists and discipline Specialists would be commissioned to work together it's not always possible to meet a lot and get time together but at least by providing examples and specialist knowledge EAP Specialists can provide that additional academic literacy support So academic literacy has been available to communicate effectively in academic contexts this is an example here of one of the first tasks in a literacy window so you'll see on the right here it's an example introduction and there are three questions four examples were provided Learners are asked to analyze three introductions and they're high scoring ones and then complete their analysis of example four and summarize what would appear to be the desirable features of assignment introductions this is designed to raise awareness provide examples and then hopefully Learners will be able to transfer to their own writing and so here you can see an example of moves so this introduction has three sections three broad moves in it the first you can see here section establishes the intellectual context refers to relevant Authority so thinking of the purpose so what do we need to do in an introduction the second one here refers to the issue of the problem and then there's the third section provides an overview of what they're going to do so you can see a move analysis here and then this could be followed up with additional work on lexicographical features for example so we get the expertise and looking and analyzing um text from the EAP Specialists and disciplinary input into the particular focus and ideas that are required this level of collaboration is maybe not always possible and so McGrath it will take a slightly different approach in that their work is EAP academic literacy Specialists working to develop subject Specialists knowledge that tacit knowledge so subject Specialists as we've said will know their subject area but may not be able to articulate or have been asked to articulate this these features of academic literacy specifically they have different discipline Specialties this Workshop in the particular example reported on here was 13 subjects and disciplines and was developed through a workshop for a subject Specialists to raise awareness to genre features and metacognition so they were introduced to genres the formal The Lex grammatical rhetorical the purpose of texts for example the process what's involved in producing for example an essay and it's going to involve reading analyzing selecting and of course the subject matter discipline subject

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Specialists know the subject matter there may be less familiar articulating these different aspects they also looked at a range of activities to raise awareness to metacognition so our knowledge of what we do and how and why we do it and here they were working looking at assignments so the lecturers brought example assignments to the to the workshop and we're asked to see what were the features of the assignments what's involved in the assignment and then to look through their own course materials their own core support and handbook and think what aspects is support provided for for example do they provide information subject matter we can assume yes what about rhetorical so it's raising awareness to the expectations and requirements of the learner by a subjects specialist looking in detail at their work this particular approaches was with a group of um lecturers on uh postgraduate certificate in academic practice it's I know it's also been taken to one-to-one work with subject lecturers Greek works and as professional development third example is an example of embedded academic literacies from our own program so along with language teaching and EAP specialisms are specific specialist area is tesol this is our discipline area and here we have an example of embedded academic literacies So within a descriptions of language content course we've built-in academic reading and writing circles for tesol what does it involve well the first session where you're going to see an example Workshop looks at different strategies and tasks for processing content there is examples for guided reading specific reading strategies to think about effective reading and reading in depth and these look at partly the different purposes for reading when they're getting an overview or looking in depth there's also a specific section on genre and text analysis so there are specific activities that look at how the text develops and for searching and researching academic vocabulary the reading academic reading and just discussion Workshop was followed by one on writing and writing extended definitions within our field and all of this Drew on the specific reasons for our course so these are an examples of the worksheets the worksheet examples here are downloadable you can look at these in more detail your own time but the reading strategy worked in the first session for getting an overview surveying the text assigning keywords a later reading session looked at mapping the text the like literacy and language Windows here looked at organization of ideas how paragraphs and sections developed how sources are used within the text complex structures complex linguistic structures can make processing reading challenging so there's was a specific activity on unpacking this tools that would introduce ways for academic vocabulary analysis and then as I said the second Workshop looked at extended definitions where Learners explored them explored how they were produced how they're ordered and then practiced collecting and then writing their own so these were examples where we've got a balance on looking at the content we have reading strategies and there was discussion around the content and the content is relevant and required for the weekly lecture but then specific activities and tasks to analyze in depth and develop understanding of the academic language requirements and conventions this is our own field so we can look ourselves at organizational ideas sources definitions within our area if I was working with a different subject area I would almost certainly ask the disciplines expert for more information from a text I've analyzed on expectations so in summary we've looked at three examples of how we might balance language and content the importance of EAP and Emi specialist input and collaboration how we can draw on our different areas of expertise

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and as I said practical examples for focusing on content and language the next and final part of module 2 is a practical analysis task where you'll be asked to analyze a short example of an academic genre and for content and four aspects of language



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