

migrant
literacies



Co-funded by the
Erasmus+ Programme
of the European Union

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Working With Scientific Texts

by Tilburg University

Depending on the level of the learners, texts from popular scientific magazines or from engaging scientific websites/ journals will be used to make the learners acquainted with the field of doing research. Prior to class, students will be handed a variety of articles dealing with different topics that should be interesting to most people. During the lecture, the learners will be taught how to read such an article, to find the elements that hold key importance, and how to report about the key information from the article they have been dealing with in their own micro-article.

GENERAL DESCRIPTION

TARGET GROUP	Size: N/A Age: N/A Literacy level: Varying, A1+, depending on group Digital Literacy requirements: Intermediate
TIME	2 hours of class, 4 hours of work preparing and finishing the assignment
FORM	Included in the regular classes, homework, external workshop.
SPACE	classroom and at home, requires access to the Internet.
TOPICS COVERED	Varying topics depending on the chosen items.
TOOLS	<ul style="list-style-type: none">• Phone• computer• possibly pen and paper
OBJECTIVES	To improve language skills through comprehensive reading and reporting back on how to write your own micro-article.
LINGUISTIC SKILLS	Comprehensive reading, writing, online researching and to a lesser extent listening (during class).
DIGITAL/MEDIA LITERACY REFERENCE	Students develop a better understanding of how to use language learning tools on their computer. They learn how to use a word processor and to a lesser extent they will learn how to use an online search engine.

STEP BY STEP DESCRIPTION

STEP 1

Time

1 hour

Objective

Reading an article thoroughly, i.e. taking notes and preparing the article for later activities.

Material

- One article from a scientific/academic journal
- Pen and paper (or computer)

Literacy skills

Reading, comprehension, working with a computer.

Activity description

Before class, students will be asked to read an article from either a popular scientific magazine or from a scientific journal. Depending on the level of the learners, the level of the article will be decided. From previous experience, we have learned that learners really do need their time to read and take notes prior to class. Giving them enough time to read one article is essential to give them the experience they need.

STEP 2

Time

1 hour

Objective

Gaining a better understanding of how to deal with information, how to report previously learned information.

Material

- Pen and paper/computer (for notes)
- Possibly a beamer for a presentation with the articles shown, so it is easier for the learners to talk about their topic

Literacy skills

Speaking, listening, writing.

Activity description

This part entails the classroom activity. Learners engage with teacher about writing a summary of an article about a scientific text: what is important to include, what does not need to be included. What to do if a part of the text is unclear to you? Learners get a brief moment to talk about their article.

STEP 3

Time

1 hour

Objective

Learning to discuss several topics in their second language, as well as receiving and giving feedback.

Material

- Pen and paper/computer (for notes)

Literacy skills

Speaking, listening, to a lesser extent writing.

Activity description

In small groups the students engage in a discussion about their article. Together with the other learners they talk about what should be in the summary of their article. (10-15 minutes per learner's article, group size 4-6).

STEP 4

Time

3 hours

Objective

Further engaging with non-fictional material and writing a report on a topic that is both showing comprehension and a certain level of linguistic understanding.

Material

- Computer (or pen and paper)
- Internet (for further research if something is unclear)

Literacy skills

Writing, using the computer for word processing/doing searching online.

Activity description

The learners will work on their summary. They are allowed to make it as long as they think is necessary, however previous experience has taught us that learners will spend way too much time on their essays (up to 8 hours on a 2-page article – which is why we only ask for ½ - 1 page). Their work will be reviewed, and formative feedback will be sent to the student.