**Day 2: Suggested Procedure and Materials**

NB: The reading homework for Day 1 on Strategies and PDP was changed after the Day 2 plan was written. The readings are aligned with the content of Day 2, but are not clearly “covered” in this plan. Please fit them in as you deem appropriate.

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| Objectives: By the end of the session, participants   * will be able to explain how the PDP framework helps readers access text and improves their receptive skills * list several activities appropriate to the pre-, during and post- reading phases and to their teaching context * identify challenges that their EAL students face in reading and link challenges to practical steps they can take to lessen the challenges * be able to explain in general terms how teaching reading strategies can be integrated into their teaching and how they can aid the learning of EAL students such as those they teach. |

**CALP terminology**

* Introduce one of the key threads of the remainder of the training: the responsibility of faculty teaching content in English to students for whom English is an additional language to teach not only content in ways that make the content accessible and encourages active student participation in learning but also builds/supports the students’ developing academic English language proficiency.

Objective:

By the end of the session, faculty will

* Be able to define key terminology related to cognitive academic language proficiency
* List ways they do and/or can support their students’ developing CALP

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| 30-45 mins | CALP Terminology:   * Faculty work in groups of 3-4. They generate a list of generalizations re their students’ academic English language proficiency in four skills (i.e., in general what characterizes their reading, listening, speaking, writing abilities) * Each group has set of terminology cards, face down. Taking turns, faculty select a card, turn it over and talk about what they understand the term on the card means. * Faculty read through H/O Day 2 Terminology to check their understanding and to clarify new terms. * Faculty discuss how the terms relate to CALP development and what their role re students’ developing CALP is. Faculty generate a list of practical, doable classroom measures to support students’ developing CALP. * Whole group share of ideas. Posters? | * Activate terminology of development cognitive academic language proficiency (CALP) * Provide opportunity for Fs to identify gaps in knowledge * Begin to build awareness of the role of content faculty in students language learning |

**CALP Discussion**:

* Think-pair-share: what is a good/effective reader? Make notes; discuss; amend notes.
* Faculty discuss reading in their programs in mixed groups (if possible): what the purpose of reading texts on their courses is, what sorts of reading students do, when they read, how faculty set the students up for the reading, how faculty assess uptake from the reading (tasks given, assessment), whether they feel there are things they could do to better support their students and why.

**Addressing Homework reading on PDP**

Trainers’ choice.

**PDP (a.m focus)**

* What is the purpose of the **pre- phase** of the framework? (activate schema/prior knowledge/introduce new critical information to orient readers; clarify context, purpose and expectations; pre-teach vocabulary; make explicit/review what reading strategies are appropriate given purpose and text type) Faculty work together to create a list. If time, trainers may wish to ask faculty to articulate the focuses as rationale
* Put faculty into groups with poster paper. Ask faculty to brainstorm a list of ways/activities they do/can activate schema/prior knowledge with particular emphasis on ideas to use in lecture halls/with large classes. Compare ideas and add ones from other posters that are interesting.
* What is the purpose of the **during-phase** of the framework? (for students to engage actively with the text whether in class or outside class - to understand content information, to identify points of view and/or make inferences and to justify what they have concluded, to link what they already know to new information, to synthesize information, to utilize reading strategies such as skimming, scanning, work attack skills, reading selectively and monitoring understanding)
* Faculty add to their posters – types of activities they have successfully used/like using and ones they’ve heard of but not yet tried; faculty compare their ideas with ideas with other groups’ ideas and add ideas
* Trainer elicits difference between gist and specific tasks, order of use and why (use a common text to provide and/or generate good examples of gist tasks);
* What is the purpose of the **post-phase** of the framework? (readers respond to what they have read; they deepen or extend their understanding through discussion, writing, listening and/or additional reading; they summarize and/or organize what they have learned by filling in a graphic organizer; they share or peer teach what they have read with others do not have the same information; they create something based on what they read; they articulate questions they still have; they focus on linguistic or genre-related features of the text; they evaluate their use of reading strategies)
* Faculty add types of activities to their poster and compare as above
* Faculty summarize/draw conclusions about how tasks are chosen and the difference between testing reading versus scaffolding comprehension)
* H/O Activity ideas for different phases of reading framework: Faculty compare their list with H/O

**Reading Strategies (p.m. focus)**

* Address the Anderson chapter: trainer choice.

NB: The reading of this chapter was added at the last minute and adjustments to the trainer plan have not been made to accommodate it. Please fit it in as you deem appropriate. The following optional procedure was written before the Anderson chapter was added as homework.

* Faculty generate a definition of (content area) reading strategies (specific actions readers take to make meaning from text - understanding what the author(s) are trying to communicate) and list some examples of strategies they are familiar with (from teaching or use)
* Journal writing: faculty think back to academic text they read recently, which was new to them. They write about the experience describing how they approached the reading in order to get the most out of it: physical setting including noise, clarity re purpose, whether they looked through the text before reading (what looked at/what did this activity involve), how they read the text (underlining, reading every word, rereading, resolving confusion, in one go or broken up, translating parts, making notes), what they did after reading the text.
* They share to find common practices.
* Reading Strategies Task H/O: faculty work in groups to categorise strategies and to answer questions on H/O.
* Whole Class feedback: trainers draw particular attention to how to teach, why to teach (link to CALP) and why it’s important students evaluate their use of strategies

**Analyse day and feedback**