

IO1.A – Teaching Source

Each project partner is responsible for 3 European languages according to the following bullet point list:

- IPB (Portugal): English, Portuguese, Swedish
- Vilnius University, Faculty of Philology, (Lithuania): Lithuanian, Latvian, Estonian
- Cuza University of Iași, Department of Language Learning, (Romania): Romanian, Bulgarian, Polish
- University of Bologna (Italy): Italian, Finnish, German,
- Károli Gáspár University (Hungary): Hungarian, Slovakian, Slovenian
- Universidad de Cordoba (Spain): Spanish, French, Norwegian

Each partner should identify at least 20 OER (Open Educational Resources) teaching sources for each one of the above-mentioned languages. Each resource should be presented in English through:

- A review
- A case study
- Guidelines on how to use the resource

Each partner translates the description and the review of the identified resources into the target language (e.g. a source to teach Italian should be described and reviewed in English and Italian).

For each teaching resource, the following template must be filled in on the project portal.

Please see below an example.

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| Title | Academic Encounters R/W Level 1 Unit 1 Chapter 1: The Physical Earth - Kahoot |
| Date of Publication | 2020 |
| Link | https://create.kahoot.it/details/064f7134-74da-4a01-bf11-1907ecc199b7 (cambridge.org/academic-english) |
| Download | If the resource is not available online, please upload it in PDF version on the project website |
| Target Group | <input checked="" type="checkbox"/> Lecturers <input checked="" type="checkbox"/> Students |
| Domain Area | <input type="checkbox"/> Accounting <input type="checkbox"/> Arts & Music <input type="checkbox"/> Bioscience <input type="checkbox"/> Business & Communication <input type="checkbox"/> Engineering <input type="checkbox"/> International Relations <input type="checkbox"/> Journalism & multimedia <input type="checkbox"/> Law <input type="checkbox"/> Medicine & Nursing <input checked="" type="checkbox"/> Sustainability <input checked="" type="checkbox"/> Teacher Education <input type="checkbox"/> Tourism |
| Learning Scenario | <input checked="" type="checkbox"/> Autonomous learning <input checked="" type="checkbox"/> Classroom Context |

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| Target Language | <input type="checkbox"/> Bulgarian <input checked="" type="checkbox"/> English <input type="checkbox"/> Estonian <input type="checkbox"/> Finnish <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Hungarian <input type="checkbox"/> Italian <input type="checkbox"/> Latvian <input type="checkbox"/> Lithuanian <input type="checkbox"/> Norwegian <input type="checkbox"/> Polish <input type="checkbox"/> Portuguese <input type="checkbox"/> Romanian <input type="checkbox"/> Slovakian <input type="checkbox"/> Slovenian <input type="checkbox"/> Spanish <input type="checkbox"/> Swedish |
| language of instruction | <input type="checkbox"/> Bulgarian <input checked="" type="checkbox"/> English <input type="checkbox"/> Estonian <input type="checkbox"/> Finnish <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Hungarian <input type="checkbox"/> Italian <input type="checkbox"/> Latvian <input type="checkbox"/> Lithuanian <input type="checkbox"/> Norwegian <input type="checkbox"/> Polish <input type="checkbox"/> Portuguese <input type="checkbox"/> Romanian <input type="checkbox"/> Slovakian <input type="checkbox"/> Slovenian <input type="checkbox"/> Spanish <input type="checkbox"/> Swedish <input type="checkbox"/> Any language |
| Learner's recommended CEFR level | <input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 |
| Type of Material | <input type="checkbox"/> Animation <input type="checkbox"/> Activity/task <input type="checkbox"/> Audio <input checked="" type="checkbox"/> Game <input type="checkbox"/> Guiding resources (online course/book) <input type="checkbox"/> Laboratory <input type="checkbox"/> Picture/Graphics <input type="checkbox"/> Reference resources (online Dictionaries/ grammar guides/phrasebooks) <input type="checkbox"/> Simulation <input type="checkbox"/> Test <input type="checkbox"/> Video |
| Linguistic Features | <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Grammar <input type="checkbox"/> Pragmatics <input type="checkbox"/> Prosody |
| Skills | <input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mediation |
| Description* | <p><i>Please include information about the general characteristics, the technological solution adopted, the needs addressed, the adaptability to groups of learners most in need of language preparation, and the methods for the validation.</i></p> <p><i>Games are normally very appealing to students and it's a rather effective way of learning by having a bit of fun. Game-based learning, this kahoot comprises 10 questions on the Physical Earth and it deals with specific vocabulary. If used in the classroom it is really engaging. In addition, it has great potential for the development of skills such as writing, reading, speaking and critical thinking. This could be used in different stages of a lesson, depending on the learning goals. This can be used in the classroom following a communicative approach (maybe the variant of TBLT), as the game underlies the drive to expand vocabulary on a specific area and thus provides students with adequate vocabulary to be able to read, speak and write within this specific area. CLIL could also be applied here as several areas of study are involved: natural sciences and English.</i></p> |



Review*

Please review the teaching resource according to the following quality indicators. Please use a scale 1 to 5, where 1 is the lowest and 5 is the highest.

- Comprehensive approach: capacity to match the needs of lecturers and students
 1 2 3 4 5
- Added value: the provided tangible improvements
 1 2 3 4 5
- Motivation enhancement: the capacity to motivate students to improve their language skills
 1 2 3 4 5
- Innovation: effectiveness in introducing innovative, creative and previously unknown approaches to LSP learning
 1 2 3 4 5
- Transferability: measurement of the transferable potential and possibility to be a source of further capitalisation/application for other language projects in different countries
 1 2 3 4 5
- Skills assessment and validation: availability of appropriate tools for lecturers to monitor students' progress and for students to assess own progress and to reflect on learning
 1 2 3 4 5
- Adaptability: flexibility of the contents and possibilities for the LSP lecturers to adapt the contents to their and to students' need
 1 2 3 4 5
- Usability: assess the technical usability from the point of view of the lecturer and the student
 1 2 3 4 5
- Accessibility: assess the accessibility from the point of view of the lecturer and the student
 1 2 3 4 5

Comments: please provide at least one comment on the resource to justify your scores.

Kahoot is a really user-friendly tool and this game in particular, within a set of other kahoot based quizzes, is definitely an added value to the learning of English for specific purposes, namely for environmental studies, or even for academic purposes. It keeps motivation levels high; it is an engaging and useful resource; and it can either check students' understanding of vocabulary or it



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| | <p><i>can test students' knowledge on vocabulary previously learnt. Students and lectures can easily access and use this resource. Learners can also use this resource on their own and they can assess their performance right away. However, doing this in class with more learners is more challenging, appealing and fun.</i></p> |
| <p>Case study*</p> | <p><i>Please describe how the resource was used successfully, the results achieved and the risks to be taken into account while using the resource</i></p> <p>The resource was used by 1st year students of the BA in EATN, Environmental Education and Nature Tourism. The group consisted of 28 students whose language level ranged between A2 and B1.</p> <p>Due to network problems the resource was not used online but projected – each ppt slide contained a question. Also, students were given less time since 60 seconds was considered too much.</p> <p>Some considerations are also relevant: since the specific vocabulary in this activity was not 100% targeted to this course, we decided to take approach 2 and do it as an end of the class activity. However, we picked some of the vocabulary used and redirected the activity to specific tourism activities.</p> <p>The teacher showed the students, having in mind the Kahoot vocab, the site on The Alqueva and the Observatory (check further documentation), alongside the possibilities of tourism suggested. Afterwards the site of Turismo de Portugal was also given as an example (check further documentation) of the activities available for Geotourism.</p> <p>Finally, the document on Mines and Geology was given to students and, in groups, they were asked to prepare a presentation for next class based on one of the 13 different products/locations. Arouca was presented by the teacher, from the other 12 available 10 were given to groups (2-3 students).</p> <p>In this specific case the Kahoot makes sense if we do it as an add on to other activities.</p> |
| <p>Guidelines*</p> | <p><i>Please produce a check list / guidelines on how to use the resource</i></p> <p><i>This resource can be used in different ways, taking into account the learning goals for students in class. We present 2.</i></p> <ol style="list-style-type: none"> <i>To introduce the topic and check understanding of concepts and vocabulary related to it</i> <p><i>Warmer: elicit from students some words related to the solar system and areas of study related to the Earth (e.g. geology, sun, planets, etc)</i></p> <p><i>Step 1: write on the board these and other words that will appear on the quiz (e.g. solar system, rock formation, wildlife)</i></p> |



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| | <p><i>Step 2: students get ready for the kahoot game and, after signing in, they are ready to play it.</i></p> <p><i>Step 3: get feedback and check any difficulties students encountered when answering the questions. Clear out more difficult words (e.g. igneous, sedimentary, hot molten rock)</i></p> <p>2. To practise and consolidate vocabulary</p> <p><i>This resource can be used by the end of the class as a way to relax and have fun while practising and consolidating vocabulary. It is expected to have other prior activities (e.g. reading comprehension work, worksheet completion, watching videos, etc)</i></p> <p><i>Step 1: students get ready for the kahoot game and, after signing in, they are ready to play it.</i></p> <p><i>Step 2: get feedback and check any difficulties students encountered when answering the questions. Clear out more difficult words (e.g. igneous, sedimentary, hot molten rock)</i></p> |
| <p>Further documentation</p> | <p>https://darksyalqueva.com/en/dark-sky-observatory/</p> <p>https://www.lisbonportugaltourism.com/guide/museu-geologico.html</p> <p>https://www.visitportugal.com/en/content/outcrop-geoturismo</p> <p>http://www.portoenorte.pt/fotos/guias/tpnp_minas_ing_748610685cf7e4043e919.pdf</p> |

