

Offering a new teaching material for the database

How do I provide the required contents ?

The aim of this document is to explain how you can prepare the information the team needs for creating a new entry in the database of teaching materials.

The information is collected in a “template” which corresponds roughly to the “activity card” which appears when you click on “view details” in one of the entries presented in the database.

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1. The template - overview

The work consists essentially of indicating which CARAP descriptors the activity is related to, describing the contents of the activity and providing other relevant information.

A model of the template is being provided below (an empty template can also be found on the website). An example of a completed template can be found at the end of this document in [Appendix 1](#).

Provisory identification: put here your name followed by an number (1 if it is your first material proposed, 2 if it is the second one...)			Title of teaching material	
Carap descriptors (<i>descriptors</i>)			<i>Approach(es):</i> 1- 2-	
Knowledge	Attitudes	Skills	<i>Level(s):</i>	
K	A	S	<i>Language(s) of teaching material:</i>	
K	A	S	<i>Presence of...</i> <i>iconic documents</i>	
K	A	S		
K	A	S	<i>video, clip</i>	
K	A	S		
K	A	S	<i>Thematic Keyword/s (Themes)</i>	
Source				
Description of teaching material (<i>Description</i>)				
<i>Short description</i>				

See part 2 « [Choice of descriptors](#) »

See part 4 « [Other sections](#) »

See part 3 « [The descriptions](#) »

(NB : In principle, we are using the term « teaching materials » for the documents described by the cards. The word “activity” fits this denomination equally well.)

2. Choice of descriptors

IMPORTANT :

When using the descriptors, you must ensure that you are using the last version. In order to do this, use the lists of descriptors online, as they appear on page <http://carap.ecml.at/Descriptorsofresources/tabid/2654/language/en-GB/Default.aspx>.

- a) Your objective is not to ascribe a maximum of descriptors (all those you can find) but rather **to target precisely those descriptors which you think** are best serviced by the material you are proposing / **are specific to this material** (that is, that distinguish this material from other teaching materials).

It is actually important to avoid a situation where a large number of cards refer to the same descriptors (for example : « knowledge and acceptance of diversity » would probably fit most materials emanating from pluralistic approaches) . This situation would make searches based on descriptors very difficult in practice.

- b) Do not forget that the objectives expressed by the descriptors **are not necessarily achieved at the end of the activity**. One can generally see each activity as a step forward in the development of a skill (or knowledge or an attitude).

- c) The **objectives indicated by the authors of teaching materials** may support you in your choice of descriptors. But you are not obliged to take all the objectives into account (please refer to the criteria expressed here for the choice of descriptors). You can also add descriptors which are not included in the objectives expressed by the authors.

- d) You should resolve **the issue of hierarchy** – the relationship which exists, for example, between K-1 (« *Knows some principles of how languages work* ») and K-1.4 (« *Knows that languages work according to °rules / norms°* ») - according to following principles:

If the teaching activity aims to develop K-1.4, it obviously contributes to developing K-1 ! It is of no use to list K-1. If the document aims to develop K-1.4 and K-1.6 (« *Knows that the oral and written languages function in different ways* »), once again, you indicate K-1.4 et K-1.6, and not K-1. But if the material seeks to develop K-1.2, K-1.3, K-1.4, and K-1.6, it may be more economical to simply indicate K-1.

- e) As a general rule-of-thumb, except in specific cases, **do not go beyond 5 descriptors from each category** (Knowledge, Skills, Attitudes).

3. The “descriptions”

Both *descriptions* can be done in English or in French (or, even better, both languages if you feel up to it or can ask somebody for help !) Descriptions given by you in only one of both languages will be translated by the team into the other one.

3.1. Description of teaching material (= *Description*)

Contents:

- You must describe the general intention of the teaching material :
 - « *The aim of this activity is to enable learners to ... (observe, discover, sing...) with a view to ... (discovering, reflecting upon, becoming sensitised to, understanding that ...)* ».
- Describe briefly the essential stages of the progression envisaged for the activity, without leaving out those moments reserved for analysis and reflection since these are at the very heart of pluralistic approaches – see criteria for choosing materials).
- Indicate which languages feature in the activity and which languages the learners will be dealing with. (N.B.: certain languages may have different names : the language used in Iran is termed alternately as *persian*, *new persian*, *parsi*, *irani*. In cases like this one, do not hesitate to give the different names. In case of difficulty, you can consult the site: http://www.ethnologue.com/language_index.asp).
- Please do not forget to indicate if a preparatory phase precedes the actual activity in class (for example : looking for documents, etc ...).
- The description can also include details which you consider to be necessary, or which you do not see as having been clearly defined in the categories proposed for the card. For example : for thematic keywords, for descriptors, ...
- If you think this is useful, an evaluation of the activity may be added at the end of the description. This will enable you to point out certain strengths or weaknesses of the activity, to point out particular points of interest or “dangers”, etc .
- Try to indicate how many sessions (lessons, stages ...) are needed when using this material and the duration, either of each session (if this information is available) or the time needed for the whole activity.
- When the material exists in several languages, please indicate this too.
- Finally, indicate your name: *Card compiled by ... / Fiche rédigée par...*

Usually, this description should not be longer than 1200 characters.

3.2. *Short description (2 à 4 lines -= 140 to 280 characters)*

Usually, repete here the first part of the whole description (general intention of the teaching material). Don't give here any indication about themes, levels, and language used for instructions, because this information appears beside the short description.

4. Other sections in the template

Approach:	<p>One of the four pluralistic approaches. You can choose up to two, a principal approach and another one.</p> <p>Use only the following terminology: <i>Intercultural, Intercomprehension, Awakening to Languages, Integrated didactics</i></p>
Level(s):	<p>The level(s) of schooling addressed by the material.</p> <p>Use only the following terms: « <i>Preprimary</i> », « <i>Primary 1</i> », « <i>Primary 2</i> », « <i>Secondary 1</i> », « <i>Sec. 2 and beyond</i> ». (N.B. : These levels are defined as they are in “<i>FREPA – Tables of descriptors across the curriculum</i>” : <i>Preprimary</i>: before systematic teaching of reading; <i>Primary 1</i>: up to 8 or 9 years of age; <i>Primary 2</i>: up to 11 or 12 years of age; <i>Secondary 1</i>: up to 14 or 15 years of age)</p> <p>Usually, indicate one level. If necessary, you may indicate two, or even three.</p>
Languages) of teaching material	<p>Indicate the language used for instructions – the language that the user must read and understand in order to use the material. If the material exists in more than one language, indicate each of them.</p>
Presence of:	<p>Tick the relevant box depending on what supporting prompt is available. If no prompt exists, leave empty.</p>
Thematic Keyword/s (Themes)	<p>The list of these keywords can be found in Appendix 2 of this document. Indicate the English wording of these keywords (this is the language which will be used for this section in the data base).</p> <p>You choose two to three (at most) thematic descriptors. Please use only the words which can be found in the list !</p> <p>You must write the keyword in full, even if you think that part of it would be enough. For example, “<i>diversity</i>” may correspond to what you need, but you will find “<i>language variation / diversity</i>” as the thematic keyword ... it is important to use the whole keyword when filling in the card.</p> <p>When choosing the keywords, you should be careful not to repeat what is already expressed in the descriptors.</p>
Source:	<p>Indicate bibliographic or web references (as well as page number and / or part, as precisely as possible)</p>

5. Appendices

5.1. Example of template filled in.

Yasmin Pishva - 1					
La princesse, le Baobab et les cauris					
Carap descriptors (<i>descriptors</i>)			<i>Approach(es):</i>	1-Intercomprehension 2-Awakening to languages	
Knowledge	Attitudes	Skills	<i>Level(s):</i>	Primary 1, Primary 2, Secondary 1	
K 1	A 1.1	S 2	<i>Language(s) of teaching material:</i>	Catalan, French, Italian, Portuguese, Romanian, Spanish ¹	
K 6	A 4	S 3			
K 7.1.2	A 6	S 5.2			
K 11.1.1	A 10	S 7.1			
K 11.3.1	A 16.1.1	S 7.3			
			<i>Presence of...</i>	<i>iconic documents</i>	X
				<i>sound</i>	X
				<i>video, clip</i>	
			<i>Thematic Keyword/s (Thèmes)</i>	customs / social norms	
				geography	
Source					
Direction de la Promotion et de l'Enseignement des Langues (DPEL) de l'Union Latine. <i>Itinéraires romains. La princesse, le baobab et les cauris.</i> Interactive activity available online: http://dpel.unilat.org/DPEL/Creation/Ir/Module5/index.fr.htm					
Description of teaching material (= <i>Description</i>)					
<p>The object of these online activities is to lead learners to discover the numerous linguistic and cultural ties between neo-Latin languages, leading them to practice recognizing and intercomprehending languages at both oral and written levels.</p> <p>After having chosen the working (interface) language (which can be changed at any time), the learner can listen to the story and work out the activities proposed at the end of each chapter. Direct access to playful activities, without the necessity of having to listen to the story, is also possible.</p> <p>The system proposes subtitles as a support to understanding. This written element also gives the learner the opportunity to practice understanding the romance languages features in these activities in their written form.</p> <p>The material is available in six roman languages (interface languages): Catalan, French, Italian, Portuguese, Romanian, Spanish.</p> <p>Duration: 2 sessions (one hour each).</p> <p>Card compiled by Yasmin Pishva.</p>					

¹ In this (rather exceptional) case the material exists in six different languages.

Il s'agit d'activités en ligne dont l'objectif est d'inciter les élèves à la découverte des liens nombreux, linguistiques et culturels, existant entre les langues néo-latines, pour ainsi pratiquer la reconnaissance des langues et l'intercompréhension à l'écrit et à l'oral.

Après avoir choisi la langue d'interface (qui peut être changée à tout moment), l'élève peut écouter le conte et réaliser les activités proposées à la fin de chaque chapitre. Il peut aussi accéder directement aux exercices ludiques, sans passer par l'écoute du conte.

Le système propose des sous-titres comme forme d'aide à la compréhension. Cette trace écrite peut aussi donner l'occasion à l'élève de s'entraîner à la compréhension de l'écrit des langues romanes visées.

Le matériel est disponible dans six langues romanes (langues d'interface) : catalan,, espagnol, français, italien, portugais, roumain,.

Durée : deux fois une heure.

Fiche rédigée par Yasmin Pishva.

Short description

These online activities lead learners to discover the numerous linguistic and cultural ties between neo-Latin languages, leading them to practice recognising and intercomprehending languages at both oral and written levels. The learner can listen to the story and work out the playful activities proposed.

Ces activités en ligne ont pour objectif de faire découvrir les liens linguistiques et culturels existant entre les langues néo-latines ainsi que de leur faire pratiquer la reconnaissance et la compréhension de ces langues à l'écrit et à l'oral. L'élève peut écouter le conte et réaliser les activités ludiques proposées.

5.2. Keywords (and their equivalent in French)

acculturation	acculturation
animals	animaux
arts / heritage	arts / patrimoine
bilingual / plurilingual competence	compétence bilingue / plurilingue
biography	biographie
clothes	vêtements
colours	couleurs
comprehension strategies	stratégies de compréhension
conflict	conflit
culture contacts	contact de cultures
cultural distance / proximity	distance / proximité culturelle
cultural diversity	diversité culturelle
cultural / linguistic mediation / translation	médiation culturelle / linguistique, traduction
customs / social norms	coutumes / normes sociales
daily life	vie quotidienne
family	famille
feasts	fêtes
feelings	sentiments
food	aliments
geography	géographie
gesture	gestes
grammar / syntax / morphology	grammaire / syntaxe / morphologie
habitat	habitat
history	histoire
history of languages / language families	histoire des langues / famille de langues
human body	corps humain
identity / otherness	identité / altérité
ingroup / outgroup	intérieur / extérieur au groupe
language contacts	contact de langues
language learning	apprentissage des langues
language of family	langue de la famille

language rituals, greetings	rituels verbaux, salutations
language variation / diversity	variation / diversité des langues
leisure, sports, games	loisirs, sports, jeux
linguistic borrowing	emprunts linguistiques
literature /stories / tales	littérature / histoires / contes
meaning	signification
minority	minorité
mistake / error	faute / erreur
misunderstanding	malentendu
music / songs	musique / chants
nature /environment	nature /environnement
numbers / numeration	nombres / numération
phoneme / phonetics	phonèmes, phonétique
prejudice / image of otherness	préjugé, image de l'altérité
proper noun / first name	noms propres / prénoms
prosody: stress / intonation / rhythm	prosodie : accent („tonique“) / intonation / rythme
proverbs	proverbes
school / highschool	école / université
sex difference / social gender	différences sexuelles, genre social
sign language / braille /codes	langue des signes / braille / codes
social / cultural discrimination	discrimination sociale / culturelle
social values and rights	valeurs et droits sociaux
text organisation	organisation textuelle
time	(le) temps (qui passe)
town / region / country	commune / région / pays
transports	transports
visual art / theater	arts du spectacle
vocabulary	vocabulaire/lexique
weather	météo / le temps qu'il fait
writing / punctuation / orthography	écriture / ponctuation / orthographe