TRANSLITERACY AS AN ESSENTIAL SKILL IN AN ENGLISH-LANGUAGE CLASSROOM

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TRANSLITERACY

The ability to write, read and communicate on a variety of platforms with handwritten, printed and electronic means.

Combining a variety of sources

Thinking critically
LITERACY AND ILLITERACY

READING A PRINTED TEXT ≠ READING FROM A SCREEN ≠ BEING ABLE TO GRASP THE MEANING

WRITING WITH A PEN ≠ TYPING

Source: see [1 and 3]
LEARNER
PROBLEMS

Technical problems
- Keyboard
- Navigation
- Design

Perception-related problems
- Dispersed attention
- Short attention span
- Functional illiteracy
THE ROAD TO C1 and C2

FUNCTIONAL LITERACY AS DEFINED BY UNESCO:

A person who can engage in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community’s development.
CLASSROOM EXPERIMENT

GROUP 1 (Level: C1)
- Printed materials
- No more than two sources of information
- Encouraged use of pen and pencil to highlight the text

GROUP 2 (Level: C1)
- Combination of printed and electronic materials
- Several sources of information plus interactive tasks
- E-highlighters
MAJOR LIMITATIONS OF E-RESOURCES

- Developed mostly for A1 – B2 levels;
- Focus on design rather than on the language output.

Solution: FORGET E-RESOURCES?
SOLUTION:
TEACH TRANSLITERACY SKILLS

► Gradual exposure to a variety of resources;
► Combinations of no more than two resources at a time
► Fewer design aspects, more language.
REFERENCES


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