ENHANCING ADVANCED-LEVEL INSTRUCTION IAW STANAG 6001

PROFESSIONAL DEVELOPMENT CENTRE
RAJLOVAC
SARAJEVO, BIH
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Defence Education Enhancement Programme (DEEP)

Objectives

- ***Familiarize participants with BILC work and STANAG 6001 in general***
- ***Trisect STANAG descriptors in terms of content/tasks and accuracy focusing on the differences between Level 2 and Level 3***
- ***Introduce the overview of text types/levels, text rating principles and practice rating texts***
- ***Develop enhancement activities for an ALC lesson IAW the given model***

Flipped classroom

- Asynchronous –new information
  - -PowerPoint + video instruction/explanation
  - -Enhancing Instruction Overview
  - - Advanced Reading Strategies
  - -Using Authentic Video
  - -Language Functions
- Synchronous- application or interaction
  - -Entry ticket-designed to ensure that the asynchronous was viewed
  - -Breakout room
  - -Student created content
  - -Takeaway

Materials Enhancement

- Provide ideas, examples, and modeling of lessons and activities that build on Bk 25-30 with authentic materials that are at STANAG 6001 Level 2/3
- THE PROCESS
- Review the Contents page of Lesson 1-4 in Bks 25-30
  - Find topic/theme that lends itself to enhancement
  - Determine objectives (Targeted/Integrated Skills)
  - Search for appropriate authentic materials
  - Text and videos
  - Appropriate level-Language (vocabulary and structure), abstract topics, possible tasks (STANAG 6001)
  - Link lesson topic or theme to expanded range of topics

Possible Tasks

- Express/defend an opinion/idea in extended spoken or written discourse
- Participate in a discussion/debate on a variety of topics
- Conduct/follow detailed briefings about complex issues
- Make inferences from a variety of texts.
- Synthesize information from a variety of sources to formulate an opinion.
- Participate in unplanned conversations on abstract topics

Possible Topics

- Technology
- Entertainment
- Economics
- Science
- Culture
- Arts
- Global issues

Examples and modeling

- Using the Nuclear Energy topic in ALC Book 25, lesson 1
- Graph reading activity-https://ourworldindata.org/
- Chernobyl Video https://www.youtube.com/watch?v=eB1vfga9Y_c
- Opinion activity

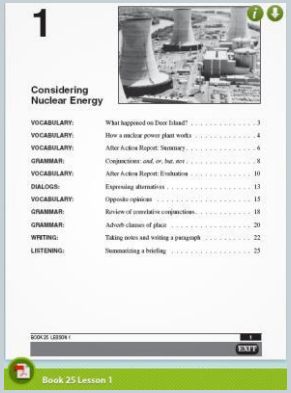
-https://www.youtube.com/watch?v=jw___CLeYOw8

- Panel Discussion

-https://ecavo.com/nuclear-energy-pros-cons/

-https://switchon.org/

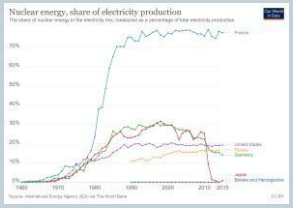
Examples and modeling



Nuclear Energy topic in ALC Book 25, lesson1

www.youtube.com/watch?v=eB1vfga9Y_c

https://www.youtube.com/watch?v=jw___CLeYOw8

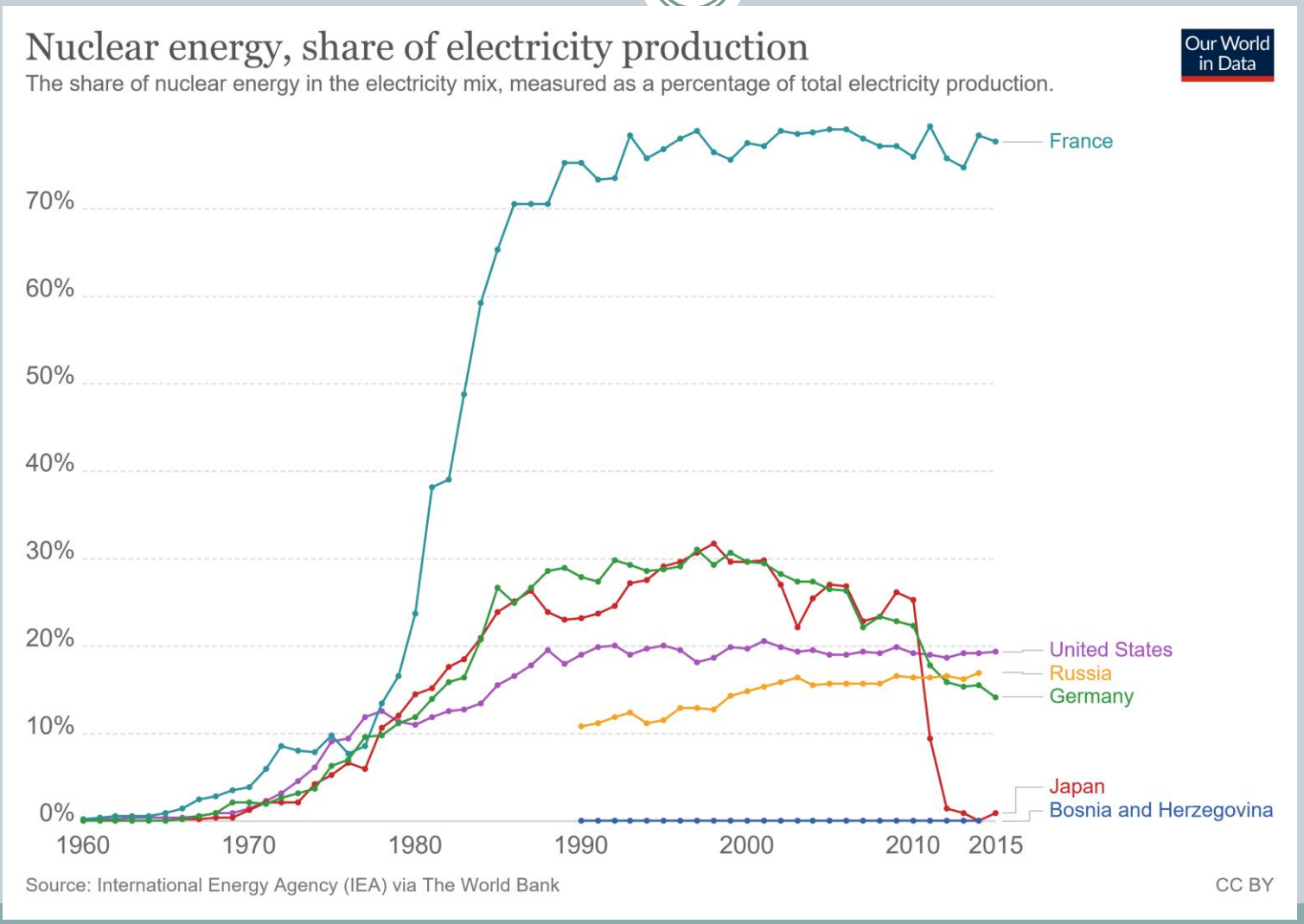


Graph reading activity- https://ourworldindata.or/

https://ecavo.com/nuclear-energy-pros-cons/

https://switchon.org/

Energy chart



Chernobyl Video activity

- Why do you think the Chernobyl sent shockwaves around the world?
- Why do you think the workers violated protocol?
- What do you think were the some of the direct and indirect effects of waiting so long to make a brief announcement?
- Why do you think the word *sarcophagus* was used rather than container or building?
- What are some other words or phrases used in the video that contribute to its mood or atmosphere? *Infamous, uneasy fascination, spewed, intrigued, eerily quiet*
- What is the effect of using those words?

Information Literacy

- Where is this material from? Is this a valid source of information?
- Who is the writer? Is he or she qualified to write about this topic?
- What is the writer's purpose in writing this?
- What is the writer's point of view about the topic?
- How does this information compare to what I already know?
- Based on what I already know and believe, do I agree?

Information Literacy

• Where is this material from? Is this a valid source of information?

It is from World Bank, Sustainable Energy for All (SE4ALL) database from the SE4ALL Global Tracking Framework led jointly by the World Bank, International Energy Agency, and the Energy Sector Management Assistance Program.

World Development Indicators (WDI) is the primary World Bank collection of development indicators, compiled from officially recognized international sources. It presents the most current and accurate global development data available, and includes national, regional and global estimates.

This is a valid source of information.

• Who is the writer? Is he or she qualified to write about this topic?

Hannah Ritchie is Senior Researcher and Head of Research at Our World In Data and she completed her PhD in GeoSciences at the University of Edinburgh.

• Can I trust the information here?

According to all above , yes we can trust.

• What is the writer's purpose in writing this?

To inform us about reduction of our global greenhouse gas emission and get some analysis about transition from an energy system dominated by fossil fuels to a low-carbon one.

• What is the writer's point of view about the topic?

Reduction of our global greenhouse gas emissions is necessary and the world has to transit from an energy system dominated by fossil fuels to a low-carbon one.

• How does this information compare to what I already know?

The share of renewables in our electricity mix has increased more than I new before this reading activity. I didn't know that nuclear production has decreased by almost exactly the same amount and progress on electricity decarbonisation has been stalled over the last decade as a result of a growing aversion to nuclear energy.

• Based on what I already know and believe, do I agree?

I agree with his point of view that we need to reduce our global greenhouse gas emissions and the world has to transit from an energy system dominated by fossil fuels to a low-carbon one. It is what most countries have set as a long-term targets to achieve within the Paris climate agreement which is well known document.

Additional Content

- Readability formulas - https://readabilityformulas.com/free-readability-formula-tests.php
- Summarizing skills
- P.I.E-Point, information, explanation

Readability Formula

Access to energy is a key pillar for human wellbeing, economic development and poverty alleviation. Ensuring everyone has sufficient access is an ongoing and pressing challenge for global development.

However, our energy systems also have important environmental impacts. Historical and current energy systems are dominated by fossil fuels (coal, oil and gas) which produce carbon dioxide (CO_2) and other greenhouse gases– the fundamental driver of global climate change. If we are to meet our global climate targets and avoid dangerous climate change, the world needs a significant and concerted transition in its energy sources.

Balancing the challenge between development and environment therefore provides us with an ultimate goal of ensuring everyone has access to enough sustainable energy to maintain a high standard of living.

In this entry we attempt to cover the fundamental pillars we need to understand global and regional energy systems: their evolution through time in terms of consumption, relative sources, and trade; progress in global energy access and our transition towards low-carbon sources; and crucially the main development, economic and health drivers behind the energy choices we make. It is intended to provide a fundamental background to the macro-trends in our historical and current energy systems, with key learnings on how we can use this understanding to shape pathways towards a sustainable future.

Readability Formula

Flesch Reading Ease score: 24.3 (text scale)
Flesch Reading Ease scored your text: very difficult to read.
Gunning Fog: 20.4 (text scale)
Gunning Fog scored your text: difficult to read.
Flesch-Kincaid Grade Level: 16.6
Grade level: College Graduate and above.
The Coleman-Liau Index: 14
Grade level: college
The SMOG Index: 14.7
Grade level: college
Automated Readability Index: 17.9
Grade level: College graduate
Linsear Write Formula : 20.1
Grade level: College Graduate and above.

Summarizing

Are we making progress on decarbonization?

If we want to reduce our global greenhouse gas emissions, the world has to transition from an energy system dominated by fossil fuels to a low-carbon one (this is what most countries have set long-term targets to achieve within the Paris climate agreement).[2]

With the exception of carbon capture and storage (CCS) technology (described later in the entry), we have two options to achieve this: renewable technologies (including bioenergy, hydropower, solar, wind, geothermal, and marine energy) and nuclear energy. Both of these options produce very low CO_2 emissions per unit of energy compared with fossil fuels. We call this process of transitioning from fossil fuels to low-carbon energy sources 'decarbonisation'.

In the first section of this entry, we saw that our progress in decarbonising our total energy system (including transport, heat and electricity) has been slow. Fossil fuels are still the dominant energy source. If we focus on our electricity sector in particular, are we performing any better?[3]

Our progress over the last decade tells an interesting story which we have covered in its own blog post. These trends can be explained in the four charts which map the share of renewable, nuclear and fossil fuel sources in global electricity production. As a brief summary: over the last decade (2005-2015) the share of renewables in our electricity mix has increased by approximately 5-6 percent. This is good news. However, over this same period, the share from nuclear production has decreased by almost exactly the same amount (5-6 percent).

Overall, this means that our total share of low-carbon electricity production is almost exactly the same as a decade ago (as shown in the chart). In fact, if we compare the share of electricity produced by low-carbon sources (renewables and nuclear) in 2015 to that of 1990 , we see that it has dropped by around three percent. Progress on electricity decarbonisation has been stalled over the last decade as a result of a growing aversion to nuclear energy.

The final chart provides a breakdown of fossil fuel sources in our electricity mix. Since 2005, natural gas and coal have increased their share by one and two percent, respectively whereas the contribution from oil has declined by two percent. Nonetheless, overall, the relative mix of electricity sources has changed very little over the last few decades.

Summarizing

Are we making progress on decabonization?

SUMMARY

To reduce our global greenhouse gas emissions the world has to transition from fossil fuels to low-carbon energy sources or „decarbonized“ our energy system. There are two options to achive that: renewable technologies (including bioenergy, hydropower, solar, wind, geothermal, and marine energy) and nuclear energy. Over the last decade (2005-2015) the share of renewables in our electricity mix has increased by approximately 5-6 percent but at the same time the share from nuclear production has decreased by almost exactly the same amount (5-6 percent) which means that the progress in decarbonising our total energy system has been slow, and the share of energy sources has changed very little.

Student-Created Activity/Task

- Two groups-Breakout Rooms
- Room 1-Reading Skill IAW STANAG 6001
- Room 2-Listening Skill IAW STANAG 6001
- Following the “Process”, scan the contents page of Lessons 1-4, Bk 28(Rm1) and Bk 29(Rm2) and find one theme or topic that can be used to elevate the instruction to Level 3 IAW STANAG 6001.
- Once you have a topic or theme, find an authentic text that you think would work as material. Explain why to the group.

Writing Skill

- Features of the writing texts IAW STANAG 6001
- What writers at different levels CAN DO
- Sample prompts at different levels
- Significant differences between L2 & L3 writing in terms of C/T/A
- Concrete vs abstract language in written texts

Thank you

SEND YOUR QUESTIONS TO THE PANEL MODERATOR MS. JULIE DUBEAU

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cc

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22 October

Defence Education Enhancement Programme (DEEP)