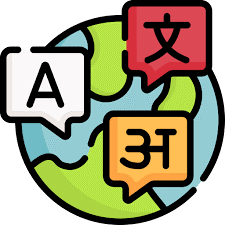
**Unit 04**

**Homeschooling and Language Learning**

**Would homeschooling be a better choice to acquire a new language?**

**Objective**

* In this course, the fourth unit is designed to tackle academic related topic. It introduces the idea of homeschooling a foreign language. This topic will help to raise awareness and to get attention around the possibility to educate others a new language without needing to move to schools. Language learning is an interesting activity and its teaching needs to be tackled carefully to guarantee a positive and successful opportunities.

**Aims**

* Communicating ideas about language learning and homeschooling
* Revisiting requirements of writing a summary for academic purposes
* Practising writing and editing written compositions
* Raising awareness about the difference between opinions and facts

**Outline**

* Activity one: drama activity: role play script writing
* Activity two: Analyzing an article
* Activity three:

Part one: review the principles of summaries writing

Part two: the difference between opinions, facts, objective, and subjective statements

* Activity four: Computerized-dynamic assessment via Moodle

**Activity one: Script Writing**

Read the question in the front page of the unit, form group of 4 or 5 students and write a script of role play inspired by your answer to the question.

**Activity two: Article Analysis**

Read the following edited web-article about homeschooling a foreign language and answer the questions:

* What are the suggested methods to practise homeschooling?
* How can parents deal with homeschooling a foreign language?
* Do you know any online services that would help in homeschooling a foreign language?
* After being introduced to writing a summary section in this unit, provide a summary to the article.

**How to homeschool a foreign language to your child: An ultimate guide to language homeschooling**

By [Nadiia Mykhalevych](https://preply.com/en/blog/author/nadiiamykhalevych/) 26.03.2020

**How to Prepare the Best Foreign Language Curriculum for Homeschoolers**

This question often boggles the mind of any would-be homeschool teacher. After all, a curriculum is a map of sorts, always there to help guide the direction of your course. Without one, you run the risk of wandering aimlessly with no goal or focus in mind.

At the end of the day, there are only two ways to prepare a foreign language homeschool curriculum: adopting a pre-existing one or creating your own. No amount of homeschooling tips will change this.

So, what’s the difference between these two options and which one will produce the best homeschooling curriculum for *you*?

**Choose From Existing Ones**

This is the easiest option. There are several resources out there (which we will discuss later) that can effortlessly provide you with a full curriculum to teach your children virtually anything. You’re simply given lesson plans and work, and it’s up to you to administer this fleshed-out course to your children. Naturally, this option is more expensive and it also limits your autonomy to an extent.

**Create Your Own Foreign Language Curriculum for Homeschooling**

Although cheaper, and certainly more open-ended, this alternative will require some extensive planning on your part. You’ll need to delve deep into the subject to discover what needs to be taught and how to teach it. However, if you’ve got a lot of spare time on your hands (which you very well might) and some lofty homeschooling ideas, then this is certainly a far more rewarding and hands-on approach.

**How to Fit Foreign Language Into Homeschool Curriculum**

If you’re homeschooling, you’re more than likely looking at committing to more than one subject. After all, your kids are already accustomed to learning a variety of subjects in one day and you’ll want to keep brushing up their knowledge on as many as you can.

Including a foreign language in your curriculum is no different from including any other subject. It’s all about committing and making time for it. Simply allocate a portion of your overall homeschooling time to any one of the provided online tools or resources.

**How to Choose an Online Foreign Language Tutor for Your Children**

Again, there’s no reason for you to go about this all on your own. It’s always good to defer to the experts from time to time, and this is especially true for something as intricate as learning a foreign language. Unless for some reason you are fluent in a language that your child is not, there’s a pretty big chance that you will have some blind spots. After all, this language is likely just as foreign to you as it is your child!

One way to mitigate this is to find a stellar foreign language tutor to help bring a certain level of expertise to the whole operation. One-on-one private language lessons would be a great asset to your homeschooling endeavour.

**How to Make Homeschooling Fun**

This component of homeschooling is entirely up to. Whether or not this proves to be both an enjoyable and educational experience ultimately relies on what YOU make of it.

Again, the point here is to craft a fun and educational way to occupy your kids during this slump. In all likelihood, your kids were probably expecting to sit around eating ice cream and playing Fortnite. That’s the last thing you’ll let them do. So, try and do your best to dissuade them from resenting you for it.

There are a couple of different ways to make this experience as fun as possible:

* Shakes things up and make lesson plans as varied as you can
* Challenge them with games and rewards
* Don’t overwork them (or yourself), always make time for leisure

**Activity three:**

**Part one: review the principles of summaries writing**

Preparing a summary requires a special kind of writing. A summary should not include any of your own personal ideas. The main purpose of the summary is to condense what another author has written, meaning reducing the written composition to its main points.

Summaries are used in academic writing for different purposes. Students will find themselves asked to produce summaries of articles in the course of linguistics, summaries of novels and short stories in the literature class, and providing reports for their projects and research tasks.

A good summary should present a clear, concise idea of the essential information of an article or a speech to someone who has not read or heard it. In order to write an effective summary, one needs to have a true understanding of the original article. This means taking the time to read the article carefully to determine the author’s purpose, main idea, supporting points, facts, and opinions.

A summary is written in your own words yet it is still exclusively an explanation of another author’s ideas. You should remember that a summary is not an evaluation, commentary, or an analysis. The tone of writing should be neutral, reflecting neither personal ideas nor biases.

**Production**

**1. Read**through the text at least twice: once to get a general idea of what is being said, and a second time while taking notes and thinking carefully about the content and organization of the text.

* Divide the text into **distinct sections**. This could be by chapter, by subheadings, or even by paragraphs. Doing so will make it easier to make notes and identify key points later.
* Consider the **objective** of your summary. The original text (especially longer ones) may contain multiple topics/arguments/ideas, not all of which will be relevant for your purposes.
* Decide what is**important** about the original text that you want to summarize.

**2. Annotate**the original text, either directly on a printed/digital copy or using separate notes. Use whatever visual style works best for you.

* Record the**source** of the original text, making note of the author, publication information, and anything else you’ll need to cite this source.
* Identify the overall **thesis**of the text (or section of a larger text) that you are summarizing. Write it in the margins or at the top of a separate sheet.
* Select the**main points**of each section and write them out (in your own words) in the margins or on a separate sheet.
* Organize your **selected points** into an **outline** for your summary. Feel free to reorder or arrange them in different ways from how they appear in the original text if that will ensure they make more sense. For example, you might want to group similar ideas together in your summary that didn’t appear together in the original.

3. **Write**a summary that provides a clear, concise overview of the original text. Remember that you will cover only the most important points. Also remember that your summary has to make sense on its own, as a completely separate piece of writing.

* Introduce the author and/or title of the original work when you begin your summary. You can do this by including the **author’s name** and using appropriate **reporting verbs**.
* Compose your summary by turning the **selected main points** from your outline into sentences and combining them into paragraphs.
* Review what you’ve written and compare it to the original text. Is there any essential information missing? Is your summary easily **comprehensible** and above all **useful** to a reader with no knowledge of the source material?

**Part two: Fact vs. Opinion vs. Objective vs. Subjective statements**

Language comprehension and production require the ability to identify and produce different types of ideas and statements like facts and opinions.

Such skill is considered to be on the list of skills to produce a summary of knowledge in an academic context.

For the purpose of producing an accurate summary, an introduction to the different concepts of opinions, facts, objective and subjective ideas and statements is provided.

**Fact**

A **fact**is a statement that can be proven beyond any doubt. Facts are objective, meaning the veracity is independent of anyone's perception or beliefs. They can be verified and supported with indisputable evidence.

Facts often rely on denotative language, or language with a specific, explicit, or direct meaning. The statement "water boils at 212 degrees Fahrenheit" uses denotative language and doesn't rely on any implications. That doesn't mean that it can't be argued against, however. At higher altitudes, water boils at lower temperatures, so this could be disputed. However, that doesn't make it an opinion because it was still proven with evidence.

Examples:

* The United States was established in 1776.
* The pH levels in acids are lower than the pH levels in alkalines.
* Beethoven had a reputation as a virtuoso pianist.

**Opinion**

An **opinion**is a statement that expresses a belief, idea, or emotion that is not provable. Opinions are subjective, meaning the veracity depends on the person's own perception rather than an objective truth. The validity of opinions cannot be proven one way or another but only expressed and defended. Any individual can provide evidence to support their opinion and convince someone else to hold the same belief, but this does not mean that the opinion can be proven based on this evidence. Opinions can be as simple as one's favorite food or as significant as the best course of action that a politician could take; neither can be proven as true or false.

Opinions can also be general, like a public opinion or attitude on a certain subject. They can also be obvious like "boiling water is hot." The word "hot" is connotative, meaning that it evokes an emotional association rather than an explicit meaning, so while nearly everyone would agree that "boiling water is hot," it is not a fact since the word "hot" is subjective.

Examples:

* That was a good movie.
* Strawberries taste better than blueberries.
* The death penalty is wrong.

**Objective**

Objective information reflects research finding or multiple perspectives that are not biased.

Examples:

* “Several studies show that an active lifestyle reduces the risk of heart disease and diabetes.”
* “Studies from the Brown University Medical School show that twenty-somethings eat 25 percent more fast-food meals at this age than they did as teenagers.”

**Subjective**

Subjective information presents one person or organization’s perspective or interpretation. Subjective information can be meant to distort, or it can reflect educated and informed thinking. All opinions are subjective, but some are backed up with facts more than others.

Examples:

* “The simple truth is this: As human beings, we were meant to move.”

**Activity four: computerized dynamic assessment**