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WWW.KOALATEXT.COM , THE PROJECT.

KoalateXt.com is a website designed, created and developed to help teachers, professors and students of English worldwide in their task of teaching and learning in English.

More than twenty years of experience in teaching has given us some of the keys to understanding how students can improve their English acquisition process language.

KoalateXt.com aims to be a summative and complementary tool to the project of each school. The aim of our project is not to replace the tools that schools are already working with. Our aim is to make a tool that complements the work being carried out in each of the schools and help teachers and students to improve and be more effective in their daily work of teaching and learning the English language.

This is why we have created universal units regarding thematic levels and types of text, suitable to any school project and methodology.

The degree of implementation of the project www.koalateXt.com at school is wide and it depends entirely on the requirements of each center while taking into account the existing materials and goals that each school wants to achieve.

KoalateXt.com is based on packages of graded units. They always have a text as the main axis of the unit. All texts have been written



taking into account the previous knowledge that pupils can have, a vocabulary to their level, simple grammar, understandable concepts and well-organized ideas.

These units have been designed to take part of the same family but also to be independent of each other. This means that a teacher or a student who is working on a specific set of units / level has no need or pressure of having to finish compulsorily all the texts that are part of that same set / level.

This allows both students and teachers to work texts following its natural rhythm of work without taking into account the number of units completed.

In addition, this system also allows students within a class to work at their own pace. The program respects the different rhythms of work among students. For example, working a higher/lower number of units than others.

Koalatek.com is an open project, professional and dynamic. It will incorporate materials constantly to increase both in quantity and quality on our website.

With a subscription to our project, all of your students will be able to use all our materials from any digital platform and from any place and time.

The payment process is simple. The school makes the payment of 60 euros and completes the form required on the website. Once we receive the payment, you will we get a log-in code that will allow all teachers and students at the school to have access to all materials during a calendar year.



THE FOUR LANGUAGE SKILLS IN THE WEBSITE.

READING

Each unit of the site has a corresponding text. It has reading comprehension activities that will gradually give students the chance to improve their reading skill.

Also, our texts allow students the ability to read autonomously as they acquire both the necessary ability and the taste for reading.

Our texts not only offer the chance to introduce a large variety into classroom activities, but they are also helpful in aiding an understanding of how the English language functions.

LISTENING

Learning to listen is one of the most important factors in order to learn a language. For this reason, each unit of our site has a corresponding audio component.

Audios in the site have been recorded while being aware that they will be the main reference for students to hear, understand and be familiarized with the spoken English language. Our audios will provide the opportunity for the students to improve their listening ability wherever they are and whenever they want.

Our audios have been recorded by natives from different countries to take on a wide range of different accents. The purpose of this is



because we really believe that by listening to different accents, students will have the opportunity to learn much more.

In addition, half of the audios have been recorded by men and half by women in order to ensure gender equality.

WRITING

Writing activities are present in most of our units. We think that the writing process is a difficult task for children to do in the mother tongue but it is even more in a foreign language like English. Almost all units in the site have writing activities to be developed.

As teachers, we should need to be especially sensitive to the different writing demands in English classes. Much of the writing produced by children is an opportunity to provide specific language practice in selecting vocabulary, spelling words correctly, as well as in using proper structures.

Producing “creative” or “free” writing in English is very difficult for students who learn it as a second language. This process requires a great deal of support at word, sentence and text level. For this reason, all units in the site are good references to be understood and adapted to the students lives in their writing learning process.

SPEAKING

Texts and audios from the units are the main important references for students to start producing spoken language.



Each unit of the site is a good starting point to work with contents that can be exposed orally in class. There are many schools who are working with conferences, projects, dialogues and speaking games that they have started with texts from our families. Also, some of these schools have been successful in recording these works in very different formats like radio programmes, TV shows and quizzes and theatre performances at school.

The large variety of our materials will offer students the opportunity to improve their levels of ability in phonation, imitation, diction, expression and creativity. Also, they will let students talk about lots of different situations that all are very close to students lives such as school, family, timetable, description, pets, celebrations, friends, feelings, geography, science, the Earth, famous characters, and so on.

However, it is a good idea not to force things and let each pupil start to speak when they feel ready and one thing is true, they won't be ready at the same time.



THE COMFORT ZONE OF LEARNING.

The project gives much importance to learning both horizontally and vertically to be sure that any student can find his comfort zone of learning.

We understand that the learning horizontal zone is the area of learning where students feels comfortable.

One of the ideas of our project is to create a wide variety and number of units at the same level with different themes and types, so that every student can have a comfort zone adapted to their level which is wide enough so learning is very high, both in quantity and quality of knowledge.

These comfort zones want to respect the speed and pace of work in the natural learning process of each individual student. All those who are dedicated to teaching know that a class's learning levels and rhythms are very different. Our project aims, through modulating units, to allow each student to search, find and learn English without the necessity of moving from the same level at the same pace.

On the other hand, we understand the vertical learning as the variation of the difficulty level in the activities

Another idea of our project is to create a wide variety and number of units with the same themes and types of texts, but with varying



levels of difficulty with the goal that every student can find their point of difficulty that will allow progress in their learning process.

These variations of levels try to respect the speed and pace in the natural learning process of each individual student.



SOME DIFFERENT EXPERIENCES AND IDEAS FROM DIFFERENT SCHOOLS WORKING WITH WWW.KOALATEXT.COM UNITS IN CLASS.

. Working with the whole class.

- . Work the same unit/level with the whole class.
- . Work with different units/levels with the whole class.
- . Listen to the audio / read the text and do the reading comprehension activities together.
- . Read the text in a silent voice.
- . Read the text aloud.
- . Understand the most important vocabulary, structures and expressions from the text after reading.
- . Select and do the reading comprehension activities.
- . Construct a semantic map on the vocabulary family together.
- . Create visual lists of each unit contents.
- . Listen to the audios or read the texts to identify, recognize or discriminate specific aspects of the message, such as sounds, categories of words, morphological distinctions.
- . Listen to the audios and read the texts to determine the major facts about a message, such as topic and text type.



- . Identify the main idea of the text.
- . Identify details of the text.
- . Reproduce parts of the text / message orally or in writing.

. Working individually in class.

- . Read the text individually.
- . Prepare informal/formal conferences in class.
- . Select and do the reading comprehension activities.
- . Decide what is and is not important to understand.
- . Reread to check comprehension.
- . Listen to the audios or read the texts to identify, recognize or discriminate specific aspects of the message, such as sounds, categories of words, morphological distinctions.
- . Listen to the audios and read the texts to determine the major facts about a message, such as topic and text type.
- . Identify the main idea of the text.
- . Identify details of the text.
- . Reproduce parts of the text / message orally or in writing.

. Working in pairs.



- . After listening to the audio, read the text to each other.
- . Evaluate the another student's reading.
- . Students read the text and ask questions to each other as a game.
- . Prepare (adapt to students experiences) a dialogue in group to perform in front of the class.
- . One student prepares the text at home and he/she reads it clearly to his/her pair as a dictation in class.
- . Read the dialogues.
- . Learn and expose the dialogue as a theatre performance.

. Groups Project.

- . Create a TV News programme by taking contents from the texts, for example:
 - . Describing a city (My world)
 - . A famous biography (My world)
 - . School news (My friends)
 - . An Interview (Dialogues)
 - . Explaining a celebration (My world)
 - . Travelling with... (Listen)
- . Record a radio programme at school. Students read the text and listen to the audio previously at home.



- . Use texts from the site to start a bigger Project in class.
- . Adapt the dialogues to a bigger group in order to perform.
- . Ask questions related on the texts to the groups as a contest.

. Organize a corner in class.

- . It's easier to organize a corner when students have already worked the text with the teacher previously.
- . Different corners only during the English class.
- . Different corners in different school subjects class.
- . Listen to the audios in a laptop with headphones.
- . Work different skills (listening / reading / writing / speaking) in different corners.
- . Record the students' readings with a microphone.
- . Use the texts from the site as a reference to create a writing project (adapt contents to their experiences, create their own dialogues,...)



HELPFUL TECHNIQUES TO WORK OUR UNITS

- . Brainstorm to access and build prior knowledge.
- . Introduce new words in context to support readers efforts, no matter their level of word knowledge.
- . Vary reading structures: individual reading, paired reading, reading circles, corners, large-group reading, level-group reading.
- . Before & After reading the text, spell words in order students can identify/find/point them.
- . After reading the text, ask students to spell words. After that, let students do the same activity in pairs.
- . While students listen to a text, they close their eyes and try to visualize what they are listening.
- . Find patterns in text structure.
- . Introduce new vocabulary in lexical sets, for example, school subjects, animals or actions to contextualize the words.
- . Let students guess from context to encourage them to take risks and guess the meanings of words and sentences.
- . While/after reading, pause to ask questions about the text.
- . Ask students to translate some words.
- . Play oral games such as quizzes to consolidate and revise the new information learnt.



- . Incorporate visual imagery.
- . Review words, expressions and structures over time.
- . Define words from the text and students guess the word.
- . After reading, ask students to compose an oral summary.
- . Ask them to summarize a paragraph in a word/sentence.
- . Connect texts ideas with students' real lives to ensure that reading experiences have relevance.
- . Build a (picture) dictionary of a unit.
- . Create a "new words" bank.
- . Play games such as "BINGO" to revise acquired contents.



OUR SETS OF UNITS

"MY WORLD" is one of the families of our project. "My world" is a group of 77 graded units divided into **7 levels of 11 different language families**. Each unit contains its own materials like the text, the audio, the flashcard and all the reading comprehension activities that let students learn through the four abilities (reading, writing, listening and speaking).

All units are part of the project but all can be worked **independently**.

Recommended ages: 9 – 14

Contents: This family contains a wide set of units to work in English with a large variety of fields of knowledge such as geography, history, biographies, health, the Earth and celebrations.

My World is a perfect place to find information that it could be useful as the starting point from a single class to a big project. The 11 families have been graded in 7 different levels. Each student can find, share and learn a lot of information in his/her own language level.

In this family, students can learn a lot of vocabulary and language structures related on the topic they are working with.

The aim of each unit: One of the main goals of this family is to work with a wide variety of levels and type of texts in order to let students to learn cultural contents from different fields of knowledge in English. As teachers, sharing the same information in English with



our students is very helpful. We strongly recommend the teachers explain to the students what the aim of each lesson is in order for them to know how to work and manage the information. Each unit can be finished in a variety of ways and works such as: a video, an audio recording, a poster with the information, an exam and a dialogue just to name a few.

Some ideas experienced at schools:

- Work a unit weekly as a social studies/science lesson.
- Select independent units as a supplement to a lesson that students are already working in other subjects.
- Work with the information of a unit as the starting point of a big project.
- Use texts to introduce vocabulary, structures and information about the specific working theme.
- Start researching to improve the quantity and quality of knowledge after being sure that the information has been understood.
- Follow the celebrations calendar with the **Celebration** units.
- Write students' **biographies** taking the site texts as references.
- Create a project of the place where we live after having worked in class with the families from **Capitals** and **Countries**.
- To develop students favourite animal project using the structures and vocabulary from **Animals** units worked previously in class.



"MY FRIENDS" is another of the families of the project. "My friends" is a group of 50 graded units divided into **5 levels of 10 different characters and 5 different language families (family, timetable, description, school and routines)**. Each unit contains its own materials like the text, the audio, the flashcard and all the reading comprehension activities that let students learn through the four abilities (reading, writing, listening and speaking).

All units are part of the project but all can be worked **independently**.

Recommended ages: 9 - 13

Contents: This family contains a wide set of units to work in English with a variety of fields of knowledge such as family, timetable, description, school and routines that are very close to students' lives.

The contents of the 10 characters of the family let students work and learn vocabulary and structures about real life which is easily adapted to each student's personal daily life.

The 50 units have been graded in 5 different levels, enough because each student can find, share and learn a lot of information in his/her own language level.

In this set of units, students can learn a lot of vocabulary, expressions and structures to talk about their own experiences.

The aim of each unit: One of the main goals of this set of units is to work with a wide variety of levels and vocabulary families to let students adapt the contents to their lives.

These units are good references to help students learn contents that they feel very close to.



We strongly recommend the teachers explain to the students what the aim of each lesson is in order that they know how to work and manage the information. Each unit can be finished in a variety of ways and works such as a video, an audio recording, a poster with the information, an exam and a dialogue.

Some ideas experienced at schools:

- Work these units at the beginning of the school year to get information about students' lives.
- Select independent units as a supplement to a lesson that students are already working in other subjects.
- Work with the information of a unit as the starting point of a big project about themselves.
- Use texts to introduce vocabulary, structures and information about the specific working theme.
- Use the information worked previously to adapt the contents to their own experience.
- Write students daily routines and experiences.
- Work in pairs the "Asking questions" to know information of a classmate.
- Adapt contents from the units to their own experiences to record a TV / radio interviews programme.



"STARTERS" is another of the families of the project. "Starters" is a group of 60 graded units divided into **10 different topics and structures (can, there is/are, clothes, celebrations, days, have, has, hobby, like and pets)**. Each unit contains its own materials like the text, the audio, the flashcard and all the reading comprehension activities that let students learn through the four abilities (reading, writing, listening and speaking).

All units are part of the project but all can be worked **independently**.

Recommended ages: 8 – 11

Contents: This family contains a wide set of units to work in English. It has a large variety of vocabulary families (clothes, days of the week, hobbies, pets and celebrations) and grammar structures (can, there is/are, have and like). Each text is a different character from a different part of the world. Half of the characters are women and half are men.

"Starters" is a perfect place to introduce students' simple structures in the context of a text. Some schools introduce first the vocabulary family or structure and then they work the texts and some other schools work first the text and then they study the vocabulary family and the structures.

Starters is created to introduce content to the very initial learner so the 6 texts of each family have the same level because the teacher should be ensuring these contents are mainly understood.

The aim of each unit: One of the main goals of this family is to work with a wide variety of language families and structures in order to let students to learn contents from different fields of knowledge in English.



These starter level contents are very important for students to understand because they are going to be the basis of more difficult ones. Misunderstanding these contents means more complex and language difficulties in the future.

This set of units offers students the possibility to work with a wide variety of structures and vocabulary families and then adapt the contents to their own lives and experiences.

These units are good references to help students learning contents that they feel very close to.

Each unit can be finished in a big variety of ways and works such as a video, an audio recording, a poster with the information, an exam and a dialogue.

Some ideas experienced at schools:

- Work a unit weekly.
- Work first the vocabulary family list and then the texts to contextualize the vocabulary.
- Work first the text to let students guess the meaning.
- Select independent units as a complement of a lesson that students are already working in other subjects.
- Play “Memory” with information of the characters and the pictures.
- Use texts to introduce vocabulary, structures and information about the specific working theme.
- Follow the celebrations calendar with the Celebration units.
- Write students own experiences taking the site texts as references.
- Adapt the contents to students’ lives.



"DIALOGUES" is another of the families of the project. "Dialogues" is a group of 48 graded units divided into **3 levels of 16 different topics and structures**. Each unit contains its own materials like the dialogue, the audio, the flashcard and all the reading comprehension activities that let students learn through the four abilities (reading, writing, listening and speaking).

All units are part of the project but all can be worked **independently**.

Recommended ages: 8 - 14

Contents: This family contains a wide set of units to work in English on a variety of fields of knowledge, topics, structures and expressions in spoken English such as introductions, what time do you...? , how often do you...?, that they are going to be very useful in their spoken communication experience.

The contents of the 16 structures of the family try to offer students the possibility to work and learn a lot about real life expressions easily adapted to each student's personal daily life experience.

The 48 units have been graded in 3 different levels, enough because each student can find, share and learn a lot in his/her own language level.

In this set of units, students can learn a lot of vocabulary, expressions and structures to talk about their own experiences.

The aim of each unit: One of the main goals of this set of units is to help students to start producing spoken language through the references in the site.

These units are good references to help students learning contents that they feel very close to and the vocabulary and expressions used belong to their daily life routines.



Students love learning English through dialogues, drama and theatre performances.

We strongly recommend the teachers explain to the students what the aim of each lesson is in order that they know how to work and manage the information. Each unit can be finished in a variety of ways and works such as a video, an audio recording, a performance at school and a dialogue in class.

Some ideas experienced at schools:

- Read aloud in pairs.
- Represent the dialogue in class.
- Theatre performance at school.
- Create students' own dialogue taking as a base the dialogue from the site.
- Work one of these structures as a spoken complement when students have already worked these contents into the English regular classes.
- Create a "Drama" subject at school to represent frequently these dialogues.
- Work with the information of a unit as the starting point of a big project about themselves.
- Use texts to introduce vocabulary, structures and information about the specific working theme.
- Use the information worked previously to adapt the contents to their own experience.
- Write students daily routines and experiences.
- Work in pairs or in bigger groups.
- Record audio or video the students work.



"LISTEN" is another of the families of the project. "Listen" is a group of 80 graded units divided into **4 levels of 20 different language families** such as introductions, descriptions, morning routines, my birthday, the best city, travelling, etc...

Each unit contains its own materials like the text, the audio, the flashcard and all the reading comprehension activities that let students learn through the four abilities (reading, writing, listening and speaking).

Besides, each unit contains an activity online to let students testing themselves at the time they are reading the text or listening to the audio.

All units are part of the project but all can be worked **independently**.

Recommended ages: 8 - 14

Contents: This family contains a wide set of units to work in English a variety of fields of knowledge such as introductions, my birthday, family, routines, best city, hobbies,...

The contents of the 20 different topics in each level of the family let students to work and learn vocabulary and structures about real life easily adapted for each student to his/her personal daily life.

The 80 units have been graded in 4 different levels, enough so that each student can find, share and learn a lot of information in his/her own language level.

The aim of each unit: One of the main goals of this set of units is to work with a wide variety of levels and vocabulary families through the listening skill.

These units are good references to help students adapt contents that they feel very close to their own experiences.



Some ideas experienced at schools:

- Work these units at the beginning of a class as a warming-up activity.
- Select independent units as a complement of a lesson that students are already working in other subjects.
- Work with the information of a unit as the starting point of a big project about themselves.
- Use texts to introduce vocabulary, structures and information about the specific working theme.
- Write students' experiences.



"REFERENCES" is another of the families of the project. "References" is a group of 60 papers divided into **grammar and vocabulary lists**.

Recommended ages: 8 - 14

Contents: This family contains a wide set of papers to let students have a reference to consult in grammar and vocabulary lists.

The aim of each unit: The main goal of this family is to give a wide variety of themes to let students consult and learn cultural contents from different fields of knowledge in English.

Some ideas experienced at schools:

- Use texts to introduce vocabulary, structures and information about the specific working theme.
- Use the papers as a dictionary.
- Create your own dictionary.
- Play definitions with the vocabulary lists.
- Explain grammar through the site reference.