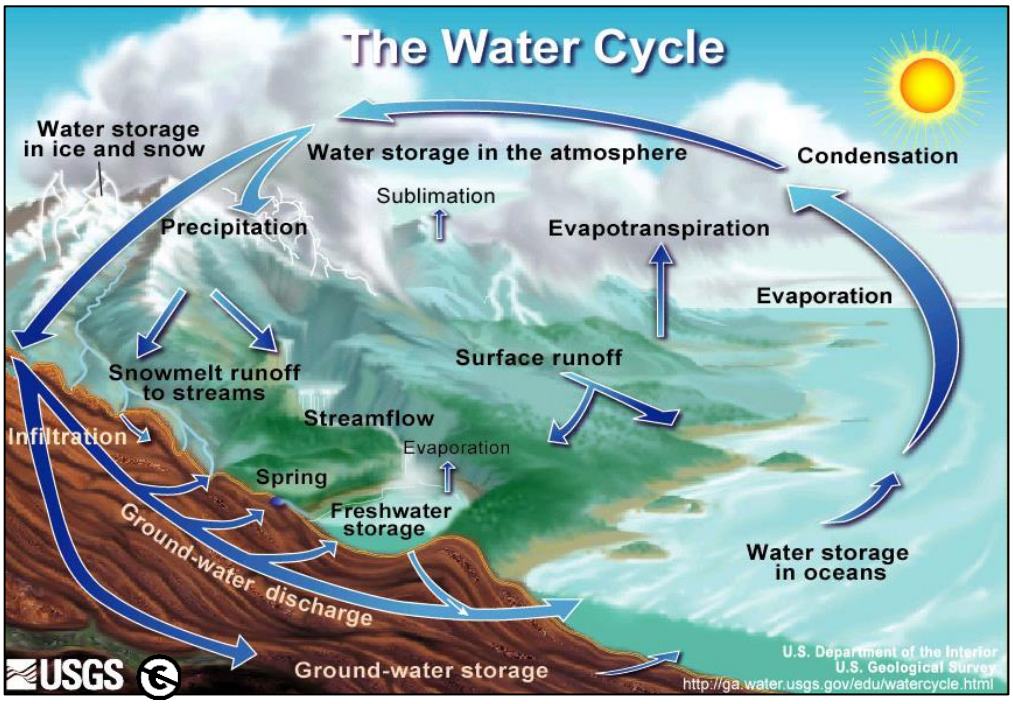
English as a Medium of Instruction (EMI)
Module 7: Task 1 – 2 Videos Lectures
Video 7.2: *Planning Interactive Lessons in the EMI Classroom*

Welcome to our video on Planning Interactive Lessons in the EMI Classroom. I'm Dawn Bikowski at Ohio University.

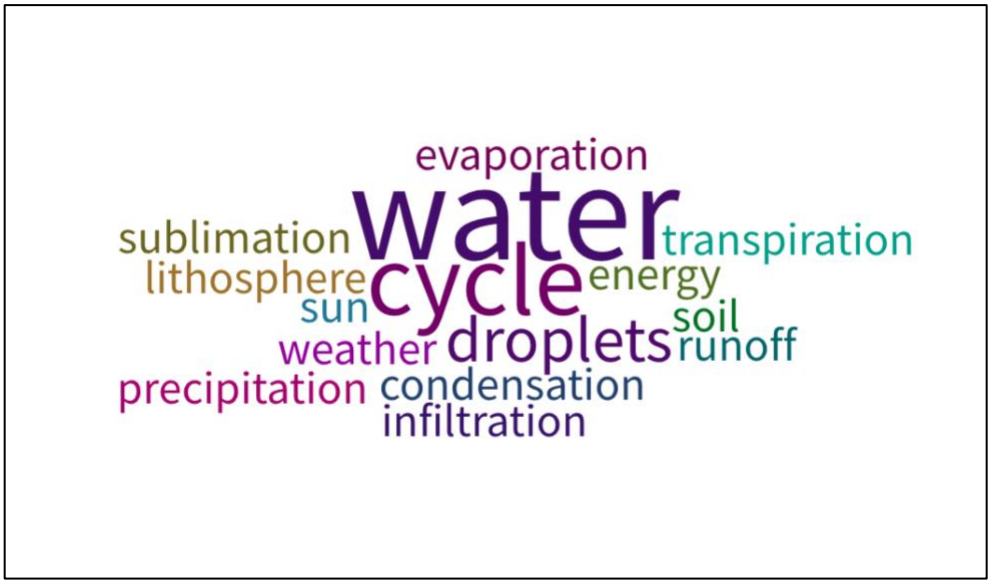
In this video, we will cover the four main parts of a lesson and give examples of how to create student-centered learning opportunities for each of these parts in order to give students the support they need to reach the lesson objective. The four parts are a warm-up, a mini-lecture, an interactive activity, and a summary. We will use the water cycle as a topic for this lesson, and also bring in examples from an EMI instructor. As a point of reference, here is an image of the water cycle.

The student learning objective for this lesson is "By the end of the unit, students will be able to discuss and illustrate the six parts of the water cycle of their geographic region and appropriately label each part in English."



"Water Cycle" by the United States Geological Survey is licensed under Public Domain.

So, the first part in the lesson is a warm-up activity. Let's look at an example of how you can use word clouds to introduce new concepts or review key terms. Here is an image of a word cloud made from a reading about the water cycle.

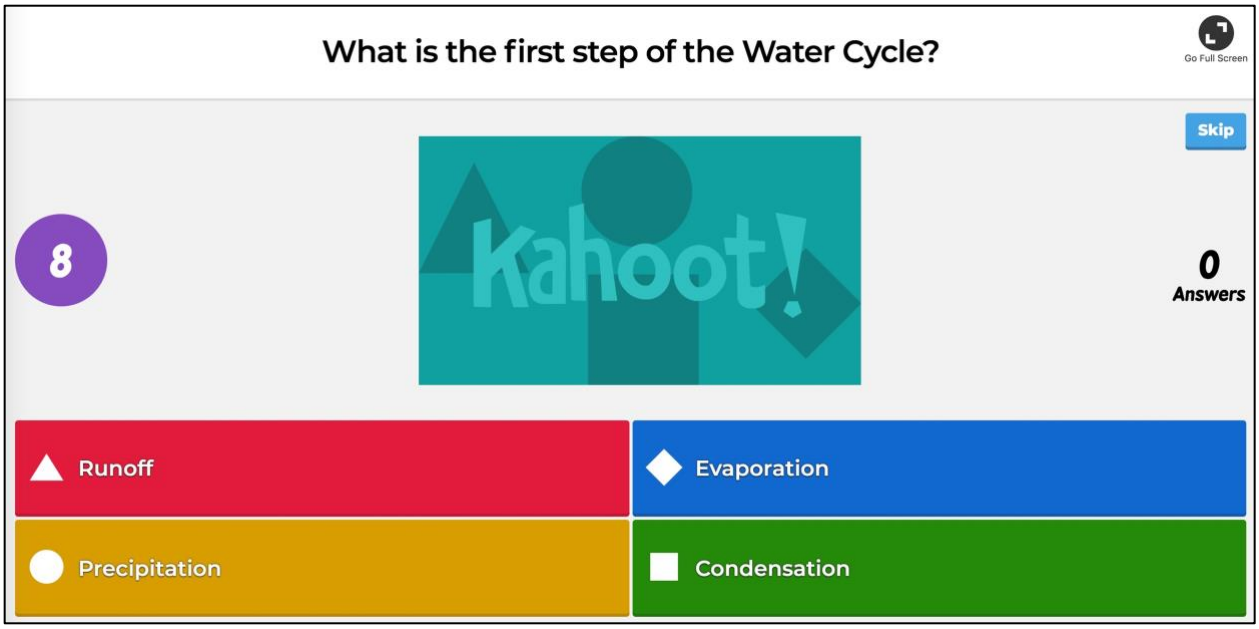


"Word Cloud" by Dawn Bikowski by CC0 license.

A word cloud visualizes course material, with the size of the word indicating how frequently it is used in the original text. For example, in this word cloud, the words "water" and "cycle" occurred more frequently than did the words "soil" or "evaporation." You can make word clouds using free online tools such as Wordle or WordClouds.com. Simply copy text from an article and paste it into the online word cloud generator. Most of these tools allow users to modify the colors and format of the word cloud.

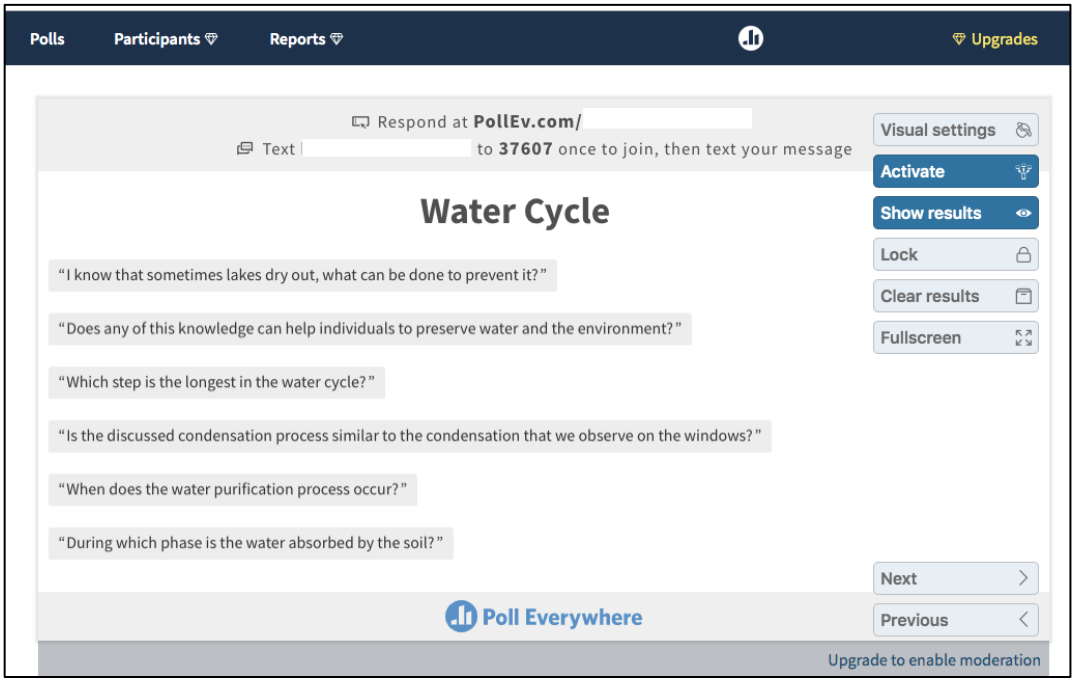
Word clouds like this help students recognize how much of the vocabulary they may already know and begin thinking about the topic of the lesson. To use the word cloud, try the *think, pair, share* approach. First students can think about the words located in the word cloud and make a prediction about the lesson for the day. They can also write down a few words they already know and some that are unfamiliar to them. Then they can pair with a classmate and compare their word lists. Give the pairs two or three minutes to discuss and make predictions on the topic of the day's lesson. Finally have the pairs share their prediction with the entire class. This is also a good time to ask about the vocabulary that is unfamiliar to them and help them pronounce any words. You can show them online tools such as online dictionaries like Merriam-Webster that will pronounce words for them. You can encourage students to try these resources out of class and to practice pronouncing these words during class in their small group discussions.

For larger class sizes, try using free polling software such as Kahoot!, Top Hat, Poll Everywhere, or Micropoll for this section of the lesson. This software allows students to use their computers or mobile devices to ask and/or answer questions. In this example, a Kahoot! Question is used to review content from a previous class. Students use their phones, tablets, or laptop computers to answer these live polls. Just be sure that you have a computer with a stable internet connection and a projector, and students have a reliable internet connection. They can answer questions individually or in groups. Here is an example in Kahoot!



"Water Cycle Kahoot! Example" by Dawn Bikowski by CC0 license.

After the warm-up comes a mini-lecture. You can use online interactive polls or questions, such as with Kahoot!, Top Hat, Poll Everywhere, or Micropoll during content delivery. You can keep an open ended poll running while you deliver your mini-lecture. This allows students to ask questions informally. This screen shows an example of a PollEverywhere poll that the instructor opened at the beginning of a mini-lecture, and then it shows questions that students posted during that lecture. The instructor can then look at the questions throughout or at the end of the lecture and answer them. Students do this by going to the PollEv.com site and typing in the appropriate pin number (as displayed on the screen). They then can type in their question, and it appears on the screen.



"Water Cycle Poll Example" by Dawn Bikowski by CC0 license.

You can also try online mini-quizzes during your lecture to ensure that students are following along, as shown here. You can add the questions directly to your presentation and have the students use their computers or mobile devices to answer. In this example, students open a browser and go to PollEv.com and answer the question(s) you entered earlier. In this example, students should write the six steps of the water cycle. Including these mini-quizzes allows you to see how well students are understanding the information, as a formative assessment. They are usually not graded. These mini-quizzes also help students pay attention, since they know they will have to answer questions throughout the lecture.

"Water Cycle Quiz Example" by Dawn Bikowski by CC0 license.

After the mini-lecture comes an in-class interactive activity. It's here that we want them to show they have met the course objectives. In a lecture-focused classroom this portion of the lesson may be relegated to homework, but by providing students time during class to show evidence of meeting our lesson objectives, we can measure how much of the course content they understood.

Building on our water cycle lesson example, you could ask the students to form groups and discuss the main water cycle concepts with their partners, focusing on critical thinking questions such as "If the second step of the water cycle, condensation, is missing in a certain ecosystem, what will the effect be on that ecosystem's environment?" or "Explain how the water cycle step of precipitation is directly related to the step of evaporation." You can collect students' answers or have them share their answers with the whole class. Be sure that students leave the class knowing the correct answers to the questions you ask. You can put the answers online in a shared space (such as Google Drive or your learning management system), print the answers and give them to students, or share the answers at the end of class.

Let's look at another example, this time from a different field, in order to see how to make this work. This example comes from a published paper by Chuang and is in the area of computer programming and focuses on how to make an EMI course more interactive for students. Chuang (2015) [on screen: Chuang, 2015] describes in detail how a course in Taiwan was revised for interactivity. The class wasn't small—it had 42 students enrolled. The lesson plan followed the model of first introducing or reviewing topics, then giving a mini-lecture of about 10 minutes to introduce new concepts, then allowing time for

student interaction such as through discussions or projects, and concluding with a summary session and student questions. Students were allowed to choose their own groups, though Chuang notes that in future classes, students might be assigned random groups so that they have more opportunities to learn from different peers. Breaking the larger group into smaller groups allowed for more interaction. Students were allowed to use some Chinese during their discussions, which the researcher found helped the lower-proficiency students understand the concepts and eventually learn more English. At the end of the course, students gave a group presentation on a project they did in class. Chuang (2015, p. 65) [on screen: Chuang, 2015, p. 65] notes the importance of the interactive portion of the class design. Here's a quote from the article:

"According to Vygotsky (1980), social interaction is essential for students to develop cognition. Therefore, in these discussion sessions … , the instructors asks students to use lecture slides or the textbook to search and discuss the programming concepts with their partners. Students with insufficient English proficiency can then develop cognition with their partners during the discussion sessions. In addition, allowing students to discuss previously learned information and discover the correct answers covers the first category (Remember) and second category (Understand) from Bloom's revised taxonomy of the cognitive domain (Krathwohl, 2002). In addition, during the discussion sessions, the instructor walks to each group to obtain a snapshot of their current understanding of the class. If the instructor sees that none of her students can get the correct answers to the assigned questions, she adjusts accordingly, perhaps re-introducing the class concepts in the next lecture session, translating the discussion questions into Chinese to confirm that everyone can understand them, and having students redo the discussion questions."

The computer programming class used group discussions to allow students to go over programming concepts with their partners while the instructor walked around the room. A survey from this study showed that students appreciated this new way of teaching, such as in the areas of feeling that the teaching method was structured and promoted collaborative learning, that the course promoted their critical thinking, and that the instructor was enthusiastic and provided constructive feedback. These types of studies are encouraging, because they show that following this model in your EMI lesson can help your students learn as well.

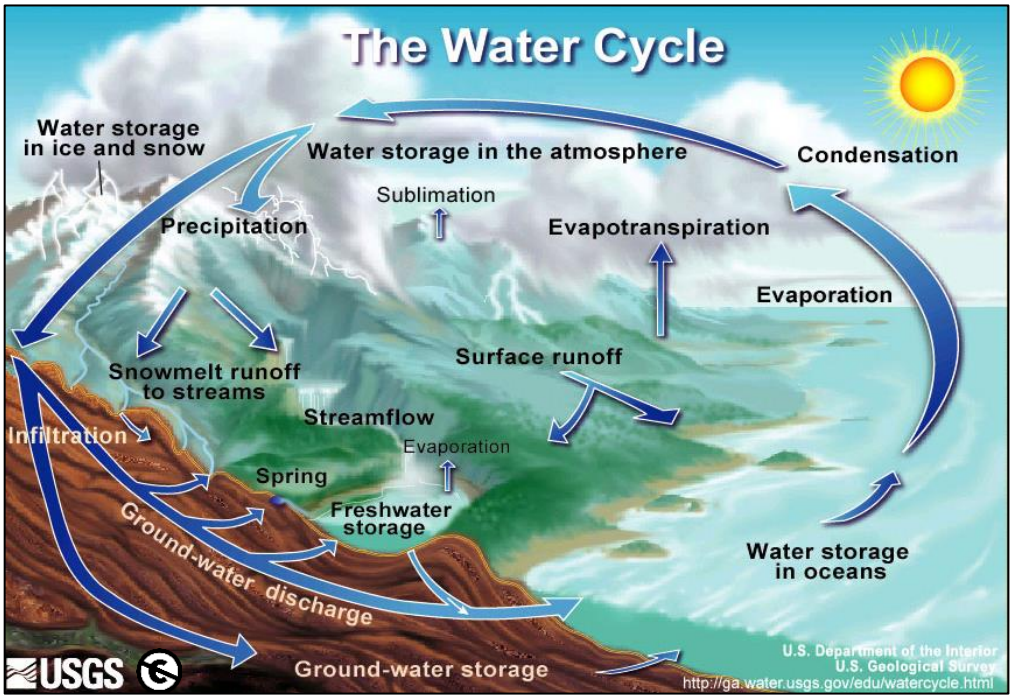
Let's move back away from Chuang's study and discuss technology. Technology-related strategies to try in order to make class more interactive include asking students to log into forms or documents during class, such as in Google Docs or Google Forms. An added bonus if you ask students to complete something during class is that you can collect what they produce and use it as a formative assessment. You could look at their Google Doc after class, for example, and use it to decide if you need to cover any topics again in future classes. You can also use social media, such as Twitter. Ask the class a question and have them reply to a hashtag (such as #ProfOliveira), and then show answers on the screen and lead a discussion. Or, ask students to follow key leaders on Twitter, such as company CEOs, important academics, or governmental leaders. Students can read the experts' tweets and bring what they learn to class for discussions.

Using the flipped classroom model is another way to reduce the amount of lecture time needed. In this model, the instructor records videos of their lectures, or uses existing videos they find online, and puts them online for students to watch as homework. They can be online in YouTube, the course learning management system, etc. Then in class, students work together on activities or questions that are based on the video lectures they watched for homework. The flipped classroom approach can be a part of any course. You can make your own videos in many ways—for example, you can record yourself speaking in front of your computer, or you can do a screencasting recording where you just record your screen (not yourself), and on your screen you have your slides. Some people use editing software such as Camtasia or iMovie, but these are not necessary. You can also use a free tool such as Adobe Spark, which allows you to record your voice over the top of images. The images could be slides you made. The advantage to Adobe Spark is that it will store your video for you on their server, so you don't have to upload it anywhere and can just copy and share the link. The best types of class lessons to use for flipped learning or ones where students need class time to either work on a project or to discuss material. For example, if you are doing a water cycle unit and your students are going to be giving a class presentation about how the water cycle works in your area, they will probably need class time to work on their project. You can therefore record yourself giving short lectures about the water cycle, and then during class you don't have to lecture. You can just give them time to work on their project. If you are worried that students won't watch the videos for homework, you can give them a short, graded quiz at the beginning of class, over the videos. In this way, they will be sure to watch the videos since they know they will have the quiz.

The flipped classroom model is also useful for larger classes, since structuring in-class interactive activities can be more challenging in large classes. Of course, there are advantages to teaching large courses. More students means that you can have more diversity in your class, in terms of students' having different learning experiences, different viewpoints, different questions and ways of thinking about things, or different ways of learning. Engaging with diverse classmates and learning together can be very motivating for students. Many of the strategies mentioned earlier help keep students in large classes engaged. You may recall that these strategies include using word clouds for warm-up activities, using polling software to ask questions to students and also allow students to ask you questions during lectures, or using small group discussions. Other strategies we have discussed in this course to help build interactivity can be used in large classes and can be found in Module 5—Supporting Students as They Participate in Class in English. You can review these strategies as you consider planning your own lessons. In addition, other things to try to build interactivity in large classes are to create a supportive environment, such as by using students' names by using namecards or a seating chart; ensuring that students get sufficient feedback from their peers or from you as the instructor; and moving around the room as much as possible when you lecture and also during group work time.

After one or more in-class interactive activities, it is time to re-group to summarize, where you'll most likely use a slide or other visual to briefly outline the main points from the day's lesson. And you'll likely answer any final student questions, before going over the homework for next class. For example, for the water cycle lesson, you might put the image of the cycle back up on the screen and go over the points

you covered in your class. For the main points, you can list them on a slide. And then be sure to allow time to answer any final student questions.



"Water Cycle" by the United States Geological Survey is licensed under Public Domain.

The final component of your lesson plan that you will want to consider is formative assessments. You will want to think of what type of information you can gather from your students in order plan future instruction and perhaps to give them a grade. You will also want to think of how to give them feedback. Options include feedback you give in a rubric or comments, peer review, or automatic feedback from an online quiz. With our water cycle example, you can use one of the interactive activities as a formative assessment measure. For example, we mentioned earlier that you can ask students to form groups and discuss the main water cycle concepts in a small group, focusing on critical thinking questions such as "If the second step of the water cycle, condensation, is missing in a certain ecosystem, what will the effect be on that ecosystem's environment?" or "Explain how the water cycle step of precipitation is directly related to the step of evaporation." If you collect students' answers, you can use them for a formative assessment. You don't need to assign a grade, but you can review their answers to see what percentage of the groups wrote the correct answer. If it is less than perhaps 60% of the class, you might want to review the topic in the next class session. For feedback, you have a few options. One is that you give or post the correct answers so that students can see them and compare the answers to their own; another is that you could write feedback on students' papers and return the paper to the groups. Or, you could meet with each group in the next class and discuss the feedback in person. For feedback, you can focus

on the main ideas and on the key words as well. The underlying idea with the formative assessment is that you can look at student work to determine how well they are meeting course student learning objectives and make any adjustments if necessary. You can review information from Module 6 about writing assessments before you complete this part of your lesson.

Well, that is a lot of information about writing a lesson plan. That concludes our discussion about the steps of your lesson and how to make your class interactive and engaging for students.

Reference[1]

Chuang, Y.-T. (2015). An EMI pedagogy that facilitates students' learning. *English Language Teaching, 8*(12), 63-73.

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