English as a Medium of Instruction (EMI)
Module 4: Task 1 – 3 Video Lectures
Video 4.3: *Strategies in Action: Lecturing and Comprehension Checking*

Dr. Bikowski: Welcome to our video on Strategies in Action: Lecturing and Comprehension Checking. I'm Dawn Bikowski at Ohio University. In this video we will be looking at some examples of how you can support your students as they learn from your lectures. Specifically, we will look at how to help students through checking for comprehension and through nonverbal communication. To help me with our video today, we have Dr. Moon Cho. She is a Visiting Professor in the Linguistics Department at Ohio University and has years of experience with studying about EMI and teaching EMI courses, such as in Math and Statistics. Welcome, Dr. Cho. Dr. Cho is going to demonstrate how to use questions to check for comprehension. We can assume that this portion is at the end of her lecture. She is following up to see how well students understood. And remember, you want to focus on the demonstration that Dr. Cho is showing us—don't worry so much about the content of what she is talking about.

Dr. Cho: Let's review today's topic of chi-square analysis. We discussed categorical variables vs. continuous variables and contingency tables. Now, let me ask you a few questions to see how well you are understanding these concepts.

- First of all, if I have five groups, let's say of different breeds of dogs, is this a categorical variable or a continuous variable? Who can tell me the answer to this question and explain why? [on screen: student answers that it is a categorical variable because dog breeds are putting data points into groups that are based on names or labels.] Thank you, yes, that is the correct answer. You can have dogs that are terriers, or a German shepherd, or a collie. These are groups of types of dogs, and it's a categorical variable.
- Here's my next question: If I am studying how tall my students are, and I measure them in cm., is that a categorical or continuous variable and why? [on screen: student answers that it is a continuous variable because height is a measurable quantity]. Yes, that's right. Height is a continuous variable—it can take on any value between its minimum value and its maximum value. A student can be 152 cm. or 200 cm. or anything in between. Each cm is part of a continuum, and it's a continuous variable.
- Here is a final question: Let's say I created a test comprising 20 multiple choice questions, and administered the test to 40 students. Then, I counted the number of correct answers out of the 20 questions, like 18, 17, or 15. Can I use a contingency table for data analysis in this situation? Yes? No? and why. [on screen: students answer both 'yes' and 'no']. The answer is Yes. If you are counting the number of the right answers, you can use a contingency table. But if you're calculating the percentage of the right answer like 98%, we cannot use a contingency table

because you're treating it as a continuous variable. We're going to talk about the two different kinds of percentage next time, but for now, what we need to remember is that if you can count the number of categories, we can use a contingency table.

Dr. Bikowski: Thank you, Dr. Cho for this demonstration. Dr. Cho asked questions that required students to answer in ways that either showed they understand the content or they didn't understand the content. She didn't just ask, "Is everything clear?" or "Do you understand?" Instead, she asked specific questions that required students to state answers that demonstrated if they did or didn't understand the content. Of course, some students might choose to not answer because they don't actually know the answer; in this case, you won't know how many students do or don't know the answer. One strategy to ensure that all students have a chance to think through your questions is to have them first discuss your questions in small groups and then answer together. In this way, students who don't know the answers will first hear explanations from their peers and then hear your response to if the answer they provide is correct or incorrect. This helps them understand content and why they got the wrong answer before you explained it. The important thing for these activities isn't that you get students to give you correct answers. The important thing is for as many students as possible to leave your class that day and understand the content you lectured on.

What are some other strategies you can try as you help your students focus on learning your content, in English? One is to make sure you don't talk to your screen or board. Instead, glance quickly at the board or screen and then talk to your students. Remember that lecturing is a form of communication. You can't just speak to the screen and expect your students to understand or remember what you are talking about. Another tip is to walk freely around your classroom. Sometimes you can stand up at the front and lecture, but then you can move closer into where the students are sitting, coming closer to their desks. This helps students pay attention and also shows them that you care about their learning. You show that you want them to talk with you and that you are listening. If you only stand at the very front of the room away from them, students might not feel as comfortable coming to you after class with their questions.

Ok, that concludes our video on Lecturing and Comprehension Checking. I hope you can try some of these strategies in your own classes.