



English as a Medium of Instruction (EMI)
Module 7: Task 1 – 2 Videos Lectures
Video 7.1: Lesson Planning for EMI

Welcome to our video on Lesson Planning for EMI. I'm Dawn Bikowski at Ohio University.

This video will cover planning an EMI lesson and considerations to make during your lesson planning to balance the needs of subject instruction and language instruction. Think back to what you know about backward design (Wiggins & McTighe, 2005) and how to plan your course according to the types of skills and knowledge that students need in order to succeed in their fields.

How do we start lesson planning? The first step is to look back at your course student learning objectives. Remember that these need to be observable and measurable and use verbs from Bloom's Taxonomy. Let's look at this idea of observable and measurable in more detail and with specifics. Here is a sample student learning objective for a lesson that is on the water cycle—ask yourself, is it observable and measurable? *Students will understand the water cycle.*

Is this one observable and measurable? No, I don't think it is. We can't see someone understanding, since that's an invisible process inside someone's head, and if we can't see it, we can't measure it. The problem with overly general or vague student learning objectives is that they can actually make it harder for us as instructors to make sure that we design student-centered lessons that require students to show us what they know or have learned.

So let's expand this idea of observable and measurable objectives. Here is a formula to create objectives that are observable and measurable—we can create SMART objectives [on screen: Doran, 1981]. SMART stands for:

- Specific
- Measurable
- Attainable
- Results-Focused
- Time-Focused

Here's an example of a SMART objective [on screen]:

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.



Why is this SMART? Specific is found with “six parts,” Measurable is found with “discuss and illustrate,” Attainable is with the “geographic region,” Results Focused is “appropriately label each part in English,” and Time Focused is “By the end of the unit.”

You can see that instructors and students can look at this objective and know what the expectation is. Either students can do this or they can't. So, it's observable and measurable. Words to avoid in student learning objectives are “understand” or “know,” since we can't observe or measure how well students do these things, which are internal processes.

Initially, writing SMART learning objectives may seem like a time-consuming task, but it is time well spent. With clear objectives we can begin to outline sections of our course and determine tasks and activities for the day's lesson. We can also use our objectives to create formative and summative assessments. Let's look at this in more detail with a specific example.

So, the first step in lesson planning is to choose the course student learning objective that your lesson will be focusing on.

The second step in lesson planning is to plan out the actual lesson. Before you plan the lesson, it is helpful to think about any difficulties students might have with the content. For example, maybe students will struggle with the key terms in English, or they might find it hard to discuss processes in a small group. In our water cycle example, we might decide that students will struggle with pronouncing the terms in the water cycle, such as “precipitation” and “condensation” and therefore discussing them in class. We might also think that students will struggle with remembering the differences between these terms, since they are longer words and many end in “tion.” When we plan our lesson, we can think about how we can help students with these struggles.

For EMI classes, here is a useful template on how to organize your class. Keep in mind that for each of these steps, you'll need to consider duration of how long each will take, and also any textbooks or materials you'll use.

1. First, have a **warm-up** where you prepare students for the class, perhaps focusing on a few English vocabulary terms or grammar points that they will need in order to understand the lesson. Create a handout, PowerPoint slides, or brief activity to review key terms. Your warm-up shouldn't be too long, maybe 10-15% of your overall class time.
2. Next, you can do a **mini-lecture** on your topic, being sure to include student support for helping them learn during lectures. Your mini-lecture should be no more than 15 minutes.
3. Third, you can do an **in-class interactive activity** that will allow the students to develop both their English skills and their content knowledge/skills. Allow as much time as possible for this step, and you can do more than one activity if time permits.
4. And finally, finish class by **re-grouping to summarize** the content at the end of class.

Remember that you can have a couple of rounds of mini-lectures and activities, as long as you have enough class time. For example, in our water cycle example, you might do the warm-up with key terms, then a mini-lecture on the topics of precipitation and surface runoff, and then an interactive activity such as having students discuss a case study in small groups. Then you could do another mini-lecture on

groundwater and evaporation and an interactive activity such as working in small groups to label a diagram, before moving to your re-group activity.

The third step in your lesson plan is identifying any assessments you will do during the lesson. For example, maybe you will do a formative assessment during the in-class interactive activities. You could give the students a chart to complete during class in small groups, and collect the chart at the end of class time to determine how well students are learning the content.

Let's look at that student learning objective again and think about if this lesson would help us meet our instructional goal for the students: "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."

Yes, I can see how this lesson would help student meet the objective. In the following video we will give more detail on how this lesson planning process works, with examples.

References¹

Doran, G. T. (1981). There's a SMART way to write management's goals and objectives. *Management Review*, 70(11), 35-36.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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