E-Learning modules for Teaching in English

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Six e-learning modules for Teaching in English

- Lecturing in English: Cohesion through signposts
- Using various question forms
- Initiating student input
- Responding to and integrating student input
- Handling clarification
- Do you speak Denglish or English?
Module homepage

Learning objectives and content

This e-module addresses how teachers can enhance cohesion in their lectures. Signposts, which are basically verbal guides used during a lecture or presentation, help students to follow the teacher’s line of thought. Teachers who effectively use signposts help reduce the cognitive load students are dealing with when learning new content in a foreign language.

Learning objectives

- Participants will be able to recognize what signposts are and their different functions
- Participants will be able to analyze where signposts can be used in their lectures
- Participants will be able to apply a model for signposts to their English-taught lectures

The Lecturing in English - Cohesion through Signposts module below under Inhalt contains:

- Video tutorials
- Downloadable handouts on language
- Links to academic articles on performance strategies when lecturing in English
- Additional videos
- Comprehension quiz
- Downloadable template for preparing lectures

Inhalt

- Lecturing in English - Cohesion through Signposts
  Typ: Lernmodul SCORM/AICC
- Feedback - Cohesion through signposts
Best practice clip from authentic classroom visit

What are signposts?

Signposts are explicit verbal signals (phrases) to guide listeners through the speaker’s line of thought. In this e-learning module, we will look at the benefits of using signposts and specific functions of signposts in a lecture. To begin with, let’s look at the short video clip below, which demonstrates a teacher using signposts in his explanation. A transcript of the brief excerpt is located to the right of the video.

Example video

<table>
<thead>
<tr>
<th>Video</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Video" /></td>
<td>Ok let’s move on. Err let’s have a look at electrical characteristics of fuel cells. If you wanna generate electricity we are most interested how much electricity can we get from that fuel cell and a useful graph is this so-called polarisation curve it’s a little bit complicated but I’m gonna take you through it step by step. So, here on this axis you have the cell voltage of the fuel cell so that’s the voltage difference between anode and cathode and on this axis you have the current, this is the number of electrons you draw or that are flowing in the electrical circuit. And this dashed line here, this shows how voltage changes if we draw more current and as you can see at the beginning if you draw almost no current we have a very high voltage uh that’s the practical open circuit voltage and as soon as we start to draw current the voltage goes down and in the beginning in region A it goes rather steeply then in region B it’s rather linear relationship between voltage and current and if we increase the current further in region C there’s a rapid break down of cell voltage so at this point the voltage of a fuel cell will be zero we will be generating no electricity.</td>
</tr>
</tbody>
</table>

Some examples of signposts in this video include:

- Ok let’s move on > signpost to transition to a new topic
- Let’s have a look at,
- As you can see at the beginning > signposts to focus audience attention
- I’m gonna take you through it step by step > signpost to signal elaboration
- So here on this axis
- And this dashed line here > signposts to focus audience attention
Video tutorials created with Camtasia
Content, explanations, examples

Teaching in English - Cohesion through Signposts

- Learning objectives and important info
  - Learning objectives and important info
- What are signposts?
  - What are signposts?
- What are the benefits of signposts?
  - What are the benefits of signposts?
- Signposts for Specific Functions
  - Strategies and language to set the stage
  - Language to focus students
  - Language to elaborate
  - Language to connect the dots
  - Strategies and language to summarize
  - Strategies and language to transition
- Your follow-up tasks
  - Quick quiz
  - Self-reflection and literature
  - Self-learning task

If you want to save and view this video offline, click here.
A new window opens with the video. Simply right click on the video.

Downloadable resource - Signpost language to outline your lecture
Downloadable resource - Signpost language to state learning objectives
Downloadable resource - Signpost language to generate interest and hook
Brief check-up quizzes

Quick quiz

1. The main benefit(s) of signposts in teaching are (select just one answer):
   - Help students follow your line of thought
   - Create more space in a lesson, which eases the students' cognitive load
   - Allow students to more easily connect dots
   - All of the above
   - Auswerten

2. Which of the following is NOT a benefit of setting the stage?
   - Can generate student curiosity
   - Can help students see connection to previous lesson
   - Can make the teacher look good
   - Can provide a clear outline for the lesson
   - Auswerten

3. Rhetorical questions can act as a signpost for which of the following functions?
   - To focus student attention
   - To transition to a new topic
   - To begin a summary
   - All of the above
   - Auswerten

4. Using a signpost to tie lecture content to student assignments can have what effect on students?
   - It can motivate them
   - It can increase their attention level
   - It can help them see relevance of the topic
   - Auswerten
Self-learning tasks and further training options

Self-learning task

Autonomous learning task:

This compact module looked at the types of questions available to teachers, their potential functions and forms. Embedding questions into your teaching is an art form that requires continuous practice and fine-tuning. As evidenced by the literature provided in the self-reflection section of the module, questions can increase student comprehension of English-taught classes. Moreover, they make lessons more interactive and accessible to a multilingual, multicultural student body. Using the downloadable template provided below, make notes to prepare questions for a part of your lecture. The aim is to raise awareness about having a clear function in mind when posing questions and to find good instances in your lecture where you can include a question (rhetorical to focus information, elicit a response, provoke thought, seek agreement). Furthermore, varying your question forms increases the linguistic and communicative quality of your class.

Downloadable resource - Template to prepare questions for your teaching

Downloadable resource - 4 points to keep in mind when using questions to stimulate student responses

Further training options:

If you would like to expand on skills covered in this e-learning module, sign up for either the Your Lecture workshop or Student interaction workshop.

Both workshops address the role of questions when teaching in English with a multicultural, multilingual class. Teachers interested in a one on one consultation to work on the communicative skill of questions can contact us to discuss training and classroom visit options.

Feedback:

Please take a few minutes to give us feedback on this e-module.

We will use your comments to fine-tune and develop other e-learning resources for teaching in English.
Self-learning templates to promote reflection in self-learning tasks

Autonomous learning task:
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Downloadable resource - Template to prepare questions for your teaching

Template for question functions and forms:

What is the context?
- Predict/propose
- Data
- Problem statement

What do I want to do (question function)?
- Find out about students' prior knowledge
- Check student comprehension
- Focus students' attention
- Seek student agreement
- Challenge/encourage students to analyse

What kind of question can I use (question forms)?
- Posing question (easy challenging to answer)
- Rhetorical question (difficult to answer)
- Open question (time to write or give possible answers)
- Hypothetical (challenge students to analyse in other context)
Text and student questions about Geoengineering

Listen to the audio file below read by a young Russian woman. The text serves as the basis (Grundlage) for the questions that follow. Listening to the text will also allow you to acclimate yourself (sich einwohnen) to the speaker’s accent. The transcript of the text is available below for you to double check unclear words.

Transcript of read text

Now that you have somewhat familiarized yourself (sich mit etwas vertraut machen) with the text, it is time to handle her questions. She will be posing four questions to you about this topic based on the text she just read. For each question below, focus on practicing your responses in English for each situation. The point of this exercise is not whether you can actually answer the question. The point is to train and fine-tune your communicative strategies and language when handling student input in English.

A transcript of the student’s questions is available below to double check unclear words. In addition, the transcript provides potential teacher responses so that you can compare these with your spontaneous responses.

<table>
<thead>
<tr>
<th>Student question</th>
<th>Cue for teacher’s response</th>
</tr>
</thead>
<tbody>
<tr>
<td>You want to:</td>
<td></td>
</tr>
<tr>
<td>1. Acknowledge that two questions were asked.</td>
<td></td>
</tr>
<tr>
<td>2. Paraphrase first question to ensure you understood it correctly.</td>
<td></td>
</tr>
<tr>
<td>3. Seek clarification about what exactly student doesn’t understand regarding her second question.</td>
<td></td>
</tr>
<tr>
<td>You want to:</td>
<td></td>
</tr>
<tr>
<td>1. State question (logic) is not clear.</td>
<td></td>
</tr>
<tr>
<td>2. Request that student reformulate the question.</td>
<td></td>
</tr>
<tr>
<td>You want to:</td>
<td></td>
</tr>
<tr>
<td>1. Paraphrase what you understood.</td>
<td></td>
</tr>
<tr>
<td>2. Seek affirmation that you understood correctly.</td>
<td></td>
</tr>
<tr>
<td>You want to:</td>
<td></td>
</tr>
<tr>
<td>1. Praise a good question.</td>
<td></td>
</tr>
<tr>
<td>2. Bounce the questions to the class to foster a group discussion.</td>
<td></td>
</tr>
</tbody>
</table>
Diagnostic listening tasks to identify and eliminate Denglish from English

**Pronunciation mix-ups: Transferred syllable stress patterns**

By using this table, you can comparatively listen to differences between Denglish (red columns) and English (green columns) pronunciation. The syllable written in CAPITAL letters depicts the stressed syllable. The yellow column provides additional examples of words that follow the same stress pattern.

<table>
<thead>
<tr>
<th>Nouns ending in</th>
<th>Denglish Audio</th>
<th>Denglish Pronunciation</th>
<th>English Audio</th>
<th>English Pronunciation</th>
<th>Similar examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-meter</td>
<td></td>
<td>With these <em>PAR-a-ME-ters</em> in mind, let's look at the following example.</td>
<td></td>
<td>With these <em>pa-RAN-e-ters</em> in mind, let's look at the following example.</td>
<td>ther <em>MOM-er</em> dr-AM-e-ter pe-RIM-eter</td>
</tr>
<tr>
<td>-sis</td>
<td></td>
<td>From this <em>an-a-LYS-is</em>, we can draw two conclusions.</td>
<td></td>
<td>From this <em>a-NAT-y-sis</em>, we can draw two conclusions.</td>
<td>hy-DROL-y-sis e-lec TROL-y-sis hy-POTH-e-sis</td>
</tr>
<tr>
<td>-omy, -cy, -ity, -phy, -gy</td>
<td></td>
<td>First, let's go over some basic <em>an-a-TOM-y</em>.</td>
<td></td>
<td>First, let's go over some basic <em>a-NAT-o-my</em>.</td>
<td>tax-ON-o-my phi-LOG-o-phy pro-ba-BIL-i-ty bi-OL-o-gy ar-is-TOC-ra-cy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So, what are some key concepts of <em>mol-e-CU-lar</em> biology?</td>
<td></td>
<td>So, what are some key concepts of <em>mo-LEC-u-lar</em> biology?</td>
<td>me-TAB-o-lism&gt;&gt; me-ta-BOL-ic phi-LOS-o-pher&gt;&gt; phi-o-SOPH-i-cal ad-VAN-tage&gt;&gt; ad-van-TAGE-eus</td>
</tr>
<tr>
<td>Other examples</td>
<td>(applicable)- <em>app-li-CA-ble</em></td>
<td></td>
<td></td>
<td><em>a-PLIC-a-ble</em></td>
<td></td>
</tr>
</tbody>
</table>

EMI – ENGLISH MEDIUM INSTRUCTION
Diagnostic translation questions to identify and eliminate Denglish from English

Denglish Diagnostics Quiz: Are you immune?

1. Word mix-up: Fill in the blank to complete the translation of the following German statement:
   German: Er tritt immer sehr selbstbewusst auf.
   English: He always appears quite _______.
   Auswerten

2. Phrase mix-up: Fill in the blank to complete the translation of the following German statement:
   German: Wir sind im Zeitverzug.
   English: We _______ on this project _______.
   Auswerten

3. Pronunciation mix-up: Select the correct stress pattern for the word parameter:
   - pa-ra-ME-ter
   - PAR-a-me-ter
   - pa-RAM-e-ter
   Auswerten

4. Grammar mix-up: Complete the translation of the following German statement.
   German: Wir arbeiten seit drei Jahren an diesem Projekt.
   English: We _______ on this project _______.
   Auswerten
References used in e-learning modules:

E-Learning modules for Teaching in English

- Interested in finding out more about the design and development of EMI e-learning modules? Then contact us at emi@sli.uni-freiburg.de

- Visit our E-learning modules for Teaching in English site at http://www.sli.uni-freiburg.de/englisch/emi-de/emikurse/e-learningresources