Building on existing active learning practice

Dr Sarah Khan

Nottingham Language Centre

Context

- Pre-sessional English for Academic Purposes (PEAP):
  30, 20, 15, 10 & 5 weeks
- International students with conditional acceptance to undergraduate and postgraduate courses
- English for General Academic Purposes (EGAP)
  https://www.ntu.ac.uk/study-and-courses/courses/find-your-course/arts-humanities/short-courses/2017-18/pre-sessional-english-for-academic-purposes-peap
- Learning materials include themes and texts from various disciplines such as business, psychology, literature, medicine, architecture, etc.

Course layout

- 21 hours of instruction (in-class) each week
- Interactive learning environment
- Input sessions focus on: academic reading, academic speaking, academic listening, academic writing, grammar, vocabulary
- Seminar discussions, workshops, small scale projects
- Student-centered classes
- Active Learning: Pair & group work
- 8-16 students per class

SCALE-UP in PEAP

- Active learning environment in PEAP classes
- Using the target language to complete academic tasks- individually and collectively
- Roles within group (Scribe/Recorder/Note taker, Sceptic/Questioner, and Manager/Organiser, Summariser)
- Flipped learning
- Opportunities for tutor and peer feedback
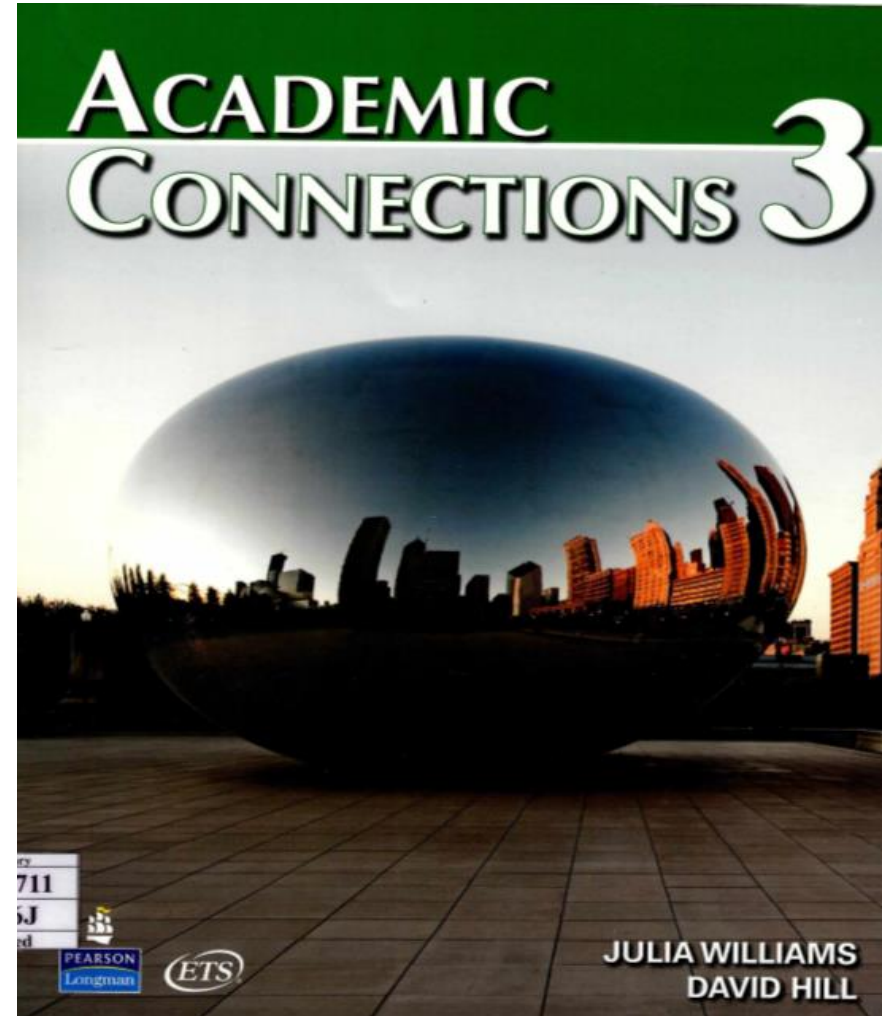
Example of a SCALE-UP lesson

- Session objectives

- Input task

- Group formation

- Group planning and feedback (peer and tutor)

- Group presentation

- Tutor feedback

Example of a SCALE-UP lesson

- Session objectives
  - Recognize summary statements in a written text
  - Plan and deliver a short group presentation
  - Notice key vocabulary and using new and relevant words in presentation
  - Prepare a group presentation
  - Evaluate presentations and giving feedback to groups
  - Reflect on learning

Example of a SCALE-UP lesson

- Input task (purpose, aims)

ACADEMIC CONNECTIONS 3

JULIA WILLIAMS
DAVID HILL

Example of a SCALE-UP lesson

- Input task (purpose, aims)

    1) Noticing definition of key vocabulary terms and completing pre-reading vocabulary activities and completing vocabulary logs

Key Words

arch *n* a shape or structure with a curved top and straight sides; **arched** *adj*

column *n* a tall, vertical structure used to support a roof, or as decoration

dome *n* a shape that is like a ball cut in half

façade *n* the front of a building, especially a large and important one

pediment *n* a flat, triangular shape, often above the entrance to buildings

sculpture *n* a three-dimensional work of art

3. The text you are going to read introduces a lot of vocabulary related to architecture. Work with a partner. Label the elements in the photograph with as many key words as possible.

Example of a SCALE-UP lesson

- Input task (purpose, aims)

  2)Reading a text for main ideas and details

WHAT MAKES A BUILDING ATTRACTIVE?
Some Ideas through the Ages

1   People like attractive buildings. However, exactly what it is that makes a building attractive is difficult to identify. People have thought about this throughout history, and ideas have varied from culture to culture. Here, we will explore some important concepts in aesthetics.

2   Our exploration will begin in ancient Greece, around 2,500 years ago, with the Parthenon in Athens. Its façade is famous for having proportions that are very well balanced. With the limited technology of the time, how did the architects achieve this? Did the ancient Greeks simply have a strong sense of proportion, or were there some consistent design principles behind it? The real answer is that we don't know—no records exist. But people do speculate. The lines on Figure 4.1 suggest an explanation.

3   The white lines on the diagram show some interesting proportions. All the vertical and horizontal lines have the same ratio. This is called the golden ratio. No one can explain why,

but across cultures, people find objects with this ratio very pleasing to the eye. This ratio was certainly a concept that ancient Greeks knew about. (Wilson, 1995) Artists through the ages have also used the same concept, or something similar called the rule of thirds. This rule says that objects placed on lines drawn a third of the way from each edge will look good. You can

Figure 4.1 Parthenon, Athens

Example of a SCALE-UP lesson

- Input task (purpose, aims)

  3) Completing post reading activities on identifying summary statements

1. What is the thesis of the reading selection?

2. Which body paragraphs in the text do these points best summarize? Write the paragraph number next to each summary. (One point summarizes two paragraphs.) Then underline the topic sentences and summary sentences in the reading that helped you.

   a. Renaissance ideas about architecture   Paragraph(s): _____

   b. Effect of modernism on current architecture   Paragraph(s): _____

   c. Sullivan's effect on architecture   Paragraph(s): _____

   d. Ancient Greek buildings often had good proportion.   Paragraph(s): _____

   e. Vitruvius's principles   Paragraph(s): _____

   f. Golden ratio in another culture   Paragraph(s): _____

   g. The origins of modernism   Paragraph(s): _____

Example of a SCALE-UP lesson

- Input task (purpose, aims)

4) Students select <u>one</u> building from the article that they find attractive and make notes on the reasons for their choice.

Students mention their choice on their class Padlet and give one reason for their choice

This information helps the teacher to form groups before the session.

Example of a SCALE-UP lesson

- ## Input task (purpose, aims)
  - Noticing definition of key vocabulary terms and completing pre-reading vocabulary activities and vocabulary logs
    - Labeling a picture of a building with terms from architecture like *dome, façade, column, arch*
  - Reading a text entitled '*What makes a building attractive? Some ideas through the ages.*'
  - Completing post reading activities on identifying summary statements
  - Students select <u>one</u> building from the article that they find attractive and make notes on the reasons for their choice.

Example of a SCALE-UP lesson

- Group formation (in class)
  - students work in groups based on their choice of attractive buildings
  - students from different classes/sections can work together
  - mixed ability groups OR same ability groups (for differentiation tasks)
  - allocation of roles
  - tutors facilitate group work and monitor closely

Example of a SCALE-UP lesson

- Group planning and feedback (peer and tutor)
  - Students who select the same building are asked to sit together and discuss to fill out a chart.
  - Discuss the question: Is the building you have chosen an example of good architecture? Why or why not?

	Idea about the Building
Proportions: subjective (your own impressions)	
Proportions appropriate? (for example, golden ratio)	
Durability	
Utility	
Beauty	
Ornamentation	
Does form follow function?	
Form	
Texture	
Scale	
Emotional response	
Profit?	
Spectacular and/or inspiring?	

Example of a SCALE-UP lesson

- Preparing a presentation
  - Discuss the question: Is the building you have chosen an example of good architecture? Why or why not? Use your ideas and understanding of the article to:
    - complete a chart in your group
    - use the information from your chart to prepare a presentation

  Depending on group and class size, students can either present at their table or to the whole class.

Example of a SCALE-UP lesson

- ## Presentation
  - Group presentation
    - Discuss a building of your choice and indicate why that building is an example of good architecture.
    - Students evaluate all the other students' presentation using a simple evaluation form.

Presentation feedback
Integrated Skills: Architecture

Date:_____   Student's name: _____

	☺ 5	4	3	2	1	☹ 0
PRESENCE						
- Body language	5	4	3	2	1	0
- Eye contact	5	4	3	2	1	0
- Speaking loud enough	5	4	3	2	1	0
- Contact with audience	5	4	3	2	1	0
LANGUAGE						
- Use of keywords related to architecture	5	4	3	2	1	0
- Appropriate grammar	5	4	3	2	1	0
- Understandable accent	5	4	3	2	1	0
- Correct pronunciation	5	4	3	2	1	0
ORGANISATION						
- Clear outline	5	4	3	2	1	0
- Logical structure	5	4	3	2	1	0
- Signposting	5	4	3	2	1	0
KNOWLEDGE						
- Relevant ideas and supporting details	5	4	3	2	1	0
- Ability to answer questions	5	4	3	2	1	0
VISUAL AIDS						
- Slides	5	4	3	2	1	0
OVERALL IMPRESSION						
- Interesting/Boring	5	4	3	2	1	0
- Good/ Poor communication	5	4	3	2	1	0

Example of a SCALE-UP lesson

- Tutor feedback
  - Discussion during group work
  - Extra support for students needing more guidance
  - Additional tasks for students who may need more challenging tasks

Example of a SCALE-UP lesson

- Reflection

Students post their reflections (of any length) on Padlet.

They mention what they learnt from the session, and what they would like to explore further.

Benefits for students

- Input materials and activities give EFL learners the chance to prepare for in-class activities in their own time and anywhere.

- Higher participation in collaborative tasks when students complete input task.

- Learning is more enjoyable and meaningful when everyone is involved.

- Students become more autonomous when the onus of learning is on them (Anderson et al, 2001)

- Less teacher talk!

Flipped learning in EAP

- Students in flipped classroom achieved higher scores than students in traditional (non-flipped) classrooms, Lee & Wallace (2018)

- Input materials can be high tech (videos, lectures, etc.). They can also be low tech, such as, pre-class reading.

- Tutors' role is that of a facilitator and guide.

- GOAL framework
  - Gather information, Organise your approach, Analyse the problem, Learn from your efforts

References

Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* Boston: MA: Allyn & Bacon.

Lee, G. & Wallace, A. (2018). Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions. *TESOL Quarterly.* Vol. 52, No. 1, pp. 62-84

Let's flip it!

Thank you