

'From Onsite to Online learning in EMI'

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ICT for Language Learning

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EMI * 2009

2009 – NEXS implements EMI

Frustration students & teachers

Application rate decreased

Increased drop out rate

Exam failure rate from 3 to 25 %

EMI * 2009 - 2015

Day 1: lecture + tests

Day 2: individual feedback based on test scores + exercises

Successful
but...

Reach more students

Offer more flexibility

Maintain the same standard

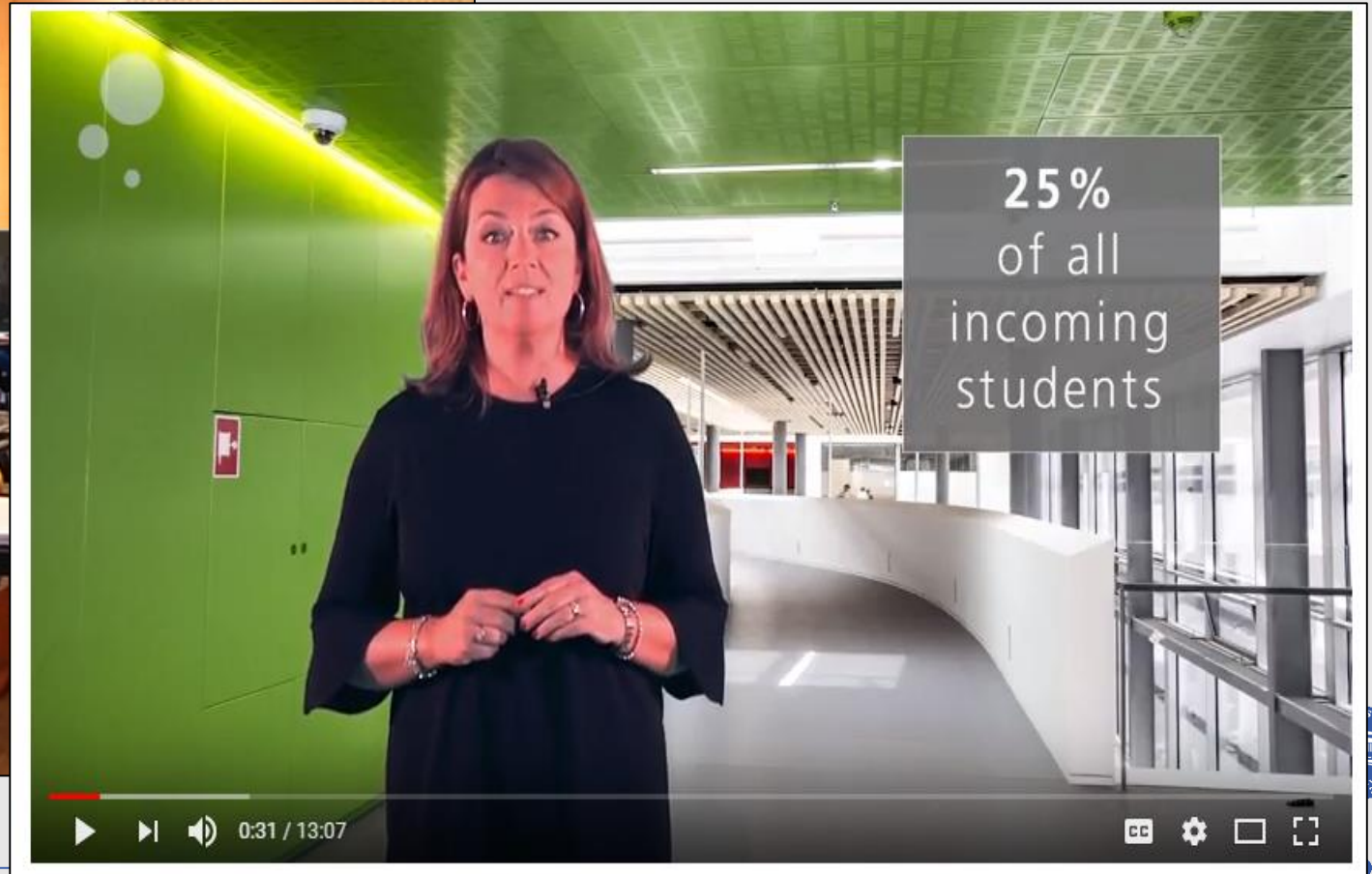
Lower the cost



From onsite...



...to online



The TOEMI



E- lectures (8/14 min)

Introduction

Reading

Writing

Listening

Speaking (2)



Screencasts



Links to websites



A writing assignment



Future: Lectures? Chapters analysed? Quizzes?

EMI * 2018 - ...

Introduction Day:
TOEMI

Support EMI lecture: listening & reading strategies/skills

Support oral exam: group presentations -> feedback on spoken skills

Support report writing: feedback + lecture on common errors

The creation of ...

Green screen + extra light

Quiet room

No distraction

Camera, Ipad, autocue, microphones, remote

Script

6 days - 2/3 people

hours of editing

A sample... https://www.youtube.com/watch?v=-RG8Yb7qMBY&t=11s&index=6&list=PLYO61iqD-LZ-qCAsIHvBIYdFHpn1_2a3S

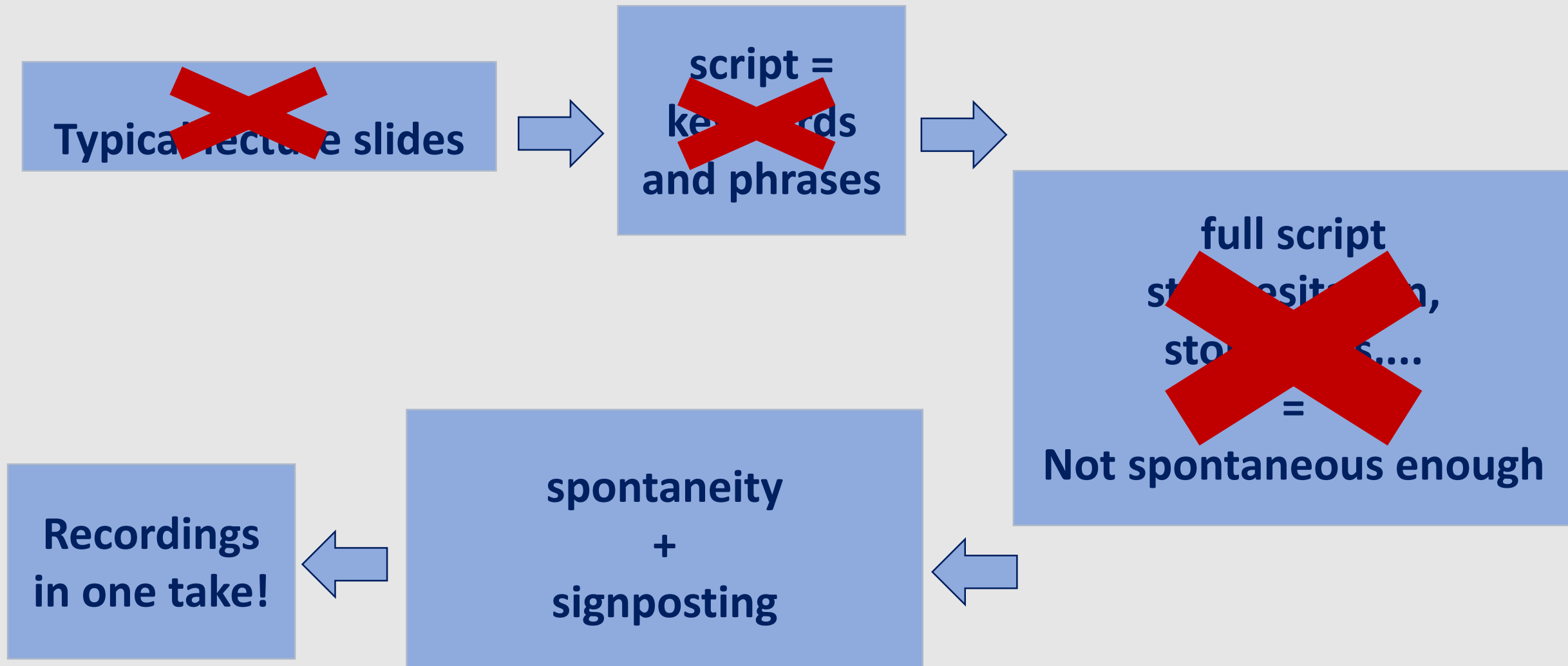


Pitfalls & Spellbinders

Pitfall 1



The script



25%

Reading skills are incredibly important for efficient study methods, and for being able to follow and participate in class in terms of content.

Research, however, has shown that approx. **25 %, which is an incredibly high number, 25%** of all incoming students, do not know how to read an academic text in English.

So it's no wonder **so** many students don't read their reading list material or only part of it.

And!! As you can imagine, this may have serious consequences because those students may experience difficulties participating in class, or in a worse case scenario, they might not be able to follow.

Paragraph and Topic Sentences, Purpose/Skills and Strategies

However there are tools and techniques that can turn you into efficient readers of academic texts.

First of all you need to know what academic reading entails.

Academic reading consists of **four** important elements which I will now explain in more detail.

1. First of all, you need to know what **a paragraph** and **a topic sentence** is - and how they are used in academic texts
2. Secondly, you need to define your **purpose** for why you are going to read a particular text
3. Thirdly, you need to learn and finetune a specific set **of reading skills**
4. And finally, you need to implement 'before', 'during' and 'after' - **reading strategies**

Paragraph/Topic Sentence – only 1 ideal

Okay, let's have a closer look at the first element.

In academic writing, texts are built up with **paragraphs**. They are the building blocks of every article.

Now, paragraphs are a collection of sentences of which usually the first one is **the topic sentence**.

This topic sentence is like the title of the paragraph, and it encapsulates **the one and only idea** that is further elaborated on in the paragraph in supporting sentences.

Sometimes, depending on the talent of the writer, these topic sentences may also be in the middle or at the end of a text, but usually, they are located somewhere in the beginning.

Clues for structure

**Sentences all begin
at left margin**

Signposting

**Language techniques:
repetition, emphasis,
vocal variety...**

Paragraph/Topic Sentence – only 1 idea!

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Pitfall 2

~

The Autocue

Parrot Teleprompter (size, speed)

Steer the speed yourself – (!) multitasking

Location autocue -> eye contact viewer

Focus on camera



Pitfall 3



The camera(wo)man



You:

- Are anxious
- Expose yourself
- Are nervous
- Need to deliver

Your 'wingman' needs to be :

- Patient
- Ready to record again and again ...
- Be the friendly face in the audience
- Be diplomatic in criticism

Spellbinder 1



Facial Expression

Limited space

No 'Talking Heads'!

Camera = audience -> Speak with engagement to a lifeless thing

Focus

Charisma = presence, warmth, power

Spontaneity

Enthusiasm

Body language + facial expression

Tiny gestures/movements





Spellbinder 2



Vocal Variety

Limited space to move

Pathos through your voice

Pace – pitch – power -> balance!

Pauses

Spellbinder 3



Language

Rule of three

Pauses

Metaphors

Repetition

Spontaneous elements

Humor... **BUT!**

Signposting material



Thank you!
Any questions?



References and Sources

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