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# Like a Content Course

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*Many English language teachers, and particularly those teaching university English majors in an English as a Foreign Language (EFL) context, teach content courses. Focused more on subject matter than language, these include culture, business, tourism, teaching methodology, or an aspect of language (such as linguistics). Figuring out how to teach these courses can be challenging given the teacher's level of expertise, learners' language proficiency, school expectations, and whether or not the teacher speaks the students' first language. Teachers are also faced with pedagogical decisions.*

One instructional dilemma is how much to focus on language versus content. According to Harmer (2015), content-based language teaching can range from “content-driven,” where the purpose is for students to acquire and make use of a subject, to “language-driven,” where the purpose is language learning through content (Snow as cited in Harmer, p. 7). Somewhere in the middle is Content and Language Integrated Learning (CLIL) which combines both “so that students learn both the content and the specific language they need to express that content” and at the same time develop critical thinking skills in and with the subject (Harmer, p. 8).

Another challenge is making instruction comprehensible without sacrificing content. A term sometimes used in the United States illustrates this dilemma. Teachers trained both in English as a Second Language and a subject combine the two in order to provide “sheltered English” for school-age English language learners (Brown & Lee, 2015, p. 171). The goal, after a period of sheltered instruction, is for students to enter mainstream classrooms and succeed in school. A similar challenge is faced when teaching content to university EFL students and adult language learners. Instructors may invest considerable effort in figuring out how to scaffold material so that students are able to process and use content in order to pass exams or succeed in future jobs.

A more important pedagogical concern is how to encourage learners to take ownership of content. Harmer (2015, p. 97) describes the “ultimate goal of language learning” as autonomy, “that the student should no longer need a teacher to improve and perfect their language ability, but instead should be able to do all of this on their own.” Autonomy includes an awareness of their strengths and weaknesses and taking steps to capitalize on the first while compensating for the second (Brown & Lee, 2015). It also means that students take learning outside and beyond the classroom (Harmer, 2015).

The end goal of a content course is also autonomous learning. Another term that might fit better is *ownership*. “It not only incorporates autonomous learning but also evokes a sense of responsibility” as teachers give learners “voice,” “engage them in the process of learning,” “seek their input,” and “give them choices” (Smith & Lewis, 2018). Students are also encouraged to be responsible for or “own” both the subject matter and process of learning, in the classroom and out.

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Although there are challenges, in some ways, teaching content courses may feel more familiar to instructors, especially those working in university EFL contexts, than skills courses. For many of them, their memories of university classrooms are of content courses rather than the speaking, listening, reading or writing classes they may also be asked to teach. In fact, because of their learning experiences, they may teach a skills course “like a content course,” and their default setting for both may be a primarily lecture-based approach. This setting, however, can exacerbate some of the challenges mentioned above. In particular, teachers have to figure out how to lecture in a way that is comprehensible without sacrificing content and, more importantly, how to encourage learner ownership.

## **This Study**

In order to explore how to teach a class “like a content course” and more specifically how to encourage learners to take ownership, this study examines five instructors’ ideas about teaching content. It answers the following questions:

1. What does it mean to teach a class “like a content course”?
2. What teaching approaches encourage learner ownership in content courses?

In order to answer the first question, the study first looks at two instructors’ oral and written reflections on their approaches to teaching content. Scarlett is in her third year at a university in China. Currently, she is teaching Debate, a new course for her, to sophomore English majors. When summarizing her approach to this oral English course, she said, “I’m teaching it like a content course.” Melody has been working at Chinese universities for a number of years. Currently, she is teaching a TESOL methods course, for the ninth time, to first year graduate students majoring in applied linguistics. When she heard Scarlett’s summary, her first response was, “I’m teaching TESOL Methods like an oral English course.”

In the second part of the study, Scarlett and Melody’s ideas are used to suggest steps teachers could take to encourage learner ownership in their content courses. In order to explore the second question in more detail, feedback from Melody’s students and advice and sample activities from three experienced teachers is interwoven. These teachers have a combined fifty-nine years in the classroom. Although pseudonyms are used for Scarlett and Melody, actual names are used for the experienced teachers with their permission.

## **Teachers Reflections on Content Course**

Scarlett and Melody’s reflections on their approaches are described below.

### *Scarlett*

Scarlett was asked about her approach to teaching Debate. The conversation began with the first question: *What does it mean to teach Debate like a content course? Her reflections then led to a follow up question: Why have you chosen this approach?*

Scarlett gave an overview of how her course is set up and the direction she is heading.

- The main focus is on pieces, theories, and formulas of debate.
- She's not as concerned with giving them speaking time each week as she would be in a regular oral English course.
- She begins with lecture which she estimates takes up at least 50-60% of class time.
- Lecture is followed by activities which allow students to practice aspects of debate, for example, mini-speeches which they take turns giving in groups of four and analysis of example videos.
- She has designed the last part of the semester so that each student will have an opportunity to participate in a full debate.

As she described the set-up of her course, Scarlett acknowledged that a more activities-based approach might be better for the students. A discussion question in a culture course she has taught reads, “*Are students vessels to be filled or lamps to be lit?*” (Datesman, Crandall, & Kearny, 2006, p. 203). Earlier in the unit, the textbook explains how American schools “put more emphasis on developing critical-thinking skills than they do on acquiring quantities of facts” with a goal of teaching students “how to learn and to help them reach their maximum potential” (Datesman, et al., p. 195). Drawing on these ideas, Scarlett explained how the “lighting of a bulb” instead of “filling a pail” in Debate would increase students’ motivation, deepen their remembering and understanding, and encourage them to take ownership. She, then, reflected on her reasons for choosing her current approach.

*Are students  
vessels to be filled  
or lamps to be lit?*

- Once learners have the input, then they can do it (as she nears the end of the semester).
- The course is new for her. She's unfamiliar with the materials and not conversant in how debates work. At this point, her focus is on understanding the topic and the material and not on methods or techniques. Using an activities-based approach would be a heavy burden because it would diverge from the approach followed by course materials.
- If she were to teach the course again, she would be willing to face the creative challenges of figuring out how to take a more activities-based approach.

### *Melody*

Melody's written reflections on her approach to TESOL Methods have been recorded in another place (Smith & Lewis, 2018).

*In the early days of teaching this course, I knew that my students were used to a more traditional approach to learning, so I aimed for the middle ground between what they were comfortable with and my more learner-centered, discovery learning approach. The longer I taught, though, the more I realized that what I was doing wasn't having much effect. They were leaving my course still intending to teach English in the way they had been taught. I would have been satisfied with this if I thought they were making decisions out of reflection and autonomous thought rather than falling back on the familiar. And so I leaned further and further toward my end, hoping the experience would inspire new ways of thinking*

*[Restructuring the course around] essential questions [took] the responsibility for thinking and learning*

*off my shoulders and place[d] it on my students' shoulders. By designing each unit around 3-4 essential questions, I stopped looking for what I could give them so that I could draw them up to a pinnacle I had planned for them. Instead, as they pursued the answers to questions through activities I planned, they did the work, even to a certain extent deciding on the pinnacle and how to get there.*

Melody's original approach was similar to Scarlett's. It included demonstrations and lectures followed by discussions and other activities that asked learners to analyze, evaluate, and create. However, her reasoning was different in that she was looking for "middle ground" between her expectations and those of her students.

Like Scarlett, Melody seemed to value an approach that leads learners toward ownership, both "autonomous thought" and taking responsibility for learning. Melody's attempts to light a bulb involved a discovery learning approach where the students were tasked with figuring out answers to a set of questions for each unit. However, when she reflected on Scarlett's reasons for choosing first to "fill a pail," she expressed understanding.

- TESOL is Melody's field which means that she started out with a good understanding of the content.
- Changes to her approach have happened gradually over almost ten years of teaching the course and three editions of the textbook. Her familiarity with the topic and the textbook makes an activities-based, discovery learning approach much more manageable for her than a first-time teacher in spite of its potentially unpredictable nature.
- Experience and training have filled her toolbox with ideas and activity types to draw from. Creativity is not as challenging for her as it may be for Scarlett and other less experienced teachers.

## Steps toward Learner Ownership

Both Scarlett and Melody value teaching that lights a bulb rather than filling a pail, but they also acknowledge the challenges of following such an approach. Let's consider three steps teachers (and learners) could take in order to move away from lecture and toward an activities-based approach and to encourage learner ownership in content courses. These steps draw on Scarlett and Melody's reflections, end-of-course feedback from Melody's students, and advice and examples from the three experienced teachers. The "Figure it Out" boxes are meant to encourage you (the reader) to take ownership of each step as well.

### Step 1: Balancing Input and Output

Scarlett set up her content course in a way that input would eventually lead to output. She seemed to be seeking some balance. As part of Melody's TESOL methods course, the students discussed the balance as it relates to language learning. On end-of-course feedback, one student used these ideas in her comments.

#### Student 1 Feedback

*Maybe we were more focused on put in before we learned this lesson. But now I'm more focused on the balance between put in and put out. And I will try to achieve it in my class.*

The balance between input and output in TESOL Methods was inspiring this student to take ownership and seek balance in her own teaching.

The primary concern teachers may have is what this balance should look like. Although they likely need to lean more toward output and less toward input, as with many aspects of teaching, the answer is, “It depends.” The questions in the “Figure it Out” box below may help. They are drawn from Scarlett’s comparison between filling a pail and lighting a bulb.

**Figure it Out: Balancing Input and Output**

1. What balance will pique students’ interest and motivate them?
2. What balance will deepen their ability to remember and understand (lower order thinking skills or LOTS)? What balance will take them even farther such that they can apply and analyze content, and then evaluate and use it in order to create something new (higher order thinking skills or HOTS)?<sup>1</sup> What balance could potentially take them one more step and ask them to “make decisions that reflect their values” (Smith & Lewis, 2016)?
3. What balance will inspire them to take ownership of course content?

**Step 2: Using Questions**

One way to find a better balance and lean more toward output is through the use of questions and in particular ones that lead toward higher order thinking. When explaining how critical thinking is part of CLIL, Harmer (2015, p. 8) includes examples of lower order versus higher order questions which are summarized in Table 1 below. What questions would you add?<sup>2</sup>

Lower Order Questions	Higher Order Questions
<ol style="list-style-type: none"> <li>1. What is this?</li> <li>2. How many of these are there?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why is this like it is?</li> <li>2. What causes there to be so many of these?</li> </ol>

*Table 1: Lower Order vs. Higher Order Questions*

*Course Reading Discussions*

An obvious place for higher order questions is course reading discussions. In his business English course, Patrick Seifer designed small group discussions so that they began with lower-order comprehension questions and ended with higher-order application questions. He added, “Students always need to defend their answers. It’s fun to hear them ask each other ‘Why do you think that way?’”

<sup>1</sup> This is referring to the revised version of Bloom’s Taxonomy. A quick internet search for “revised Bloom’s Taxonomy” will take you to a number of sites with useful information about the taxonomy and using it in your teaching.

<sup>2</sup> Another internet search for “LOTS and HOTS questions” will give you more information and examples.

### *When Students “Get Stuck”*

Another place for questions is when students “get stuck.” In further reflections on her attempts to light a bulb, Melody noted that a tendency to rephrase and redeem students’ off-track answers sometimes does them a disservice by taking away their opportunity for ownership. A tool she could use is what Lemov (2010, Chapter 3, Technique 16) refers to as “Break It Down” where teachers “conceptualize the original material as a series of smaller, simpler pieces,” identify the specific piece causing confusion, and then use questions to build students’ “knowledge back up from a point of partial understanding.”

One task Melody has given her students is to analyze the SWBAT-pattern for lesson objectives by answering this question: What goes in each blank in the sentence pattern? *By the end of this \_\_\_\_\_, students will be able to \_\_\_\_\_.* She hopes that they will conclude that what goes in the second blank is a specific, observable, and measurable verb (*use, identify, explain, or create versus know, understand, learn, or master*). When they “get stuck” as they often do, what questions could she ask that would take them from the smaller pieces to the final conclusion?<sup>3</sup>

### *Essential Questions*

A third and broader place for questions is in course design. In her reflections, Melody explained how she had reframed unit outcomes as essential questions. An example from a unit on teaching listening is in Table 2 below. On the left are her original outcomes. On the right are the essential questions that replaced the outcomes.

Original Outcomes	Reframing as Essential Questions
<ol style="list-style-type: none"><li>1. Explain some principles and issues related to teaching listening.</li><li>2. List and explain some listening strategies/ skills.</li><li>3. Analyze and critique a listening lesson.</li><li>4. Make judgments about issues and methods presented in class.</li><li>5. Create a listening lesson.</li><li>6. Make moral decisions about what it means to be a responsible listening teacher.</li></ol>	<ol style="list-style-type: none"><li>1. What does a listening lesson look like?</li><li>2. What do current approaches to listening instruction encompass?</li><li>3. How could these current approaches be integrated into your teaching context?</li><li>4. How can we put on our listening ears?</li></ol>

*Table 2: Outcomes to Essential Questions*

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<sup>3</sup>An internet search for “SWBAT verbs” or “SMART outcomes” would help you answer this question.

Essential questions are outcomes worded as questions that engage students in inquiry (McTighe & Wiggins, 2013). They range from lower order to higher order thinking and may also extend into a values dimension. The point is not for the teacher to answer them by approaching the class “like a content course.” Rather, the teacher facilitates so that students figure out answers through class activities and assignments either individually or co-operatively with their classmates. For Melody, the use of essential questions led to a restructuring of her course away from input and toward output. On course feedback, two students described the effects of the restructuring.

#### Student 2 Feedback

*Teaching needs more creativity just like your teaching style...The class [is] more interesting than the traditional way...and I thought time flies in your class. In the traditional class I thought time went so slow, and I want to sleep...Before this class, I think teaching methodology is very boring because it is something theoretical. But after this class, I found teaching methodology could be something interesting and students could learn knowledge in a happy atmosphere...I'll try my best to make my class more interesting and creative. I'll use principles I learned in this class to meet students' needs and motivate their interest on learning English...And I will use my own creativity to create more kinds of interesting classes. Because interest is the best teacher.*

#### Student 3 Feedback

*In the past, I think teaching is only the teacher's duty, that is only teachers make great effort so that students can get a lot. However, I realized that teaching and learning connect with each other. Only when both teacher and students engage in class, there may be a good teaching result.*

The restructuring drew students into the process of learning to an extent that they were unaware of the passing of time, felt alert, and enjoyed the process. They sensed the transfer of responsibility from teacher to students that Melody expressed in her reflections. Furthermore, they seemed to be willing to take ownership by committing to a similar restructuring in their classrooms.

#### **Figure it Out: Using Questions**

As you consider how to make better use of questions, look through two units of materials, one recently taught and one coming up, and answer the questions below.

1. In course reading discussions, which questions encouraged output and learner ownership? In the next unit, what are some questions you could add?
2. When students “got stuck,” did you ask more questions or give them the answer? In the next unit, what might students struggle to figure out. How could you prepare to ask more questions?
3. In the next unit, how could you reframe unit outcomes as essential questions? How could you lead students to answer those questions rather than giving them answers?

#### **Step 3: Designing Discovery Learning Activities**

The use of essential questions in Melody's course led to a restructuring that allowed for more output

and opened the door to ownership. Comments from three of Melody's students illustrate how the restructuring worked.

#### Student 4 Feedback

*I learned more than a traditional approach because I think the class is interesting and openminded. Maybe being a teacher is not as bad as I thought. I would like to have a try...The most important rule is intrinsic motivation. Only through it we can make some change about traditional teaching.*

#### Student 5 Feedback

*I know the difference between traditional and CLT. And I know more activities that can be used in/ after class...I used to teach knowledge directly to students. But now I think students can learn by themselves. And students can have impression on what they discovered. I think it's more effective than traditional way.*

#### Student 6 Feedback

*Compared with the traditional approach, this course has adopted a wide range of activities to lead students to learn. The traditional one only imparted knowledge to students without vivid activities...I come to realize that teaching methodology should meet students' needs and activate their interest...I will try my best to abandon the traditional teaching methods. On the contrary, I will take my students' needs, styles, into account. More importantly, the aim is to make students enjoy studying...I will devote much time and energy to drawing out perfect lesson plans, which should embrace the students' needs and some diverse activities related to their real life.*

Melody's restructuring was an attempt to apply the activities-based approach that Scarlett referred to where lessons are designed around tasks that students accomplish rather than focused on what teachers say and do. She used the words "lighting of a bulb" versus "filling a pail" to describe it. Some of the words Melody's students used to explain what it is and is not are listed in Table 3 below.

Traditional Approach	Activities-Based Approach
<ul style="list-style-type: none"> <li>• Impart knowledge</li> <li>• Teach knowledge directly</li> <li>• Focused on input</li> </ul>	<ul style="list-style-type: none"> <li>• Lead students to learn</li> <li>• Students can have an impression on what they discovered</li> <li>• Students can learn by themselves</li> <li>• Both teacher and students engage in class</li> <li>• Teaching and learning connect</li> <li>• Focused on the balance between input and output</li> </ul>

*Table 3: Traditional vs. Activities-based Approaches*



The approach seems to have had the effect Scarlett supposed it would. The students found it interesting and motivating, even intrinsically so. It left them with an impression, perhaps a deeper understanding of the subject matter. Most importantly, it seemed to inspire them to take ownership, willing to abandon some old ideas while embracing a few new.

For Scarlett and some of Melody's students, creativity is an important part of an activities-based approach, but it may present a potential challenge. The easy part may be designing culminating activities where students, often cooperating with two or three classmates, show what they have learned in a unit or series of units. This is the end result of a period of learning where students combine what they have learned and already know in order to make something new. Some examples of culminating activities are listed below.

1. Culture: creating a poster introducing a country's culture
2. Business English: Patrick Seifer's students wrote an investigative report analyzing a company's customer service practices and making recommendations.
3. TESOL Methods: designing a lesson plan
4. Second Language Acquisition: devising a new theory of second language acquisition including a diagram and PowerPoint presentation
5. Any course where essential questions are used: Dale De Weerd described how individuals or groups could identify an area in the unit that they want to explore further. They write a new essential question, determine how it can be answered, and then take steps toward answering it. Finally, they share what they've learned.

The harder part of creativity may be designing activities that lead up to the culmination. Rather than presenting information, these activities should lead students to figure it out individually or with a group. They should ask students to perform measurable, observable, and specific actions like the verbs in the SWBAT sentence pattern that Melody has asked her students to analyze. They should start with lower order thinking and gradually lead to higher order before culminating in the final creation.

A few types of discovery learning activities are listed below. Do they require lower or higher order thinking? Most of them indicate that they can be done individually or in pairs. What would be reasons for either? Examples of activities with an asterisk are included in the Appendix.

1. **Definition\* or explanation\*:** Individuals or groups define or explain a term or concept.
2. **Analysis\*:** By answering questions or filling in a chart, individuals or groups compare/contrast two sets of information, draw conclusions from examples, etc. The analyses of debate videos in Scarlett's course would fit in here.
3. **Discussions:** As a whole class or in groups, students make decisions that help them process information. For example, after two units in her European culture class, Carolyn Stent asked students: Would you rather have lived in Ancient Greece or in the Roman Empire? Why?
4. **Presentations\*:** Individuals or groups teach information to their classmates.
5. **Jigsaw activities:** Individuals or groups prepare to teach different information; students are then organized into groups of three to five and take turns teaching their material to the rest of the group.

Dale De Weerd explained how this worked in his undergraduate teaching methods course. Each student prepared a ten-minute lesson on one aspect of classroom management and then taught their mini-lesson to three peers. Follow up reflection was done either as an individual writing activity or a pair discussion.

Discovery learning activities are easy to list, but they may be hard to design and implement. Negative feedback from some of Melody's students reveals some of the challenges.

### Student 2 Negative Feedback

*I didn't like the writing and reflecting part! Because no teacher's reflection. We just talk to each other and sometimes maybe absent-minded.*

### Student 5 Negative Feedback

*When I first did this part, I found it's interesting. The second time, it is okay. After a few times, I found most of them are the same/very similar. And in class we have too much time to discuss.*

On the surface, it appears that Melody could resolve some issues by making discussion activities shorter or by finding a better balance between input and output. She may need to begin with some lower order thinking activities before asking students to reflect, discuss, and evaluate. A comment from Carolyn Stent about jigsaw activities raises the possibility that task design also comes into play. She said, “These are difficult to set up well—I find that rather than ‘teaching’ each other, students just copy from each other’s notes. You have to think through a lot of logistics.”

Does the analysis above get to the heart of the challenges in designing discovery learning activities? If not, what else is going on? The discovery learning activity in the “Figure it Out” box below may help to answer these questions. Activity 3

## Figure it Out: Designing Discovery Learning Activities

There are five example activities in the Appendix. Analyze them by answering the questions below.

1. What words or phrases come to mind when you look through the activities? You can choose from the list below or add your own:

input	lower order thinking	interesting/boring
output	higher order thinking	controlled/chaotic
figuring out	fill a pail	easy/difficult to plan
creative	light a bulb	easy/difficult to manage

2. Where do the activities seem fall on the continuum below?

fill a pail light a bulb



3. If Melody used activities like these in her TESOL methods course, do you think the students would feel like they were receiving enough input?
  - Where does the input come from?
  - How does the design of each activity help students learn or process needed information without telling them directly?
4. What level of control do you see in the activities?
  - How does the design of each activity keep students on task?
  - How does it limit what they learn or process?
  - What do you suppose the teacher is doing while students work?
5. How do the activities encourage learner ownership?
6. Suppose that you're giving advice to Scarlett about how to restructure her debate class around activities that encourage learner ownership. Based on your analysis (questions 1-5), what 2-4 guidelines should she follow when she designs her discovery learning activities?
7. Which of the activities could you adapt and use in your next unit?
8. Go back to the list under question 1. After answering questions 2-6, what different words would you choose?
  - What do you still need to learn about designing discovery learning activities and helping students take ownership in content courses?
  - How or where could you learn this?

## Conclusion

Whether it is focused on content or skills, when teaching a class “like a content course,” the default setting does not have to be a lecture-based approach. In fact, a discovery-learning, activities-based approach may more readily lead toward the ultimate goal of learner ownership. A future study could explore students’ attitudes toward an activities-based approach in Scarlett’s debate class or the long-term effects of Melody’s discovery learning approach and whether or not her students continue to take ownership when they become teachers. Whether or not learners take ownership in content courses, the responsibility comes back around to teachers as they seek to find a better balance between input and output, ask more questions than they answer, and design both lower order and higher order activities that encourage learners to figure information out rather than simply taking it in.

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which focuses on teacher development. She also enjoys participating in their community service projects which encourage students and teachers in difficult circumstances.

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## Appendix

### Activity 1

#### Teachers English Corner

Melissa K. Smith

#### DEFINING FEEDBACK

**Please do not use a dictionary** while you complete this task.

1. Discuss the following questions with your group.
  - Why is the word back used in the word feedback?
  - How is feedback like food?
  - Is there healthy and unhealthy feedback (like healthy and unhealthy food)? Please explain.
2. Write a definition of feedback below.

**Activity 2**  
**Teachers English Corner**  
**Melissa K. Smith**

**EXPLAINING REASONS FOR COLLABORATING TOWARD GROWTH**

Use the words/phrases in the list in order to complete #1 and #2 below.

independent	team up	do your own thing
harmonious	fend for yourself	cooperative
individualistic	go it alone	mutual
partner	self-sufficient	two heads are better than one

1. Put the words/phrases into two categories. Name the categories.


2. Use the words/phrases to list 2-3 reasons for collaborating toward growth in our professional development.

**Activity 3**  
**Business English**  
**Patrick Seifer**

**CUSTOMER CARE ANALYSIS**

1. Look at the following companies. Put them into two categories: bad reputation for customer care and good reputation for customer care.
2. In pairs, briefly say why the companies have a good or bad reputation.

**Companies:**

- |                                    |                                    |                         |
|------------------------------------|------------------------------------|-------------------------|
| 1) China Unicom                    | 2) China Mobile                    | 3) Apple                |
| 4) Huawei                          | 5) China Telecom                   | 6) Hai Di Lao           |
| 7) McDonalds                       | 8) KFC                             | 9) Pizza Hut            |
| 10) Starbucks                      | 11) Vanguard                       | 12) Xin Bai Hypermarket |
| 13) H&M                            | 14) Uniqlo                         | 15) Tao Bao             |
| 16) Ningda dining<br>hall campus B | 17) Ningda dining<br>hall campus A | 18) Bank of Ningxia     |

In pairs, choose at least 3 other companies for each category. For example, choose 3 companies that have a reputation for bad customer care and 3 companies that have a reputation for good customer care. Add these to your lists.

**Activity 4**  
**European Culture**  
**Carolyn Stent**

**ART ANALYSIS**

Look at the pictures on the screen and compare artwork from the Middle Ages and the Renaissance. In your group, answer the questions below. In particular, consider the development of *humanism* in the Renaissance.

1. What differences do you notice? List some differences in the chart below.

Middle Ages	Renaissance

2. Look at what your textbook says about humanism. What are some characteristics of humanism?
3. How does the Renaissance art reflect those characteristics?
4. Based on what you've observed, what characteristics would you add?



**Activity 4**  
**European Culture**  
**Carolyn Stent**

**AUSTRALIA ADVENTURE (Group Presentations)**

**WHO**

- The class will divide into five groups of student teachers.

**WHAT**

- Each group will design an oral presentation supported by PowerPoint on one topic.

**Oral presentation requirements**

focused on topic  
10 minutes long  
own words  
memorized  
loud, clear English  
done by all group members actively involve listeners

**PowerPoint requirements**

text and pictures  
own words  
wise use of space  
creativity  
accurate English  
done by all group members

- These are the topics from which to choose:

Geography and Plants

Great Barrier Reef

Animals and Birds

Aborigines (Australia's native people)

Art and Music

Sports and Leisure Activities

Politics

Religion

**WHEN**

- Groups will be able to work on their presentations during class on....
- You need to bring research materials, including your textbook and a computer.
- Groups will present on...

**AUDIENCE RESPONSIBILITY**

- Your classmates will answer these two questions in their notes as they listen:
  1. What are three important or interesting facts you learned?
  2. What are some similarities and differences between Australian and Chinese culture that you heard or saw?

GRADING: The following rubric will be used to grade your presentation.

<b>PowerPoint</b> Does it contain text and pictures? Did students use their own words? Are grammar and spelling correct? Is space used wisely? Does it show creativity?	<p>low   average   high</p> <p>4   8   12   16   20</p>	<b>Comments</b>
<b>Oral Presentation</b> Was it focused on the topic? Did students use their own words? Was it memorized? Was it understandable? Did all group members participate? Did it actively involve the listeners?	<p>low   average   high</p> <p>4   8   12   16   20</p>	
<b>Time</b> Was it close to ten minutes long?	<p><i>low   average   high</i></p> <p><i>1   2   3   4   5</i></p>	
<b>Total Points</b>	<p>___/45</p>	