

Running Head: VIDEO GAMES IN EDUCATION

Video Games in the Future of Education:

An Instructional Unit for a Reading and Vocabulary Course for Academically-Oriented Learners

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SECTION I: Rationale

This unit was created in the pursuit of developing students' reading skills and size/scope of vocabulary, and introducing and utilizing various reading and vocabulary learning strategies to facilitate students' further development of these skills. The sections to follow describe and rationalize the pedagogical theories and practices that provided the groundwork upon which this unit's objectives and goals were formed. In doing so, references will be made to specific activities throughout the unit that demonstrate the manifestation of these anchoring theories and practices.

Utilizing Bottom-Up and Top-Down Approaches

One major rationale underlying the form and focus of this unit was the explicit instruction of learning strategies. Hedgcock and Ferris (2009) suggest the explicit instruction of strategies for language learners at all proficiency levels, due to the fact that learning strategies are not often merely 'picked up' by learners; in most cases, learners are not even aware that these strategies exist. It is therefore important to utilize a bottom-up approach in the when considering potential opportunities to teach students learning strategies. The instructors of this course not only introduced the purpose and procedure of a given strategy, but also provided many opportunities to specifically practice the use of that strategy with authentic materials. In order to help students utilize and organize the reading strategies taught and practiced within and across intensive reading units, a Reading Strategy Inventory was provided at the beginning of the semester. This inventory listed short, basic descriptions of all the different strategies that students would be learning and using throughout the course. Below each description, a space was provided in which students could write the title of the strategy. In addition, a check-box was provided next to each strategy, allowing students to indicate that they had learned and used the strategy in class.

In addition to bottom-up methods of instruction, this unit also utilized top-down approaches which allow readers to engage and interact with a text before and after reading. The top-down approach of previewing a text before reading and subsequently forming predictions on what that text will be about is an important step in preparing students to read. Chen and Graves (1995, as cited in Hedgcock and Ferris, 2009) state that previewing a text plays a significant role in aiding students' overall comprehension of a text. This is most likely due to the fact that previewing allows students to "establish their own expectations about what information they will find in the text and the way that information will be organized" (Abersold & Field, p.73, as cited in Hedgcock & Ferris, 2009). In other words, it gives students the opportunity to interact with a text by setting them up to make predictions about how it will develop ideas as they read. Such an activity also gives students an intrinsically-motivated purpose for reading, fueled by their desire to confirm or negate the predictions they made while previewing the text.

Recognizing the Incremental Nature of Word Learning

In relation to bottom-up approaches to the instruction of learning strategies described above, this unit attempted to implement the also bottom-up concept of word-learning as an incremental process. The ways in which this concept manifested itself within in this instructional unit was guided by Zimmerman's (2014) assertion that knowledge of a given vocabulary term in fact implies knowing a host of different things about it. The sheer amount of things there are to know about a given term can actually be quite distracting to learners. In accordance with Zimmerman's (2014) suggestion to engage students in focal vocabulary terms and their use by having students use and manipulate them within contexts that are appealing or interesting to the students, a personalized vocabulary flashcard creation activity was implemented in this unit's vocabulary lesson. In this activity, students were given the opportunity to personally engage with

the focal vocabulary terms by creating vocabulary flashcards which included, among other things, student-generated sample sentences which pertained to the writer or his/her personal interests containing the focal terms

Appealing to Students' Multiple Intelligences

The instructors of this unit strongly believed in the importance of reaching out to diverse populations of students possessing multiple intelligences. This conviction therefore led the instructors to search for opportunities to incorporate activities which catered to the various and differing intelligences of learners. Hedgcock and Ferris (2009) suggested that the visual nature of graphic organizers may appeal to the learning styles of visual nonverbal learners, facilitating their ability to identify key concepts and relationships that they might have otherwise overlooked. In an attempt to appeal to these types of learners, a graphic organizer was thus implemented in third re-reading activity to help students identify key components of the arguments made in the article both for and against the use of video games as a tool for classroom learning. Here students were asked read a specific section of the text closely to identify the details which support its main ideas. This exercise methodically focused on the specific arguments and counterarguments within the text, which in turn prevented students from otherwise overlooking these key components of the text. The graphic organizer allowed for the clean and clear representation of this information, providing a reader-friendly format in which students could easily input and subsequently reference information on key textual components (Hedgcock & Ferris, 2009).

Supporting a Critical Thinking Framework

The ability to critically assess ideas within a text is a widely-used skill in academic settings. In fact, it is arguably one of the most important skills a student can have at the post-

secondary level of education. It is a generally-accepted notion that students will benefit more from their reading if they are asked to evaluate a text on a critical level within their own language-production activities (Hedgcock & Ferris, 2009). In an attempt to facilitate the internalization of critical thinking methods, this unit requires students to engage with the text critically using both writing and speaking skills. This decision was guided by Hedgcock and Ferris' (2009) suggestion that students first be eased into the critical thinking process through instructors' provision of models demonstrating types of questions students need to be asking about the text in order to look at it in a critical light. Therefore, a set of guiding questions was given to students to answer in paragraph form, which allowed them to develop their ideas in a structured and evaluative manner. Students' responses to these questions then acted as a springboard into the culminating activity of this unit, in which students were asked to take a stance on the issue discussed in the text and defend their stance in a debate activity with their classmates.

The decision to make this unit's culminating activity a classroom debate was informed by Hedgcock and Ferris' (2009) assertion that in-class debate activities can be an engaging and edifying extension of texts describing and discussing two opposing perspectives on an issue, not unlike the focal text of this instructional unit. As was mentioned previously, a great deal of emphasis is placed on the critical thinking skills of students in academic settings. It was therefore decided that there was certainly no harm in having students participate in a speaking-focused extension of the previous written activity. However, one major concern about this activity was that few, if any, students will know how to structure an argument for a debate. To address the issue of students not having prior access to such discourse, an outline was provided and modeled extensively so that the students could systematically organize their arguments along with their peers.

SECTION II: Introduction

This unit targets advanced-level university-bound international students who are enrolled in a for-credit reading and vocabulary course. The 15 enrolled students come from a variety of different language backgrounds and nationalities, most commonly: Mandarin Chinese speakers from mainland China and Taiwan and Arabic speakers from Saudi Arabia; as well as the less commonly-occurring Japanese speakers. The gender ratio in this class is almost exactly 50/50, and students' ages range from early- to mid-20s. All students in this class have earned at least two-year post-secondary degrees in their home countries, with some having earned four-year degrees, and all have the intention of earning additional post-secondary degrees from a university in the U.S.

This course is part of an intensive English language program meant to prepare students for entry into content courses at the undergraduate or graduate level at a university in the U.S. The class meets twice per week for 90 minutes, with the whole course lasting a total of 18 weeks. This particular unit covers six hours of instruction (four lessons), and is focused on the intensive reading of a magazine article titled "Fact or Fiction: Video Games are the Future of Education," published in the *Scientific American*. The overall objectives of this unit focus on the development of language skills and reading/vocabulary strategies. The objectives regarding the development language skills concern the identification and distinction of main ideas and supporting details, application of word-level features to expand vocabulary, and summary of and critical response to ideas within a text. The objectives concerning strategy development and usage focus on skimming, highlighting, annotating, guessing words' meanings based on context clues, scanning, and questioning and reacting. These objectives directly relate to the overall objectives of this course, which entail the ability to effectively and efficiently read and analyze authentic and academic texts.

Lesson	Strategy Objectives <i>SWBAT:</i>	Language Objectives <i>SWBAT:</i>	Tasks
Lesson One: Intensive Reading I	<ul style="list-style-type: none"> ▪ Utilize the text’s title, subheadings, and pictures to form predictions on the text’s content ▪ Identify main ideas while skimming a text by highlighting and annotating 	<ul style="list-style-type: none"> ▪ Identify key arguments in support of and opposed to issues presented within a text 	<p>Introduction and Pre-teaching of Context-Specific Vocabulary</p> <p>Previewing and Predicting Activity</p> <p>Skimming for Main Ideas Activity</p>
Lesson Two: Vocabulary Review	<ul style="list-style-type: none"> ▪ Create personalized vocabulary flashcards to use as memory aids for vocabulary learning ▪ Utilize corpus-based learner’s dictionary to contextualized examples of unclear vocabulary terms 	<ul style="list-style-type: none"> ▪ Utilize their knowledge of derivational affixes in order to elicit other word forms of a given vocabulary term 	<p>Vocabulary Check-In Activity</p> <p>Vocabulary Review</p> <p>Practice with Word Parts Activity</p> <p>Personalized Vocabulary Cards Activity</p>
Lesson Three: Intensive Reading II	<ul style="list-style-type: none"> ▪ Revisit predictions for confirmation/ correction ▪ Read a text closely to identify the details supporting its main ideas ▪ Question and react to the content of the reading passage as they engage in reading using a double-entry journal 	<ul style="list-style-type: none"> ▪ Summarize and respond to ideas in the text during and after engaging in reading ▪ Express their own opinions about a text in ways that are balanced, objective, and grounded in a thorough and accurate understanding of the text 	<p>Revisiting Predictions Activity</p> <p>Scanning for Details Activity</p> <p>Questioning and Reaction Activity</p> <p>Summarizing and Responding Activity</p> <p>Critical Thinking Questions: Homework</p>
Lesson Four: Culminating Activity	<ul style="list-style-type: none"> ▪ Organize ideas which support their own stance and resist the opposing stance using an outline containing a debate framework 	<ul style="list-style-type: none"> ▪ Express their own ideas and opinions about a text in ways that are balanced, objective, and grounded in a thorough and accurate understanding of the text 	<p>Idea / Argument Organization Activity</p> <p>Culminating Activity: Debate</p>

SCIENTIFIC AMERICAN™

Fact or Fiction: Video Games are the Future of Education

Some educators swear by them as valuable high-tech teaching tools, but little is known about their impact on learning.

September 12, 2014 | By Elena Malykhina

- 0 As kids all across the U.S. head back to school, they're being forced to spend less time playing their favorite video games. Or are they?

Video Games and Creativity in the Classroom

- 1 Video games are becoming more important in school programs as teachers hope to teach lessons in subjects such as math and reading in a way that their students would find interesting. Some believe that using video games in education is the way of the future, and that video games are tools that allow students to take a more active part in learning as they develop the skills they need to succeed throughout their academic and **professional** careers.
- 2 Not many researchers would argue that video games can do everything in terms of education, but games are a powerful learning tool when combined with other hands-on activities along with ongoing training from a teacher acting as a coach.
- 3 However, other researchers question whether using video games in the classroom is in students' best interests. They argue that there is little proof that skillful video game play

translates into better test scores or academic development.

- 4 Over the past ten years, schools have become preoccupied with meeting national educational standards, which determine what students should be able to do in English and mathematics by the end of each school year, and use nation-wide standardized testing as a way of tracking students' progress. This focus on test scores does not support more **creative** ways of teaching, such as using video games to help students learn. However, as teachers become more and more doubtful of the **benefit** of standardized tests, their new beliefs about teaching and learning may begin to encourage **creativity** once again.

Current Use of Video Games in Education

- 5 Teachers at a public school in New York have been using the rules of video game development to plan their classes since the school opened its doors in 2009. This school's curriculum focuses on providing students with complicated tasks that may have more than one correct answer, which allows students to explore different solutions by making different choices along the way. More than simply playing video games, the students at this school also learn how to **create** their own video games by using several different computer programs. After the students have successfully completed their assigned game tasks, they are rewarded digital avatars and other tools they can use to build their own video games.
- 6 If educational video games are used correctly, they offer a strong basis for academic study and project-based learning. Some researchers even found that games are also capable of developing the types of skills necessary for adjusting to a modern world. Understanding how computers,

mobile devices, and *gaming consoles* work will become progressively more important in a world where many of today's students will pursue jobs that do not exist yet. Tomorrow's workers will also probably change jobs many times throughout their lives, and will almost certainly have jobs that require them to know how to use different types of technology.

Educational Video Games

- 7 Most parents of school-age children are familiar with *Minecraft*, a video game that promotes imagination as players build various items, buildings, and towns out of cubes. *MinecraftEdu*, a modification of the **previous** video game that teachers created for educational purposes, teaches students mathematics as well as foreign languages. *SimCityEDU*, a version of the popular city-building video game, *Sim City*, is yet another learning tool for middle school students, which covers English, math, and other subjects they need to learn in order to meet national educational standards. Beyond teaching, video games can also offer useful information about how well a child is learning and can also provide instant feedback that teachers and students can use to determine how well students understand what the games are trying to teach them.

Limitations of Non-Educational Video Games

- 8 **Despite** all of the interest around games and classroom learning, very few research studies have examined whether video games actually improve students' classroom performance and academic success. Researchers agree that because memory is a crucial skill for school learning, then practice at playing games that **challenge** memory should lead to improvements in classroom performance and academic success. But only future research can say if that is correct.
- 9 A research study by the University of Cambridge found that improvements in video game scores



A student plays *MinecraftEdu*.
Courtesy of TeacherGaming LLC

- for children with low levels of working memory did not extend to broader skills. Working memory is a system of *mental reasoning* that temporarily stores information on a short-term basis to complete everyday activities, such as remembering a lock combination or a friend's phone number. In this study, seven- to nine-year-old students **participated** in 25 sessions of video game play. One group of students played video games which were set to challenge their working memory, while the other group of students played the same video games set at a lower level of difficulty. The researchers then studied whether playing the more difficult games improved the students' performance on their working memory and other skills, including math, reading, writing, and following instructions in a classroom. The study **concluded** that video games improved children's performance, but only in their ability to play other games, and not for academic skills such as math, reading, and writing.
- 10 According to one researcher, video games should not be considered the latest quick fix to all problems in and around our country's education system. The same researcher explains that although they can seem **beneficial**, video games

alone will not make schools more organized or replace teachers. In addition, video games are not the most cost-effective option for schools with tight budgets and crowded classrooms. They require computers, tablets, or other technology, as well as dedicated Internet servers and other systems. There may also be a need for additional organization, staff, and teacher training. A full video game curriculum could cost millions of dollars and require ongoing support.

The Future of Video Games in Education

- 11 It is not yet clear whether or not video games will be the future of education. Nevertheless, more and more teachers across the country have begun to use video games in their classrooms, and they are likely to continue to do so. In fact, of those teachers who use video games in the classroom, more than half of them have students play them as part of the curriculum at least once a week.
- 12 Perhaps the biggest effect of video games will be on students who have not responded as well to traditional ways of teaching. Nearly half of the teachers who use video games in their classrooms say it is the low-performing students who generally benefit from the use of video games, and more than half of these teachers believe that video games have the ability to motivate struggling students.

SECTION II: PART B**Lesson I Overview**
Video Games in Education I**Summary**

Students first preview, and then read the article: “Fact or Fiction: Video Games are the Future of Education” in order to identify its main ideas for global comprehension of the article’s message.

Time 90 minutes

Student Learning Objectives *By the end of the lesson, SWBAT:*

Strategy Objectives:

1. Utilize the text’s title, subheadings, and pictures to form predictions on a text’s content.
2. Identify main ideas while skimming a text by highlighting and annotating.

Language Objectives:

1. Identify key arguments both in support of and opposed to issues presented within a text.

Preliminary Considerations

- a. What Ss already know in relation to today’s lesson:

The previous unit’s reading passage explored the importance of play—among many other things, the class discussed the quote: “You can understand more about a person in an hour of play than in a year of conversation.” –Plato

- b. Aspects of the lesson that Ss might find challenging:

Remembering how to carry out the skimming strategy for locating main ideas, which was introduced and practiced for the first time during the previous unit—it will be applied in this unit as well.

- c. How to avoid/address these problem areas in class:

By once again briefly modelling and walking Ss through the process of skimming for main ideas. A reading strategy inventory was distributed to students at the beginning of the semester, which lists descriptions of all of the different strategies that they will be learning and using over the course of the entire semester in this class. Below each description, there is a space where students can write the name of the strategy, and a check-box in which students can indicate that they have learned and used the strategy.

Materials

Computer, Projector, and Screen—Schemata Activation PowerPoint (A)

Worksheets – Reading Strategy Inventory (1), Prediction Worksheet (2), and Sentence Starters (3)

Document Camera

Whiteboard

Lesson I Procedures

Time	Stage	Step-by-Step Procedures
25	Pre	<p style="text-align: center;">Introduction & Pre-Teaching Specific Vocabulary</p> <ol style="list-style-type: none"> 1. The instructor loads up the <i>Schema Activation PowerPoint (A)</i>, and show students a picture from the article they will read of a girl playing <i>MinecraftEdu</i>. Students are asked if they recognize the game that the girl is playing. The instructors confirm that it is <i>Minecraft</i>, which is a wildly popular video game among young people. But this game here is a modified version of <i>Minecraft</i> (write “modified” on board) which means that the game was changed, or modified, so that it requires academic skills, such as math and reading. It had been modified this way because teachers believed that this game could be used in their classrooms to help students learn. 2. The instructor asks students whether they or someone they know likes to play video games in their free time. It is specified that video games can be played on mobile phones, tablets, computers, and gaming consoles (write each form of technology on the board). Students share the types of games that they are familiar with, and, if they do play video games or know someone who does, how much time they spend playing them. 3. Students are then asked why they think video games are so important to people of all ages. Instructor then asks whether or not students think this same enthusiasm can be felt toward classroom learning. 4. The instructor announces that today the class is going to read and discuss an article from a magazine called <i>The Scientific American</i>, which is a very popular magazine in the U.S. which publishes articles on science, technology, and government policies. Instructors then distribute copies of the article to each student.
30	Pre	<p style="text-align: center;">Previewing & Predicting</p> <ol style="list-style-type: none"> 1. The instructor tells the students that they are first going to <i>preview</i> the article, writing the word “preview” on the board. The instructor asks students what <i>preview</i> means, and then explains that when we <i>preview</i> a reading, we look through it quickly to learn general information. Emphasis is placed on the importance of using this strategy in order to help students <i>predict</i> what the text will be about. The instructor writes “predict” on the board and asks students what <i>predict</i> means. The instructor explains that when we <i>predict</i> what a text will be about, we are guessing what it will be about based on the clues we see in the text. It is further explained that both previewing and predicting will help the students become more effective readers. 2. The instructor asks students to take out their <i>Reading Strategy Inventory (I)</i>, and asks one of the students to read number four aloud for the class. The instructor asks students whether this strategy is <i>predicting</i> or <i>previewing</i>. The instructor confirms that this is <i>previewing</i>, and asks students to write “previewing a text” below the description in number four. Then, the instructor asks another student to read number 26. Students are asked to write “predicting what a text is about before reading” below the description in number 26. 3. The students are asked put their Inventories aside for now, and to very briefly read the title, subheadings, and the first four paragraphs of the text silently to themselves. (5

		<p>min.) Afterwards, the instructors distribute the <i>Prediction Worksheet (2)</i> and group students in pairs or triads, assigning each group one question to answer. (2-3 min.)</p> <p>4. The instructor elicits answers from each of the groups and writes them on board. Students are encouraged to fill in their own predictions for the other questions as the class is going over them. The instructor pauses between answers in order to ask other groups whether they have additional answers to the questions. Students are then told that they will be returning to the answers to these questions later on in the unit, so they should keep this worksheet in their folders for future lessons.</p> <p>5. The instructor once more brings students' attention to their <i>Reading Strategy Inventory (1)</i>, and has students check-off the boxes for numbers four and 26.</p>
30	During	<p style="text-align: center;">First Reading: Skimming for Main Ideas</p> <p>1. The instructor re-introduces the strategy of skimming—reading for main ideas. Students are reminded that this strategy was practiced in the unit previous to this one, so the instructor elicits the features of the strategy from students; reading the first and last sentence of each paragraph to see if it contains a main idea (if it doesn't, it will contain the description of a supporting detail). The instructor models the strategy with paragraph 3 of the article, asking one student to read the first sentence, and then asking the class whether it is a main idea, and what it is saying. The instructor then asks another student to read the last sentence, and asks the class whether the first sentence has a main idea or if the last sentence has it. As the instructor underlines or highlights the last sentence in paragraph three, writing “opposed to video games” in the margin next to it, the students are told that they should underline or highlight the sentences that contain main ideas. The instructor explains that using this reading strategy will help students quickly find important information in a text.</p> <p>2. The instructor selects a student to read number 12 on the <i>Reading Strategy Inventory (1)</i> aloud for the class. The instructor asks students what they think this strategy should be called. The class settles on calling it “highlighting/underlining main ideas,” and students write in the name of the strategy below its description.</p> <p>3. The instructor explains that the main ideas in this article concern two sides of an argument, and elicit what the two sides are. With this in mind, students briefly read through the article on their own using the skimming strategy discussed (5 min.).</p> <p>4. The instructor provides students with the <i>Sentence Starters (3)</i> on half-sheets of paper and tells them that they will be using the sentence starters in order to write two sentences which each explain one of the two perspectives presented in the article which are (1) in favor of and (2) opposed to teachers using video games to aid classroom learning. Students each find a partner to plan and write their two statements. (5 min.) After pairs have finished, they compare their answers with a neighboring pair, and then the whole class regroups and shares their sentences.</p>
5	Wrap-Up	<p style="text-align: center;">Closure & Preview of Following Lesson</p> <p>1. The instructor informs students that they are out of time today, and that they should bring their learner's dictionaries and today's article with them to the next class, where they will be talking about this article's vocabulary and learning some vocabulary learning and recognition strategies.</p>

ESOL Reading & Vocabulary Level 4

Reading Strategy Inventory (1)

As we progress through this course, we will be filling in the names of the strategies described below. By the end of the course, you will have named every single strategy on this list!

1. I have a purpose in mind when I read.

2. I take notes while reading to help me understand what I read.

3. I think about what I know to help me understand what I read.

4. I preview the text to see what it's about before reading it.

5. When text becomes difficult, I read aloud to help me understand what I read.

6. I summarize what I read to reflect on important information in the text.

7. I think about whether the content of the text fits my reading purpose.

8. I read slowly but carefully to be sure I understand what I'm reading.
-
9. I discuss what I read with others to check my understanding.
-
10. I skim the text first by noting characteristics like length and organization.
-
11. I try to get back on track when I lose concentration.
-
12. I underline or circle information in the text to help me remember it.
-
13. I adjust my reading speed according to what I'm reading.
-
14. I decide what to read closely and what to ignore.
-
15. I use reference materials such as dictionaries to help me understand what I read.
-

16. When text becomes difficult, I pay closer attention to what I'm reading.

17. I use tables, figures, and pictures in text to increase my understanding.

18. I stop from time to time to think about what I'm reading.

19. I use context clues to help me understand what I'm reading.

20. I paraphrase (restate ideas in my own words) to better understand what I read.

21. I try to picture or visualize information to help me remember what I have read.

22. I use typographical aids like boldface, and italics to identify key information.

23. I critically analyze and evaluate the information presented in the text.

24. I go back and forth in the text to find relationships among ideas in it.
-
25. I check my understanding when I come across conflicting information.
-
26. I try to guess what the material is about when I read.
-
27. When text becomes difficult, I reread to increase my understanding.
-
28. I ask myself questions I like to have answered in the text.
-
29. I check to see if my guesses about the text are right or wrong.
-
30. I try to guess the meaning of unknown words or phrases by using context clues.
-

Preview / Prediction Questions (2)

(Adapted from Hedgcock & Ferris, 2009)

1. What does the title “Fact or Fiction: Video Games are the Future of Education,” suggest about the content of the article?
2. The article was published in a magazine called the *Scientific American*. What do you expect from an article published in this magazine? Do you think it will be easy to believe what the author says?
3. What do you think is the purpose of this article? What issues does it talk about?
4. Who do you think is the intended audience for this article? What other audiences might be interested in this topic?
5. How would you turn the title into a question for readers to answer after reading the text?

Sentence Starters (3)

❖ Some teachers and researchers believe that _____

As:

❖ However, other researchers and educators argue that _____

As:

❖ Some teachers and researchers believe that _____

As:

❖ However, other researchers and educators argue that _____

As:

Lesson II Overview

Video Games in Education II

Summary

Students learn eight vocabulary terms present in the article: “Fact or Fiction: Video Games are the Future of Education,” which were determined* to be useful terms to add to students’ academic vocabularies

Time 90 minutes

Student Learning Objectives *By the end of the lesson, SWBAT:*

Strategy Objectives:

1. Deduce the meaning of words based on contextual clues within the reading passage.
2. Make use of their learner’s dictionaries in order to obtain contextualized examples of vocabulary terms in use.
3. Create personalized vocabulary flashcards to use as a memory aid for vocabulary learning.

Language Objectives:

1. Utilize their knowledge of derivational affixes in order to produce other word forms of a given vocabulary term.

Preliminary Considerations

- a. What students already know in relation to today’s lesson:
Ss have been exposed to the vocabulary of the text in a first-reading of the text passage for global comprehension of the key concepts within.
- b. Aspects of the lesson that students might find challenging:
It is very likely that the vocabulary terms presented in the second phase of this lesson will not provide a representative sample of every single unclear term within the text; there will still be terms that Ss are not clear on.
- c. How to avoid/address these problem areas in class:
In an attempt to bridge this vocabulary gap, the first phase will promote a more student-centered approach to vocabulary selection, allowing students to read through the passage again and note down the words/phrases that are unfamiliar to them.

Materials

Computer, Projector, and Screen—Vocabulary Review PowerPoint (B)
Worksheets—Reading Strategy Inventory (1) and Practice with Word Parts (4)
Corpus-Based Learner’s Dictionary†
Document Camera
Whiteboard

* The vocabulary terms selected for this lesson have been classified as high-frequency words from the Academic Word List via a corpus-based online tool accessed from: <http://www.nottingham.ac.uk/alzsh3/acvocab/index.htm>.

† Students are being asked to reference a specific corpus-based learner’s dictionary in this lesson. This is a required text material for this course, which all students have purchased at the beginning of the course.

Lesson II Procedures

Time	Stage	Step-by-Step Procedures
20	Warm-Up	<p style="text-align: center;">Second Reading: Identifying Troublesome Vocabulary</p> <ol style="list-style-type: none"> 1. Students are asked to individually read through the article again, this time marking and/or making notes about any new or less familiar words or phrases they encounter in the text. Instructors inform students that they will go over the words/phrases as a class after they have had approximately 5 minutes to read through the passage again. 2. The class regroups, and the instructor elicits each word from students, writing them all on the board in a long list. The instructor then goes over each the words and phrases, acting out, drawing, providing synonyms/antonyms, and giving situational examples as needed. 3. For words whose meaning can be inferred through contextual clues, the instructor has students read aloud the sentences or sections adjacent to the sentences containing those words, and then asks students what they think the words mean based on what they just re-read. 4. After explaining and practicing the first context-based vocabulary inference, the instructor then asks students to take out their <i>Reading Strategy Inventory (I)</i>, and selects a student to read number 30 aloud for the class. Students are then asked why they think this strategy is important. After time has been given to offer and discuss responses, the instructor takes the time to mention that although this strategy is great for strengthening students' immediate comprehension of a reading, the mere guessing of the meanings of words will only get them so far; good readers guess much less than poor readers. Also, the students are warned that this method certainly does not work with all vocabulary terms, and that it doesn't help students <i>learn/ internalize</i> the vocabulary terms. The instructor therefore suggests trying this strategy on the short-term whenever they come across a word that they are not familiar with while they are reading, and if they find that this word is being used frequently across different texts, then they should pause and take the time to look up the word's proper usage and meaning in their learners' dictionary. The instructor says that they will talk more about vocabulary learning strategies later on in the lesson. That being said, the instructor then has students write in "using context clues to guess words' meanings" below the description, and check-off the box next to it.
		<ol style="list-style-type: none"> 5. In the event that time runs out and there are still unaddressed words or phrases, the instructors tell students that they will be coming back to these words that have not yet been discussed near the end of the lesson.
30	Review	<p style="text-align: center;">Review of Useful Vocabulary</p> <ol style="list-style-type: none"> 1. The instructor announces that the class will review some important words from the article they've been reading. Ss are told that the words they will be discussing today are used very often in academia, so knowing these words will help them once they start taking content courses at the university. The instructors ask students to keep their articles out so that they can identify the vocabulary terms in context as

		<p>they are reviewing them.</p> <p>2. The instructor reviews each of the eight vocabulary focus terms in the <i>Vocabulary Review PowerPoint (B)</i>. Each slide contains the term, its part of speech, a few of its synonyms, and one or two pictures with a sentence describing them using the vocabulary term. For each term, Ts first show Ss that slide's pictures only, asking Ss questions about the picture to either elicit the vocabulary term for that slide, or to get Ss to notice the gap in their own vocabulary. Ts then reveal the vocabulary term for that slide, and ask Ss to repeat the word after them, to help them internalize the pronunciation. Then, Ts select Ss to read the accompanying sentence which uses that vocabulary term. Ts then show Ss some of the synonyms which are associated with the word to further illustrate its meaning. Ts occasionally call on students to answer questions which contain the vocabulary term, such as "<i>I donate toys to benefit children whose parents don't have money to buy them toys. X, what do you do to benefit others?</i>"</p>
20	Language Practice	<p style="text-align: center;">Practice with Word Parts</p> <p>1. The instructor draws a four-column chart on the board and labels the columns with the relevant parts of speech. The instructor then lists the vocabulary words <i>benefit</i>, <i>create</i>, <i>challenge</i>, and <i>professional</i> to one side of the chart, telling students that these will be the words they will be using in this task. Students are asked to come up to the board and write one of the four words into its correct column on the chart.</p> <p>2. Afterwards, the instructor distributes the <i>Practice with Word Parts (4)</i> worksheet, and pairs of students are asked to work together to fill in the rest of the cells of the chart with word forms derived from the original vocabulary words on the board. Words which do not have corresponding forms for certain parts of speech present on the chart have an X in that column's cell for those words. (5 min.) The class regroups afterwards and students are asked to come up to the board one at a time and fill in one cell on the chart with a word form they and their partner came up with. The instructor asks each pair to indicate which part of the word they wrote (which derivational affix) indicates its part of speech.</p>
20	Strategy Practice	<p style="text-align: center;">Memory Aids: Personalized Vocabulary Cards</p> <p>1. The instructor distributes a short stack of blank 3x5 notecards to each student. The students are told that they are going to learn a new way to make vocabulary cards that is easy, fun, and more memorable than the conventional way.</p> <p>2. The instructor begins by drawing two large rectangles on the board to represent the two sides of one card, labeling one "front" and the other "back." To the right of the rectangles, the instructor lists the eight vocabulary words that are the focus of the lesson. Students are asked to choose and call out one of the words from the list for them to model. The instructor then proceeds to write that word on the "front" side of the first card, with its part of speech next to it in brackets. The instructor then moves over to the "back" side and divides the rectangle into four quadrants. The instructor walks students through what to write on the back of the card by eliciting from them a basic definition of the word, which they write in the upper-left quadrant, one or two different word forms with their respective parts of speech inside brackets next to each word in the upper-right quadrant, an instructor-generated sentence using the word properly, relating to a topic which they can</p>

		<p>personally relate to or a topic that interests them in the lower-left quadrant, and a simple drawing of something that is related to the topic of the sample sentence (i.e. a guitar) in the lower-right quadrant.</p> <p>3. The instructor then asks students to take one of the vocabulary cards from their stacks and choose another word to fill in the vocabulary card. The instructor once more elicits which characteristics of the word will be going in which places, pointing to each quadrant on the “back” side as they go in order to assure that students understand what they must do. As students are completing this task, the instructors are walking around the room, monitoring students’ progress. The instructors take note of particularly exemplary cards they see students creating. After students have finished, the instructor asks one or two of the students if they are willing to have their cards shown on the document camera. The instructors praise the cards which are very good examples, showing the strong points of each part of the card so that the class can be exposed to additional examples of what “good” cards should look like.</p>
5	Wrap-Up	<p style="text-align: center;">Closure & Preview of Following Lesson</p> <p>1. To wrap up the lesson, the instructor assigns the remaining six vocabulary words as homework for students to research and identify each word’s part of speech, come up with a basic definition of the word provided by their learner’s dictionary, come up with one or two alternate word forms of the word (with the exception of <i>despite</i>, which has none), come up with a sentence using the word correctly which pertains to a topic that interests students or that students can personally relate to, and draw a basic picture which represents an item or idea in their sample sentence. Students are encouraged to use their learner’s dictionary to find additional contextualized examples of the word in use to further inform how to properly use each word.</p> <p>2. Before students leave, the instructor asks them to once more take out their <i>Reading Strategy Inventory (1)</i>, and select a student to read number 15 aloud for the class. The instructors confirm that using their learner’s dictionaries will get students a long way in terms of understanding the language of a reading passage and how it should be used. Students are asked to write in “use learner’s dictionaries to check proper word usage” below number 15’s description.</p>

Practice with Word Parts (4)

Noun	Verb	Adjective	Adverb
	benefit		X
	X	professional	
	challenge		X
	create		

Practice with Word Parts (4)

Noun	Verb	Adjective	Adverb
	benefit		X
	X	professional	
	challenge		X
	create		

Lesson III Overview

Video Games in Education III

Summary

Students re-read the article: “Fact or Fiction: Video Games are the Future of Education” to identify its supporting details and directly interact with the ideas in the text.

Time 90 minutes

Student Learning Objectives *By the end of the lesson, SWBAT:*

Strategy Objectives:

1. Revisit previously-made predictions for confirmation/correction.
2. Read a text closely to identify the details supporting its main ideas.
3. Question and react to the content of a text while reading by using a double-entry journal.

Language Objectives:

1. Identify details relating to key arguments both for and against issues stated within a text.
2. Summarize and critically respond to ideas in a text during and after reading.

Preliminary Considerations

- a. What Ss already know in relation to today’s lesson:
Ss have already previewed and read through this article in its entirety twice in the two previous lessons of this unit, once for main ideas and again to identify troublesome vocabulary terms.
- b. Aspects of the lesson that Ss might find challenging:
Knowing how to critically look at a text; what questions to ask and what ideas to focus on.
- c. How to avoid/address these problem areas in class:
A worksheet with questions to guide Ss’ critical responses to the text is given to students, which provides them with the critical questions which focus on key ideas in the text.

Materials

Whiteboard

Document Camera

Worksheets – Prediction Worksheet (2), Reading Strategy Inventory (1), Scanning Worksheet (5), Double-Entry Journal (6), Critical Thinking Worksheet (7)

Lesson III Procedures

Time	Stage	Step-by-Step Procedures
10	Review	<p style="text-align: center;">Revisiting Predictions</p> <ol style="list-style-type: none"> 1. The instructor begins the lesson by asking students to take out their <i>Reading Strategy Inventory (1)</i>, and directs students' attention to number 29. One student is selected to read number 29's description aloud for the class, and the instructor then asks students why they think this strategy is important for reading. After responses have been offered, the instructor confirms that predicting is a two-step process, and that it allows students to confirm what aspects of a text can be predictable, and what aspects are unpredictable. The instructor asks students to write "confirm/correct predictions" below number 29's description, and tells students to set their inventories aside for the time being. 2. The instructor then asks students to take out the <i>Prediction Worksheet (2)</i> that they filled out after the previewing stage of the first lesson of this unit, so that they can review and confirm/correct the predictions they made. The instructor reviews each question and students' answer to it, stopping after each answer to ask students whether or not they think that answer is correct now that they have read the whole article. The instructor tells students to write in corrections below any false predictions on their worksheet. 3. After all of the predictions have been reviewed for confirmation or correction, the instructor asks students to take out their <i>Reading Strategy Inventory (1)</i> and to check-off the box next to number 29.
20	During	<p style="text-align: center;">Third Reading: Scanning for Details</p> <ol style="list-style-type: none"> 1. The instructor begins this activity by emphasizing the importance of carefully reading information in a text in order to fully understand the details within it. Students are asked to take out their <i>Reading Strategy Inventory (1)</i> and a student is selected to read number eight aloud for the class. The instructor then asks students to write below the description "reading carefully for details," and then to set aside the worksheet for now, because they will be revisiting the worksheet again soon. 2. The instructor groups students into pairs or triads and each group is assigned a section of the passage to read, based on the sections defined in this activity's <i>Scanning Worksheet (5)</i>. As the instructor distributes this worksheet, the groups are told that they will be reading their assigned sections in detail and filling out their section's row on the worksheet with notes summarizing the details being described in each paragraph. The instructor then checks to ensure that students understand what they need to be doing in this activity by asking different groups (a) what paragraph numbers they must read and to show where in the article their section is, (b) to indicate which part of the chart they should be writing their notes in, and (c) what they should be writing in their notes. 3. Once the groups have finished, the instructor asks each group to share what they have written into their section of the chart, as the instructor writes down what each group shares into a clean copy of the chart on the document camera. The students are told to also fill in the empty sections of their own charts as each group shares what they

		<p>found.</p> <p>4. After all of the groups have finished sharing their sections and students' own charts have been completely filled in, the instructor asks students to take out their <i>Reading Strategy Inventory (1)</i> again and to check-off the box next to number eight.</p>
30	During	<p style="text-align: center;">Fourth Reading: Questioning & Reaction</p> <p>1. The instructor informs them that they are going to question and react to the text as they reread, using double-entry journal. As the instructor passes out the <i>Double-Entry Journal (6)</i>, students are reminded that this questioning and reacting strategy has already been explained and used in this class twice in previous reading units. The instructor brings students attention to numbers six and 28 on their <i>Reading Strategy Inventory (1)</i> and asks students why it is important to be using this strategy while reading academic texts. After responses have been given, the instructor confirms that the importance is that it gives the students an opportunity to begin <i>thinking critically</i> about a text by first listing their initial impressions as they read.</p> <p>2. Once the importance of using this strategy has been discussed, the instructor then turns students' attention to the <i>Double-Entry Journal (6)</i> that was distributed to them, and elicits from students descriptions of what is to be written in each of the columns in the journal bringing students' attention to the sample entry at the top. The instructor asks three students to each read aloud (1) the original paragraph being referenced from the article, (2) the summary provided in the journal entry, and (3) the entry's accompanying question/reaction. Making one final check for comprehension before proceeding with the activity, the instructor asks students who haven't spoken yet what they are going to do in this activity—<i>what will be written in each of the columns in the journal?</i></p>
20	Post	<p style="text-align: center;">Summary & Personal Response</p> <p>1. When students have finished questioning and reacting to the text in their double-entry journals, they are then asked to get into pairs or triads and share their journals with their group members; answering each other's questions and critically responding to the given text passages based on their initial questions and reactions. Groups are encouraged to revise any summaries with mistakes or other shortcomings for quality purposes, and to reformulate the accompanying questions and reactions into critical 'responses' to the text passage associated with the entry based on the discussions they had on them.</p> <p>2. Groups of students are asked to choose the two best entries to share with the class. The instructor has each group display their two best entries up on the document camera and briefly introduce and discuss them with the class.</p>
10	Wrap-Up	<p style="text-align: center;">Assign Homework & Preview Next Lesson</p> <p>1. The instructor distributes the <i>Critical Thinking Worksheet (7)</i> and randomly selects a few students to read each of the questions aloud. The instructor asks comprehension check questions after each question to assure students' grasp of the concepts. The instructor then assigns the worksheet as homework for students to turn in at the beginning of the following class. Students are told that each question should be answered in a thoughtful, well-developed paragraph.</p>

		<p>2. Students are also asked to decide whether they are in support of or against the idea of video games being used as a tool for classroom learning. The instructor informs them that they should be prepared to defend their stance on this issue in a class debate on the future of video games in education during the next class meeting.</p>
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Scanning for Details Worksheet (5)

(Adapted from Hedgcock & Ferris, 2009)

Section	Arguments in favor of video games in education	Arguments against video games in education
¶s 1 - 4		
¶s 5 - 7		
¶s 8 - 10		
¶s 11 - 12		

Double-Entry Journal (6)

Fact or Fiction: Video Games are the Future of Education

¶ #	Summary	Questions & Reactions
4	<p>Due to the government's recent emphasis on standardized testing in order to keep track of students' progress, teachers have been focusing less on creatively planning their lessons to meet students' interests, and more on preparing students to pass the yearly exams.</p>	<p>Why haven't teachers thought of creative ways to prepare students for these exams? I think there are plenty of creative and fun ways to study for exams, as long as you're willing to experiment. Maybe teachers haven't been trying to think of creative ways to prepare students for exams because they're worried that their ideas won't work, and that their students will fall behind as a result.</p>

¶ #	Summary	Questions & Reactions

Lesson IV Overview

Video Games in Education IV

Summary

Students discuss their views on the article: “Fact or Fiction: Video Games are the Future of Education,” and hold a debate in which they take a stance on the issue and defend it.

Time 90 minutes

Student Learning Objectives *By the end of the lesson, SWBAT:*

Strategy Objectives:

1. Organize ideas which support their own stance and resist the opposing stance within a debate framework

Language Objectives:

1. Express their own ideas and opinions about a text in ways that are balanced, objective, and grounded in a thorough and accurate understanding of the text

Preliminary Considerations

- a. What Ss already know in relation to today’s lesson:
Ss have already previewed and read through this article four times in the three previous lessons of this unit; to identify main ideas, identify troublesome vocabulary terms, identify supporting details, and question and react to the ideas in the text.
- b. Aspects of the lesson that Ss might find challenging:
Knowing how to develop an argument for a debate; how to structure discourse in a sensible way.
- c. How to avoid/address these problem areas in class:
An outline will be provided to Ss in order to guide the formation of each group’s arguments in the debate. Ss will discuss the responses they gave on their Critical Thinking Worksheet within their larger groups (based on their stance), and then, as a group, organize their ideas on their outlines accordingly.

Materials

Computer—PowerPoint enabled

Document Camera

Whiteboard

Worksheets – Critical Thinking Worksheet (6), Organizing an Argument for Debate A/B (7)

Lesson IV Procedures

Time	Stage	Step-by-Step Procedures
50	Preparation	<p style="text-align: center;">Preparing Arguments for Debate</p> <ol style="list-style-type: none"> 1. The instructor begins by asking students to take out their <i>Critical Thinking Worksheet (6)</i>. Students are then asked to share with the class what they thought about the overall messages relayed by each side of the argument, and which side they found to be most agreeable. While students are sharing their points of view, the instructors proceed to walk around the class, checking to make sure students have completed the assignment. 2. The instructor divides the class into two groups based on students' stances either in support of or against the idea of schools using video games as a tool for classroom learning. Members of each group are provided with the <i>Organizing an Argument for Debate A/B (7)</i> outline. 3. The instructor models for students the types of information to fill into the outline by reviewing the topic of the previous unit and eliciting from the students elements of the previous reading passage's argument. After brainstorming and identifying key points of the argument, the instructor fleshes out the argument in one of the outlines on the document camera, walking students through the process step-by-step, and frequently stopping to check for comprehension. 4. Once the instructor has finished modeling, the two groups of students are asked to look over their homework assignments, and discuss their responses on the homework within their own groups in order to guide the formation of their arguments; extracting the most important points they wish to emphasize in order to support and strengthen their argument. Afterwards, students of each group must work with their group members in order to organize their ideas within their outlines.
40	Presentation	<p style="text-align: center;">Culminating Activity: Debate</p> <ol style="list-style-type: none"> 1. Once the two groups have had time to formulate a sound argument, they are then split up into pairs, and each pair from each group is matched with a pair from the opposing group, thus creating a group of four students: two students to represent each side of the argument. Each side is given three turns to speak (as demonstrated by the three-stage outline), with each turn lasting no longer than five minutes. The students in favor of using video games in education (outline version A) are the first to go. 2. Afterwards, the class comes back together and each group decides which side was the "winner" of the debate. The instructor wraps up the lesson by asking students what they thought about the debate, and how they think they can use what they learned about forming an argument in a debate style in their future classes.

Organizing an Argument for Debate (8) – Version A

- Stage 1:

- State the topic and present your group's main argument. (1 sentence)

- Briefly summarize what your group will talk about.

- Present the first half of your group's argument.

- Stage 2:

- Restate your group's main argument. (1 sentence)

- *Reject and disprove a few of the points presented by the opposing group.*

- Present the second half of your group's argument.

- **Stage 3:**

- Restate your group's main argument. (1 sentence)

- *Reject or disprove any additional arguments made by the opposing group.*

- Briefly summarize your group's main argument.

Organizing an Argument for Debate – Version B

- Stage 1:

- *Accept/reject the opposing group's definition and present your group's main argument. (1 sentence)*

- *Briefly summarize what your group will talk about.*

- *Present the first half of your group's argument.*

- Stage 2:

- *Restate your group's main argument. (1 sentence)*

- *Reject and disprove a few of the points presented by the opposing group.*

- Present the second half of your group's argument.

- **Stage 3:**

- Restate your group's main argument. (1 sentence)

- *Reject or disprove any additional arguments made by the opposing group.*

- Briefly summarize your group's main argument.

SECTION III: References

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