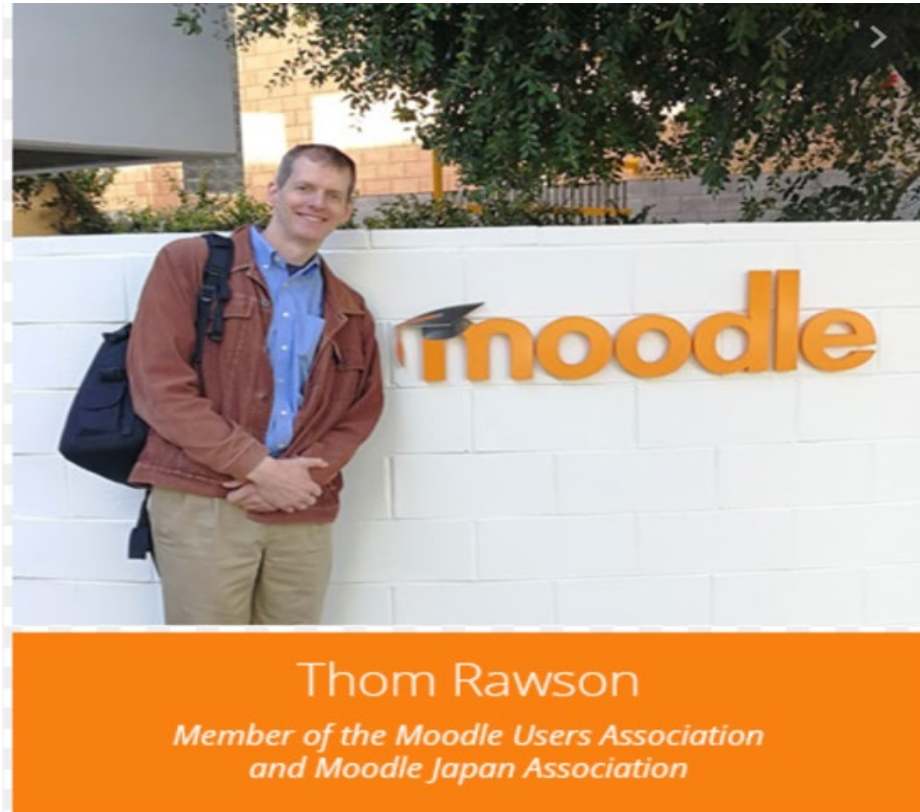


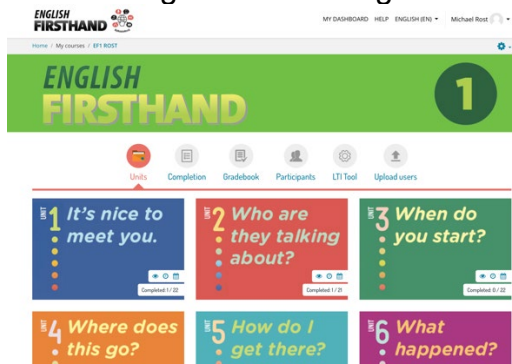
## Using English Firsthand in an on-demand curriculum

Thom Rawson  
Nagasaki International University

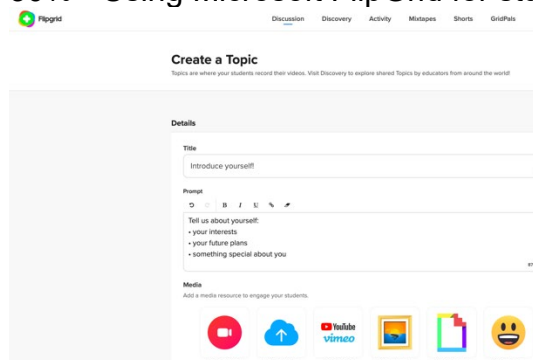


Here at Nagasaki International University, we've been developing an on-demand curriculum this fall for English Exercises classes for first-year students. The curriculum consists of the following components based on the [English Firsthand series](#):

30% - Assignments on English Firsthand MyMobileWorld



## 30% - Using Microsoft FlipGrid for student practice videos from English Firsthand



FlipGrid

Discussion Discovery Activity Metages Shorts GridPals

### Create a Topic

Topics are where your students record their videos. Visit Discovery to explore shared Topics by educators from around the world.

**Details**

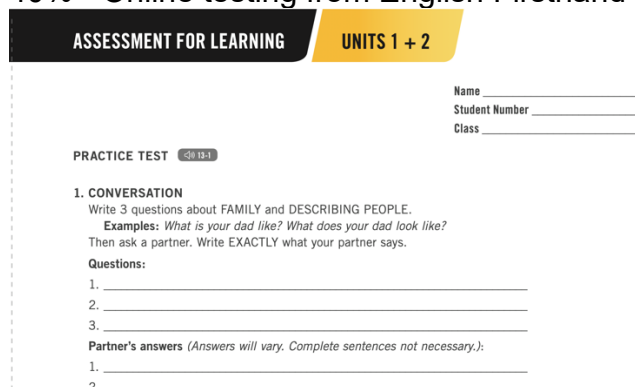
**Title**  
Introduce yourself!

**Prompt**  
Tell us about yourself:  
- your interests  
- your future plans  
- something special about you

**Media**  
Add a media resource to engage your students.

Record a Video Upload a Video Add a Video Upload an Image Add a Flipgrid Add an Emoji

## 40% - Online testing from English Firsthand practice tests & FlipGrid videos



ASSESSMENT FOR LEARNING

UNITS 1 + 2

Name \_\_\_\_\_  
Student Number \_\_\_\_\_  
Class \_\_\_\_\_

**PRACTICE TEST** GO 10-1

**1. CONVERSATION**  
Write 3 questions about FAMILY and DESCRIBING PEOPLE.  
**Examples:** *What is your dad like? What does your dad look like?*  
Then ask a partner. Write EXACTLY what your partner says.

**Questions:**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**Partner's answers** (*Answers will vary. Complete sentences not necessary.*):

1. \_\_\_\_\_  
2. \_\_\_\_\_

Basically, these English Exercises classes are focused on English listening and speaking. While asking students to do listening online is fairly straightforward, we didn't have an effective way of getting students to practice the different speaking activities available in the textbook. My colleagues and I came up with a plan to make students create FlipGrid videos using contents from each particular unit (Here's a [sample tutorial](#) for teachers on how to use FlipGrid).

Our curriculum works like this:

Each unit is broken into two classes. In the first class, we cover the vocabulary from the unit and the listening activity.

## Class 1

**you.**

**VOCABULARY BUILDING** Personal Information

**1 TARGET WORDS**  
Look at the pictures. Write the occupations, hobbies, and interests. How many more can you think of?

**OCCUPATIONS**

- cashier
- construction worker
- doctor
- office assistant
- sales representative
- software engineer
- teacher
- server

**HOBBIES AND INTERESTS**

- cook
- do volunteer work
- go dancing
- play sports

**LISTENING** Where are you from?

**1 LISTENING FOR GENERAL INFORMATION: RE**  
Listen. Students are meeting at the university. Are they meeting for the first time? Circle YES or NO.

1. Kai Marissa YES / NO

2. HeeJun

3. Scott Olga YES / NO

4. Anna

**2 LISTENING FOR SPECIFIC INFORMATION: COUNTRIES**  
Listen again. Where are they from? Write the name above the country. T

The end of the class has the students create a FlipGrid video which either asks questions or makes statements using the grammar points from the unit.

In the second class, we review the vocabulary, then cover the language check and the real stories activities. Finally, the FlipGrid assignment has students respond to the videos made in the previous week. Students either answer the questions from their classmates or respond to the statements made by their classmates in 5 or more response videos.

## Class 2



### LANGUAGE CHECK

#### Personal Questions

#### 1 GRAMMAR MODEL + Using simple present: Questions and answers

*Grammar Explanation, page 125*

Compare these questions and answers. The verb tenses are different. Does the verb tense change the meaning? How?

Where do you come from?	I come from Chicago. / I'm from London.
Where did you come from?	Today I came from Chicago.
What do you do?	I work in an office.
What are you doing?	I'm cleaning my room.
Do you live in Korea?	Yes, I do.
Are you living in Korea?	Yes, I'm living in Korea now. But I'll return to Japan soon.

#### 2 GRAMMAR CHECK: PERSONAL QUESTIONS (16 points total)

Unscramble the words to make questions. (8 points) Then match them with questions a-l. (8 point)

- |   |  |
|---|--|
| 1. teacher a you are<br>are you a teacher ? ( f ) | 6. dad your do what does<br>? ( )      |
| 2. know him do you how<br>? ( )                   | 7. from do come this area you<br>? ( ) |
| 3. hometown your what's<br>? ( )                  | 8. she city does in work the<br>? ( )  |
| 4. in what you in<br>? ( )                        | 9. together again you not are<br>? ( ) |



### REAL STORIES

#### My Introduction

#### 1 LIAM'S STORY

Read Liam's story. Guess the missing words.

I've been in Japan for only one month. Already, I have given about a million self-introductions! In Japan, people love "jiko-shukai" because it's the first step in building good relationships with a group of people. Most people follow the formula: name, hometown, past and reasons for coming to Japan. Some include a hobby. I was nervous to start with, but now I'm really relaxed with my Japanese. Well, I've done it so many times! Here it is:

"Hi, I'm Liam and I'm from Melbourne, in Australia. I'm studying Asian studies at the University of Melbourne. Coming to Japan is something special for me. I've always wanted to come here. I like reciting haiku and doing karate. Not at the same time of course! In fact, I'm a black belt in karate, so I'm looking forward to fighting in Japan. Any challengers later? That's it. Nice to meet you all."

Complete the sentences. Use these words. There are 2 extra.

million  
goals  
step

self-introduction  
new  
experiences

same  
times  
story

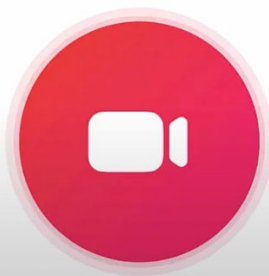
Japan  
related  
joke



Flipgrid

### 1 Response

0 views · 0 comments · 0.0 hours of engagement



Record a Response

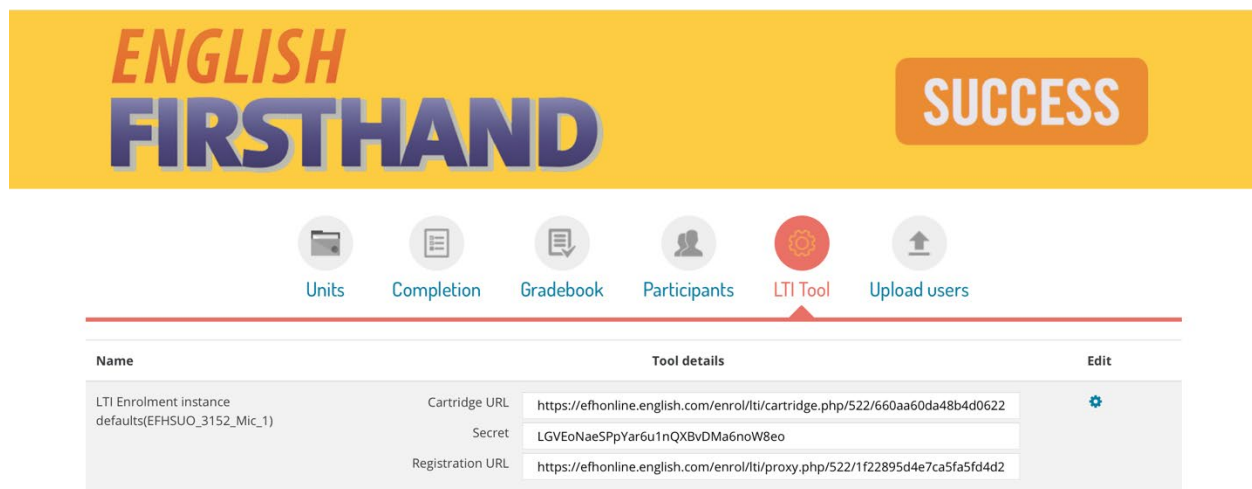


Stacey R

My intro video

0

We connected MyMobileWorld to our university's Moodle site using the LTI option. It works very seamlessly.



Each class is linked with a corresponding MyMobileWorld course.



These courses are pre-configured with only the relevant activities showing : in our case that is activities for Units 7 to 12 (units 1~6 are hidden using the eye icon) and open and close dates configured to align with our semester schedule. The activities within each pair of units (ie. unit 7&8) roll open when that section is covered and all the activities for the pair of units close one week after the unit test is given. The pairs of units correspond to the two units that are put together for each practice test in the back of each of the books. In the fall, we teach the 2nd 1/2 of the textbooks -- so pair units are Unit 7&8, Unit 9&10, and Unit 11&12.

All the instructions for these lessons are made using on-demand videos.

[Here](#) is a sample introduction video link for a class.

The videos explain clearly in both English and Japanese what steps the students need to take for each part of the lesson. We even have guidance for completing the corresponding MyMobileWorld activities with breaks in the video lectures to allow students time to do the activities. By watching the set of videos for each week, we can "track" the attendance of the students using the Moodle "[completion tracking](#)" system.

When students view a video, it marks the video as viewed (no, we can't prove they watched the entire video). Once the first video is viewed, the second video opens, and so on. The FlipGrid activities don't open until the last video for each week is viewed.

To support students' learning, we open a live online conference room (using Moodle's [BigBlueButton](#)) where students can go during the scheduled class time to get assistance if they need it. Most of the students seem OK with the on-demand video guidance, but we have had a few technical inquiries.

So far, it has been very successful in most of our classes -- we are running this in 9 different classes with three English Firsthand textbooks depending on the level. Our advanced students use EF1, our standard students use EFS, and our basic level students (very low-level groups) are using EFA. There is a good uptake on the MyMobileWorld activities in the advanced levels and standard levels. However, in the low-level classes, about half of the students are struggling primarily because a lot of them failed to purchase the textbook and cannot access MyMobileWorld. We've worked hard to address this problem, but it is a systemic one that has nothing to do with being on-demand. This is typical even in our live classes, though, so it isn't something related to being online vs. being live.

\*If you want to use MyMobileWorld, please make sure your students get **Student Book with MyMobileWorld**. [Here](#) is component information about English Firsthand.