2.3.3 Employing Information and Communication Technologies (ICT)

Activities

Activity 1: How do you usually use ICT?

Question 1.1

Watch the video "What is the SAMR Model?". You can find the link in the "Supplementary Materials" part of this Section.

- What thoughts come to your mind regarding the integration of technology in your teaching practice?

Write your views in the text box below.

Question 1.2

Why do you currently use the Internet and ICT applications in your teaching practice? From the list below, tick the statements that may apply to your case.

☐ a) to motivate my learners.

☐ b) to show them how native speakers use English in real life situations.

☐ c) to show them how English is used in real life situations by everyone, even by non-native speakers.

☐ d) to help them develop their reading skills (e.g., through websites).

☐ e) to help them develop their writing skills (e.g., through tools that enable co-editing documents).

☐ f) to help them develop their listening skills (e.g., by watching videos).

☐ g) to help them develop their speaking skills (e.g., by talking to other people).

☐ h) to guide them towards autonomous learning

☐ i) to widen their opportunities in practicing English as a Lingua Franca.

☐ j) to elicit higher order thinking while learning English.

☐ k) to develop both their linguistic and digital skills.

☐ l) to show them how English as a Lingua Franca is essential in intercultural communication and in the digital world exchanges.

Activity 2: Criteria and kinds of online activities

This Activity aims at helping you explore the criteria based on which we usually select online videos in our classrooms and the kinds of ELT activities we could employ based on those videos.

Question 2.1

We usually select videos based on criteria such as: a) authenticity, b) relevance; c) level of difficulty; d) practicality.

Read the statements below. Can you match them with the criterion each of them refers to? Put a tick in the appropriate box.

	Authenticity	Relevance	Level of difficulty	Practicality
a) The extent to which the language of the video is comprehensible to the learners.				
b) The extent to which the learners may find the topic of the video interesting enough.				
c) The extent to which the video illustrates communication as it may occur in real life contexts.				
d) The extent to which access to the video is easy enough.				
e) The extent to which the video shows features of the language as employed in real life (e.g. pauses, fillers like hm, em)				
f) The extent to which the video pertains to the learners' language needs.				
g) The extent to which the sound of the video is of high quality.				

Question 2.2

Read the text below which refers to the kinds of ELT activities we usually employ (or even design ourselves) in our classrooms based on online videos, as well as on the purposes of those activities. Complete the blank spaces using the words in the box.

> feedback   marking   playlist   channel   share
> voice-over   subscribe   guides   discussion   portfolio

Various kinds of activities can be employed in English language teaching depending on what exactly we want our learners to achieve or what competences or skills we want them to develop. For instance, a teacher could:

1. Ask the students to create 'About Me' videos and _____ them with the class.
2. Create a _____ of videos which could be used in lessons.
3. Encourage the students to _____ to relevant online channels or playlists.
4. Showcase student work by creating a course _____, for instance, on YouTube.
5. Use TED talk videos (or other videos) as a focus for _____ on various topics related to the topics of the lessons.
6. Ask students to screencast their presentation with a _____, instead of a face-to-face presentation.
7. Create "how-to" _____ to introduce new concepts.
8. Produce videos summarizing the assessment methods and the criteria for _____ the students' assignments.
9. Create a video to give students _____ on their assignments and performance in class (this could be a screencast with voice over).
10. Ask students to reflect on this feedback in a video they create themselves and embed that video in their digital _____.

Activity 3: Using Flipgrid

Explore the Flipgrid tool. You can find the link in the "Supplementary Materials" part of this Section.

- Record a brief introduction of yourself if you want. How did you find that experience?
- Would you ever use Flipgrid in your classroom? Why or why not? If yes, how would you do it?

Write your views in the text box below.

Answers

Activity 2: Criteria and kinds of online activities

Question 2.1

a) The extent to which the language of the video is comprehensible to the learners. → Level of difficulty,
b) The extent to which the learners may find the topic of the video interesting enough. → Relevance,
c) The extent to which the video illustrates communication as it may occur in real life contexts. → Authenticity,
d) The extent to which access to the video is easy enough. → Practicality,
e) The extent to which the video shows features of the language as employed in real life (e.g. pauses, fillers like hm, em) → Authenticity,
f) The extent to which the video pertains to the learners' language needs. → Relevance,
g) The extent to which the sound of the video is of high quality. → Practicality

Question 2.2

1. Ask the students to create 'About Me' videos and [share] them with the class.
2. Create a [playlist] of videos which could be used in lessons.
3. Encourage the students to [subscribe] to relevant online channels or playlists.
4. Showcase student work by creating a course [channel], for instance, on YouTube.
5. Use TED talk videos (or other videos) as a focus for [discussion] on various topics related to the topics of the lessons.
6. Ask students to screencast their presentation with a [voice-over], instead of a face-to-face presentation.
7. Create "how-to" [guides] to introduce new concepts.
8. Produce videos summarizing the assessment methods and the criteria for [marking] the students' assignments.
9. Create a video to give students [feedback] on their assignments and performance in class (this could be a screencast with voice over).
10. Ask students to reflect on this feedback in a video they create themselves and embed that video in their digital [portfolio].