

2.3.3 Employing Information and Communication Technologies

Transcript

Slide 1

Welcome to employing ICT section of the ENRICH project. We are going to deal with the use of digital tools in ELT focusing on intercultural communication and the enhancement of an ELF perspective.

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In this section you will learn about:

- why and how to use ICT in ELT in an ELF perspective
- students' different approaches connected to media
- ICT available tools, the rationale for using them and the selection criteria
- the role of ICT tools to arouse students' awareness of the new role of English in a globalized world

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In particular, we are going to discuss:

- Why ICT and ELF are connected
- The use of YouTube videos and where to find resources
- Flipgrid, a social learning platform
- Spark, digital storytelling tool
- The TeCoLa Project, virtual reality in ELT in an ELF-aware perspective
- Games in language learning
- eTwinning, the community of schools in Europe

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Students today have different ways of learning and we cannot avoid taking into consideration **how they think and communicate out of school**. Moreover, it is important for us to make them aware of the role of ELF in the globalized world, supporting media education for equity and tolerance. New media are revolutionising the learning and teaching of languages in a number of ways:

- The Internet provides access to authentic material and examples of foreign and other languages.
- Smartphones, Skype and E-mail enable learners to have direct contact with others all around the world.
- Social media promote immediate connectivity and comment on what is happening in the world.

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If you haven't already done so, click the link under the video to do **Activity 1**.

This Activity asked you to watch the video "What Is the SAMR Model?" and reflect on your ways of integrating technology in your teaching practice.

E.g. to motivate learners; show them how native / non-native speakers use English for intercultural communication; help them develop their language, digital, higher-order thinking skills...

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The globalized world, the spreading of English as a medium of communication and the diffusion of technology in any field of daily life are strictly interwoven. ICT widen students' opportunities to communicate both for personal and professional reasons. Their communication is mostly in English, English mostly spoken by non native speakers, **English as a Lingua Franca**.

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The following statistics show how the users of internet have increased enormously and most of them are non-native speakers and use English as a Lingua Franca. So it is necessary to guide our students to be part of this global community and be able to communicate successfully. You will now find some suggestions on how to realize meaningful ELT activities in an ELF aware perspective. But before that, let's reflect on the use of videos with Activity 2.

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Stop the video and let's go on to **Activity 2** about the use of videos. Click on the link under the video to carry out this simple and game-like activity. Answer the questions with the matching activity and the drag and drop.

- 1) Based on what **criteria** do we usually select online videos in our classrooms?
- 2) What **kind** of ELT activities do we usually employ based on online videos? What is the **purpose** of those activities?

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Welcome back. After you have completed the activity, in which I have shared some hints on how to use Youtube videos, here you can find **selection criteria** for online materials we often employ such as:

Relevance: depending on factors such as the learners' needs, interests, age...

Level of difficulty: depending on factors such as their proficiency level, comprehensibility...

Practicality: depending on factors such as easy access, availability of transcription...

Authenticity: depending on factors such as illustration of real-life communication, incl. NNSs

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Under the video in Moodle you will find some playlists, where to select resources for your ELF aware lesson plans. are the most effective tools to allow autonomous learning as they can be stopped, viewed and listened to again, as videos are often used in the ELT classrooms.:

Videos can be used by you but you can also ask your students to create their own videos. They offer authentic examples of everyday English used by people.

By creating context for these short videos, students can be helped to explore a world of online English learning possibilities. Videos can be used in an ELT classroom for teaching vocabulary, accents, pronunciation.

TED videos have a playlists completely dedicated to refugees who speak about their experiences, but many more are available on this website.

You may also find interesting videos and podcasts in the website of the centre for intercultural communication, where people from all over the world share their experience and offer useful materials.

If you want to create quizzes on videos or ask your students to create one, you can use playposit, a tool that allows teachers to upload any video and ask simple question, as you can see in the example.

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YouTube is always a great source of videos! You could even ask your learners to create a video of their own and upload it there using the studio Youtube tool.

In the Section "Useful videos" of Moodle, you will also find several videos, including videos illustrating real-life communication in ELF.

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The first interactive social tool and scenario I am suggesting is **Flipgrid**. Flipgrid is a social learning platform where educators can ask learners a question, and the students can respond to the teachers and to each other using a video, creating a "web" of discussion. A list of video capsules appears in a line and any student can add his/her response just entering with a code (either with a computer or a tablet or a mobile) by clicking on the green button and start recording.

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Here is an example of how Flipgrid is used to have a web discussion among teachers, all non-native speakers. Some teachers are introducing themselves and discussing on the validity of this tool in an **intercultural context** to enhance students' ELF awareness.

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Click the link under the video to do **Activity 3** and share your views in the forum.

Click on the link under the video ("Flipgrid: Record yourself") to record your 3 minutes introduction of yourself if you want. You will meet your colleagues and try out the tool. Share the link of your Flipgrid presentation in the Forum. 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?

Remember: Use Chrome browser and your Google account to register to Flipgrid. Once inside, click on the green button and record your 3-minute video introducing yourself

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Welcome back.

Digital storytelling has an important role in collaboration among students both in simple communication or in documenting the steps and the process of a project. Adobe Spark is very simple and can be used by students to create either pages or videos, starting from simple ice-breaking activities or exchange of different cultural experiences.

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Learning through **games** has been highlighted as very profitable both for lower and higher order thinking acquisition. Researchers underline the importance of emotional involvement for language learning as well. The games I am showing here as examples, Minecraft and Fortnite, are used by younger or older learners to communicate among people of different countries while playing, using English as a Lingua Franca.

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Recent research in ELT in an ELF perspective has exploited virtual reality environments to motivate students, engaging them in telecollaboration.

Tecola is an Erasmus project involving various European universities, in particular German ones, in which the focus is on pedagogical differentiation through telecollaboration and gaming for intercultural and content integrated language teaching.

Virtual world interaction, video communication, and gamification are deployed to support online pedagogical exchanges between secondary school students throughout Europe, who will be using English as a Lingua Franca.

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In this virtual world you can find several small islands, each focusing on one or more aspects of language education.

The islands on the TeCoLa Virtual World are:

- Welcome - The island where all users start. Here they can find information on how to go to other islands, how to set the voice system. There are shops with clothing and educational tools, a sandbox to build and some games to play.
- Arcadia - This island offers users to learn the basic steps on working and navigating in a virtual world. Also, some games can be played to practise better navigation. Have a look at the video about this island.

As far as English is concerned, students will enter Chatterdale, The English language village, where they will start interactive and collaborative task activities.

If you want to participate or you want to know more about it, go to Tecola project website.

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A great opportunity for intercultural collaboration and international communication in an ELF perspective is **eTwinning**, -an online community where teachers of all Europe and beyond can meet colleagues, exchange ideas and practices, attend free training opportunities and carry out collaborative projects at distance in a safe environment – Collaboration in a **multicultural context** where **English is used as a Lingua Franca**.

The first step is to register to the online platform <https://www.etwinning.net>

eTwinning aims at:

- developing pedagogical innovation by integrating ICT in traditional teaching methods, fostering project-based learning, cross-curricular collaboration and student-centered learning.
- Enhancing teacher education and professional development offering many online and onsite professional development opportunities (Learning Events /Webinars, PDW, Multilateral Seminars) and peer learning in groups and projects.
- European dimension Strengthening the feeling of European Citizenship in young generations and fostering school internationalization.

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This is an example of a project “Does the Earth have borders? Migration and human rights” in which students are guided to have a deeper insight on current developments in Europe.

They collaborated in the project in order to create a shared knowledge, using English as a Lingua Franca to communicate and mediate and better understand one another.

They were assigned several tasks useful to create meaningful interaction and communication in intercultural contexts.

For example students in international teams had to create folders with articles, videos, materials from their country on the topic assigned. Then each group had to work on another country's folder and create articles for the shared e-magazine; they discussed together by videoconference.

The link provided guides you to the twin space with all activities

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The second project I am showing you is similar to a fairy tale or a role play game. Its title is "Imagine... Together for the world" and it was a prize winner project involving two schools from Italy and Greece. Let's imagine that a king of a castle has to decide whether to allow a hundred people enter his kingdom. He appoints counsellors from the two groups who have to accomplish some tasks to form an opinion on the issue.

One of these tasks deals with cultural stereotypes and students were asked first to read a book "Zootopia" and then they created a collaborative quiz with another tool, Kahoot .

Here you can watch a video in which the students played the game during a video conference session. <http://bit.ly/2VQaKlk>

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I hope the ICT section may have been inspiring and useful for you, please ask questions, perform the tasks required or add comments in the forum.