

Enriching English Language Learning through ICT



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The title slide features the text "Workshop Objectives" in a large, white, sans-serif font. The text is centered and overlaid on a dark, horizontal rectangular background. Behind the text, there is a faint, glowing image of a large, yellow, oval-shaped object, possibly a light or a balloon, with several smaller, similar objects in the background, creating a sense of depth and focus.

Workshop Objectives

- To identify and share effective ways to use technology to enhance English Language learning
- To build the confidence of teachers to tap into technology
- To foster the design of quality lessons that utilise technology

Considerations

Global skills required for the 21st century workforce:

- Critical thinking
- Problem solving
- Innovation
- Collaboration
- Creativity
- Connectivism through technology

Global citizens



'21st Century education integrates technologies, engaging pupils in ways not previously possible, creating new learning and teaching possibilities, enhancing achievement and extending interactions with local and global communities' MCEETYA.

Considerations

Quality learning enables pupils to:

- Engage
- Examine and explore
- Enrich and extend
- Create and construct
- Apply
- Communicate and share
- Reflect and evaluate

Global citizens



The Research

- *“Technology can become an obstacle to learning, especially when a pupil is first exposed to a new and/or novel technology. The pupil may become too focused on the technology and neglect the need for developing creative ideas” (Mohler).*
- *“Technology is best seen as another tool in the repertoire available to learners and teachers for expression and communication” (Andrews et al., 2006)*
- [http://cunningham.acer.edu.au/dbtw-wpd/textbase/NSWIT/NSW Digest 1 0 9.html#Availability](http://cunningham.acer.edu.au/dbtw-wpd/textbase/NSWIT/NSW_Digest_1_0_9.html#Availability)



ICT & Learning

“Teach both Legacy and Future. If we’re smart, we’ll give our kids their heads to use all their technology and passion to learn, as we steer them in positive directions and truly enjoy the ride” Marc Prensky, 2008.



Why ICT in English?

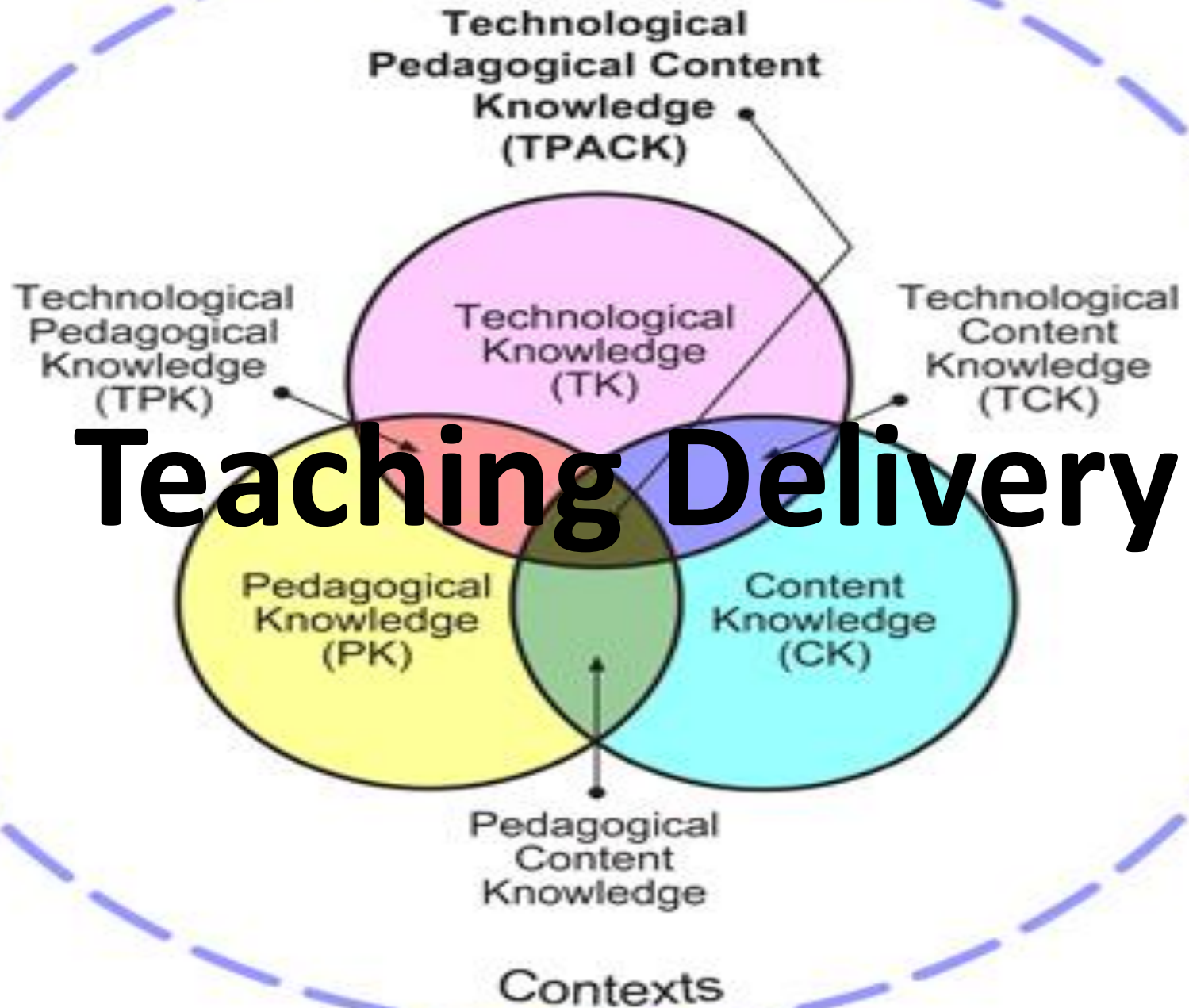
- A significant, creative and engaging learning tool
- Inquiring
- Ethics
- Communicating
- Creating
- Collaborating
- Reflecting



Learning first; technology as a tool!

- What do the pupils need to learn?
- Why does it matter?
- What do they already know?
- What do I want the pupils to do or produce to demonstrate their learning and understanding?
- How will they get there?
- How can technology be a powerful tool?
- How well do I expect them to do it?

Teaching Delivery



Teaching Delivery

- Describe how you feel about technology to enhance language learning by using a simile.
- Do you use technology in the classroom to deliver the learning, and if so, how?
- Do your pupils use technology in the classroom, and if so, how?

Teaching Tools

- Engagement is critical to pupil motivation during the learning process. Stimulating visuals have the potential to engage your pupils.
- Visuals promote a student's ability to organise and process information (McKendrick & Bowden, 1999), and challenge students to think on levels that require higher order thinking skills (Smith & Blankinship, 2000). Learning objects.
- Create learning objects that can be re-used and adapted.
- Use YouTube clips and movie trailers to introduce concepts and new topics.
- Podcasts or audio texts of poetry, plays and prose enable pupils to hear the artistry!
- Insert word enables you to provide strategic feedforward.



Teaching Tools & Activities

- Power point or slideshows to introduce concepts
- Smart Note Book
- Wikis:
<http://davinci9english.wikispaces.com/>
- Edmodo: <http://www.edmodo.com/home>
- Wordpress:
<http://karenygr.wordpress.com/2010/06/18/hsc-paper-2-presentations/>

Winds whipping up fresh snow, chilly winds sending shivers down your spine and the adrenaline rush as fly like a bullet down the mountain. As you reach the bottom you stare back up at the massive peak which you just descended in under a minute. As you stare back up at the mountain, the snow covering the cap of the mountain floats in the air and drifts back down earth like sparkling rain. As it hits the ground it is absorbed into the shining white layer that covers the rock beneath.

The chair lift sways as it climbs the majestic peak; your breath making larger clouds as the temperature becomes colder. Dismounting the chairlift, the view takes your breath away. The base is crowded

Comment [P1]: Not needed

Comment [P2]: Replace or delete

Comment [P3]: Replace with another adjective – too clichéd.

Comment [P4]: Replace – vary sentence beginnings

Comment [P5]: Effective use of sibilance

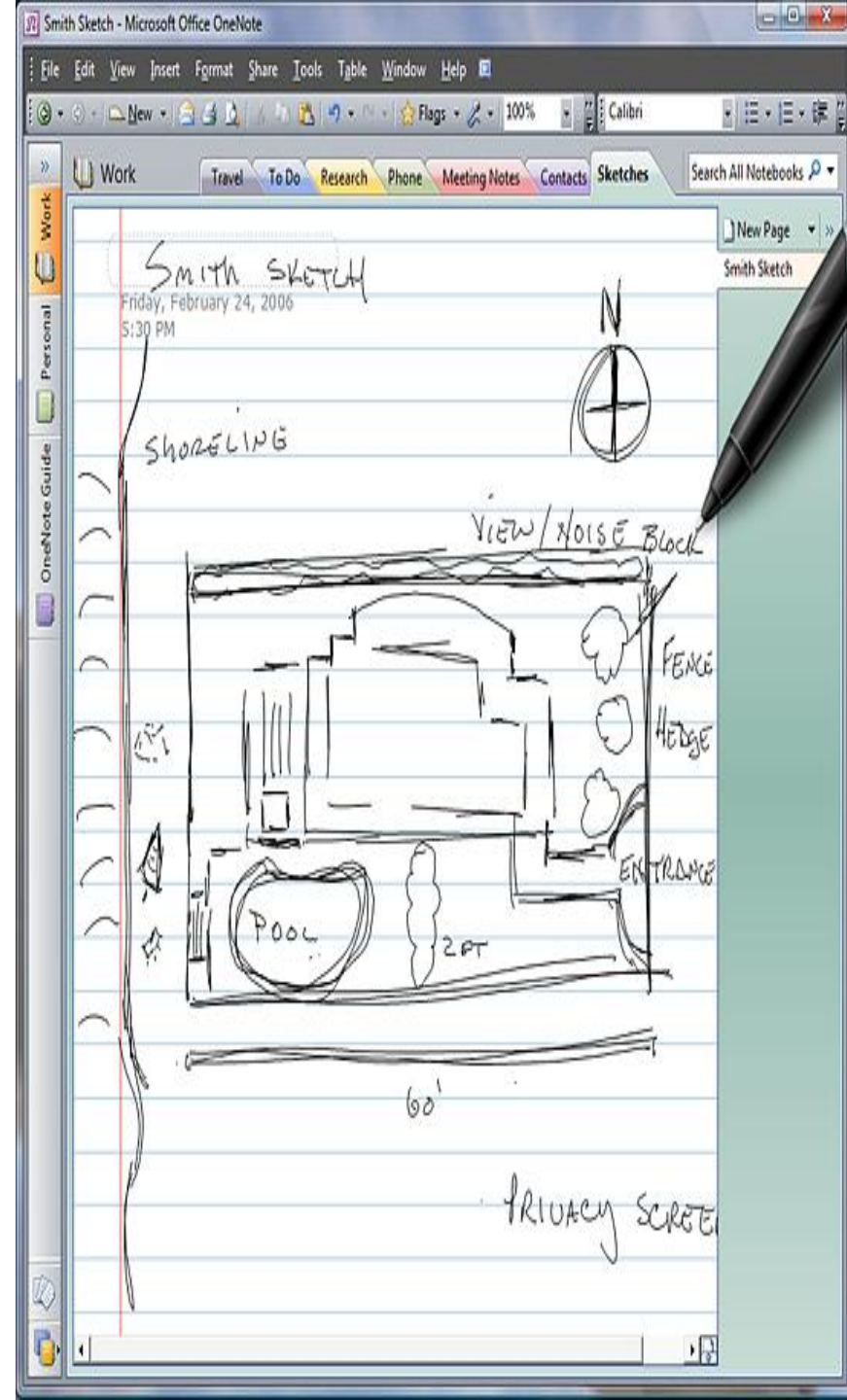
Comment [P6]: Fabulous

Teaching Tools & Activities

- **Prezis:** <http://prezi.com/>
- **Textual intervention:** Insert comments and track changes
- Podcasts or Vodcasts: Flip learning – Kahn Academy - <http://www.khanacademy.org/>
- <http://www.wordlearner.com/print.php> - crosswords, word searches...
- **Games:** <http://www.playkidsgames.com/>
- <http://www.toolsforeducators.com/> - fabulous online tools to develop English Language lessons

OneNote

- **Office OneNote 2007:** gather and organise text, pictures, digital handwriting, audio and video recordings, and more — all in one digital notebook
- Develop and track a unit of work:
 - a unit overview
 - individual lesson plans and lists of lesson resources
 - embedded resource files, worksheets and assessment tasks
 - links to internet and other resources
 - records of pupil assessments
 - Share work and peer mark



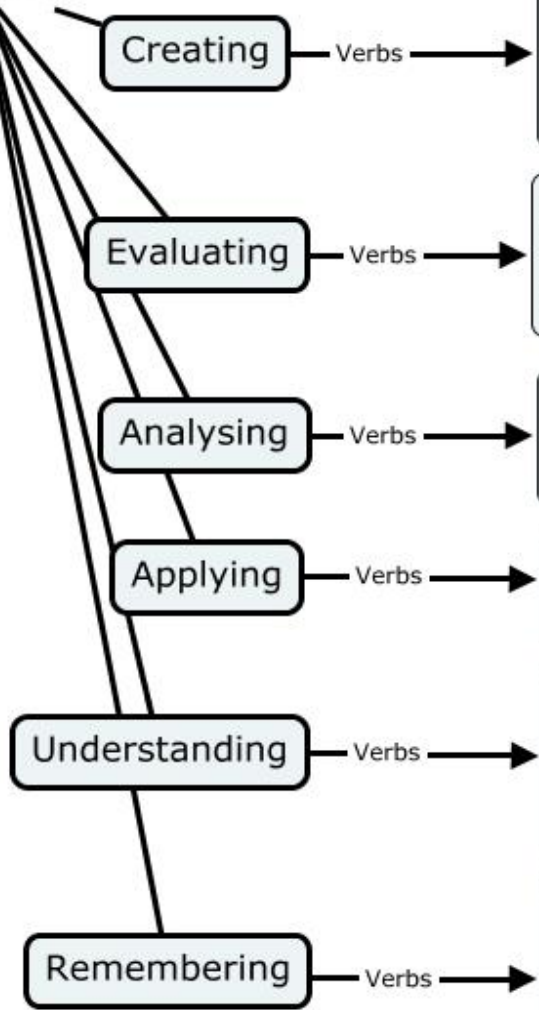
Creating and Producing

- Differentiate assessment
- Pupil choice
- Medium of production
- Fosters creativity and risk taking
- Collaboration
- Evaluation



Bloom's Digital Taxonomy

Key Terms



Creating

Verbs

Designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating

Verbs

Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring, blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing

Verbs

Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating, mashing, linking, validating, reverse engineering, cracking, media clipping

Applying

Verbs

Implementing, carrying out, using, executing, running, loading, playing operating, hacking, uploading, sharing, editing

Understanding

Verbs

Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, categorising, tagging, commenting, annotating subscribing.

Remembering

Verbs

Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding, bullet pointing, highlighting bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

HOTS Higher Order Thinking Skills

LOTS Lower Order Thinking Skills

- COMMUNICATION SPECTRUM**
- Collaborating
 - Moderating
 - Negotiating
 - Debating
 - Commenting
 - Net meeting
 - Skyping
 - video conferencing
 - Reviewing
 - Questioning
 - Replying
 - Posting & Blogging
 - Networking
 - Contributing
 - Chatting
 - e-mailing
 - Twittering/Microblogging
 - Instant messaging
 - Texting

Writing and Representing

- To develop in pupils writing and representing skills, learner strategies, attitudes and behaviour, teachers will:
- encourage pupils to practise their writing and representing skills to create sustained texts
- expose pupils to the use of language in a variety of print and non-print sources
- develop pupils' critical thinking, imagination and enjoyment of writing and representing, by helping them observe and process the different ways in which language is used in a variety of print and non-print sources to convey meaning and affect readers' thoughts and feelings.
- help pupils grow creatively and gain expertise as writers by encouraging them to experience the process of producing a variety of written and multimodal texts for creative, personal, academic and functional purposes.
- conference with pupils individually or in small groups to guide the idea generation, selection, development, organisation and revision processes of writing and representing.
- encourage pupils, where appropriate, to use a range of technologies the demands of global communication.

ICT and Writing

- **Confidence:** The ideas and getting started
- **Inspiration:** Images, ideas, models and exemplars
- **Planning:** Graphic organisers to shape the ideas
- **Craft to artistry:** The writing process
- **Vocabulary:** Sophistication and originality
- **Refinement:** Self, peer and teacher editing
- **Collaboration and Reflection:** Joint constructions, self-evaluation and critical reflection



Confidence

- **Build your wild self:**
<http://www.buildyourwildself.com/> - create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki:** <http://www.voki.com/> - create an avatar for a blog story or pupils can play with the crafting of a character. The pupils can add setting, clothing and even record their character's voice.
- **The Hero's Journey:**
<http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.
- **Create an Online Story:**
<http://storybird.com/create/>



Planning

- Graphic organisers
- A word cloud to brainstorm ideas using:
 - **Wordle:**
<http://www.wordle.net/>
 - **Taxedo:**
<http://www.tagxedo.com/>



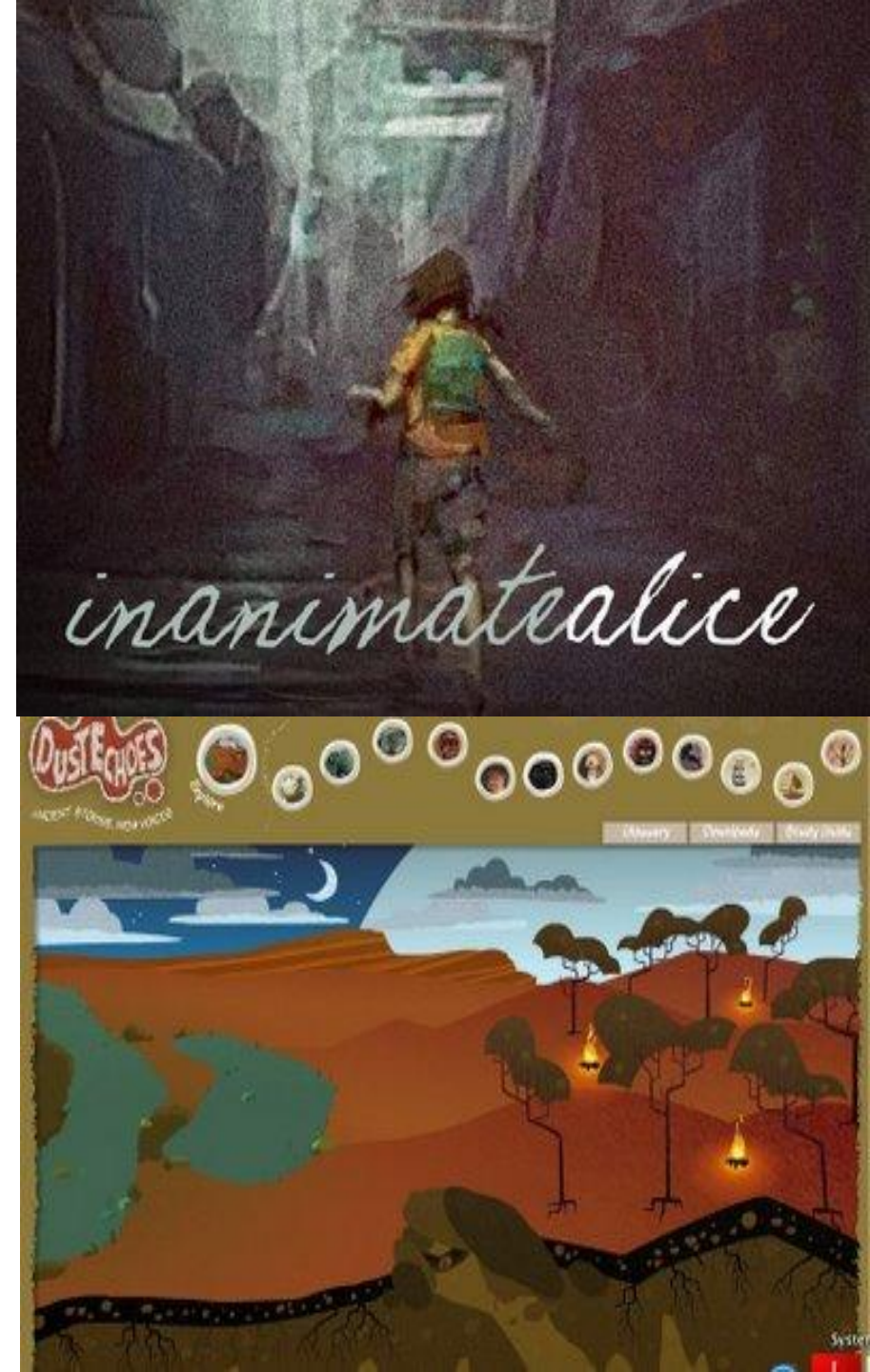
Inspiration

- Listening precedes speaking and reading precedes writing.
- Audio books, podcasts
- Extracts:
<http://www.randomhouse.co.uk/vintage/offthepage/extracts.htm>
- <http://www.myplace.edu.au/default.asp>
- Asia Education:
<http://www.asiaeducation.edu.au/default.asp>



Inspiration

- **Inanimate Alice:**
<http://www.inanimatealice.com/> - tells the story of Alice, a young girl growing up in the first half of the 21st century in China
- **Dust Echoes:**
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **State Library of Victoria: Mirror of the World: Books and Ideas:**
<http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- <http://www.magickeys.com/books/>: A plethora of multimedia stories for all ages.



Imagery

- Focus on imagery through visual images or film clips
- Video clips from Youtube or films: the trailers of films or a short clip from **Australian Screen or Film Australia**: can be used to stimulate writing - Australian Screen: film clips: <http://aso.gov.au/titles/alpha/A/>



Inspiration

- [The Raven](#)
- http://www.youtube.com/watch?v=ILmjvmsExNQ&feature=player_embedded#!
- [The Tell Tale Heart](#)
- [Vancouver Film School](#)
- [Movie Trailers](#)







Dialogue

- **GoAnimate:**
<http://goanimate.com/>
- **Make Beliefs Comix:**
<http://www.makebeliefscomix.com/>
- **Pixton Comics:**
<http://www.pixton.com/uk/home>
- **Toondoo:**
<http://www.toondoo.com/Home.toon>
- **Superhero:**
http://superherosquad.marvel.com/create_your_own_comic
- **Xtranormal:**
<http://www.xtranormal.com/>



Grammar

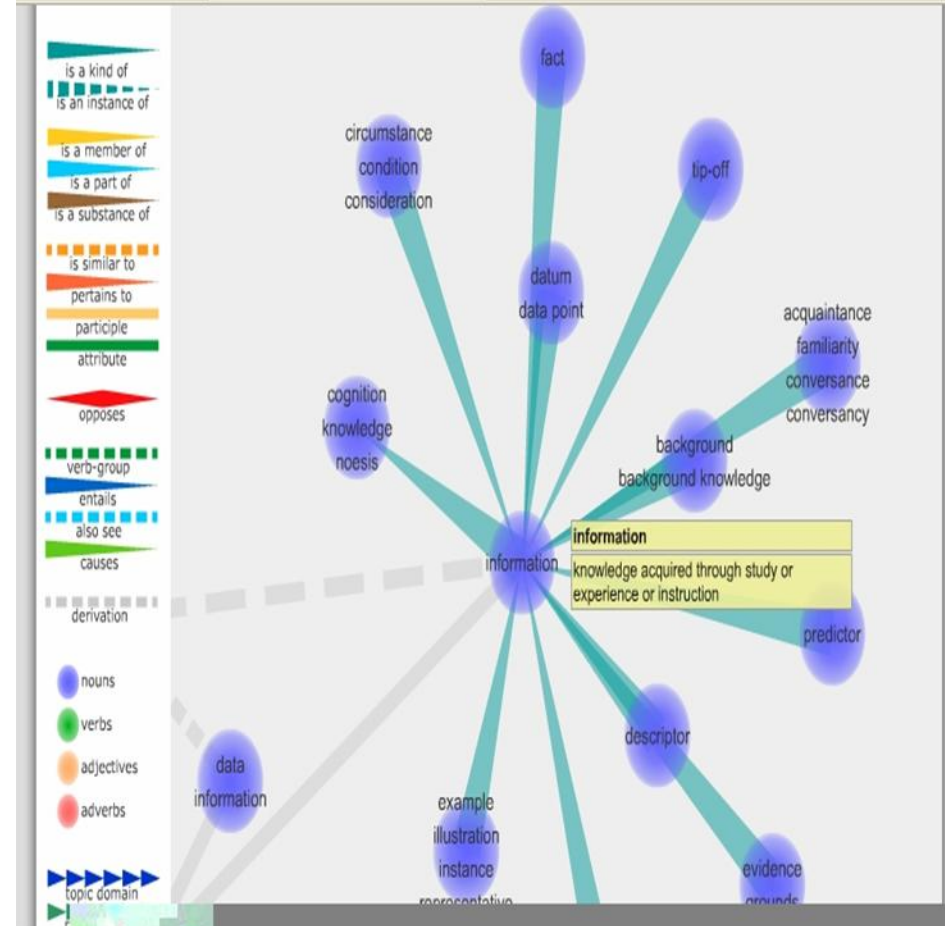
- **Grammar Skills:**
<http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Ninja:**
<http://www.kwarp.com/portfolio/grammarninja.html>
- **Grammar Monster:**
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**
<http://www.cyberggrammar.co.uk/index.php>



“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”

Vocabulary

- **Visuword:**
<http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.
- **History of the English language:**
http://www.bbc.co.uk/history/british/launch_tl_ages_english.shtml



Refinement

- Spell check
- Practice does make perfect
- Insert comment
- Recording work and *really* listening noting the sound and the meaning
- Posting to a class wiki or blog for peer editing



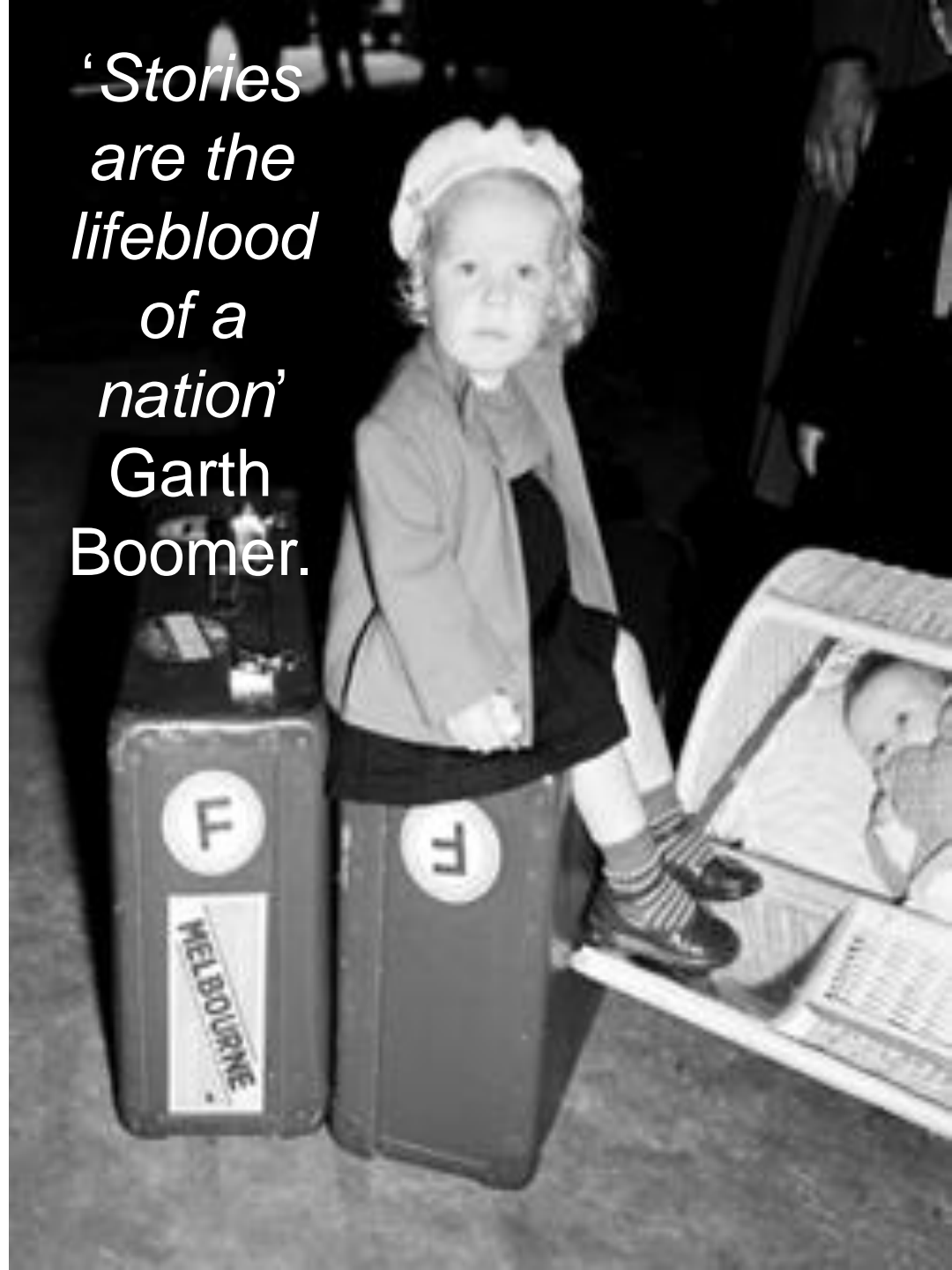
Multimodal Digital Texts

- *“Multimedia sonnets from the people”* (Daniel Meadows).
- Focus on language and visual literacy!
- Immerses pupils in the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditory, gestural, or spatial modes.
- Multimodality captures the multifaceted and holistic nature of human expression and perception, while linguistics alone does not embrace the full richness of semiotics (Kress, 2000).

Digital Texts

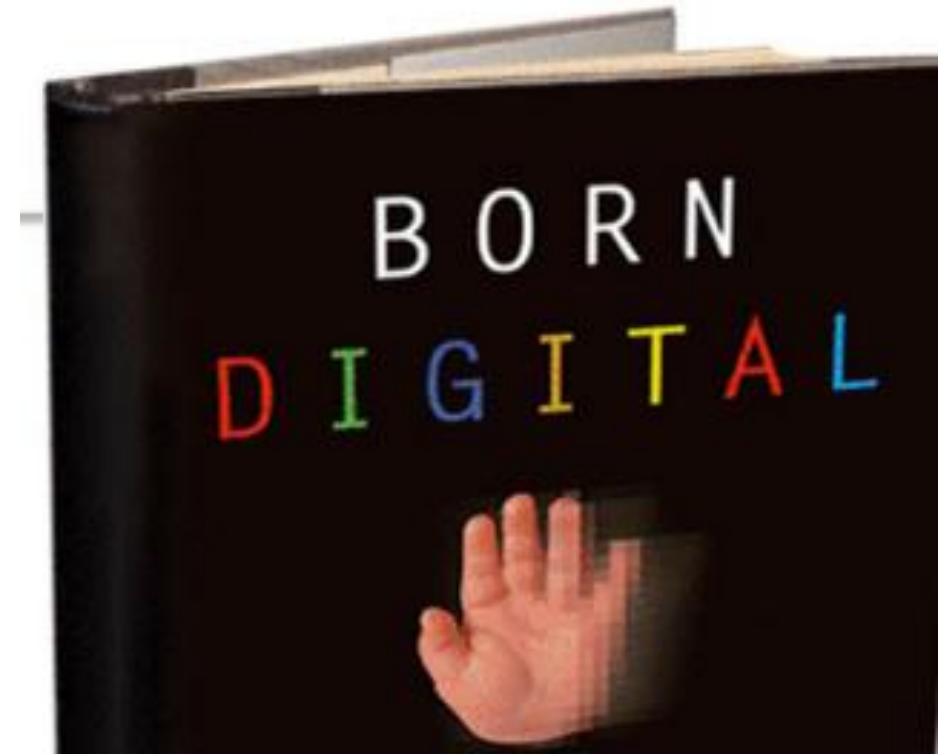
- A digital timeline
- [A narrative](#)
- A life-story
- Local hero
- Creative non-fiction
- E-postcards
- A character's blog or Facebook
- A persuasive podcast
- [Choose your own adventure](#)
- Alternative perspectives
- A soundscape
- A digital poem
- A news report
- A travel tale: Google Earth

*'Stories
are the
lifeblood
of a
nation'*
Garth
Boomer.



The Steps

- Pupils create a folder
- Craft the text – word limit!
- Find or shoot the images that enhance the text or film the text.
- Record reading of text on MP3 or microphone
- Download any sounds or music or video clips
- Use Garage Band or Audacity to layer music and voiceover



The Steps

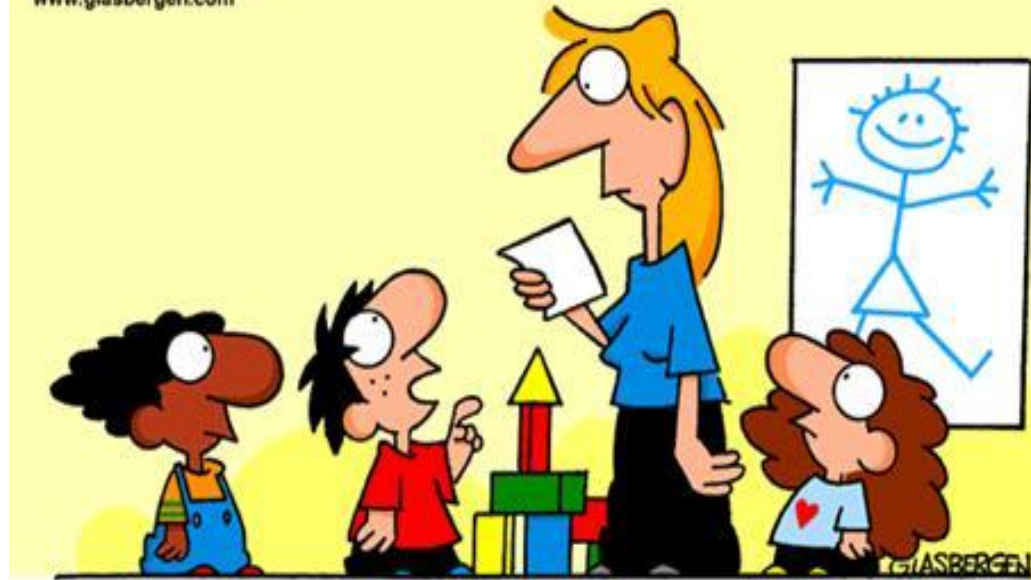
- The micro-story: 30 – 50 words
- Extreme close-up on the word and then the sentence!
- Focus on imagery and the verbs
- 25 letter alphabet
- Focus on structure: subverting the narrative structure



The Steps

- Pupils use a storyboard to plan story, transitions and effects
- <http://celtx.com/>: easy to use free software that has outstanding storyboard models and scaffolds for pupils

© 1999 Randy Glasbergen.
www.glasbergen.com



"My name was David, but that sounded old fashioned. So I shortened it to DVD!"



"Mommy, can I go to Timmy's website and play?"

The Steps

- Pupils can use any of the following:
 - MovieMaker
 - Final Cut Pro
 - Photostory
 - Adobe Premiere
 - Power Point
 - Word
 - Blogs or wikis



Digital Text Sites

- <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml>
- <http://www.digi-tales.org/>
- <http://www.photobus.co.uk/index.php?id=2>
- <http://www.changinglives.com.au/2008/04/abrar-autumn-and-i.html>
- <http://www.dipity.com/> - Digital timeline

Representation

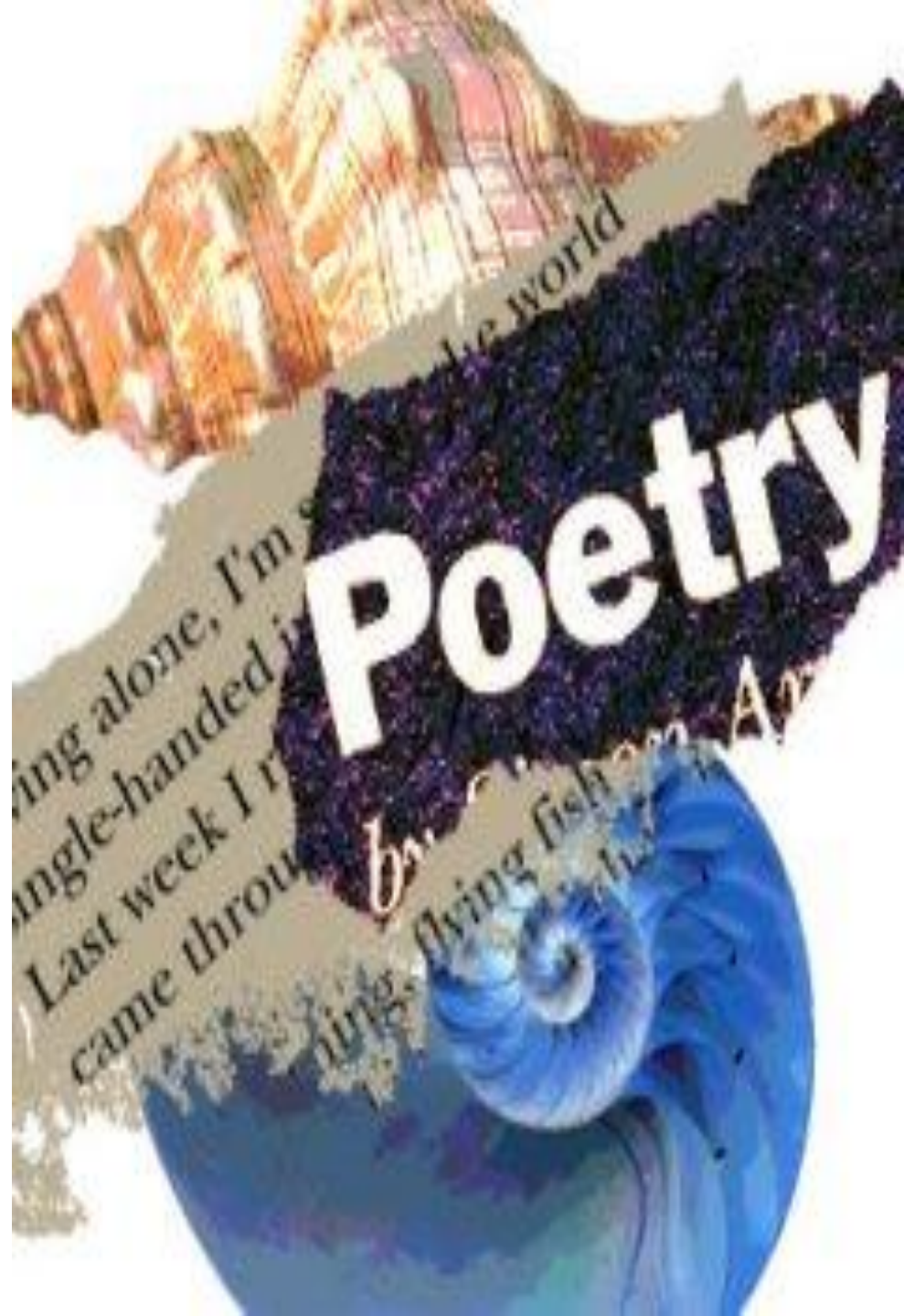
- **Curio box** for a character in power point or Photostory
<http://www.pbs.org/shakespeare/#>
- **Playing with Photos:**
<http://photofunia.com/>
- **Museum Box:**
<http://museumbox.e2bn.org/>





Poetry

- Found poems created in word - "paw through popular culture like sculptors on trash heaps"
- [Digital poems](#) with images
- Podcast poets
- **Instant poetry:**
<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>: Pupils can create poetry at this site.

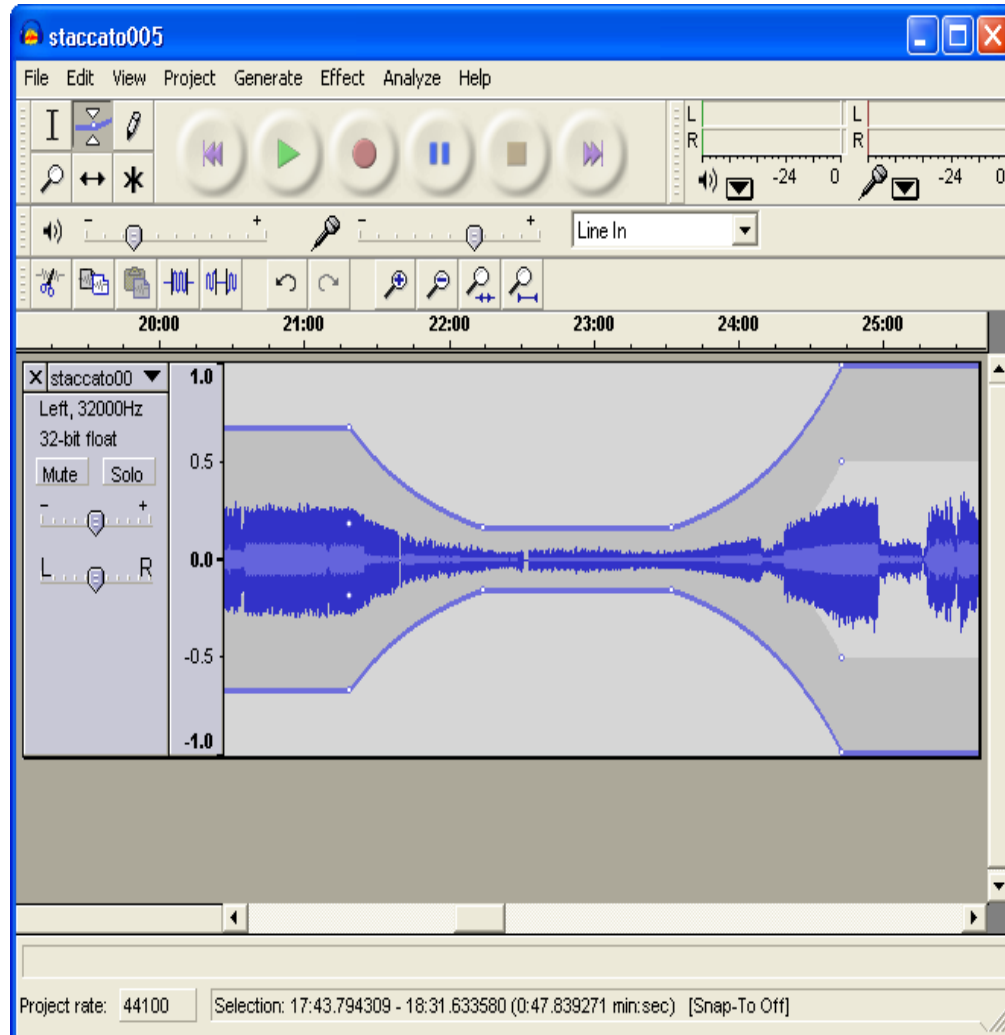


Speaking and Representing

- To develop in pupils the skills, learner strategies, attitudes and behaviour for effective listening and viewing, teachers will:
- guide pupils in constructing meaning from a variety of spoken, audio and visual
- texts, beginning with the perception and recognition of sounds and words in context.
- help pupils develop active listening and viewing skills, that is, to listen for details and listen for the gist, make inferences, make predictions and listen selectively
- scaffold and model the learning of critical listening and viewing skills through
- provide opportunities for pupils to listen to and view a variety of spoken, audio and visual texts

Speaking

- Podcasts: <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>
- Oral tales
- Interviews
- Speeches
- Advertisements
- Performance poetry
- Raps
- News/Weather presentations



Speaking & Listening

- Severn Suzuki's speech delivered at UN Earth Summit 1992 focusing on the ideas and the purpose of the speech:

<http://www.youtube.com/watch?v=uZsDliXzyAY>

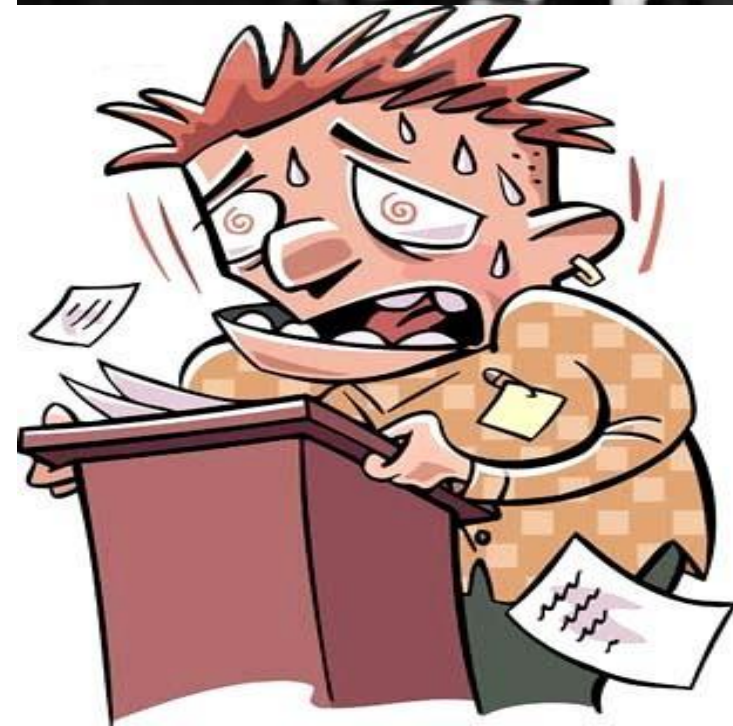
- The Green's television advertisement election campaign:
<http://www.youtube.com/watch?v=2gQVnIKDoOA>

- EDF Energy Advertisements:
<http://www.youtube.com/watch?v=Xx3Y5RV9YR4&feature=related> ;
<http://www.youtube.com/watch?v=z7JMBa6h7Eo&feature=related>



Speaking and Listening

- **Poetica:**
<http://www.abc.net.au/rn/poetica/default.htm> Poetry Podcasts from the ABC: Pupil can be inspired by the poetry that is read!
- **Martin Luther King – Extract from ‘I have a Dream’:**
<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>
- <http://www.americanrhetoric.com/>




Exposition

- What? Where? When? Why? How?
- Graphic organisers
- Persuasion 101:
<http://prezi.com/62290/>: An introduction to persuasion
- Persuasion map:
<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>
- Online persuasion map:
http://www.readwritethink.org/files/resources/interactives/persuasion_map/
- Essay Map:
<http://www.readwritethink.org/materials/essaymap/>

Name _____ Date _____

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.



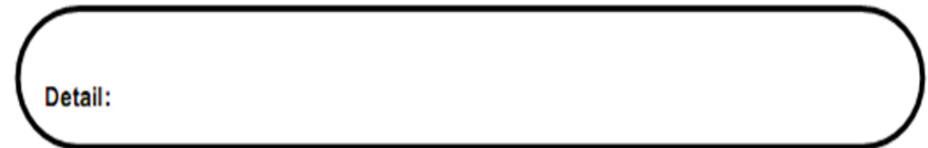
Topic:



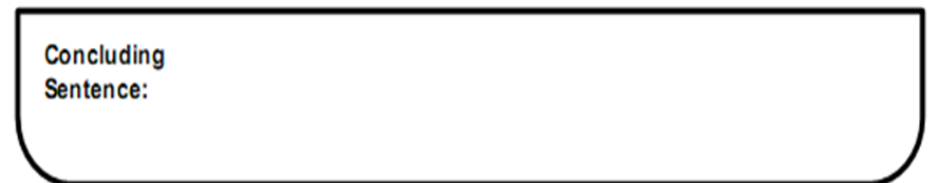
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Detail:



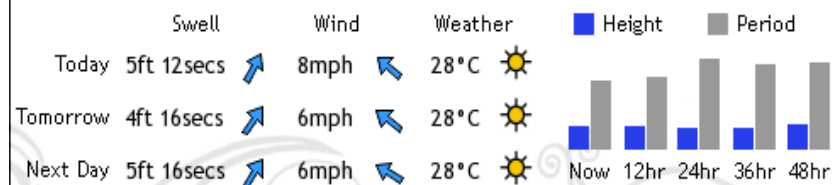
Concluding Sentence:

Exposition

- 60 second presentation on a burning issue or 20-word blog post
- **Websites such as:**
 - Surfaid:
<http://schools.surfaidinternational.org/>
 - Rhetoric:
<http://www.putlearningfirst.com/language/20rhet/20rhet.html>
 - Amnesty International:
<http://www.amnesty.org.au/refugees/>
 - Protest poetry and songs:
http://www.ppu.org.uk/learn/poetry/poetry_against.html



Uluwatu Surf Forecast - 2pm 29th Apr CIT



FULL 8 DAY FORECAST

LOCAL SWELL CHARTS

MAGICSEAWEED.COM

Stimulating Texts



My room is large, and has big dirty windows;
the winter sky is low and grey.

>>

Poetry

- <http://www.abc.net.au/rn/poetica/features/pod/> or <http://www.poetryarchive.org/poetryarchive/home.do>: Poets reading
- **Instant poetry:** <http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>: pupils can create poetry at this site.
- **Sonnet Central:** <http://www.sonnets.org/> - access to hundreds of sonnets and recordings too inspire writing.
- **Readings of Shakespeare's Sonnets:** http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html
- <http://www.poetryfoundation.org/>



Shakespeare

- <http://shakespeare.palomar.edu/educational.htm>
- <http://www.folger.edu/eduLesPlanArch.cfm>
- Readings of Shakespeare's Sonnets:
http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html
- <http://www.shakespeares-globe.org/>
- Virtual Tour of the Globe:
http://aspirations.english.cam.ac.uk/converse/enrich/globe_picker.html
- <http://virtualmacbeth.wikispaces.com/>:
<http://www.youtube.com/watch?v=8QNxe2gePEQ>



Using Images



Learning Objects

- Pupils creating objects to teach others:
 - Quizzes in ***Captivate or Presenter***
 - Cartoons in <http://goanimate.com/>
 - Summaries, research in ***OneNote***
 - Mind maps in ***Freemind***
 - Presentations in ***Prezi***:
<http://prezi.com/>
 - Podcasts in ***Audacity*** or ***Soundbooth***
 - **Museum Box**:
<http://museumbox.e2bn.org/>
 - **Webquests**:
<http://www.schools.ash.org.au/paa2/>



Inquiry through ICT

- Check URL
- Skimming
- Sifting
- Synthesising
- Sourcing
- Webquests:
<http://www.huffenglish.com/webquests/frankenstein/Home.html>



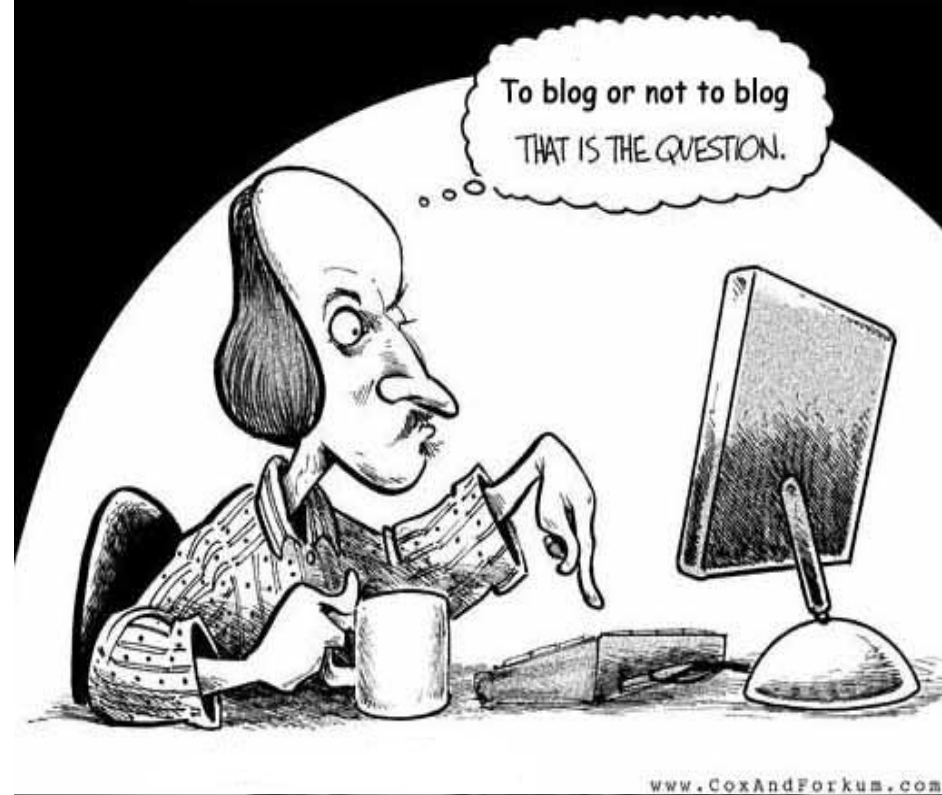
Project-based learning

- **Concept:** Resonance
- **Question:** Why do people continue to reject Shakespeare's plays?
- The tools:
 - Online survey: <http://www.zoomerang.com/>
 - Vox pops
 - Blog
 - Internet
- **The Product:** Wiki, Blog, Voicethread, short film, podcast...



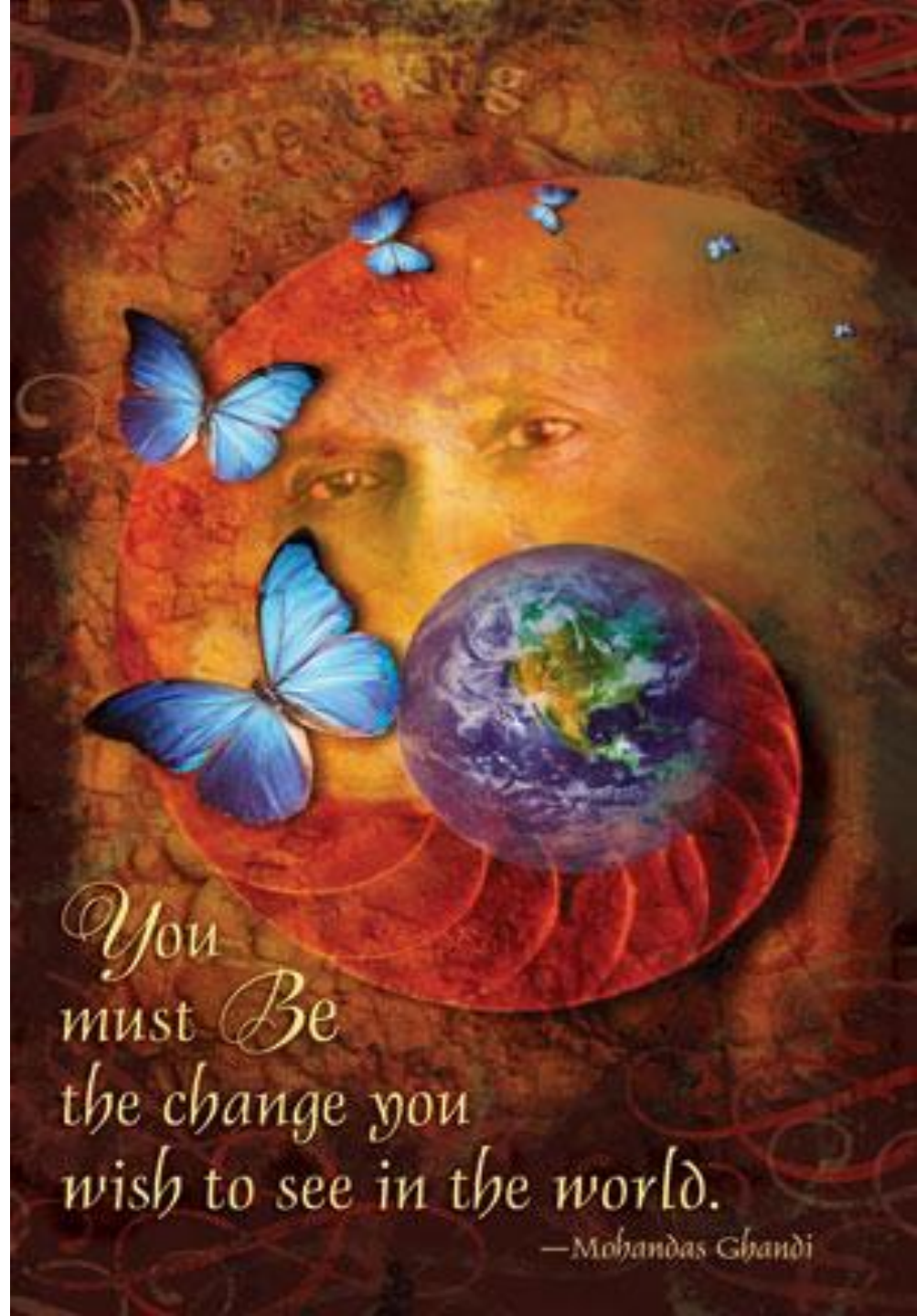
Sharing

- Blogs:
<http://karenygr.wordpress.com/2010/05/15/2009-feedback-from-the-marking-centre-imaginative-response/>
- Wikis:
<http://connectivity2011.wikispaces.com/>
- Voicethread:
<http://voicethread.com/>
- Wiki book clubs
- Prezi: <http://prezi.com/>



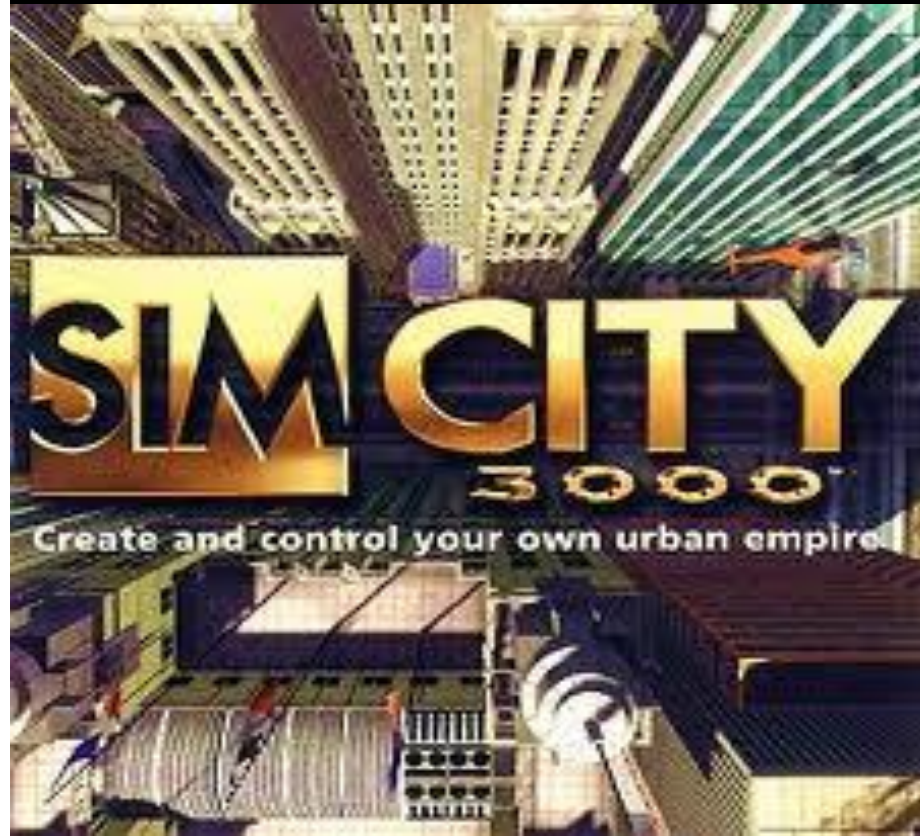
Great Web20 Resources

- **Cooltoolsforschools Wiki:**
<http://cooltoolsforschools.wikispaces.com/?responseToken=08d40fc592f425e0609f7b90a024fde22>
- <http://www.learningplace.com.au/deliver/content.asp?pid=33292>



Exciting Opportunities

- iPhones
- Gaming: *Sim City*, *Second Life*, *Mine Craft*
- **Visual Search Engine:**
<http://www.yometa.com/>
- iPads:
<http://www.eschoolnews.com/2011/01/07/10-of-the-best-apps-for-education/> and
<http://www.technologybitsbytesnibbles.info/archives/4707>
- <http://unswict.wikispaces.com/>



Group Activities



Over to you...

Activity 1:

- Select an English Language lesson that you could model for teachers.
- Develop a learning object or teaching tool for this lesson using one of the ICT ideas that have been shared.
- This can be done in small groups.

Over to you...

Activity 2:

- Work in a small team to create an engaging learning sequence and assessment task focused on either:
 - Listening and viewing
 - Speaking and representing
 - Writing and representing
 - Reading and viewing
 - Grammar
 - Vocabulary
- The team can use the proforma provided.

Programming with ICT

- **Topic:** Through my Window: Writing about my world
- **Concept:** Inspiration: How drawing upon your world and your experiences leads to the development of effective and engaging writing.
- **Key Question:** How do I use my place and my experiences to create narrative writing that enables others to see and imagine my world?
- **Secondary Outcomes:**
 - **L04:** Develop, organise and express ideas coherently and cohesively in writing and representing for a variety of purposes, audiences, contexts and cultures.
 - **L05:** Review, revise, proofread and edit to improve writing and representation
 - **L06:** Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone.

Programming with ICT

■ Key Ideas:

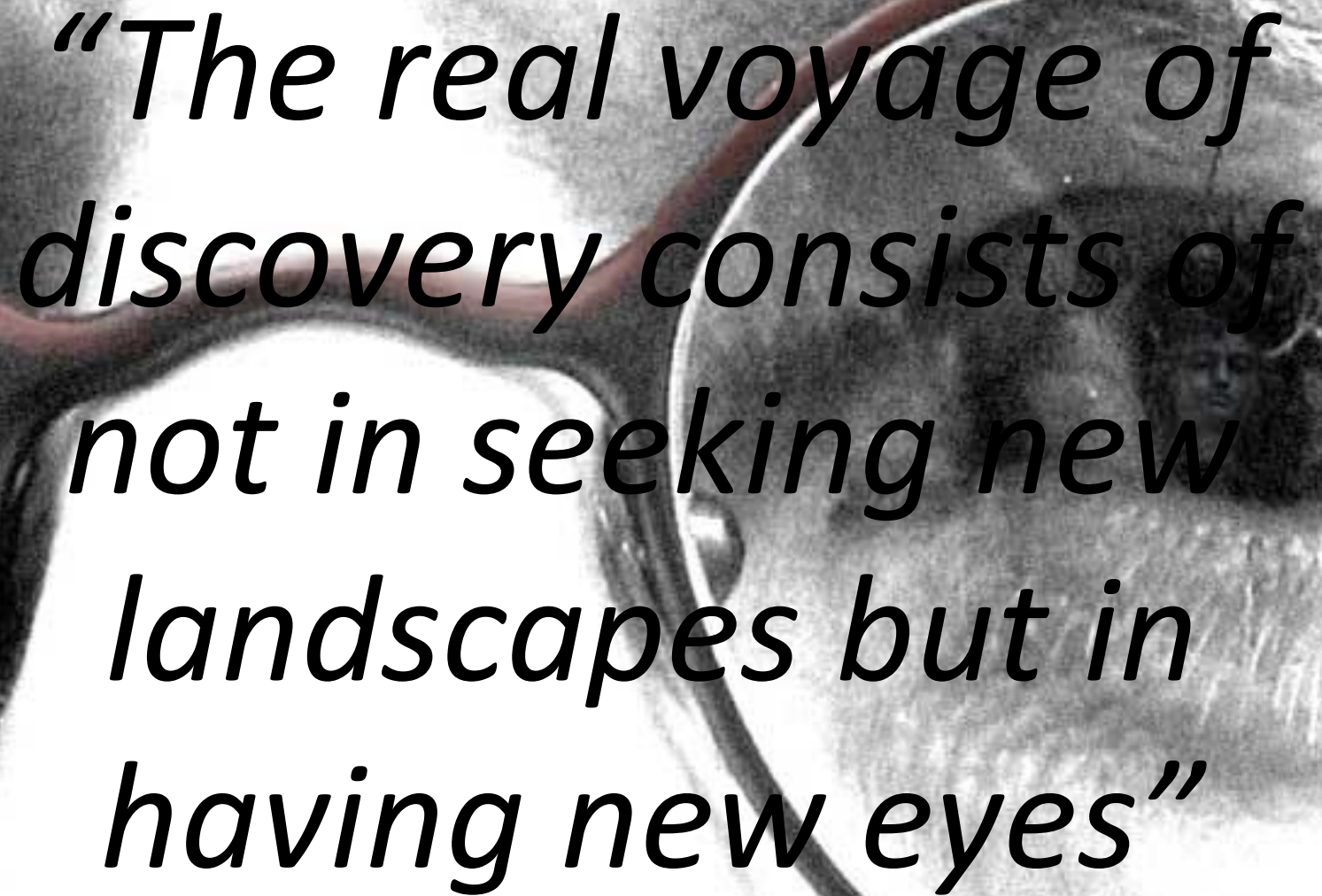
1. How effective writers are inspired by the world around them.
2. The power of imagery and figurative devices in writing to engage and move the reader –
“Words are like ants...nothing can penetrate into the cracks and gaps of life as thoroughly or as fast as words can” (Orhan Pamuk).
3. How the structure of a narrative can enhance the quality of a narrative.
4. The importance of self and peer editing.

Programming with ICT

- **Lesson activities and Assessment *for* Learning:**
 - Pupils taking photographs and video clips of their world
 - Stimuli: Images, extracts, poetry and film clips
 - Visuword to improve vocabulary
 - Grammar activities on verbs, adjectives and syntax.
Homework: Grammar Monster
- **A4L:**
 - ❖ Class wiki or blog to share haikus, flash fiction and sentences of the day.
 - ❖ Online comic to practise dialogue and writing.
 - ❖ Drafts uploaded to class wiki or blog for peer feedback.

Programming with ICT

- **Assessment Task:** Digital narrative 'Through my Window' using any medium of production, such as:
 - Flash animation
 - Computer game
 - Cartoon
 - Power point
 - Slide show or Short film
 - Prezi
 - Glogster
 - Podcast
 - Use your imagination!

A pair of glasses with a dark frame is shown. The right lens is prominent and reflects a bright, hazy landscape, possibly a beach or a field under a bright sky. The text is overlaid on the image, centered and slightly to the right.

*“The real voyage of
discovery consists of
not in seeking new
landscapes but in
having new eyes”*

(Marcel Proust)