# How do we integrate digital tools?

## Panel discussion handout

## Idea 1: How can students use AI with short films?

### by Agnieszka Burzyńska

Below are six ideas for using short films in class. The six activities can be used separately or together to create a full lesson sequence with the film. The short film I used was **The Gnome - Award-winning 1-minute horror film** https://www.youtube.com/watch?v=cKOvLmUItHw :

### Activity 1: Key-word prediction

Teacher gives students three key words connected with the film they are going to watch. Students, judging by the words, try to predict what the film is about.

### Activity 2: Event ordering

Teacher shows a few still frames from the film. Students try to predict the order of the events.

### Activity 3: Using AI to create still frames

Students choose one of the still frames from the film and create the description prompt for an AI tool such as https://www.bing.com/images/create or https://openai.com/index/dall-e-2/ .They edit the description until AI creates an image that is very similar to the original one.

### Activity 4: Using AI to create a story

Students create a prompt for an AI (e.g. ChatGPT https://chatgpt.com/ or Gemini https://gemini.google.com/ ) to create a short story based on the key words and the still photos from the film. Then, the whole class watches the film (finally!).

**Activity 5: Create audio description for the visually impaired with AI**

Students are introduced to the idea of audio description, the commentary that describes body language and movement and which is used to help the visually impaired access films (find out more: https://www.youtube.com/watch?v=i_GrYOruY7w *What is audio description? RNIB*). With the teacher students decide on language that is typical for this. Students prepare a description of the video and then ask an AI such as ChatGPT/Gemini to give them an audio description. Then, they decide if the generated audio description matches the film.

# Idea 2: Tips for virtual speaking clubs

## by Nour Al-Huda

After much experience running an online English-speaking club for young adults and adults from various cultures and with various L1s, I have come up with three tips to help you in your speaking club classes.

### Tip 1: Talk about abstract concepts through real-life examples

On our club's closed Facebook group, we set up events to talk about certain topic on certain dates in a chat room (read more about messenger rooms here: https://www.facebook.com/community/whats-new/messenger-rooms-groups-events/ ). If we want to talk about social dynamics, for example, instead of just talking about this generically, we simplify them by asking a question like *What is a toxic person?*. Another example is that instead of titling the chat *Let's talk about well-being!*, instead, we ask *What is the definition of success?* and we invite everyone to share their thoughts.

### Tip 2: Invite special guests - experts in their fields

This can give a different focus to an online speaking club meeting and give a real reason for listening. Some topics that worked well for me include *Navigating overlapping identities*, *The art of self-management*, and *How to stop learning a language*. Experts in their field were invited to talk to the learners. Our special guest for the latter was a language expert talking to us about self-perfectionism and how we tend to want to learn everything perfectly and the danger of *I will learn this language till I'm very good at it*. As the special guest is speaking, our audience takes notes, then the special guest invites them to share their ideas, and they ask questions.

### Tip 3: Use ChatGPT to create role-plays

Pair work can be very successful in the online speaking club. Three main steps to creating an engaging lesson with the help of an AI (e.g. ChatGPT https://chatgpt.com/ or Gemini https://gemini.google.com/ ) are:
**Step 1: Choose the topic** – you could use speaking topics from standardised exams
**Step 2: Find a list of suitable vocabulary related to the topic** – you could ask an AI to help

**Step 3: Prompt ChatGPT to help you form useful role-play cards** as follows: https://chatgpt.com/share/d19a666b-999c-4825-87f9-6f8ba628b724

# Idea 3: How can I use *Padlet* in class?

## by Mary Rose Banaag Soriano

One digital tool I use often is Padlet https://padlet.com/. It's an easy-to-use online blog. Learn about it here: What is Padlet? https://www.youtube.com/watch?v=pLdZJAc3bGQ Here are two of my favourite activities to do on Padlet. You can use a limited amount of Padlet walls for free.

### Activity 1: Use the Story Spine framework

The story spine framework is a narrative structure that helps in crafting cohesive and engaging stories. This framework is often used to help learners structure stories. Write the following 7 sentence starters on Padlet and let learners write and share their stories digitally.

- *Once upon a time... (Establishes the setting and characters)*
- *Every day... (Describes the routine or status quo)*
- *But one day... (Introduces the inciting incident or change)*
- *Because of that... (Shows the consequences and actions taken)*
- *Because of that... (Continues the chain of events)*
- *Until finally... (Builds up to the climax or resolution)*
- *And ever since then... (Describes the new normal or ending)*

### Activity 2: Reverse Brainstorming

Reverse brainstorming on Padlet can help teams think outside the box, identify hidden issues, and develop better solutions by considering a problem from a completely different perspective.

Students do each step on Padlet, so all the class can see. Here's how it works:

**Step 1: Define the problem:** On Padlet, clearly state the problem you want to solve.

**Step 2: Reverse the problem:** Formulate a reverse problem statement. For example, if the problem is "How can we improve customer satisfaction?" the reverse problem could be "How can we decrease customer satisfaction?"

**Step 3: Generate reverse solutions**: Brainstorm ideas on how to achieve the reverse problem. Encourage wild and exaggerated ideas.

**Step 4: Identify insights:** Analyze the reverse solutions to identify patterns, potential pitfalls, and areas of weakness.

**Step 5: Reverse again:** Use the insights from the reverse brainstorming session to generate innovative solutions to the original problem.

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Watch a recording of the panel discussion here: https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/multimodal-classrooms-mini-event