



Integrating ICT

Teaching **English**

Author: Lucy Norris

British Council advisers: Kirsteen Donaghy and Zoë Tysoe

How to use this resource

Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

- A Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.
- B Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the [Teaching knowledge database](#) on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.
- C Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.
- D Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Integrating ICT: Introduction

Information and communications technology (ICT), or 'digital' technology, refers to online or internet use, e.g. communicating, creating and sharing information or multimedia texts. Digital media includes websites, electronic (or e-) books, software (like email or anti-virus programmes), audio (like MP3 or podcasts), video, video games, mobile media applications (or apps) and social media.

When we talk about integrating ICT in our teaching, we mean thinking about the best available tools for teaching and learning English. Writing on the board and using pens, pencils, paper and books may be the best tools for the job, but it is clear that digital skills are important for education and employment in the 21st century. This module will help you to learn more about ICT for language teaching and learning. You will develop your digital literacy, and understand why ICT is important.

From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

- 1 Developing effective strategies for locating appropriate digital content**

There are thousands of websites, apps and tools to help you to teach and learn English. It can be difficult to find and choose which of these online spaces are most useful to you and your learners. Developing online search skills and strategies to help you locate digital content when you need it will save you time.
- 2 Evaluating digital content, tools and platforms**

When you find teaching resources online, it is important to understand if they are helpful to you and your learners. Knowing how to evaluate digital content to help you achieve different language learning aims will improve your lesson planning.
- 3 Following guidelines for e-safety**

We need to control the personal information that we give when we use the internet. When we ask our learners to use online content, it is our job as teachers to follow safety rules. E-safety guidelines will help to keep you, your learners and your school safer online.
- 4 Using technology in the production of teaching and learning materials**

Different media can help you make language learning and teaching more engaging for your learners. Teachers and learners can develop language skills by making or using video and audio recordings, or combining text and image and sound. When we use technology to create our own digital content in English, it helps develop our 21st century skills.
- 5 Promoting autonomous learning by exploiting digital content and technologies**

One of the most important skills we all need to develop is learning how to learn in a better way. You can help your students to develop 'learning to learn', and to become more independent learners. Designing digital tasks that link language learning in your classes to learning at home will encourage autonomous, connected learning.
- 6 Promoting collaborative and participatory learning by exploiting online communities, tools and platforms**

English is often used in global, worldwide communication online. You and your learners can practise communicating in English (e.g. reading and writing, speaking and listening, and sharing content) with others, wherever they live. When you encourage your learners to be active by being part of a safe online community, they will develop their language skills.

Throughout all the sections, you are asked to reflect on integrating ICT, identify strengths and weaknesses, and make adjustments as needed.

Integrating ICT: Self-reflection

The table lists the elements that are included in this chapter. Consider what you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find out more about the element and work through some related professional development tasks.

Element	Rating	Pages
1. Developing effective strategies for locating appropriate digital content		4–7
2. Evaluating digital content, tools and platforms		8–11
3. Following guidelines for e-safety		12–15
4. Using technology in the production of teaching and learning materials		16–19
5. Promoting autonomous learning by exploiting digital content and technologies		20–23
6. Promoting collaborative and participatory learning by exploiting online communities, tools and platforms		24–27

Further reading

Albano, L (2015) With or without technology. TeachingEnglish. Available online at: www.teachingenglish.org.uk/blogs/larissa84/larissa-albano-or-without-technology

Dudenev, G (2015) 21st Century Skills & Digital Literacy in Action. TeachingEnglish. Available online at: www.teachingenglish.org.uk/article/gavin-dudenev-21st-century-skills-digital-literacy-action

Hockly, N (2016) *Focus on Learning Technologies*. Oxford: Oxford University Press.

British Council (n.d.) Partner with a school. SchoolsOnline. Available online at: <https://schoolsonline.britishcouncil.org/partner-school>

<https://www.360safe.org.uk>

https://www.educationworld.com/a_sites/sites008.shtml

<https://hundred.org/en/innovations/digital-literacy-for-efl-students>

<https://www.internetmatters.org/schools-esafety/>

<https://www.teachingenglish.org.uk/article/autonomy>

<https://www.thedigitalteacher.com>



Introduction

There are thousands of websites, apps and tools to help you teach and learn English. It can be difficult to find and choose which of these online spaces are most useful to you and your learners. Developing skills and strategies to help you locate digital content, and find it again when you need it, will save you time. Making sure digital content is relevant will help you plan appropriate tasks when you prepare your lessons. Knowing where you can go online to find useful digital content for teaching or learning may help make your lessons more authentic. For example, if you ask learners to look at, listen to or watch online texts, language is used to communicate ideas or tell stories, not just to teach grammar.

Aims

In this section you will:

- read and complete guidelines to help you select useful digital content
- learn to evaluate whether content is suitable and useful for your learners
- locate some digital content to use with your learners
- collaborate with colleagues to develop a menu of useful websites for digital tools/content.

1A

Analyse: Can you advise these teachers?

Sula



In my school, when someone finds a good digital tool, the teachers are excited and enjoy this new idea, but they all use the exact same one! Even though the content, for example, is different, like the team quizzes, the learners get tired of doing the same thing.

Ali



There are so many websites! I start looking for a good page, and soon I am lost! I forget the names, or which webpages I have visited. I don't know where to begin, or how to find the same sites again!

Jie

I feel lost. Trying to find good websites in English is not easy – where to start? Is my language level good enough? Many sites are blocked or not available in our country, but I think reading online in English and using digital skills are important for my learners.



Priya



Neither I nor my learners are allowed to use mobile phones in class, and there aren't any computers! We can't access the internet in school, or at home. So, everyone is talking about digital but it is not really relevant to us.

Magda



I find good apps and digital tools, but they don't work on every smartphone, because the software does not work on all the versions. It is the same with different PCs and laptops. It is a problem because we don't have the same technologies. It's also difficult to share websites easily, so we waste time.

Reflection

- Do you share similar problems to any of these teachers? What problems do you have?
- What advice can you give these teachers?
- What difference does it make if content is digital? How is non-digital content, like texts in books, on boards or posters, different?
- Which of these digital literacies are easier/more difficult for you: finding appropriate digital content; bookmarking content to find it again easily; sharing digital content with your learners; helping learners to locate and use digital content for lessons and homework?

Now read the *Answers and commentary* section on page 28.

1B Think: What do you know?

This activity helps you search for digital content and choose suitable content to interest and help your learners. You will practise doing this in 1C.

Activity

Complete the gaps in the text by writing the missing words.

A learning needs **B** search engine **C** testing **D** guidelines **E** feedback
F input **G** key words **H** bookmarking **I** digital content

Strategies for finding and selecting digital content

The first thing to think about when searching for information online is the search terms or key words you put into a search engine. You need to be clear about what exactly you are searching for. Imagine you want to find some drama activities to motivate your learners to use more spoken English. You use a **1.** _____ and **2.** _____ your key words. You must decide which word combinations will give you the most relevant results: *drama, English, language, teaching, resources*. Put the most important words first; here it is *English language teaching resources* you want (not any *language*, and not *learning*). When you put the **3.** _____ between ' ' i.e. 'English language teaching drama resources' you get websites with words in exactly this order.

It is a good idea to look at the first results page quickly and select up to five websites. Look at the first page of these websites for a minute or so, decide if they look useful and bookmark them.

4. _____ is the way to save webpages so you can find them again. You can click 'add this page' from the 'bookmarks' menu on your tool bar. When you have three to five bookmarks you need to evaluate how well the content meets your teaching needs.

If you are evaluating **5.** _____ for your learners, use the following questions as **6.** _____ for you to select appropriate digital content:

- Is the content suitable for the age/language level/skills of your learners?
- How will the content's language/learning outcomes meet **7.** _____?
- Is the content for teaching (e.g. explaining, presenting) or **8.** _____?
- Is there any progress, achievement tracking or **9.** _____ (with explanations)?
- Is the multimedia meaningful or distracting?
- Is there any differentiation (activities for different levels)?
- Are the activities engaging (e.g. learning by game-playing) or repetitive?
- How long will the activities take?
- Do you have to sign up/log in?
- Is there any advertising?

Now read the *Answers and commentary* section on page 28.

Reflection

- What information is new to you, and what did you know already?
- Which evaluation questions are most/least important to you? Why?
- How do you plan to practise and develop your own skills in this area?

1C

Try: How does it work?

Resources: Some digital content to try out in a lesson, and/or for home learning

Time: One or more lessons over a week (or a month)

Rationale

You will practise searching for and selecting appropriate digital content. The aim is to find content to help you achieve your language teaching objectives, and help your learners to develop language and study skills.

Instructions

- Look at your course materials for a lesson you are going to teach. Decide if the content (e.g. the reading or listening texts) is suitable, and will motivate your learners. Does the language (grammar or vocabulary) come from the reading or listening contexts?
- Do you think you need to add to the lesson? Why? Think about the age and interests of your learners, and how the cultural content relates to their lives. Will they need to find out more about the texts to understand them (e.g. information about places and people, or objects)?
- Follow the advice in 1B. Write down some key words to search (e.g. *teaching past tenses in English*, or *South Africa, apartheid*). Set a timer or stopwatch on your mobile for five minutes. Look at the first page of results and choose three sites that look 'reliable'. Can you see the names of authors, or dates? Is the site not-for-profit, 'open' or commercial (i.e. selling something)? Is the site connected to 'experts'? Find some digital content to look at. Do not spend more than ten minutes. How does the content help you and your learners? Select one piece of digital content to try in a lesson.
- Make notes after the lesson, and ask your learners what they learned from viewing, listening or reading the content you selected.

Reflection

- How did your learners react?
- Did your selection of content change the lesson in any way? How?
- Was the digital content easy to share and access?
- What strategies were most effective when you searched online?
- Prepare to share your answers with colleagues.

1D

Work together: What will help your teaching?

- 1 Share your reflections from 1C, and discuss any questions you have.
- 2 Make a list of useful websites, with descriptions, in different categories.
- 3 Share tips for selecting appropriate digital content for teaching and learning English.
- 4 Create a poster with guidelines and tips for locating useful digital content.



Introduction

When you select digital content, you must decide if it is appropriate, and if it helps you and your learners to achieve lesson aims. Digital content is useful, but we also need to think about digital tools (like flashcards, meme creation or quiz and test tools) and digital platforms. These are online spaces where people can interact, create and share information with each other. For example, people teaching or learning English can visit the British Council's digital platform www.teachingenglish.org.uk to find lesson ideas, download content or participate in webinars. You can also communicate with other teachers around the world on the British Council's social media, which are part of this digital platform. Knowing how to choose digital content, tools and platforms to help you achieve different language learning outcomes will improve your lesson planning and teaching.

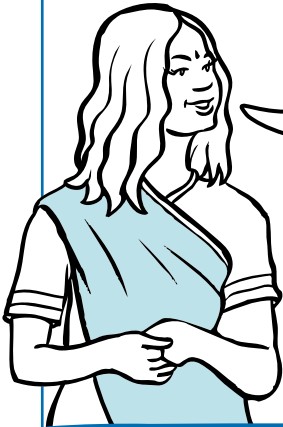
Aims

In this section you will:

- read about the problems some teachers have when evaluating digital content, tools and platforms for learning and teaching English, and reflect on possible solutions
- think about and select appropriate criteria to evaluate digital content, tools and platforms for learning and teaching English
- try out some digital tools with a class, evaluate your selection with the criteria and reflect on what you find out
- share and discuss your reflections with colleagues, and create a checklist for your school.

2A Analyse: Can you advise these teachers?

Purna



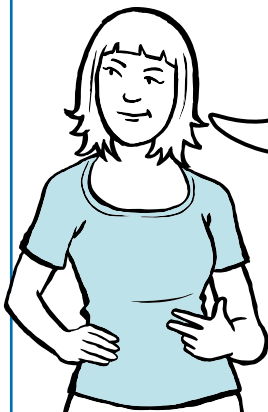
I signed up as a teacher, so how can I evaluate a new digital platform as a learner? I can't see the tools and interactions that my learners will see. I don't want to recommend a platform that is too difficult, or is only for mobiles, or only for laptops or PCs.

Aldo



I want learners to create multimedia books, and portfolios. My friends recommended some great sites, but they don't support our other languages, and the level of my learners is really low. They just can't use the sites that are only in English, and the keyboards are in our mother tongue!

Lubna



As a reward for hard work or to fill time, I occasionally ask my learners to choose a video in English (usually a song or a comedy sketch). They really enjoy this, and I think it motivates them to behave and work well. But I don't know how it helps meet the learning objectives.

Prithvi



Where to start? So many things to think about! I am an English teacher NOT a technology teacher! It takes weeks to understand what you can do with some tools, and I don't want to use class time to teach about technology – we only have two lessons a week.

Reflection

- Underline the problems mentioned. Do you share any of these? Which ones?
- What advice or help could you give these teachers? Who helps you?
- How often do you explore digital tools?
- Why do you think teachers should spend time evaluating digital content, tools and platforms?

Now read the *Answers and commentary* section on page 29.

In this section, you will think about how language learning tasks that integrate technology help achieve learning aims.

Activity

Match the activities with their learning outcomes.

1. Learners listen and sing along to an online song about daily routines.	A. Learners review the meaning and form of target vocabulary, and develop group work skills.
2. Learners do an online vocabulary quiz in teams, then make a new one for another group.	B. Learners are better able to form <i>wh-</i> questions.
3. Learners match words and pictures of animals online.	C. Learners learn the meaning, form and pronunciation of target vocabulary and develop group work skills.
4. Learners work together to write school news stories for an online class magazine.	D. Learners are better able to pronounce the target language.
5. Learners watch a clip from a video online, then write questions in pairs to discuss in groups.	E. Learners develop their writing and group working skills.
6. Learners work together to make digital multimedia flashcards for classroom and school vocabulary.	F. Learners are better able to recognise the target vocabulary.

Answers:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Now read the *Answers and commentary* section on page 29.

Reflection

- Which of these types of activities do/don't you use? Why/why not?
- Which of the activities would/wouldn't you like to try? Why?
- How do you plan to use the ideas and digital tools with your learners?

2C Try: How does it work?

Resources: Some apps, websites or digital tools to try out in a lesson, and/or for home learning

Time: One or more lessons over a week or a month

Rationale

It is important to evaluate how effectively digital content, tools, apps and platforms help to achieve your learning outcomes. It is a good idea to use a checklist to help you. You will evaluate some digital tools, platforms and apps to use with your learners. The aim is to be sure that these are appropriate and effective in helping you to achieve your language and learning outcomes.

Instructions

- Look at a series of lessons in your coursebook that you will teach over the next week or month. What learning outcomes are you focusing on?
- Choose one of these ideas:
 - ask your learners to work together on some writing in class or to make a group presentation outside class
 - try out a digital platform for your younger learners to use in and out of class, and share with parents
 - ask your learners to try out some digital language learning outside class, for example:
 - www.britishcouncil.org/english/kids-teens/apps
 - www.britishcouncil.org/english/academics/apps
- Use these questions to evaluate the digital tools, apps or websites you choose.
 - Are they for the right age, and level (skills/language) of your learners?
 - How will they help to achieve your learning aim(s)? What activities would you set?
 - How long do they take you to set up/to do?
 - Are they easy for learners to use?
 - Do they involve more active learning (i.e. learners create) or passive learning (i.e. matching or completing gaps)?

Reflection

- How suitable and easy to use were your selected digital tools, apps and websites?
- Did your learners become more engaged in learning English? If so, in what ways?
- What problems did you have, and how did you solve them?

You can go back and try one of the other ideas above.

2D Work together: What will help your teaching?

- 1 Share your reflections from 2C, and discuss any questions you have.
- 2 Create a poster of classroom management tips for using technology in the classroom.
- 3 Share advice on the digital tools, apps and platforms or websites for teaching and learning English.



Introduction

We need to control the personal information that we give when we use the internet. This is what we mean by data protection and privacy. Some apps need permission to use your microphone, camera or location to function. Yet often, by using an app or digital tool, you agree to allow technology companies to track you, to access, collect and also to share or sell information you have on your device to other companies anywhere in the world (e.g. your photos or your contacts), and information about what you do online (e.g. which websites you visit).

We need to know if children can be identified, located or recorded when they are online. This is to protect children and young people from the dangers of meeting people online who are not who they say they are. Some other dangers young people face online are cyberbullying, radicalisation and inappropriate content.

Aims

In this section you will:

- explore what it means to be safe online
- think about how to decide if digital tools, apps and platforms are safe for your learners
- discuss and develop ICT guidelines with your learners and reflect on this
- collaborate with colleagues to develop your own guidelines for e-safety and data protection in your school.

3A Analyse: Can you advise these teachers?

Ana



We really need your help with something. My colleagues and I have been using a collaborative digital platform in the classroom for a few years now. We use it for different things: to set homework, to record learner progress, to give rewards, feedback and praise for parents to see, and so on. It has been working really well BUT I recently found a big problem. The direct messaging function allowed chats to be deleted. I have raised this with my colleagues, and we are going to meet and talk about it. We need to decide exactly what the risk is, and what steps we can take to make the platform safer. I am worried that we might have to stop using it if we can't see what learners are saying to each other, in case of bullying. What should we do?

Santi

When I was supervising our primary after-school play club, I saw some of my learners singing and dancing. It was interesting to me, because they were singing in English. In fact, they were using an app on one of the girls' mobiles to broadcast the songs they were singing along to. I liked the fact it was all in English, which is good, but they don't know who they are talking to in direct messages with their 'fans'. They are only 11, and don't understand how dangerous it might be. I was just in the right place at the right time to see this happening, but what can we do about such things that happen outside class?



Reflection

- What is the key problem with direct messaging functions? How could they be a risk to learners?
- What action could these teachers take to remove the risks?
- What other e-safety problems have you, your learners or colleagues experienced?
- Which are the most urgent problems to address for your school?

Now read the *Answers and commentary* section on page 30.

3B Think: What do you know?

This section explores possible online dangers and looks at a technology use policy to help protect learners.

Activity 1

Match the potential online dangers to children and young people with the definitions.

A. inappropriate content **B.** social sharing **C.** privacy **D.** radicalisation **E.** grooming **F.** cyberbullying

1. This is when people post or share content online that is hurtful or untrue, which makes someone feel embarrassed, ashamed or humiliated.
2. This is when people feel motivated to support extremism or terrorism because of what they have seen online (e.g. videos, websites or other content) or who they communicate with.
3. This describes the process of a stranger 'befriending' a child online to get their trust with the intention of doing them harm, or encouraging risky behaviour. This can be online (e.g. sending an inappropriate photo) or offline (e.g. arranging to meet up).
4. This is when you post content for other people to see online. This could be a photograph, a text, a voice recording or video.
5. Online images, video, adverts or words that distress, disturb or hurt children, e.g. torture, violence, pornography and extremist activity.
6. This is about controlling what personal information (data) you give to others when online.

Answers: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Activity 2

It is important to help learners understand the possible dangers in Activity 1, in age-appropriate ways. Examples 1–6 below are ways that learners can promise to use the internet safely. Teachers need to be able to explain, inform and discuss the problems without scaring their learners.

Complete this section of a school technology use policy by writing the missing words.

A. threaten **B.** report **C.** activity **D.** politely **E.** share **F.** inappropriate

1. I promise to communicate with others online _____.
2. I promise never to bully or _____ anyone online.
3. I promise never to search for, save or share _____ content.
4. I will _____ to a teacher any cyberbullying or offensive content sharing I know about.
5. I will not _____ my personal details online (e.g. address, image, name or birthday).
6. I promise that my online _____ in and out of school will not hurt or harm anyone.

Now read the *Answers and commentary* section on page 30.

Reflection

- Look at the potential online dangers 1–6 in Activity 1. What problems or dangers do they highlight?
- Which of these online dangers are your learners facing? How do you know?
- How and why should you involve parents and older siblings in creating a joint home and school technology use policy?
- Which of the dangers are the most pressing in your community?
- How can you develop your understanding in this area?

3C Try: How does it work?

Resources: Copies of the extract from a school technology use policy in 3B
Time: One or more lessons over a week or a month

Rationale

It is important to involve learners in decisions about ICT use and e-safety guidelines. It is a good idea to encourage discussion of rules and guidelines to share different points of view and understand what your learners are experiencing. You will discuss and edit e-safety and technology use guidelines with ideas from your learners. The aim is to be sure that these are appropriate and effective in helping keep everyone safe online, and in promoting positive digital citizenship.

Instructions

- Provide copies of the promises from 3B, with space for learners to write.
- Ask learners to work in groups to discuss and rewrite any promises they don't agree with.
- Learners delete, add or change words so that everybody in the group can agree.



- This activity is about negotiating rules, so discussion may be more helpful if carried out in the learners' own language(s). You could translate the promises into L1 or the languages you decide are clearest for your learners and their families.
- When learners have rewritten, or restated the rules and guidelines, ask them to share these.
- Have a whole-class discussion to agree on one set of rules and guidelines.
- Create a poster of the rules and guidelines, and as you use ICT over a week or a month, you can review and rewrite or add any other rules needed in your school.

Reflection

- Which areas of the rules and guidelines did your learners most/least agree with?
- Did your learners work co-operatively and make sensible decisions? What helped/didn't help?
- What problems did your learners have during the discussions, and how did you solve them?
- Prepare to share your answers with colleagues.

3D Work together: What will help your teaching?

- 1 Share your reflections from 3C, and discuss any questions you have.
- 2 Create school or English department e-safety guidelines and an ICT use policy in your own languages. Agree on a date to review how successful it is.
- 3 Share advice on avoiding online dangers (e.g. changing the settings of devices).



Introduction

Different media can help you make language learning and teaching more engaging for your learners. When language is introduced in context, it helps develop a deeper understanding. For example, in a short video where learners can see the situations in which people are communicating, they can observe body language, gestures, facial expressions, interpersonal relationships and the degree of formality.

You know your learners and their interests and language needs, which means you can personalise content to make it more relevant when you produce learning materials. You can also aid inclusivity and differentiation with assistive technology (e.g. subtitles in a different language, speech to text or read aloud tools). When learners produce their own learning materials (e.g. a multimedia poster or a collaborative multimedia class dictionary) they have examples of their language use in both written, spoken and visual forms. Learners may be more motivated to develop language, learning and digital skills when they have a choice in the way they communicate.

Aims

In this section you will:

- explore what type of teaching and learning materials you can create with technology
- think about why you could use these materials to support teaching and learning
- try making some teaching materials with technology
- collaborate with colleagues to create some digital language teaching resources.

Nesrin

I have a teacher performance evaluation coming up, and I need to introduce more integrated use of technology. Our school has a data projector, PCs and speakers in most classes, a printer and a computer lab I can book for my classes. Learners can use their mobiles, but only if it is for learning. These are some examples of technology used in learning and teaching by a colleague in a partner school. Which two ideas should I try? They all look good!



A. Schools network project: learners made book review videos to share with five other schools.

B. Learners made group presentations in English including multimedia for World Languages Day, and presented to another class.

C. In pairs, learners made multimedia e-books for family members, updating and modernising fairy tales.

D. Do a vocabulary test with an online quiz tool. I made one quiz, then learners worked in teams and created term review quizzes for the grammar in their coursebooks.

E. Use a short video clip from an English language site to teach an aspect of grammar or vocabulary.

Reflection

- Which two ideas do you recommend Nesrin tries? Why?
- What advice would you give her?
- On average, how often do you use technology in the production of teaching or learning materials? What stops you?
- Who do you think benefits from using technology when you use it to produce resources or materials? Why?

Now read the *Answers and commentary* section on page 31 and compare your ideas with the suggested answers.

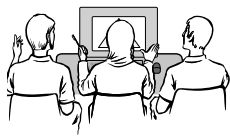


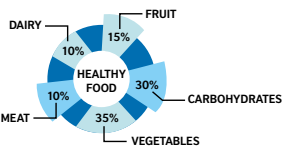
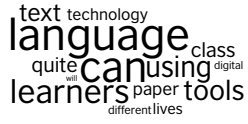

4B Think: What do you know?

In 2019, around half of us (56 per cent of the world's population) used the internet, so if you and your learners are lucky enough to be able to access digital tools online, this section is for you.

Activity

You can add variety to English language content for your learners by using digital multimedia that you create or adapt. Your learners will engage with language, sound and image-rich texts when they navigate the internet in their everyday lives outside class, if they are online. This can be quite a different experience from engaging with English language teaching materials in coursebooks. All of the activities below can also be done without digital tools, using paper and pens, texts or the board. The pedagogy is important, not the technology!

Match the types of digital teaching and learning materials with their descriptions.

<p>1. WebQuests</p> 	<p>A. A multimedia online test with instant feedback. Learners navigate on their mobiles and you can download the class results.</p>
<p>2. Quizzes</p> 	<p>B. An image made of words taken from texts. The bigger the size of the words, the more times they are in the text.</p>
<p>3. Polls</p> 	<p>C. An audio recording that is shared online, e.g. like a radio show you make yourself.</p>
<p>4. Infographics</p> 	<p>D. Learners work together to navigate different websites to solve a problem or find and evaluate specific information.</p>
<p>5. Word clouds</p> 	<p>E. A survey (e.g. of opinions) that learners answer anonymously online with their mobiles.</p>
<p>6. Podcasts</p> 	<p>F. Information that is presented graphically, e.g. in a combination of images and words.</p>

Now read the *Answers and commentary* section on page 31.

Reflection

- Which of the ideas above could you and/or your learners use? Why would you use them?
- Which ideas give the most opportunities to use and demonstrate language use?
- Why would you/wouldn't you use the ideas?

4C Try: How does it work?

Resources: Access to the internet, computers to share and/or mobile devices

Time: One or more lessons over a week or a month

Rationale

It is important to think about and evaluate the purpose of the materials you decide to create with technology. Do they help you to make the meaning of language clear, or help learners to develop language skills? You will think about one aspect of a unit of work, and create some materials for your learners. When you evaluate how these helped (or didn't help) learners to achieve language aims, you will not waste time creating materials unnecessarily.

Instructions

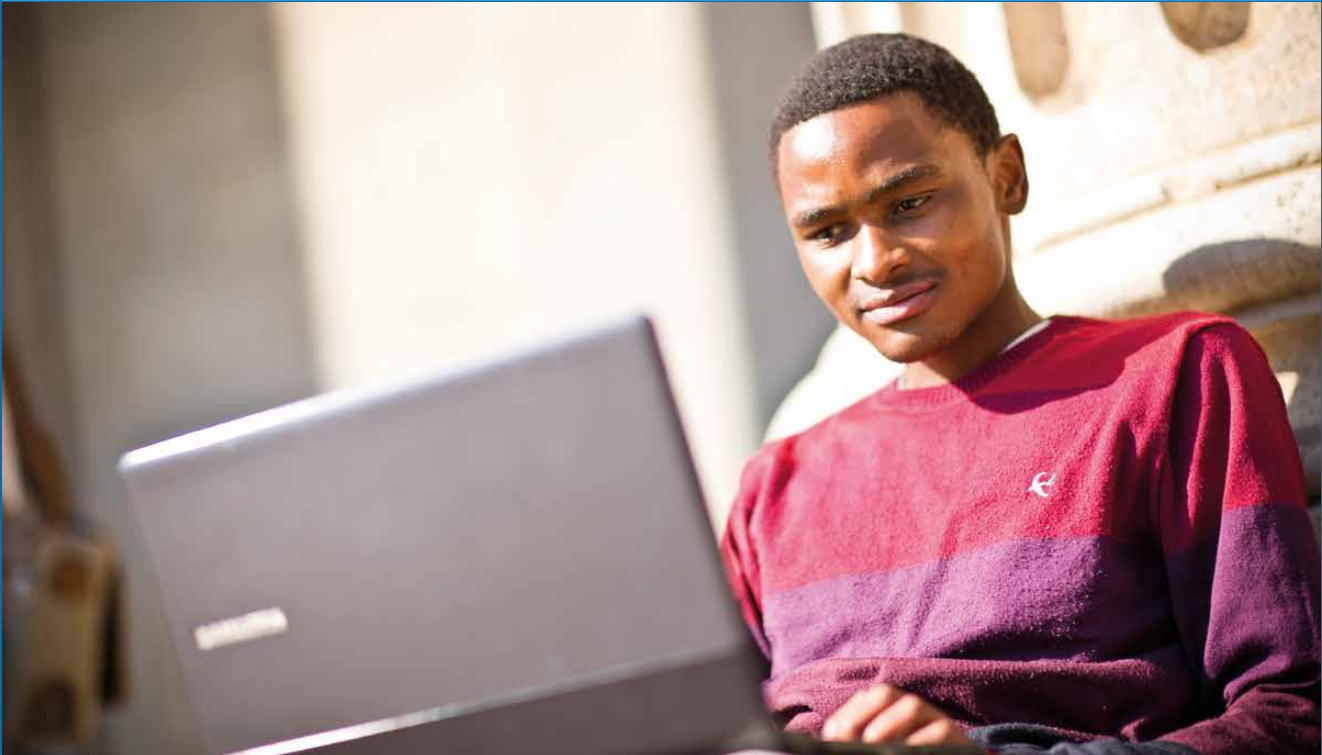
- Look over the next lessons or unit in your coursebook. Choose one area of language or skills to work with (e.g. some vocabulary, grammar or reading skills).
- Look at 4B and choose an idea to work with. Think about and answer these questions first:
 - How do I usually teach language/skills? What does the teacher guide suggest?
 - Would ICT add any extra 'value'? What is different when technology is used? For example, an infographic can help learners access and understand information; a podcast could help learners prepare for a lesson and can be shared and listened to again and again; an interactive online quiz game for homework may be motivational for home learning.
- Try using tools with colleagues or family before you use them in class.
- Plan and teach a lesson using your idea.
- Have a backup plan in case the technology doesn't work.
- Check how to share the materials with your learners. They will need mobile devices or access to shared computers.

Reflection

- Were the materials purposeful? What value did they add to the learning?
- How long did you spend making the materials and using them? Could you use them again with another class/the same class? Is it worth investing your time? Why/why not?
- Did you or your learners experience any problems with the materials? How did you solve them?
- Prepare to share your answers with colleagues.

4D Work together: What will help your teaching?

- 1 Share the materials you created and discuss your reflections from 4C.
- 2 Skills swap: teach each other how to create similar materials.
- 3 Decide how to store and share any materials.



Introduction

One of the most important skills we all need to develop is learning how to learn. Designing digital tasks that link language learning in your classes to learning at home, or in other places, can encourage autonomous, connected learning. Learning languages only in formal environments, like classrooms, is not enough, because time is limited, and it can take many years to progress. Some of your learners may be accessing English language resources informally by playing online games, listening to music, looking at internet sites for hobbies, using social media or watching video, film or TV programmes online. We need to encourage and make use of this activity, and guide our learners to benefit from it. It is a good idea to think about homework as 'home learning' and include a choice of tasks that move beyond pen-and-paper activities.


Aims

In this section you will:

- start to explore different types of homework, or home learning materials that are made possible with technology (if it is available to your learners)
- think about how informal learning can support language skills development
- design some homework tasks using digital content and technology
- collaborate with colleagues to create a list of useful home learning tasks for your department or school.


Some of my colleagues are thinking about the kind of homework we give for English classes. Our learners only do the minimum, like learn vocabulary for tests. We mostly give pen-and-paper homework, or use the activity books or photocopies of exercises. We would like to make 'home learning' more like 'home fun', more modern and '21st century'. Some of my colleagues think that maybe using technology will motivate learners. Others say that it is not the technology that motivates, but the task, or activity. A boring task is boring whether you use ICT or not!

Anita



Dodi

We would like to give home learning tasks using ICT. But there is a problem. Some of my learners don't have access to the internet or any computers to use at home. So, if we can't include all learners, what can we do? Another problem, to be honest, is that autonomous learning isn't encouraged in our culture. Learners are not used to taking responsibility for their own learning. Or they are too young for this. Parents expect homework to be vocabulary or grammar exercises or essays, not using technology, which they think is wasting time and bad for their children.



Reflection

- Underline the things the teachers mention which are also true for you.
- What advice or help could you give these teachers?
- How much does your school/culture of learning encourage autonomy and independence in learners? What reasons can you think of for your answer?
- Who do you think benefits from independent, autonomous learners who take responsibility for their learning? How likely is this in your community? Why?

Now read the *Answers and commentary* section on page 32.

5B Think: What do you know?

Teachers often give learners language practice activities like gap fills, true/false or matching exercises. They are examples of 'closed' tasks – there is only one possible answer. Twenty-first-century language learning requires more 'open' tasks, with many possible answers. When learners have a clear purpose for tasks and choice in what they create or do with language, they are more motivated to learn.

You don't have to use technology to promote autonomous learning, but it can help. Learners appreciate a wider audience than the teacher for their work. It is helpful for them to understand if they must do 'work' outside class, and how it connects to classwork.

You could 'publish' learners' written work for others to read (e.g. on wall displays), invite other classes (or parents), to hear or watch learners 'perform' their work, or share it online in safe forums. These can be useful experiences for everyone, and make language learning more purposeful for the local and school community.

Activity

Look at these homework or home learning tasks. Are they examples of 'open' or 'closed' tasks? Who is the audience for the language produced: the learner and teacher only; the teacher and other learners; or learners and others outside school, such as family members?

1. Exercise 4. Write the essay on one side of A4 paper (200 words).
2. Write definitions for the new words from today's lesson in example sentences.
3. Read the text on page 41 and answer the multiple-choice questions.
4. Choose any of the statements on page 63. Audio record, write or present your own opinion. Choose any digital tool we have used this term.
5. Read the text on page 41 and write seven questions for a partner to answer.
6. Listen to the pronunciation of the new words from today's lesson on dictionary sites online. Which words have the most results? Write down the word(s) that come before and after (i.e. the language chunk). You will share what you learned next lesson.
7. Write about your term break, using the past simple and the past perfect.
8. Choose a traditional folk tale. Decide how to tell the story in English (a cartoon, a play, a story circle, a video or a digital book).
9. Copy the vocabulary from unit 3 into your notebook. Study it for a test next week.
10. Make digital flashcards, or a digital quiz for the class with the new language in unit 3.
11. Make a multimedia dictionary using an online sticky note board to share with the class. Everyone can take it in turns to add the new language from the lesson. You should add an image, record the pronunciation and include an example sentence.
12. Work with one or more partners to create a group presentation using presentation slides to answer one of the questions on page 170.
13. Choose a song video you like. Translate the words into English, make subtitles or record your own international English version.
14. Make a typical social media site profile for the characters in the book or unit.

Now read the *Answers and commentary* section on page 32.

Reflection

- Which of the tasks above do you regularly use/could use/wouldn't use? Why/why not?
- Which tasks give learners the most motivation to use English language purposefully?
- Which media and digital tools do you think your learners would/wouldn't choose? Why?
- What might stop you from giving learners more choice in home-learning tasks?

5C Try: How does it work?

Resources: Textbook(s) or unit of work for future lessons

Time: One or more lessons over a week or a month

Rationale

It is important to be clear about the purpose of home learning (i.e. homework) or other tasks that you give learners (e.g. projects). Do your learners have access at home to a device (laptop, PC, smartphone or tablet) and to the internet? If so, then digital content and online resources can help your learners to be autonomous, and learn independently.

You will design a task for your learners to do at home. Preparing learners to be responsible for their own study can help them become life-long learners, and navigating the digital world will develop their digital literacy.

Instructions

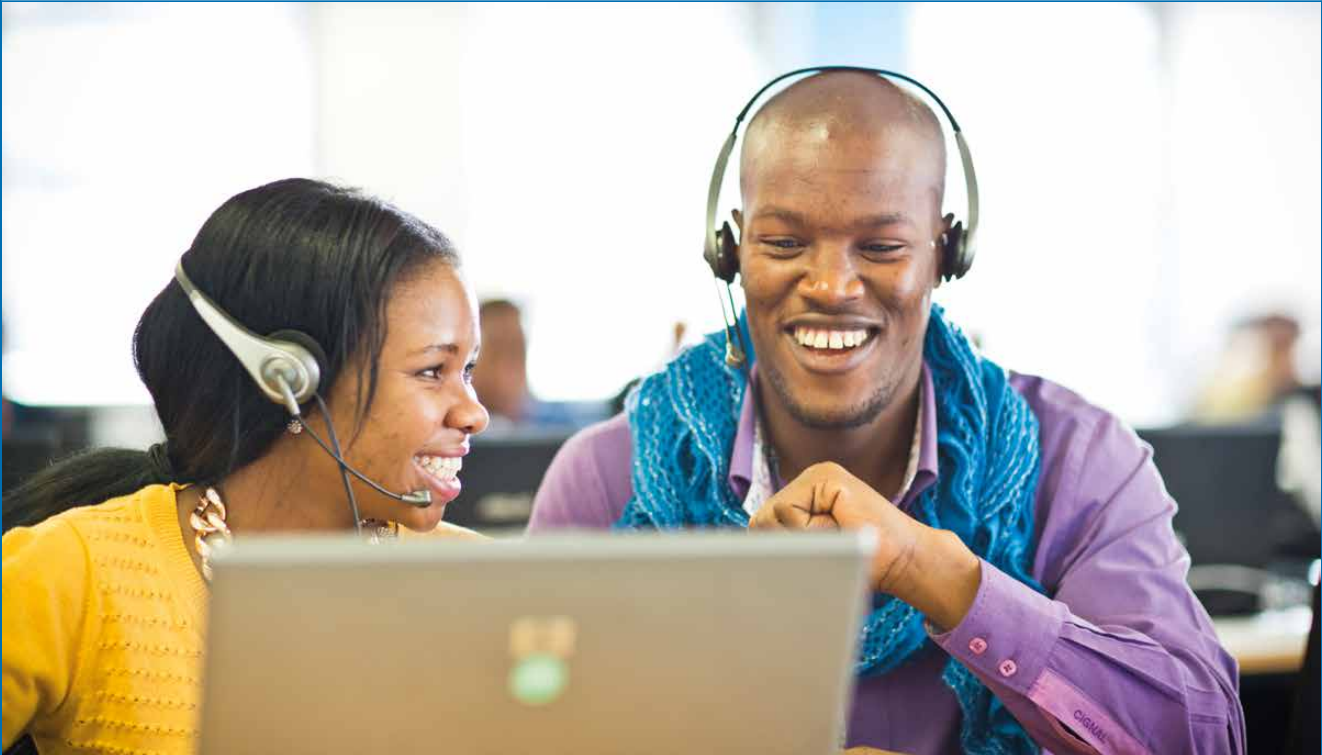
- Look over the next lessons or unit you will be teaching in one or two of your classes.
- Look at the tasks in 5B and choose one or more of the 'open' task types that you would like to experiment with.
- You are going to adapt the tasks to go with the focus of your lesson. Decide which task in the unit or lesson you would like to replace.
- Now, rewrite the instructions. Look at the instructions in 5B for help and ideas.
- First, do the tasks yourself – imagine you are one of your learners. Can you do the tasks on a smartphone, or do you need a laptop? Do you need internet access?
- Time how long it takes you. Would it take a learner more time, or less?
- How do these home-learning tasks help develop autonomy, language and learning? Do you have any choices to make?
- When you are happy with the tasks, give them to your learners and ask for feedback.
- Did they enjoy the tasks? What was difficult for them? How did they solve any technical problems?

Reflection

- Which of the homework (home-learning) tasks did your learners like most/least? Why?
- What problems did they experience (e.g. internet access, devices, the digital tools, the language)?
- Could your learners do similar tasks offline, using pen/paper or other materials? What does a digital focus add?
- Prepare to share your answers with colleagues.

5D Work together: What will help your teaching?

- 1 Share your reflections from 5C, and discuss any questions you have.
- 2 Work together to create a bank of home-learning task ideas. These could be adapted and recycled to suit different ages, and work on different aspects of language learning.
- 3 Add new ideas to this shared resource as you create different tasks. Ask your learners to give you their ideas for home-learning projects.



Introduction

English is often used in global, worldwide communication online. You and your learners can practise communicating in English (e.g. reading and writing, speaking and listening, and sharing content) with others, wherever they live. When you encourage your learners to be active by being part of a safe online community (e.g. those for fans of different styles of music, television or film, or video games) they will develop their language skills. There are many communities that make and share ideas about hobbies, language learning or their lifestyles in English (and other languages) on popular video platforms. Being part of a safe, online community can develop your learners' digital skills, and help them to participate in learning more about things they are interested in, as well as develop language and digital skills. You can register younger learners on a safe language learning platform here: <https://learnenglishkids.britishcouncil.org/en/user/register/kids>

Aims

In this section you will:

- explore different online communities, tools and platforms
- think about how these can help language skills development
- join and evaluate an online community yourself and use a platform with your learners
- collaborate with colleagues to create a list of safe and useful platforms, communities and tools for your department or school.

6A Analyse: Can you advise these teachers?

Jen



I used to have a pen pal from Canada when I was at school, and we still write to each other, and our families send Christmas cards every year. I know this was really important to my generation. However, my pupils write online more than they use paper and envelopes. There are so many possibilities. How do I choose right one?

Bariş



My school would like to connect to other primary schools online. It would be great for our kids to chat in English and get to know other countries, cultures and classrooms. And it would be motivational for all of us. How do I find appropriate partners and tools? I don't know anything about this area, but my head teacher wants us to start a project to help the school communicate with other schools in different parts of the world. Can you help?

Doro

I'm thinking of asking my teenagers to join an online language learning community. But I am worried. Won't it give me more work? And how do I deal with the safety aspects of collaborating online?



I need to check that all the parents are happy for their children to communicate with others online, and collect their signatures, but most of my learners (and many of their parents) don't have email addresses. It's the same problem for learners to sign up to use tools online. We don't think it is a good idea to share mobile phone numbers, and many are too young for social media accounts or to register to use websites or apps. So, we are stuck!

Ahmet



Reflection

- Read and underline the things these teachers are worried about.
- What advice would you give to each of these teachers?
- Why do you think parents and families need to be informed about the benefits and aims of promoting collaborative and participatory learning by exploiting online communities, tools and platforms?
- How can you include all your learners, even those who don't have technology at home?

Now read the *Answers and commentary* section on page 32 and compare your ideas with the suggested answers.

6B Think: What do you know?

What is an online community? A space where you can read, or listen, or watch digital content that members of the community post and share with each other. You can also write comments, and ask questions about the content, or work that is shared. You can write or create or share your own posts about topics of interest, and have discussions with members of the community. Maybe you use a social media platform to connect to an online community for language teachers, like www.facebook.com/LearnEnglish.BritishCouncil

Activity

Look at these benefits of collaborative and participatory learning in online communities. Copy the page, and cut them out (or write them on to sticky notes).

Finding out what others are doing in English language classrooms around the world.

Developing online language, learning and communication skills.

Giving authentic, real reasons to communicate in English and other languages.

Developing understanding and respect for different cultures and languages.

Creating motivation, and interest in learning more about the worlds of English learners.

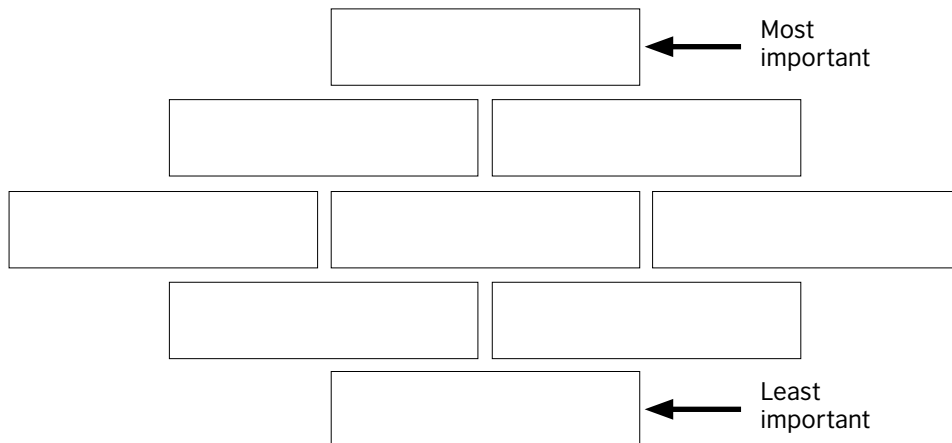
Developing digital literacies and awareness of communications technologies.

Sharing ideas, and work, with children and young people around the world.

Creating opportunities for collaborating in school projects and learning with and from others.

Being able to access and create worldwide multimedia digital content.

Decide which benefits are the most important for you and your learners. Place them in a diamond shape. The most important should go at the top, and the least important at the bottom.



Now read the *Answers and commentary* section on page 33.

Reflection

- Repeat the diamond nine ranking with a colleague or colleagues. Did you change your mind?
- What questions do you still have about collaborative and participatory learning in online communities?
- What might stop you, and/or your learners from participating in an online language learning community?
- What might encourage you and your colleagues and friends to participate in an online language learning and teaching community?

6C Try: How does it work?

Resources: Online access in class (with a screen/projection system that all learners can see)

Time: One or more lessons over a week (or a month) with one class

Rationale

The possible benefits to your learners (and their families) of joining and participating in an online language learning community should be clear from 6B.

You will decide on a community to explore with your learners in or after class, and show them the digital content, the platform and tools available. You will discuss and involve learners in deciding how this might help their language and learning skills, as well as their digital literacy.

Instructions

Before working with the class you choose, it is a good idea to spend some time exploring and participating in an online community. When you are confident that you can share the benefits of the community, platform and/or tool(s) with your learners and their parents, write and send a letter or email to families to ask their permission. You could invite them to an event before or after school to show them what their children will be doing, and why. Prepare to answer their questions about e-safety and digital privacy/information sharing. Show them the school policy you designed in 3D.

Help your learners join the platform you choose to explore. In class, you can introduce a challenge, e.g. exchange two or three messages with your pen pal, and share what you have learned with the class at the end of the week/month. You may need to be available after school/class to help solve any technical, language or other problems they have. Ask learners to share what they discovered with you/each other.

Reflection

- What problems did you and/or your learners experience? (e.g. internet access? Devices? The digital tools? The language?)
- How did you solve these problems? What resources helped (e.g. online help/chat)?
- What are the main things your learners commented on or shared about their experiences?
- Prepare to share your answers with colleagues.

6D Work together: What will help your teaching?

- 1 Share your reflections from 6C, and discuss any questions you have.
- 2 Work together to create a list of suitable online platforms for your school. These should be age-appropriate.
- 3 Ask colleagues to explore and find other online communities (or groups on social media where age-appropriate). Review these over a term, and report back on how successful they are in motivating learning and communication.

Answers and commentary

1. Developing effective strategies for locating appropriate digital content

1A Analyse: Can you advise these teachers?

Ali needs to control his web searches to save time, and locate websites easily. Learning how to bookmark webpages and use key words to search will help.

Sula's learners find that using the same digital tools can be repetitive. Sula and her colleagues need to discuss which tools are most effective in which subjects. They could find alternatives to the most frequently used tools, and communicate the lessons/days they plan to use which tools (e.g. by school internet or staff room notice board). This could avoid overlap.

Jie's country doesn't always allow him to access the English language websites and tools he would like to. He is also worried about his own English language skills. Websites and tools in English are not always universally available, but there are often good local alternatives. Jie could talk to other language teachers from his country online to ask for ideas for the websites and tools they use. Learning to relax, and read online to understand the general idea, or find specific information, will help Jie and his learners. Reading more often will develop reading skills, and the images and videos found on English language teaching websites will help understanding.

Priya's learners have no access to digital technology at school or at home. Priya is not alone. In fact the International Telecommunication Union estimated in June 2018 that only 55.1 per cent of the world's population has internet access. People have been teaching and learning languages for many years without technology, and while Priya feels 'everyone is talking about digital' there are many ways to motivate and teach well without it.

Magda has experienced the problems of device and software diversity. Unless everyone has exactly the same mobile or laptop or PC with the latest software installed, this is a problem. There is no solution, but Magda can help by making sure everyone is using the same and latest version of a browser on laptops. On smartphones or tablets made by different manufacturers, unfortunately there is no simple solution to the fact that all apps are not available to all devices. We need to make sure learners don't feel bad about not having 'the right device'. Perhaps it is a good idea to focus on only the simpler teaching practices using functions that are native to all mobile devices, like taking photos, or recording audio or video.

Magda also finds sharing websites takes a long time. Magda could try making and using QR codes if her learners can download a QR code reader app. Or she could add the websites she wants to share to an online platform to share before the class begins.

1B Think: What do you know?

Answers: 1–B; 2–F; 3–G; 4–H; 5–I; 6–D; 7–A; 8–C; 9–E.

2. Evaluating digital content, tools and platforms

2A Analyse: Can you advise these teachers?

Aldo is really motivated to help his learners develop their English language and digital literacies to create digital content. True, many digital tools and websites use English, and only a few other world languages. And when keyboards are in a different script/alphabet, this makes integrating ICT a challenge. Aldo can help his learners with the English vocabulary they need by researching and teaching the most frequently found technology terms in the digital tools and websites. Aldo can make a screencast in L1 showing his learners how to use digital tools to create multimedia and add to portfolios. Aldo needs to change the settings to the English language versions of keyboards, and if learners are using PCs and laptops, write the alphabet and characters onto stickers and attach them to keys.

Purna needs to be able to see how her learners will experience a digital platform or tool. She can create a different account as a student with another email address. She can then try it out from the perspective of a learner. It is a good idea to 'test drive' any digital tool like this. Another idea is to ask a friend or family member to open a student account and try it with her. It is a very good idea to try out activities and tools on as many devices as you can to see how they work on different smartphones, tablets, laptops or PCs.

Lubna worries when she asks her learners to choose a video on YouTube to reward them. She knows they are motivated by this, but is not sure how it fits in to the planned learning outcomes. The fact that Lubna allows her learners to choose a video occasionally is a good thing. It creates a sharing culture. If you ask learners to say why they think something is worth sharing, and explain their choice in English (with your help), it can create a sense of class community in L2. And learners are being exposed to authentic English, which may make them more likely to find something else in English in their free time. Lesson plans should allow for some flexibility, so afterwards learners can say what they learned, and choose one or two words or phrases ('chunks') to learn.

Prithvi, like many teachers, is feeling worried that his own digital and technology skills are in need of some development. He wants to make sure that his class time is spent productively, and wonders if it is a good use of class time to teach learners about technology. How we best use class time is an important thing to consider, especially as Prithvi has just two lessons a week. Some think it may be better for learners to create digital multimedia with English outside class, e.g. as projects and home learning. Others believe technology should be integrated into all teaching and learning, if it is available. Prithvi and his colleagues should discuss how teachers of different subjects could integrate teaching about and with technology and the best tools to use.

2B Think: What do you know?

Answers: 1–D; 2–A; 3–F; 4–E; 5–B; 6–C.

3. Following guidelines for e-safety

3A Analyse: Can you advise these teachers?

Ana and her colleagues need to understand the key risks of direct messaging functions. In the case of the digital platform they are using, learners could bully or threaten each other both during and after class and delete evidence of their involvement – their own chat history (but maybe not that of the learners they are bullying). The next question is, can anyone outside of the class group communicate with the learners by direct message?

Teachers can remove the risks of online bullying through this platform only if they can be sure that they can switch the messaging function off in the settings. If it is useful to use the direct messaging service, they could ensure chats can't be deleted, or teach learners how to screen shot any bullying messages they get. Teachers need to make sure they regularly use the platforms as learners, and observe how they are being used by monitoring very carefully in class.

Santi is right to be worried. It is easy for anyone (including young children) to lie about their age, gender, name and email address when they register for online platforms. So, the risk of grooming is high, made possible by the direct messaging functions that allow communication with his young learners. Any online activity that takes place in school grounds (and outside) is the responsibility of the whole teaching and learning community, and a plan for e-safety awareness and training is an important first step.

3B Think: What do you know?

Activity 1

Answers: 1–F; 2–D; 3–E; 4–B; 5–A; 6–C.

1. Teachers may not understand when cyberbullying is happening. People can feel invisible and anonymous when they are online, so may do things they would not normally do. Digital communication means it can happen 24 hours a day, and quickly spread through schools and reach many thousands of people. It can result in a bad public reputation that can stay permanently online, and affect college or job or family relationships. Encourage learners to talk about the issue and be involved in creating school rules about acceptable/unacceptable online behaviour. Encourage learners to report any evidence of this, anonymously. Make sure you supervise learners while they are online at school.
2. Teachers and families need to protect young people from the dangers of violence and harm, and illegal acts. Encourage learners to feel included and part of the class and school community, that their contributions are important, and they are connected to everyone around them. Develop your learners' empathy and compassion. Help your learners to engage with local communities positively.
3. Teachers and parents may not easily recognise the signs of grooming. Many young people will not understand what is happening. Online, abusers can pretend to be any age, gender or at any location. Pay attention to any unusual signs (e.g. changes in behaviour, secrecy, unexplained money or possessions, talk of a new 'friend' they chat to a lot and don't know offline). Teach learners how to be safe digital citizens. Find out about and familiarise yourself with what learners are doing.
4. The problem is that when you have posted something online, it can be reposted by many hundreds or thousands of people. You have no control over who sees what you have shared. Online social sites that promise images will 'disappear' are not safe. It is possible to screenshot these in a few seconds and share. Nothing online can be easily forgotten, so social sharing makes cyberbullying very easy.

5. Seeing offensive images or information online can cause both mental and emotional damage, (e.g. nightmares or behavioural changes) especially in very young children. Make sure there is an internet filter at school to block unsafe and unsuitable information online. Talk frankly to parents and learners about the dangers and punishments for anyone sharing inappropriate (and/or illegal) content online.
6. Privacy is important for preventing risks to learners (and teachers) if personal information can identify them, or this data is misused. For example, it might be used to find out where a child or young person lives or goes to school (danger of grooming) or sold commercially to target them with adverts based on their online behaviour. Make sure the school has a data protection policy to help control what happens online. Educate parents, learners and the whole teaching and learning community in understanding terms and conditions and what privacy means when they download an app, use a website or tool, etc. Encourage people to turn off their location on mobile devices and understand that ‘tracking’ is possible, and some devices constantly monitor and send audio, image and video images when devices are turned on.

Activity 2

Answers: 1–D; 2–A; 3–F; 4–B; 5–E; 6–C.

4. Using technology in the production of teaching and learning materials

4A Analyse: Can you advise this teacher?

There is no right answer, but some things for Nesrin to think about before choosing two ideas are:

- Does the technology available in her school allow her to try all the ideas easily? Nesrin needs to book the computer lab for all these ideas except **E**, or have learners use their own mobiles sharing one in pairs or small groups. Some of the ideas might be more suitable to start in class, or in the computer lab, and then complete at home.
- Is the technology used by learners (**A, B, C**) teachers (**E**) or both (**D**)? Nesrin’s learners may be motivated to use English as well as gain digital skills if they use technology to produce something that they can share with others in the wider world. Nearly all the ideas provide evidence for assessment of learning outcomes, e.g. group (**B, C, D**) and individual (**A**) communication skills (speaking and writing).

Other ideas Nesrin could think about are:

- A class online multimedia English dictionary. Learners use copyright-free images, or take and use their own photos. They write and record definitions and add images, and add to the dictionary at home or with their mobiles, and include words or phrases they find outside class, as well as vocabulary they will be tested on.
- Make videos of one class talking about what they learned from their English projects. Use QR codes on learners’ posters for parents’ evening wall displays so they can hear their children’s reflections.

4B Think: What do you know?

Answers: 1–D; 2–A; 3–E; 4–F; 5–B; 6–C.

1. Webquests can encourage reading of authentic language and develop learners’ communication and group work skills.
2. Quizzes can be adapted for different levels, by being made easier or at a higher level.
3. Polls allow learners to see their results and check understanding.
4. Infographics summarise a longer text and allow learners to check understanding.
5. Word clouds can be used to help teach or review key vocabulary from a text. You can also analyse learners’ writing and identify synonyms they could use instead of simple words they use a lot.
6. You can make learning accessible by recording texts and lessons for visually impaired or absent learners. Learners can interview others and do spoken tasks for home learning. You can use these recordings to assess your learners’ spoken communication and group work skills.

5. Promoting autonomous learning by exploiting digital content and technologies

5A Analyse: Can you advise these teachers?

Anita and her colleagues are right to rethink the sort of homework, or home learning, they are giving. What is the purpose? How does it link to the lesson(s) before? Or prepare learners for future lesson(s)? And it is right to say that there is nothing motivational about using technology in itself. If you can do exactly the same thing perfectly well without using technology, why use it? Teachers need to design and create tasks that use the 'superpowers' of technology for language learning (e.g. learners can easily make and share recordings, and combine spoken and written text and images).

It is important not to make learners feel excluded from the learning process, and when there is no technology or internet access for all his learners, Dodi has a problem. Is there an after-school homework club? Maybe Dodi could open the school computer lab for this purpose. Or is there a public library or other place where learners could do homework involving technology after school? Pairs of learners could do collaborative tasks together using one mobile per group or pair.

Another way around this problem is to always give a choice of format for home learning. If the exercise is a grammar practice worksheet, give learners a choice. They can write the answers in the normal way, or, for example, they could record their answers (e.g. audio recordings) or make a video essay. Let parents know why you are using technology.

As for learning autonomously, we need to teach learners and their parents why independent learning is important for their future development. You can involve learners in decision-making processes, provide choice (which helps a lot) and hand over responsibility to learners more often in class. Taking responsibility needs to be modelled, encouraged and rewarded.

5B Think: What do you know?

1. Open (the teacher); 2. Open (the teacher, learners, others?); 3. Closed (the learner and teacher); 4. Open (the teacher and learners); 5. Open (the teacher and learners); 6. Open (teacher, learners, others?); 7. Open (teacher, learners, others?) 8. Open (teacher, learners, others?); 9. Closed (the learner); 10. Open (the teacher and learners); 11. Open (teacher, learners, others?); 12. Open (teacher, learners, others?); 13. Open (teacher, learners, others?); 14. Open (teacher, learners, others?).

6. Promoting collaborative and participatory learning by exploiting online communities, tools and platforms

6A Analyse: Can you advise these teachers?

Jen is right that it helps language learning when learners communicate authentically in L2 with others who share this language. Talk to colleagues and teaching professionals online to find out which communication options have worked for them, and why (or why not). Jen can register with the British Council to partner with schools online.

Bariş worries about how safe online communication is, but he understand the benefits. The ideas and tips from 3B will help. He can use an online talk/video calling service in class, so learners can talk to English speakers from another class somewhere in the world, and Bariş can monitor and supervise interactions. Like Jen, he can register with the British Council to partner with schools online.

Doro worries that suggesting her learners join a community online might make more work for her. It will bring more work at the beginning, but if the community is engaging then learners will benefit and their language learning and motivation increase.

Ahmet is having a common problem. What is the best way to communicate and sign learners up for different tools online? It might be a good idea to ask pupils and their parents to set up and use a child-friendly email. Parents can control all of the features. Many young learner tools use QR or other codes safely once an app is installed.

6B Think: What do you know?

There is no single correct answer. This is a task type that you could use with groups of learners. It helps to scaffold discussion.

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