ILONA HUSZTI – MÁRTA FÁBIÁN –
ENIKŐ NAGY-KOLOZSVÁRI

LECTURES

in Modern Methods of Teaching English Language and Literature

for MA students majoring in

035 Philology (English language and literature)

2020

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Ministry of Education and Science of Ukraine

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

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This booklet contains the notes of five lectures of the discipline for first year master students “Modern methods of teaching English language and literature” as planned in the course syllabus at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

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Contents

Introduction

This document contains the notes of five lectures of the discipline for first year master students “Modern methods of teaching English language and literature” as planned in the course syllabus at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

The topics include the following: 1. 21st century methods of ELT, 2. Basic modern technologies of teaching foreign languages and cultures, 3. Project-based language learning. Project technologies or project pedagogy. Criteria of evaluating projects, 4. Various applications for mobile devices to learn English and 5. Using literature in the classroom revisited.

These notes focus on the crucial theoretical issues related to the mentioned topics.

There is a comprehensive list of academic literature on the topics of the lectures to guide students in further examining the main topics of the discipline.

List of lectures and compulsory readings

Lecture	Topic	Reading
1	21st century methods of ELT	Waters 2012; Larsen-Freeman 2018
2	Basic modern technologies of teaching foreign languages and cultures	Kessler 2018; Nikolayeva et al. 2013:124-136; Harmer 2012:188-191; McLain 2019; Valeev, Latypova & Latypov 2016
3	Project technologies or project pedagogy. Criteria of evaluating projects	Maida 2011; Projektpedagógia; Mayer & Ustymenko 2018: 90-132; Nikolayeva et al. 2013: 128-129
4	Various applications for mobile devices to learn English	Harmer 2012:192-193 Nádori & Prievara 2011; Kukulska-Hulme, Norris & Donohue 2015; Mayer & Ustymenko 2018: 162-191
5	Using literature in the classroom revisited: The technology of 'case study' teaching	Hodges 2010; Nikolayeva et al. 2013: 127-128; Mayer & Ustymenko 2018: 145-161

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Lecture 1

21st century methods of ELT

Technological innovations are part of education and English language teaching, but not all have staying power. The novelty of some innovations will wear out, and there are growing concerns about privacy and data protection. Only the innovations that come with solid teaching practices will stand the test of time.

BLENDED LEARNING

From Wikipedia, the free encyclopaedia

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.

As teachers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trend. The **Combined Pre-Sessional Course** offered by King's English Language Centre (King's College London) combines face-to-face teaching and online lessons. For teachers who want to pepper their everyday teaching with practical online activities, Lindsay Clandfield and Jill Hadfield's **Interaction Online - creative activities for blended learning** emphasises the interaction between teachers and learners.

MOBILE LEARNING

- Online resources are more accessible with a mobile app or a mobile-friendly version. **Wordable** (Playlingo Ltd. with Cambridge University Press) turns vocabulary-learning into a fun, competitive game you could play with your friends. It has built-in, spaced repetition and active-recall learning to make new words stick.
- **Essential English** (Oxford University Press) uses mobile technology to provide free resources for teachers and students, including flashcards, phrasebooks, lesson plans and activities. Meanwhile, **Tri Pro English Website and Mobile Apps** helps learners to practise their listening

through free, high-quality recordings divided into levels and coupled with comprehension questions.

GAMIFICATION

- **Gamification** is the application of game-design elements and game principles in non-game contexts. It can also be defined as a set of activities and processes to solve problems by using or applying the characteristics of game elements. Gamification commonly employs game design elements to improve user engagement, organizational productivity, learning, ease of use, usefulness of systems, physical exercise, and more.

- Game design elements

- Game design elements are the basic building blocks of gamification applications.[1]Among these typical game design elements, are points, badges, leader-boards, performance graphs, meaningful stories, avatars, and teammates.

- **Points** Points are basic elements of a multitude of games and gamified applications. They are typically rewarded for the successful accomplishment of specified activities within the gamified environment and they serve to numerically represent a player's progress. Various kinds of points can be differentiated between, e.g. experience points, redeemable points, or reputation points, as can the different purposes that points serve. One of the most important purposes of points is to provide feedback. Points allow the players' in-game behaviour to be measured, and they serve as continuous and immediate feedback and as a reward.

- **Badges** Badges are defined as visual representations of achievements and can be earned and collected within the gamification environment. They confirm the players' achievements, and visibly show their accomplishment of levels or goals. Earning a badge can be dependent on a specific number of points or on particular activities within the game. Badges have many functions, serving as goals, if the prerequisites for winning them are known to the player, or as virtual status symbols. In the same way as points, badges also provide feedback, in that they indicate how the players have performed. Badges can influence players' behaviour, leading them to

select certain routes and challenges in order to earn badges that are associated with them.[1]

- **Leaderboards** Leaderboards rank players according to their relative success, measuring them against a certain success criterion

- **Performance graphs** Performance graphs, which are often used in simulation or strategy games, provide information about the players' performance compared to their preceding performance during a game. Thus, in contrast to leaderboards, performance graphs do not compare the player's performance to other players, but instead, evaluate the player's own performance over time. By graphically displaying the player's performance over a fixed period, they focus on improvements. Motivation theory postulates that this fosters mastery orientation, which is particularly beneficial to learning.

- **Meaningful stories** Meaningful stories are game design elements that do not relate to the player's performance. The narrative context in which a gamified application can be embedded contextualizes activities and characters in the game and gives them meaning beyond the mere quest for points and achievements. A story can be communicated by a game's title (e.g., Space Invaders) or by complex storylines typical of contemporary role-playing video games (e.g., The Elder Scrolls Series). As such, stories are also an important part in gamification applications, as they can alter the meaning of real-world activities by adding a narrative 'overlay', e.g. being hunted by zombies while going for a run.

- **Avatars** Avatars are visual representations of players within the game or gamification environment. Usually, they are chosen or even created by the player. Avatars can be designed quite simply as a mere pictogram, or they can be complexly animated, three- dimensional representations. Their main formal requirement is that they unmistakably identify the players and set them apart from other human or computer-controlled avatars. Avatars allow the players to adopt or create another identity and, in cooperative games, to become part of a community.

- **Teammates** Teammates, whether they are other real players or virtual non-player characters, can induce conflict, competition or cooperation. The latter can be fostered particularly by introducing teams, i.e. by

creating defined groups of players that work together towards a shared objective.

Appealing to football-lovers, **LearnMatch** (VE Vision Education GmbH) uses training sessions, friendly matches, leagues and cup games to make vocabulary learning fun for young learners. **Get Set, Go! Phonics** (Oxford University Press) uses chants, songs and games to help develop pre-school children's phonological awareness.

On an even more immersive scale, **Learn Languages with Ruby Rei** plunges the learners into an interactive adventure game. They have to use their language skills to negotiate, collaborate and build friendships in order to escape from a forgotten planet at the edge of the universe. Any learning that takes place is incidental.

EMBODIED LEARNING

- Embodied learning is based on the idea that learning is not just about remembering. It involves using the mind and the body, collaborating, discussing and exploring. Learners need to be emotionally, intellectually, physically and socially engaged.
- Courses such as **Doodle Town** (Macmillan Education) use visual, audio and hands-on activities to stimulate and inspire learning, getting young learners to draw, create, and be inquisitive. Orbit (Richmond) develops the young learners' socio-emotional and cognitive skills through a language course that follows the story of a ferret (vadászmenyét) and children who go on adventures in multicultural environments.

INQUIRY-BASED LEARNING (OR: 'LEARNING IN A COMPLEX WORLD')

- The scenarios that teachers come across in some course materials can seem simplified and unrealistic, leading us to wonder if we are adequately training our learners for real life in the 21st century.
- Courses like **Fast Track 5** (EF Education First Ltd) and **Wider World** (Pearson with the BBC) use authentic video and audio content to bring the real world to teenage learners. They encourage teenagers to practise the soft skills and communication skills needed to take part in the global communities of the 21st century. Aimed at the adult

learner, **Perspectives**(National Geographic) uses real-life stories and TED (Technology, Entertainment and Design) talks to motivate learners to think critically and creatively.

- Danny Norrington-Davies's **Teaching Grammar: From Rules to Reasons** (Pavilion Publishing) is an alternative approach to teaching grammar. Teachers and learners discover how writers and speakers use grammar to express themselves in real life. Hugh Dellar and Andrew Walkley's Teaching Lexically (Delta Publishing) combines the teaching of grammar and lexis for more effective classroom practice, rather than over-simplifying language into a more traditional 'grammar + words' view.

ENGLISH AS A LINGUA FRANCA (ELF)

- When the concept of English as a lingua franca was first discussed by teachers, academics, writers and trainers, it was controversial. Many refused to consider how the concept of English as an international language might fit into course materials and language teaching. Today, we see resource materials like **PronPack 1-4** (Mark Hancock) taking a non-prescriptive approach to accent and instead focusing on increased intelligibility as the objective. Using elements of blended learning and gamification, this pronunciation course doesn't help the learner sound British or American, but instead prepares the learner to use English in the global arena.

ELF / English as a Lingua Franca (Illés, 2015)

The predominant use of English comprises exchanges where English functions as a lingua franca, which includes "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p. 7). The overwhelming majority of these speakers of English are non-native speakers who often use the language in settings where there is no native-speaker present (Beneke as cited in Seidlhofer, 2004). As a consequence of this, native speaker norms of correctness and appropriateness do not pertain to ELF contexts.

The contradiction in ELT stems from the gap between what is happening to and in English outside the classroom and the fact that English is still taught as a

foreign language with native speakers as the model and target. While ELF communication involves the interaction of mainly non-native speakers representing a wide range of languages and a multiplicity of cultures, the classroom reflects a native-speaker oriented communication.

The task for ELT therefore is to bring the two realities – international and classroom use of English – into alignment by designing methods that create conditions which allow learners to prepare for the diversity, fluidity and unpredictability of ELF communication. This implies a change of perspective in at least two respects. One such shift should be regarding the local/global aspect of English language use and teaching. Widdowson (2003) points out that the kind of English which is taught globally is, in fact, the language of a small group of educated native speakers who use it locally in their speech communities. If, however, the concern is English as an international means of communication, the reverse should hold, and English "which is global in its use" (p. 159) should be "local in its learning" (p. 159). This means that English should be taught in a way that meets the particular requirements of specific local teaching contexts rather than accepting the current one-size-fits-all methodology.

A process-oriented approach can be implemented in the classroom if the classroom provides conditions where learners can acquire English through using the language, i.e., through being engaged in online negotiation of meaning on their own terms both linguistically and schematically. Applying a "use-in-order-to-learn" methodology (Grundy, 2007, p. 244) can ensure that learners do not need to adopt an idealised native speaker's language and worldview but are encouraged to develop their own ELF speaker schemata and their own idiolect (which will necessarily display the influence of their first language). The language class should not, therefore, be the venue of rehearsing future exchanges with native speakers but, rather, the location where genuine communication takes place which bears a close resemblance to exchanges conducted in English outside the classroom. In other words, there should be a shift from the practice of teaching language for communication to teaching language as communication (Widdowson, 1978).

MULTI-LITERACIES AND TRANS-LANGUAGING

- In global communities where English is a common language of communication alongside other languages, knowledge of other languages is an asset. Rather than diminish the learners' first language (also known

as subtractive bilingualism), teachers are encouraging learners to use their own languages. This requires complex social and cognitive skills. In contrast, strict English-only classrooms are slowly becoming a thing of the past. Such linguistic diversity is celebrated in courses like the Family Skills Toolkit(Learning Unlimited Ltd) that encourages parents and carers of children learning English to see their bilingualism as a benefit.

SUPPORTING LEARNERS OF SPECIFIC NEEDS

- As globalisation takes hold, 'glocalisation ' (adapting an international product to match what people want in their particular country or culture) becomes necessary. The more we understand individual learners' needs, the more we can tailor our lessons to suit them. Ros Wright's book Learning English: English for Health and Social Care Workers (Pavilion Publishing) provides learners not just with medical terms, but also knowledge of policies and procedures in the medical and care industry. Study Legal English – the world's first legal English podcast includes online learning materials and quizzes to gamify learning.

- However, catering to learners with specific needs does not only mean English for Specific Purposes (ESP). Imagine! (Silva Education Ltd) caters to Brazilian learners from low-income families. EAP for Syrian Academics Projects provides online EAP lessons and material support for Syrian academics exiled across Turkey. Supporting Learners with Dyslexia in the ELT classroom is a teacher resource providing teachers with both theory and practical ideas of how to 'reach and teach' students with dyslexia.

CREATING AND SHARING CONTENT

- While there's much online content already out there for learners, some programmes and apps allow learners to produce their own content and share what they have created with others. Popular online sites like Quizizz and Socrative allow both teachers and students to create online games and play games that are shared by users from around the world. Websites like Canva allow teachers and learners to express their creativity through posters, social media memes and banners. Then there are mindmapping sites, comic-strip creation sites and movie-editing/movie-making sites.

- Using content-creation tools like these allow learners to use language creatively, and turn language practice into a fun and engaging activity. ELTons finalist Brick by Brick (StandFor/ FTD Educação) is one such course for younger learners that has them creating and embarking on hands-on projects as they learn.

LEARNING AND TEACHING MANAGEMENT PLATFORMS

- Learning management platforms (LMPs) like Edmodo are increasingly popular. They give learners an online way to find handouts, continue classroom discussions and submit homework. Now, online platforms are also used to communicate with parents and other stakeholders, give teachers and administrators a better overview of the curriculum, and help manage lesson plans and materials.

- The Royal ABC (Prosper Education Pte Ltd) curriculum for four-to-six year olds comes with a teacher platform that allows teachers to manage lesson planning, complete administration, schedule homework and report to parents. This gives teachers more time to work with children in the classroom.

- These tools may appeal because they seem shiny and new. But the true value of innovations lies in how much they can help learners to become better communicators in English., and the extent to which they can help teachers encourage learners in the most efficient, motivating ways.

FLIPPED CLASSROOMS (KONTRA H. E., 2018)

The name of the approach expresses its essence: the traditional teaching and learning process is flipped, turned over, just like pancakes or grilled eggs are flipped in a pan. In most traditional classrooms input is provided in the lesson following which the students are sent home to study. They are expected to work with the material, to analyse and synthesize it and carry out some homework task which can be checked in the subsequent lesson. Students also have to prepare for answering questions about the material in class or for taking a formal test. In a flipped classroom, also known as the inverted classroom, the basic idea is that the learning process starts before the lesson.

Thus, the students acquire knowledge prior to coming to class and class-time is used in full for practicing that knowledge and applying it in discussion and problem solving with peers and teachers. Instructors may provide videotaped

lectures for the students to watch before class using modern technology such as Webinaria or Vimeo, however, text based content can be equally valuable. The flipped classroom is a genuinely learner centred approach in which the teacher takes on the role of a facilitator, a guide or a coach.

The approach has features that make it particularly suitable for 21st century education: firstly, it encourages the students' active involvement in finding and using resources and it boosts student engagement with the material; secondly, it develops team-based skills by making students work in groups, share information, cooperate, and learn from each other. We all know that the teacher has long ceased to be the main source of knowledge in education; in fact, what a teacher knows might become obsolete shortly after graduation. In our times, people gain up-to-date information from Internet sources which, on the other hand, are sometimes reliable, sometimes not. Therefore it is essential that students learn not only how to find information but also how to select, sort and most important of all, how to read critically. Furthermore, working in teams is an essential skill in a wide variety of professions our graduates might take, and the flipped classroom prepares them for this as well. Due to the novelty of the approach, there is a paucity of printed sources describing it; however, there are electronically available descriptions (Kennedy, 2015; Talbert, 2012) to guide the interested teacher or university instructor. There are also a few case studies such as Lange et al. (2000) that provide an insider's perspective and give account of students' and teachers' reactions. The student participants in Lange et al.'s study generally felt they learned more in the flipped classes than in traditional lectures, and teachers also felt that the course participants took ownership of their learning and felt responsible for the process. The approach increased both their motivation and their achievement.

Lecture 2

Basic modern technologies of teaching foreign languages and cultures

BLENDED LEARNING

- 1) the integration of traditional learning with web-based on-line approaches; 2) the combination of media and tools(e.g. textbooks) employed in e-learning environments; and 3) the combination of a number of teaching and learning approaches irrespective of the technology used (Driscoll, 2002)

PROJECT METHODOLOGY

- The main purpose of the project method is to provide students with the opportunity acquiring knowledge independently in the process of solving practical tasks or problems that require the integration of knowledge from different subjects. If we talk about the method of projects as a pedagogical technology, this technology involves a set of research, searching, problematic methods, which are creative in nature. The teacher in the project is assigned as a developer, coordinator, expert and consultant (Radzhabova, 2017).

EXAMPLES OF THE PROJECT METHOD

- The common goal is to create a school project in which all the children would like to learn. The students are divided into groups based on the desires of the children to work together to solve a certain part of the overall task. Parts of the project are discussed in groups. As a result, the following areas of work will be singled out:
- 1) the creation of a school building project, its design and school territory;
- 2) compiling rules for students and teachers of the school;
- 3) a description of the school day;
- 4) a description of extra-curricular activities of children;
- 5) a school uniform project.

LANGUAGE PORTFOLIO

Language portfolio is a tool for self-evaluation of the cognitive, creative work of the student, reflection of his own activity. This is a set of documents, independent work of the student. The set of documents is developed by the teacher and provides: tasks for schoolchildren in the selection of material in the portfolio; Questionnaires for parents, the completion of which involves a careful examination of the student's works; Parameters and evaluation criteria embedded in the portfolio of works. Experimental technology for creating a portfolio is a way to visualize your achievements for a certain period of training, the ability to demonstrate abilities and practically apply the acquired knowledge and skills. Portfolio allows to take into account the results achieved by the student in a variety of activities: educational, social, communicative, etc., and is an important element of the practice-oriented, valid approach in education. Students see their growth form a database of their achievements for the entire period of study (projects, certificates, reviews, and reviews on individual creative activities).

How technology has revolutionized language learning

1. Digitization made it more convenient

This was the biggest leap forward in technology-based language learning. As bulky physical books gave way to digitized text, carrying around your learning materials became very easy indeed.

2. Multimedia transformed how we learn foreign languages

Most language learning software or websites today will tend to include some form of digital audio. But this is also true for earlier multimedia learning programmes where textbooks would be accompanied by audio cassettes, CDs and other forms of audio resource.

3. Auto-correction helps foreign and native speakers

- From simple text-autocorrect to pronunciation analysers, auto-correction has made learning languages much easier.
- Spellcheckers are now ubiquitous and can be found absolutely everywhere. These are a great, often free, method of checking your spelling and simple grammar when learning a new language.

- That being said, they are not perfect.
- More modern ones, like Grammarly, can even help with style and offer an invaluable resource to help streamline your writing.

4. Bringing the classroom experience to your desktop and phone

There is nothing like peer review to help you learn something new. Forums and social media integration to language learning applications now provide an incredibly powerful tool for new learners.

5. Personalizing your learning experience

- Applications and tools like Lingua.ly help you research and learn the content you want. Not to mention target your learning to what you are interested in.
- For example, if you have not interested in skydiving, why would you ever need to learn how to say that in German or Turkish? You and you alone know what you want to know.

6. The big game

- The addition of game functions into foreign language learning has been a game-changer for learners. By adding an element of competition and reward, this method of learning taps into the very basal parts of the human brain.

7. The rise of AI-like language teachers

- Whilst some prefer to find their own way to mastery, others do still prefer to be guided. This is where having a dedicated teacher is an invaluable tool for anyone learning a new skill.
- Recent innovations in technology-based foreign language learning are making some interesting inroads in this regard. These new systems are able to determine what you need to learn and which exercises are best suited to sharpen your skills.
- They are, in effect, artificial teachers. One of the first was pioneered by the Khan Academy, but this was for maths rather than languages.

TASK: be ready to discuss the advantages and disadvantages of the site above and their relevance for language learners

Lecture 3

Project-based language learning. Project technologies or project pedagogy. Criteria of evaluating projects

Project-based learning

(by Nik Peachey www.oup.com/elt/expert)

1. What is it?

Project-Based Learning (PBL) is a student-centred form of learning that involves students spending sustained periods of study time exploring and attempting to solve real-life problems. PBL has its origins in the work of John Dewey, who in 1897 published his book My Pedagogical Creed, which focused on the importance of 'learning by doing'. More recently, PBL has been seen as an important vehicle for the development of global skills for the 21st century, including digital literacies.

Key elements

PBL does not simply involve doing a project with your students. Most PBL sources recognize that a project should contain a number of essential elements. These include:

■ A challenging problem or question Clear project goals should be set, based around addressing real-life problems or questions that students find meaningful and relevant to their lives.

■ Public product

The project should culminate in some form of public product, whether it's a performance, presentation, or the publication of a digital paper, document, video, or display.

■ Key knowledge and skills

During the project, students should acquire key knowledge and develop a range of skills, including critical thinking, problem solving, communication, collaboration, cooperation, and self-management.

■ Sustained inquiry

The project should run over a number of lessons and involve a range of tasks and activities that lead to the final product.

■ Authenticity

The project goals should be focused on 'real world' outcomes and goals that have genuine relevance to the lives of the students.

■ Student voice

Students should have some choice, for example in deciding what problem they should solve, how they will work together, and what the final output of the project will be.

■ Reflection

Students should be encouraged to reflect on their work, considering the obstacles they encountered and how they overcame them to achieve the project goals.

■ Critique and revision

Students should be encouraged to give and receive feedback, both from each other and the teacher, in order to improve what they are doing and how they are doing it.

2. What does it mean for the ELT classroom?

When done successfully, PBL can have a substantial positive impact on your students and your classroom environment. Problem solvers

Students learn how to approach, break down, and solve problems with a good degree of independence. As well as developing their problem-solving skills, this can have a huge impact on the students' motivation and self-esteem.

Broader learning

Students learn much more than just language. They learn collaborative and negotiating skills as well as information related to the topic of the problem they are addressing. They also explore different types of sources and evaluate their reliability.

Real language use

Students learn to use language for genuinely communicative purposes in contexts that reflect real life. This involves a wider range of language practice and a more frequent use of integrated skills than an approach to language learning based around discrete language items.

Management skills

As they work their way through the project, students will develop time management, organizational, and project management skills. Many of these skills are essential for studying and working in the 21st century.

Deeper levels of learning

PBL classrooms can be dynamic, full of students using language to work towards motivating goals. A high level of engagement is achieved when learners find project goals meaningful and relatable, and this can in turn lead to deeper levels of learning. Outcomes include improved language skills, transferable project skills, and much better retention of learning.

3. What are the challenges?

Covering the syllabus

One of the biggest challenges of applying PBL in the language classroom is that of identifying projects based around meaningful problems that will cover the breadth of the core language syllabus. While it is possible to build projects around getting students to explore and research a specific language structure, consider how authentic and motivating the experience would be for the students.

Language level

Language level can be a considerable obstacle to a PBL approach to language learning, especially in projects where language acquisition is achieved as a 'by-product' of the project interaction. Students with a lower language level may find it difficult to carry out the project tasks and activities. You will need to think about how you can structure their language use, considering when they might draw on their first language to support the completion of the projects and when you want them to use English only.

Group dynamics

Grouping of students needs to be handled with care and an understanding of the dynamics between the different members of the class. Mixed-ability groupings can work well when the group benefits from differing skills and interests and everyone's contributions are valued. However, care must be taken that some students do not dominate and prevent others from having a voice, and that the workload is shared fairly between all group members. It should also be ensured that group members are able to draw on their different strengths, so that everyone is able to contribute but no one feels they have to 'perform down' for the sake of their peers.

Time constraints

PBL is, by its nature, time consuming and it may seem difficult to balance the time demands against wider requirements of the syllabus.

Reflection and feedback

Reflection and self-critique/peer critique are important elements of PBL, but these can take time to master, especially for less experienced learners. Giving peer feedback with sensitivity can be challenging even in our first language, so this needs to be handled with a good degree of care.

Assessment

Because of the nature of the skills being developed, it can appear much harder to evaluate the learning efficacy of PBL. Many methods of assessment in mainstream education tend to focus on the performance output at the end of the project, but for language learning this may be less relevant than the quality of the interaction and communication that took place in the production of the output. Criteria that seek to evaluate the additional skills developed through PBL might appear to burden the process further.

Acknowledgement

A large part of the driving motivation for PBL comes from the fact that students are working towards some form of public display of their project output. This can stimulate a strong desire for audience recognition and appreciation. In the case of a public performance where parents or other teachers are invited along, satisfying this sense of recognition and completion can be quite straightforward, but it can be much less so when projects result in some form of online

publication or performance. Generating and registering audience interaction can be more difficult and students may be left feeling that their work has not been acknowledged.

4. How can this be implemented?

Get students on board

Be sure to get students involved from the very beginning of the project. Although you may have an idea of the kind of project output you want students to create and the kinds of issues or problems you want them to address, try not to impose your own view.

Understand their passions

Find out the kinds of issues and interests that students feel passionate about and that motivate them. You could do this through classroom discussion or questionnaires.

Give students choice

Once students have decided on the issue they want to address, let them choose what form of output they want to produce at the end of the project. Again you could give them different options to choose from. Some may prefer a form of public performance whereas others may prefer a video, e-book, or online poster.

Give clear criteria

Be sure to create and share your overall project goals and evaluation criteria with students. It should be clear to them what they are trying to achieve, and that the quality of their input and interaction during the project is as important as the evaluation of the final product.

Monitor language use

Be sure to monitor students' work closely. Listen and take notes about any language issues or communication breakdowns that come up as they work towards the project goal. You can then integrate regular language clinics to provide language support based on a clear assessment of their needs.

Balance your use of time

If you have the time and flexibility within your course, you could take the opportunity to build your whole course around PBL. However, if you have a syllabus that students need to cover, you can just make it a part of your course. You could have a specific time each week for project work and then spend the rest of the time working through the syllabus.

Build in time for reflection and peer feedback

You may want to let students reflect and give feedback in their first language, especially if they are lower-level learners. If you get them to do it in English, be sure to give them some appropriate structures so that they can write their reflections or deliver their feedback in a positive and supportive way.

Involve other schools and classes

Get your students involved in projects with other classes and schools, especially if you can use technology to connect them with students in other countries. This can be a great way of making the projects more authentic and genuinely communicative as well as great vehicles for developing collaboration skills, intercultural competences, and digital literacies.

Further reading

13 Brilliant Outcomes of Project-Based Learning https://www.teachthought.com/project-based-learning/outcomes-of-project-based-learning-pbl/

Twenty Ideas for Engaging Projects https://www.edutopia.org/blog/20-ideas-for-engagingprojects-suzie-boss

Gold Standard PBL: Essential Project Design Elements https://www.bie.org/blog/gold_standard_pbl_essential_project_design_elements

How Can We Survive on Mars? https://www.edutopia.org/article/how-can-we-survive-mars

Boosting Student Engagement Through Project-Based Learning https://www.edutopia.org/article/boosting-studentengagement-through-project-based-learning

TBL and PBL: Two Learner-Centred Approaches https://www.teachingenglish.org.uk/article/tbl-pbl-twolearner-centred-approaches

Applying PBL to English Language Teaching and Learning https://beginswithaproblem.wordpress.com/what-is-pbl/ applying-pbl-to-english-language-teaching-and-learning/

4 Ways to Use Project-Based Learning to Support English Language Learners https://www.gettingsmart.com/2016/03/project-basedlearning-supports-english-language-learners/

Talking points

What kinds of problems do you think your students would be interested in solving?

What would be an achievable project you could try as an experiment?

What do you think would be the main challenges of using PBL with your classes and how could you overcome them?

What new skills would you need to develop to successfully implement this approach?

What would be the most exciting thing about implementing this approach with your students?

Describe what a successful PBL output would look like for your students.

PBL Lesson Plan The Time Capsules

The lesson plans draws on a PBL (Project Based Learning) approach as described in the 'Focus On' paper. In the lesson plan we have tried to include all of the essential elements of a project based approach, this includes:

• A challenging problem or question - How to create a time capsule to send back to 2000

• Public product - The time capsule that the students create

• Key knowledge and skills - During the project the students have to work collaboratively and take responsibility for producing their time capsule

• Sustained inquiry - The students use time capsules from the past to research, explore and find out about the lives of students in 2000

• Authenticity - The materials they research are genuine

• Student voice - They can choose their own means of creating the time capsule and they are free to decide what they include

• Critique and revision - Students have the chance to give and get feedback from other students at the drafting stage of their project

• Reflection - At the end of the process students can reflect on what they learned and what they felt they did well and would like to do better

Procedure

Stage 1: Lead - in

Aim: The aim of this stage is to get students thinking about the concept of different times and communicating across time.

• Put up the title of the lesson - Time Travel.

• Ask students to think about where they would go - the past or the future?

• Give the students some time to think about it and then get them to discuss it in pairs or small groups.

• Get some feedback from around the room.

Additional resources: If you have more time you could substitute this activity with Episode 3 from Project Explore 4

to get students thinking about time travel.

Stage 2: Inquiry 1

Aim: The aim of this stage is to help students access and share their existing knowledge about 2000.

• Show the students the discussion questions ‘Life in 2000’.

• Put the students into their project groups and ask them to discuss the questions and share what they know.

Ask the students to try to make a list of the 6 - 8 things that they think were most important.

• Get some feedback from around the room.

Stage 3: Inquiry 2

Aim: The aim of this stage is to help students learn about the past from students in the past.

• Tell the students that 20 years ago students like themselves created time capsules about their lives and the things that were important to them to send into the future.

• Tell the students that they can now open the time capsules and find out about the past.

• Ask the students to look at the materials from the time capsules and check to see how many of the things on their list were correct.

• Show the students the posters created by students in 2000.

• Give the students some time to look at the materials and discuss together.

• Ask the students to discuss what things surprised them and what things have changed and what things haven't changed since 2000.

Stage 4: Drafting

Aim: The aim of this stage is to get students collaborating together and develop their team working skills.

• Now tell the students that you want them to send a time capsule back to those students in the past. Show the students the mission brief.

• Ask the students to work in groups to decide what form you would like this to take and what they want to include. You could suggest any of these formats, but it should be up to the students to work together and decide.

• Poster

• Video

• Presentation

• Story

• Other

• Ask the students to work together and provide a draft of their ideas for what they want to create and include.

Stage 5:

Critique and revision

Aim: The aim of this stage is to develop students' abilities to give and accept constructive criticism.

• Now ask the students to share their ideas with another group and try to get some suggestions about how to improve their ideas.

• Give the students some time to review their brief after they have shared ideas.

Stage 6: Production

Aim: The aim of this stage is to get students working together to produce their finished product.

• Ask the students to start work on producing the finished time capsule. You may want to give the students some extra time outside of the class for this.

Stage 7: Public product

Aim: The aim of this stage is to give the students the chance to share their products publicly.

• In the next class get the students to show and share what they have produced.

Stage 8: Reflection

Aim: The aim of this stage is to encourage students to reflect on the learning process and self-evaluate.

• You could also get the students to write a short reflection about what they learned from the process, what they did well and what they would like to do better.

Life in 2000

- What do you know about life in 2000?
- How do you think it was different from today?
- What do you think was the same?
- What things do you think were important to students like yourself in 2000?

MISSION BRIEF

Your mission:

You are going to send a time capsule back to students in 2000 to tell them about 2020.

You need to tell them:

1. What has changed?
2. What has stayed the same?
3. What three+ things are most important in your life today?

Lecture 4

Various applications for mobile devices to learn English

Alm 2017: 43-45

In 1988, Higgins used the metaphor of the pedagogue, the figure of the Greek slave who responds to his young master's demands at the snap of his fingers, to describe the supporting role of the computer in learner-centred learning environments. The pedagogue "answers the young master's questions, recites a poem, translates words, plays a game, or even, if that is what the young master demands, gives a test. The young master snaps his fingers again, and the pedagogue goes back to his place" (Higgins, p. 14). It is tempting to replace the pedagogue with the personal assistant that has become the mobile phone for many of us in our everyday lives. The variety of applications on the mobile phone, with communication being only one, provide unprecedented personal access to the target language (TL). Apps such as Spotify (for songs in the TL), Google translate (for written and voice translations), Mindsnack (for playing language games) and Duolingo (for practicing and testing) are not only available at the tip of the language learner's finger, they have also created the setting for "alternative pathways for learning and practice" (Kukulska-Hulme, 2016, pp. 153-154).

Mobile apps provide tools for language learning, yet it is up to learners to build their individual toolkits. The construction of this toolkit requires, as Kukulska-Hulme put it, an "awareness of one's surroundings and their potential to provide information and rich learning experiences" (2010, p.4). This approach to learning differs fundamentally from the already structured environment that language learners encounter in formal language education, and both learners and teachers have to develop a sense of this "context-awareness" to engage in and to foster mobile language learning.

CALL in Context

My contribution addresses the topic of context-awareness for informal app-based language learning. I found the work of Kukulska-Hulmes (see references) especially helpful. Here is a quote from an earlier text which provides a definition of context-awareness:

> Learners are increasingly in a position to engage in educational activities motivated by their personal needs and circumstances, including those

> arising from greater mobility and travel, and to draw on the resources of communities of like-minded learners. 'Context-awareness', that is, awareness of one's surroundings and their potential to provide information and rich learning experiences, becomes a starting point for learning. Context-aware learning is about enabling learners to use personal and social technologies to draw on aspects of their environment, including people who can join in or help, approaching the environment as a dynamic learning resource (Kukulska-Hulme, 2010, p. 4).

Research so far has shown that only a minority of learners are "proactive and innovative in their use of personal mobile devices" and that most learners need some guidance to become aware of existing opportunities for language learning to become 'good mobile language learners' (Kukulska-Hulme, 2016, p. 148). Teachers, however, are not necessarily well-equipped to advise their students appropriately, as their reference framework for evaluating apps is anchored in the context of formal language education (Rosell-Aguilar, 2017). I argue in this presentation that language teachers will have to become 'good mobile language learners' and to explore alternative pathways for learning and practice" for themselves in order to foster context-awareness in their students. My own experience has also shown me that an informal learning context is always a personal one. That means that my relationship with my resources cannot be transferred to others. My understanding of this process, however, can help me to enable my language students to create their own learning environments. One of the underlying principles seems to be that learners have to work out how the affordances of various apps work together/interact for their individual learning needs.

Yan-An Jou, Jun Scott Chen Hsieh, Wen-Chi Vivian Wu 2017: 382-387

Mobile devices are becoming more and more prevalent in modern world for educational purpose. Mobile learning (m-learning) specifies the use of mobile technologies for teaching and learning objectives. As indicated by Obari and Lambacher (2014), m-learning is "highly motivating to learners, as it offers them a rich, contextual, and prompt learning environment" (p. 267). These devices can offer learning offers that are: casual, spontaneous, portable, pervasive, and independent (Kukulska-Hulme et al, 2011). In the past decade, a growing number of research studies on mobile technology have examined the

benefits to get them into English language teaching and learning. The handheld mobile tools enhance instruction to engage EFL students in learning and to make the teachers' job easier in teaching. (Prensky, M., 2007; Lee, K.J & Kim. J.E, 2013; Arús-Hita et al, 2013). Furthermore, teaching with mobile technologies can fortify student engagement by supporting instructional objectives (Seilhamer, R., Chen, B. & Sugar A., 2013; Cestnik, B., Bohanec, M., Urbančič, T., 2015). Additionally, using mobile technologies have changed teachers' practices in teaching and offer the most ubiquitous and flexible environment because the classroom became more student-centered rather than teacher-centered (Chen, B., & DeNoyelles, A., 2013). Moreover, integrating mobile technologies into the classroom definitely has advantages to reach diversity in learning styles (Free, et al. 2012; Khaddage and Lattemann, 2013). Mobile technologies, such as smartphone educational applications (Apps), are not only promptly increasing students as alive and authentic tools, but also play a big role in enhancing instruction and process to better foreign language skills. Additionally, they are one of the useful instructive resources for English teaching in EFL context. Using App through mobile phones has the potential to not only develop motivation for listening but also inspire the learners to enthusiastically partake in the reading practice (Nah, 2008; Nah, White, & Sussex, 2008), as the learners are able to access learning resources and work together with the teacher and peers (Collins, 2005; Han & Kim, 2003; Inkpen, 1999; Kiernan & Aizawa, 2004; González, 2012; Nadire Cavus, 2013). Researches on Mobile educational apps as mentioned above are constantly growing in listening and reading skills, the comprehensible input-based approach; however, few studies have probed into how innovative mobile technologies could be utilized to meta-analyze the speaking/oral learning progress, the comprehensible output-based approach, particularly to learners in EFL contexts.

Mobile technologies, with its affordances of enabling personalized, situated and social learning anytime and anywhere, have been quickly embraced by language educators to maximize second language learners' opportunities for language learning (Burston, 2014a; Stockwell & Hubbard, 2014). Burston (2014a) reviewed 345 implementation studies that have been published so far on mobile assisted language learning (MALL), and concluded that current literature has provided research evidences suggesting the efficacy of mobile learning for language and culture development among second language learners. However, he pointed out that the current literature is characterized by a narrow

pedagogical focus on teacher-centered stand-alone MALL. Burston (2014b) argued for a more "seamless approach" that utilizes the affordances of mobile devices and other technologies to integrate in-class and out-of-class learning. This view is concurred by other researchers who argue that the increased mobility and personal choice of tools and learning spaces brought along by mobile devices enables a mobile learning culture where learners are attuned to and utilize personal and social technologies to draw on the learning opportunities in their contexts to meet their personalized and situated needs (Kukulska-Hulme, 2011; 2012; Pachler, Bachmair & Cook, 2010; Sharples, Taylor & Vavoula, 2005; Underwood, Luckin & Winters, 2010). Are language learners living up to the expectations of active embracing of mobile learning? Current research has shown that learners fail to utilize the affordances of mobile devices for learning despite their research-supported efficacies (Stockwell & Hubbard, 2014). There have been quite a few studies showing that learners have reservations in using mobile devices for learning purposes (Alm, 2013; Chen, 2013; Liu, 2013; Stockwell, 2010). Language learners are found failing to take advantage of the affordances of mobile devices in accessing learning materials anytime and anywhere (Abdous et al., 2009; Wang & Higgins, 2006). White and Mills (2014) found that only 7% of their participants viewed smartphone as a tool for educational use. Language learners have also been found to show a decreasing trend in using mobile devices to facilitate informal learning once the novelty effects fade away (Kondo et al., 2013; Stockwell, 2012). Furthermore, researchers have found that language learners show differential willingness to use mobile devices in response to different mobile activities, and the more consistent a mobile activity or app is with their existing practices, the more likely they will accept it (Kim et al., 2014; Stockwell & Hubbard, 2014). Thus, students need to be supported in developing their sensitivity and abilities to utilize mobile learning (Kukulska-Hulme, 2012; Stockwell & Hubbard, 2014). And such an effort in enhancing students' engagement with mobile learning needs to be based on an indepth understand of how students perceive and use mobile devices for mobile learning (Bassett & Kelly, 2013; Byrne & Diem, 2013; De los Arcos, 2011; Kukulska-Hulme et al., 2011; Pettit & Kukulska-Humle, 2007). Although there have been a few studies on language learners' perceptions and attitudes towards MALL, most of them focus specifically on learners' reactions to teacher-structured mobile-assisted interventions (Ch'ng & Samsudin, 2013; Pollara & Broussard, 2011). As we define mobile learning as learners taking the enhanced mobility afforded by mobile technologies and other

technologies to create personalized learning ecologies that span across different settings, times and locations (Luckin et al, 2010; Pachler, Bachmair & Cook, 2010; Sharples, Taylor & Vavoula, 2005; Underwood, Luckin & Winters, 2010), it is equally important, if not more, to understand language learners' perceptions and self-directed use of mobile devices for mobile learning outside their language class. To fill in the gap in the current research, the proposed study examines how language learners perceive the affordances of mobile devices for language learning, what language learning activities do they engage with mobile devices, how they utilize mobile devices and other technological tools available to them to create mobile learning across different learning spaces and time (Burston, 2014; Kukulska-Hulme, 2012; Luckin et al, 2010).

Lecture 5

Using literature in the classroom revisited

1. Why use literature?

- Literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because they skills they acquire in dealing with difficult or unknown language can be used outside the class.
- Literature encourages interaction. Literary texts are often rich is multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions.
- Literature expands language awareness. Asking learners to examine sophisticated or non-standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use
- Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.
- Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in coursebooks.

2. What to consider in a story

- **Vocabulary complexity.** Make sure that any story you choose has enough words that the majority of your class can understand, while at the same time includes enough complex words they can decode. If a text is too easy, your students might get turned off and not be motivated to read it. Same goes if there are too many complex words in the story.
- **Simple language.** You don't want to pick stories with too many idioms or "old world" language, as that might also be too difficult and turn off your students.
- **Relevant content.** Make sure the content is relevant to adults in some way, such as topics of relationships, business situations, family life or even something they can relate to culturally.

- **Relevant discussions.** You also want to think about whether or not you can pull interesting themes or discussion questions from the story.
- **Neutral ground.** Keep in mind, though, that you don't want material that is too controversial. Keep it neutral enough that you can generate discussions, but not something that might result in arguments between students.

Lazar, (1993) underlined three basic approaches in the teaching of literature which are the Content-based Approach, Language-based Approach and the Literature for Personal Enrichment Approach. Other similar approaches include the Information-based Approach, Paraphrastic Approach, Stylistic Approach, Personal Response Approach and Moral Philosophical Approach (Hwang & Embi, 2007).

The theories behind these approaches can be traced back to the three models for teaching literature proposed by Carter and Long, (1991) which are the Cultural Model, Language Model, and The Personal Growth Model. The teaching approaches will be discussed in accordance to its corresponding models and activities as they are usually interdependent (Lazar, 1993).

The Cultural Model

In the Cultural Model, literature is viewed as a source of facts or information whereby the purpose of reading is to obtain information (Lazar, 1993). The teacher occupies a traditional role as a transmitter of knowledge and information. The teaching approaches in this model are Content-based Approach or the Information-based Approach.

These approaches emphasise the analysis of the literary text where the historical, social, cultural and political background of the texts, genres and literary devices are very important (Lazar, 1993). Students learn English by reading literary texts and criticisms. Because the focus is on content, it usually demands a lot of clarification and explanation from the teacher.

Activities include comprehension exercises, lecture sessions or whole-class explanation of content, reading notes from workbooks or handouts and provision of background information (Hwang & Embi, 2007).

The Language Model

The Language Model attempts to relate language with literature whereby literature is a resource for students to improve their language proficiency (Lazar, 1993). The approaches in this model are the Language-based Approach, Paraphastic Approach and Stylistic Approach (Ling and Chen, 2016).

In Language-based Approach, the main focus is on making meaningful interpretations of the language in the literary texts through detailed analysis where both literal and figurative language is important. This approach is usually student-centred, activity-based and process oriented as the main aim of this approach is for students to produce and practise their language skills (Carter, 1996 as cited in Hwang & Embi, 2007). Examples of activities that can be used in this approach are prediction exercises, jumbled sentences, summary writing, creative writing, role play, forums, debate, re-translation and opinionnaire (Savvidou, 2004; Rosli Talif, 1995). These activities are stimulating and helpful as they manifest language in actual use.

In Paraphrastic Approach, the focus is on the surface meaning of the text where paraphrasing of the story is done in simpler language or native language to facilitate better understanding for lower proficiency students. Activities include re-telling the plot of the literary texts, translation and reading paraphrased notes given by teachers (Hwang & Embi, 2007).

The Stylistics Approach delves beyond the surface meaning of the texts. A combination of linguistic analysis and literary critics are used in this approach to facilitate better understanding, linguistic awareness and appreciation of the literary texts (Lazar, 1993). Activities include scrutinising literary texts, marking significant linguistic features, interpretation of texts through words choices and discussion on figurative meaning (Hwang & Embi, 2007).

The Personal Growth Model

The Personal Growth Model caters more for the students' personal development in relation to the events, themes and issues in the literary texts (Lazar, 1993). The approaches in this model are Literature for Personal Enrichment Approach or Personal Response Approach and the Moral Philosophical Approach.

The Literature for Personal Enrichment Approach and Personal Response Approach encourage students to relate to the texts by giving opinions, describing emotions and personal experiences through student-centred activities through activities such as brainstorming, small group discussions, guided fantasy and journal writing (Lazar, 1993; Hwang & Embi, 2007).

The moral philosophical approach focuses on moral values in the literary texts. Activities include identifying values embedded in the text and explaining the values learnt (Hwang & Embi, 2007).

Factors in the selection of approaches and activities

Among factors that often influence the selection of approaches and activities are students' proficiency levels, exam-oriented culture, classroom enrolment and completion of syllabus. Mustakim, Mustapha & Lebar, (2014) found that most teachers used the Information-Based Approach and Paraphrastic Approach with the use of translation to cater to weak students. Activities which require good proficiency such as debates also could not be carried out due to students' proficiency (Hwang & Embi, 2007). Besides, comprehension exercises and notetaking were often employed to cater for the exam-oriented culture (Mustakim et al., 2014; & Rashid et. al, 2010). Classroom enrolment was also another factor that influenced teachers' teaching approaches (Rashid et. al, 2010). Other factors include completion of the syllabus (Hwang & Embi, 2007).

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