

Multimedia & Materials

TPEC



Fall 2014

Course Schedule

| Week | Lesson Summary | Methododology | Notes |
|------|---|--|-------------------|
| 1 | Unit 1: Intro to Multimedia and Materials - what is multimedia? what are EFL materials? | Introduction to course and syllabus; website registration | |
| 2 | - introduce language learning framework - choose theme for language components | Instructor's lecture; discussion and tasks; choose themes | |
| 3 | Unit 2: Displays and Slideshows - uses of displays for the language classroom - introduction to presentation slideshow software | Lecture; display and slideshow examples; discuss & brainstorm | |
| 4 | - software resources, and services; tips and tricks - construction of own presentation slideshow | Lecture: student workshop | |
| 5 | Unit 3: Audio - creating and editing audio - online audio resources - developing audio resources for EFL classes | Lecture; skills development - sound recording software; student workshop | |
| 6 | - presentation software - ordering a slideshow | Lecture; display and slideshow examples; discuss & brainstorm | |
| 7 | Unit 4: Video - introduction to film editors - downloading video - adapting video for EFL classes | Lecture; skills development - film editors | |
| 8 | - construction of own video activity - completing Assignment 1 | Student workshop | |
| 9 | Unit 5: Worksheets - how to design and develop a worksheet | Lecture; worksheet examples; discussions and brainstorming | Assignment 1 due. |
| 10 | - resources, and services; tips and tricks | Student workshop | |
| 11 | Unit 6: Flashcards - designing and developing presentation flashcards - teaching strategies and techniques | Lecture; Video - presentation flashcard activity; discussions and brainstorming. | Assignment 2 due. |

| Week | Lesson Summary | Methododology | Notes |
|------|--|--|-------------------|
| 12 | <ul style="list-style-type: none"> - developing flashcards for group work - websites, resources, and services; tips and tricks | Lecture; flashcard examples; online resources | |
| 13 | Unit 7: Study Boards and Games <ul style="list-style-type: none"> - designing and developing a study board or educational game | Lecture; study board and game examples; discuss & brainstorm | |
| 14 | <ul style="list-style-type: none"> - construction of own study board or educational game | Student workshop | |
| 15 | Unit 8: Digital Storytelling <ul style="list-style-type: none"> - Integration of Digital storytelling into EFL study - websites and resources | Lecture;; skills development - online resources. | Assignment 3 due. |
| 16 | Using Websites in Education <ul style="list-style-type: none"> - use of an LMS in language education | Lecture; discuss & brainstorm | |

Why have a course on multimedia and materials?



The rationale for constructing such a course comes from our experience in observing student-teachers who wish to enhance and supplement their lessons with multimedia (ex. PowerPoints, audio, video) and materials (ex. worksheets, flashcards, games, but are not sure why or how to go about it.

How will the course be taught?

We will basically employ two strategies to teaching each unit of the course. The first strategy will involve teaching the pedagogical value of using specific multimedia/materials, while illustrating what we think are good and bad examples of their use within EFL study. The second strategy will involve workshops, where students will have the opportunity to create their own teaching samples.



About the authors of this course...

The lessons within this course were put together by two experienced educators with varied backgrounds in TESOL, educational technology, applied linguistics, and teacher education. As Multimedia and Materials is a new course that is continually being developed, we hope you will find value and enjoyment in studying it.

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What facilities will be used by this course?

Multimedia and Materials classes will be conducted in a multimedia lab (Graduate Building) that has individual computers for student use. These computers have a variety of software programs for creating presentation slideshows, worksheets, audio and video files, as well as for editing photographs. will hopefully catch your students' attention. When the lab is not in use for classes, you are free to use it at other times.

Outside of class time, you have the opportunity to use the TESOL resource room in the main building (7th floor) to work on constructing hands-on educational materials such as flashcards, study boards, games, or objects for felt boards. The TESOL resource room is furnished with a table to work at, and a few stationery supplies. This resource room is hoped to become a meeting place for like-minded students to work and create materials together.



Is there anything special I need to prepare?

Your instructor will inform you during the first week what he/she expects you to prepare for class.

As a general guideline though, you may wish to consider obtaining:

- a 4GB+ USB drive (to hold digital examples, templates, audio, video and student slideshows, etc.)
- an A4 clear file binder (to hold handouts, student worksheets, etc.)
- a plastic container (to hold student materials such as flashcards, game items, etc.)

Course Evaluation

This course will explore pedagogical methods and practical implications as they relate to the use of multimedia and materials in the EFL classroom. Subsequently, students will learn how to appropriately integrate multimedia (ex. presentation software, video, audio, educational websites, etc.) and materials (ex. worksheets, flashcards, game boards and educational materials, etc.) into EFL lessons that follow communicative language teaching (CLT) concepts and principles.

More specifically though, we wish to give you the opportunity to develop your own teaching multimedia and materials. Accordingly, a large part of your course evaluation will involve how well you apply TESOL pedagogy to multimedia and materials that you create for your lesson.



Assignment 1
(30% of final grade)
consists of a presentation slideshow that includes either audio or video



Assignment 2
(30% of final grade)
consists of a set of worksheets



Assignment 3
(30% of final grade)
consists of a set of flashcards, a game board, or a study board.



Leadership/Participation: 10%

More detailed explanations of each assignment are given on the following pages, along with the grading criteria as to how each assignment will be evaluated.

Assignment 1

Presentation Slideshow

In the first part of our ‘Multimedia & Materials’ course, you have been introduced to effective presentation slideshow principles and concepts. Subsequently, let’s take this opportunity to create a presentation slideshow (with either audio or video embedded) that will effectively supplement or guide an EFL lesson of your own creation.

First question: how many slides should the presentation slideshow be? Well, as in any typical teaching scenario, it really depends on one’s teaching style, the content, and the duration of the lesson. As such, a presentation slideshow that covers a 45-minute lesson usually ranges from four to twelve slides. For our assignment, try to aim for a well-sequenced six to eight slides in total please.

Second question: now you might be wondering how can you possibly create a fantastic presentation slideshow that is only 6-8 slides long? To answer that question, please recall that a presentation slideshow should not be the main focus of any lesson. Although it is quite useful for showcasing content/information, the purpose of a presentation slideshow should be to supplement or support in-class activities. Therefore, try to be succinct and judicious in what you include in your slides. Put the main focus of your lesson on your students, not the slideshow.

Third question: does the audio/video file need to be original (created by me)? No, it does not. While you are encouraged to use your own audio/video creations, the purpose of this assignment is to see how well you can construct a presentation slideshow that is engaging, educational, and that carefully scaffolds and integrates multimedia. Hence, you may use audio/video files from either published sources (ex. textbooks, music CDs, TV shows or from the Internet (ex. Randall’s, YouTube, etc.).

| Grading Criteria | Excellent 4.0 | Good 3.5 | Satisfactory 3.0 | Deficient 2.5 | N/A 0 |
|--|------------------|-------------|---------------------|------------------|----------|
| introduces/hooks key info at beginning of slideshow | | | | | |
| provides clear discussion Qs and instructions for tasks | | | | | |
| offers opportunities for Ss to interact (class/pairs/groups) | | | | | |
| multimedia (A/V) effectively integrated into slideshow | | | | | |
| target language is useful and appropriate for age/level | | | | | |
| content is educational and appropriate for age/level | | | | | |
| slideshow has clear, sequential development | | | | | |
| professional quality (aesthetics; spelling/grammar) | 2.0 | | 1.5 | 1.0 | |

Assignment 2

Worksheets

As you probably know from personal experience, the use of well-constructed student worksheets can aptly support language learning and practice in the class. Based on useful TESOL principles and concepts that we have studied in class, let's take this opportunity to create a set of student worksheets that will effectively supplement or guide your lesson.

First question: how many student worksheets should I create? You may wish to create several worksheets for your lesson, which is fine. However, for our assignment, you are requested to construct just two worksheets. If you have a reading passage for students, that's great and please include it, although it will not be considered as part of the worksheet itself.

Second question: what should I include on my student worksheets? Remember that although worksheets can be used for individual work, they should also encourage interactive learning and practice. This may involve tasks such as vocabulary checks or grammar practice with a classmate. Check our course booklet for guidelines and tips.

Third question: does the content/information need to be original (created by me)? No, it does not. You may use content/information from a published source. However, while you may get content and information from published sources, the purpose of this assignment is to see how well you can construct a pair of worksheets that allows students to engage with content/language, brainstorm/discuss ideas and issues with classmates. Hence, the creation and sequencing of activities and tasks on your student worksheets should be original.

| Grading Criteria | Excellent 4.0 | Good 3.5 | Satisfactory 3.0 | Deficient 2.5 | N/A 0 |
|--|------------------|-------------|---------------------|------------------|----------|
| provides word bank and clear grammar examples | | | | | |
| provides clear discussion Qs and instructions for tasks | | | | | |
| offers opportunities for Ss to interact (class/pairs/groups) | | | | | |
| activities/tasks are sequential and effectively scaffolded | | | | | |
| target language is useful and appropriate for age/level | | | | | |
| content is educational and appropriate for age/level | | | | | |
| spelling is correct and grammar is accurate | | | | | |
| professional quality (aesthetics) | 2.0 | 1.5 | 1.0 | | |

Assignment 3

Flashcards, Board Game or Study Board

As we near the end of our course, hopefully you have a better understanding of how various multimedia and materials can encourage language learning and practice. For our final assignment, let's construct either an original set of flashcards, a game board, or learning material.

First question: which kind of materials should I create? It really depends on what your student learning objectives are for your lesson. What are your language objectives? What are your content objectives? Once these have been determined, consider how materials can help students develop their understanding of new and relevant vocabulary, useful grammatical structures, or interesting and educational facts on specific content.

Second question: how should I develop my set of flashcards, game board, or educational material? This is a tricky question to answer as we wish to give you a lot of latitude and flexibility on what you create. Please ensure that whatever materials you wish to create encourages student-centered learning and practice. This may involve interactive tasks such as discussion of content, application of vocabulary or grammatical structures, or content/language review. Please check our course booklet for guidelines and tips.

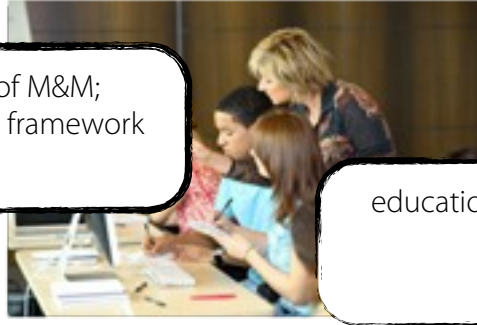
Third question: does the content/information need to be original (created by me)? Yes. While you may get ideas and inspiration from published sources, the purpose of this assignment is to see how well you can construct some hands-on materials that will engage students in active learning. Hence, while the content may be inspired by a published source, the materials themselves, and how it is presented to the students should be original in concept. Please ensure that your hands-on materials include or consider the following:

| Grading Criteria | Excellent 4.0 | Good 3.5 | Satisfactory 3.0 | Deficient 2.5 | N/A |
|--|------------------|-------------|---------------------|------------------|-----|
| activity is task-based and of educational value | | | | | |
| provides clear discussion Qs and instructions for activities | | | | | |
| task or gameplay is interesting and fun | | | | | |
| offers opportunities for Ss to interact (class/pairs/groups) | | | | | |
| target language is useful and appropriate for age/level | | | | | |
| content is educational and appropriate for age/level | | | | | |
| professional quality (aesthetics; fonts; creativity) | | | | | |
| Spelling | 2.0 | | 1.5 | 1.0 | |

Introduction to Multimedia and Materials

Objectives

discuss pros and cons of M&M;
explore language learning framework



Vocabulary

educational multimedia; instructional materials



Pedagogical Implications

Why use multimedia and materials in the classroom? Well, the most basic approach within EFL education has typically involved a teacher lecturing at the front of the classroom, usage of a white or blackboard to illustrate grammatical rules and/or concepts, and student usage of a textbook of some sort (ex. grammar, multi-skills, conversational topics, etc.). However, many contemporary EFL researchers and educators (Tomlinson, Brown, Smaldino) have opined that students are more likely to retain linguistic knowledge and be better able to use language structures if content and language is presented in a meaningful and authentic way that adds value to content covered and allows for natural linguistic interaction where possible. Nevertheless, it is not enough for the teacher to simply present multimedia and materials to students and believe that learning will occur. Instead, multimedia and materials need to be carefully vetted, modified or created, and integrated so that ultimately what students experience is engaging, appropriate, and purposeful.

Classroom Integration

By the end of the TPEC program, you will be able to identify components of a language learning framework within a typical EFL lesson. In doing so, one of the goals of this course is to learn how to find and integrate suitable multimedia and instructional materials that reflect the components of the language learning framework. Another goal of this course is to take this process one step further, and teach you *how* to construct multimedia and/or instructional materials that will also enhance student learning. Hence, when the time comes for you to find or construct EFL lessons on your own, it is hoped that you will not only have a strong theoretical basis to teach from, but that you will also have interesting, interactive multimedia and materials that will keep your students on the edge of their seats and wanting to learn more!

Task 1: Multimedia and Materials Examples

What are some kinds of educational multimedia? What are some kinds of instructional materials? In small groups, brainstorm various examples and then discuss the advantages and limitations (pros and cons) of using each multimedia or material example within EFL study.

Task 2: Scenarios and Issues

Imagine that you are currently teaching in the following EFL scenarios below. How could you enhance your lessons through the use of multimedia and/or instructional materials? Read the following scenarios and issues and within your group, discuss possible solutions or approaches.

Scenario 1:

You teach 24 elementary school students, with a focus on improving their lexicon (vocabulary) and grammar skills. Their general English proficiency level is at the 'beginner' stage; with natural competitive tendencies, and high interest in visual materials.

Scenario 2:

You teach 20 high school students who are prepping for their college entrance exams (SAT exams). You have been instructed by your principal to improve their reading/writing and skills. Their general English proficiency level is at the 'intermediate' stage. They are very unmotivated and bored with studying English.

Scenario 3:

You teach 12 adults conversation skills at an institute. You are using a study book that is theme-based and fairly interesting. They really do not want to study any vocabulary or grammar, but rather are interested in learning new things and using English in authentic/realistic ways.

Food for Thought?

In our next class, we will explore *how* the use of multimedia and materials can be both interesting and educational if integrated carefully within a lesson. In the meantime, look at your solutions above and consider what teaching strategies would be useful to integrate multimedia/materials within your lessons, and how such teaching strategies can be employed.

Website Registration

As a means of distributing handouts and aiding students with finding proper educational websites and resources, a course website will be utilized. So how can you register for our course website? Well, no worries, it is a pretty straight-forward process:

1. go to _____ and click on the 'Login' button in the top-right corner.
2. on the right side of the webpage, enter the following information: username will be your student number (ex. 2011555), password can be anything but needs to include at least one number, one upper case letter, one lower case letter and one symbol (e.g. *). Please do not forget it. Go to your profile, check the information is correct, and write a short description of yourself.

Choose your username or password

Username:

Password:

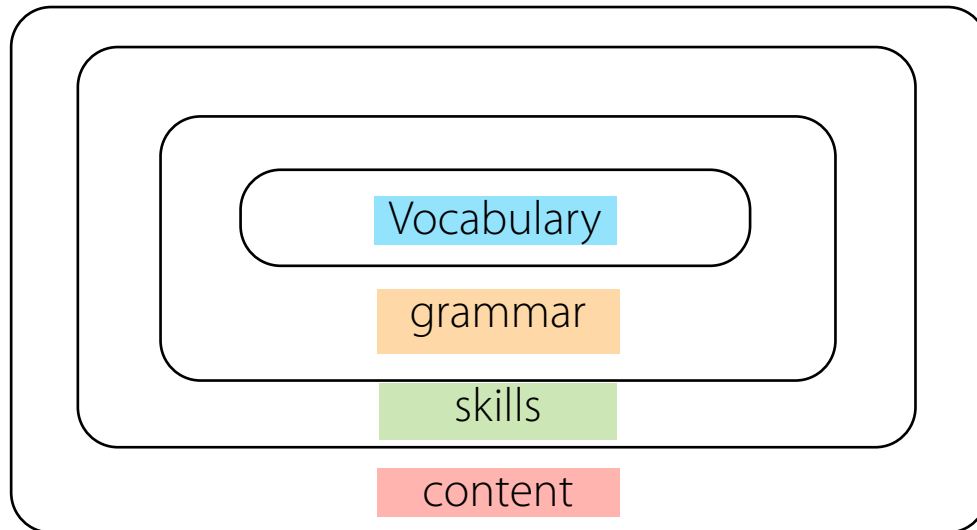
email address:

email (again):

You can now access the the 'Multimedia and Materials' course website to find handouts, resources, web links, study information, etc. From now on you will only need to enter your student number (username) and password to log in. Have fun in M&M!

Language Learning Framework

Although the author of this course generally espouses an integrative approach to language learning (ex. focus on three or more language skills within a lesson), it is sometimes easier as an educator to see the main components of language and their usage as separate entities before organizing and naturally scaffolding or integrating them into learning activities.



Vocabulary: What key terms (nouns, verbs, adjectives, etc.) should students focus on? As the core or basic building blocks upon which language use is predicated, increasing students' lexicons will allow them to clearly express themselves through the use of high-frequency and relevant terms.

Grammar: What key grammatical structures (verb tenses, Wh-questions, comparative adjectives, etc.) do students need to use? As the rules or glue that assists students in modifying vocabulary, grammar structures provide guidance in how to properly form questions and statements.

Reading: How will students reinforce key vocabulary and grammar through reading activities? What kinds of reading strategies (ex. pre-during-post, reading for comprehension, reading for enjoyment, reading for information, skimming, scanning, etc.) would be most appropriate?

Writing: How will students practice and develop their writing skills? What kinds of writing styles (ex. narrative, descriptive, persuasive, cause-and-effect, etc.) will students utilize? What types of writing pieces (ex. short answer, essay, project-based materials such as pamphlets, advertisements, etc.) will students construct? What kinds of writing gambits, sentence starters, discourse markers, etc. will students practice, and just as importantly, how will their writing skills progressively develop?

Listening: How will students reinforce key vocabulary and grammar through listening activities? What kinds of listening strategies (ex. pre-during-post, listening for comprehension, enjoyment specific information, etc.) would be most appropriate?

Speaking: What typical discourse structures (giving opinions, tag questions, expressing surprise, sequential adverbs, etc.) will students use in pair or small group work? These structures may include sentence starters, collocations, and other natural communicative cues that allow students to interact with one another.

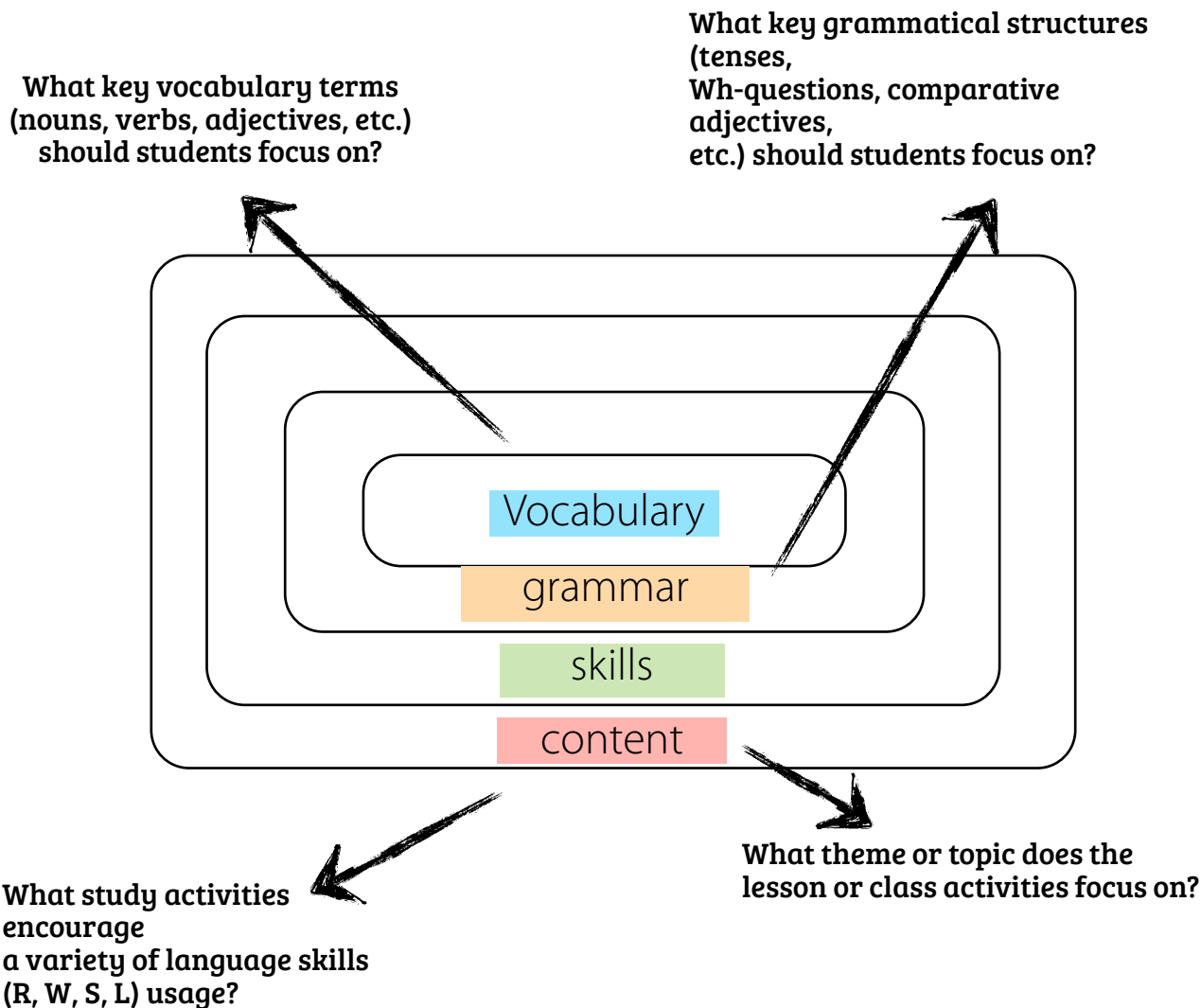
Content: What theme or topic will the lesson or class activities focus on? What key pieces of knowledge or information will students learn? How will students use English as a medium for communication, or moreover, to demonstrate understanding of content?

Task 3: Study Board

So what kinds of multimedia and materials can be utilized when studying the main language components? With a partner, match the following examples with the appropriate language component. Note: more than one possibility may exist for each multimedia or material example.

Task 4: Explore Textbooks

With a partner, let's explore some typical EFL study books and see how main language components are addressed within a chapter or unit. To start with, look at the designated chapter/unit from the book (quick tip: also look at the Table of Contents at the front of the book or the Appendices at the back of the book). Where possible, fill in the worksheet below with examples from the textbook that illustrate the main language components.



Once you and your classmate have finished the five questions above, change classmates so that you are with someone who has looked at a different textbook. Explain to your new classmate your findings on the textbook you looked at. Your classmate will also share their findings on their textbook with you as well. From either textbook that you have just discussed with your new classmate, brainstorm a couple of examples of how the use of multimedia or materials be utilized to enhance the language components?

Multimedia and Materials

So what exactly are educational multimedia and materials, and how do they support the teaching and learning of a foreign language? Well, when this course refers to teaching or learning via digital technologies such as PowerPoint presentations, audio or video tutorials, interactive software programs, educational websites, and so on, it is referring to multimedia. The use of multimedia in EFL study has become so prevalent over the past couple of decades that there is now a new field dedicated to developing language software and other online learning resources. One popular acronym for this area of language research and study is *MALL*, which stands for “*multimedia-assisted language learning*.” *MALL* is now a well-established section of applied linguistics concerned with the use of computers and other digital mediums for teaching and learning a foreign language.

On the other hand, when this course refers to non-digital items and hands-on resources such as worksheets, flashcards, flip charts, sock puppets, study boards, realia, and so on, it is referring to materials. An interesting note is the increasing ability of the teacher to create more interesting and professional materials as digital technologies and programs evolve. Within this course, the use of multimedia and materials have an underlying aim to primarily support the following four approaches to EFL study:

1. student-centered learning: multimedia and materials aspire to empower students to take a more active role and thus become more responsible for their own learning. They can allow for students to study content (ex. e-books, audio files, vocabulary flashcards, grammar cloze activities) or communicate (ex. online discussion forums, speaking journals) at their own pace.

2. task-based instruction: the use of multimedia and materials may provide suitable assistance for students who are required to complete a task that has a specific learning purpose or objective. For instance, students may be required to research, compare, and choose between interesting travel destinations. In doing so, a web quest to research the Internet, a listening comprehension activity on a DVD, or an online group wiki to compile and compare information, may be utilized.

3. content-based instruction: multimedia and materials can really shine when introducing new content to students. Rather than just relying on traditional textbooks, content can be illustrated (teacher’s presentation slideshow, video tutorials), interacted with (e-books), and even reconstructed by students (audio slideshows and podcasts).

4. interactive and collaborative learning: use of multimedia or hands-on materials can be an effective way to engage students in pair or group work where the objective is use specific language structures to complete a task or activity. Examples may include online discussion forums, Voicethreads, video conferencing, or interactive exercises on an LMS or a mobile device.

As illustrated by examples above, the primary goals of the four learning approaches is to empower students to take a proactive approach to EFL study while engaging them with interesting and relevant content, as well as use language to interact and complete meaningful and authentic tasks.

Task 5: Brainstorm Your Own Lesson

Thus far we have been introduced to a language learning framework, completed a graphic organizer with examples of typical language components, and identified such entities within published textbooks. Since you will be constructing a couple of lesson plans within the 'Materials Design and Development' course, let's consider the following language components to outline the teaching context you wish to construct a lesson for. Later, we will consider appropriate multimedia and materials to support your lesson.

What is the age of your students and their general English proficiency level. _____
(age) (level)

(Levels: Beginner, Elementary, Pre-Intermediate, Intermediate, Upper Intermediate, Advanced). With Young Learners in Korea, your learners will be typically Beginner, Elementary or Pre-Intermediate levels.

vocabulary

What 4 words would be most appropriate for them to learn with your topic (high-frequency and relevant to the topic)?

grammar

What grammatical structure do you want your students to use in the lesson?

Structure: _____ (e.g. regular past simple)

Use: _____ (e.g. to talk about past events)

Form: _____ (add 'ed' to verb ending)

four skills

What skills activities could you include? (at least **2** skills activities, for example: speaking and listening)

- ◆ writing activity _____
- ◆ speaking activity _____
- ◆ listening activity _____
- ◆ reading activity _____

content

What content or topic would be interesting, educational or appropriate for students to learn?