

TEACHERS AS INTERACTIVE CONTENT CREATORS

INTERACTIVE CONTENT - STUDY OF GOOD PRACTICES



Erasmus+



The current good practice study was developed as part of the project “**TICC - TEACHER AS INTERACTIVE CONTENT CREATOR**”, no. 2018-1-PL01-KA201-050763 implemented within the ERASMUS + PROGRAM, Key Action 2 - Innovation cooperation and exchange of good practices, KA202 - Strategic partnerships for school education.

The study of good practices is meant to be used by teachers of different disciplines, as well as facilitators, support staff, youth workers, mentors, to support them in their daily work with students. The overall goal of this alternative tool is to increase teachers’ abilities, giving them new professional skills and knowledge, so as to increase their qualifications for language teachers to enable them to create their own interactive content, which has a great potential. to increase the involvement of students in lessons and, consequently, to increase the efficiency of language teaching. The best practice study focuses on the implementation of interactive content in language teaching. The aim of the project results includes promoting the idea of interactive content and providing materials and research on this team, basic principles and professional requirements in this field, while covering, national priorities for each partner country and the personal perspective of the educator.



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About Erasmus+

Erasmus+ is the EU programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to addressing socio-economic change, the main challenges that Europe will face by the end of the decade, and to the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

The Erasmus+ programme builds on the achievements of more than 25 years of European programmes in the fields of education, training and youth, covering a dimension of cooperation both intra-European and international. Erasmus+ is the result of the integration of the following European programmes implemented by the Commission in the period 2007-2013:

- 1. Lifelong Learning Program**
- 2. Youth in Action Programme**
- 3. Erasmus Mundus Programme**
- 4. Tempus**
- 5. Alfa**
- 6. Edulink**
- 7. Cooperation Programmes of cooperation with industrialised countries in the field of higher education**

These programmes supported actions in areas such as higher education (including its international dimension), vocational education and training, school education, adult education and youth (including its international dimension).

Erasmus+ aims to go beyond these programmes by promoting synergies and cross-fertilisation in the different areas of education, training and youth, removing artificial boundaries between different actions and project formats, encouraging new ideas, attracting new actors in the field of labour and civil society and stimulating new forms of cooperation.

Promoting language learning and linguistic diversity is one of the specific objectives of the programme. Lack of language skills is one of the main barriers to participation in European education, training and youth

programmes. Opportunities created to provide language support are intended to make mobility more efficient and effective, improve learning performance and therefore contribute to the specific objective of the programme

Erasmus+ is funded by the European Commission and is implemented in Romania by the National Agency for Community Programmes in the field of Vocational Education and Training.

The programme brings under the same umbrella all current EU funding programmes for Erasmus+ education, training and youth, and the budget allocated for the period 2014 to 2020 will be EUR 14.7 billion.

General Objective

The Erasmus+ Programme shall contribute to the achievement of:

- the objectives of the Europe 2020 Strategy, including the main education target;
- the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
- the sustainable development of Partner Countries in the field of higher education;
- the overall objectives of the EU Youth Strategy (framework for European cooperation in the youth field);
- the objective of developing the European dimension in sport, in particular grassroots sport, in line with the EU work plan for sport;
- the promotion of European values in accordance with Article 2 of the Treaty on the European Union.

KEY ACTION 2 – COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

This Key Action supports:

- Transnational Strategic Partnerships aimed to develop initiatives addressing one or more fields of education training and youth and promote innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;

- Knowledge Alliances between higher education institutions and enterprises which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning;
- Sector Skills Alliances supporting the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies, drawing on evidence of trends in a specific economic sector and skills needed in order to
- Capacity-building projects supporting cooperation with Partner Countries in the fields of higher education and youth. Capacity-building projects aim to support organisations/institutions and systems in their modernization and internationalisation process. Certain types of capacity-building projects support mobility activities in so far as they contribute to the objectives of the project;
- IT support platforms, such as eTwinning, the School Education Gateway, the European Platform for Adult Learning (EPALE) and the European Youth Portal, offering virtual collaboration spaces, databases of opportunities, communities of practice and other online services for teachers, trainers and practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond. In addition, since 2018, the Erasmus+ Virtual Exchange initiative offers intercultural learning experiences between young people in Europe and the Southern Mediterranean countries

About Erasmus+ Project 2018-1-PL01-KA201-050763

TICC – TEACHER AS INTERACTIVE CONTENT CREATOR

The main aim of TICC project is to equip language teachers with digital skills enabling them to create their own interactive contents through provision of an innovative space, that will serve as a point of reference, a repository of modern, stimulating resources and a room for exchange of both ideas and ready-made educational interactive content.

Rapid digitalization, which we are now witnessing, has created a great challenge for educational systems and their most important representatives, teachers. EU has started to adjust their policy and took many initiatives to support the implementation of new technologies. Many schools, educators,

teachers are now making much effort to adopt their methods and workshop to new circumstances. However, according to many research, our students are still left behind when compared to those in USA or Japan.

Also, much of the supply of digital content comes from players outside EU, including from educational institutions offering their courses globally through Massive Open Online Courses (MOOCs) [According to European agenda: Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources, 2013].

The above mentioned communication states also that “Today’s learners expect more personalization, collaboration and better links between formal and informal learning much of it being possible through digital-supported learning. However, between 50% and 80% of students in the EU never use digital textbooks, exercise software, broadcasts/podcasts, simulations or learning games. The EU lacks a critical mass of good quality educational content and applications in specific subjects and multiple languages as well as connected devices for all students and teachers”.

TICC project corresponds to these priorities in a sense that it implies promoting innovative digital practices, which, as opposed to simply using existing digital educational resources, relay on teachers creating their own interactive content. Inseparable and subsistent element of this approach is that it promotes the acquisition of new skills and competences, and substantially strengthens the profile of the teaching profession.

This was done by:

- Development of IC Teacher’s Resource Set, that is a set of informative resources and materials for language teachers, showing them the potential of new, free software which can easily be used to create IC (interactive content);
- Creation of TICC Space, that is a repository of interactive language content, a place where language teachers will be able to access previously developed training materials, share ideas, upload/download/rate interactive contents. The platform has been fitted with filters and search categories;
- Preparation of Best Practices Study, which is prepared based on the results of research conducted in partner countries and complex process of testing TICC approach to teaching languages;

TICC project provides a solution for teachers who want to be not only lectures but also content makers. The project is in particular directed to language teachers. The aim of TICC project is to equip language teachers with digital

skills enabling them to create their own interactive contents. This can have a very high potential of raising students' engagement and in result translate to increase in effectiveness of teaching.

This project has partners six educational institutions from five European countries: Romania, Poland, Italy, Germany, Portugal.

Erasmus + strategic partnership project, entitled "TICC-Teacher-Creator of interactive content", "TICC - TEACHER AS CREATOR OF INTERACTIVE CONTENT", no. reference 2018-1-PL01-KA201-050763 is coordinated by Ks. Cardinal Stefan Wyszyński Primary School in Głogów Małopolski - Poland, under the Erasmus + program, Key Action 2, strategic partnership in cooperation in innovation and exchange of good practices.

This partnership aims to acquire and use the digital skills of language teachers that allow them to create their own interactive content, which have a very high potential to increase student involvement and, consequently, to increase the efficiency of language teaching.

Through this partnership, several tools leading to the selection of training materials, e-learning platform and research on the implementation of interactive content in language teaching will be developed, evaluated and made available to the target group. The aim of the results includes promoting the idea of an interactive content creator and providing materials and research on the subject.

The main purpose of the TICC project is to train language teachers teaching in primary, secondary and high school education in creating learning content (activities, lessons, interactive presentations) with the help of software, to develop digital language teachers to help them create their own learning content by providing a space that will serve as a reference point.

This project will develop, evaluate and make available to the target group, several tools leading to the selection of training materials, e-learning platform and research on the implementation of content in language teaching.

The aim of the results includes promoting the idea of content creator and providing results and research on the subject.

The direct target group of the project consists of language teachers and trainers, but will also involve their students, parents of students and other relevant actors, educators, experts in language methodology, teachers, training providers and associations, policy makers at various stages of implementation.

In order to develop high-quality results, evaluate the approach and promote the

concept as widely and as widely as possible on different levels of education, the partnership consisted of public schools (primary, secondary), a language school, the school inspectorate, a training provider specialising in digital environments and an IT company with experience in e-learning solutions. The main objective and other objectives will be achieved by developing the following results:

IO1 – The teacher resource set is a guide and a collection of teaching methods, the introduction into interactive programs, the content and manual on its preparation process, the database of IC creation software, video that presents the step of the process and methodological advice. This will be the contribution of the partnership to the collection and transmission of the most modern digital teaching solutions;

IO2 – TICC Space: a space of interactive methods for teaching foreign languages, is a complex tool for teachers, incorporating three components: compendium, content box and ICC community;

IO3 – Interactive content in education – Best Practices Study is an important indicator, both for teachers and all relevant actors, with new trends in the creation of individualised teaching materials with IC elements and an assessment of the effectiveness of this approach.

Through all the aspects considered, the TICC project will represent a new perspective on the role of teachers in the new reality, showing them how they can enrich their teaching in a professional way and better adapt it to the needs of students through digital skills.

From 16 to 20 September 2019, training and learning took place in the town of Faro in Portugal, attended by several teachers from partner institutions from Poland, Italy, Romania, bGermany and, of course, representatives of the host institution, ETIC_Algarve, Portugal also participated.

After this course, training sessions were organized by each partner institution, for teachers, in order to implement interactive digital content in language teaching.

The TIC project is a bold initiative to approach the methodology for addressing interactive digital content in language teaching. During the project's lifetime, the partnership is expected to design, produce, evaluate and make open to the target group several instruments aggregating selection of training materials, e-learning platform and research on the subject of implementing interactiv content in teaching languages. The scope of results incorporates those connected with promoting the idea of ICC and providing materials and research on the subject.

Apart from that the project has develop the following tangible and intangible results:

1. **Project visual identity** items including logo, website, templates for newsletters, documents and presentations. The structure and hosting has be provided by technical partner – Danmar. Website will be the main point of information about the project and place from which the IC Teachers' Resource Set and TICC Space will be accessible.
2. **Social media profiles** – those has be created in the beginning of the project by SP Glogow Mlp. <https://www.facebook.com/TICCproject>

Other tangible and intangible results (positive change) that our project has bring to target group representatives and relevant stakeholders, during the project and beyond, has be:

- Knowledge gained by partners staff in new subject areas;
- Raised awareness among teachers and relevant stakeholders concerning the possibilities of implementing interactive content into teaching practice;
- Improved digital skills of language teachers concerning ICC;
- Improved capacities of teachers to maintain sustainable motivation for learning;
- Improved quality of education services of school partners;
- Wider educational offer of training providers (Curriculum for TICC course).

The most important elements that make project TICC innovative when compared to many other projects already implemented in the subject of ICT in teaching languages, are the following:

- TICC project concerns something more than just guidelines on how to effectively use available ICT tools and digital resources, it concentrates on promoting the idea of teachers as makers of these resources
- IC Teachers' Resource Set will be a compilation of various materials including the database of free software for creating interactive contents recommendations, examples of implementation, methodology, lesson plans and video tutorials. The IC Teachers' Resource Set is prepared as an IC resource, with in-built exercises, activities, enabling a reader interaction with the information presented.
- TICC Space is an online platform innovative due to the subject it regards. It will be a unique repository of free, interactive resources for language

teachers and students, fitted with a filter that will make searching for the right resource easier. This is a space where innovative language teachers will be able not only to find resources but also to meet and exchange ideas, an exclusive platform for creative teachers, that would like to increase their digital competences <https://ticc.erasmus.site/>

- The Best Practices Study prepared on the basis of questionnaires applied to language teachers and students, as well as teachers analysis from testing phase, is a response for inefficient study and information available on the subject, and an indicator for schools and policy makers, that more emphasis should be put on the needs of digital generation of learners. What is more, an innovative curricula for Language Teachers as ICC will be designed, which will help training providers to introduce this kind of training for teachers.

TICC project have a strong impact on target groups – language teachers, their pupils, other relevant stakeholders, that are language teaching methodologists, training providers, policy makers as well as on project partners.

Language teachers (LT)

- LT will be able to easily find and access effective, free tools for creating interactive contents
- LT will be supported in the right choice of tools
- LT understanding of the technical process of preparing IC will increase
- LT awareness of IC potential and their methodological knowledge concerning the implementation of this new digital skill will increase
- LT will become more confident in using digital technologies to support their teaching practices
- LT will increase their skills in creating more flexible learning pathways in line with the learners' needs and objectives
- LT will develop their workshop and introduce innovative elements to their teaching practice

The above mentioned impact will be reached by various means, like: Database of software, Top tools set, Video tutorials, IC Teacher's Resource Set and ICC Certificate, project website and FB page.

Pupils:

- Their motivation to learn foreign languages will increase

- Their results in learning foreign languages will improve
 - Their competences involving digital media and distant learning will improve
- 500 language students aged 12-16 through their teachers has involved in testing the results, and has check their level of interest and satisfaction with this type of additional didactic materials (at least 70% satisfied)

Stakeholders (schools, training providers, teacher training centres, language methodologists, policy makers, associations):

- Their awareness on new trends concerning ICT solutions in teaching/learning languages has increase
- Their knowledge on the potential of interactive contents in teaching languages has increase
- They have expand their educational offer.

Interactive content in education – Best Practices Study

The best practice study prepared on the basis of questionnaires applied to language teachers and students, as well as the analysis of teachers in the testing phase, is a response to the inefficient study and information available on this subject and an indicator for schools and policy makers. emphasis should be placed on the needs of the digital generation of learners. Furthermore, an innovative curriculum is designed for foreign language teachers such as CCLs, which is help training providers to introduce this type of training for teachers.

Partner schools carried out testing (at least 10 language teachers from each country) where teachers conducted, within the same group of students, at least 1 lesson, with the support of interactive content in the process. Each lesson ended with a test. The tests 'results were compared to the results obtained when teaching with traditional resources, and described by the teacher in a form of short analysis and observations.

The questionnaires for language teachers and students developed and distributed. Their main goal was to check their knowledge, opinions and expectations on the subject of IC, investigate effectiveness of IC in the process of teaching, determine main obstacles (technical and methodological) faced by both teachers and students, analyse expected trends and potential for the implementation of IC tools in teaching foreign languages. (There were 590 students who took part in it and 51 teachers.)

TICC Questionnaire for Language Teachers I

O3/A3 Teachers

The TICC project - “Teacher as Interactive Content Creator” provides a solution for teachers who want to be not only lecturers but also content creators. The project is aimed in particular at foreign language teachers. The aim of the TICC project is to equip language teachers with digital skills enabling them to create their own interactive content. This may have a very large potential to increase student involvement, and consequently translate into an increase in the effectiveness of teaching.

1. How would you describe your personal experience using ICT methods of language teaching?

- confident user
- frequent user
- limited user

2. How often is ICT used in teaching foreign languages? / How often do you use ICT methods in your lessons? Or How often is ICT integrated in your classes?

- Very often
- Often
- Sometimes
- Never

& In what ways is ICT used?

- To play educational games
- To work collaboratively on assignments in the classroom
- To work individually on the computer in order to complete schoolwork
- To use internet for completing schoolwork
- To test students' knowledge

- To watch video clips, download music or software to enhance the lesson
- To use an online dictionary
- To search online for information about a particular topic
- To create own digital learning resources (websites, blogs, mind maps, etc.

3. What are the biggest benefits of ICT in teaching and learning languages? (choose 5 that are important to you)

- ICT allows students to learn more in the time they have for studies
- The use of ICT motivates and makes students interested in learning languages
- ICT (the Internet) permits access to the most current learning materials
- The use of ICT encourages students to communicate more with international peers
- Teaching through ICT enhances students' autonomous learning
- ICT enables students to understand and recall information more easily
- ICT activates learners' metacognitive skills (learning to learn, social competences, etc.)
- ICT improves critical thinking, problem solving and creativity
- The use of ICT promotes active and engaging lessons for students' best learning experience
- ICT supports diverse learning styles

4. What are the technical challenges and barriers of ICT in teaching and learning process?

- Lack of genuine software
- Low speed internet
- Unavailability of latest ICT equipment
- Poor classroom (administrative) support for teachers

5. What are the methodological challenges and barriers of ICT in teaching and learning process?

- Lack of motivation from both teacher and student side
- Lack of proper skills, need for professional development
- Shortage of class time
- The length of the curriculum that needs to be covered during the year
- Lack of quality content
- Reduction of personal time with students
- Students' inability to work independently

6. Should ICT, in your opinion, be used more in language learning?

- Yes
- No
- I don't know

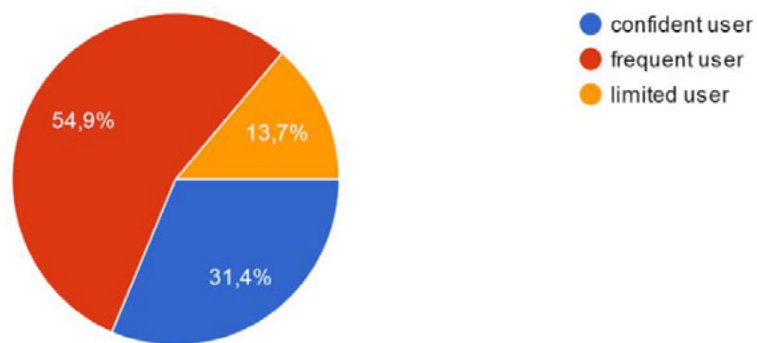
7. What learning solutions do you think will dominate the e-learning space when it comes to foreign languages?

- Gamification
- Mobile learning
- Microlearning
- Videos, visual content
- Virtual and augmented reality
- App-based learning
- Social learning

Interpretation of answers

Question 1

How would you describe your personal experience with ICT methods of language teaching?



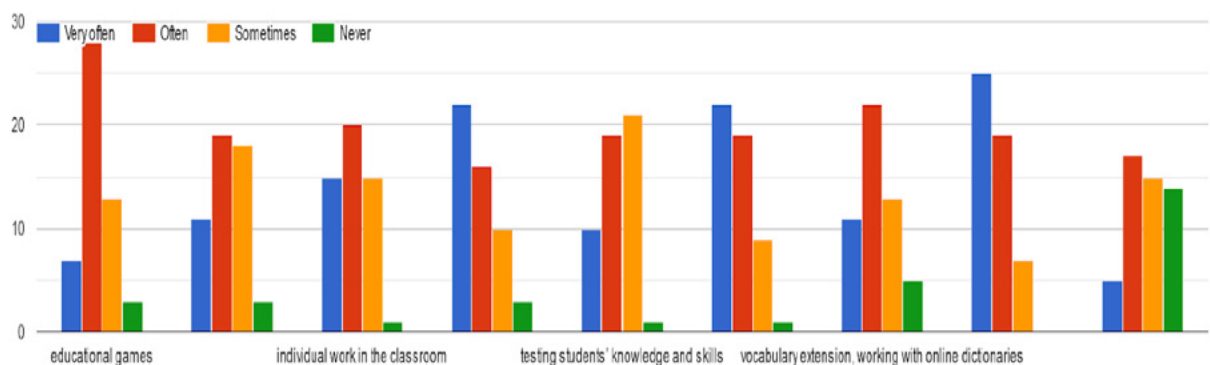
Confident User - 16 (31,4%)

Frequent User - 28 (54,9%)

Limited User - 7 (13,7%)

Question 2

How often is ICT integrated in your classes with reference to the below forms of teaching?



Educational Games

Very often - 7

Often - 28

Sometimes - 13

Never - 3

Colaborative project work in the classroom

Very often - 11

Often - 19

Sometimes - 18

Never - 3

Individual work in the classroom

Very often - 15

Often - 20

Sometimes - 15

Never - 1

Homework assignment

Very often - 22

Often - 16

Sometimes - 10

Never - 3

Testing students' knowledge and skills

Very often - 10

Often - 19

Sometimes - 21

Never - 1

Watching video clips, downloading music/software to enhance lessons

Very often - 22

Often - 19

Sometimes - 9

Never - 1

Vocabulary extension, working with online dictionaries

Very often - 11

Often - 22

Sometimes - 13

Never - 5

Searching Online for information about a particular topic

Very Often - 25

Often - 19

Sometimes - 7

Never - 0

Creating own digital teaching resources (websites, blogs, mindmaps, etc)

Very Often - 5

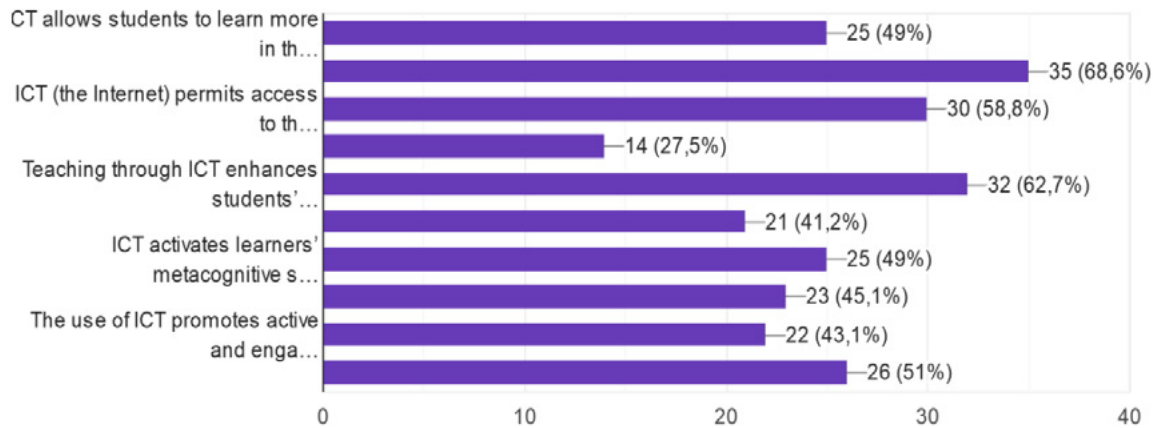
Often - 17

Sometimes - 15

Never -14

Question 3

What are the biggest benefits of ICT in teaching and learning languages (choose 5 that are important to you)



ICT allows students to learn more in the time they have for studies - 25

ICT motivates and makes students interested in learning languages - 35

ICT (the Internet) permits access to the most current learning materials - 39

The use of ICT encourages students to communicate more with international peers - 14

Teaching through ICT enhances students' autonomous learning - 32

ICT enables students to understand and recall information more easily - 21

ICT activates learners' metacognitive skills (learning to learn, social competences, etc.) - 25

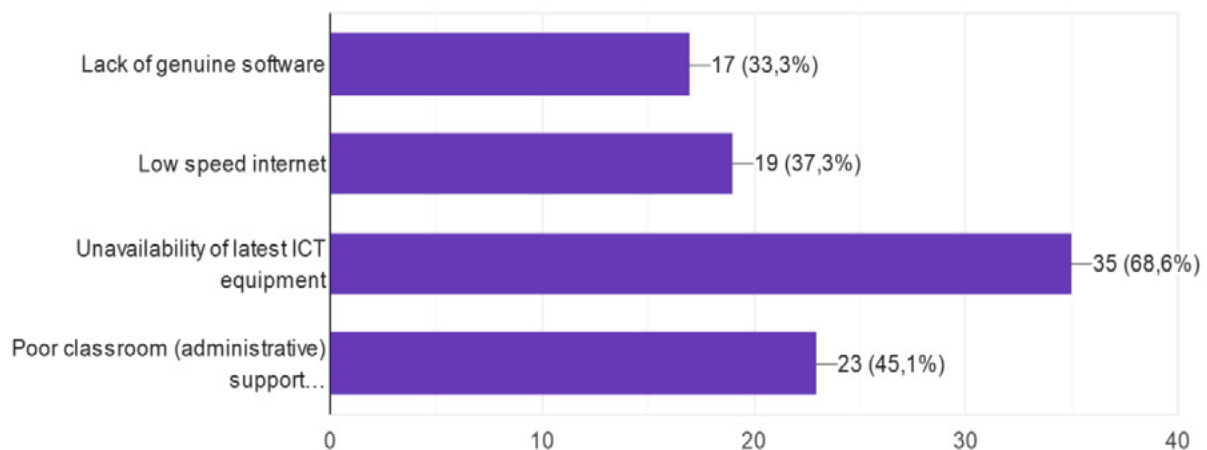
ICT improves critical thinking, problem solving and creativity - 23

The use of ICT promotes active and engaging lessons for students' best learning experience - 22

ICT supports diverse learning styles - 26

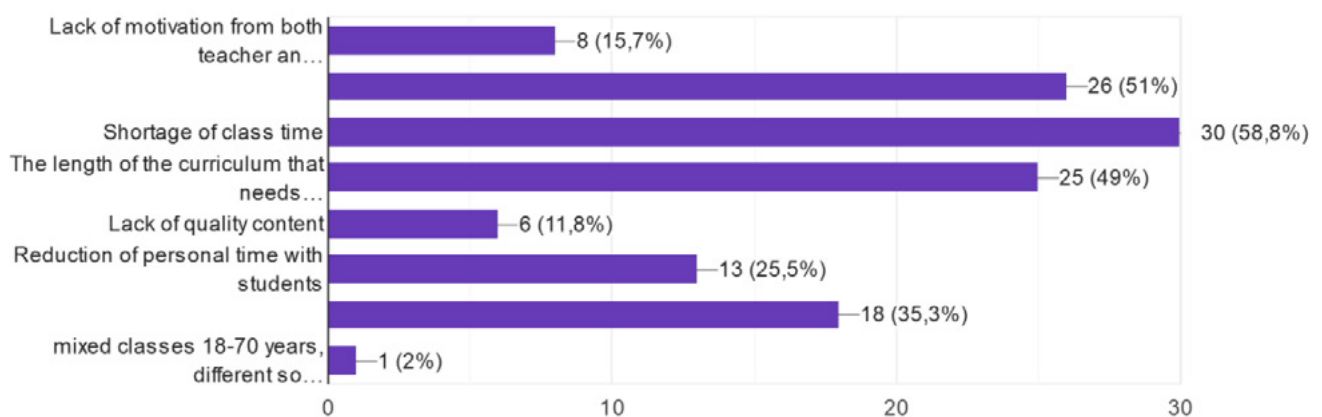
Question 4

What are the technical challenges and barriers of ICT in the teaching and learning process?



Question 5

What are the methodical challenges and barriers of ICT in the teaching and learning process?



Lack of motivation from both teacher and student side - 8

Lack of proper skills, need for professional development - 26

Shortage of class time - 30

The length of the curriculum that needs to be covered during the year - 25

Lack of quality content - 6

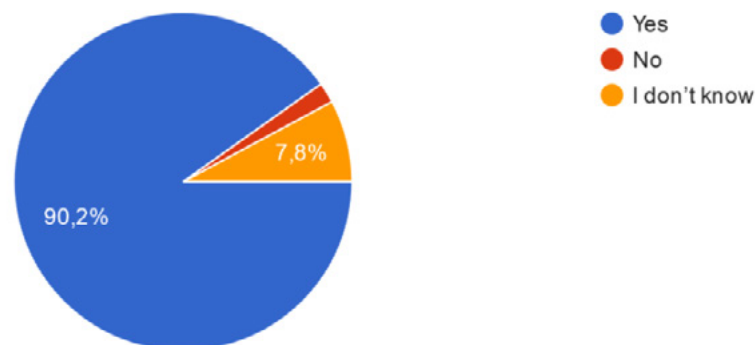
Reduction of personal time with students - 13

Students' inability to work independently - 18

Mixed classes 18-70 years - 1

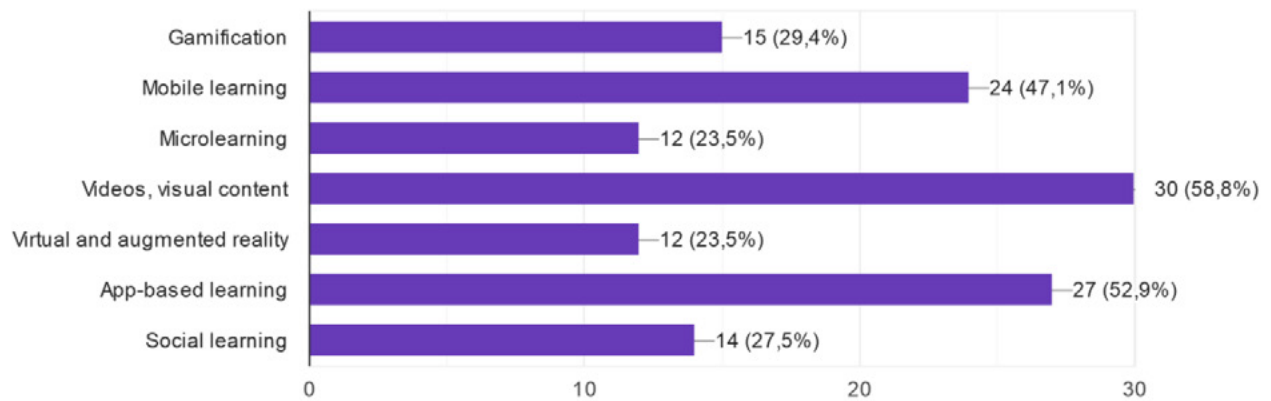
Question 6

Should ICT, in your opinion, be used more in language learning?



Question 7

What learning solutions do you think will dominate the e-learning space when it comes to foreign languages?



Gamification - 15

Mobile learning - 24

Microlearning - 12

Videos / visual content - 30

Virtual and augmented reality - 12

App-based learning - 27

Social learning - 14

TICC Questionnaire for students

O3/A3 Students

The TICC project - “Teacher as Interactive Content Creator” provides a solution for teachers who want to be not only lecturers but also content creators. The project is aimed in particular at foreign language teachers. The aim of the TICC project is to equip language teachers with digital skills enabling them to create their own interactive content. This may have a very large potential to increase student involvement, and consequently translate into an increase in the effectiveness of teaching.

1. How would you describe your personal experience with ICT methods of language learning?

- Confident user
- Frequent user
- Limited user

2. How often is ICT integrated in language classes in your school with reference to the below forms of teaching and learning

- Very often
- Often
- Sometimes
- Never

& In what ways is ICT used?

- To play educational games
- To work collaboratively on assignments in the classroom
- To work individually on the computer in order to complete schoolwork
- To use internet for completing schoolwork
- To test students' knowledge
- To watch video clips, download music or software to enhance the lesson

- To use an online dictionary
- To search online for information about a particular topic
- To create own digital learning resources (websites, blogs, mind maps, etc.)

3. What are the biggest benefits of ICT in teaching and learning languages? (choose 5 that are important to you) *

- ICT allows students to learn more in the time they have for studies
- The use of ICT motivates and makes students interested in learning languages
- ICT (the Internet) permits access to the most current learning materials
- The use of ICT encourages students to communicate more with international peers
- Teaching through ICT enhances students' autonomous learning
- ICT enables students to understand and recall information more easily
- ICT activates learners' metacognitive skills (learning to learn, social competences, etc.)
- ICT improves critical thinking, problem solving and creativity
- The use of ICT promotes active and engaging lessons for students' best learning experience
- ICT supports diverse learning styles.

4. Do ICT tools make your learning process easier? What barriers/obstacles do you still face? *

Lack of genuine software

Low speed internet

Unavailability of latest ICT equipment

Lack of motivation from both teacher and student side

Lack of proper skills

Shortage of class time

The length of the curriculum that needs to be covered during the year

- Lack of quality content
- Reduction of personal time with teachers
- Students' inability to work independently.

5. Should ICT, in your opinion, be used more in language learning?

- Yes
- No
- I don't know

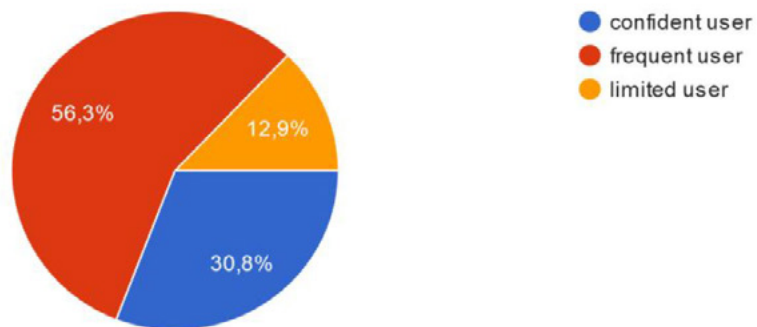
6. What learning solutions do you think will dominate the e-learning space when it comes to foreign languages?

- Gamification
- Mobile learning
- Microlearning (getting your eLearning in small doses, as tiny bursts of training material that you can comprehend in a short time)
- Videos, visual content
- Virtual and augmented reality
- App-based learning
- Social learning

Interpretation of answers

Question 1

How would you describe your personal experience with ICT methods of language learning?



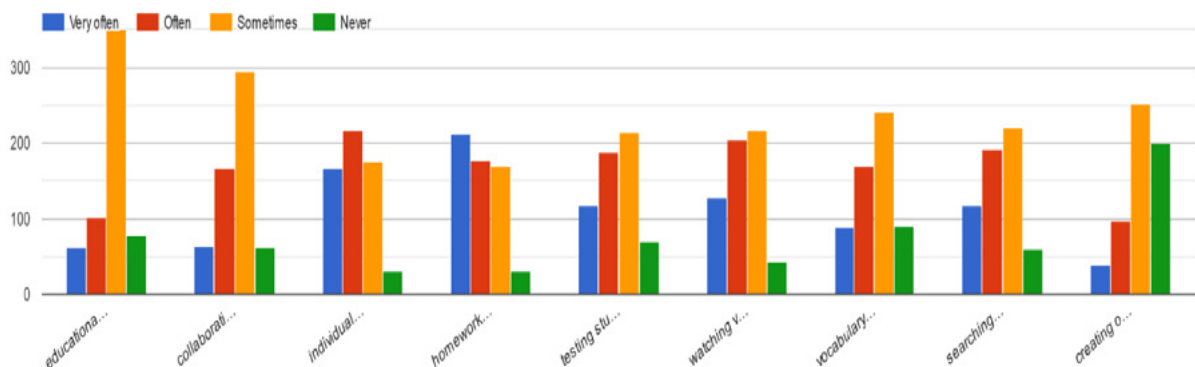
Confident User - 182 (30,8%)

Frequent User - 332 (56,3%)

Limited User - 76 (12,9%)

Question 2

How often is ICT integrated in language classes in your school with reference to the below forms of teaching & learning



Educational Games

Very often - 61

Often - 101

Sometimes - 350

Never - 78

Collaborative project work in the classroom

Very often - 65

Often - 168

Sometimes - 296

Never - 61

Individual work in the classroom

Very Often - 167

Often - 217

Sometimes - 176

Never - 30

Homework assignment

Very Often - 213

Often - 178

Sometimes - 169

Never -30

Testing students knowledge and skills

Very Often - 117

Often - 188

Sometimes - 214

Never - 71

Watching video clips, downloading music/software to enhance the lesson

Very often - 127

Often - 204

Sometimes - 216

Never - 43

Vocabulary extension, working with online dictionaries

Very often - 88

Often - 170

Sometimes - 241

Never - 91

Searching online for information about a particular topic

Very Often - 117

Often - 193

Sometimes - 221

Never - 59

Creating own digital resources (websites, blogs, mindmaps, etc.)

Very Often - 39

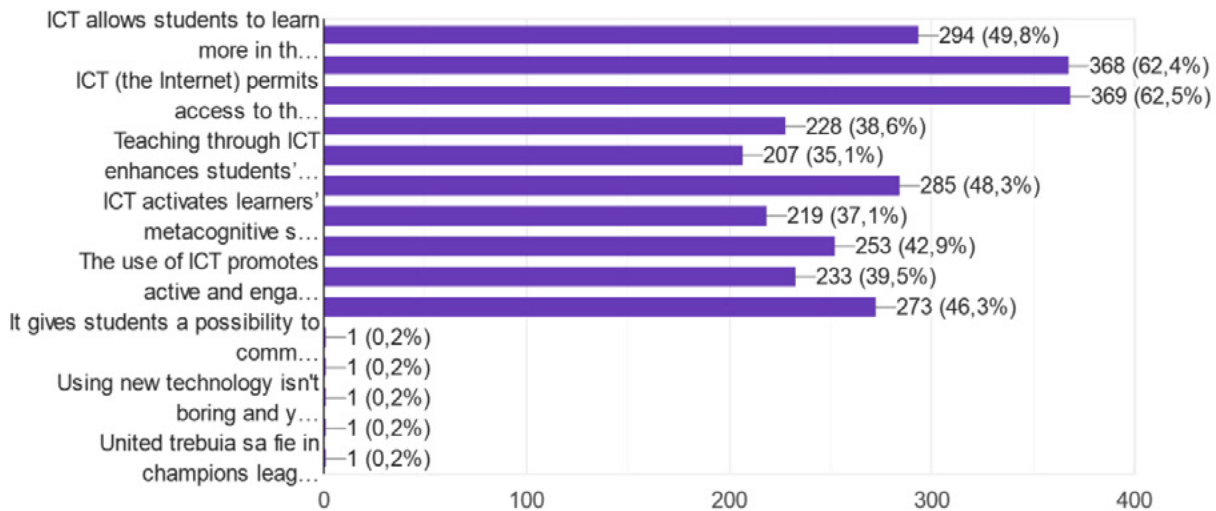
Often - 98

Sometimes - 252

Never - 201

Question 3

What are the biggest benefits of ICT in teaching and learning languages?
(choose 5 that are important to you)



ICT allows students to learn more in the time they have for studies - 294

The use of ICT motivates and makes students interested in learning languages - 368

ICT (The Internet) permits access to the most current learning materials- 369

The use of ICT encourages students to communicate more with international peers - 228

Teaching through ICT enhances students' autonomous learning - 207

ICT enables students to understand and recall information more easily - 285

ICT activates learners' metacognitive skills (learning to learn, social competences, etc.) - 219

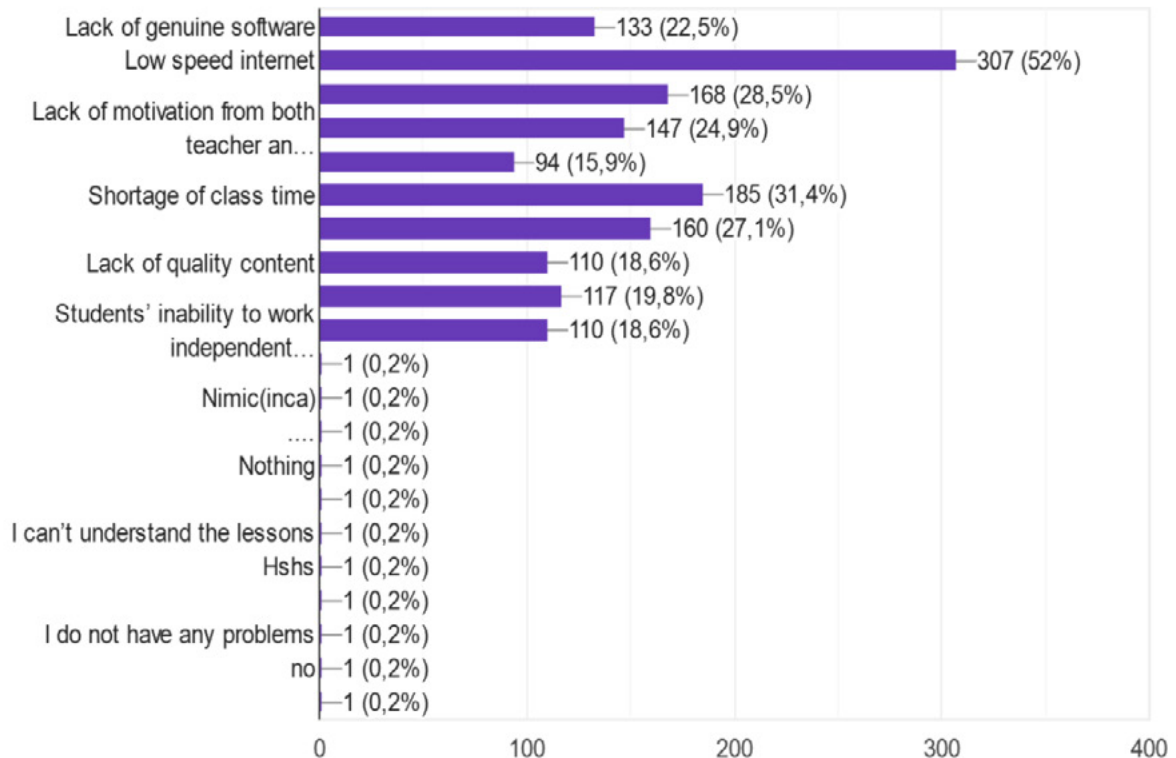
ICT improves critical thinking, problem solving and creativity - 253

The use of ICT promotes active and engaging lessons for students' best learning experience - 233

ICT supports diverse learning styles - 273

Question 4

Do ICT tools make your learning process easier? What barriers/obstacles do you still face?



Lack of Genuine Software - 133

Low internet speed - 307

Unavailability of latest ICT equipment - 168

Lack of motivation from both teacher & student side - 147

Lack of proper skills - 94

Shortage of class time - 185

The length of the curriculum that needs to be covered during the year - 160

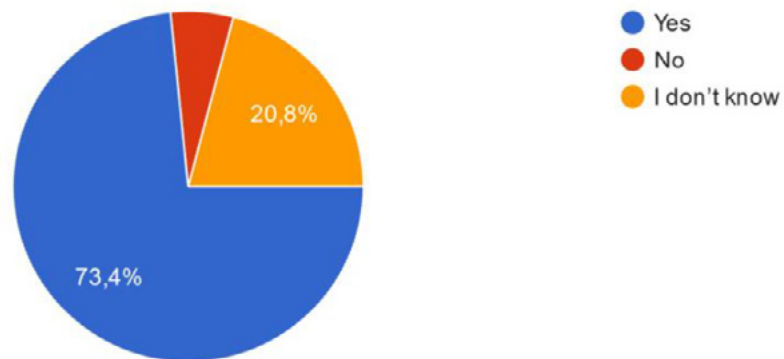
Lack of quality content - 110

Reduction of personal time with teachers - 117

Students inability to work independently - 110

Question 5

Should ICT, in your opinion, be used more in language learning?



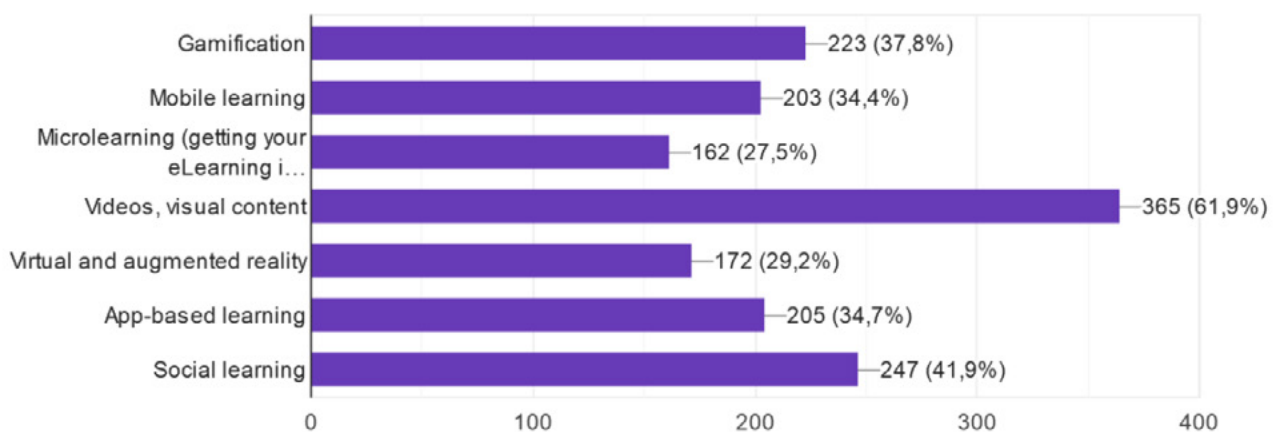
Yes - 433 (73,4%)

No - 34 (5,8%)

I don't know - 123 (20,8%)

Question 6

What learning solutions do you think will dominate the e-learning space when it comes to foreign languages?



The Evaluation Questionnaire

The evaluation questionnaire was developed as part of the project “TICC - TEACHER AS INTERACTIVE CONTENT CREATOR”, no. 2018-1-PL01-KA201-050763 implemented within the ERASMUS + PROGRAM, Key Action 2 - Innovation cooperation and exchange of good practices, KA202 - Strategic partnerships for school education.

During the month of February 2021 a questionnaire was issued by the TICC Italian project team, as part of the final evaluation tasks. Ten teachers from each country (11 from Italy, Germany and Poland) and 20 from Romania (24) have taken part, for a total of 57 teachers.

The questionnaire was made up of 44 questions. plus an open question on personal opinions about strengths and weaknesses concerning the use of the TICC methodologies in language teaching.

The questionnaire was divided in three sections:

Planning: 12 questions

Teaching Practice: 20 questions

Evaluation: 12 questions

The questions were aimed at detecting through the answers of the teachers who participated in the testing phases evidence of the real, effective benefits of using response system digital tools, such as Socrative, Quizziz and Kahoot as a means to implement and improve the language teaching practice.

The couples of mirror questions were trying to compare traditional language teaching methods and TICC Methodologies and the perception of the benefits of the latter comes definitely out.

Analysis of the answers

The first twelve answers undoubtedly demonstrate that planning lessons which include the use of digital tools is seen as an innovative way to plan their work as language teachers, and that projecting activities which enhance students' language competences following TICC methodologies is at the same time involving and challenging.

The first 6 couples of mirror questions tried to compare traditional language

teaching methods and the implementation of TICC methodologies in the planning of a language lesson. As far as didactic awareness and motivation are concerned.

A very high percentage of teachers gave positive answers (30 teachers awarded a score of 5 and 23 a score of 4, while only two or three answers awarded a score of 3) while in the two questions centered on traditional planning the opinions vary a lot and all the range of scores is used.

The third couple of answers concerning the importance given to the development of oral skills in planning a language lesson is less decided and opinions vary much more, so does the range of scores in both answers.

The questions regarding the promotion of critical thinking skills and problem solving and of digital competences get exemplary responses with very high scores in favor of TICC methodologies

The last couple of questions which concerned the possibility of using materials created by the students as learning objects in a language lesson also offer great material for analysis: the traditional methodologies get all range of scores equally distributed even if score 3 gets the majority while TICC methodologies only get high scores.

Teaching practice

The main part of the questionnaire was dedicated to the teaching practice and the 10 couples of mirror questions tried to identify in details the real benefits of using Kahoot, Socrative and Quizziz and creating teachers' own interactive contents in the language teaching practice.

Teachers' awareness proves to be even stronger in this section.

The first couple of questions regarded the ability to create an inclusive and collaborative learning environment, the second couple concerned the ability to lower the affective filters and to create a welcoming atmosphere in the class, in both questions the answers in the case of Traditional methods got all range of scores with a very large predominance of score 3, while in the case of TICC methodologies got a large majority of 4 and 5.

The answers to the third couple of questions which was about the effort to decrease the teacher's talking time during the language teaching practice seem to be very interesting but less decided.

Traditional methods awarded all range of scores with a majority of score 2 while TICC methodologies got a large majority of score 4 and many (about 20) 5.

The same can be said also about the fourth couple of questions about the synergy and interaction between teacher and students.

As far as the fifth couple of answers is concerned, regarding the role of the teachers as a guide and a facilitator the perception of the teachers varies a lot both as regards Traditional methods and TICC methodologies.

In both the sixth couple of questions which were asking to what extent could the student be the real protagonist of his own learning process and the seventh about the promotion of cooperation and peer learning, the TICC methodologies got very high scores

The eighth couple of question got instead less decided answers. The perception about the type of teaching practice which most encourages solidarity, helps solve class conflicts and improves the cohesion of the group varies a lot in both cases.

The answers to the ninth couple, concerning the importance given to the different learning styles and the tenth couple about the different learning paces are instead very clear: all teachers strongly believe that TICC methodologies can highly contribute in this sense.

Evaluation

As far as evaluation is concerned we can add the following observations:

In the first couple of questions, which concerned the immediacy of the evaluation process and in the second about the feedback to the students, TICC methodologies got very high appreciation.

Not only can Socrative.com give you data to analyze quickly, Socrative offers real-time posting for your students, which encourages participation from less vocal students and allows students to become involved in their peers learning. A bonus for using Socrative is that the posts from class can be viewed anytime from anywhere for students to review. Socrative offers a way to get students involved in their learning, and it offers you a way to assess easily, differentiate, and get students to interact with one another about the content.

The open answers contribute to define the enthusiastic adhesion of the teachers involved in the TICC project to the innovative methodologies we proposed.

According to the results of the questionnaire TICC methodologies proved to be able to offer an added value to the language lesson. They enable teachers to create their own interactive contents and to design stunning activities for the class

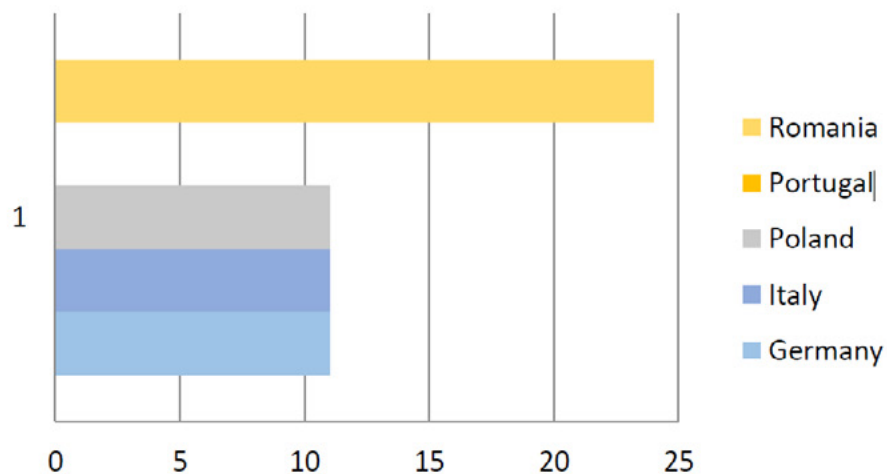
Teachers have grown the awareness that TICC methodologies can improve the

language class dynamics and contribute to create a more positive learning environment, enhancing students engagement, motivation and cooperation as well as interaction between students and teachers and students and peers.

TICC Questionnaire for language teachers II

Give your opinion on the questions on a Scale from 1 - 5 (1 being **Very little** & 5 being **Very much / a lot**)

What country do you teach in?



Germany - 11

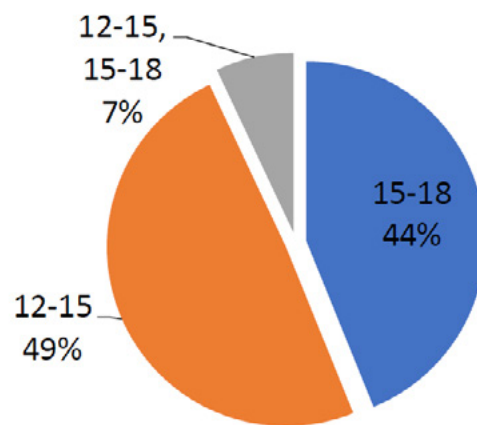
Italy - 11

Poland - 11

Portugal - 0

Romania - 24

What age group do you teach?



15 to 18 - 25

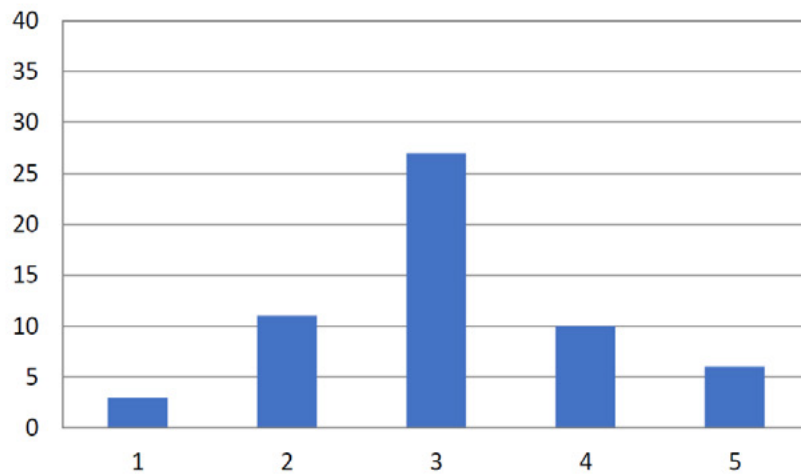
12 to 15 - 28

12 to 15 & 15 to 18 - 4

Planning

Question 1

How much do you feel traditional language activities influence your students' motivation?



1 - 3

2 - 11

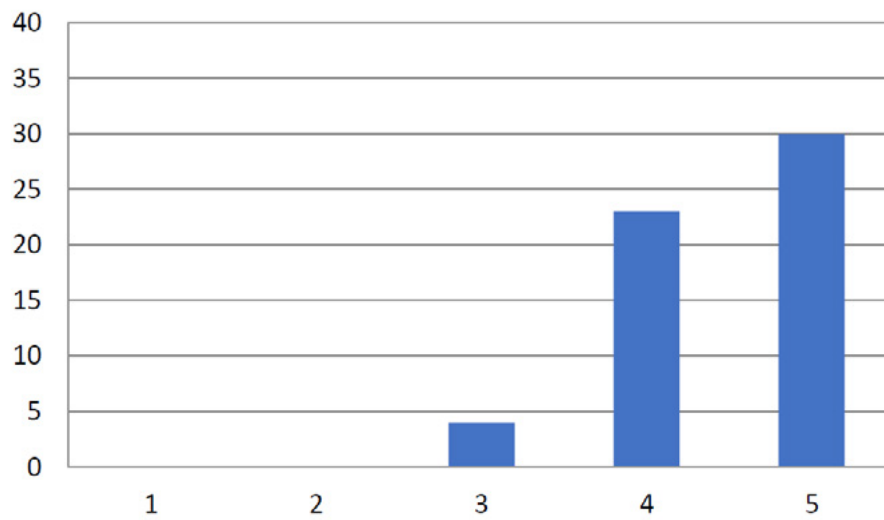
3 - 27

4 - 10

5 - 6

Question 2

How much do you feel technology-assisted activities influence your students' motivation?



1 - 0

2 - 0

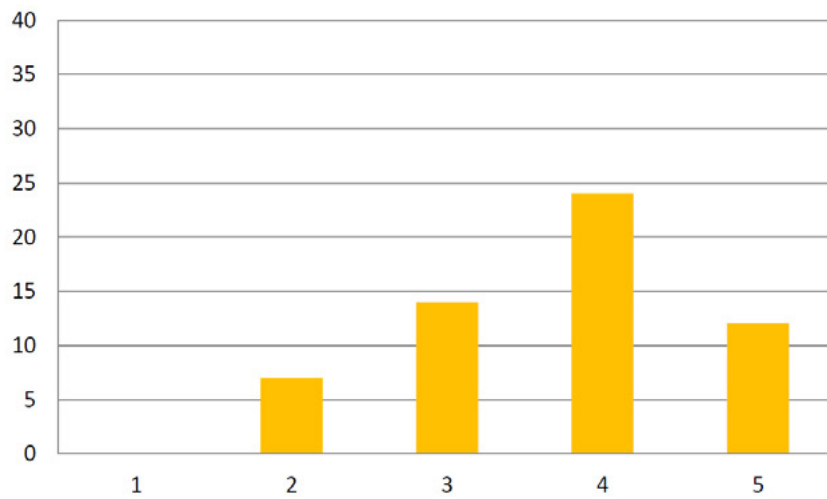
3 - 4

4 - 23

5 - 30

Question 3

How much didactic awareness is required to plan a traditional language lesson?



1 - 0

2 - 7

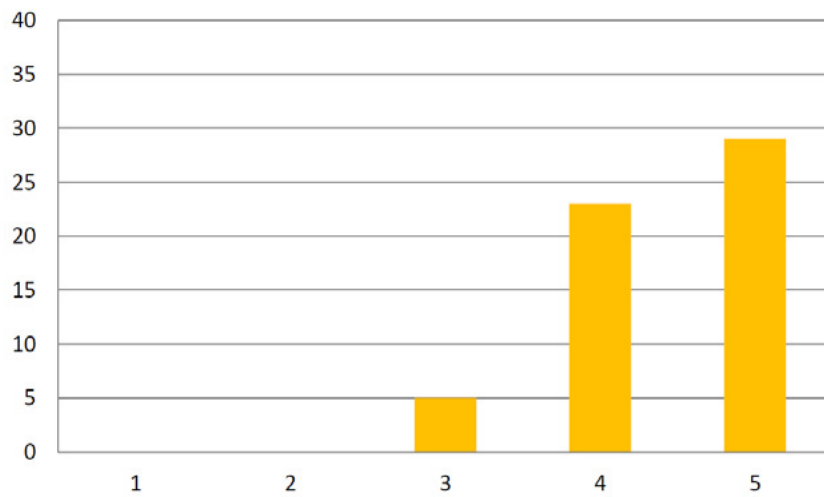
3 - 14

4 - 24

5 - 12

Question 4

How much didactic awareness does the planning of a language lesson with TICC methodologies require?



1 - 0

2 - 0

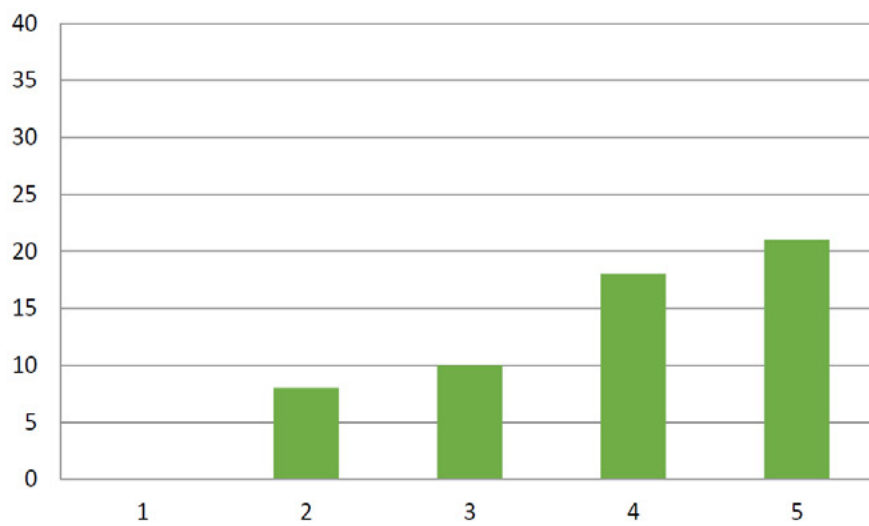
3 - 5

4 - 23

5 - 29

Question 5

How much importance do you give to the development of oral skills in planning a traditional language lesson?



1 - 0

2 - 8

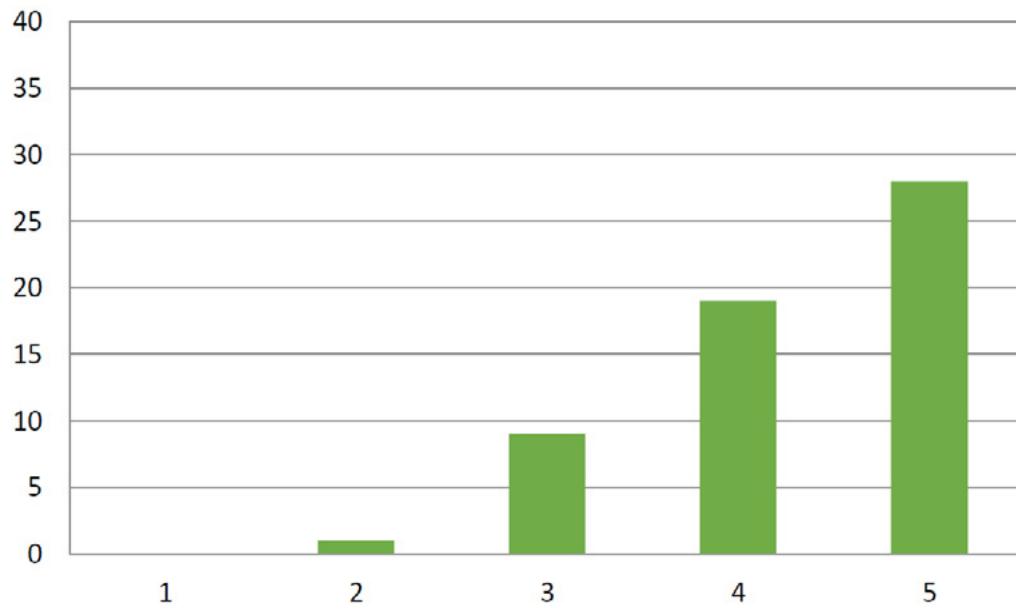
3 - 10

4 - 18

5 - 21

Question 6

How much importance do you give to the development of oral skills in planning a language lesson with TICC methodologies?



1 - 0

2 - 1

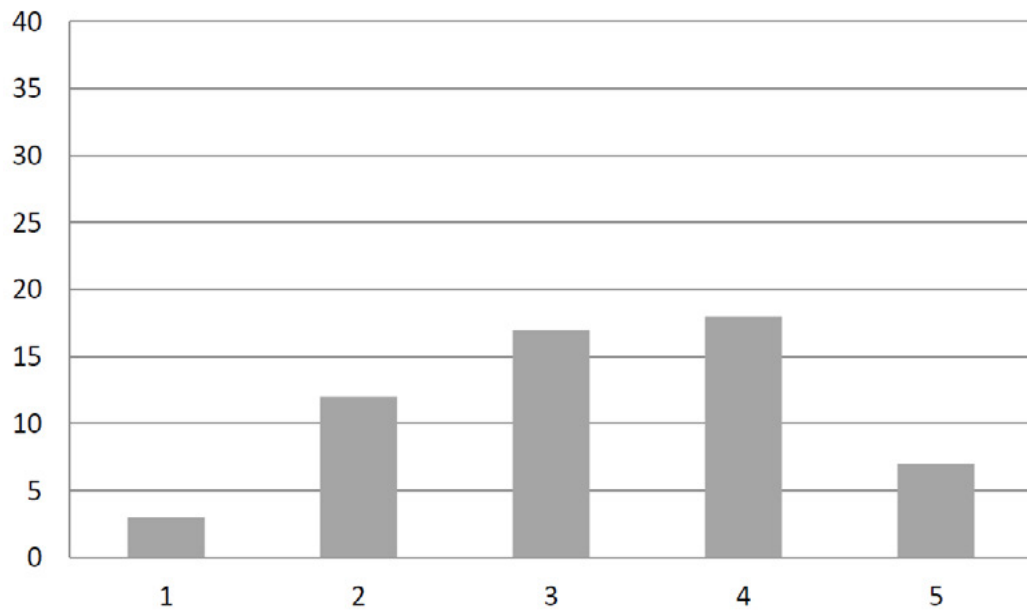
3 - 9

4 - 19

5 - 28

Question 7

How much does the planning of a traditional language lesson promote critical thinking skills and problem solving?



1 - 3

2 - 12

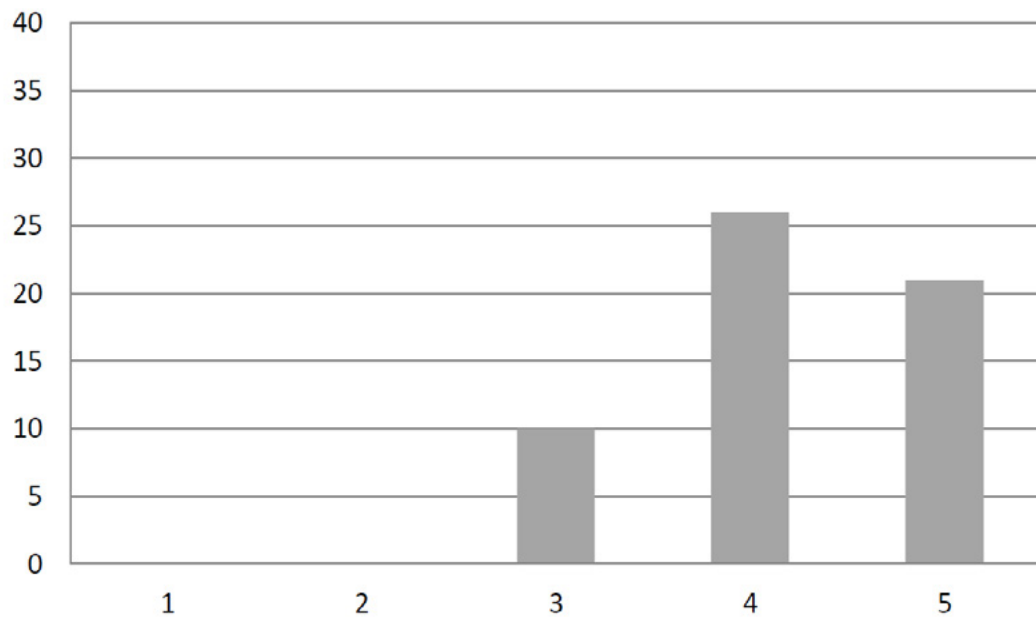
3 - 17

4 - 18

5 - 7

Question 8

How much does the planning of a language lesson with TICC methodologies promote critical thinking skills and problem solving?



1 - 0

2 - 0

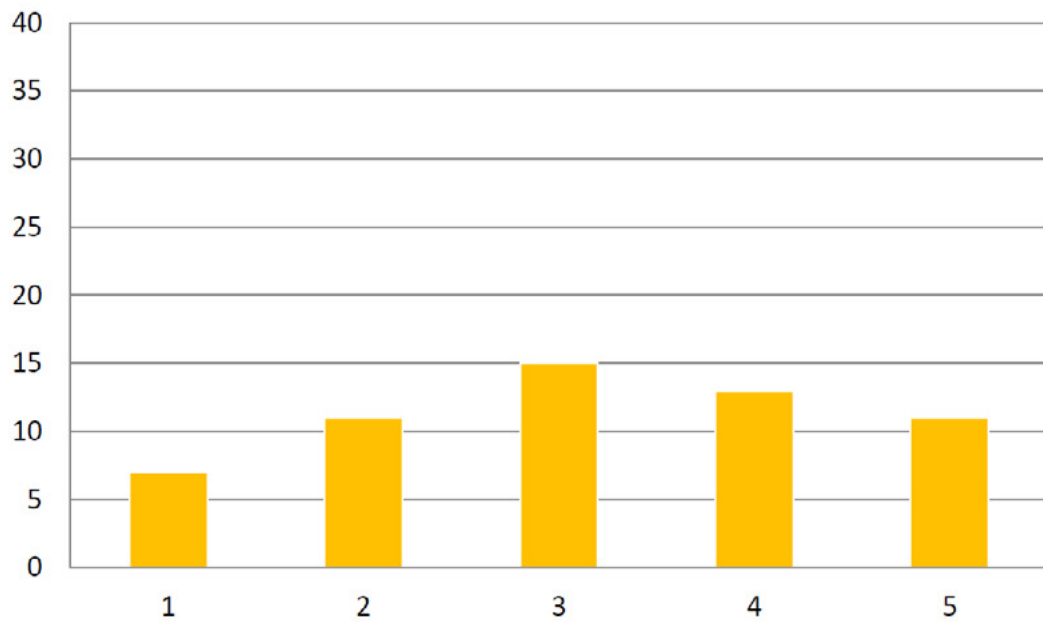
3 - 10

4 - 26

5 - 21

Question 9

How much value do you attribute to the development of digital competences in a traditional language lesson?



1 - 7

2 - 11

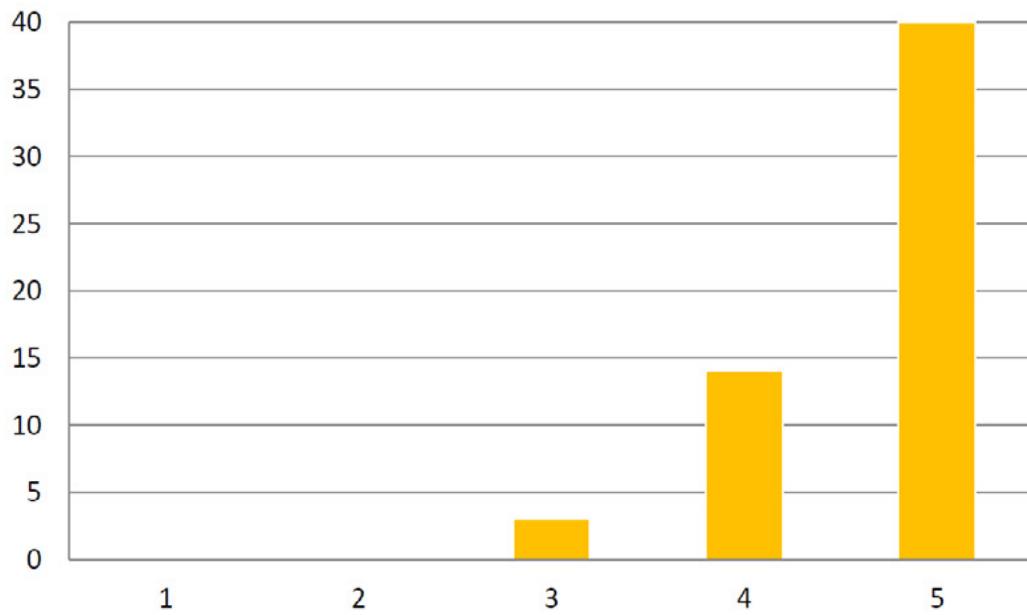
3 - 15

4 - 13

5 - 11

Question 10

How much value do you attribute to the development of digital competences in a language lesson with TICC methodologies?



1 - 0

2 - 0

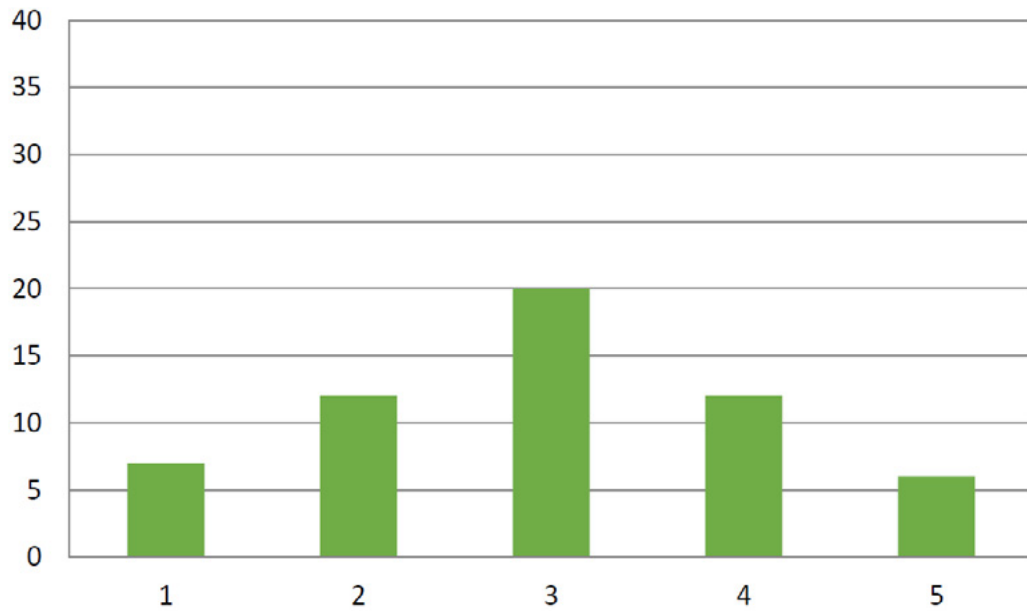
3 - 3

4 - 14

5 - 40

Question 11

How much is it possible to use materials created by the students as learning objects in a traditional language lesson?



1 - 7

2 - 12

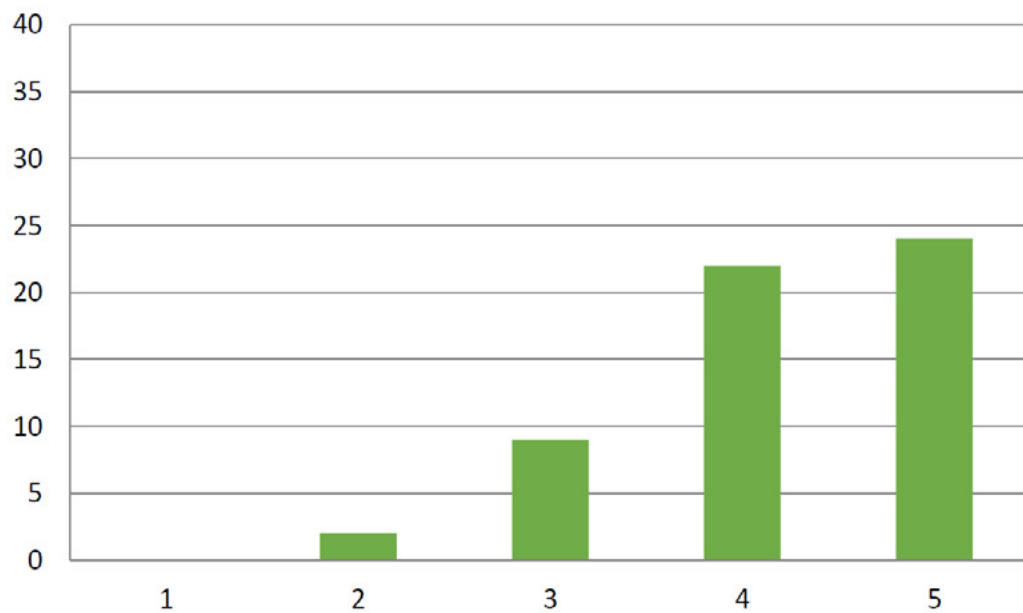
3 - 20

4 - 12

5 - 6

Question 12

How much is it possible to use materials created by the students as learning objects in a language lesson with TICC methodologies?



1 - 0

2 - 2

3 - 9

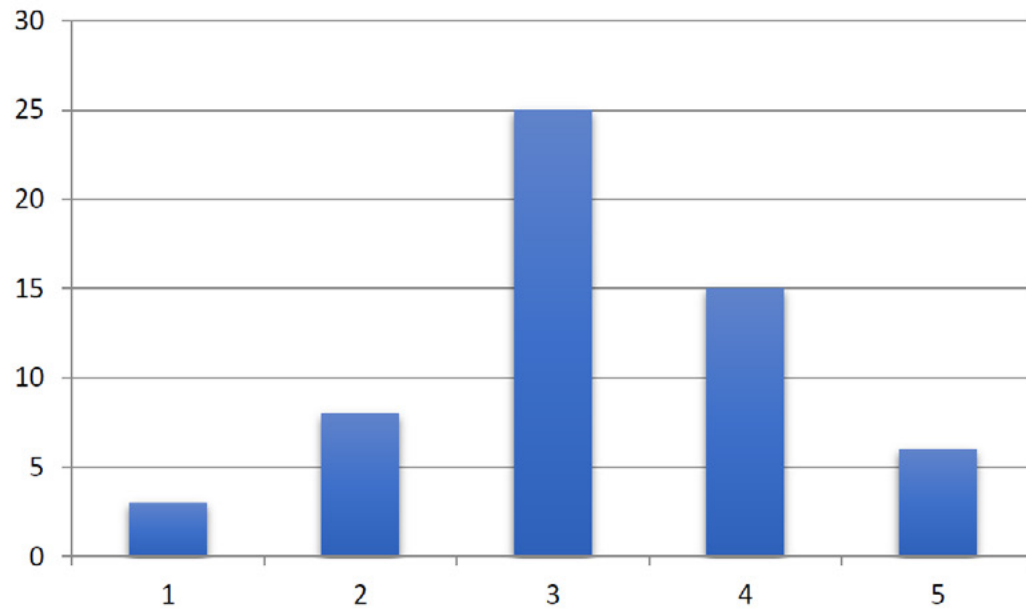
4 - 22

5 - 24

Teaching Practice

Question a)

How much is the teaching practice in a traditional language lesson able to create an inclusive and collaborative learning environment?



1 - 3

2 - 8

3 - 25

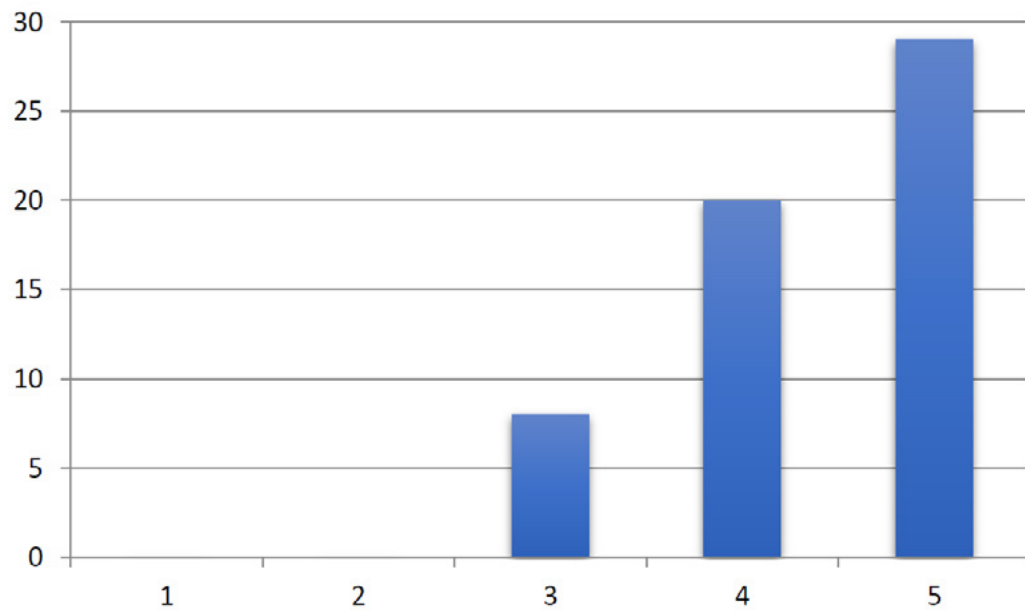
4 - 15

5 - 6

-

Question b)

How much is the teaching practice in a language lesson with TICC methodologies able to create an inclusive and collaborative learning environment?



1 - 0

2 - 0

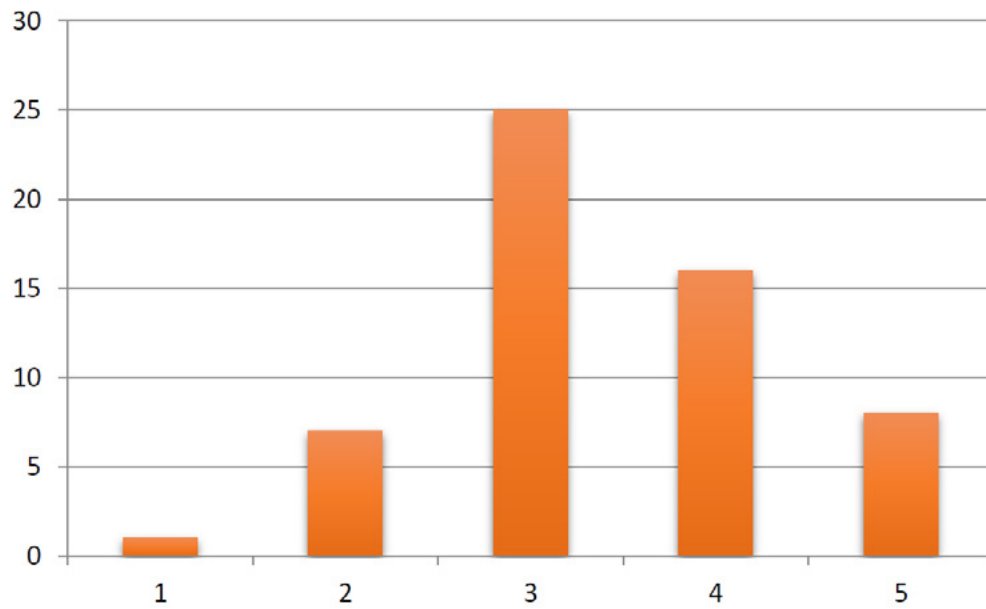
3 - 8

4 - 20

5 - 29

Question c)

How much does the teaching practice in a traditional language lesson contribute to lower the affective filters and to create a welcoming atmosphere in the class?



1 - 1

2 - 7

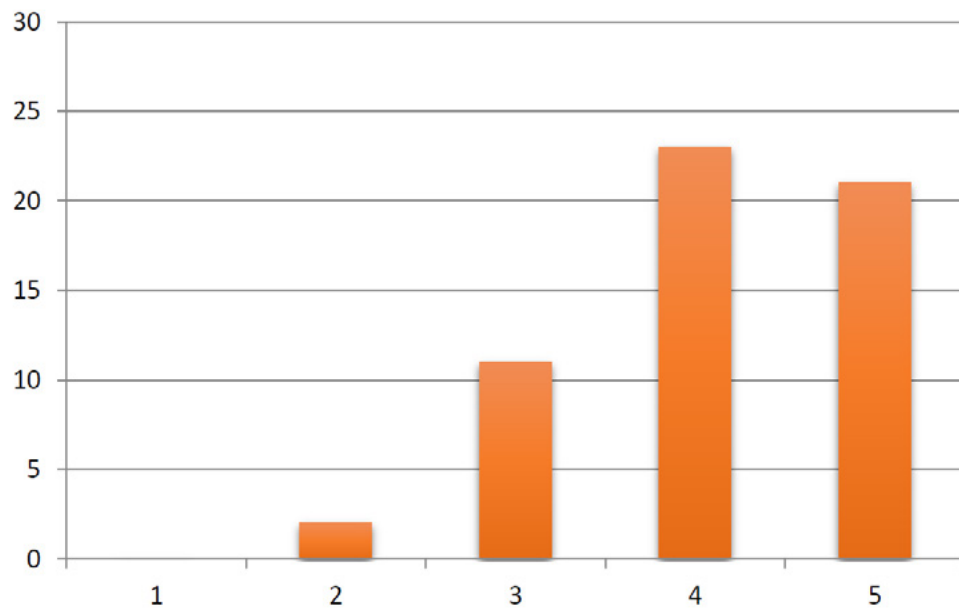
3 - 25

4 - 16

5 - 8

Question d)

How much does the teaching practice in a language lesson with TICC methodologies contribute to lower the affective filters and to create a welcoming atmosphere in the class?



1 - 0

2 - 2

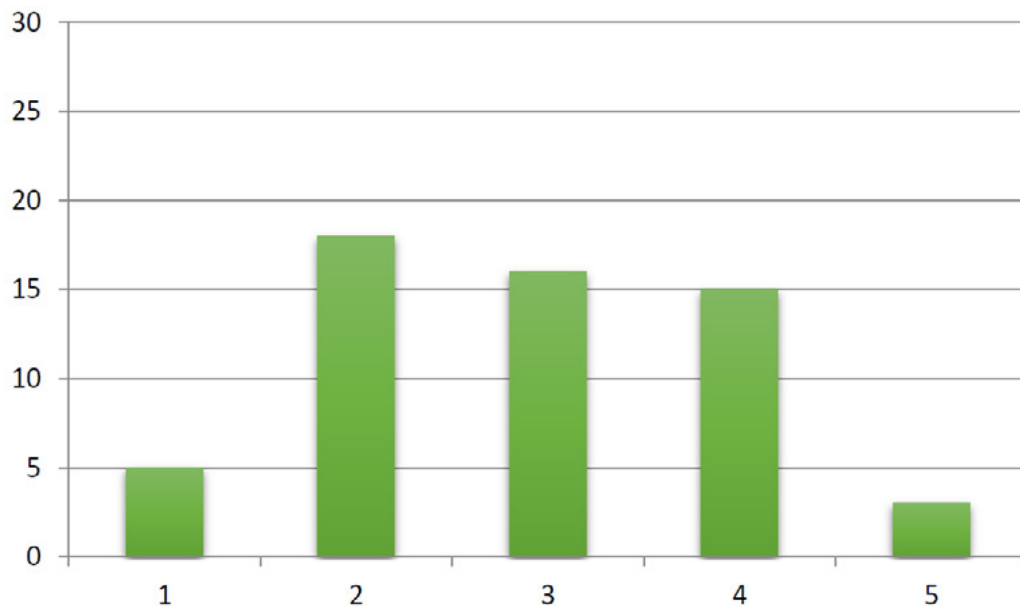
3 - 11

4 - 23

5 - 21

Question e)

How much do you succeed in diminishing the teacher's talking time in a traditional language lesson ?



1 - 5

2 - 18

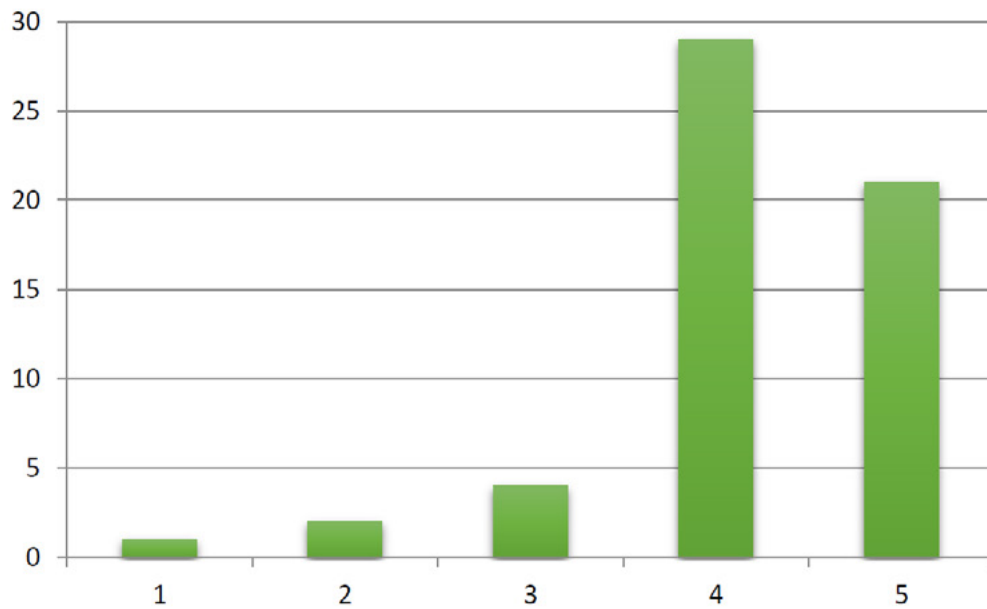
3 - 16

4 - 15

5 - 3

Question f)

How much do you succeed in diminishing the teacher's talking time in a language lesson with TICC methodologies?



1 - 1

2 - 2

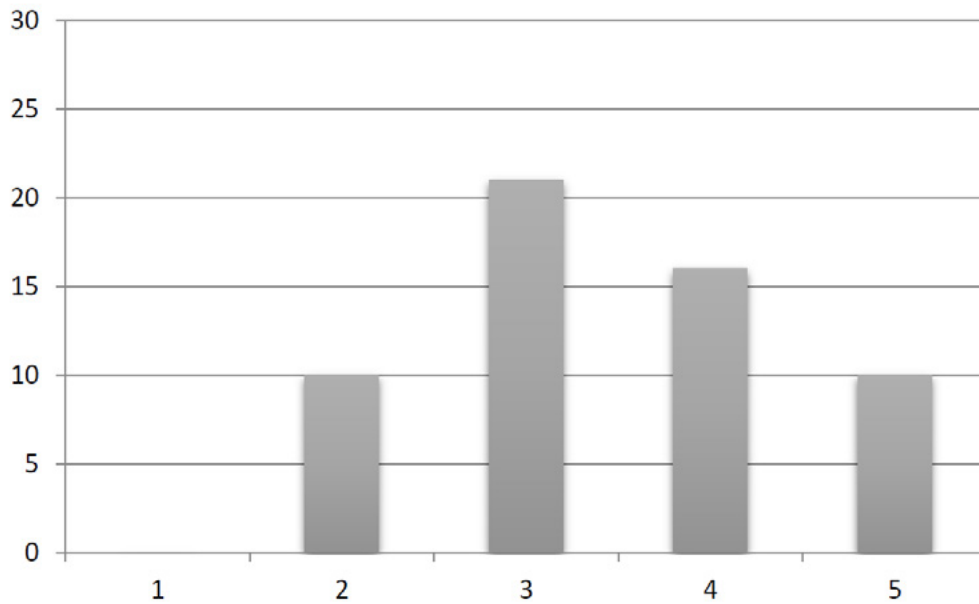
3 - 4

4 - 29

5 - 21

Question g)

In a traditional language lesson how much interaction and synergy can there be between the teacher and the students?



1 - 0

2 - 10

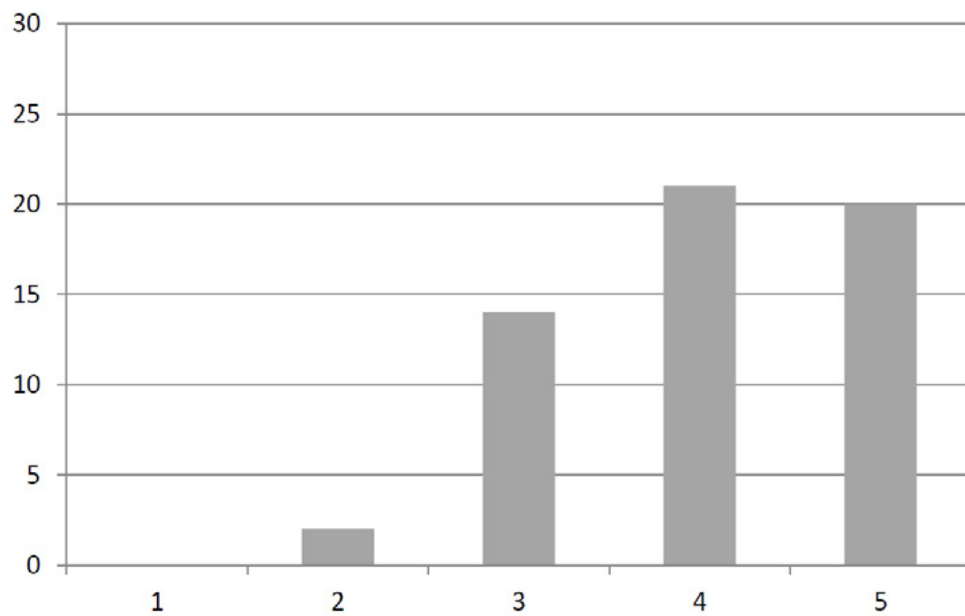
3 - 21

4 - 16

5 - 10

Question h)

In a language lesson with TICC methodologies how much interaction and synergy can there be between the teacher and the students?



1 - 0

2 - 2

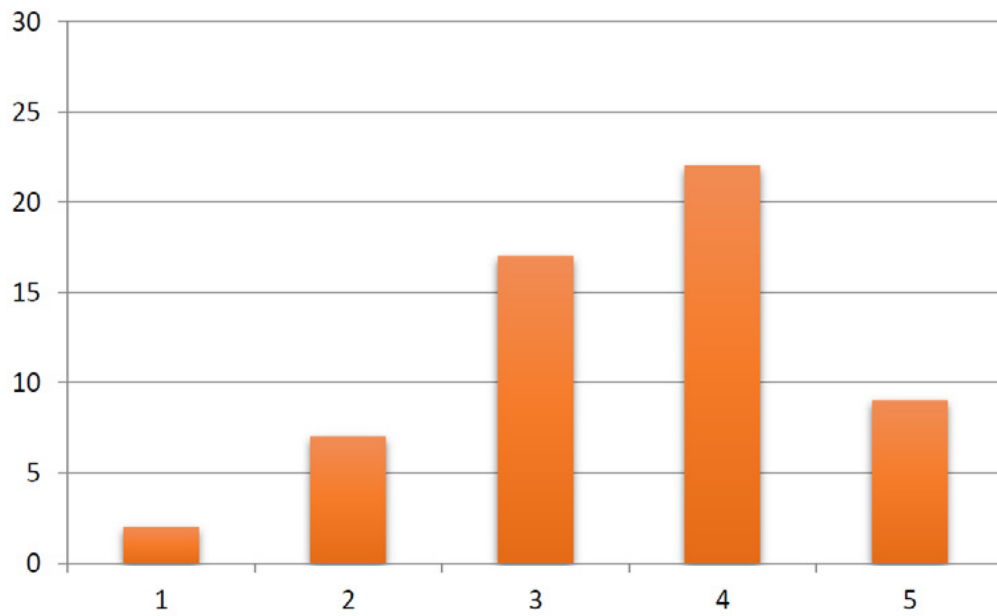
3 - 14

4 - 21

5 - 20

Question i)

In a traditional language lesson to what extent can the teacher be a guide and a facilitator?



1 - 2

2 - 7

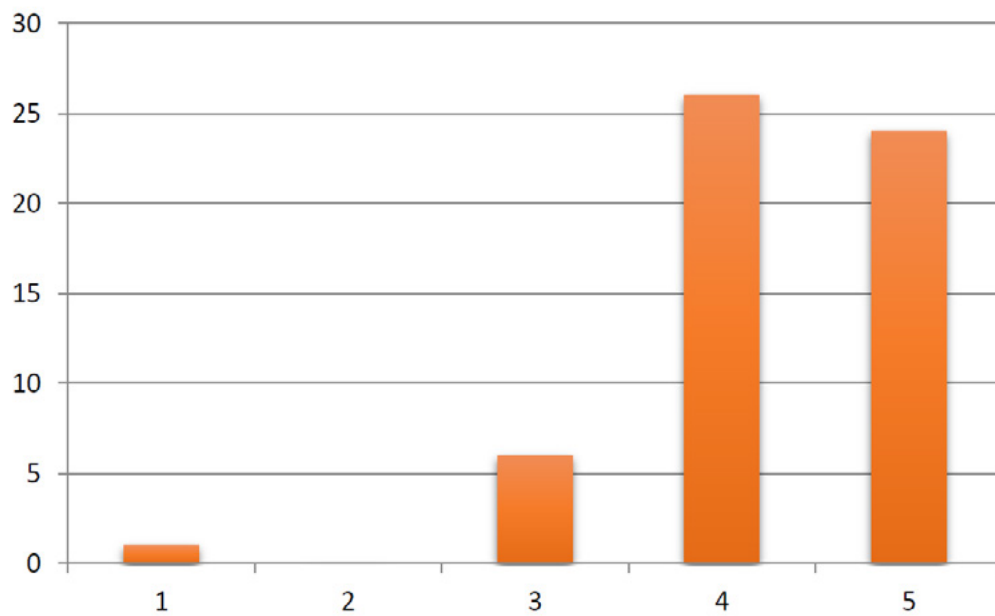
3 - 17

4 - 22

5 - 9

Question j)

In a language lesson with TICC methodologies to what extent can the teacher be a guide and a facilitator?



1 - 0

2 - 2

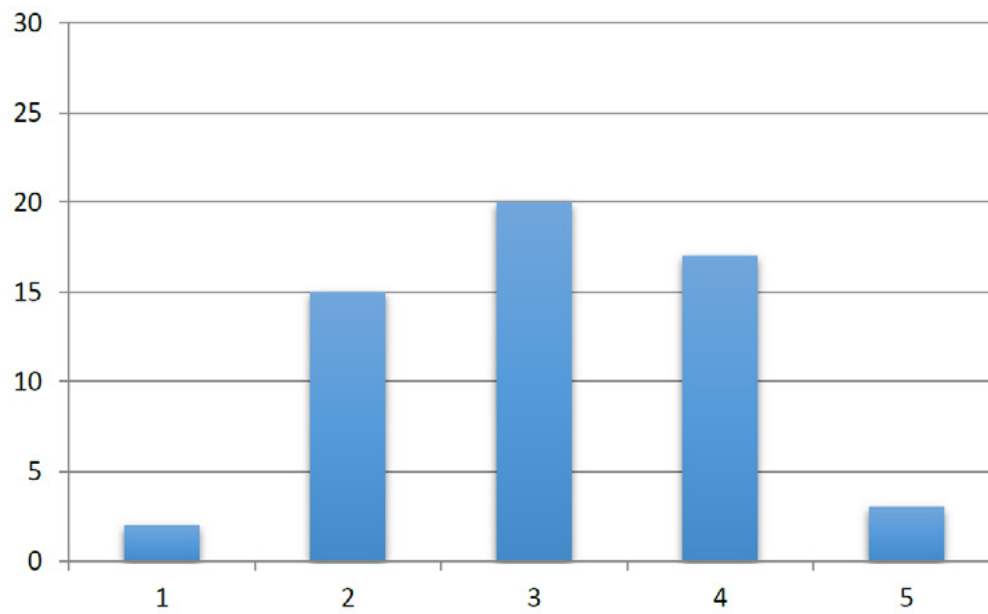
3 - 14

4 - 21

5 - 20

Question k)

In a traditional language lesson to what extent can the student be the real protagonist of his own learning process?



1 - 2

2 - 15

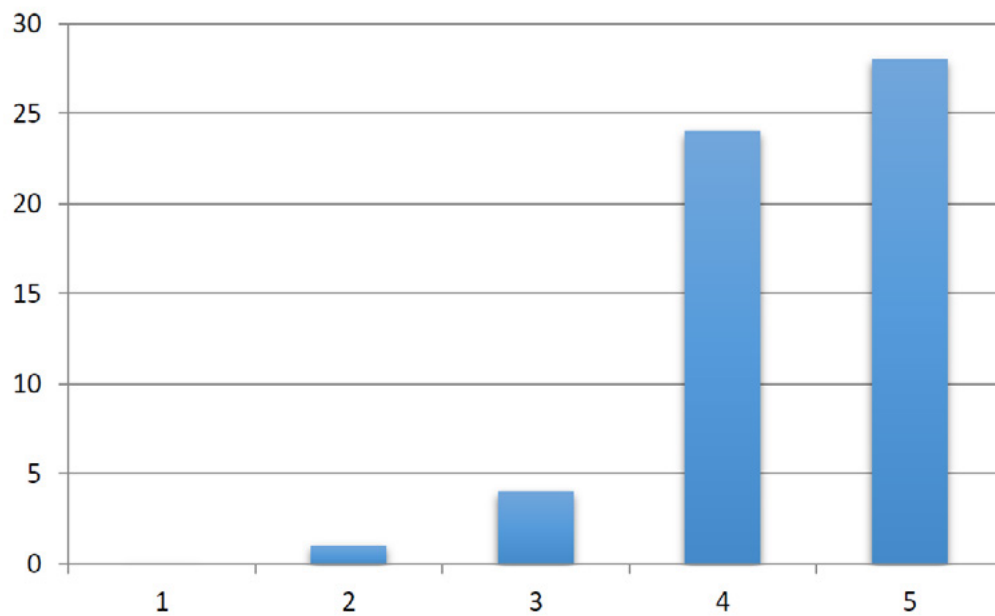
3 - 20

4 - 17

5 - 3

Question I)

In a language lesson with TICC methodologies to what extent can the student be the real protagonist of his own learning process?



1 - 0

2 - 1

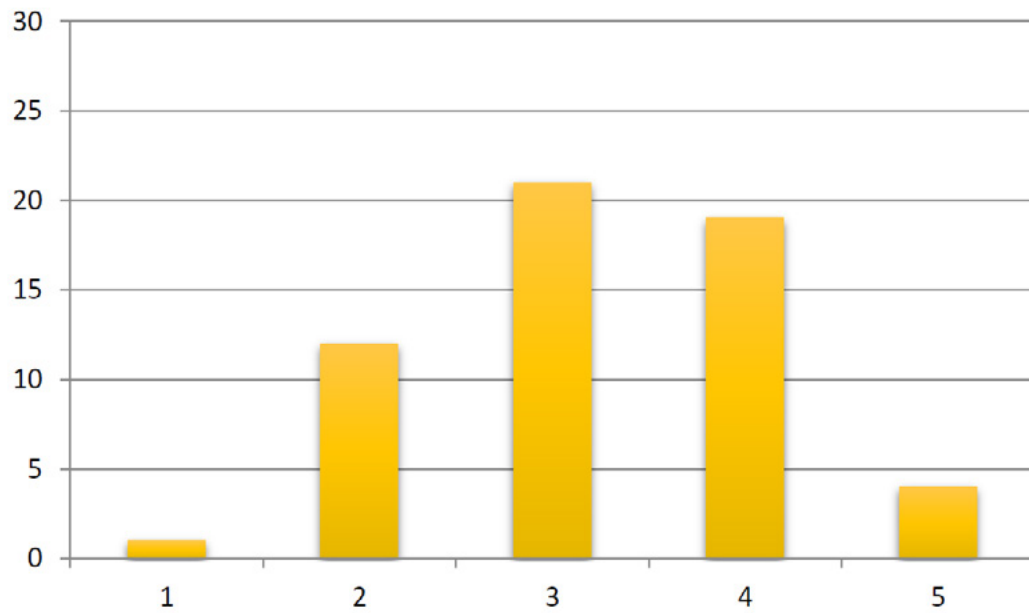
3 - 4

4 - 24

5 - 28

Question m)

In a traditional language lesson to what extent are cooperation and peer learning fostered?



1 - 1

2 - 12

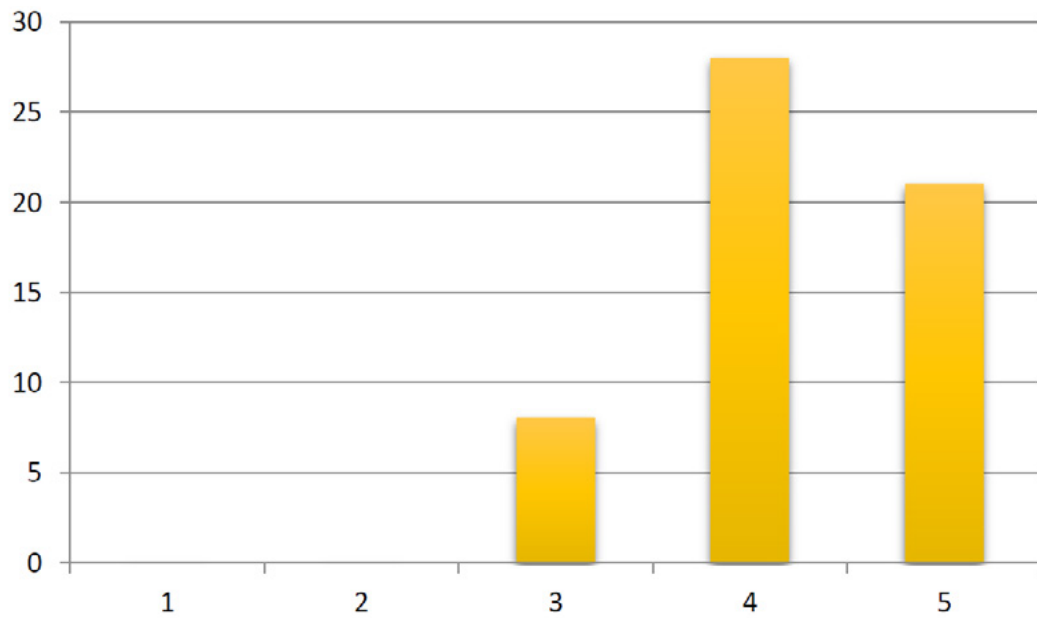
3 - 21

4 - 19

5 - 4

Question n)

In a language lesson with TICC methodologies to what extent are cooperation and peer learning fostered?



1 - 0

2 - 0

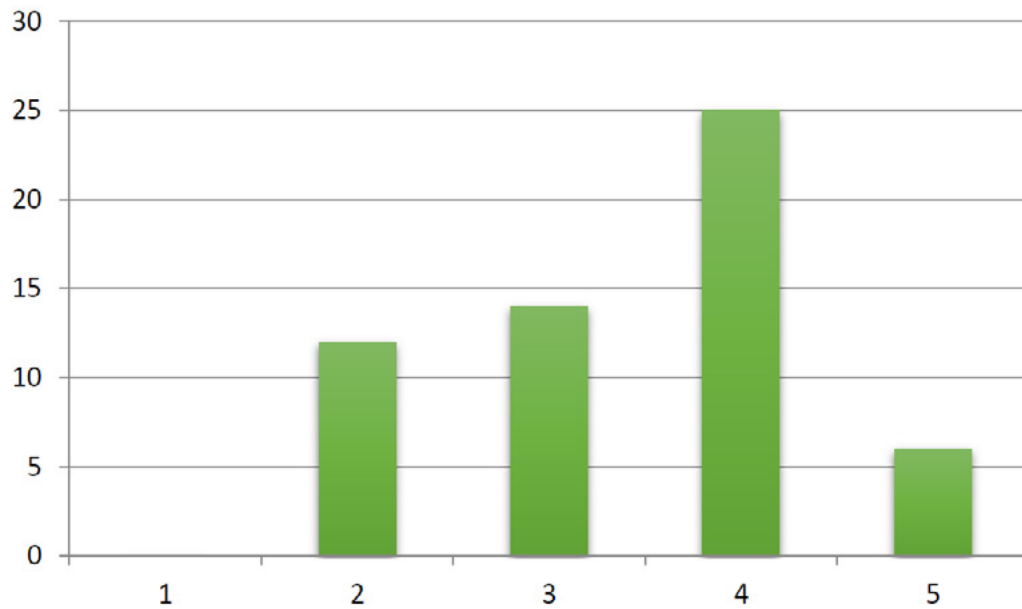
3 - 8

4 - 28

5 - 21

Question o)

In a traditional language lesson to what extent can solidarity be encouraged to help solve class conflicts and improve the cohesion of the group?



1 - 0

2 - 12

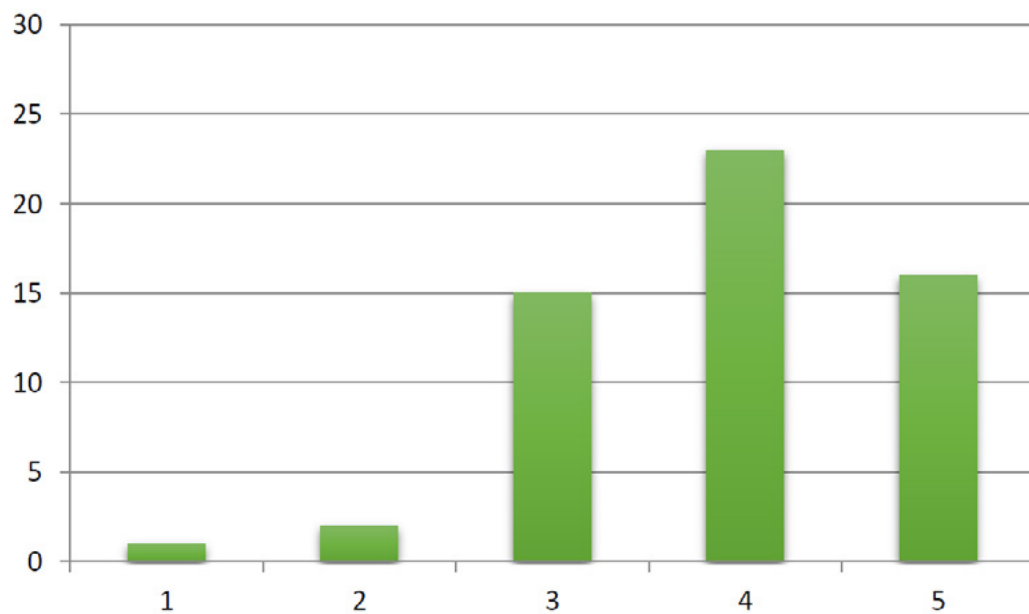
3 - 14

4 - 25

5 - 6

Question p)

In a language lesson with TICC methodologies to what extent can solidarity be encouraged to help solve class conflicts and improve the cohesion of the group?



1 - 1

2 - 2

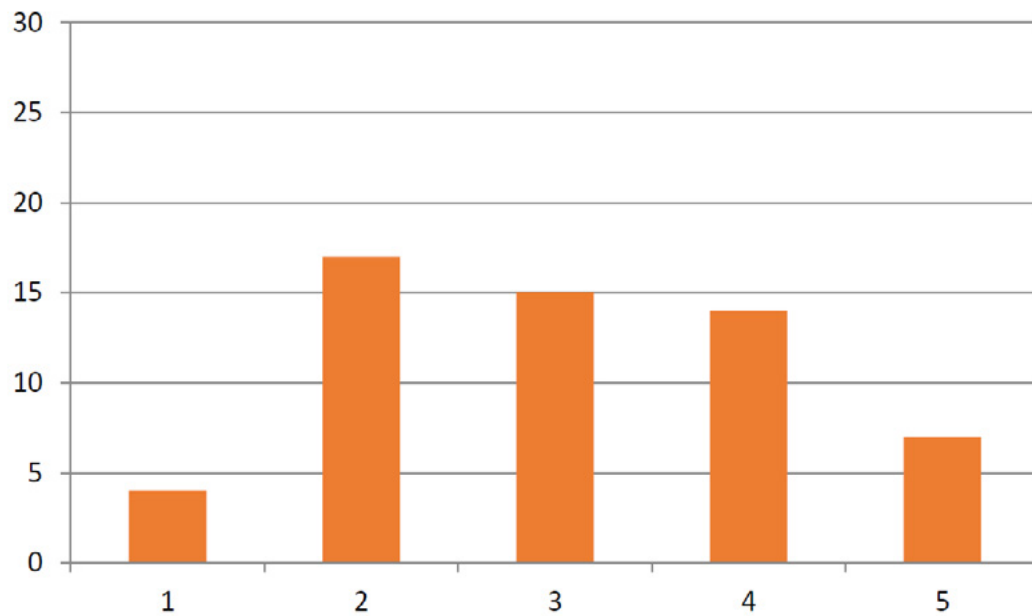
3 - 15

4 - 23

5 - 16

Question q)

In a traditional language lesson to what extent are the different learning styles taken into consideration?



1 - 4

2 - 17

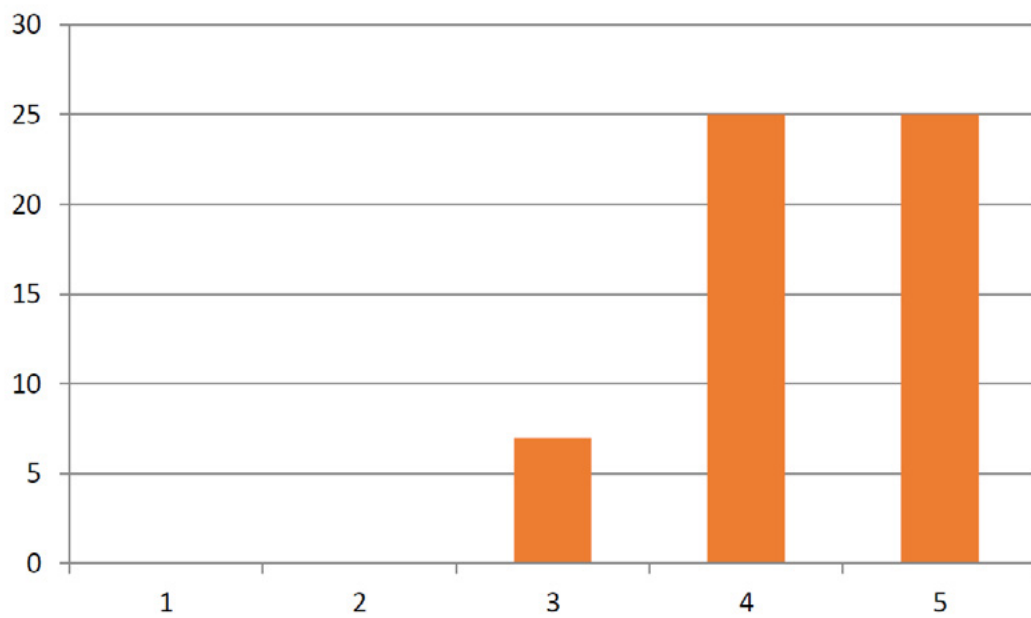
3 - 15

4 - 14

5 - 7

Question r)

In a language lesson with TICC methodologies to what extent are the different learning styles taken into consideration?



1 - 0

2 - 0

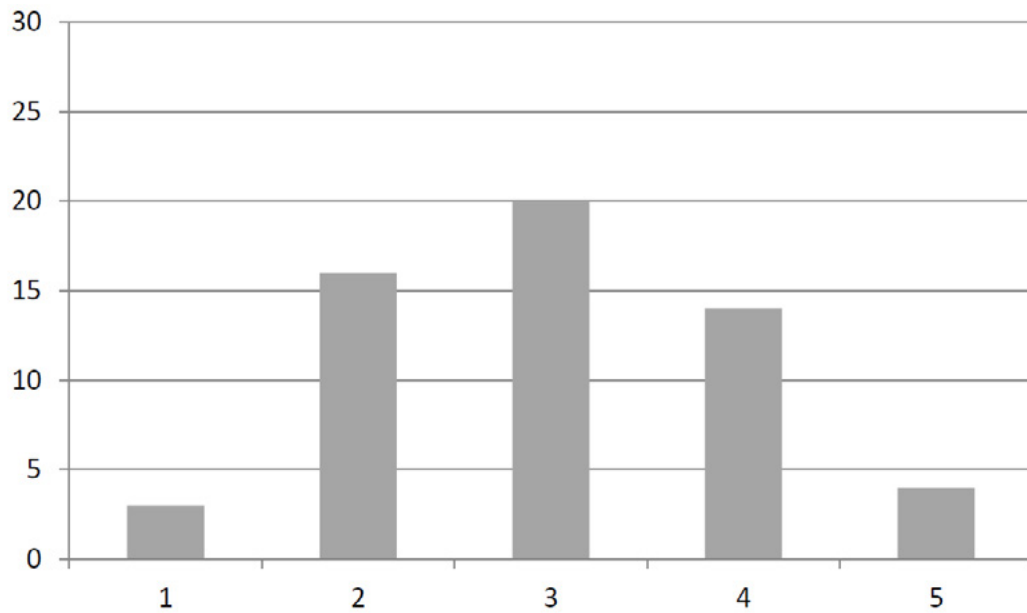
3 - 7

4 - 25

5 - 25

Question s)

In a traditional language lesson to what extent is the different learning pace respected?



1 - 3

2 - 16

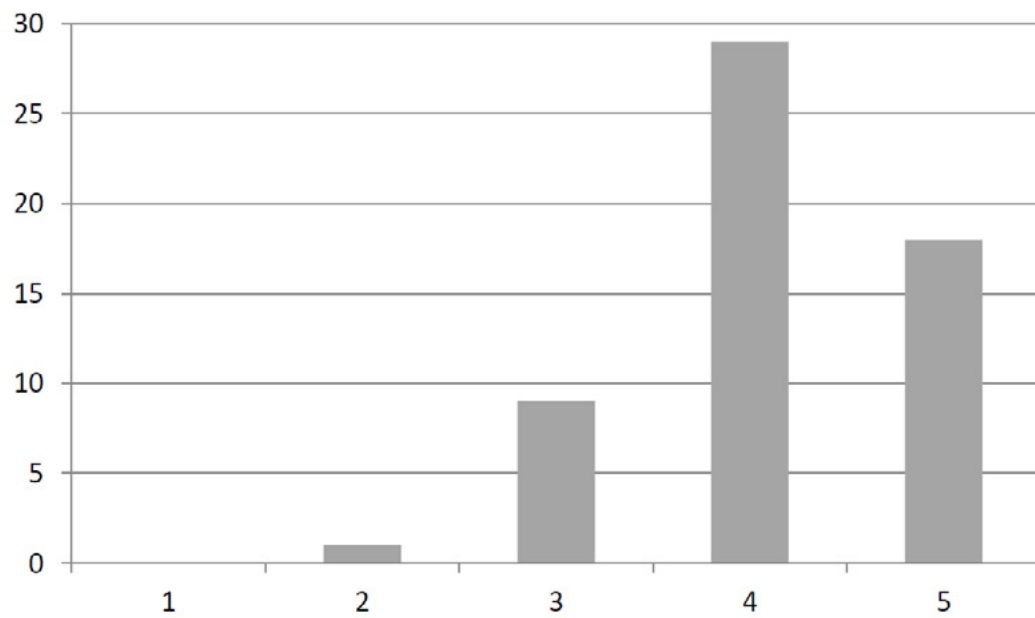
3 - 20

4 - 14

5 - 4

Question t)

In a language lesson with TICC methodologies to what extent is the different learning pace respected?



1 - 0

2 - 1

3 - 9

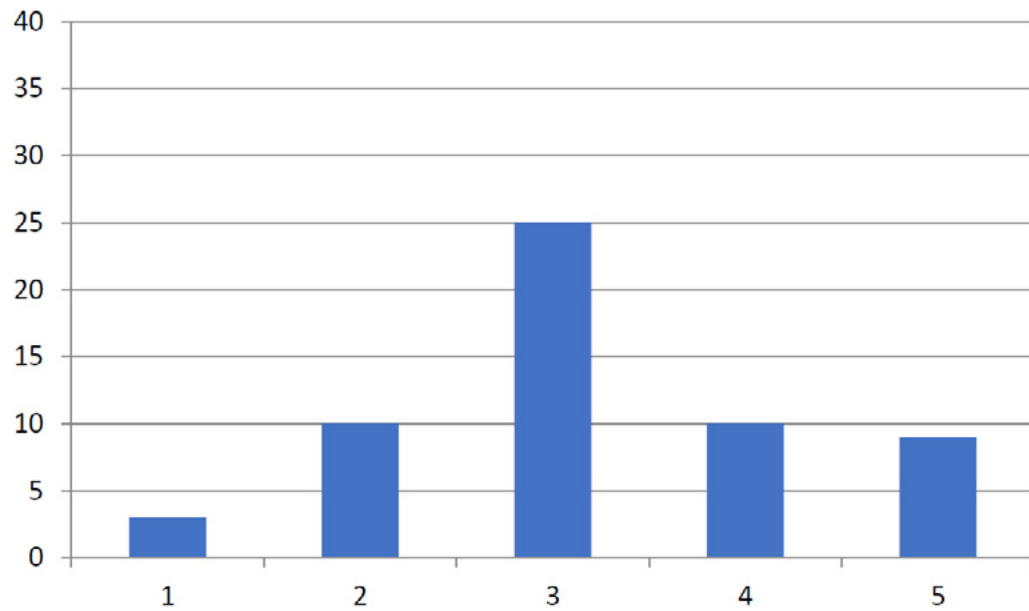
4 - 29

5 - 18

Evaluation

Question A

In a traditional language lesson how immediate can the evaluation process be?



1 - 3

2 - 10

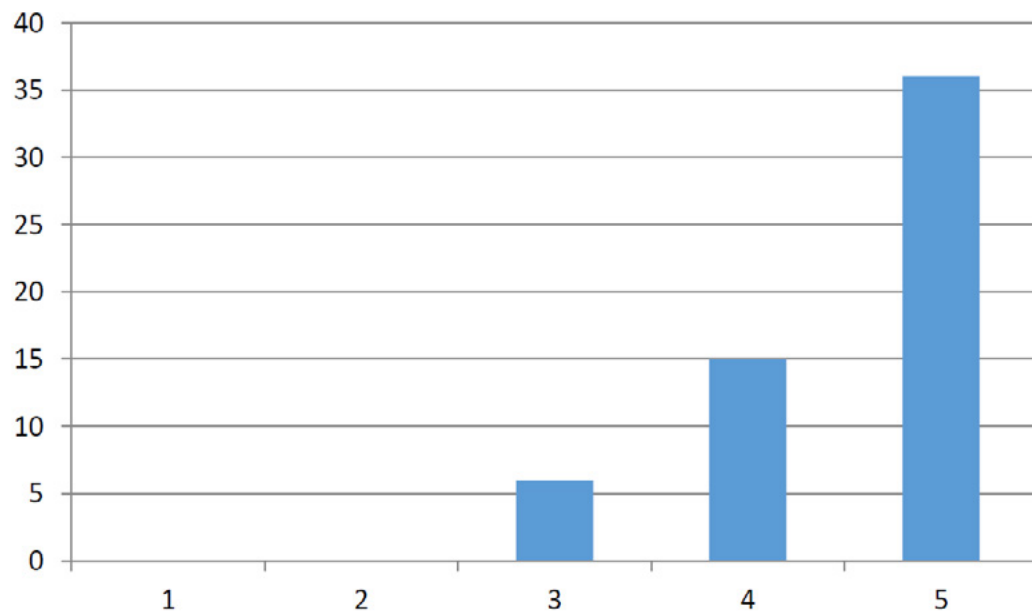
3 - 25

4 - 10

5 - 9

Question b)

In a language lesson with TICC methodologies how immediate can the evaluation process be?



1 - 0

2 - 0

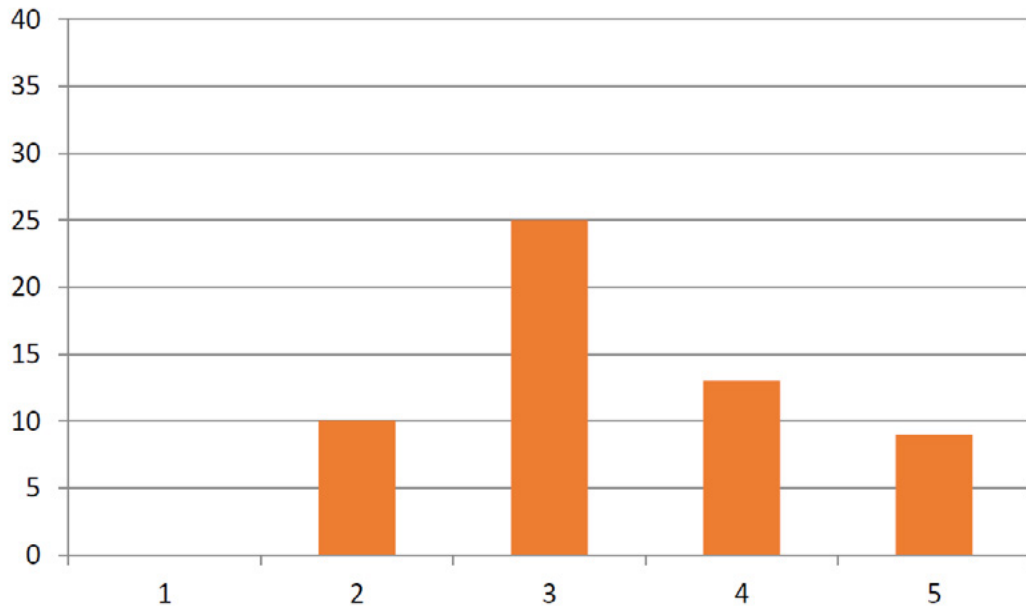
3 - 6

4 - 15

5 - 36

Question c)

In a traditional language lesson how much feedback do the students usually receive?



1 - 0

2 - 10

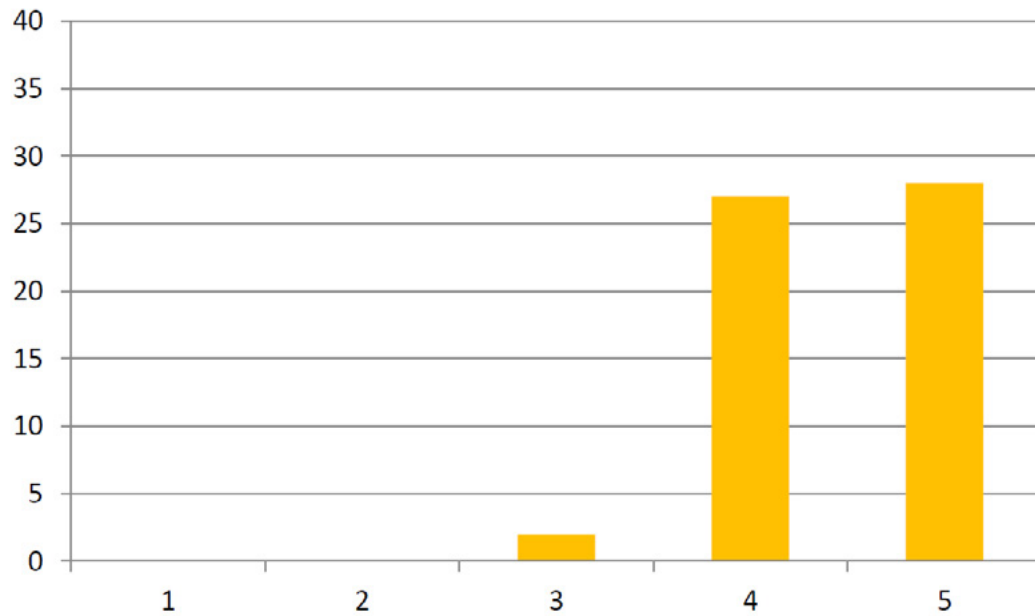
3 - 25

4 - 13

5 - 9

Question d)

In a language lesson with TICC methodologies how much feedback do the students usually receive?



1 - 0

2 - 0

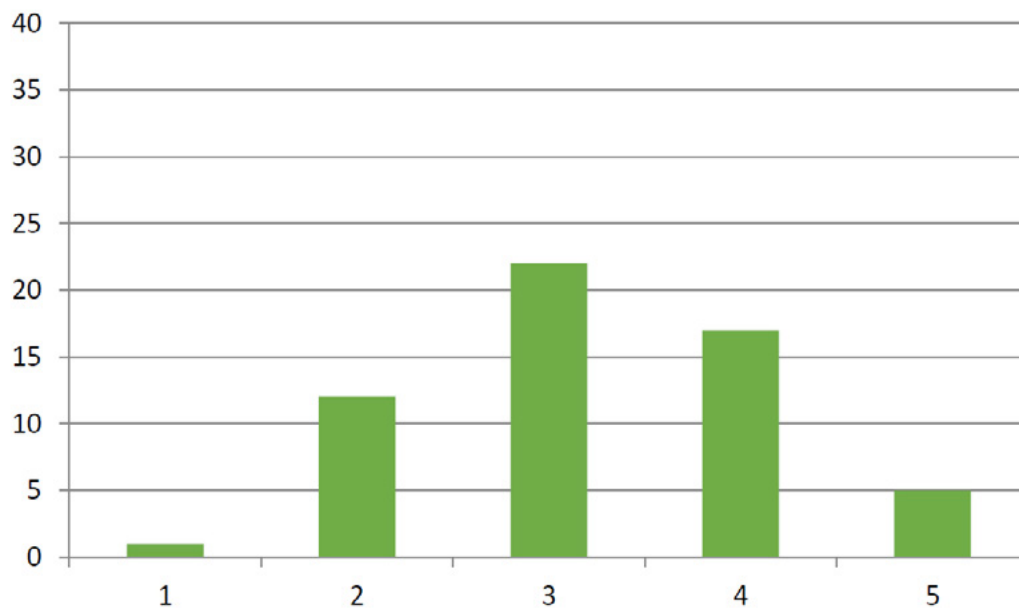
3 - 2

4 - 27

5 - 28

Question e)

To what extent does a traditional language lesson favour and facilitate the formative evaluation of students?



1 - 1

2 - 12

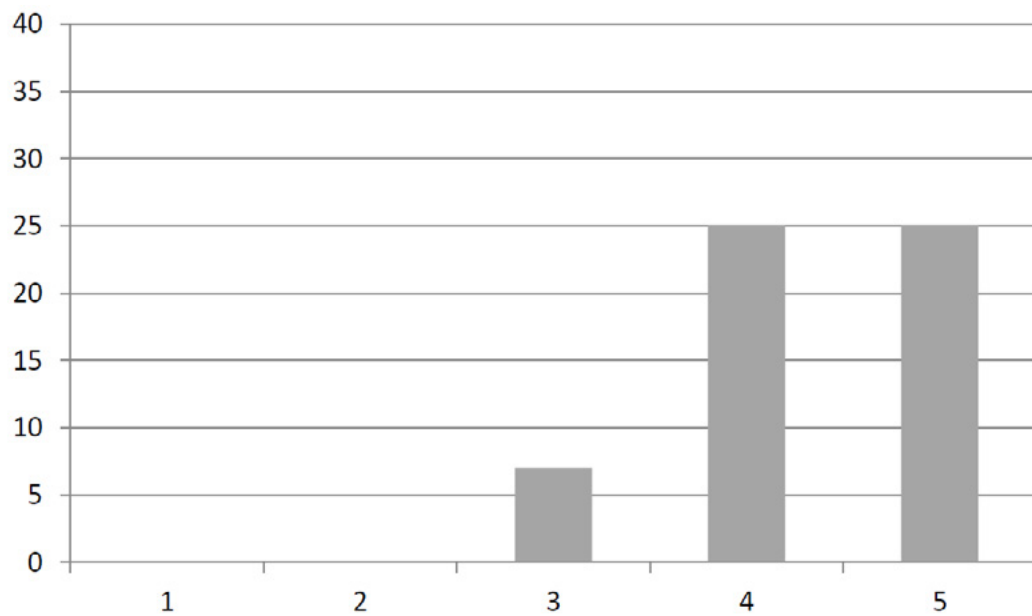
3 - 22

4 - 17

5 - 5

Question f)

To what extent does a language lesson with TICC methodologies favour and facilitate the formative evaluation of students?



1 - 0

2 - 0

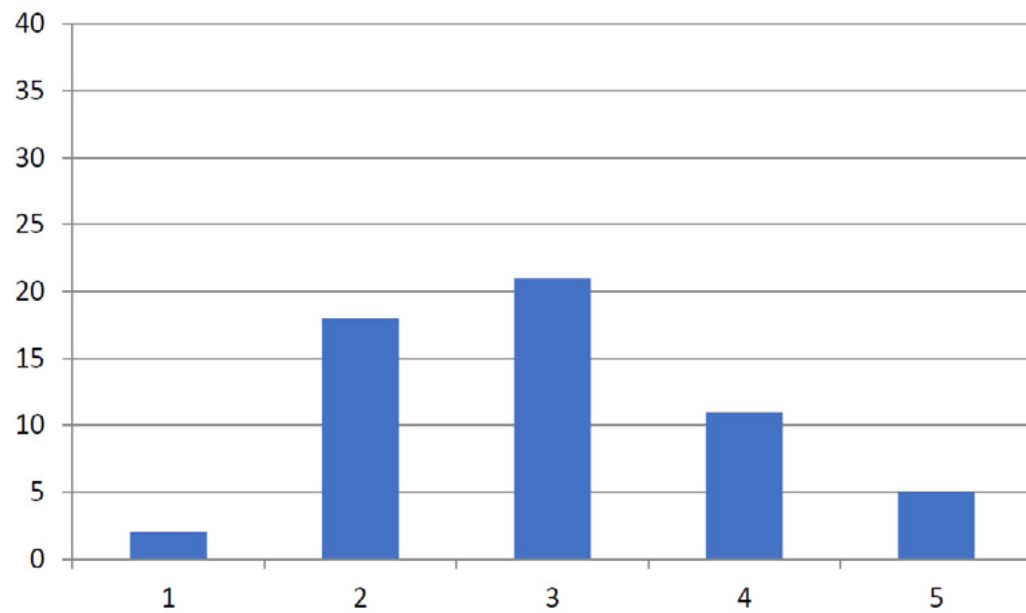
3 - 7

4 - 25

5 - 25

Question g)

In a traditional language lesson to what extent is the students' self-evaluation process encouraged?



1 - 2

2 - 18

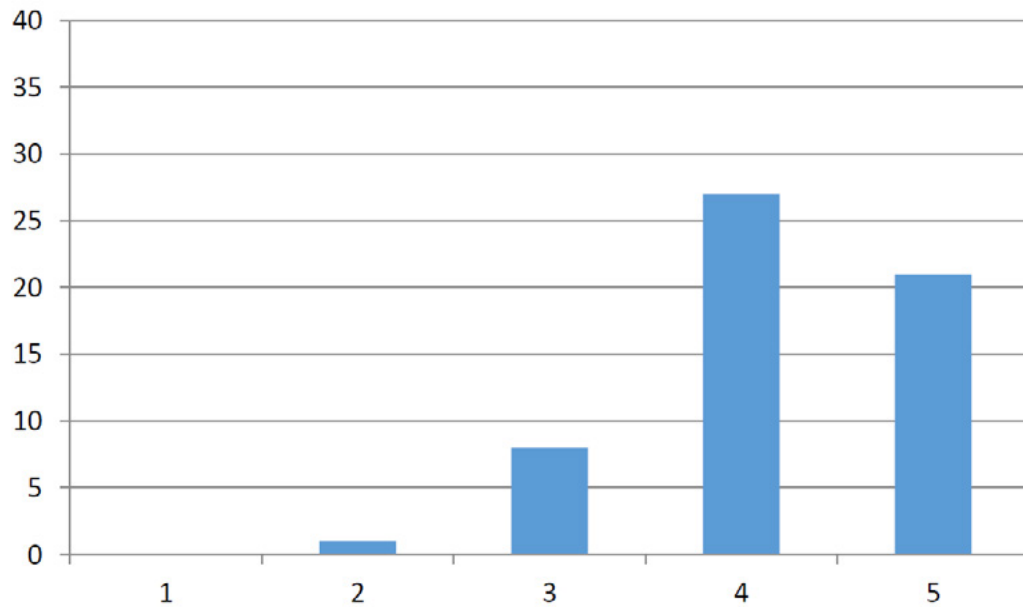
3 - 21

4 - 11

5 - 5

Question h)

In a language lesson with TICC methodologies to what extent is the students' self-evaluation process encouraged?



1 - 0

2 - 1

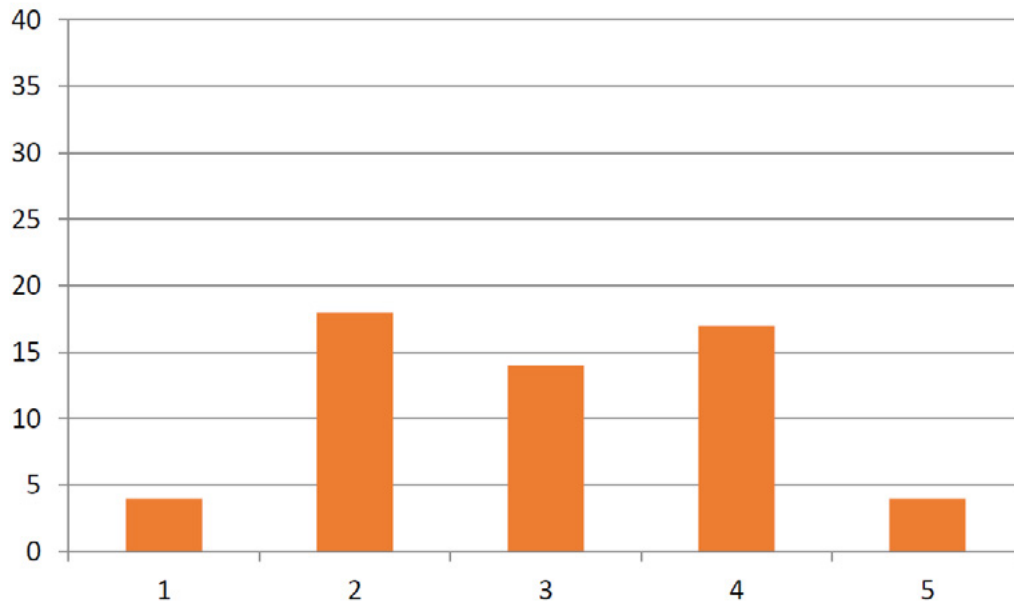
3 - 8

4 - 27

5 - 21

Question i)

Before your experience with TICC methodologies how much did you perceive technologies as pedagogical tools in language teaching?



1 - 4

2 - 18

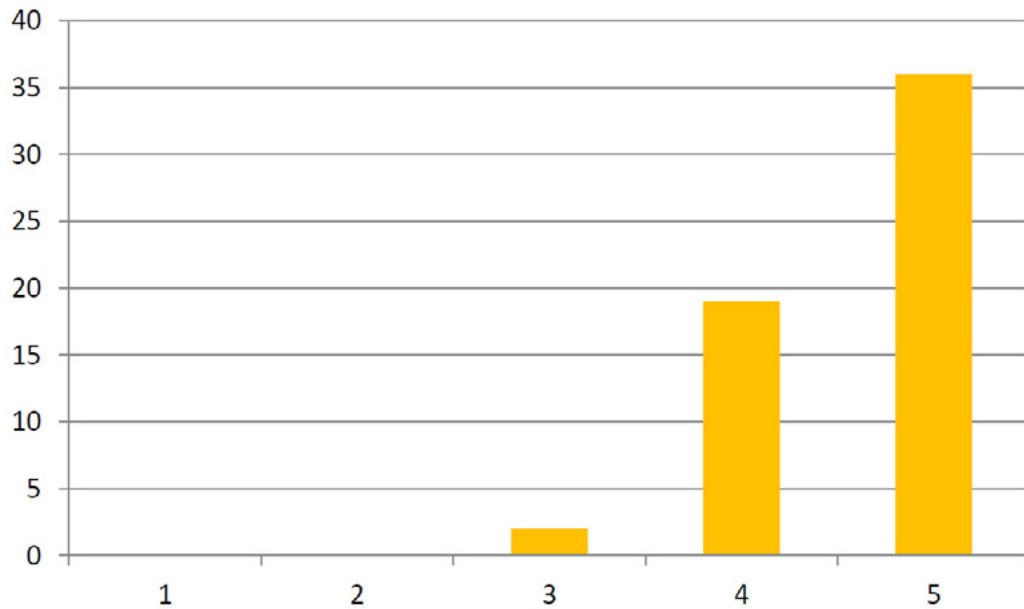
3 - 14

4 - 17

5 - 4

Question j)

After your experience with TICC methodologies how much do you perceive technologies as pedagogical tools in language teaching?



1 - 0

2 - 0

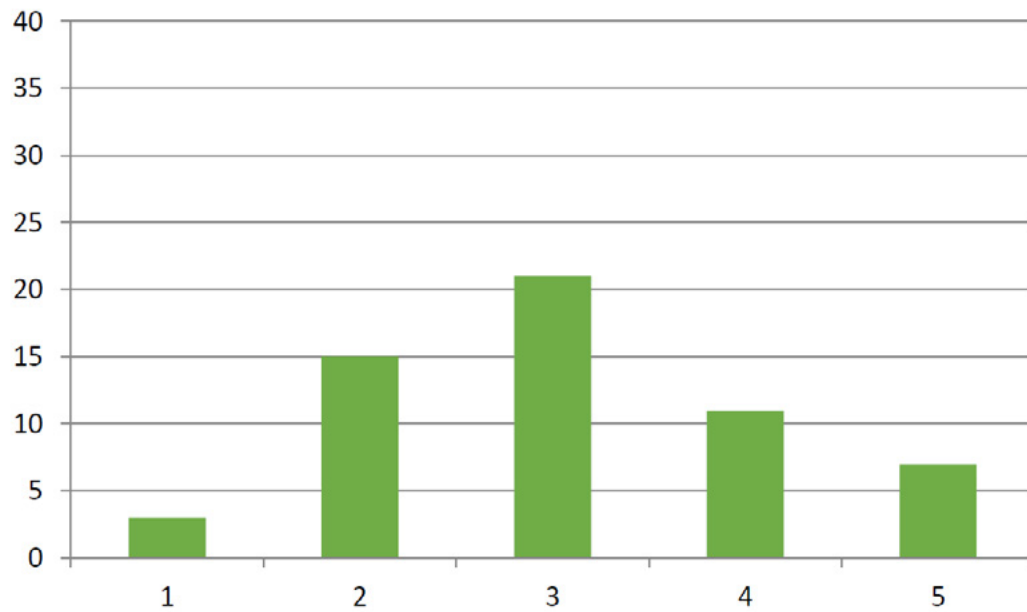
3 - 2

4 - 19

5 - 36

Question k)

Before your experience with TICC strategies how much did you think teaching with technologies could enhance students' confidence to communicate in target language context?



1 - 3

2 - 15

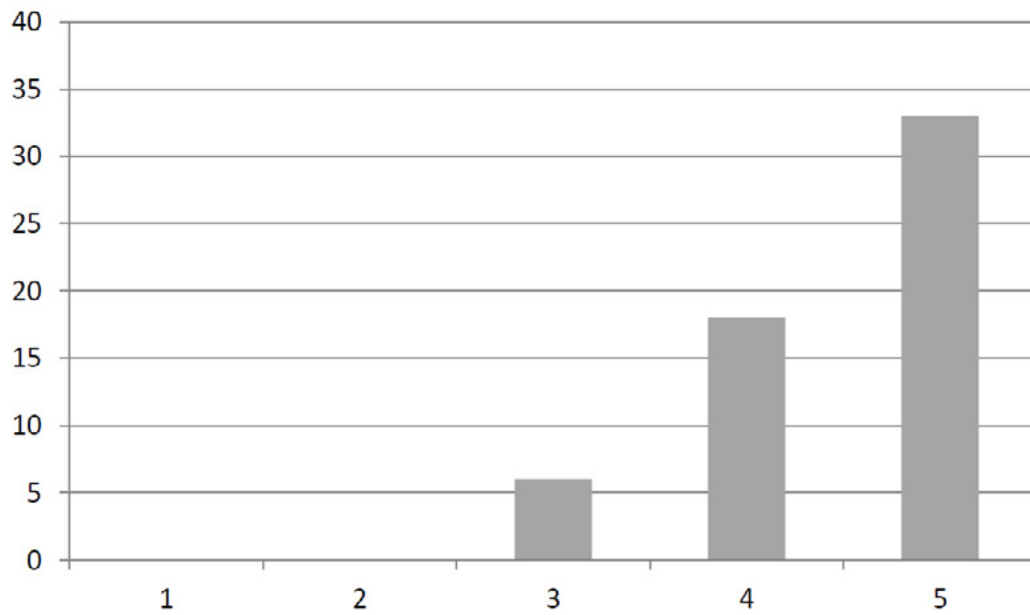
3 - 21

4 - 11

5 - 7

Question I)

After your experience with TICC strategies how much do you think teaching with technologies can enhance students' confidence to communicate in target language context?



1 - 0

2 - 0

3 - 6

4 - 18

5 - 33

Question m)

What are the strengths and weaknesses you have found in the use of Socrative, Kahoot and Quizziz in your everyday teaching practice?

- + increase student participation, engagement, classroom performance. - time stress, no internet.
- + fun, self-assessment -;excitement=tiring class management, using personal gigas
- attractive for students, students feel motivated, it gives them immediate feedback
- Availability in almost every subject
- Free and easy to use, mobile devices increase the attractiveness of the classes, immediate feedback
- Fun to learn and teach, quick assessment
- Good assessment tools, students can create own quizzes too
- Good for finishing or starting the class
- Good tools, yet hard to use with every class, when you teach several classes
- I have to use many software products in order to have the class I really want.
- I like them
- I recommend using Kahoot and TICC everyday
- Involvement of the class and the motivation, time to build each lesson is a problem
- involvement of the class and the motivation, time to build each lesson is a problem
- It increases motivation, supports evaluation
- It is stimulating and fun for the students but it cannot be used all the time
- Positive: self-paced learning, negative: unexpected technical problems
- Pros: easy to use and share, instant feedback, time saved ;
Weaknesses:weak internet signal

- Quick access to every subject.
- Quizziz and Kahoot are funny encouraging participation. teachers need time to prepare the activity
- Strengths: it's easy to correct, immediate feedback; weakness: they take a long time to create.
- Strengths: lessons are more engaging and challenging for students .
- Strengths: Quick, suitable for different targets/learning Styles and needs, engaging
- Students' interest and motivation / the teacher's fear not to manage the lesson
- The interactive quizzes are easy to make and a fun way to test/assess my students.
- The strengths: technologies can enhance students' confidence to communicate.
- The students are more motivated using TICs but control the use of their phones is not easy.
- These platforms are really useful.
- These tools are very intuitive, but the quizzes can be easily cheated on.
- These tools permit increase in cohesion and cooperation among students but can't evaluate competences
- They add dynamism in teaching classes but the concepts they teach remain superficially.
- They are all useful tools
- They are very good instruments to motivate learners
- Useful resources and interactive methods in teaching .
- Very interesting and easy to use.
- You need to know them well to be able to teach effectively. But once you do, they are great tools.

TICC Questionnaire for Language Teachers

Planning

1 - How much do you feel traditional language activities influence your students' motivation?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

2 - How much do you feel technology-assisted activities influence your students' motivation?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

3 - How much didactic awareness does the planning of a traditional language lesson require?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

4 - How much didactic awareness does the planning of a language lesson with TICC methodologies require?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

5 - How much importance do you give to the development of oral skills in planning a traditional language lesson?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

6 - How much importance do you give to the development of oral skills in planning a language lesson with TICC methodologies?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

7 - How much does the planning of a traditional language lesson promote critical thinking skills and problem solving?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

8 - How much does the planning of a language lesson with TICC methodologies promote critical thinking skills and problem solving?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

9 - How much value do you attribute to the development of digital competences in a traditional language lesson?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

10 - How much value do you attribute to the development of digital competences in a language lesson with TICC methodologies?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

11 - How much is it possible to use materials created by the students as learning objects in a traditional language lesson?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

12 - How much is it possible to use materials created by the students as learning objects in a language lesson with TICC methodologies?

- Very little
- Only a little
- To some extent
- Rather much
- Very much

Teaching Practice

1 - How much is the teaching practice in a traditional language lesson able to create an inclusive and collaborative learning environment ?

2 - How much is the teaching practice in a language lesson with TICC methodologies able to create an inclusive and collaborative learning environment?

3 - How much does the teaching practice in a traditional language lesson contribute to lower the affective filters and to create a welcoming atmosphere in the class?

4 - How much does the teaching practice in a language lesson with TICC methodologies contribute to lower the affective filters and to create a welcoming atmosphere in the class?

5 - How much do you succeed in diminishing the teacher's talking time in a traditional language lesson?

6 - How much do you succeed in diminishing the teacher's talking time in a language lesson with TICC methodologies?

7 - In a traditional language lesson how much interaction and synergy can there be between the teacher and the students?

8 - In a language lesson with TICC methodologies how much interaction and synergy can there be between the teacher and the students?

9 - In a traditional language lesson to what extent can the teacher be a guide and a facilitator?

10 - In a language lesson with TICC methodologies to what extent can the teacher be a guide and a facilitator?

11 - In a traditional language lesson to what extent can the student be the real protagonist of his own learning process?

12 - In a language lesson with TICC methodologies to what extent can the student be the real protagonist of his own learning process?

13 - In a traditional language lesson to what extent are cooperation and peer learning fostered?

14 - In a language lesson with TICC methodologies to what extent are cooperation and peer learning fostered?

15 - In a traditional language lesson to what extent can solidarity be encouraged to help solve class conflicts and improve the cohesion of the group?

16 - In a language lesson with TICC methodologies to what extent can solidarity be encouraged to help solve class conflicts and improve the cohesion of the group?

17 - In a traditional language lesson to what extent are the different learning styles taken into consideration?

18 - In a language lesson with TICC methodologies to what extent are the different learning styles taken into consideration?

19 - In a traditional language lesson to what extent is the different learning pace respected?

20 - In a language lesson with TICC methodologies to what extent is the different learning pace respected?

Evaluation

1 - In a traditional language lesson how immediate can the evaluation process be?

2 - In a language lesson with TICC methodologies how immediate can the evaluation process be?

3 - In a traditional language lesson how much feedback do the students usually receive?

4 - In a language lesson with TICC methodologies how much feedback do the students usually receive?

5 - To what extent does a traditional language lesson favour and facilitate the formative evaluation of students?

6 - To what extent does a language lesson with TICC methodologies favour and facilitate the formative evaluation of students?

7 - In a traditional language lesson to what extent is the students' self-evaluation process encouraged?

8 - In a language lesson with TICC methodologies to what extent is the students' self-evaluation process encouraged?

9 - Before your experience with TICC methodologies how much did you perceive technologies as pedagogical tools in language teaching?

10 - After your experience with TICC methodologies how much do you perceive technologies as pedagogical tools in language teaching?

11 - Before your experience with TICC strategies how much did you think teaching with technologies could enhance students' confidence to communicate in target language context?

12 - After your experience with TICC strategies how much do you think teaching with technologies can enhance students' confidence to communicate in target language context?

13 - What are the strengths and weaknesses you have found in the use of Socrative, Kahoot and Quizziz in your everyday teaching practice?

Teaching Materials

Kahoot in EFL Lesson Plan Healthy food vs junk food

Kahoot for vocabulary learning and revising previous work

The first and most fruitful way to use kahoot in your classes is to learn, revise and expand English vocabulary in a very effective and fun way. Being an interactive tool, students get to practice their grammar, reading skills and their basic English, while having fun. While creating a kahoot game the teacher can add pictures, music and videos to questions. When playing kahoot, the teacher can read aloud the question and the correct answer before moving to the next question to stress the correct pronunciation.

1- Lesson Title

- Healthy food vs junk food ([Link to quiz](#))

2 - Age Group

- 14/15

3 - English Language Level

- B1 (CEFR)

4 - Aims

- To encourage students to work together on a collaborative task
- To expand learners' vocabulary of food
- To take part in a discussion about food
- To learn about healthy eating in an effective and fun way using kahoot

5 - Objectives

- At the end of the lesson students will have learnt new words on the following topics:
 - Healthy food
 - Junk food
- New language expressions related to the world of healthy eating

6- Warm up session Pair work

- Students brainstorm about the world of food in pairs then in little groups of four/five
- “Discuss your food likes and dislikes with your partner”
 1. Is there any food or drink that you couldn't live without? How often do you drink/eat it?
 2. Is there any food that you dislike? Which is it?
 3. What was your favourite food when you were a child?
 4. Do you prefer to eat at restaurants or at home?
 5. How often do you eat in a fast food restaurant?

6. Do you ever have take-away food?

7 - Video - Skills watching / listening

- <https://www.youtube.com/watch?v=jxsnYsA549Y>

8 - “Why are Japanese people so thin?”

What do people eat in Japan? While the rest of the world is seeing anywhere from 15 to over 30% of its population severely overweight, Japan has managed to keep that number at just 3.6%. When it comes to health tips, it's better to turn to the country with the longest life expectancy and one of the lowest obesity rates on the planet. If you're ready to find out how the Japanese manage to stay so effortlessly thin, keep our new video! In Japan, they usually stick to 3 wholesome meals a day that don't leave them hungry or dealing with sudden cravings. Those who do snack keep it in small quantities and with a lot of moderation. Also, the secret to Japan's success begins with their diet, which is pretty carb-heavy and low in saturated fats. Their main dishes of choice include vegetables, grains, fish, and meat. Dairy products and fruits are consumed in moderation. They tend to stay away from foods with excessive amounts of salt and sugar, like burgers and soda.”

- Students watch the video twice then in pairs make two lists of words:

- words they already know
- words they don't know

9 - Plenary checking video comprehension

10 - Reading activity (Skills: reading, writing)

- Students read the text which comes with the video and then discuss about it agreeing on two lists of words:

- Healthy food
- Unhealthy/Junk food

11 - The teacher at this point suggests expressions, writing them on the blackboard such as:

- “You are what you eat”
- Snack between meals

- Go on a diet/be on a diet
- Cut out (stop eating)
- Cut down on (reduce)
- Put on/lose weight
- Eat sensibly
- Whole-grain, low sugar cereals
- Binge and purge (bulimia)

12 - Guided Practice (speaking)

- Do you eat healthily?
- Do you try avoiding junk food?
- Use words and expressions from the glossary

13 - Independent practice (interaction)

- Pair work:
 - What can you do to improve your eating style?
 - Use the following phrasal verbs and expressions :
 - cut down on
 - cut out
 - put on/lose weight
 - Snack between meals
 - Eat sensibly

14 - Kahoot practice for vocabulary revision

- Play kahoot
 - Quiz
 - Classic mode
 - They will join the Kahoot using the specific PIN number

- The questions are projected on a screen in front of the students
- They use their own device tablet/smartphone or lab computer
- The students see the answers on their device and select the answer they think is correct

15 - Formative Assessment (effective competition)

- Students get immediate feedback
- They can self-evaluate their learning

16 - Follow up Example Questions

1 - Which of the following is considered a healthy food?

- a) Pizza
- b) Chocolate bar
- c) Hot dog
- d) Salad

Right answer: d)

2 - Junk food contains a lot of _____

- a) Vitamins, sugar, proteins
- b) Fat, sugar, salt, additives (correct)
- c) Salt, calories
- d) Organic food

Right answer: b)

3. foods like fruit, honey, and sugar cane are all good examples of _____?

- a) proteins
- b) fats
- c) sugars
- d) all of the above

Right answer: c)

4 - What are some ways you can stop eating junk food?

- a) Eating healthy food
- b) Eating more junk food
- c) Practising a sport
- d) Sitting on the couch all day

Two correct answers 1- 3

Follow Up

- Students can be asked to create quizzes themselves, they will reinforce their learning by thinking about potential right and wrong answers. Kahoot! offers a printable planning template that is to be used as a planning tool. This paper template has room for a question, an illustration and 2-4 possible answers.

If you think your students enjoy playing a kahoot, you should see their engagement when they are playing a kahoot that they made as a class.

- We have suddenly shifted the learning task from understanding to creating. There is a big academic payoff when students must determine appropriate visual representations and wrong answer choices for questions about your content.

- Language learning with Kahoot! Part 1: Students creating their own kahoots

- <https://kahoot.com/blog/2017/03/17/language-learning-kahoot-part-1-students-creating-kahoots/>

Kahoot in EFL Lesson Plan Grammar revision B1 Level

Kahoot for reviewing grammar topics

1 - Lesson Title

- Grammar revision B1 Level: End of school year grammar revision in preparation of Cambridge and Trinity certification exams

2 - Age Group

- 14/15

3 - Target English Language Level

- B1 (CEFR)

4 - Aims

- To encourage students to work together on a collaborative task
- To encourage peer learning
- To encourage learner autonomy
- To practice English grammar on websites offering opportunities for grammar revision and material to prepare for certifications
- To revise grammar in an effective and fun way using kahoot

5 - Timing

- 4 hours

6 - Objectives

- At the end of the unit students will have
 - gained more autonomy in learning and revising English
 - shared ideas about how to learn more English.
 - revised grammar topics B1 level of CEFR
 - improved their English Language skills practising on Kahoot and having fun together

7 - Warm up video (Watching/Listening Skills)

- <https://www.youtube.com/watch?v=soN1qPcSDVo>

8 - Guided Practice (Speaking) Reflection on study skills in Plenary

- What are the most common mistakes you make?
- How do you study English grammar?
- Why is studying English grammar often perceived as boring?
- Which do you think are good ways to revise grammar?

9 - Activity 1 (Pair Work)

- Every pair of students agree on two or three grammar topics they need to revise among the ones contained in the B1 Syllabus

10 - Activity 2 (Pair Work): Creating a Kahoot, Independent Practice (Grammar Practice, Language Reflection, Writing)

- Students have often practised using kahoot to revise single grammar topics and have always loved this activity
- Pair work:
 - Students are asked to create quizzes themselves, they will reinforce their learning by thinking about potential right and wrong answers
 - Using the printable planning template offered by Kahoot each pair creates 5 questions
 - This paper template has room for a question, an illustration and 2-4 possible answers
 - Students have to create questions with four options and only one correct answer
 - In the lab room students may look for possible inspiration surfing given interactive websites or going through their textbooks
 - To make things more difficult and competitive they may decide to vary the opening command and question format
 - The teacher meanwhile, walks round the room and checks the validity of the questions produced and corrects mistakes.

11 - Preparing Kahoot

- In the Lab room the students themselves transfer the questions and the answers on the kahoot opened by the teacher

12 - Guided Practice Group Work

- Students invite other students in the class to try to answer some of the question they have prepared in order to check their feasibility

13 - Kahoot practice for grammar revision (The Final Kahoot contains 38 questions & is made public clicking on visibility and choosing everyone you can see it and play at <https://create.kahoot.it/share/english-grammar-revision-b1/1cc265d4-a936-4c8a-ab21-adc1131c259f>)

- Playing Kahoot
- Quiz
- Classic Mode
- They will join the Kahoot using the specific PIN number
- The questions are projected on a screen in front of the students
- They use their own device tablet/smartphone or lab computer
- The students see the answers on their device and are assigned 20 seconds to select the answer they think is correct
- Student decided to vary opening commands in order to make things more challenging

14 - Example Questions

- Will be/be going to (question 7)
 1. Ok then, I'm going to give you a call at about 6 o'clock
 2. I is going to give you a call at about 6 o'clock.
 3. Ok then, I'll be able to give you a call at about 6 o'clock.
 4. Ok then, I'll give you a call at about 6 o'clock

Right answer: 4
- Relative pronouns: Choose the wrong sentence (question 13)
 1. Our grandma, who is 75, goes running every morning
 2. London, which is the capital of the UK, is a great city.
 3. That's the boy I was talking about.

4. The CD who I got for christmas is great.

Right answer: 4

- Relative pronouns: Where can we omit the pronoun? (Question 17)

1. a resort is a place where people go on holiday.
2. Is that the boy whose dad is a famous politician?
3. that's the boy who I was talking about
4. The charity organises an event, which is called "Love"

Right answer: 3

- When do you use eachother? (Question 23)

1. when a person takes an action
2. to talk about habitual actions
3. when the subject is the same
4. to talk about reciprocal actions

Right answer: 4

15 - Formative Assessment (effective competition)

- Students get immediate feedback
- They can self-evaluate their learning

If you think your students enjoy playing a kahoot, you should see their engagement when they are playing a kahoot that they made as a class.

We have suddenly shifted the learning task from understanding to creating. There is a big academic payoff when students must determine appropriate visual representations and wrong answer choices for questions about your content.

Language learning with Kahoot! Part 1: Students creating their own kahoots

<https://kahoot.com/blog/2017/03/17/language-learning-kahoot-part-1-students-creating-kahoots/>

Socrative in EFL

- Formative Assessment Lesson Plan
- SOCRATIVE as an invaluable tool for revising and assessing previous work
- Assessment for Learning: formative assessment
- Assessment of learning: summative assessment
- This great online resource allows students to instantly answer a question and post it to the teacher's virtual room via computer, phone, or tablet.

Student Response and Assessment Tool: SOCRATIVE

1 - Lesson Title

- Alice in Wonderland by Lewis Carroll: Formative Assessment session (Ch 1 "Down the rabbit hole")

2 - Location

- Multimedia Lab

3 - Tools (BYOD allowed)

- Computer, Smartphone, Tablet

4 - Age Group

- 14/15

5 - Skills Involved

- Reading Listening

6 - Bloom Taxonomy Level Thinking Skills

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating

7 - English Language Level

- B1 (CEFR)

8 - Aims

- Formative assessment of students'
- Reading, Listening and Pronunciation Skills
- Formative assessment of text content knowledge (for purpose of differentiation and mastery for ALL students)
- Preparation for the final text (Summative assessment)

9 - Objectives

- During the lesson students will have to be able to:
 - Listen to a part of the first chapter and recognize the events
 - Read and pronounce correctly the text
 - Show their text content knowledge through a quiz on Socrative

10 - Procedures

- Students have been assigned as a homework the task of revising the complete first chapter of Alice in Wonderland, which has been listened to, read and analysed in class during previous lessons
- The Teacher has also prepared a quiz on Socrative
- Students have been informed that they are going to be assessed on their listening and pronunciation skills and that they are going to have a quiz on Socrative over the first chapter at the beginning of the next class aimed at assessing their content knowledge

11 - Formative Assessment Activity 1: Alice in Wonderland by Lewis Carroll on Storynory (Audiostories for children) <https://www.storynory.com/alices-adventures-in-wonderland-by-lewis-carroll/>

- On the Storynory website students will be asked to
 - listen to a part of the first chapter and recognize the events
 - read and pronounce correctly the text
- Formative assessment of students'

- Reading, Listening and Pronunciation Skills

12 - Formative Assessment Activity 2: Quiz on Socrative (Alice in Wonderland by Lewis Carroll - Ch 1 “Down the Rabbit Hole”)

- Quiz on Socrative
- Questions on the content of chapter 1
- Mixture of multiple choice, true/ false and open questions

13 - Socrative Activity Description

Students have got familiar with the tool during the previous lessons

The teacher will pose the question although it is also listed on the Socratic room

During the activity, the students will have a few minutes to try it out and answer the question using their smartphone, tablet or one of the Media Lab computers.

Students can also do or redo this at home and the teacher can link the information to his class platform (I personally use EDMODO)

14 - Aims

- The teacher will get information about the students’ text content knowledge and their level of preparation for the final test in order to focus on individual difficulties and prepare some scaffolding activity

15 - Formative Assessment Activity 3: Quiz on Socrative (Exit ticket question; Alice in Wonderland by Lewis Carroll - Ch 1 “Down the Rabbit Hole”)

- Students are asked to summarise what they have learnt that lesson
- Teacher may use this feature to encourage students to self evaluate their learning

16 - Activity will be repeated for ch. 2: “ The Pool of Tears”

- <https://www.storynory.com/alice-in-wonderland-chapter-2/>

Teachers have the flexibility to create quizzes with multiple choice, true/ false or open questions (or a mixture of the three). Via the use of smartphones, tablets or computers, the students answer the pre-prepared quizzes.

Feedback is instant and teachers can use this to a) identify students who have not understood the concepts in the lesson, or b) identify areas where the class have common misconceptions, in order to aid planning for the next lesson.

Teachers can choose for quizzes to be answered individually or as teams (space race feature), with teams being pre-determined by the teacher if required. There is also an exit ticket feature, which can be used to a) ask the students to rate their understanding of the lesson, b) ask the students to summarise what they have learnt that lesson, c) answer a specific question that the teacher has identified, with no pre-planning required.

The benefits of using socrative are:

- **It's easy to do** – 10 minutes (max) to create a quiz, which is then saved and can be used multiple times
- **Students love it**
- **Instant feedback** – which is saved and can be reflected on later.
- **Easy to re-run quizzes** – low stakes testing.
- **Exit ticket** – no planning.
- **It's free** – for the basic version.

Visit a great communit of teachers on <https://twitter.com/socrative>

Kahoot in EFL Lesson Plan Pets and disability

Kahoot is a fruitful tool to **provide fun ways to engage students in the awareness of important values**. EFL becomes a motivational medium for students to practice and improve their English and discover a lexical system such as disability environment.

1 - Lesson Title

- Pets and Disability

2 - Age Group

- 14/15

3 - English Language Level

- B1 (CEFR)

4 - Aims

- To encourage students to work together on a collaborative task
- To find out/discover new words and improve learners' vocabulary
- To take part in a discussion about disability
- To learn about inclusive life model

5 - Objectives

- At the end of the lesson students will have learnt to:
 - Summarize a short film in their own words
 - Become aware of importance of value of inclusiveness
 - Recognise and use new language expressions related to the world of disability and Inclusiveness

6 - Warm up session (group work): Students work in groups of 4-5

- Students brainstorm about the world of disability through some images in little groups of four/five
- "Discuss the meaning of the image with your partner"
- Who is a disabled person for you?
- What kind of disabilities do you know?

- What is the message of the images?
- What is the worst attitude towards disability?
- How can you help a disabled schoolmate?

7 - Short animated video

8 - Skills Watching

- <https://www.youtube.com/watch?v=07d2dXHYb94>

9 - Skills Reading: https://www.youtube.com/watch?time_continue=42&v=KqANNQDgkAc (PIP Animated Film Audio Description Included)

- Students watch the video then in pairs make two lists of words to prepare their description of the short video
- Words they already know
- Words in their native language they don't know
- Students watch the video a second time with with subtitles and they find out some new English words.

10 - Skills: Writing a written summary of the short animated video

- Each group is asked to write a summary of the video and compare their summary with their mates' ones for common points, at the same time making sure all parts of the story has been covered.

11 - Skills: Speaking (Plenary checking video comprehension)

- Students read the final and complete story and then discuss about the message of the video
- Answering some questions like:
 - What should a guide dog look like?
 - Why can Pip be considered a disabled dog?
 - Why does Pip become a hero a hero?
 - What kind of qualities has Pip got?

12 - The teacher at this point presents another short film: <https://www.youtube.com/watch?v=96kl8Mp1uOU>

Synopsis: A teenage boy is playing video games when his mother arrives with a present: a puppy. The boy is delighted, until he sees the dog's disability: one leg is missing. He abandons him, but the dog still enjoys playing with a ball and a box in a very clumsy but lifeaffirming manner, making the teenager smile. Finally the dog's positivity convinces the boy to play with his new companion. When the boy gets up, the reason for his initial reluctance is seen: he has only one leg. In the end, he goes outside and plays with the dog, visibly happier than before.

- Teacher stops the video when the boy rejects the dog and encourages students to discuss his behaviour and his possible reasons. Furthermore, students are encouraged to guess how the film ends.
- Teacher shows film until the end and invites students to discuss what they think happens in the boy's mind and why.
- In three groups, students write a thought bubble of the boy: one group what the boy is thinking at the beginning of the film, one group after receiving the dog and the third one at the end of the story using words and expressions from the dictionary.

13 - Homework

- Students write a summary of the short film following these suggestions:
 - What did the boy do in the beginning?
 - Why did he stop playing?
 - What happened when the boy first saw the dog?
 - Why did the boy treat the dog badly in the beginning?
 - What happened to make him change his mind?
 - How did the story end?

14 - Independent practice (interaction)

- Students compare their homework and discuss the reason why the boy changed his mind

15 - Kahoot practice for vocabulary revision

- Play kahoot
- Quiz
- Classic mode
- They will join the Kahoot using the specific PIN number
- The questions are projected on a screen in front of the students
- They use their own device tablet/smartphone or lab computer
- The students see the answers on their device and select the answer they think is correct

16 - Example Questions

1. What dog breeds are usually used for blind?

- a) Bullmastiff
- b) Labradors/Retrievers
- c) Chihuahua
- d) Pug

Right Answer B

2. Which of these is not a specific tool for a disabled person?

- a) White Steak
- b) Crutch
- c) Wheelchair
- d) Backpack

Right Answer d)

3. Which of the following are Architectural Barriers?

- a) Narrow pavements
- b) Park bench
- c) Steps
- d) Wide doors

Right Answers a) and c)

16 - Follow up

- Students can be encouraged to create a class kahoot quiz using the two videos they have worked on. This activity will reinforce their learning by tinkering about potential right and wrong answers, consolidate the specific vocabulary on disabilities and create a positive attitude towards disability on the part of the students.

Lesson plan on Overtourism

Quizziz allows you to learn, revise and expand English vocabulary in a very effective and fun way and carry out formative assessments in a captivating way. It can be

used by students of all ages and its particular feature is that it's student based- the questions appear on the students' screen so they can answer at their own pace and check the answers at the end., thus are able to progress at their own speed as well as being able to monitor their progress. As well as the Quizziz app, you can play with any kind of device with a browser (PC, laptop, tablet, smartphone).

1 - Lesson title

- The Dark Heart of Tourism

2 - Age Group

- 14/15

3 - English Language Level

- B1 (CEFR)

4 - Aims

- To encourage students to work together on a collaborative task
- To expand learners' vocabulary of tourism
- To take part in a discussion about tourism
- To learn about unsustainable tourism in an effective and fun way using quizziz.

5 - Objectives

- Learn new words on the following topics:
 - Sustainable Tourism
 - Unsustainable tourism
- Learn new language expressions related to the world of holidays.

6 - Vocabulary Brainstorming (Pair work or groups of 4 to 5)

- Teacher either projects the following words and table or writes it on the whiteboard and asks the students
 - “Discuss the meanings of the following words or phrases in the box.”
 - Drawbacks
 - Low cost airlines
 - Climate change
 - Wealth
 - Environment
 - Reap the benefits

6 - Warm up (Pair work or groups of 4 to 5)

- Students brainstorm each other on what they think tourism represents by discussing the following questions
 - Think of some popular tourist destinations and discuss why you think they are popular (cities/beaches etc)
 - What are some positive aspects of tourism for the economy (the locals/ development of infrastructures/roads etc)

- Do you think there could be negative impacts? Think of waste / noise / amount of people / cost of living / who benefits from the money earned.

7 - Reading Activity (Pair work): TOURISM, BENEFITS AND DRAWBACKS

Low cost airlines are making the world a much smaller place. You can buy a ticket for Sharm El Sheikh for as little as £50, a flight to Sydney takes around 12 hours and you can have a weekend abroad for the same price as a weekend at the seaside in U.K. The world is our playground. We can sunbathe on a tropical beach, watch wild animals on safaris, climb the highest of mountains, and delve ourselves in the depths of ancient civilisations. But have we stopped to think about the effect tourism can have on the places we visit? Highly unlikely! Can we affirm that the effects of tourism can be nothing but positive?

Well, unfortunately, the answer is a definite NO. Think of the devastating effects on the environment caused by flying- a plane produces more co2 per passenger than a car and much more than a train. And the number of travellers is increasing every year so we can safely say that air travel is now a major cause of climate change.

Tourism is however, very important for the economies of many countries. It can bring richness and wealth to local communities. But the money tourism brings does not always go

- Teacher hands out text or projects it. She/He asks students to Read the text and make 2 lists
 - The positive aspects of tourism
 - The negative aspects of tourism
- The students must answer the following questions on the text.
 1. How long does it take to travel from London to Sydney?
 2. Which form of travel does the biggest environmental damage?
 3. Why do locals not reap the benefits from tourism?
 4. What should we do when we visit other countries?

8 - Plenary comprehension check (In pairs or small groups)

- Share your answers with the class. Where possible justify your answers.

9 - Video Activity

- Watch the video (<https://youtu.be/TGqVG6QUTKQ>) twice. The first time just listen. The second time take some notes about the positive and negative effects of tourism in Venice.
- Next make two lists
 - The things that are in common with the reading activity
 - The things you didn't mention in the reading activity

10 - Guided Practice (Speaking)

- Do you think there are more advantages or disadvantages in the tourist industry for the tourist or for the place visited?

11 - Independent Practice (Interaction)

- Pair work:
 - What can you do to reduce the negative impact of tourism? Use the following phrasal verbs and expressions:
 - a) cut down on
 - b) holiday at home
 - c) respect the locals
 - d) respect the environment

12 - Quizziz practice for vocabulary revision

- Play quizziz
- Teacher will create quiz using Quizziz and his/her access codes Students will join using their access codes. Students see both questions and possible answers on the tool they are using and can answer at their own pace.
- The questions are projected on a screen in front of the students They use their own device tablet/smartphone or lab computer. The students see the answers on their device and select the answer they think is correct.

13 - Formative Assessment

- Students get immediate feedback- They can self-evaluate their learning and have control over the pace of their learning.

14 - Example Questions

1. A trip to Sydney ____ 12 hours

- a) makes
- b) needs
- c) takes
- d) travels

Right Answer: c)

2. On average, how long do tourists stay in Venice?

- a) 4 hours
- b) 24 days
- c) 24 hours
- d) 20 hours

Right Answer: c)

3. How many inhabitants leave Venice each year?

- a) 10000
- b) 1000
- c) 5000
- d) 9000

Right Answer: b)

4. When you go on holiday, you should respect the local _____

- a) Homes
- b) Responsibility
- c) Benefits
- d) Culture

Right Answer: d)

15 - Follow up

- Students can be asked to create quizzes themselves. By doing this, they will reinforce their learning by thinking about potential right and wrong answers and try them out on their peers, thus shifting the learning task from comprehension to creation of a test and helping to share the responsibility for peer learning.

Lesson plan on “High street shopping” and the revolution in online shopping

Here is a lesson plan on the revolution of Online shopping using reading text and video to learn about the surge in online shopping. It is assessed at the end by a quiz using the program/app “Quizziz” which allows you to carry out formative assessments in an enjoyable and captivating way. It can be used by students of all ages and its particular feature is that it’s student based- the questions appear on the students’ screen so they can answer at their own pace and check the answers at the end., thus are able to progress at their own speed as well as being able to monitor their progress. As well as the Quizziz app, you can play with any kind of device with a browser (PC, laptop, tablet, smartphone).

1 - Lesson Title

- The revolution in online shopping

2 - Age group

- 14/15

3 - English language level

- B1 (CEFR)

4 - Aims

- To encourage students to work together on a collaborative task
- To expand learners’ vocabulary of shopping
- To take part in a discussion about shopping
- To learn about online and traditional shopping in an effective and fun way using quizziz.

5 - Objectives

- Learn new words on the following topics
 - Online Shopping
 - “High Street” Shopping
 - Articles you can buy
- Learn new language expressions related to the world of shopping.

6 - Vocabulary Brainstorming (Pair work or Groups of 4-5)

- Teacher either projects the following words and table or writes it on the whiteboard and asks the students “Discuss the meanings of the following words or phrases in the box. “
 - Delivery, Shopping Centre/Mall, Cashier, search engine, aisle, wishlist, credit card, window shopping, delivery address, security tag, shop assistant, fitting room, postage and packing, opening hours, queue, checkout, shopping trolley/cart, bank notes, buy with one click,
- Then make 3 lists and put them in the correct list
 - a) Online Shopping
 - b) Street Shopping
 - c) Both

7 - Warm up (Pair work or Groups of 4-5)

- “Discuss your shopping habits with your partner/group. Ask and reflect upon the following questions:
 - What was the last thing you bought? Clothes? CD? Books, other?
 - Did you really need it?
 - Have you ever bought anything online? Give details- What was it? Where did you buy it? How did you pay for it? How long did it take to arrive?
 - What kind of problems can you have when you buy on the Internet?
 - Are there any advantages of shopping on the net? (think of opening times, cost, going shopping etc)
 - Do you prefer to do shopping online or in traditional stores? Why?

- Do you think that people will only buy online in the future? Why/Why not?
- Have you ever bought anything on one of the big cyber sales like Black Friday?

8 - Reading activity (Pair work): Singles day

China's Single's Day, which always falls on November 11, because the date 11/11 represents four ones, or four singles, standing together, has become the biggest shopping spree in the world. On this day, Chinese netizens spend billions buying goods on China's biggest e-commerce platforms in a 24-hour online sale. It was originally called "Bachelor's Day" and the celebration began among students at China's Nanjing University around 1993 as a sort of anti-Valentine's Day for single people. It is traditionally a day to go out for partying, eating and shopping, and spending time with friends.

The first Singles' day started at midnight on Nov 11, 2009 when the Chinese e-commerce giant Alibaba offered products with huge discounts. Since then it has become the most important commercial event in China. On 11/11, netizens love to buy anything from clothes, electronics, to health and beauty products. In 2015, the top selling items were Xiaomi and Huawei smartphones. From 2012 to 2015, the total volume sale of the 24-hour shopping festival went from approximately \$3 billion to an unbelievable \$14 billion. It has become a bigger event than Black Friday and Cyber Monday.

- Teacher hands out text or projects it. S/He asks students to Read the text then answer the following questions:
 - Why and where was singles day invented?
 - Why does it take place on Nov 11th?
 - Where do people go shopping on Singles day? What kind of things can they buy?
 - Why was it called Bachelor's day?
 - Is it increasing or decreasing in popularity?
 - Students should make a list of words they know and they don't know (Cyber shopping words and other)
 - Using the questions above, make a short summary of the text.

9 - Plenary Comprehension Check (In groups or small groups)

- Students are asked to compare their summaries and check they have

the main points in common.

- The teacher at this point suggests expressions, writing them on the blackboard such as:

- E-commerce platforms
- Netizen
- Black Friday
- Cyber Monday
- Shopping spree
- Online sale
- Cyber shopping
- Go partying
- Million/billion/trillion dollars

10- Guided Practice (Speaking)

- Would you buy anything on Singles day? Why/Why not?
- What kind of things would you buy? Things you needed or wanted?

11 - Independent Practice (Interaction)

- Pair /group work: If you had E5.000 to spend on singles day, what would you buy? Why?

- a) Electronic devices
- b) clothes
- c) shopping spree
- d) credit card
- e) electronic devices
- f) shopping spree
- g) splash out on
- h) treat yourself to

- i) luxury items

12 - Video Activity

Watch the video (<https://youtu.be/xLqmagCINKw>) twice reading as you watch the film go by. The second time take some notes on the scale of shopping that singles day creates.

- Next make two lists.

- a) The things that are mentioned in both the reading activity and the video
- b) The things aren't mentioned in the reading activity

13 - Quizziz practice for vocabulary revision and text comprehension

- Play quizziz

- Teacher will create quiz using Quizziz and his/her access codes Students will join using their access codes. Students see both questions and possible answers on the tool they are using and can answer at their own pace
- The questions are projected on a screen in front of the students. They use their own device tablet/smartphone or lab computer. The students see the answers on their device and select the answer they think is correct

14 - Formative Assessment

- Students get immediate feedback and can self-evaluate their learning. They have control over the pace of their learning.

15 - Example Questions

1. The date 11/11 represents

- a) 4 ones
- b) singles
- c) shopping spree
- d) eleven eleven

Right Answer: a)

2. Singles day is traditionally a day for _____

- a) Saving

b) Spending

c) Partying

d) shopping

Right Answer: c)

16 - Follow up

- Students can create a quiz themselves on the same topic. By doing this, they will reinforce their learning by thinking about potential right and wrong answers and try them out on their peers, thus shifting the learning task from comprehension to creation of a test and helping to share the responsibility for peer learning.