

YouTube GB

Suchen



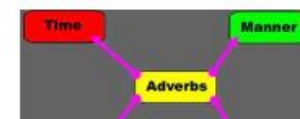
Developing digital literacy in online grammar learning & teaching

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0:02 / 10:11



Nächstes Video



adverbs - English grammar tutorial video lesson

400.719 Aufrufe

1.963

246

TEILEN





TEACHERS: THE REAL MASTERS OF MULTITASKING

1,500

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY SCHOOL DAY

4

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY MINUTE

The average classroom teacher will make 1,500+ educational decisions every school day.
In a 6-hour school day, that's more than 4 decisions every minute.

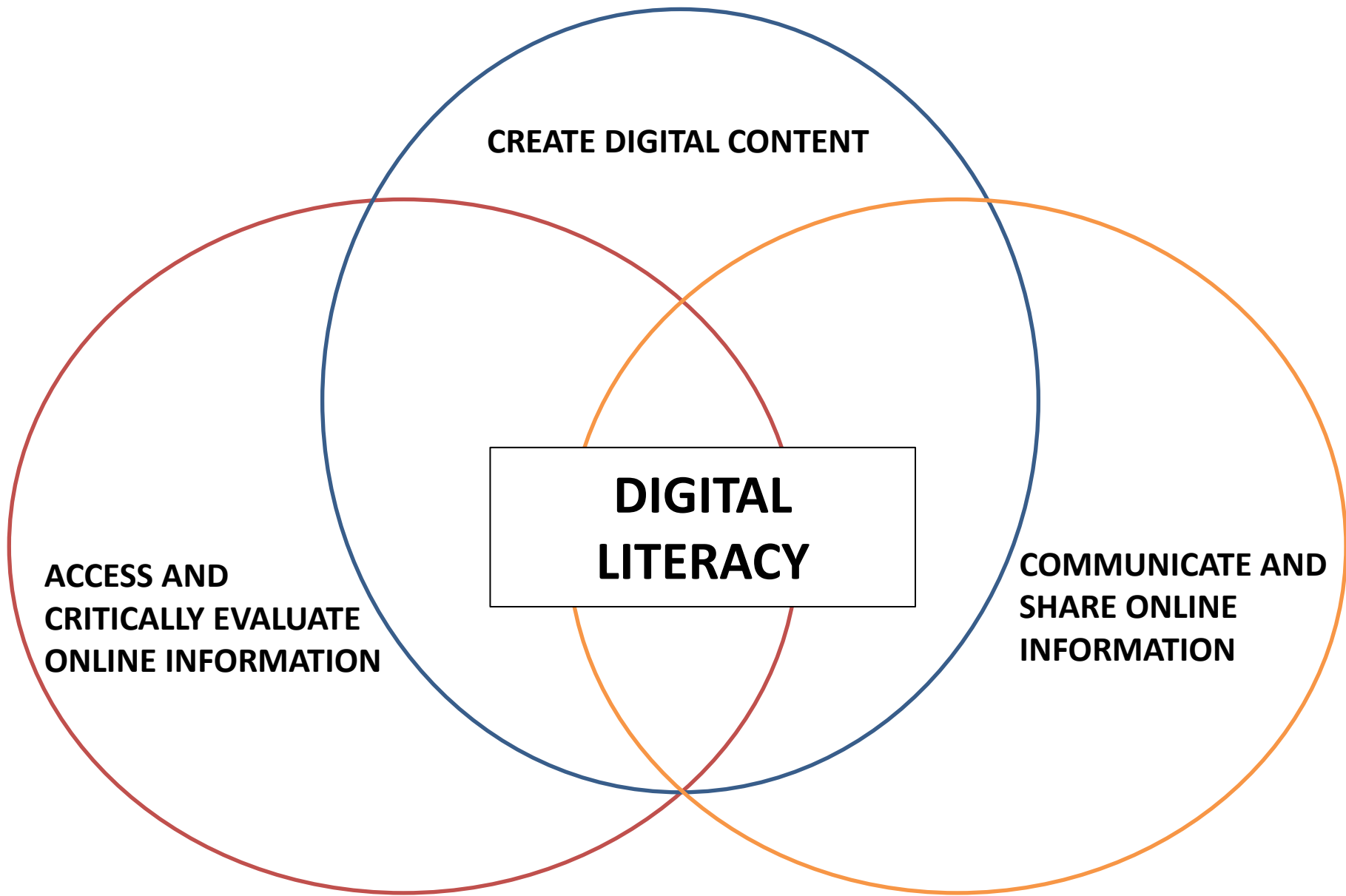
AIM of the Project

This project is motivated by the rise of network use and learner centered approaches, which have led to grammar learning increasingly taking place outside the classroom.

Here we present a resource which aims at facilitating grammar learning and teaching by providing the following:

1. a user-friendly and adaptable framework for evaluating audiovisual online grammar learning and teaching materials (evaluation literacy)
2. an audit/evaluation of 348 online grammar learning and teaching materials associated with 28 grammatical concepts from the English Key Stage 4 Curriculum
3. examples of how this framework can be used to select audiovisual online grammar learning and teaching materials in blending online instruction with face-to-face communication.

The resource is intended for both native and non-native speakers as well as mother tongue and foreign language education.



DIGITAL LITERACY

the cognitive and social skills that determine the motivation and ability of individuals to gain access to, understand and use evaluative information in ways that contribute to achieving learning goals

(adapted from Rogers, Kelly & McCoy 2019)

- **Visual literacy**
- **Technological/ computer literacy**
- **Information literacy**

The 8 C's of digital literacy | Open Educational Thinkering

1. Cultural
2. Cognitive
3. Communicative
4. Confident
5. Constructive
6. Creative
- 7. Critical**
8. Civic

(Belshaw 2012)



the principles governing the construction of
words, phrases, clauses and sentences
(Huddleston & Pullum 2002: 2)

Teaching Grammar Classroom Choices

- ✓ What do my students find difficult about this grammar notion?
- ✓ What examples do I give?
- ✓ How will I present a specific grammar topic?
- ✓ How can I make a grammar lesson engaging?
- ✓ How will I check they've understood?

(cf. Rance 2017)

AUDIT

INFORMATION PROVIDED INCLUDES

- **Language:** currently most videos are in English and on English.
- **Length:** duration of videos (2 -max. 20 mins)
- **URL**
- **Learner level**
 - UK National Curriculum [Key Stages](#) for English native speakers;
 - [Common European Framework of References for Languages](#) for non-native speakers.

KEY STAGES

YEAR 1	KEY STAGE 1	PRIMARY
YEAR 2		
YEAR 3	KEY STAGE 2	
YEAR 4		
YEAR 5		
YEAR 6		
YEAR 7	KEY STAGE 3	SECONDARY
YEAR 8		
YEAR 9		
YEAR 10	KEY STAGE 4	
YEAR 11		
YEAR 12	KEY STAGE 5	SIXTH FORM
YEAR 13		
HIGHER EDUCATION	KEY STAGE 6	UNIVERSITY

Level			General description
Proficient user	C2	Mastery	Highly proficient – can use English very fluently, precisely and sensitively in most contexts
	C1	Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts
Independent user	B2	Vantage	Can use English effectively, with some fluency, in a range of contexts
	B1	Threshold	Can communicate essential points and ideas in familiar contexts
Basic user	A2	Waystage	Can communicate in English within a limited range of contexts
	A1	Breakthrough	Can communicate in basic English with help from the listener

AUDIT CRITERIA



Quality of definition

- accuracy/clarity: quality of definition; clarity of terminology and structure

Quality of illustrating examples

- range (of examples): from prototypical to exceptional
- contextualization: examples placed in a real-life context

Use

- difficulty level: easy or difficult to understand
- use of metalanguage: use of grammar specific terminology
- prior knowledge: previous knowledge required to access video content

Appeal

- how appealing is the material e.g. design, music, illustration

Coverage

- key words describing the main grammatical concepts covered in the video

Follow up activities

- suggestions for further use

Consider!



- For classroom use: integrate **pre-viewing**, **viewing** and **post-viewing activities**
- **knowledge about grammar** *e.g. tutorials vs*
- **grammar in context** *e.g. digital storytelling, music videos, trailers, film scenes*
- Linguistic **analysis skills**
- Language **use**

BUT

“We need to make sure we use technology for a real pedagogical purpose. A computer can’t teach your students any more than a blackboard can. It is all down to what you do with the tools”

(Scrivener, 2011)

- **Digital capabilities**
- **Subject knowledge**
- **Pedagogical skills** (Mercer 2016)



Online Grammar Video



What are adverbs?

Evaluation



	language	URL	length	learner level		quality of definition	use			quality of illustrating examples		suggestions for follow up activities	coverage	appeal
				L2	L1	mean/rnd accuracy and clarity	difficulty level	use of metalanguage	prior knowledge	range of examples	contextualization	classroom use/ self study/ other (user comments)		
2	English	Adjectives and Adverbs - https://www.youtube.com/watch?v=l3qj6yL0iNE	05:01	A2/B1	KS2	1.5	3	2	2	2	1.5	SS/CL	word categories - revision: noun, adjective, adverb but: voice might be distracting prior knowledge: present simple	1.5
3	English	What are Adverbs? https://www.youtube.com/watch?v=_txnezQ12c0	02:42	B1	KS2	3	2	2	2	2	2	CL/SS follow-up activity: Watch football game; do a sports commentary audio-record (guiding questions focus on adverbs e.g. How did X hit the ball?)	form and use of adverbs + modification contrastive approach: adverb vs. adjective types of adverbs: place, manner, time prior knowledge: verb, adjective	2.5
4	English	Adverb or Adjective - Stop Saying BBC https://www.youtube.com/watch?v=aNpk8I7Kvks	03:01	B2/C1	(KS4)	3.5	3	4	4	3	3	SS CL follow up discussion: formal vs. informal style/ BE vs. AE changing use of language (e.g. social media)	exceptional use of adjectives instead of adverbs link words prior knowledge: adverb, adjectives, tenses	3

ACTIVITY - ADVERBS



VIDEO [Inter vs Verona](#) Highlights, 3:17

Activity 1 – sports commentary

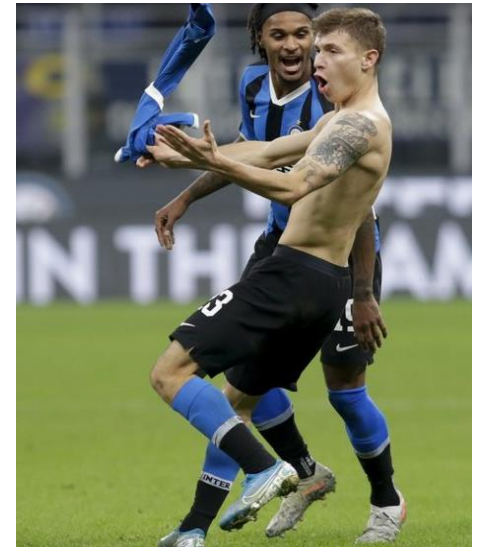


In pairs,

Do a **sports commentary** on the stunning late [Barella goal](#) for Inter vs. Milan last Saturday
(9th Nov 2019, Stadium: San Siro, Milan)

Audio-record your commentaries
on your mobile phones

Can we listen to one of them?

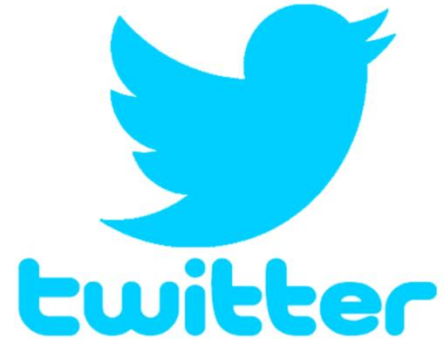


Activity 2 - guiding questions

Based on the video you saw, **answer the following questions**

- How did Barella play the corner?
- How did Barella manage to get the ball?
- How did he hit the ball?
- How did the goalkeeper try to stop the ball from going in?
- How did he throw himself?
- How did the referee handle the situation?

Activity 3



The **first tweet on the match** reads

“We played patient, efficient, professional and sensible football. We got the job done and have earnt our last 16 spot. well done England!”

- On first read/parse, did you also think that one of the sentences was **grammatically wrong** until you got to the last word of this sentence? If yes, which one?
- Why did the last word in this sentence change everything?
- Take the last word off. **How do you have to re-write the sentence?**

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Limitations

- Plug and play