

FLED 411 - Final Written Project: Digitalizing English Course Book Units

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Compiled August 11, 2019

1. INTRODUCTION

In this report, I am going to present you a digitalized version of the ninth unit of the book “Moonlight English Course” which Ministry of Education created for Middle Schools. I adapted 6 different language activities (1 reading, 1 listening, 1 speaking, 1 writing, 1 vocabulary, and 1 grammar lesson) to the digital environment according to SAMR principles. In addition, I suggested some activity objectives that are in line with ABCD principles that we learned in this course this semester. Lastly, I presented my justification which answers why I did choose these tools and websites, and how it changed the experience of the activities both for students and teachers.

2. DIGITALIZED SECTIONS

Page and Activity Numbers

Page 121, Activity 1
 Page 122, Activity 4
 Page 124, Activity 3
 Page 125, Activity 2
 Page 129, Activity 1
 Page 120, Activity 1

A. Page 121, Activity 1

Listen to the text. Repeat and then describe the photos with the given vocabulary. (Listening)

Activity link: <https://app.vyond.com/videos/427f26a9-de11-4dfa-8640-16d931405be5>

Objective: When given pictures or animations, students will be able to list and select all the appropriate verbs that describe the pictures with a few (1-2) errors in ten minutes.

The book has given us three pictures that portray some actions that are related to the conservation of the environment. This activity's big role in this unit is to familiarize the phrases and words that students will need in the oncoming activities and exercises. This activity has some visuals of course but stock or generic photographs may not be enough to engage students

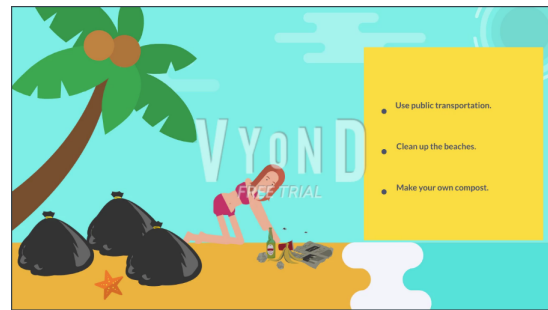


Fig. S1. Vyond - One of the images from the activity

and keep their attention for a long time. It is, in its basics, a quite deep-seated and effective activity to reach the objective. Thus, a total revamp is not necessary. Little tinkering might be the only thing this activity needs. Therefore, according to SAMR principles, the augmentation step might be the perfect suit for this objective.

Instructions:

Teacher book:

- After opening the computer, type the link <https://bit.ly/2YCyn7x> in the address bar on the top of the browser.
- After hit play, the arranged narrator will give instructions to the activity directly to the students. After listening, ask students whether they understood or not. If not, explain briefly that they need to watch the animations and decide which given phrases is suitable for that action. While doing that they need to repeat the written phrases.

• When the first animation starts, there will be a question to students. Hit stop there. Let them repeat the phrases and pick the suitable one. Then hit play again to listen for the correct answer and a sample sentence.

- Repeat this for the other two animations.

Student book:

- Listen to the instructions. Repeat the phrases and pick suitable phrases for the activities.

B. Page 122, Activity 4

Educaplay – The use of pictures for every sentence to remind the action and grammar. (Grammar)

Activity Link: https://www.educaplay.com/learning-resources/4712392-unit_9_matching_grammar_act.html

Objective: When given basic verb forms, students will be able to apply imperative forms to those verbs with a few errors at most until the end of the class.

The student book presents this activity as a simple fill in the blank activity with little or no visuals. The image given to us by the book only correlates with some of the sentences. I am perfectly aware that this activity has developmental limitations because it is a strict and basic grammar activity. You either have to implement some supplemental visuals or auditory material to enhance it, or revamp head to toe to create a more effective activity.



Fig. S2. Educaplay - Screenshot from the quiz

Recreating the activity as a whole might be ideal in some situations but since we are dealing with a government-issued language book, changing the complexity of the activity will probably distort the whole flow of the book which I am only responsible for Unit 9, therefore it is not a good idea in my situation.

To digitalized this activity, I used one of the basic tools: Ed-ucaplay. With these tools, the teacher can be more in control in terms of grammatical rules or spelling since they are quite important when it comes to grammar. In addition to the improved control mechanism, Educaplay supports image implementation for every question, thus we don't need to rely on a more minimal image design like in the book.

Instructions:

Teacher book:

- Ask students to open their browsers and enter <https://bit.ly/31sPKo6> into the address bar.
- Instruct students to solve the quiz, by using the given verbs and transform them into imperative forms.
- Then write the answer and repeat for other 6 questions.

Student book:

- Enter <https://bit.ly/31sPKo6> into the address bar of your devices. Then complete the activity by writing correct imperative forms of the given words.

C. Page 124, Activity 3

Pair work. Use the sentences above and act out a dialogue and record yourselves (Speaking)

Application Link: <https://www.screencastify.com/>

Objective: Students will be able to simulate and act out a simple real-life conversation about a party without any grammar mistakes in 10 minutes.

In this activity, the book gives no real instruction, and since we don't have access to a teacher book, we don't know how to apply to the classroom environment. It's a quite open ended activity for both teachers and students. Instructions say record yourselves however there isn't enough information to carry on this activity. Students probably will wonder what they will be recording on and what they are going to do with that recording or sound file etc. I solved this problem by using "Modification" procedures from the SAMR modal.

Students, now, will receive simple and easy instruction from their teachers. Open up their computers, plan and do the task required, then the teacher will check on those recordings and give feedback if necessary.

We are going to use Screencastify tool. It is free for personal use, or if the school management "means business", they can check out the pricing list for schools. We assume it is a school bought the package and it is installed on school browsers. It's quite lightweight and easy to use since it's just a Chrome extension, not a software.

Instructions:

Teacher book:

- Open up the preceding activity page that has the dialogue in it on the computer and project it to the board with the tools you have.
- Then, ask students to use this dialogue as a base and create a new one by changing the required details above. After planning, show them how to record a video with Screencastify with only two clicks.

• After everyone submitted their videos automatically to Google Drive assigned by the school, you play some or all of them according to the size of the class, and give optional feedback right there, or comment in the drive.

Student book:

- Look at the dialogue above. With your pair, change the details according to poster B. Then, open your browser, and record yourselves with Screencastify tool.

D. Page 125, Activity 2

Short description of the process of reducing rubbish and presenting. (Writing)

Objective: When they are given a topic, students will be able to explain and present their ideas about the topic with little preparation in 15 minutes using appropriate tools.

In this activity, We, again, found the instructions kind of lacking in the sense of tools. It only provides a question with some keywords. No detailed explanation whatsoever. However, since it's quite vague, we had a chance to improve it using SAMR principles again. The tool we used is not a sophisticated product however, one can improve the creative side of their project with the right tools. This activity is not a whole redefinition of course, however, it would be a strong modification since it's really the combination of audio, video and text presentation with the integration of speaking and writing skills in a creative environment.

In the state school environment, probably some mobile phones (iPhone to be more specific) can be used or a PC would solve the problem. In the private school environment, "the palette" is more widened so iPads, or Macs would be quite helpful since the tool we picked, which is KeyNote, is more harmonized with Apple products such as iPad's have pen support for drawing onto the presentation. In addition, KeyNote has PowerPoint compatibility it's very easy to share the presentation



Fig. S3. KeyNote - Integration with compatible technologies

files, or in some cases, you can directly connect to the board or projector.

Instructions

Teacher book:

- Ask students the question: "How can we reduce the amount of rubbish at home?" Then ask to write a paragraph of solutions using some keywords (recycle, reuse, paper, plastic, aluminum etc.). Then ask them to present their ideas using KeyNote application on any available device.

Student book:

- How can we reduce the amount of rubbish at home? List your solutions on a note-taking app of your choice. Then present it in class using KeyNote application. These words can help you: recycle, reuse, paper, plastic, aluminum...

E. Page 129, Activity 1

Matching pictures with words. (Vocabulary)

Activity link: <https://app.wizer.me/learn/JK4UN4>

Objective(s): When given related pictures, students will be able to identify the correct word and match them without an error in 5 minutes.

When given word definitions, students will be able to identify the correct word and match them without an error in 5 minutes.

In this exercise, the book, again, went with a very simple and basic activity. However, like other basic activities, we don't think it's an effective activity and it's definitely not a suitable activity for a 6th grader. Therefore, We simply upgraded the difficulty level just a bit to challenge the students, but not much to disrupt the book's flow. We used Wizer to prepare a more interactive and fun worksheet that is also effective to teach vocabulary by not only let them match the words with pictures but also let them familiarize themselves with the definitions of the words.



Fig. S4. Wizer.me - Sample Spreadsheet

According to the SAMR principles, this modified worksheet would fall between modification and redefinition since without this kind of technological advancements this would be nearly impossible to track, or maybe edit and implement your ideas to the book. However, since we only modified and added some features that are not there before, it'd be wrong to say that it totally falls under the redefinition as well.

Instructions:

Teacher book:

- Send the activity link to your students via mail, or directly show them to let them access the worksheet. Ask them to read the written instructions carefully and complete the exercises. Give feedback if necessary.

Student book:

- Please complete the picture meaning with the given vocabulary items. Then match the descriptions with the correct words.

F. Page 120, Activity 1

Reading about environmental problems and answering comprehension questions.

Activity Link: <https://edji.it/#/5qtz>

Objective: When a given a reading chapter, students will be able to answer comprehension checking questions with one or two mistakes at most in 10 minutes.

In this activity, the book chooses to mash up some language skills, I presume, it was for a better understanding of the material. However, we think that instead of mixing up the reading and listening, and maybe writing, it'd be more suitable if we are to enhance the one skill and focus on it instead of painting with the wide brush. Therefore, since the chapter is in the reading section and it's also in a quite charming position in terms of visuals and design, we decided that it would be a great idea to check reading comprehension and test it.

We used Edji tool for this activity. It allows students to freely read the text, comment on it, or put emojis to express their feelings, which you cannot do with state issued books, unfortunately. This elevates the reading chapter in terms of involvement and experience. In terms of visuals, we are not stuck with stock photos that the publisher picked, you can add any image with the right type of license. As a teacher, you can see the heatmap of all the text, which will show you how many students found the answer to questions in the book.

In terms of SAMR, this will fall under the redefinition category because of the reason we've talked about above. It is impossible to implement those changes without this kind of tool. We transferred the activity in a quite elementary basis however, with enough time and knowledge, this activity would be in a totally different level in terms of language skills and effectiveness.

Instructions:

Teacher book:

- After you created a reading in Edji.it, present the link (<https://edji.it/#/5qtz>) through the board and let them enter the reading environment.

- Then ask students to read the chapter carefully, and if they find interesting, or horrifying details, tell them to comment it by highlighting the text or put emojis related to their emotions.

- After reading once, ask them to read for the second time. However, this time students have to find where are the questions at the bottom has answered throughout the text and they have to comment on the number of the questions on it.

- After it's done, go over the questions and answers, then give feedback if necessary.

Student book:

- For today's lesson, you will look at this reading. Find the answers to the questions in the book, then comment on it which sentence answers which question specifically.

Our seas, rivers and lakes



We pollute rivers, seas and lakes. We throw rubbish from our towns and cities into the oceans. We also pour chemicals from factories into our beautiful rivers and seas. This is water pollution, and water pollution kills millions of fish and other water animals and plants.

Fig. S5. Edji - Demonstration of visual and hotspots

3. CONCLUSION / SUMMARY

In this report, we digitalized some activities from the 9th unit of the book "Moonlight English Course 7" which is published by the Ministry of Education in Turkey for state middle schools. We adapted total of 6 activities to the digital environment that both students and teachers might use in ease. While doing digitalization, we used SAMR principles to guide our way. In addition, most of the activities lack objective, therefore we added a appropriate amount of objectives to the activities according to the ABCD principles.

4. RESOURCES

- https://www.educaplay.com/en/blog/article/49/new_features_available_on_educaplay_quiz_activities.htm
- <https://support.apple.com/keynote>
- <http://guide.edji.it/index.php/2017/05/20/getting-started-with-edji/>
- <http://usingeducationaltechnology.com/use-wizer-create-awesome-interactive-worksheets/>