LIVE

Roundtable: Teaching English in pandemic times: resources and possibilities

ABR/ALITEC

Digital Technologies in the Language Classroom during pandemic times:
experiences and educational challenges

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Objectives

❏ To bring up some suggestions on how to use Technologies in the classroom

❏ To report my previous experiences with the use of digital technologies in the EFL classroom;

❏ To discuss the educational challenges we have nowadays in order to teach during the pandemic times;

How can we integrate digital technologies in the school context?
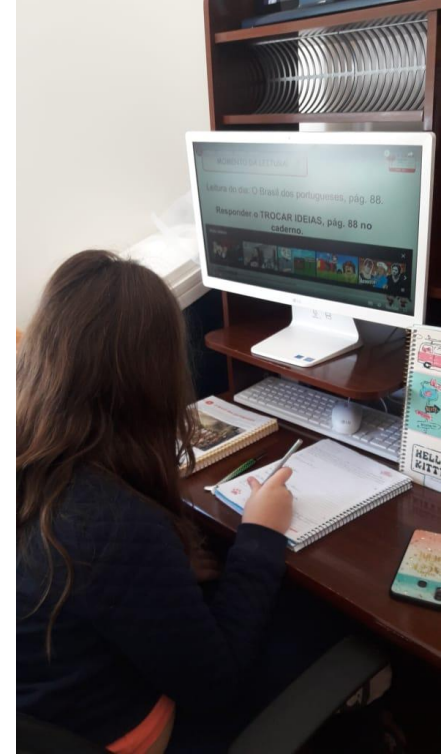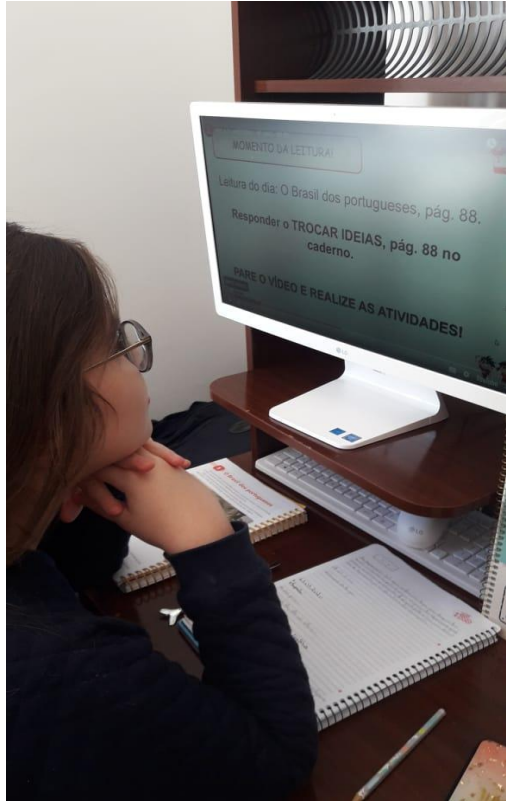
Does your school look like this one?
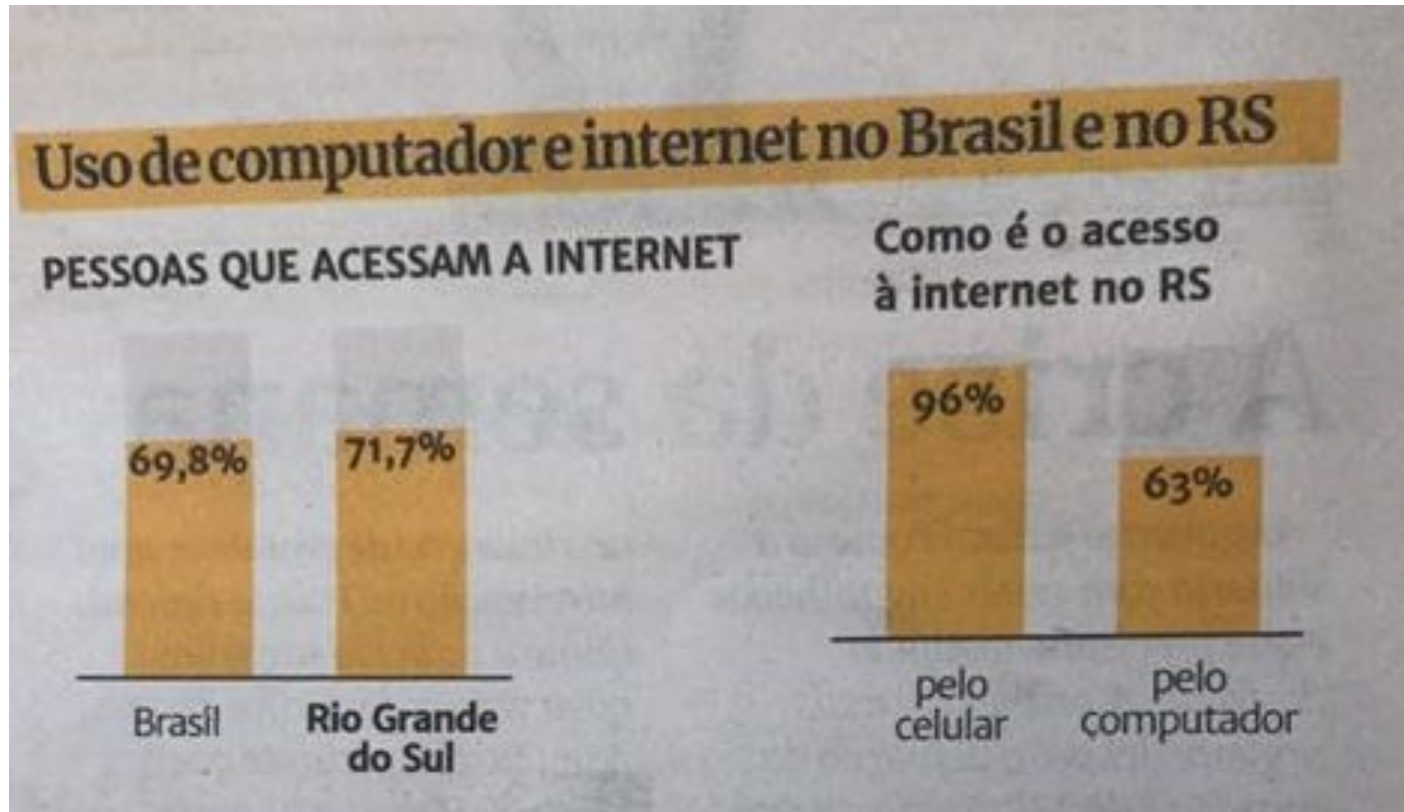
How about this?

Today...our classes

... are disseminated like this...

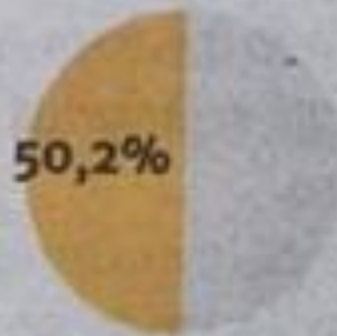# Pandemic times, new challenges

The teaching context has changed...

Computers And Internet Access

Homes with computers in RS

Domicílios com computador em casa no RS
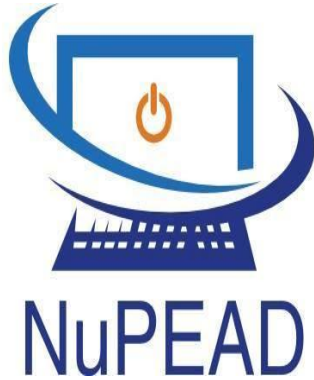
50,2%

58,7%

Destes, só 58,7% tem internet

Fonte: Dados do IBGE de 2017 compilados pelo Dieese
(Departamento Intersindical de Estatística e Estudos Socioeconômicos)

How do we teach languages in this scenario?

... during pandemic times??
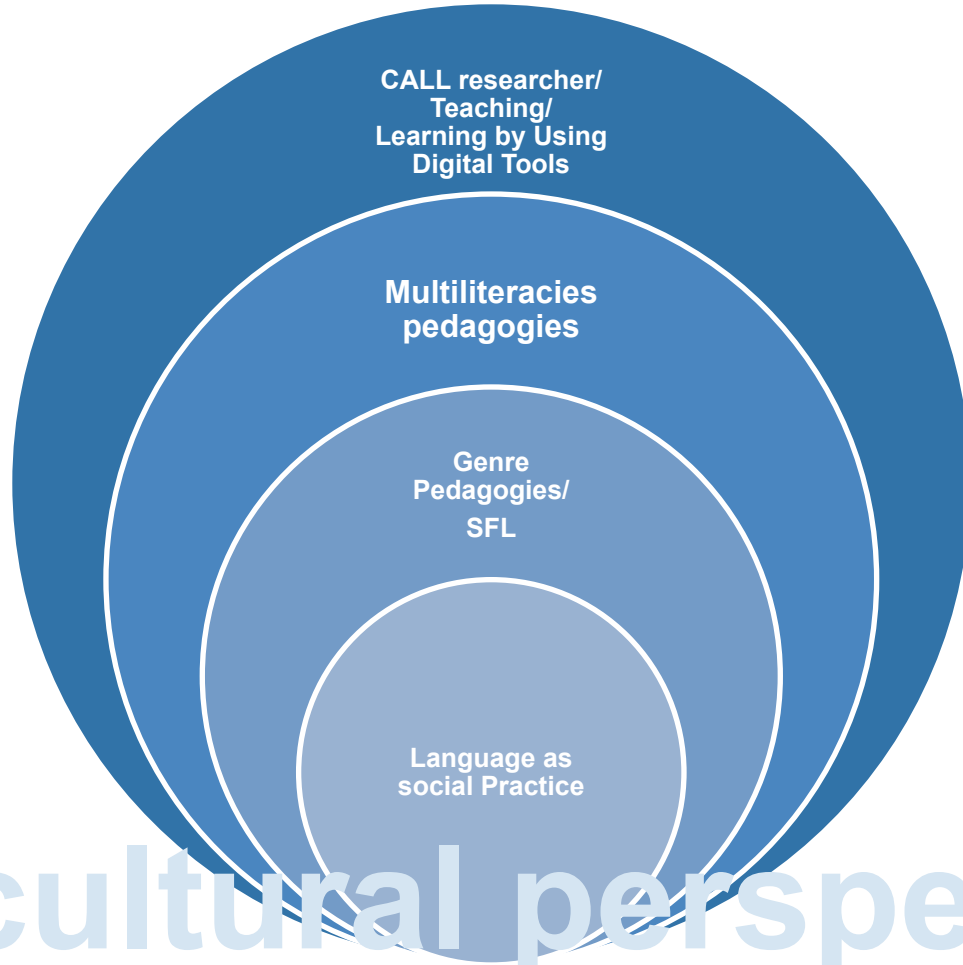
GRPESQ/CNPq NuPEAD

In this research group, we

o   investigate how teaching and learning happens in the digital context;

o   promote the practices of multiliteracies by using digital tools;

o   provide Continuing education and initial education of language teachers;

o   elaborate digital teaching material for using in Blended and distance Education;

o   develop new approaches, frameworks, digital tools, educational games and class material by exploring digital tools;

o   investigate social and discoursive practices that happened in the digital context.

o   Give the opportunity for language students and students for others interdisciplinary fields to produce digital materials such as serious games, apps and online courses.

Theoretical assumptions that support our projects
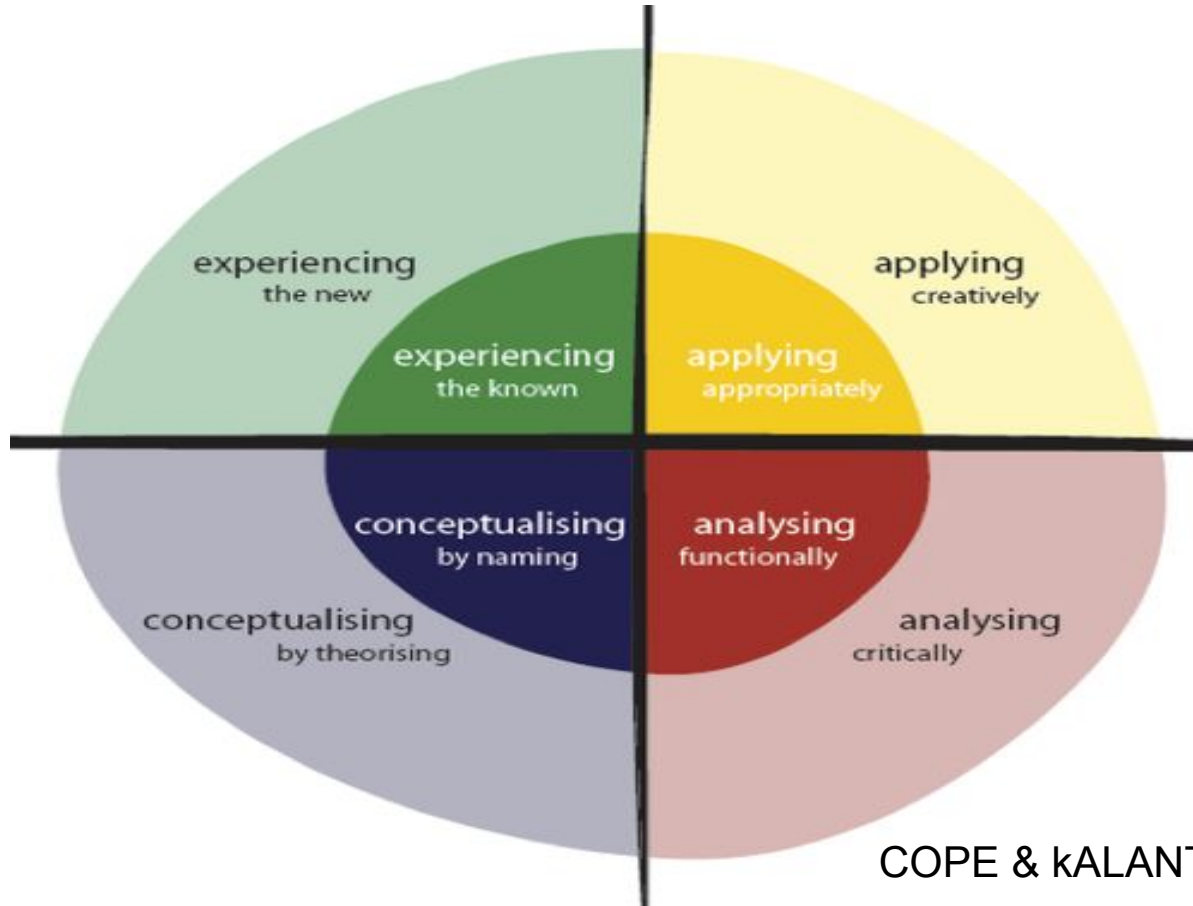
Learn by Doing

SOCIAL INTERACTION

CALL researcher/
Teaching/
Learning by Using
Digital Tools

Multiliteracies
pedagogies

Genre
Pedagogies/
SFL

Language as
social Practice

Sociocultural perspective

COPE & kALANTZIS (2009, p. 187)

KNOWLEDGE PROCESSES: THE PEDAGOGICAL MOVES OF LEARNING BY DESIGN
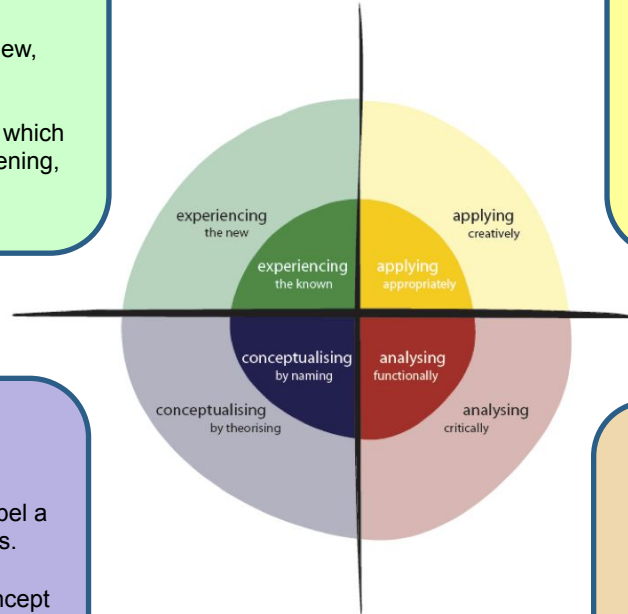
EXPERIENCING

THE KNOWN – bring in, show or talk about something/somewhere familiar or easy – listen, view, watch, visit.

THE NEW – introduce something less familiar, but which makes at least some sense just by immersion – listening, watching, viewing, visiting

APPLYING

APPROPRIATELY – write, draw, act out in the usual way, solve a problem.

CREATIVELY – use the knowledge you have learned in an innovative way, take na intelectual risk, apply knowledge to a different setting, suggest a new problem, translate knowledge into a different mix of "modes" of meaning

CONCEPTUALIZING

By NAMING – defing terms, make a glossary, label a diagram, sort or categorize like and unlike things.

By THEORIZING – draw a diagram, make a concept map, or write a summary, theory or formula which puts de concepts together

ANALYSING

FUNCTIONALLY – write an explanation, create a flow diagram, create a storyboard, make a model.

CRITICALLY – identify gaps and silences, analyse purposes (what a piece of knowledge is for) predict and e discuss consequences, bold a debate, write a review.

experiencing
the new

experiencing
the known

applying
creatively

applying
appropriately

conceptualising
by naming

analysing
functionally

conceptualising
by theorising

analysing
critically

(COPE; KALANTZIS, 2009; 2015; NEW LEARNING ONLINE, 2016).

Map/Identify your school reality

Cecchin´s Teaching Experiences   (2013-2015)

Explore Multimodal texts (Genres)
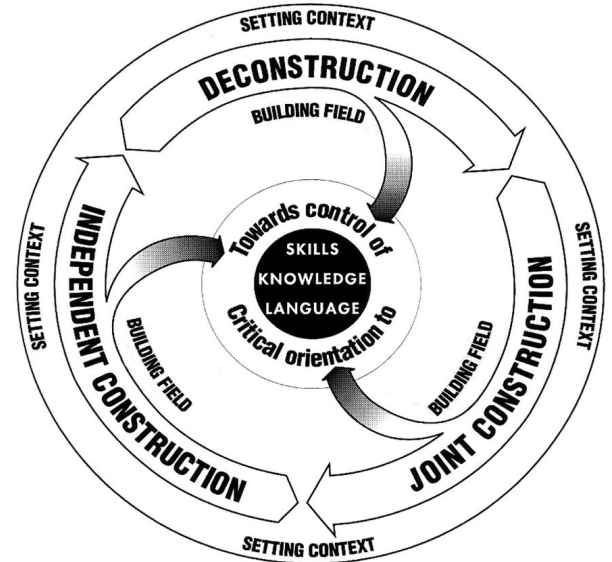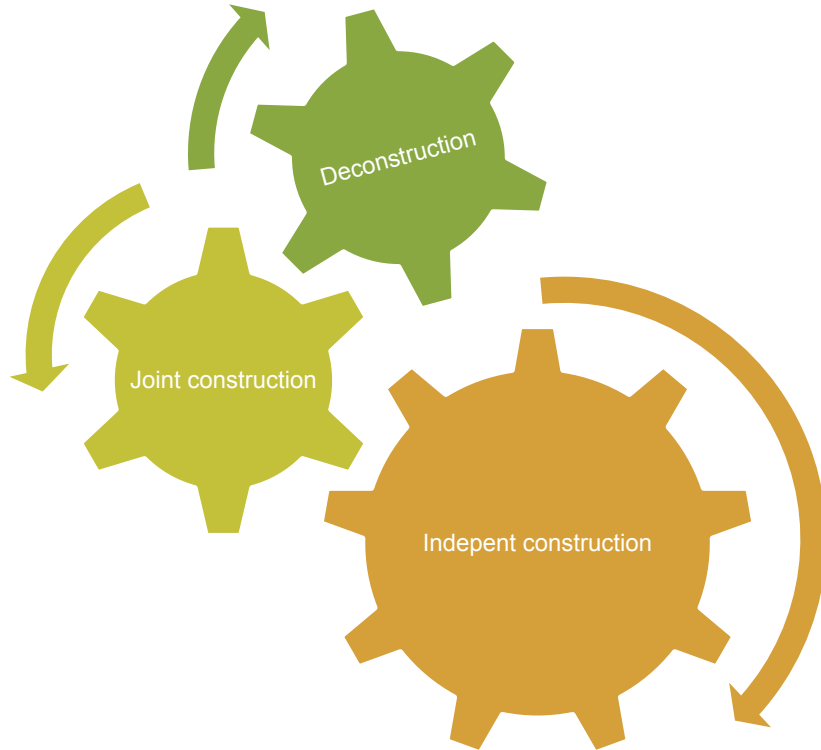
The wheel (Rothery, 1988)

Digit@l Narr@tives in Public School Context

Define the approach ...

Figura 1 – Abordagem Pedagógica de Ensino de Narrativa Digital - APEND, elaborado por Reis e Cecchin (2015)

1º IDP (Pedagogical practices)

Autobiographical Recounts

2º IDP

Relato de viagem

3º IDP

Documentários com pequenas narrativas

4º IDP

Recount autobiográfico

Cecchin (2015); Cechin; Reis (2016)

What kind of stories can we tell/read ..?

- (Biographical) Recount
- Autobiographical
- News story
- Multimodal Narratives;
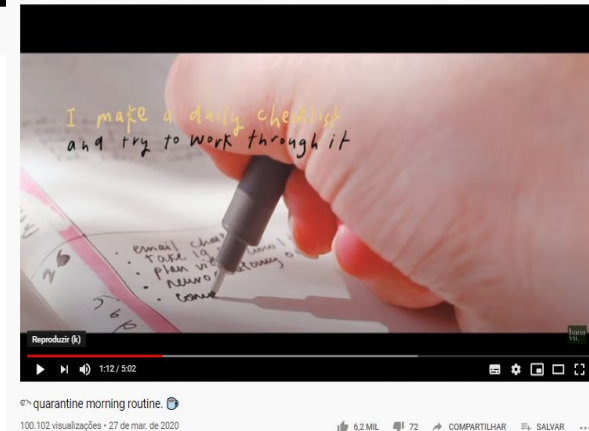- (Quarentine) Daily routines;
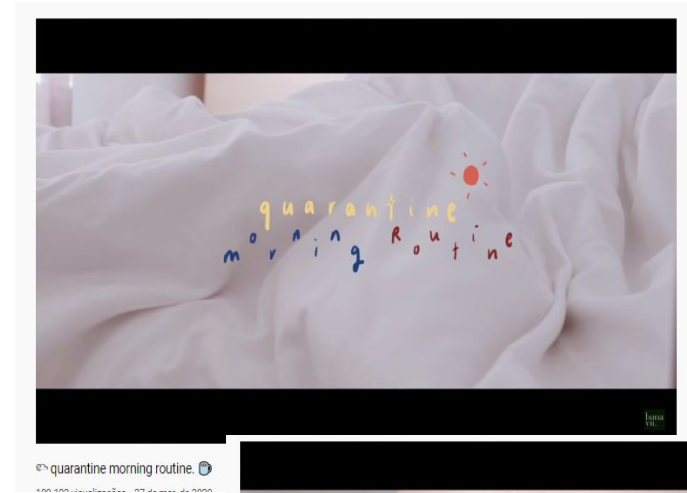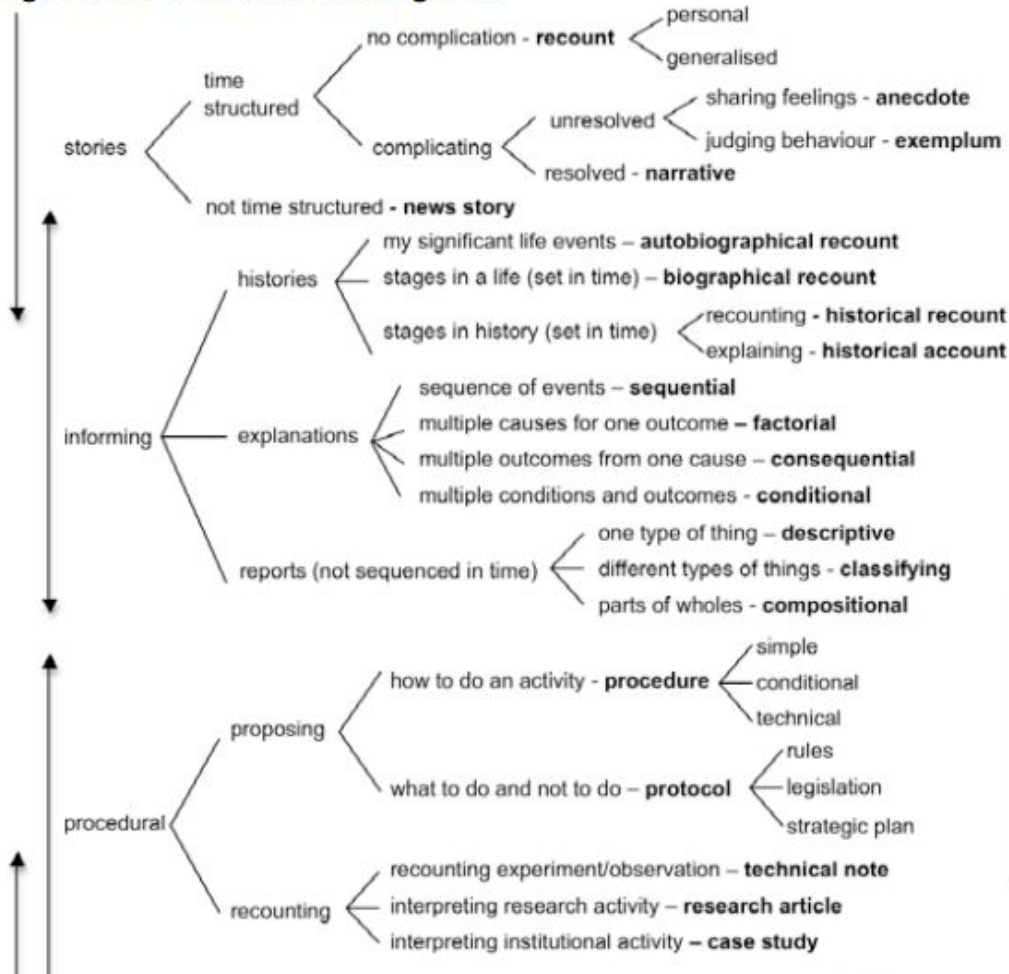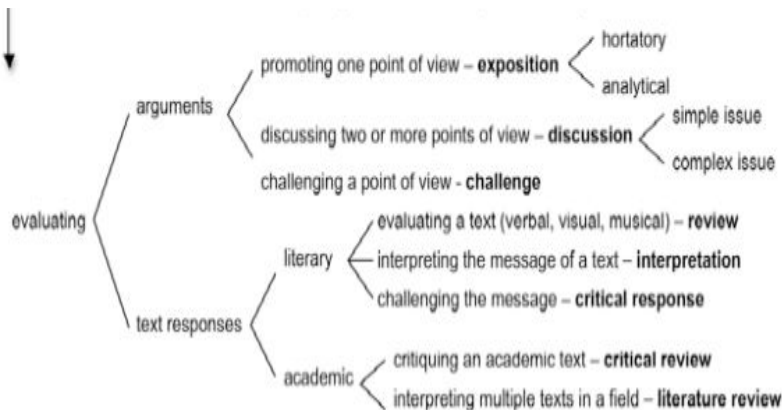- Past events/past trips;

Figure 2: Common educational genres

stories
- time structured
  - no complication - **recount**
    - personal
    - generalised
  - complicating
    - unresolved
      - sharing feelings - **anecdote**
      - judging behaviour - **exemplum**
    - resolved - **narrative**
- not time structured - **news story**

informing
- histories
  - my significant life events – **autobiographical recount**
  - stages in a life (set in time) – **biographical recount**
  - stages in history (set in time)
    - recounting - **historical recount**
    - explaining - **historical account**
- explanations
  - sequence of events – **sequential**
  - multiple causes for one outcome – **factorial**
  - multiple outcomes from one cause – **consequential**
  - multiple conditions and outcomes - **conditional**
- reports (not sequenced in time)
  - one type of thing – **descriptive**
  - different types of things - **classifying**
  - parts of wholes - **compositional**

procedural
- proposing
  - how to do an activity - **procedure**
    - simple
    - conditional
    - technical
  - what to do and not to do – **protocol**
    - rules
    - legislation
    - strategic plan
- recounting
  - recounting experiment/observation – **technical note**
  - interpreting research activity – **research article**
  - interpreting institutional activity – **case study**

evaluating
- arguments
  - promoting one point of view – **exposition**
    - hortatory
    - analytical
  - discussing two or more points of view – **discussion**
    - simple issue
    - complex issue
  - challenging a point of view - **challenge**
- text responses
  - literary
    - evaluating a text (verbal, visual, musical) – **review**
    - interpreting the message of a text – **interpretation**
    - challenging the message – **critical response**
  - academic
    - critiquing an academic text – **critical review**
    - interpreting multiple texts in a field – **literature review**

Converge the modalities to teach

Blended Modalities

A new generation of students

Students that collaborate, cooperate and share

Next Generation Students

Students Socialize, Share, Solve and Collaborate

Let your students produce relevant content

Infographics

Marchezan (2018)

O infográfico à direita, foi produzido nas aulas de Língua Portuguesa, em um curso online de 30 horas sobre gêneros multimodais. Foi realizado um trabalho de pesquisa em diversos sites, além de dois encontros com pessoas com conhecimento técnico do Projeto de Revitalização do Regalado, sendo a ex-vice prefeita de Alegrete, Preta Mulazzani, uma das entrevistadas. O trabalho é de alunos do terceiro ano do Ensino Médio do Ciep Dr Romário.

PROJETO ARROIO REGALADO

O projeto de revitalização do Arroio Regalado é uma obra com a finalidade de evitar as enxurradas que atinguam as casas próximas ao Regalado. No Projeto há a Avenida da Integração que vai ligar a Avenida Braz Faraco e a Rua Daltro Filho e funcionará como dique de contenção das águas do Regalado; a construção da correção do trecho que mais causa enxurradas com o desvio do fluxo de águas do braço do arroio e alargamento da calha do Regalado, que aumentará a capacidade de vazão do arroio em, no mínimo, cinco vezes.

QUANDO?
O projeto foi elaborado em 2009/2010.
Sua execução iniciou em 2015.

QUEM CRIOU O PROJETO?
A gestão Erasmo e Preta, a partir de 2009.

- 47% da população acredita que o projeto acabará com as enxurradas
- 53% dos alegretenses acreditam que o projeto não evitará enxurradas
- 60% dos moradores concordam com a demolição da ponte

O excesso de chuva de maio já mostrou que o Projeto evita enxurradas.

- 9 BAIRROS SÃO CONTEMPLADOS COM O PROJETO

AVENIDA DE INTEGRAÇÃO: os bairros Prado, Progresso, Vila Grande, S. Tiaraju, V. Cruz e Joaquim F. Milano serão interligados por uma avenida com 2,5 quilômetros, com início na Avenida Braz Faraco e fim na Rua Daltro Filho

- 100 FAMÍLIAS FORAM REALOCADAS PARA ÁREAS SEGURAS

QUANDO TERMINA?
- 2019 é o ano do término das obras

Produção: alunos Gabriel Nunes, Pâmela Hipólito e Alerrandro Lopes.
Fonte: PM Alegrete, Jornal Gazeta de Alegrete, Portal Alegrete Tudoo
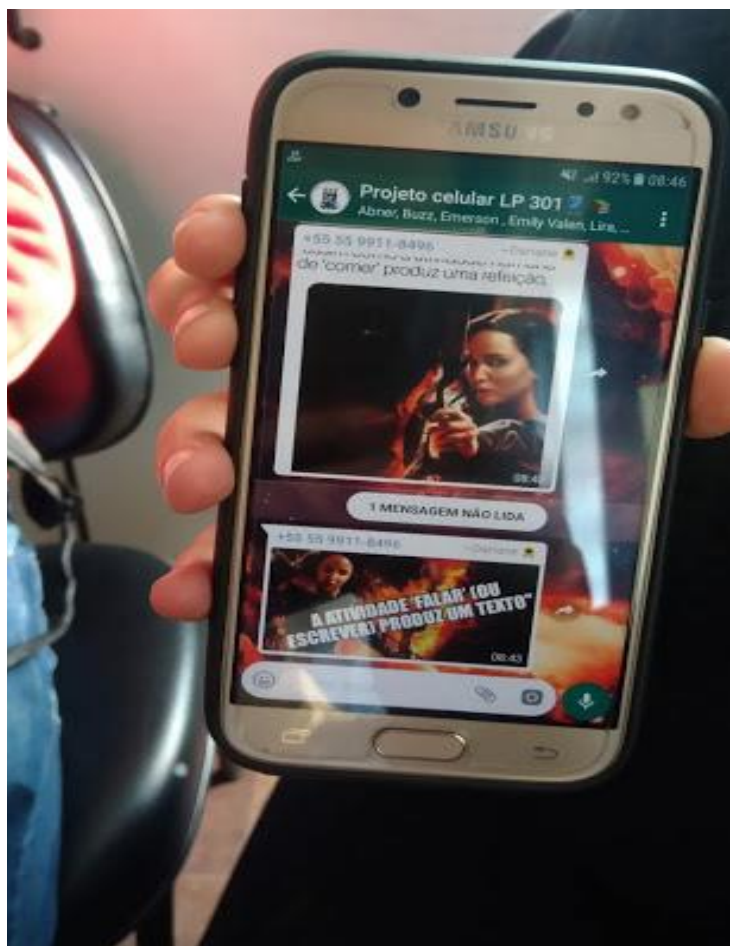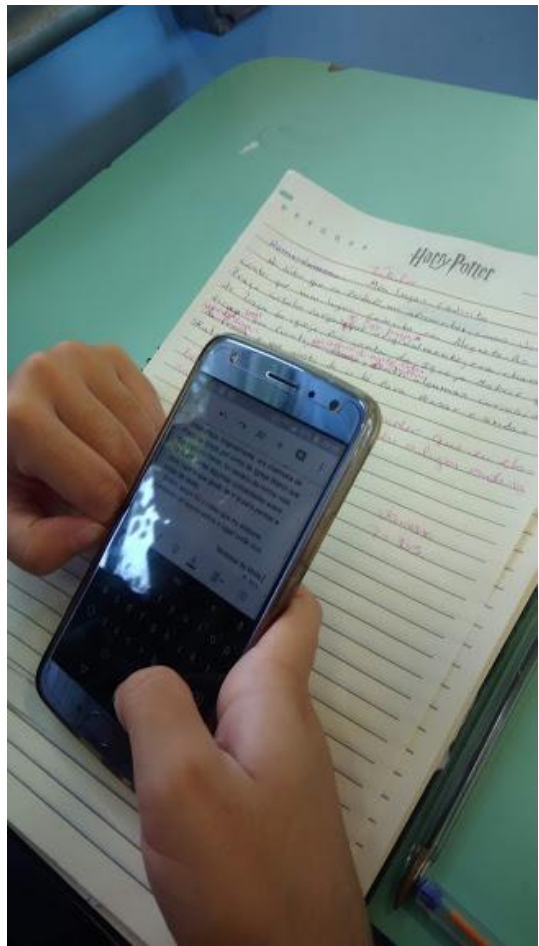
Language as social practice

"I Wrote, I Wanna be read/seen"

MALL (Mobile Assistant Language Learning)



Bitencourt (2019)

"**Students need to feel like they are in control of their learning**. They must <u>be given meaningful choices or engaging tasks</u> to choose from. **We must shift from telling students what they should learn to empowering them to choose where to invest their time**, such as giving them more independent projects that they can design themselves." (KLEIN, 2020)

Schools needs to create more opportunities to learn and promote new practices that get the students engaged;

Plan activities in order to promote multiliteracies practices

Engage your students in real contexts of interaction

It is your responsability as a teacher to scaffold their learning, offering linguistic support in order to learn;
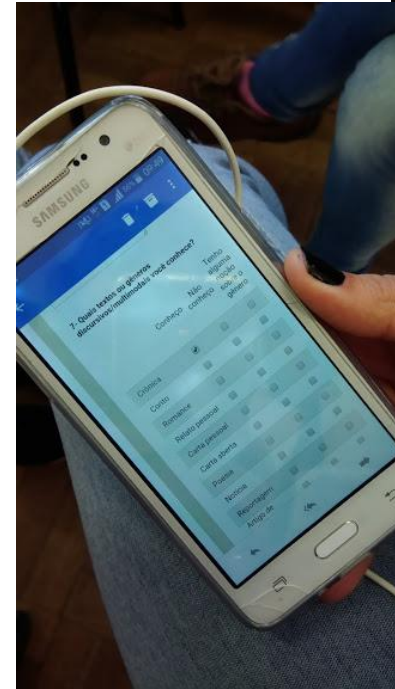
Become your students junior scientists, school contexts can be an alternative to promote meaningful learning

Plan and Elaborate Projects that promote discovering things and the learners autonomy

Aurélio
Apicultor

0:30 / 7:33

Pesquisar

O que?
Como?
Por quê?
Para que?
Onde?
Quando?
Quantos?
Quais?

"To cultivate autonomy **we need to let students choose what they learn**."

"Autonomy simply means choice" (KLEIN, 2020)

Promote the learners autonomy

"This means the **autonomy of teachers will need to shift as well**." They will need to transition from teaching students, to helping them facilitate their own learning. (KLEIN, 2020)

Makes possible your students work collaboratively,
promote cooperation, share knowledge and experience

Give to your students the opportunity to express their voices/ opinions, allow them to be in the center of the learning process
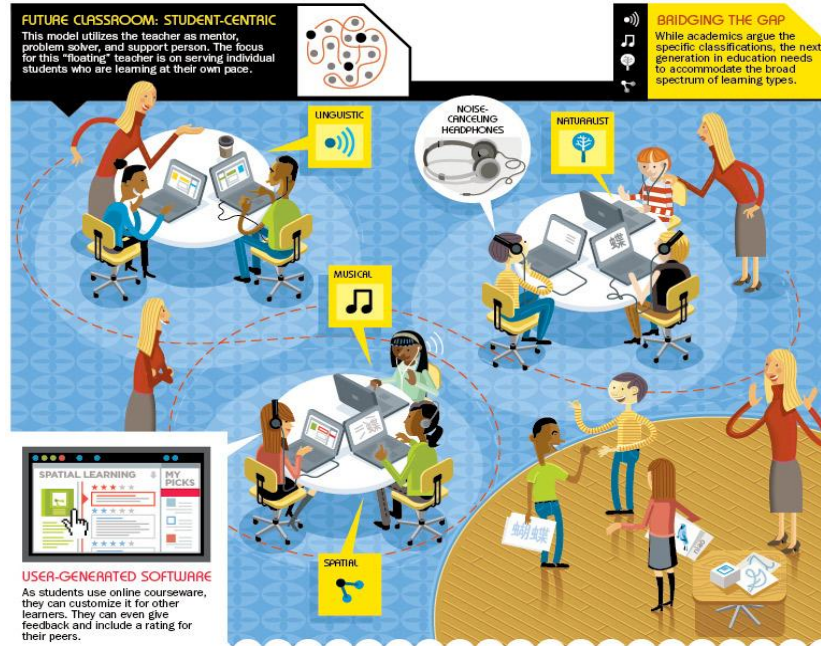
"To **facilitate competence**, schools need to **shift the attention from specific content** students should learn, **to focusing on helping them build the skills they are motivated to learn**". (KLEIN, 2020)

To promote meaningful situated practices and multiliteracies

(…) allow the students to get engaged, to develop criticism, to evaluate online/content/games/materials available online, as well allow them to communicate and express themselves orally in the classroom

FLIP your Class

Como funciona a Aula Invertida?

Durante
Praticam os conceitos apreendidos

Antes
Os estudantes se preparam estudando para as atividades em sala

Depois
Revisam o conteúdo e extendem seus aprendizados

ELABORATE/EVALUATE
YOUR DIGITAL TEACHING MATERIAL
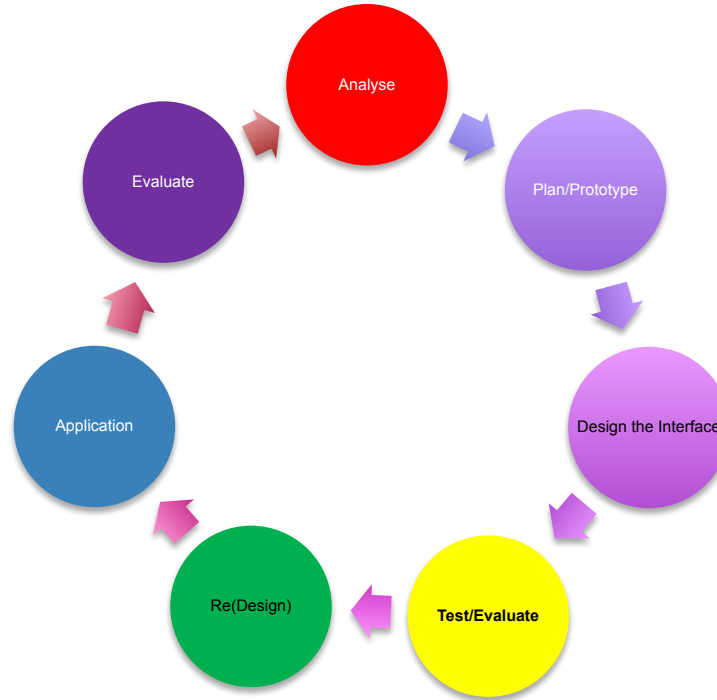
(Reis, Gomes e Linck, 2012; Reis e Gomes, 2014; Reis; 2017)

Evaluate Online Digital Teaching Materials/Apps to use in your class

QZ How co | Inbox (| G Fazer lo | M Entrada | Live_CC | Grades | scholar | article_ | sprogfc | Persona | C:736/T | PII: S03 | WhatsA | BBC

bbc.co.uk/learningenglish/english/course/emw

Apps | Gamification by De... | peirce-charles-fixati... | Assistir How To Get... | G Multimodality: A So... | A_Multimodal_Appr... | Multimodal Literacy... | selection (5).pdf.pdf | Visual Literacy - Oxf... | »
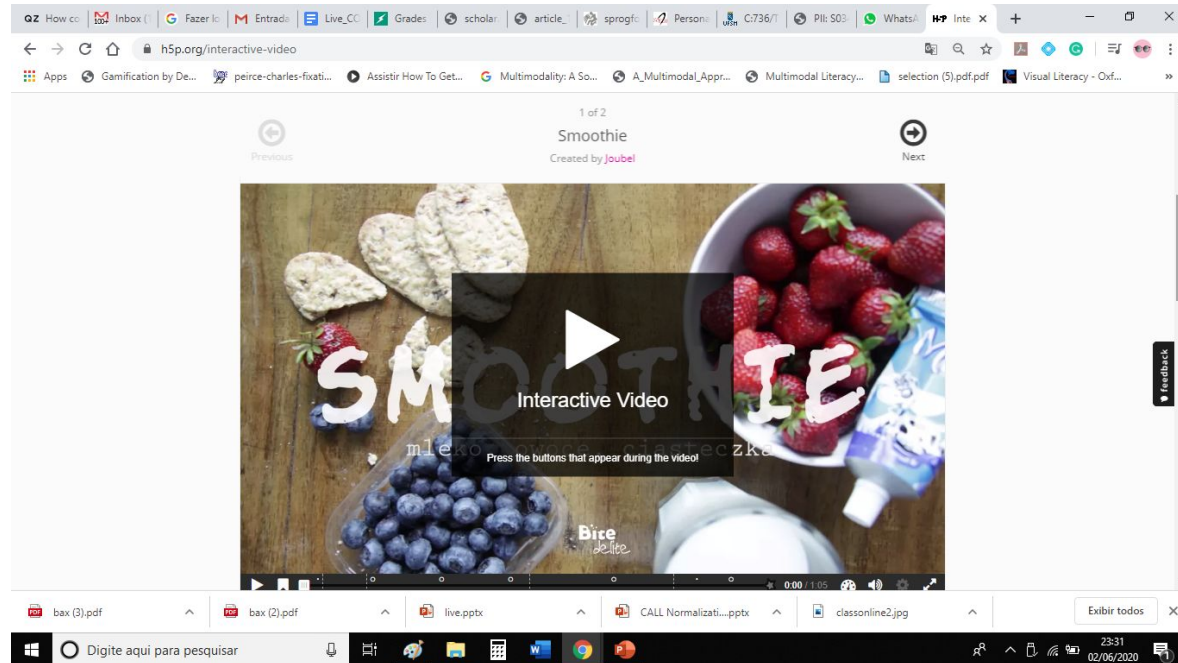
BBC | Sign in | News | Sport | Reel | Worklife | Travel | Future | More | - | Search

LEARNING ENGLISH
INSPIRING LANGUAGE LEARNING SINCE 1943

ENGLISH CHANGE LANGUAGE ▼

Courses ▲ | Features ▼ | Grammar ▼ | Vocabulary ▼ | Pronunciation ▼ | News ▼ | Business ▼

For Teachers ▼ | For Children ▼ | Quizzes ▼ | Our App ▼ | 🔍 Search ▼

English My Way (basic) | Lower-intermediate | Intermediate | Upper-intermediate | Towards Advanced

English You Need | Go the Distance | Shakespeare Speaks | Quizzes

1

Open unit selector ▼

Unit 1: Learning Circles
Watch these videos and learn some English words and phrases to help you with everyday life

Sessions

Session 1 4 ACTIVITIES
Introduction and School
01 AUG 2014
What is a Learning Circle and how can you run one?
Watch the trainer's guide and do the first Learning Circle, School, here!

Suggestions of Apps/Digital Tools

Ana Carolina Nascimento
Bruno Petrocchi de Sena Azevedo
Danilo Christófaro Alves da Silva
Junia de Carvalho Fidelis Braga
Luciana de Oliveira Silva
Rodrigo Camargo Aragão
Ronaldo Corrêa Gomes Junior
Sérgio Gartner
Vera Lúcia Menezes de Oliveira e Paiva

Mão na massa
FERRAMENTAS DIGITAIS PARA APRENDER E ENSINAR I

Hands on
DIGITAL TOOLS TO LEARN AND TEACH I

Parábola

Let´s your students play games and learn!

https://games.legendsoflearning.com/games/WyJnYW1lcyIsMTExM10=

https://www.legendsoflearning.com/learning-objectives/global-climate-change/

WebConferencing every week is not a good idea !

[Zoom fatigue is real](#).

Students are turning off their videos and microphones. [They are disconnecting and disengaging](#). What makes this especially challenging is that the traditional ways schools have motivated students are no longer available.

Elaborate asynchronous activities/challenges, they will be more meaningful.

At University, we need language teaching formation that allows our future teachers to become

a) Sense makers; teachers able to explore multiple designs in the classroom;

b) Teacher that are active, functional, participatory, analysts and critical;

We need Teachers

Able to explore and promote in the classroom meaningful learning;

Able to mediate the learning processes by experiencing, conceptualizing, analysing texts, applying what they learnt;

by producing texts and reading what is circulating in the society, in the different social medias, exploring it and Reading it in a critical perspective;

Thank you !

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Suzi Reis

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