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CEFR Webinar Series 2021 – Number 2

Digital agency in social practice and language education: The CEFR Companion volume and online interaction

4 March 2021, 16.00 – 18.30 (CET)

Presenter: Bernd Rüschoff

Handout

Please look at the activities listed in this handout and check up on the links provided prior to the webinar session. This is key to their use in the breakout sessions.

The activities contained in this handout are suggestions for collaborative tasks involving the use of digital tools to either

a) work from input and research in order to encourage learners produce an outcome in digital form

b) engage in online exchanges or collaborative activities

c) learn about writing/communicating via e-mail from online lessons

Based on your looking through the samples prior to the webinar, you will be asked to consider and discuss these in your group and collaboratively identify one activity your group considers particularly useful and one that most find less convincing/inspiring. You might also consider these in broader terms and identify – considering the topic and scope of the webinar – which type of activity in general you consider more or less useful, effective, …

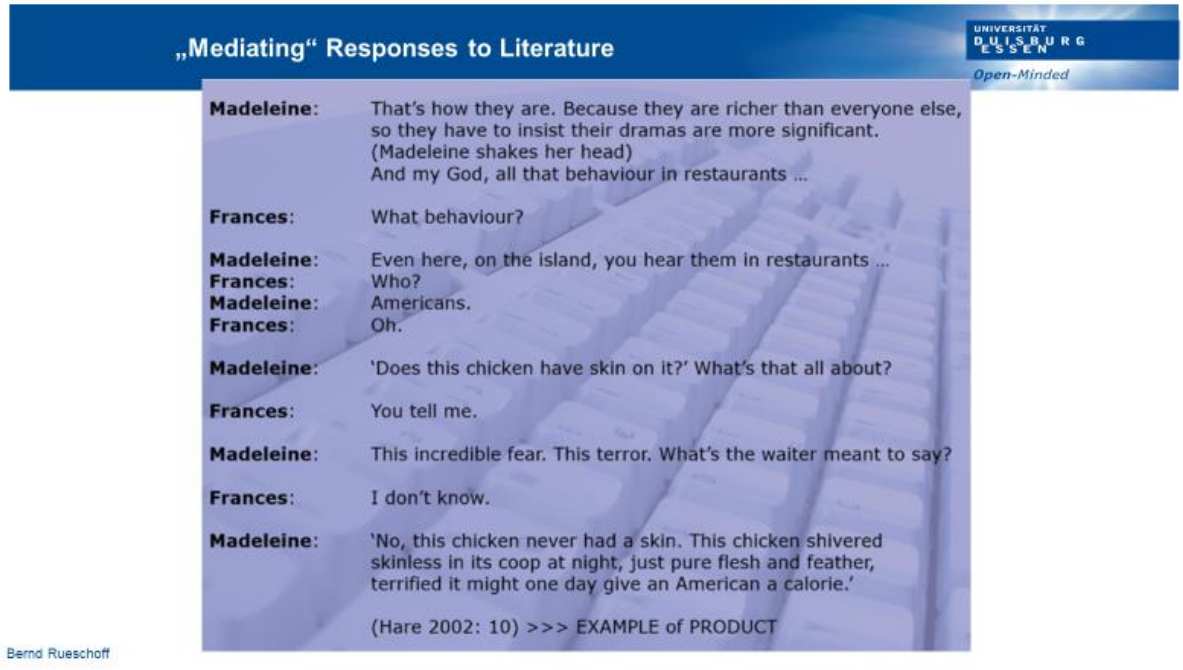
Activity type 1: Producing and relating to digital real-world formats

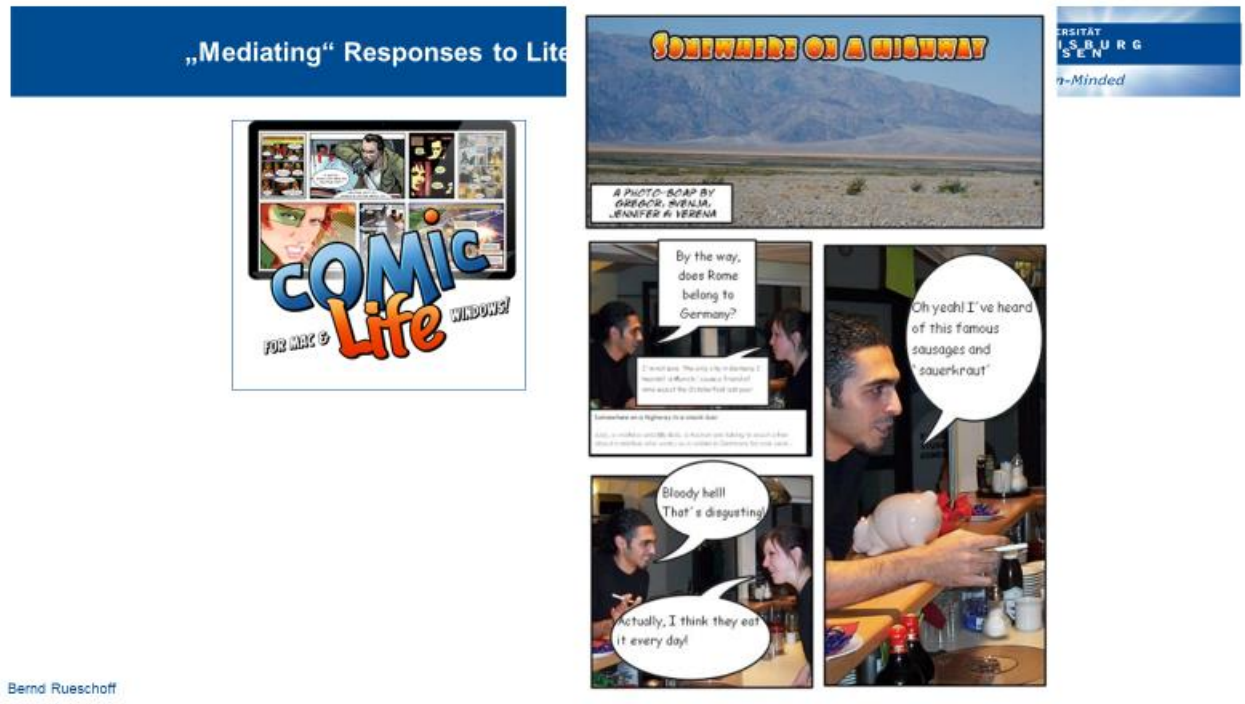
In this activity, used in a German secondary school context with appr. 15/16-year-old students, groups were asked to select and agree on a song of their choice. Following that, the learners collaboratively (in-class as well as in telecollaborative mode) produce a video-clip reflecting their comprehension and interpretation of the song they had chosen.

You can view a few sample products (for exclusive use in this webinar only) in the add-on attached to this handout.

Activity type 2: Comprehension and mediating via producing digital output

In this activity, used in a German secondary school context with appr. 15/16-year-old students, learners read and discussed an extract from the play *Breath of Life* by David Hare. The focus of reading and classroom reflection was on stereotypical views, and this issue was further developed in class. Groups of learners were then invited to script and create a short photo soap that addressed the issue of stereotype, following up on the slightly humorous sarcastic tone in the extract. The photo soaps were created using Comic Life, a very versatile tool that, though easy to use, allows for creating photo soaps and comics with a professional touch. Groupwork included telecollaborative, out-of-classroom practices and networking.





Activity type 3: Learning projects

Quoted from https://www.all-languages.org.uk/research-practice/language-futures/resources-2/project-based-learning/.

Going Places –Travel magazine

Rather than producing an off-line travel magazine in digital or print format, the unit, see link below for a download of detailed description, can easily be adapted into a unit that focuses on different forms of producing online digital output, for example on writing a travel blog.

You can access the unit from: https://www.all-languages.org.uk/wp-content/uploads/2016/04/Going-Places-.pdf.

Activity type 4: Telecollaborative exchanges: the *soliya* connect program and beyond

The objectives of the *Soliya Connect Program* telecollaboration project are for participants to develop a deeper understanding of the perspectives of others around the world on important socio-political issues, and also to develop critical thinking, intercultural communication and media literacy skills.

You can browse through the project at:

https://www.unicollaboration.org/index.php/2012/05/08/soliya-connect-program/.

Another, more detailed sample of such an exchange, can be seen here:

https://www.unicollaboration.org/index.php/2018/10/05/cultural-speaking-exchange/.

with a further sample involving trainee teachers:

https://www.unicollaboration.org/index.php/2012/04/25/teacher-trainees-in-intercultural-exchange/.

Activity type 5: Writing e-mails – lessons to be learned

The following are samples that are representative of the large number of online lessons available concerned with fostering e-mail writing competences.

https://learnenglish.britishcouncil.org/skills/writing/beginner-a1/emails-about-studying-in-the-uk.

https://www.fluentu.com/blog/educator-english/esl-email-writing-lesson-plan/.

with the following British Council video delivered exclusively in TED talk mode on YouTube:

https://www.youtube.com/watch?v=3-QoPcJHQws.

Activity type 6: Learning how to process, produce and publish online materials pertinent to one's profession

This task sequence aims to help students understand different genres of writing (particularly journalism) and to improve writing skills in the target language. The sequence also aims to help language students 'learn to learn' (promoting learner autonomy) by emphasizing the metalinguistic skill of 'noticing' language features and reflecting on them.

https://www.unicollaboration.org/index.php/2013/02/20/creating-a-newsletter-together/.