

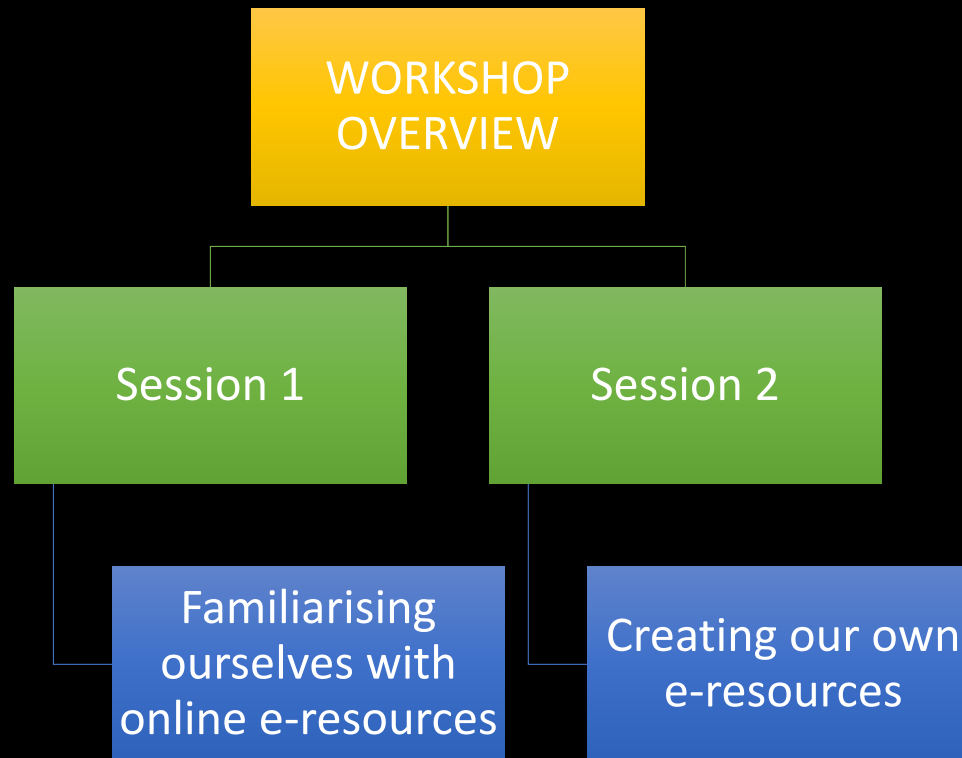
Effective Use of e-Resources to
Enhance Students' English Language
Skills and Promote the Creative Use of
English at the Secondary Level
Session 2

Workshop Instructor:

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Session 2 Overview

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graph TD; A[Session 2 Overview] --- B[Part 1: Lead-in]; A --- C[Part 2: Creating Standalone interactive e-resources]; A --- D[Part 3: Creating resources for Listening and Viewing]; A --- E[Part 4: Creating resources for Reading]; A --- F[Part 5: Creating teacher-led lessons and microlearning units];
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Part 1: Lead-in

Part 2: Creating Standalone interactive e-resources

Part 3: Creating resources for Listening and Viewing

Part 4: Creating resources for Reading

Part 5: Creating teacher-led lessons and microlearning units

PART 1: Lead-in

- Pre-S2 Questionnaire
- 3 more tips on Online e-Resources
- Course Objectives revisited
- Preparing the ground: Coming up with a Task
- Picking up Inspirations from published resources
- Capitalising on AI technology

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3 More Tips on Online e-Resources

- Use a Bookmarking browser extension (e.g., Raindrop.io) for long-term collections of useful online resources.
- Use Pinterest to look for, and save, useful visual resources.
- Use multimodal resources, e.g., National Geographic Resources website.

ACT 1

1A

- Try Searching *Pinterest*.
 - <https://www.pinterest.com/>
- Suggested search terms:
 - *Infographic*
 - *cyberbullying*

1B

- Browse the *National Geographic Education Resources* platform.
 - [https://education.nationalgeographic.org/search/resources/?q=&page\[number\]=1&page\[size\]=25](https://education.nationalgeographic.org/search/resources/?q=&page[number]=1&page[size]=25)

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ORIENTATION OF SESSION 2

- Focus of this session: **CREATING** e-resources for TBL
- Not short classroom task/games (e.g., Kahoot/Quizizz/Blooket Quiz Games; Quizlet decks; Padlet Brainstorming)
- BUT e-resources that (1) require content creation by teachers and (2) require some conscious learning by students.

A Resourceful Teacher

- 1. A teacher who is good at finding ways to solve problems
- 2. A teacher who is familiar with sources of e-resources on the Internet.
- 3. A teacher who is adept at creating e-resources.

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TASK 1:

- You are planning a 7-lesson unit on *Cyberbullying*. What might be the Main Task that Ss will present towards the end of the Unit?

GROUPWORK TASK A: Deciding on the Main Task for the “Cyberbullying” unit

- 1. In your group, share your answers to TASK 1 with each other.
- 2. Decide on which Main Task to proceed with together in the remainder of the workshop.
- 3. Post this Main Task in the Groupwork Padlet.

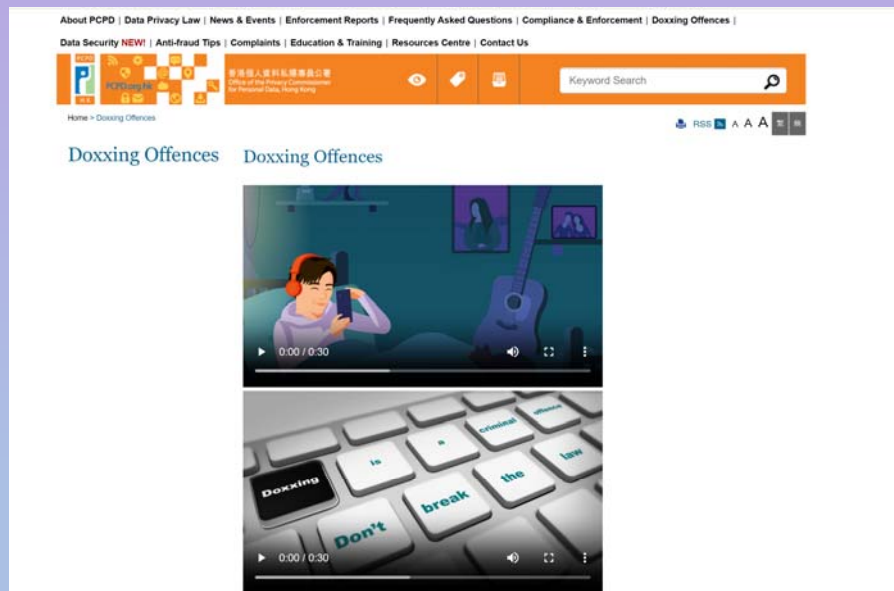
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ACT 2: Browse the PCPD website for inspirations

<https://www.pcpd.org.hk/english/doxing/index.html>

- The website
- A video
- A leaflet
- A Word File (in Shared Drive)



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Task 2: Creating 2 passages of cyberbullying

- Use any ChatGPT or genAI tool that you're familiar with (e.g. <https://poe.com/>) to generate two 300-word reading passages on cyberbullying:
 - an expository passage
 - a story

Task 2, contd

- In your prompt, use descriptors to help obtain the passage that you want (e.g., ESL; length; genre; grade-level; ...). Of course, you can also ChatGPT to revise/refine its initial output passage by providing it with further descriptors.
- Copy the final results to your S2 Worksheet

Task 3: Vocabulary preparation

- Now, choose one of the two passages you have generated, and identify 7 vocabulary items that Ss may not be familiar with. Put down the 7 items in your worksheet.

Session 2 Overview

Part 1: Lead-in

**Part 2: Creating
Standalone
interactive e-
resources**

Part 3:
Creating
resources for
Listening and
Viewing

Part 4:
Creating
resources for
Reading

Part 5:
Creating
teacher-led
lessons and
microlearning
units

Part 2: Creating Standalone interactive e-resources

- Identifying Interim Language Learning objectives for Supporting the Main Task
- EXAMPLE interactive tasks for supporting a TBL unit
- Create an interactive task with Learningapps.org

GROUPWORK TASK B: *Identifying Interim Language Learning objectives for Supporting the Main Task*

- Look back at the Main Task your group has decided on. What are some language learning objectives students might need so that they will be able to complete the Main Task in due course?

GROUPWORK TASK B: *Identifying Interim Language Learning objectives for Supporting the Main Task, contd.*

- Try to put down a couple of interim language learning objectives that prepare Ss for the Final Task. Depending of the nature of the Final Task, these learning objectives may relate to:
 - Vocabulary:
 - Grammar Items:
 - Listening: e.g, being able to understand ...
 - Speaking: e.g., certain speaking skills
 - Reading: e.g., certain reading skills
 - Writing: How to
 - Topic Concepts: topic concepts that Ss need to understand
- Post your ideas on the Groupwork Padlet.

Part 2: Creating Standalone interactive e-resources

- Identifying Interim Language Learning objectives for Supporting the Main Task
- **EXAMPLE interactive tasks for supporting a TBL unit**
- Create an interactive task with Learningapps.org

ACT 3:

- Mini Webquest: Look through the 5 examples in the Mini Webquest. Which dimension of support does each example relate to?
 - https://www.bookwidgets.com/play/W1grcaJa-iQAFIYxGhgAAA/RFJHERK/5-example-stand?teacher_id=5480712025145344

Part 2: Creating Standalone interactive e-resources

- Identifying Interim Language Learning objectives for Supporting the Main Task
- EXAMPLE interactive tasks for supporting a TBL unit
- Create an interactive task with ***Learningapps.org***

Task 4: Create an interactive task with Learningapps.org for one of your Cyberbullying passages.

- Paul's suggestion: Use the Cyberbullying story you have generated. Then Choose 'grouping' (for Vocabulary learning), or 'sequencing' (for reading practice).
- Copy the completed task share link to your worksheet.

GROUPWORK TASK C

- Show each other the Learningapps.org that you have created.
- Decide which one to show to the plenary group. Then post it on the Groupwork Padlet.

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PART 3: CREATING RESOURCES FOR LISTENING AND VIEWING

- For Listening
- For Viewing
- Creating Interactive Viewing Units

PART 3: CREATING RESOURCES FOR LISTENING AND VIEWING

- For Listening:
 - **Podcasts (eg; Grammar Girl; BBC Podcasts; BBC Learning English)**
 - eg, <https://www.quickanddirtytips.com/articles/what-is-subject-complement-agreement/>
 - To create your own podcasts
 - Example platforms: Podomatic: Podcasters.spotify.com
- For Viewing
- Creating Interactive Viewing Units

Using AI to create Voice Recordings (Audio/Video) for Listening and Viewing

Example Tools:

Genny
Speechify
studio.d-id
Typecast
Narakeet

STEPS

Upload, or type in, a script.
Choose a Voice (Male/Female;
Child/Adult).
Choose Speed.
Generate.
Resulting audio/video can be
downloaded.

Narakeet: Turn your PPT with speaker notes
into a narrated Video

<https://www.narakeet.com/>

PART 3: CREATING RESOURCES FOR LISTENING AND VIEWING

- For Listening
- For Viewing
- Creating Interactive Viewing Units

Example Platforms for Viewing:

- TeacherTube;
- Vimeo;
- Youtube.

ACT 4:

- Browse an example Youtube ESL channel:
<https://www.youtube.com/c/SarahMembrey/videos>

PART 3: CREATING RESOURCES FOR LISTENING AND VIEWING

- For Listening
- For Viewing
- Creating Interactive Viewing Units

TOOLS for Creating Interactive Viewing Units

- ED-ED LESSONS;
- Playposit;
- Edpuzzle;
- Nearpod Video;
- Educaplay

ACT 5: Getting to know Edpuzzle

- Log in to Edpuzzle, and search for Edpuzzle Units created by teachers in Hong Kong
 - <https://edpuzzle.com/>

TASK 5 : An Edpuzzle Unit on Cyberbullying

- Log in to Edpuzzle as a Teacher.
- Under the 'Community' section, search for 'cyberbullying'. Browse the results, and choose one which you consider suitable for your teaching situation. Copy the Share link to your S2 Worksheet.

GROUPWORK TASK D

- Share your choices of Edpuzzle Units on Cyberbullying with each other.
- Decide on two to use in your TBL unit.
- Post the 2 links on the Groupwork Padlet.

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PART 4: CREATING E-RESOURCES FOR READING

- Example Tools
- AI for generating Reading Comprehension Question Sets
- AI for generating a Quiz game from a text
- Other Example Uses of GenAI for creating e-resources:

Example Tools:

- Bookwidgets;
- Formative;
- LiveWorksheets;
- TeacherMade

ACT 8: Mini Webquest 2:

https://www.bookwidgets.com/play/SZ-_xKME-iQAEBTK7BgAAA/SFJ3FSW/3-example-e-rea?teacher_id=5480712025145344

PART 4: CREATING E-RESOURCES FOR READING

- Example Tools
- AI for generating Reading Comprehension Question Sets
- AI for generating a Quiz game from a text
- Other Example Uses of GenAI for creating e-resources:

Features of these apps



They can generate a list of reading comprehension questions from a text you type in/upload.



Some of these apps allow users to choose their preferred difficulty level.



Some apps will generate a variety of question types (e.g., MC; blank-filling; open-ended questions).



Some apps will generate questions from a Youtube video.



Some apps can generate questions at the 6 levels of Bloom's Taxonomy.



...

TASK 6:

- Try creating a question set with <https://www.questgen.ai/> based on one of your cyberbullying passages.
- Copy the questions you have generated to your Worksheet.

ACT 9:

- In Quizizz, generate a Quizizz GAME using one of your two cyberbullying texts.

PART 4: CREATING E-RESOURCES FOR READING

- Example Tools
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- AI for generating a Quiz game from a text
- Other Example Uses of GenAI for creating e-resources:

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Major Tools for creating Interactive Lesson Units

- Nearpod
- Kahoot LESSON
- Quizizz LESSON
- Pear Deck
- Sway

ACT 10: Quizizz LESSON: An Example: Wildlife Animals in HK

- Go to <https://joinmyquiz.com/> , and input the join code that the workshop instructor will show you.



Microlearning units: What and Why.

What?

Short self-paced units (not more than 15 minutes) that Ss can do in class or at home.

A microlearning unit contains:

- Learning content

- Interactive tasks, and sometimes:

- Self-assessment.

Why?

Promotes self-directed learning.

If done in class, T has the time to provide individual help.

Longer learning content can be broken down into shorter units.

Ss can re-do the unit later for revision.

ACT 11: Mini Webquest 3:

https://www.bookwidgets.com/play/M8MN7BS4-iQAEfPgQhgAAA/UFJT3UE/3-microlearning?teacher_id=5480712025145344

Browse examples of microlearning units.

TASK 7: Create a Microlearning Unit on Cyberbullying using Quizizz

- STEP 1: Create a PPT (to be saved as a PDF file) on cyberbullying.
 - Use <https://slidesgo.com/ai-presentations> , or another tool you're familiar with, to generate an (8-slide) PPT on Cyberbullying. Save the resulting slideshow as a PDF file.

Step 2: Create a Quizizz Lesson based on this slideshow.

- Import the Cyberbullying slideshow PDF into the Lesson.
- Insert a few interactive slides into the Lesson.
- 'Publish' the Lesson you have created. Get the Share Link, and paste it into your Worksheet.
- When you have finished, click 'Publish'. Get the Share Link, and paste it into your Worksheet.

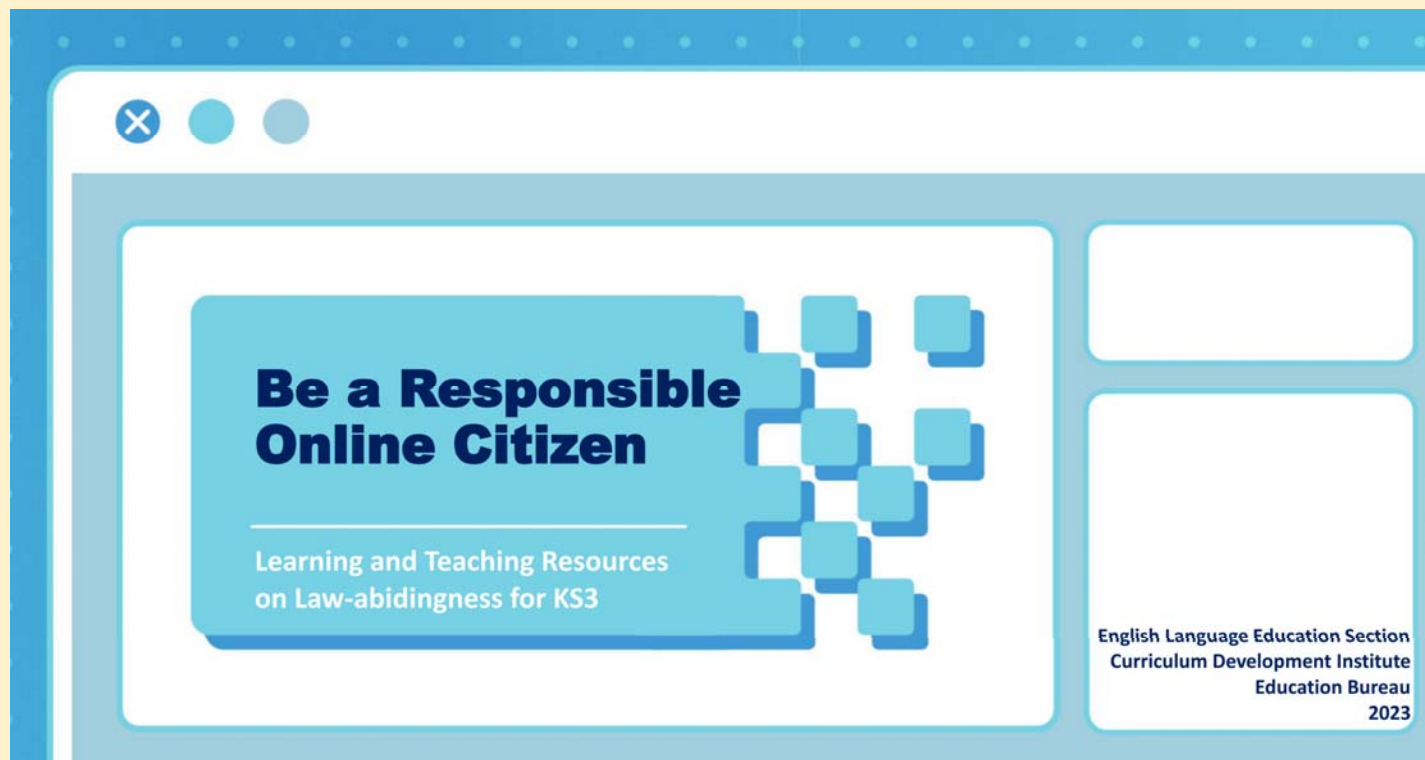
GROUPWORK TASK E

- In your group, show your completed Quizizz Lesson with each other.
- Choose one to post on the Groupwork Padlet.
- Post the link on the Groupwork Padlet.

WORKSHOP FINALE: Celebrating what we have done.

- ACT 11: Browse the Groupwork Padlet to see what other groups have done.
- ACT 12: Learning from another example TBL Unit: "Be a Responsible Online Citizen" (See Shared Drive.)
- Course Evaluation

EDB's exemplar for a Unit on 'Be a Responsible Online Citizen':



End of Workshop
Thank you.