

NINE USEFUL E-LEARNING TOOLS

For teaching
listening & speaking

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ETHICAL USE OF E-RESOURCES

Introduction

Before we start developing or choosing e-resources for fostering English language teaching and learning, we need to consider the diverse needs and abilities of our students. Here are some strategies:

1. Assess Student Needs and Abilities

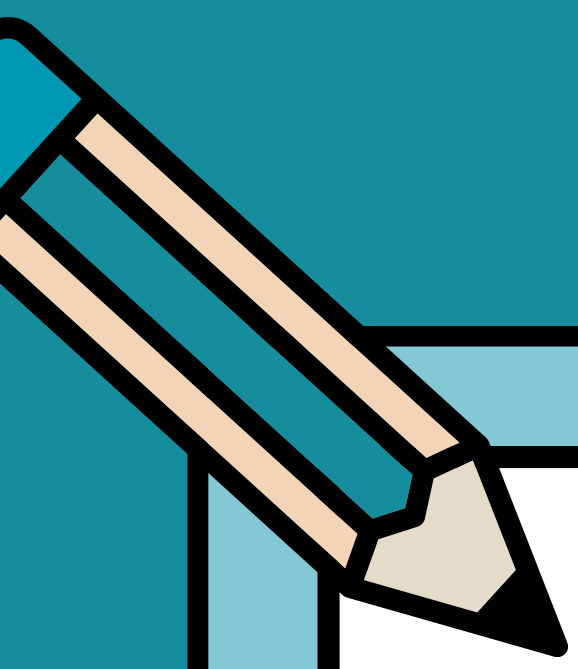
- a. Surveys and Questionnaires: Conduct assessments to understand students' current language skills, learning styles, and interests.
- b. Regular Feedback: Gather ongoing feedback to adjust resources based on students' progress and challenges.

2. Diverse Resource Selection

- a. Variety of Formats: Choose resources that include videos, audio files, interactive exercises, and reading materials to cater to different learning preferences.
- b. Culturally Relevant Content: Select materials that reflect the diverse backgrounds of students to promote engagement and relatability.

3. Accessibility Considerations

- a. Adapted Resources: Ensure that resources are accessible for students with disabilities (e.g., screen readers, subtitles for videos).
- b. Language Levels: Provide differentiated resources that match varying proficiency levels, from beginners to advanced learners.



4. Quality and Credibility

- a. Evaluate Sources: Use reputable sources and review the content for accuracy and quality. Consider peer-reviewed materials or those endorsed by educational institutions.
- b. Check for Bias: Assess materials for any bias or stereotypes and choose those that promote inclusivity.

5. Encourage Critical Thinking

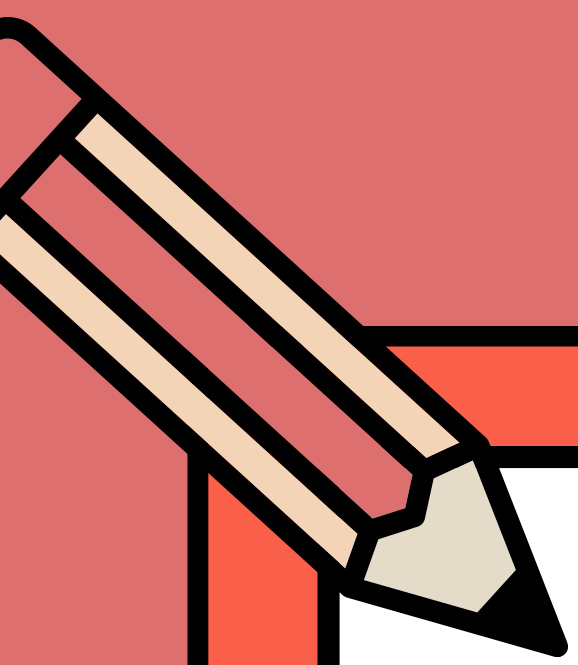
- a. Source Evaluation: Teach students how to evaluate the credibility of online resources themselves, promoting digital literacy.
- b. Discussion and Reflection: Incorporate activities that encourage students to discuss and reflect on the content, fostering critical engagement.

6. Ethical Use of Resources

- a. Copyright Awareness: Educate students about copyright laws and the importance of using resources ethically. Encourage the use of open educational resources (OER).
- b. Attribution Practices: Model and encourage proper attribution for any resources used, reinforcing ethical standards.

7. Integration of Technology

- a. Interactive Platforms: Use platforms that allow for collaborative learning and peer feedback, enhancing engagement and motivation.
- b. Gamification: Incorporate game-like elements to make learning fun and interactive, catering to various student interests.



1. BLOOKET

STAGE: POST-LISTENING/ PRE-SPEAKING



Purpose

It serves as an assessment tool to allow the teacher to review students' learning performance

Advantages

The gamified features of the platform can easily engage students to participate. The MCQ format allows pattern drilling.

Limitations

Students may get bored easily for the limited questions or else the teacher has to design multiple questions to enhance the diversity.



2. BOOKWIDGETS

STAGE: PRE/WHILE/POST-LISTENING



Purpose

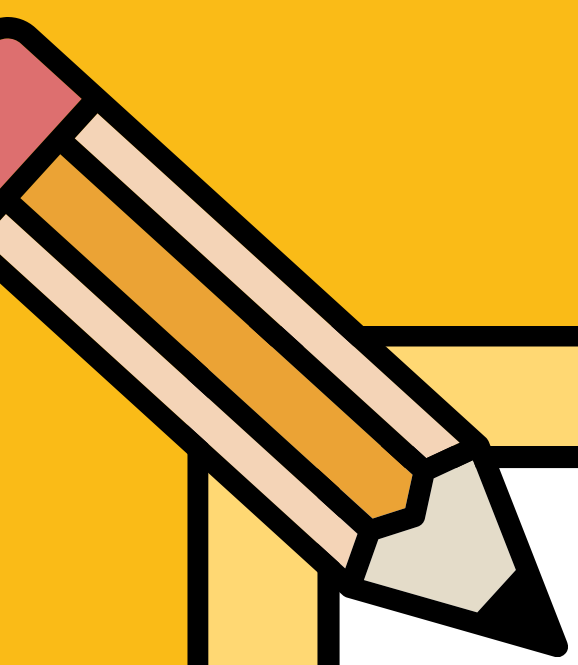
It allows the teacher to review what students have learned during lessons by using an array of activities provided by BookWidgets, like games, quizzes, and videos.

Advantages

There are different activities for teachers to use based on the listening stages. Students would be more interested under the diverse teaching modes with the use of this platform.

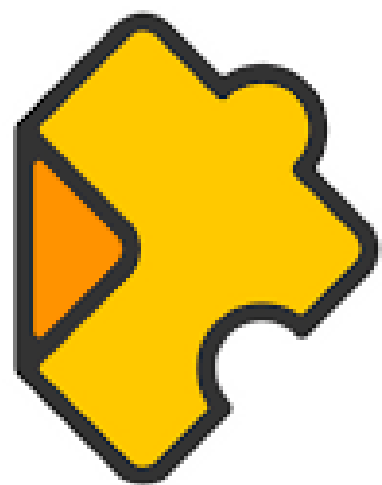
Limitations

It requires time for the teacher to develop materials. It is difficult for the teacher to choose suitable activities when there are too many options. Also, students may be confused sometimes as it requires time for them to understand what to do. Submission of work can be complicated.



3. EDPUZZLE

STAGE: WHILE-LISTENING



edpuzzle

Purpose

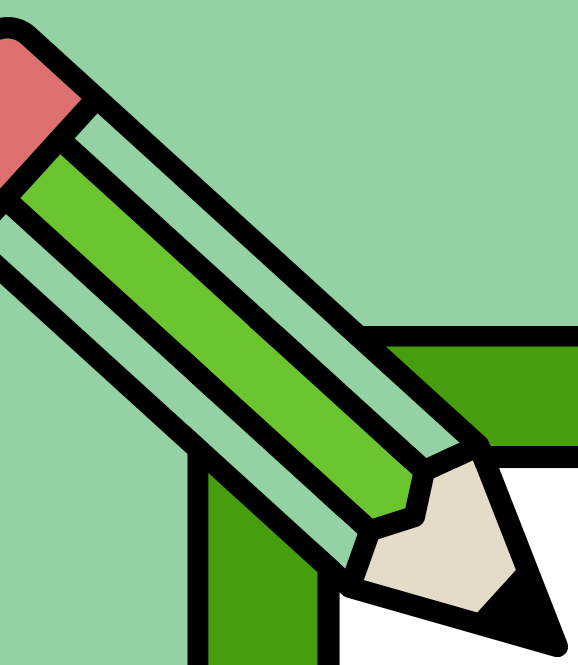
It allows the teacher to set listening comprehension questions together with an audio/ a video.

Advantages

Students can answer a specific question immediately after listening to a clip. The teacher can replay the clip when students are having problems in listening. The teacher can review students' answers immediately to provide feedback.

Limitations

It may not be fun comparing with other gamified apps. The teacher may need to use more time than other common methods. Students may attempt to skip the videos and directly go to the questions.



4. FLIP

STAGE: POST-LISTENING/ WHILE-SPEAKING



Purpose

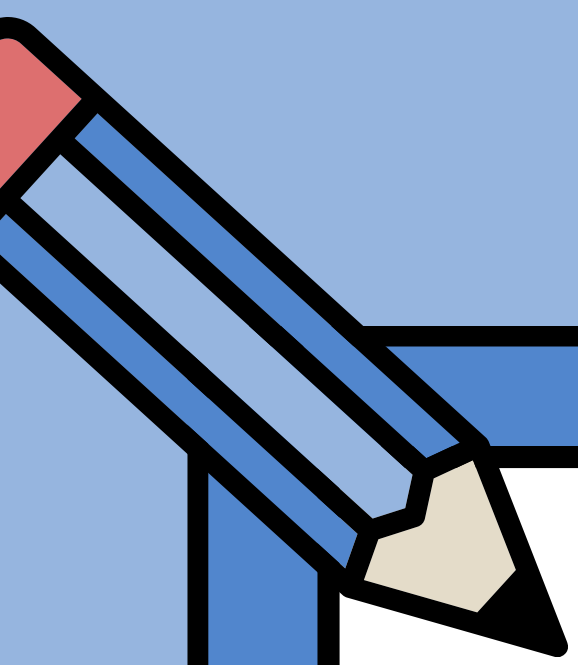
It allows the teacher to consolidate students' learning outcomes in a listening task by engaging them in a speaking activity. It also helps students apply the knowledge into practice and relate to their real life.

Advantages

Students can review the learning outcomes. They can learn to apply their knowledge to cope with the authentic life's problems through presenting in a video. Students can be engaged, interact with their peers and learn from each other.

Limitations

This platform cannot give students a live situation of giving speech interacting with the audience. Thus, students' ability of giving lecture in front of audience is not enhanced.



5. NEARPOD

STAGE: WHILE-LISTENING



Purpose

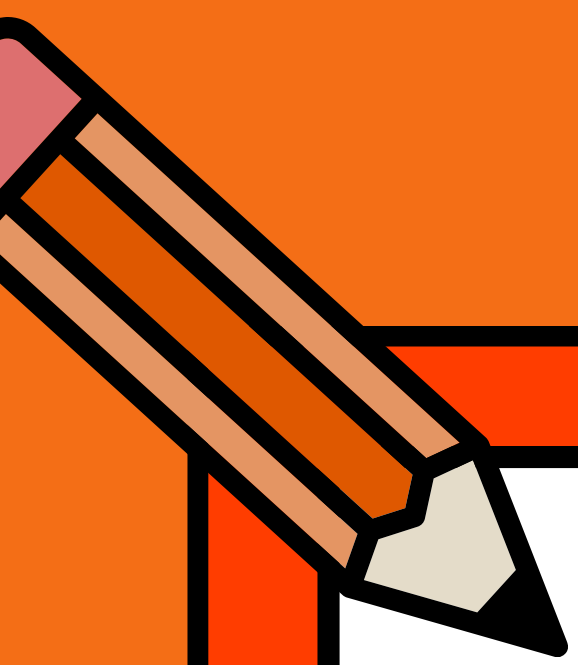
It allows the teacher to set listening comprehension questions together with an audio/ a video.

Advantages

Students can answer a specific question immediately after listening to a clip. The teacher can replay the clip when students are having problems in listening. The teacher can review students' answers immediately to provide feedback.

Limitations

It may not be fun comparing with other gamified apps. The teacher may need to use more time than other common methods. Students may attempt to skip the videos and directly go to the questions.



6. PADLET

STAGE: POST-LISTENING/ WHILE-SPEAKING



:Padlet

Purpose

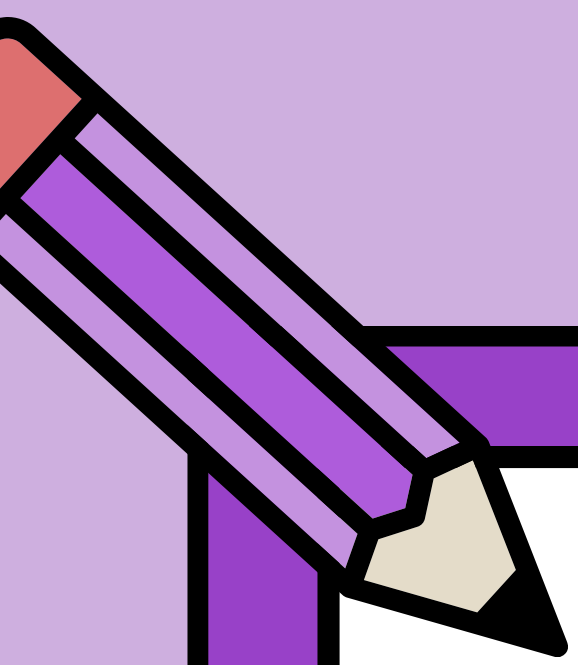
It allows students to share the opinions and answers in discussion platform format. They could also upload their videos for presentations.

Advantages

The platform supports different modes of expression such as text, images, audio, and video. Posts can be sorted and easily located.

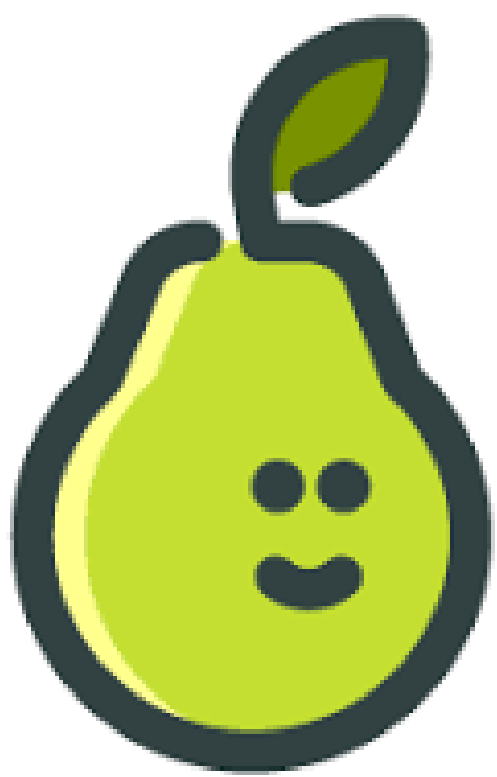
Limitations

Anonymous mode might discourage students from actively participating.



7. PEARDECK

**STAGE: PRE/POST-LISTENING/
PRE/POST-SPEAKING**



Purpose

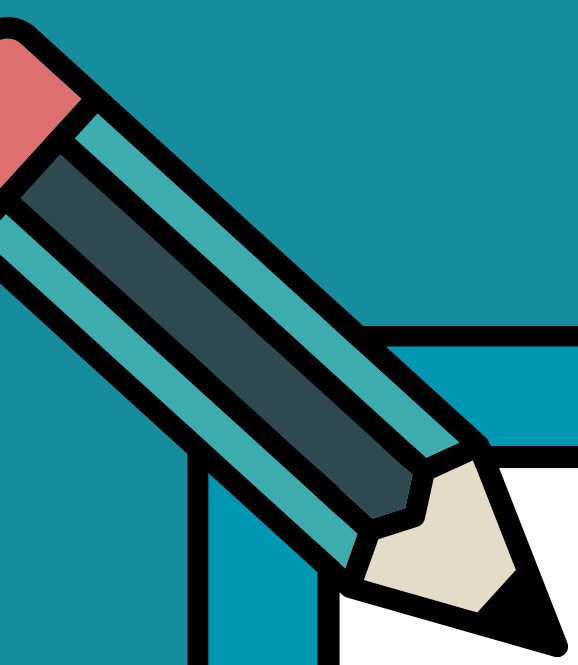
Educators can easily add interactive, formative assessments to their presentations, e.g. PPT slides.

Advantages

Teachers can modify existing presentation slides. They can also provide instant feedback for students based on their performance.

Limitations

Sharing of resources may not be easy. The "whole class option" may make students feel bored.



8. QUIZIZZ

**STAGE: PRE/WHILE/POST-LISTENING/
WHILE-SPEAKING**



Purpose

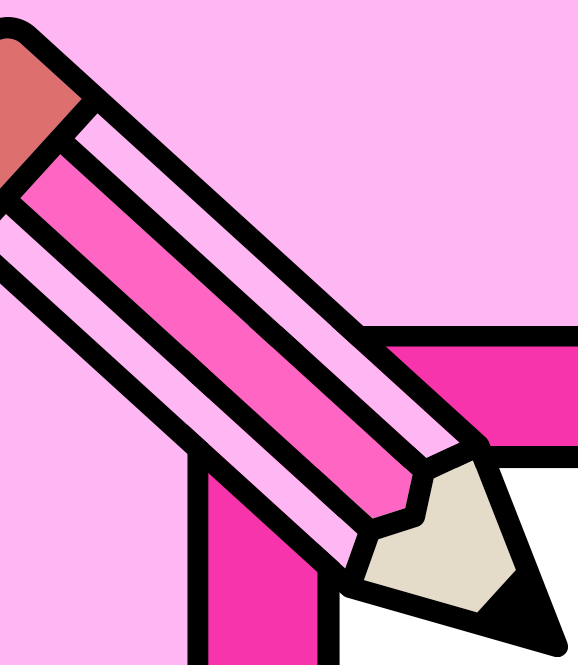
It can be used as a formative assessment tool. It allows students to answer questions at their own pace within parameters set by their teacher.

Advantages

It is engaging and interactive: fun and enjoyable learning experience/ environment. The teacher can collect immediate feedback from the useful reports. It has high accessibility and is convenient.

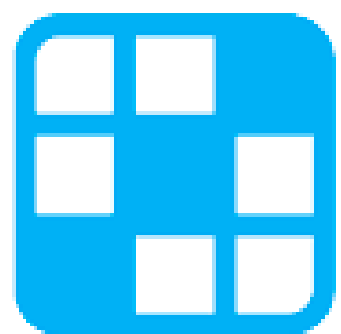
Limitations

It is challenging to sift through the content library. Some special items are limited to school/ district plans.



9. WORDWALL

STAGE: PRE/WHILE/POST- LISTENING



Wordwall

Purpose

It allows the teacher to gamify the learning materials.

Advantages

There are various templates for the teacher to choose from. It is interactive and has game-based features, like leaderboard. Instant feedback is provided for students.

Limitations

It can be time consuming for the teacher to develop a game. It is not as colourful/ cartoony as other platforms. Students cannot play the game simultaneously (only allows single player).