



# Online Language Teaching in Action

Edited by  
Jeong-Bae Son



# **Online Language Teaching in Action**

Edited by  
Jeong-Bae Son

## Online Language Teaching in Action

Published by the  
Asia-Pacific Association for Computer-Assisted Language Learning (APACALL)  
[www.apacall.org](http://www.apacall.org)

Copyright © 2023 by Jeong-Bae Son, Contributors and APACALL

All rights reserved. No part of this book may be reproduced in any other form or by any other means without the written permission of the publisher.

The opinions expressed by the authors in this book are not necessarily those of APACALL.

This book is free to download from the APACALL website (<https://www.apacall.org>).

ISBN: 978-0-6486653-3-5

# TABLE OF CONTENTS

## Preface

<b>Online Language Teaching Activities</b>	<b>1</b>
1. Activity 1	3
Tracking understanding and learning in videoconferencing	
<i>Jeong-Bae Son</i>	
2. Activity 2	6
Using QR codes to encourage reading	
<i>Arnel E. Genzola</i>	
3. Activity 3	10
Using digitally shared student-generated questions	
<i>Alistair Campbell</i>	
4. Activity 4	14
Developing fluency in communication through online visual support	
<i>Krisztina Szócs</i>	
5. Activity 5	18
Collaborative learning of common idioms and expressions in English	
<i>Jeyasala Ramaswamy &amp; Ferit Kılıçkaya</i>	
6. Activity 6	23
Teaching idiomatic expressions using comic strips	
<i>Arnel E. Genzola</i>	
7. Activity 7	27
Creating an animated drama using a storytelling tool	
<i>Rahmat Yusny</i>	
8. Activity 8	31
Understanding common academic task words	
<i>Sang-Soon Park</i>	

9. Activity 9	34
Technology-enhanced vocabulary learning with Quizlet	
<i>Mijin Jang</i>	
10. Activity 10	37
Writing suggestions for solving global climate issues	
<i>Sang Hyun Ko</i>	
11. Activity 11	40
Avoiding plagiarism in the academic writing process	
<i>Edwina R. Bensal</i>	
12. Activity 12	44
Avoiding contract cheating	
<i>Ferit Kılıçkaya &amp; Jeyasala Ramaswamy</i>	
13. Activity 13	48
Creating an academic poster	
<i>Edwina R. Bensal</i>	
14. Activity 14	52
Introducing a novel through a digital poster	
<i>Suwan Kim</i>	
15. Activity 15	56
Making your motto with online tools	
<i>Chang Yoon Kim</i>	
16. Activity 16	59
Using speech-to-text recognition for independent pronunciation practice	
<i>Simon Cosgriff</i>	
17. Activity 17	63
Speed listening with a text-to-speech tool	
<i>Moonyoung Park</i>	
18. Activity 18	66
AI-based story plot generator for students' writing creativity	
<i>Made Hery Santosa</i>	
19. Activity 19	70
Integrating artificial intelligence into collaborative poetry	
<i>Mustafa Zeki Çıraklı &amp; Ferit Kılıçkaya</i>	

20. Activity 20	74
Making friends with a chatbot	
<i>Moonyoung Park</i>	

**Appendices**

Appendix A. Activity types	79
Appendix B. Activity levels	80
Appendix C. Language skills and areas	80



## **Preface**

This book is an up-to-date guide to online language teaching. It presents a collection of online language teaching activities. It is designed for language teachers with any degree of experience in online language teaching. It discusses second/foreign/additional language teaching in online environments with practical online language teaching activities that can be used or adapted with specific purposes.

As the seventh refereed volume of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) Book Series, the book provides a valuable resource for language teachers, teacher educators, and researchers. It offers opportunities for readers to engage in meaningful discussions on the design, implementation, and evaluation of online language teaching activities. I am grateful to all authors whose work appears in the book. I would also like to thank the following reviewers of submitted manuscripts: Arif Altun, Ferit Kilickaya, Gavin Wu, Made Hery Santosa, Michael Crawford, and Sang-Soon Park. My thanks also go to my family for their love and support.

Jeong-Bae Son  
May 2023



## **Online Language Teaching Activities**

This book presents practical activities that can be used or adapted in online language teaching environments. Each activity is described and explained in terms of its title, introduction, target language, target language skills & areas, learner levels, aims, length, preparation time, technical requirements & resources, procedures, options & suggestions, justification, references & further reading, and contributor(s). At the end of the book, three appendices are provided for readers to see different ways of categorising and accessing the activities. All web addresses given in the book are current and correct at the time of writing, but they are subject to change. If there is any difficulty in finding any website or tool at the addresses cited, readers can use a search engine to locate it or find similar or new ones.



1

Activity 1

Activity Title	Tracking understanding and learning in videoconferencing
Introduction	The use of videoconferencing tools such as <i>Skype</i> ( <a href="https://www.skype.com/">https://www.skype.com/</a> ) and <i>Zoom</i> ( <a href="https://zoom.us/">https://zoom.us/</a> ) has become essential in online language teaching. This activity gives learners an opportunity to improve their listening and speaking skills in a <i>Zoom</i> environment.
Target Language	Any language
Target Language Skills & Areas	Listening and speaking
Learner Levels	All levels
Activity Aims	This activity aims to increase learners’ online engagement by using <i>Zoom</i> and live polls.
Activity Length	30 minutes
Preparation Time	30 minutes
Technical Requirements & Resources	<i>Zoom</i> ( <a href="https://zoom.us/">https://zoom.us/</a> ); <i>Mentimeter</i> ( <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a> )
Procedure	<ol style="list-style-type: none"><li>1. Give an introduction to all participants in <i>Zoom</i> (<a href="https://zoom.us/">https://zoom.us/</a>).</li><li>2. Log in <i>Mentimeter</i> (<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>) and present a question containing target words to learn in Present Mode.</li><li>3. Share the screen showing the question with the participants in <i>Zoom</i>.</li><li>4. Invite the participants to go to <a href="https://www.menti.com/">https://www.menti.com/</a> and enter the given code.</li><li>5. Ask the participants to submit their choices.</li></ol>

	<p>6. Check the number of votes in a live presentation.</p> <p>7. Discuss the results of the votes in the whole group and/or small groups in break-out rooms.</p> <p>8. Summarise the <i>Zoom</i> session.</p>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• Language teaching with <i>Zoom</i> comes with various educational concerns. One of the concerns is the design and implementation of online activities.</li> <li>• Other videoconferencing activities teachers can consider include: delivering oral presentations on specific topics appropriate and interesting to learners; playing roles in a scenario or debate; and taking quizzes with <i>Kahoot!</i> (<a href="https://kahoot.com/">https://kahoot.com/</a>) or <i>Quizlet</i> (<a href="https://quizlet.com/">https://quizlet.com/</a>).</li> </ul>
<b>Justification</b>	<p>There has been a shift from traditional classroom teaching to online teaching due to the global COVID-19 pandemic. The shift has posed significant challenges for language teachers and learners. In online language teaching, synchronous communication is commonly used (Peachey, 2017). Many language teachers utilise videoconferencing tools such as <i>Zoom</i> to deliver live sessions (Moorhouse &amp; Beaumont, 2020). <i>Zoom</i> offers several features such as annotation tools, polls, breakout rooms, and sharing screens (Kohnke &amp; Moorhouse, 2022). In order to facilitate active language learning, <i>Zoom</i> can be combined with other additional tools such as audience response systems (e.g., <i>Mentimeter</i>, <i>GoSoapBox</i>), game-based learning platforms (e.g., <i>Kahoot!</i>, <i>Quizlet</i>), and/or word clouds (e.g., <i>MonkeyLearn</i>, <i>Tagxedo</i>). It is important to use the features of these online tools appropriately within a sequence of learning in each lesson (Moorhouse &amp; Beaumont, 2020). Language teachers are encouraged to develop their competence in online language teaching and videoconferencing teaching strategies.</p>
<b>References and Further Reading</b>	<p>Kohnke, L., &amp; Moorhouse, B. L. (2022). Facilitating synchronous online language learning through Zoom. <i>RELC Journal</i>, 53(1), 296-301.  <a href="https://doi.org/10.1177/0033688220937235">https://doi.org/10.1177/0033688220937235</a></p>

- Moorhouse, B. L., & Beaumont, A. M. (2020). Utilizing video conferencing software to teach young language learners in Hong Kong during the COVID-19 class suspensions. *TESOL Journal*, 11(3), e00545.  
<https://doi.org/10.1002/tesj.545>
- Peachey, N. (2017). Synchronous online teaching. In M. Carrier, R. M. Damerow, & K. M. Bailey (Eds.), *Digital language learning and teaching: Research, theory, and practice* (pp. 143-155). Routledge.
- Son, J.-B. (2010). Online tools for language teaching.  
<https://drjbson.com/projects/tools/>
- Son, J.-B. (2015). Digital literacy.  
<https://drjbson.com/projects/dl/>
- Son, J.-B. (2017). Online activities for language learning.  
<https://drjbson.com/projects/oall/>

---

**Contributor**

Jeong-Bae Son (jeong-bae.son@usq.edu.au) teaches Applied Linguistics and TESOL courses and supervises doctoral students at the University of Southern Queensland in Australia. Details of his research can be found at his website (<https://drjbson.com/>).

## 2

## Activity 2

<b>Activity Title</b>	<b>Using QR codes to encourage reading</b>
<b>Introduction</b>	This activity encourages and engages English as a foreign language (EFL) students in reading activities using scannable barcodes (Quick Response Codes or QR Codes) in which students have the opportunity to develop an interest in and appreciation of reading in the English language.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Reading
<b>Learner Levels</b>	College-level EFL learners (A2- B1 based on the CEFR levels)
<b>Activity Aims</b>	This activity aims to provide students with an engaging context in which they can use their reading strategies in understanding clues, cooperate and negotiate meaning, and further develop their reading skills.
<b>Activity Length</b>	30-45 minutes
<b>Preparation Time</b>	45 minutes
<b>Technical Requirements &amp; Resources</b>	A tablet computer or a smartphone; QR Code Generator such as <i>Me-QR</i> ( <a href="https://me-qr.com/">https://me-qr.com/</a> ) or QR Code Generator ( <a href="https://www.qr-code-generator.com/">https://www.qr-code-generator.com/</a> ); QR Code Reader or QR Code Scanner such as <i>Me-QR-Scanner</i> ( <a href="https://me-qr-scanner.com/">https://me-qr-scanner.com/</a> ) or <i>QR Code Scan</i> ( <a href="https://qrcodescan.in/">https://qrcodescan.in/</a> )
<b>Procedure</b>	1. The reading selection is taken from a textbook unit called “Mysteries” ( <a href="https://www.pearson.com/content/dam/one-dot-com/one-dot-com/international-schools/pdfs/ilower-secondary/inspire-english-international/Inspire-English-Year-9-Student-Book-sample.pdf">https://www.pearson.com/content/dam/one-dot-com/one-dot-com/international-schools/pdfs/ilower-secondary/inspire-english-international/Inspire-English-Year-9-Student-Book-sample.pdf</a> ). The unit has a range

of non-fiction texts describing some of the world's biggest unsolved mysteries.

2. Introduce some mysteries from the unit and have students discuss them.
3. After introducing mystery stories from the unit "Mysteries" and having students discuss them, they solve the QR Code mystery stories.
4. Have a description of every mystery story printed on small cards (handwritten on pieces of paper) and then place them in a box. The students will be able to use the brief narratives or descriptions as clues to decipher the codes.
5. Use a QR code generator to make the QR codes. Make the QR codes with photographs based on the description of all pre-selected mystery stories.
6. Tell students to download a QR Code Scanner.
7. Spread the QR codes around the campus or a building where classes are usually held. The codes must be hidden in places they least expect.
8. Make sure the students have Internet access (mobile data or school Wi-Fi).
9. Split the class into two groups.
10. Have them pick up a card from the box, read aloud, and as a group, have them work together on guessing to unravel the mystery.
11. Once the mystery is answered, tell them to scan the codes so they will uncover the correct picture that matches the description (only one clue at a time).
12. The students will take out the codes, return them to the teacher, and select another card until there are no more clues.

## Options and Suggestions

- Students can install the QR Code Reader before they come to class.
- Remind students to use English for the entire duration of the activity.
- QR codes are great examples of how teachers can proactively integrate technology in the classroom. QR Code Readers can be also used to engage EFL students in other ways. For example:
  - QR codes can be used to provide students with access to websites. Scanning the QR codes allows students to have immediate access to links rather than having to type web addresses themselves.
  - QR codes can be added to activity sheets for easy video and link access.
  - QR codes can be utilized to make reading more engaging. The teacher can take out comprehension questions from the materials used and then embed them within a QR code. The teacher prints the QR codes generated and have them spread around the classroom. Let the students scan the questions, write them on a piece of paper/activity sheet, and search for the answers.

## Justification

Reading in a second or foreign language is an integral part of language learning (Ali et al., 2022). It provides learners opportunities to improve and develop other relevant skills such as writing, spelling, grammar, and vocabulary. It necessitates creative and innovative ways to engage learners and help them develop an interest in and appreciation of reading in the English language.

Durak et al. (2016) reported that QR codes supported enjoyable learning environments, which in turn may help learners maintain their motivation. QR codes are a great tool EFL teachers can use in teaching reading in the classroom as they get learners up and moving. With smartphones and Internet access becoming the norm in the age of technology-based learning and teaching, using the QR codes in the classroom is a great choice for interactive education. Huah and Jarrett (2014) reported that the use of QR codes led to active learning and increased learners' interest and motivation. In the literature, a positive impact on education (Durak et al., 2016) and an increase in

	students' learning achievement (Syarifuddin et al., 2020) have been reported.
<b>References and Further Reading</b>	<p>Ali, Z., Palpanadan, S.T., Asad, M.M., Churi, P., &amp; Namaziandost, E. (2022). Reading approaches practiced in EFL classrooms: A narrative review and research agenda. <i>Asian Pacific Journal of Second and Foreign Language Education</i>, 7(28), 1-25.  <a href="https://doi.org/10.1186/s40862-022-00155-4">https://doi.org/10.1186/s40862-022-00155-4</a></p> <p>Durak, G., Ozkeskin, E., &amp; Ataizi, M. (2016). QR codes in education and communication. <i>Turkish Online Journal of Distance Education</i>, 17(2), 42-58.  <a href="https://dergipark.org.tr/en/pub/tojde/issue/24145/256245">https://dergipark.org.tr/en/pub/tojde/issue/24145/256245</a></p> <p>Huah, G.L., &amp; Jarrett, B.W. (2014). Integrating QR codes and mobile technology in developing listening and speaking skills in the teaching of English language. <i>International Journal of E-learning Practices</i>, 1(1), 25-38.  <a href="https://jurcon.ums.edu.my/ojums/index.php/ijelp/article/view/184">https://jurcon.ums.edu.my/ojums/index.php/ijelp/article/view/184</a></p> <p>Syarifuddin, S., Takdir, T., Arsyad, M., &amp; Mirna, M. (2020, November 18). Effectiveness of QR-code in learning during COVID-19 pandemic [Paper Presentation]. The 2nd Borobudur International Symposium on Humanities and Social Sciences, Central Java, Indonesia.  <a href="https://doi.org/10.4108/eai.18-11-2020.2311801">https://doi.org/10.4108/eai.18-11-2020.2311801</a></p>
<b>Contributor</b>	Arnel E. Genzola (agenzola@yahoo.com) is the Head of the EFL Department at Jilin University–Lambton College in China.

## 3

## Activity 3

<b>Activity Title</b>	<b>Using digitally shared student-generated questions</b>
<b>Introduction</b>	This activity is a versatile, student-centered, computer-assisted writing and speaking activity, usable at most levels and on unlimited topics (e.g., food & drink, climate crisis, summer plans), which provides a rich opportunity to focus on grammatical accuracy and practice conversation.
<b>Target Language</b>	Various languages including English
<b>Target Language Skills &amp; Areas</b>	Writing, speaking, pronunciation, and grammar
<b>Learner Levels</b>	Common European Framework of References for Languages (CEFR) A2 to C2
<b>Activity Aims</b>	This activity aims to help students learn or review various items of grammar through production of written questions and error correction. It offers an opportunity to internalize corrected forms through spoken practice.
<b>Activity Length</b>	20-30 minutes (divided into two parts, typically positioned before and after a separate listening or reading comprehension activity on an identical or related topic, thereby giving the teacher the time to make corrections by the computer)
<b>Preparation Time</b>	10 minutes (for setting up)
<b>Technical Requirements &amp; Resources</b>	A computer or a smartphone with access to a word processor and a class blog or chat space; <i>Google Docs</i> ( <a href="https://docs.google.com/">https://docs.google.com/</a> ); <i>Blogger</i> ( <a href="https://www.blogger.com/">https://www.blogger.com/</a> ); <i>Zoom</i> ( <a href="https://zoom.us/">https://zoom.us/</a> ); <i>Quizlet</i> ( <a href="https://quizlet.com/">https://quizlet.com/</a> ); <i>Vocaroo</i> ( <a href="https://vocaroo.com/">https://vocaroo.com/</a> ); <i>ZenGengo</i> ( <a href="https://www.zengengo.com/">https://www.zengengo.com/</a> )
<b>Procedure</b>	1. Either individually or in pairs, using <i>Google Docs</i> ( <a href="https://docs.google.com/">https://docs.google.com/</a> ), students write their own

	<p>original questions (three to five) related to the lesson's topic, which they can use later for pair-work speaking practice (e.g., What is your least favourite food? How can we reduce global warming? What are you planning to do during the vacation?).</p> <ol style="list-style-type: none"> <li>2. The students copy and paste these questions (with names shown or anonymously) into <i>Blogger</i> (<a href="https://www.blogger.com/">https://www.blogger.com/</a>) or <i>Zoom Chat</i> (<a href="https://explore.zoom.us/en/products/group-chat/">https://explore.zoom.us/en/products/group-chat/</a>).</li> <li>3. The students then engage in a separate activity, normally listening or reading comprehension, on a related topic. While they are occupied with this, the teacher has the chance to check their questions for grammatical or other errors and add some new questions if needed.</li> <li>4. When ready, the teacher shows a selection of any incorrect questions on the classroom display and guides the students towards correcting them. Phonological practice is recommended here. Finally, the teacher uploads the full list of corrected questions to <i>Blogger</i> or <i>Zoom Chat</i>, which the students use in the following stage.</li> <li>5. The students work in pairs or small groups and carry out question-answer-reaction-follow-up question (QARF) speaking practice using some or all of the corrected question list.</li> </ol>
Options and Suggestions	<ul style="list-style-type: none"> <li>• If students stick just to writing safe and simple questions, the teacher can add some supplementary questions in order to expand their awareness of more complex issues as well as more advanced vocabulary or structures.</li> <li>• The teacher helps those students requiring extra support during speaking practice (Stage 5 of the Procedure).</li> <li>• To provide a greater cognitive challenge, the teacher can upload the corrected text as “dehydrated” questions (e.g., What / you / have / breakfast / today?), which act as a scaffold.</li> </ul>

	<ul style="list-style-type: none"> <li>• During the speaking activity, students are encouraged to employ some of the new language they encountered in their separate comprehension activity (Stage 3).</li> <li>• Students are asked to select, copy, and paste some of the corrected questions into their <i>Quizlet</i> (<a href="https://quizlet.com/">https://quizlet.com/</a>) vocabulary sets before they forget them.</li> <li>• As an audio aide-mémoire, students can record and keep full conversations or just answers, for example, using <i>Vocaroo</i> (<a href="https://vocaroo.com/">https://vocaroo.com/</a>).</li> <li>• These mp3s can also be submitted to the teacher for evaluation using <i>Google Forms</i> (<a href="https://docs.google.com/forms">https://docs.google.com/forms</a>), <i>ZenGengo</i> (<a href="https://www.zengengo.com/">https://www.zengengo.com/</a>), email, etc.</li> <li>• To provide a more advanced model (in terms of content, language, and phonology) for students to compare with their own attempts, the teacher can record and upload sample audio answers to the same questions.</li> </ul>
<b>Justification</b>	<p>Inviting students to supply their own questions belongs to a student-centred, active learning approach (Laurillard, 2012) and has been investigated for L2 learning (Song, et al., 2017). Tomlinson and Masuhara (2018) argue that, ideally, a course should contain principled selections from various textbooks, supplemented by materials made not only by the teacher but also by the students. Allowing them to create original content for communication can lead to a more meaningful and motivating activity based on their authentic concerns. This move away from textbook-based materials is also a key component of the Dogme ELT approach (Meddings &amp; Thornbury, 2015) in which the “content most likely to engage learners and to trigger learning processes is that which is already there, supplied by the people in the room” (p. 7). The pedagogy is materials-light and conversation-driven with a focus on emergent language rather than on whatever happens to appear next in the textbook.</p> <p>Opportunities for collaborative explicit error correction (form, spelling, phonology) are numerous and may have a durable effect on learning, especially, as Ellis (2012) points out, since instruction is embedded in communicative activities. Williams and Evans (1998) emphasize, however,</p>

	<p>that the complexity of the forms in question will affect the outcome. It is intended that students can automatize their linguistic knowledge thanks to repeated production of written and spoken language in the final two stages of the activity (Ellis, 2003; Swain, 1985).</p>
<b>References and Further Reading</b>	<p>Ellis, R. (2003). <i>Task-based language learning and teaching</i>. Oxford University Press.</p> <p>Ellis, R. (2012). <i>Language teaching research and language pedagogy</i>. Wiley-Blackwell.</p> <p>Laurillard, D. (2012). <i>Teaching as a design science</i>. Routledge.</p> <p>Meddings, L., &amp; Thornbury, S. (2015). <i>Teaching unplugged: Dogme in English language teaching</i>. Delta Publishing.</p> <p>Song, D., Oh, E.Y., &amp; Glazewski, K. (2017). Student-generated questioning activity in second language courses using a customized personal response system: A case study. <i>Educational Technology Research and Development</i>, 65, 1425-1449.  <a href="https://doi.org/10.1007/s11423-017-9520-7">https://doi.org/10.1007/s11423-017-9520-7</a></p> <p>Swain, M. (1995). Three functions of output in second language learning. In G. Cook &amp; B. Seidlhofer (Eds.), <i>Principles and practice in the study of language</i> (pp. 125-144). Oxford University Press.</p> <p>Tomlinson, B., &amp; Masuhara, H. (2018). <i>The complete guide to the theory and practice of materials development for language learning</i>. John Wiley &amp; Sons.</p> <p>Williams, J., &amp; Evans, J. (1998). What kind of focus and on what forms? In C. Doughty &amp; J. Williams (Eds.), <i>Focus on form in classroom second language acquisition</i> (pp. 139-155). Cambridge University Press.</p>
<b>Contributor</b>	<p>Alistair Campbell (campbell@edu.teu.ac.jp) works in the Department of Liberal Arts at Tokyo University of Technology, Japan. His interests are in advanced learning technology, pedagogical design, and innovations in audio.</p>

## 4

## Activity 4

<b>Activity Title</b>	<b>Developing fluency in communication through online visual support</b>
<b>Introduction</b>	The main focus of this activity is to develop speaking skills and vocabulary knowledge. Learners are provided with an online task to work in pairs and improve their fluency by talking about pictures connected to the topic of the lesson.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Speaking, vocabulary, and grammar
<b>Learner Levels</b>	B1/B2/C1 in the Common European Framework of Reference for Languages (CEFR)
<b>Activity Aims</b>	This activity aims to provide learners with increased speaking time through pair work. It encourages fluency and improvisation. Learners have to react quickly to pictures as they have a restricted time for each picture.
<b>Activity Length</b>	30 minutes
<b>Preparation Time</b>	5 minutes (after becoming familiar with the two online platforms used in the activity)
<b>Technical Requirements &amp; Resources</b>	A teacher computer; a mobile device (e.g., a smartphone, a tablet, a laptop) for each learner; <i>Microsoft Teams</i> ( <a href="https://www.microsoft.com/microsoft-teams/">https://www.microsoft.com/microsoft-teams/</a> ) breakout rooms for pair-work; <i>Pecha flickr</i> ( <a href="https://pechaflickr.net/">https://pechaflickr.net/</a> ) for visual input
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Create a group in <i>Microsoft Teams</i> (<a href="https://www.microsoft.com/microsoft-teams/">https://www.microsoft.com/microsoft-teams/</a>).</li> <li>2. Introduce <i>Microsoft Teams</i> to students and show them how to share their screen with their partners in the breakout rooms.</li> </ol>

3. Elicit pre-teach target vocabulary (e.g., jobs, hobbies, sports, celebrations).
4. Introduce *Pecha flickr* (<https://pechaflickr.net/>) and the activity to the students. Let them talk about pictures connected to a topic defined by the teacher and take turns to speak about 20 photos overall. Make individual pictures appear on the screen for 20 seconds.
5. Give instructions regarding the topic and the language of picture description (e.g., past tense/present continuous/future forms).
6. Give the keyword connected to the topic of the lesson that the students have to type in *Pecha flickr* after sharing their screen in the breakout room of *Microsoft Teams*.
7. Send the students to breakout rooms in pairs.
8. The students enter the keyword provided by the teacher. *Pecha flickr* displays a slideshow of 20 random pictures selected from public photo archives related the same topic. The pictures change on the screen in every 20 seconds.
9. The students take turns to describe the pictures one by one following the teacher's instructions.
10. When the slideshow is over, the students return to the main group.

### Options and Suggestions

- To use breakout rooms confidently, teachers should familiarise themselves with *Microsoft Teams* in advance.
- Students must be introduced to the functioning of *Microsoft Teams* and *Pecha flickr*.
- Teachers should enter the breakout rooms to keep an eye on the discussion to check students' deviation.
- Select the keyword in *Pecha flickr* thoroughly as some unrelated pictures might appear.
- Different grammar areas can be practiced by providing different frames. For example: What happened in the

	<p>picture? What is happening in the picture? What will happen in the picture? What might happen in the picture?</p> <ul style="list-style-type: none"> <li>• This activity can be used to prepare students for the speaking part of their language exams where they are expected to talk about pictures.</li> <li>• <i>Google Classroom</i> (<a href="https://classroom.google.com/">https://classroom.google.com/</a>) or <i>Zoom</i> (<a href="https://zoom.us/">https://zoom.us/</a>) can be an alternative to <i>Microsoft Teams</i>.</li> <li>• The activity can be integrated in the classroom equipped with a projector.</li> </ul>
<b>Justification</b>	<p>This activity supports the development of students' speaking skills. The randomness of the pictures provides the possibility to practice improvisation, which is important in real-life interactions. With the online slideshow provided by <i>Pechaflickr</i>, the outside world is simulated in the digital classroom and the pictures as visual input contribute to the creation of the context in the classroom (Wright, 19990). Students can make use of non-verbal sources of information to make meaning to develop their speaking skills.</p> <p>The teacher creates the context for the task to meet the students' needs in language learning. As communication takes place between peers through pair work, students' talking time is increased (Richards, 2005). Also, the activity offers an opportunity for peer learning in a non-threatening environment, decreasing language speaking anxiety. The activity encourages creative language use, (Nunan, 2015) and has the benefit that it is adaptable to meet a wide range of learning needs without time-consuming preparation by the teacher.</p>
<b>References and Further Reading</b>	<p>Bush, M.D. (2007). Facilitating integration of culture and vocabulary learning: The categorization and use of pictures in the classroom. <i>Foreign Language Annals</i>, 40(4), 727-745. <a href="https://doi.org/10.1111/j.1944-9720.2007.tb02890.x">https://doi.org/10.1111/j.1944-9720.2007.tb02890.x</a></p> <p>Halwavi, N. (2017). Visual aids and multimedia in second language acquisition. <i>English Language Teaching</i>, 10(6), 53-59. <a href="https://doi.org/10.5539/elt.v10n6p53">https://doi.org/10.5539/elt.v10n6p53</a></p>

- Nunan, D. (2015). *Teaching English to speakers of other languages*. Routledge.
- Richards, J. C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.
- Wright, A. (1990). *Pictures for language learning*. Cambridge University Press.

<b>Contributor</b>	Krisztina Szöcs (szocs.krisztina@ejf.hu) is an Associate Professor at Eötvös József College, Institute of National Minorities and Foreign Languages, Hungary. Her research interests include autonomy in language learning, teachers' beliefs, and teacher well-being.
--------------------	--

## 5

## Activity 5

<b>Activity Title</b>	<b>Collaborative learning of common idioms and expressions in English</b>
<b>Introduction</b>	This activity enriches students' knowledge to understand idioms and guides students to communicate effectively in English. During the activity, students integrate language skills and engage in collaborative discussions and interactive activities.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Speaking, listening, and vocabulary
<b>Learner Levels</b>	B1 in the Common European Framework of Reference for Languages (CEFR)
<b>Activity Aims</b>	This activity aims to raise students' interest and their awareness about learning idioms, enrich word power through listening and speaking, and develop creative ability by expressing their own ideas and emotions while collaborating with others. It helps students attend automaticity and fluency in English.
<b>Activity Length</b>	40 minutes
<b>Preparation Time</b>	25 minutes
<b>Technical Requirements &amp; Resources</b>	A computer connected to the Internet with a projector and speakers; <i>Etymonline</i> ( <a href="https://www.etymonline.com/">https://www.etymonline.com/</a> ); <i>The Phrase Finder</i> ( <a href="https://www.phrases.org.uk/">https://www.phrases.org.uk/</a> ); <i>Padlet</i> ( <a href="https://www.padlet.com/">https://www.padlet.com/</a> ); <i>YouTube</i> ( <a href="https://www.youtube.com/">https://www.youtube.com/</a> ); <i>Pinterest</i> ( <a href="https://www.pinterest.com/">https://www.pinterest.com/</a> ); <i>Englishclub</i> ( <a href="https://www.englishclub.com/">https://www.englishclub.com/</a> ); <i>Eslexpat/Eslbrains</i> ( <a href="https://www.eslexpat.com/eslbrains.com/">https://www.eslexpat.com/eslbrains.com/</a> )

<p><b>Procedure</b></p>	<ol style="list-style-type: none"> <li>1. In order to activate students' background knowledge, students are first asked questions on what they know about idioms. The students can be directed to find out what idioms are and why they are important.</li> <li>2. The students are asked to look up for videos on <i>YouTube</i> (<a href="https://www.youtube.com/">https://www.youtube.com/</a>), select articles or TESOL blog post on idiomatic expressions on <i>Pinterest</i> (<a href="https://www.pinterest.com/">https://www.pinterest.com/</a>). Then, they can be directed to identify the idioms in the material/video.</li> <li>3. The students then find the meaning and origin of the idioms based on the context through <i>The Phrase Finder</i> (<a href="https://www.phrases.org.uk/">https://www.phrases.org.uk/</a>) or <i>Etymonline</i> (<a href="https://www.etymonline.com/">https://www.etymonline.com/</a>).</li> <li>4. The students can be asked to complete some exercises such as choosing the correct idioms for the meaning, framing sentences on idioms, and giving meaning of each idiom to indicate their understanding of the idioms learnt by visiting <i>Englishclub</i> (<a href="https://www.englishclub.com/">https://www.englishclub.com/</a>), <i>ESL Expat</i> (<a href="https://eslexpat.com/">https://eslexpat.com/</a>), or <i>ESL Brains</i> (<a href="https://eslbrains.com/">https://eslbrains.com/</a>).</li> <li>5. Then, the students are divided into four groups. Each group selects one category of idiomatic expressions (e.g., body part idioms, animal idioms, everyday idioms, food idioms) and brainstorm and write the meaning of at least three idioms regarding the selected category on <i>Padlet</i> (<a href="https://www.padlet.com/">https://www.padlet.com/</a>).</li> <li>6. As a speaking activity, the students of each group could be asked to present their selected idioms with the help of a context and an example sentence.</li> </ol>
<p><b>Options and Suggestions</b></p>	<ul style="list-style-type: none"> <li>• Students can be asked to discuss what they think the idioms mean, matching them to their meanings, and can be asked to use them in a conversation or in a story. They can be also asked to find idioms in conversations and other familiar stories. Alternatively, several idioms can be provided to them if they cannot access websites or videos that can be used for this purpose such as <i>The</i></li> </ul>

	<p><i>Phrase Finder</i> (<a href="https://www.phrases.org.uk/">https://www.phrases.org.uk/</a>). This activity can be conducted individually or in pair/group work.</p> <ul style="list-style-type: none"> <li>• As this activity is about food idioms, students can be asked to watch videos on food idioms/expressions and then complete a worksheet based on what they have watched and what they remember from the video. This can be carried out as an in-class/out of-class activity.</li> <li>• Taking the ideas shared on <i>EnglishClub</i> (<a href="https://www.englishclub.com/">https://www.englishclub.com/</a>), students can try and frame fun quizzes to check their knowledge of English idioms. The quizzes can be done online (with multiple choice questions) or printed out on paper for use in class.</li> <li>• Students can be allowed to write the literal meaning of the idioms and share it with others. They may be also asked to create/make posters on idioms with meanings and illustrations, which will develop their idiomatic competence.</li> </ul>
<b>Justification</b>	<p>Idiomatic expressions are part of every language and the use of idioms in the learning and teaching process of a foreign language can improve students' communicative skills in the daily context (Liontas, 2017; Vasiljevic, 2015). They can enhance students' ability to communicate effectively and culturally appropriately. This is emphasized by Liontas (1999) stating that idioms contribute to increasing learners' lexical and etymological knowledge, their knowledge of grammar and syntax, and, more importantly, their knowledge of usage in communicative situations. A variety of activities based on idioms can facilitate the needs and challenges of learners' learning process. In addition, exposing students to authentic materials such as family stories, songs, movies, and TV shows can help in familiarizing them with the use of idioms in real-life situations. Accordingly, it is crucial for teachers to provide clear explanations and examples for idioms, as well as opportunities for learners to practice using them in context through conversations, which can be a good way of idiom learning among EFL learners (Khabiri &amp; Masoumpanah, 2012).</p>

## References and Further Reading

- Bates, A. W. (2019). Teaching in a digital age: Guidelines for designing teaching and learning (2nd ed.). Author.  
<https://pressbooks.bccampus.ca/teachinginadigitalagev2/>
- Collins, H. (2008). *A book of English idioms with explanations*. Longman.
- Khabiri, M., & Masoumpanah, Z. (2012). The comparative effect of using idioms in conversation and paragraph writing on EFL learners' idiom learning. *Iranian Journal of Applied Language Studies*, 4(1), 59-80.  
<https://doi.org/10.22111/ijals.2012.1348>
- Liontas, J.I. (1999). *Developing a pragmatic methodology of idiomaticity: The comprehension and interpretation of SL vivid phrasal idioms during reading* (Unpublished Doctoral Dissertation). The University of Arizona, Tuscon, AZ.  
<https://repository.arizona.edu/handle/10150/284736>
- Liontas, J. I. (2017). Why teach idioms? A challenge to the profession. *Iranian Journal of Language Teaching Research*, 5(3), 5-25.  
<https://files.eric.ed.gov/fulltext/EJ1156198.pdf>
- McCarthy, M., & O'Dell, F. (2017). *English idioms in use: Self-study and classroom use*. Cambridge University Press.
- Russell, V., & Murphy-Judy, K. (2021). *Teaching language online: A guide for designing, developing, and delivering online, blended, and flipped language courses*. Springer.
- Son, J.-B. (Ed.). (2020). *Technology-enhanced language teaching in action*. APACALL.  
<https://www.apacall.org/research/books/5/>
- Son, J.-B. (2017). *Online activities for language learning*.  
<https://drjbson.com/projects/oall/>
- Vasiljevic, Z. (2015). Teaching and learning idioms in L2: From theory to practice. *MEXTESOL Journal*, 39(4), 1-24.  
[https://www.mextesol.net/journal/index.php?page=journal&id\\_article=1148](https://www.mextesol.net/journal/index.php?page=journal&id_article=1148)

## Contributors

Jeyasala Ramaswamy (jeyasala@gmail.com) is an Assistant Professor of English at Alagappa Govt. Arts College, Karaikudi in Tamilnadu, India. She teaches English literature and language.

Ferit Kılıçkaya (ferit.kilickaya@gmail.com) is a Professor of English at Burdur Mehmet Akif Ersoy University, Turkey. His research interest includes assessment and technology.

## 6

## Activity 6

<b>Activity Title</b>	<b>Teaching idiomatic expressions using comic strips</b>
<b>Introduction</b>	This activity exposes college-level English as a foreign language (EFL) students to the importance of learning English idioms and using them in communicative contexts where the creation of comic strips can help the students produce language via guided instruction.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Vocabulary and writing
<b>Learner Levels</b>	College-level EFL learners
<b>Activity Aims</b>	This activity aims to provide students with a meaningful context in which to learn and use English idioms as well as develop idiomatic competence through the creation and use of comic strips using a comic maker/creator.
<b>Activity Length</b>	45 minutes
<b>Preparation Time</b>	60 minutes
<b>Technical Requirements &amp; Resources</b>	A tablet computer for each student; a digital comic strip creator/maker such as <i>Storyboardthat</i> ( <a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a> ) or <i>Canva</i> ( <a href="https://www.canva.com/create/comic-strips/">https://www.canva.com/create/comic-strips/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Students need to have exposure to idioms before doing this activity. Introduce a set of common idioms presented in conversation comics.</li> <li>2. English idiom comic strips can be taken from <a href="https://www.thecomicstrips.com/subject/The-Idiom-Comic-Strips.php">https://www.thecomicstrips.com/subject/The-Idiom-Comic-Strips.php</a>; <a href="https://www.quotoons.com/">https://www.quotoons.com/</a>, <a href="https://www.pinterest.ph/shazzy925/idiom-cartoons/">https://www.pinterest.ph/shazzy925/idiom-cartoons/</a>, teacher's own creation, and/or other sources.</li> </ol>

	<ol style="list-style-type: none"> <li>3. After introducing the conversation comics, ask the students to guess or figure out the meaning of the idiomatic expression.</li> <li>4. Ask the students to provide other examples for each idiomatic expression.</li> <li>5. Introduce a digital comic strip creator/maker (<i>Storyboardthat</i> or <i>Canva</i>).</li> <li>6. Have the students work individually.</li> <li>7. Have the students write conversations/dialogues using the idioms. Have the students pick two or three idioms of their choice and make a comic demonstrating knowledge and understanding of their meaning.</li> <li>8. Have the students create their own comic strips using the conversations/dialogues they have written. They can use <i>Storyboardthat</i> or <i>Canva</i> in creating a comic.</li> <li>9. Have the students read their work aloud in class. Have them illustrate and use the idioms through the dialogue in comics (called ‘speech balloons’ or ‘speech bubbles’) and read them out.</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• As a strategy for differentiation, students can work in pairs; they can create their own comic strips with a partner.</li> <li>• The target idioms and idiom list could be selected based on the theme of the textbook unit or the specific topic of the lesson.</li> <li>• Students/pairs can act out the dialogue they have written. Role-playing is another example of differentiated instruction.</li> <li>• The teacher can also create his/her own conversation comics incorporating English idioms using <i>Storyboardthat</i> or <i>Canva</i> and/or other comic makers/creators.</li> <li>• The teacher’s own creation can be used as a springboard for discussion. The teacher can compile these collections as part of his/her portfolio of classroom practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• An example target idiom list can be taken from: <a href="https://eslexpat.com/english-idioms-and-phrases">https://eslexpat.com/english-idioms-and-phrases</a>; or <a href="https://www.englishcurrent.com/files/pages/EC-Idioms-Intermediate-Advanced.pdf">https://www.englishcurrent.com/files/pages/EC-Idioms-Intermediate-Advanced.pdf</a>.</li> <li>• As an alternative, an idiom poster can be created. Idiom posters can demonstrate both literal and symbolic meanings of English idioms as part of EFL instruction in teaching figurative language. Idiom posters may be utilized to help learners develop idiomatic competence (Tompkins, 2001).</li> </ul>
<b>Justification</b>	<p>Idioms are often used in both spoken and written discourse; thus, learning the idioms becomes imperative for successful language learning. Their frequency, ubiquity, and difficulty that English language learners experience are considerable arguments for making idiomatic expressions an essential component of target language learning, in particular, vocabulary learning. Having learners write conversations and dialogues with the given idioms using a comic maker provides them opportunities to learn and use English idioms as well as improve idiomatic competence. Creating conversations using idioms helps learners understand the idioms and assists them in learning how to use them contextually (Asri &amp; Rochmawati, 2017). Teaching English idioms through comic strips provides a unique and exciting way to engage and teach learners to know how, where, and when to use the idiomatic expressions appropriately. Using digital comics as a teaching strategy has been explored by EFL practitioners and researchers (e.g., Utomo &amp; Ahsanah, 2020; Widayanti &amp; Muntaha, 2018) owing to its pedagogical benefits in dealing with the online teaching modality.</p>
<b>References and Further Reading</b>	<p>Asri, A.N., &amp; Rochmawati, D. (2017). Innovative teaching of English idiomatic expressions for EFL learners. <i>Journal of English Teaching</i>, 3(1), 47-58.  <a href="https://doi.org/10.36456/jet.v2.n01.2017.714">https://doi.org/10.36456/jet.v2.n01.2017.714</a></p> <p>Tompkins, G. E. (2001). <i>Literacy for the 21st century</i> (2nd ed.). Prentice Hall.</p> <p>Utomo, D., &amp; Ahsanah, F. (2020). Utilizing digital comics in college students' grammar class. <i>Journal of English Language Teaching and Linguistics</i>, 5(3), 393-403.  <a href="https://doi.org/10.21462/jeltl.v5i3.449">https://doi.org/10.21462/jeltl.v5i3.449</a></p>

Widayanti, A., & Muntaha, M. (2018). Islamic web comics as visual aid in teaching English for Islamic secondary school students. *Indonesian Journal of Islamic Literature and Muslim Society*, 1(1), 75-90.  
<https://doi.org/10.22515/islimus.v3i1.1298>

---

**Contributor**

Arnel E. Genzola (agenzola@yahoo.com) is the Head of the EFL Department at Jilin University–Lambton College in China.

## 7

## Activity 7

<b>Activity Title</b>	<b>Creating an animated drama using a storytelling tool</b>
<b>Introduction</b>	This activity helps language learners improve their English pronunciation and speaking skills by having them work together to create an animated drama. Students use <i>Plotagon Story</i> ( <a href="https://www.plotagon.com/">https://www.plotagon.com/</a> ), which allows customisable actors, scene options, and voice-over dialogues to develop the animated drama.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Grammar, vocabulary, speaking, and pronunciation
<b>Learner Levels</b>	Intermediate to advanced level ESL/EFL learners
<b>Activity Aims</b>	This activity aims to give ESL/EFL learners opportunities to develop multiple language skills (e.g., functional language, grammar, vocabulary, and pronunciation) through a project-based collaborative task that promotes self-regulated learning. Teachers should encourage learners to explore the <i>Plotagon Story</i> app and use their imagination and creativity to develop scenes and dialogues for their planned story. To promote language accuracy, the teachers introduce the learners to various online resources (e.g., <a href="http://www.just-the-word.com/">http://www.just-the-word.com/</a> , <a href="https://www.howsay.com/">https://www.howsay.com/</a> , <a href="https://www.forvo.com/">https://www.forvo.com/</a> ), in addition to the app's built-in text-to-speech (TTS), to assist the learners in choosing conventional expressions and practising pronunciation for their dialogue voice-over.
<b>Activity Length</b>	120 minutes (possible to be extended as required)
<b>Preparation Time</b>	10 minutes to set up a screencast of the teacher's smartphone/tablet to a digital projector through a PC (5 minutes if held online)
<b>Technical Requirements &amp; Resources</b>	Smartphone/tablet for each student; <i>Plotagon Story</i> app ( <a href="https://www.plotagon.com/">https://www.plotagon.com/</a> );

*Screen Mirror* app (<http://www.screenmirrorapp.com/>) for the teacher to cast the smartphone's display to a digital projector through a PC or screen share if the tutorial is held online

## Procedure

1. Ask students to download *Plotagon Story* (<https://www.plotagon.com/>) to their mobile phones from app markets.
2. Demonstrate how to use *Plotagon Story* (e.g., creating actors, choosing scenes, developing dialogues, recording voice-overs).
3. Remind the students to type conversation lines and record voice-overs for each line using a natural intonation and comprehensible pronunciation.
4. The students choose a topic for their animated drama from the topic list in their English textbook (e.g., historical events, family vacations, popular culture).
5. The students are encouraged to include the vocabulary and grammar rules they have previously learned.
6. The teacher informs the students about the project schedule and submission date.
7. The students in a group develop a plot related to the chosen topic.
8. The students create their actors (characters), choose the scenes, and compose dialogues according to the planned storyline.
9. The students take turns to record voice-overs for their dialogue lines while listening to their friends' pronunciations and provide feedback so that their voice-overs are clear and intelligible.
10. Upon finishing the animation, the students render and save the animation with subtitles in mp4 format.

	11. Post the group's animated drama on the class discussion board for everyone to watch.
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• <i>Plotagon Story</i> has a simple interface that younger learners such as elementary school-age students could find it easy to operate. The activity can be modified to different language levels and other languages.</li> <li>• The activity can also be modified for pair work or individual tasks.</li> <li>• The teacher should encourage students to practice and use words, phrases, and expressions featured in the textbook for their dialogues.</li> <li>• Students can opt to publish their final work on a class/school blog or personal social media to generate an authentic audience.</li> <li>• Because the app is highly dependent on RAM, long conversation lines tend to cause lags or stutter and also make the rendering time longer. Splitting the animated drama into separate scenes can be a solution to avoid lags or errors.</li> </ul>
<b>Justification</b>	<p>English as a foreign language (EFL) learners have fewer opportunities for instructions that focus on communicative language use compared to learners in English as a second language (ESL) settings (Fotos, 1998). Therefore, it is suggested that teachers promote activities that encourage learners to develop language production skills by providing the meaning-focused use of the target language, which helps learners improve accuracy (Iwabuchi &amp; Fotos, 2004).</p> <p><i>Plotagon Story</i> (<a href="https://www.plotagon.com/">https://www.plotagon.com/</a>) allows learners to develop language production through animated stories and dialogues. EFL learners can collaborate on project-based learning (PBL) activities by taking turns to create dialogues and record voice-overs and learn pronunciation from the text-to-speech feature. They can collaboratively implement self-directed learning on common English expressions used in conversations and develop English pronunciation skills. Additionally, learners can review their peers' choice of expressions and the intelligibility of each other's pronunciation (Jenkins, 1998).</p>

	<p>Plotagon Story has a simple interface that requires little time to learn and prepare for a learning activity. Learners can have more time to focus on developing the content, instead of learning the app. Alwasilah's (2019) study on the use of Plotagon for PBL activities in an EFL classroom reports that the activities could enhance fun learning and increase social interaction among students.</p>
<b>References and Further Reading</b>	<p>Alwasilah, S. S. (2019). Creating your animated stories with Plotagon: Implementation of project-based learning in narrative writing. <i>International Journal of Learning, Teaching and Educational Research</i>, 18(12), 333-349. <a href="https://doi.org/10.26803/ijlter.18.12.19">https://doi.org/10.26803/ijlter.18.12.19</a></p> <p>Fotos, S. (1998). Shifting the focus from forms to form in the EFL classroom. <i>ELT Journal</i>, 52(4), 301-307. <a href="https://doi.org/10.1093/elt/52.4.301">https://doi.org/10.1093/elt/52.4.301</a></p> <p>Iwabuchi, T., &amp; Fotos, S. (2004). Creating course-specific CD-ROMs for interactive language learning. In S. Fotos &amp; C. M. Browne (Eds.), <i>New perspectives on CALL for second language classrooms</i> (pp. 149-167). Routledge.</p> <p>Jenkins, J. (1998). Which pronunciation norms and models for English as an international language? <i>ELT Journal</i>, 52(2), 119-126. <a href="https://doi.org/10.1093/elt/52.2.119">https://doi.org/10.1093/elt/52.2.119</a></p>
<b>Contributor</b>	<p>Rahmat Yusny (ryusny@ar-raniry.ac.id) is a doctoral student at the University of Southern Queensland, Australia. His research interests include technology-enhanced language teaching and computer-assisted language learning.</p>

## 8

## Activity 8

<b>Activity Title</b>	<b>Understanding common academic task words</b>
<b>Introduction</b>	English for academic purpose (EAP) students need to understand task words (e.g., account for, classify, define, enumerate, evaluate, illustrate, outline, trace), which are essential for the analysis of academic tasks. This activity promotes the students' interpretation of academic task words.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Reading and vocabulary
<b>Learner Levels</b>	B2 (CEFR) equivalent to IELTS 5.5-6.0
<b>Activity Aims</b>	This activity aims to assist EAP students in enhancing and improving their knowledge of academic task words.
<b>Activity Length</b>	30 minutes; variable
<b>Preparation Time</b>	30 minutes (time for the teacher to arrange and select 30 important task words, which are being used more frequently in academic texts)
<b>Technical Requirements &amp; Resources</b>	A desktop and/or a mobile device (e.g., a laptop, a tablet, a smartphone) for both the teacher and students; a learning management system such as <i>Moodle</i> ( <a href="https://moodle.org/">https://moodle.org/</a> ); alternatively, <i>WordWall</i> ( <a href="https://wordwall.net/">https://wordwall.net/</a> ) or <i>Liveworksheets</i> ( <a href="https://www.liveworksheets.com/">https://www.liveworksheets.com/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Create a quiz in <i>Moodle</i> (see <a href="https://docs.moodle.org/401/en/Building_Quiz">https://docs.moodle.org/401/en/Building_Quiz</a> for information on building a quiz).</li> <li>2. Ask the students to highlight or mark up any task words embedded on a hard copy or e-copy of sample questions of assessments, activities, and examinations. The handout should be prepared by the teacher in advance.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Invite the students to visit the online activity to learn about those specific task words using their mobile devices.</li> <li>4. Ask the students to find out the cases of task words found from their own activity and share their experiences together with other students using an online discussion forum in the <i>Moodle</i> platform of the course.</li> <li>5. Invite the students to individually report on lessons learned, including how to gain the correct definition of task words and their usage in written form. The students can submit their activity through the course's submission link and may also choose to submit a voice file (optional).</li> <li>6. Evaluate the students' level of understanding using their course assessments and/or tests.</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• The teacher can choose an appropriate quiz type (e.g., drag and drop into text) in <i>Moodle</i> or other platforms.</li> <li>• For better activity performance, the teacher can demonstrate how to do the activity.</li> <li>• The teacher can set up a forum for students' self-reflection on their learning outcomes throughout the activity.</li> </ul>
<b>Justification</b>	<p>The understanding of academic task words is critical for EAP students' successful academic performance at institutions or universities using English as a medium of instruction (Knežević et al., 2020). Prasetya (2021) asserted that the use of e-learning platforms (e.g., <i>Moodle</i>) is commonly accepted and being used. Bao and Van (2020) conducted a study on teaching vocabulary using <i>Moodle</i>. Other studies such as Amer and Daher (2019) and Gamage, et al. (2019) indicate that online language learning activities using <i>Moodle</i> quizzes were preferable by learners and teachers.</p> <p>Vocabulary learning plays an important role in accelerating the development of language for non-English speaking background students (Alharbi, 2015). This activity provides</p>

	<p>students with easy access to learn about a set of task words on their mobile devices. It also provides them with opportunities to enhance their knowledge of academic vocabulary (task words) in an online learning platform.</p>
<b>References and Further Reading</b>	<p>Alharbi, A. M. (2015). Building vocabulary for language learning; Approach for ESL learners to study new vocabulary. <i>Journal of International students</i>, 5(4), 501-511. <a href="https://doi.org/10.32674/jis.v5i4.411">https://doi.org/10.32674/jis.v5i4.411</a></p> <p>Amer, A., &amp; Daher, W. (2019). Moodle quizzes as a teaching tool in English for academic purposes course. <i>International Journal of Innovation and Learning</i>, 25(1), 35-49. <a href="https://www.learntechlib.org/p/217240/">https://www.learntechlib.org/p/217240/</a></p> <p>Bao, N. Q., &amp; Van Loi, N. (2020). Moodle quiz to support vocabulary retention in EFL teaching and learning. <i>European Journal of Foreign Language Teaching</i>, 4(4), 54-68. <a href="https://doi.org/10.46827/ejfl.v0i0.2921">https://doi.org/10.46827/ejfl.v0i0.2921</a></p> <p>Gamage, S. H. P. W., Ayres, J. R., &amp; Behrend, M. B., Smith, E. J. (2019). Optimising Moodle quizzes for online assessments. <i>International Journal of STEM Education</i>, 6, 27. <a href="https://doi.org/10.1186/s40594-019-0181-4">https://doi.org/10.1186/s40594-019-0181-4</a></p> <p>Knežević, L., Županec, V., &amp; Radulović, B. (2020). Flipping the classroom to enhance academic vocabulary learning in an English for academic purposes (EAP) course. <i>SAGE Open</i>, 10(3), <a href="https://journals.sagepub.com/doi/pdf/10.1177/2158244020957052">https://journals.sagepub.com/doi/pdf/10.1177/2158244020957052</a></p> <p>Prasetya, R. E. (2021). Effectiveness of teaching English for specific purposes in LMS Moodle: Lecturers' perspective. <i>Journal of English Language Teaching and Linguistics</i>, 6(1), 93-109. <a href="https://doi.org/10.21462/jeltl.v6i1.498">https://doi.org/10.21462/jeltl.v6i1.498</a></p> <p>Son, J.-B. (2017). Online activities for language learning. <a href="http://drjbson.com/projects/oall/">http://drjbson.com/projects/oall/</a></p>
<b>Contributor</b>	<p>Sang-Soon Park (sang-soon.park@usq.edu.au) teaches Tertiary Preparation Pathways (TPP) courses for both domestic and international students and supervises higher degree research students at the University of Southern Queensland in Australia.</p>

## 9

## Activity 9

<b>Activity Title</b>	<b>Technology-enhanced vocabulary learning with Quizlet</b>
<b>Introduction</b>	This activity introduces English as a second/foreign language (ESL/EFL) students at the primary level to acquire meanings of words about government systems through creating word cards using <i>Quizlet</i> .
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Vocabulary
<b>Learner Levels</b>	Primary level (Grades 4-5) ESL/EFL students
<b>Activity Aims</b>	This activity aims to provide students with an opportunity to communicate and collaborate with peers through creating word cards. The students can increase their vocabulary knowledge as well as communication and collaboration skills through <i>Quizlet</i> activities.
<b>Activity Length</b>	60 minutes
<b>Preparation Time</b>	30 minutes (for preparing the list of words)
<b>Technical Requirements &amp; Resources</b>	At least one computer/laptop or tablet computer for each group; <i>Quizlet</i> ( <a href="https://quizlet.com/">https://quizlet.com/</a> ); a list of words related to the topic of ‘Government Systems’ (e.g., government, democracy, anarchy, communism, dictatorship, dictator, president, citizen, monarchy, property, election, law, politics, rule, country)
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The teacher divides students into 4 to 5 groups.</li> <li>2. The teacher checks whether all groups in the classroom are equipped with at least one digital device and the <i>Quizlet</i> (<a href="https://quizlet.com/">https://quizlet.com/</a>) app.</li> </ol>

	<ol style="list-style-type: none"> <li>3. The teacher opens the <i>Quizlet</i> website and introduces how <i>Quizlet</i> works to the students and guides everyone or at least one person in a group to sign in.</li> <li>4. The teacher introduces the list of words, which the students will use in <i>Quizlet</i>, and explains that they will create their own word cards with their own ways to express the meanings of the words.</li> <li>5. The teacher introduces and demonstrates how word cards are created and how the students can learn and play games in <i>Quizlet</i> with visual aids.</li> <li>6. The teacher demonstrates how they will test each other by showing two different types of word games provided by <i>Quizlet</i>.</li> <li>7. The teacher invites the students to ask any questions.</li> <li>8. The students discuss what role each member will play and start working on their word cards and the teacher interacts with the students and checks their work.</li> <li>9. The teacher asks the students to present their group work in class and let other students give feedback.</li> <li>10. The teacher encourages the students to try the assessment provided by <i>Quizlet</i>. The test is provided once the card set is created.</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>● For this type of activity design, the teacher needs to pre-select target words and specific themes.</li> <li>● The teacher might consider implementing reflection or feedback activities using other tools such as <i>Seesaw</i> (<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>).</li> <li>● This activity can be adjusted and modified depending on the students' level and the topic/theme of the lesson.</li> <li>● If there is extra class time after the activity, students can vote for the best group or give verbal feedback to other groups.</li> </ul>
<b>Justification</b>	Vocabulary learning is an essential part in foreign language learning (Alqahtani, 2015). In ESL environments such as

	<p>international schools, the importance of vocabulary knowledge is emphasized since all classes and subjects are taught in the target language. As cited in Nam (2010), Hulstijn (1992) and Hulstijn and Laufer (2001) demonstrated that target vocabulary items were retained significantly longer when their meanings were correctly inferred and composed than when explained by their synonyms or engaged in a reading comprehension or fill-in task. Dizon's (2016) study shows that there is a significant benefit and efficacy of <i>Quizlet</i> in vocabulary learning. <i>Quizlet</i> provides a platform where users can share their word cards. It also provides tools for its users to create their own word cards and different types of games to learn vocabulary in engaging ways.</p>
<b>References and Further Reading</b>	<p>Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. <i>International Journal of Teaching and Education</i> 3(3), 21-34. <a href="https://doi.org/10.52950/TE.2015.3.3.002">https://doi.org/10.52950/TE.2015.3.3.002</a></p> <p>Dizon, G. (2016). Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese University students. <i>Teaching English with Technology</i>, 16(2), 40-56. <a href="https://tewtjournal.org/download/4-quizlet-in-the-efl-classroom-enhancing-academic-vocabulary-acquisition-of-japanese-university-students-by-gilbert-dizon/">https://tewtjournal.org/download/4-quizlet-in-the-efl-classroom-enhancing-academic-vocabulary-acquisition-of-japanese-university-students-by-gilbert-dizon/</a></p> <p>Nam, J. (2010). Linking research and practice: Effective strategies for teaching vocabulary in the ESL classroom. <i>TESL Canada Journal</i>, 28(1), 127-135. <a href="https://doi.org/10.18806/tesl.v28i1.1064">https://doi.org/10.18806/tesl.v28i1.1064</a></p>
<b>Contributor</b>	<p>Mijin Jang (mjjang3925@gmail.com) is a PhD student in English Language Education at Jeju National University in South Korea.</p>

# 10

## Activity 10

Activity Title	Writing suggestions for solving global climate issues
<b>Introduction</b>	This activity invites students to watch video clips concerning light pollution on <i>Google Classroom</i> ( <a href="https://classroom.google.com/">https://classroom.google.com/</a> ). It can help students set goals for having global citizenship. Students will get a sense of purpose and ownership in the world as a global citizen.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Writing and speaking
<b>Learner Levels</b>	Intermediate to advanced level high school students
<b>Activity Aims</b>	This activity aims to help students develop their academic writing skills, raise their awareness of global issues, and draw attention to the global issues around the world.
<b>Activity Length</b>	50 minutes; variable
<b>Preparation Time</b>	50 minutes (for editing video clips related to light pollution and uploading them to <i>Google Classroom</i> )
<b>Technical Requirements &amp; Resources</b>	A mobile device for each student; <i>Google Classroom</i> ( <a href="https://classroom.google.com/">https://classroom.google.com/</a> ); <i>Kahoot!</i> ( <a href="https://kahoot.com/">https://kahoot.com/</a> ); <i>Quizlet</i> ( <a href="https://quizlet.com/">https://quizlet.com/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The teacher guides students to watch a video clip concerning light pollution (e.g., damages to sea turtles).</li> <li>2. After watching the video clip, the students can share their opinions and experiences about light pollution in an online discussion forum before a writing activity.</li> <li>3. The teacher asks the students to investigate real cases of light pollution and share them with students by using <i>Kahoot!</i> (<a href="https://kahoot.com/">https://kahoot.com/</a>).</li> </ol>

	<ol style="list-style-type: none"> <li>4. The teacher provides the students with key words related to light pollution and lets them consider how the words are connected with light pollution.</li> <li>5. The teacher assigns the students a writing task on the way to prevent light pollution and give them requirements for the writing task.</li> <li>6. The students use <i>Google Classroom</i> (<a href="https://classroom.google.com/">https://classroom.google.com/</a>) for the writing task. They are guided to use <i>WordReference</i> (<a href="https://www.wordreference.com/">https://www.wordreference.com/</a>) for figuring out what specific words mean.</li> <li>7. The students can also watch model essays on <i>Google Classroom</i> if necessary.</li> <li>8. After the writing task, the students check each other's work, share ideas about solutions, and provide feedback on them.</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• Students can be guided to refer to the topic of the writing task and to introduce the video clip before the writing task. A brief description of the video clip and necessary information that needs to be looked at can be provided.</li> <li>• Online group discussions are essential to suggest and discuss possible solutions for light pollution.</li> <li>• Students can be guided to investigate actual cases that affect light pollution seriously before the writing task.</li> </ul>
<b>Justification</b>	<p>This activity is designed to raise students' awareness of global issues and develop problem solving skills by writing essays about light pollution. ICT tools can have a positive and motivating effect on students' language learning because they can be stimulating and appealing for students (Kilmova, 2014). Students can become more interested in global environmental issues and develop their ability to be conscious of and deal with them in real life. They become alert to this kind of issue and show an active attitude to suggest possible solutions (Wible, 2020). Students can offer a variety of solutions and share opinions on them with their</p>

	<p>classmates and discuss how the government is currently dealing with the environmental issue (Hsia, 2021). After conducting an investigation into global environmental problems related to light pollution, students can become aware of the seriousness of the problems and present simple solutions that can be implemented in real life. Thus, this activity can be an opportunity for students to write online and think more about environmental issues.</p>
<b>References and Further Reading</b>	<p>Challob, A. I. (2021). The effect of flipped learning on EFL students' writing performance, autonomy, and motivation. <i>Education and Information Technologies</i>, 26(4), 3743-3769.  <a href="https://doi.org/10.1007/s10639-021-10434-1">https://doi.org/10.1007/s10639-021-10434-1</a></p> <p>Hsia, L. H., Lin, Y. N., &amp; Hwang, G. J. (2021). A creative problem solving-based flipped learning strategy for promoting students' performing creativity, skills and tendencies of creative thinking and collaboration. <i>British Journal of Educational Technology</i>, 52(4), 1771-1787.  <a href="https://doi.org/10.1111/bjet.13073">https://doi.org/10.1111/bjet.13073</a></p> <p>Klimova, B. F., &amp; Poulova, P. (2014, February). ICT as a motivational tool in the learning of foreign languages. In <i>Proceedings of the 2014 International Conference on Educational Technologies and Education</i> (pp. 53-56).  <a href="https://www.inase.org/library/2014/interlaken/bypaper/EDU/EDU-06.pdf">https://www.inase.org/library/2014/interlaken/bypaper/EDU/EDU-06.pdf</a></p> <p>Talib, T., &amp; Cheung, Y. L. (2017). Collaborative writing in classroom instruction: A synthesis of recent research. <i>The English Teacher</i>, 46(2), 43-57.  <a href="http://www.journals.melta.org.my/TET/downloads/tet46_02_01.pdf">http://www.journals.melta.org.my/TET/downloads/tet46_02_01.pdf</a></p> <p>Wible, S. (2020). Using design thinking to teach creative problem solving in writing courses. <i>College Composition and Communication</i>, 71(3), 399-425.  <a href="https://library.ncte.org/journals/CCC/issues/v71-3/30501">https://library.ncte.org/journals/CCC/issues/v71-3/30501</a></p>
<b>Contributor</b>	<p>Sang Hyun Ko (kossang007@gmail.com) teaches English at Youngju High School and studies a Master of English language education at the Jeju National University in South Korea.</p>

## 11

## Activity 11

<b>Activity Title</b>	<b>Avoiding plagiarism in the academic writing process</b>
<b>Introduction</b>	Although plagiarism has continuously been addressed by many educational practitioners, it is still considered as a rampant problem in academic writing classes. The proper implementation of <i>Turnitin</i> ( <a href="https://www.turnitin.com/">https://www.turnitin.com/</a> ) in students' academic writing process can alleviate this predicament.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Writing: academic English writing skills (e.g., proper note-taking skills – summarizing, paraphrasing, and quoting), including self-regulated revision strategies for the APA 7th edition reference citations
<b>Learner Levels</b>	Senior high school students to college students (with basic knowledge of academic writing)
<b>Activity Aims</b>	This activity aims to help both academic writing teachers and students deal with plagiarism issues properly. By using <i>Turnitin</i> , teachers can focus more on the substance and other mechanics of writing in marking papers. Students can understand their writing skills more by experiencing how <i>Turnitin</i> works.
<b>Activity Length</b>	30 minutes; variable
<b>Preparation Time</b>	30 minutes
<b>Technical Requirements &amp; Resources</b>	A desktop or a laptop for each student/group; <i>Turnitin</i> ( <a href="https://www.turnitin.com/">https://www.turnitin.com/</a> ); A learning management system (e.g., <i>Moodle</i> )
<b>Procedure</b>	1. The teacher asks students to submit their work a day before the deadline. This is to give enough time for <i>Turnitin</i> to generate their submission, and for the students to revise any parts highlighted by <i>Turnitin</i> .

2. For the highlighted common words, the students change them with more scholarly words.
3. For the highlighted phrasal verb, the students choose a more formal one-word verb (e.g., find out to discover, check out to analyze).
4. For the highlighted sentences, the students revise the construction from author-based citation to idea-based citation, or vice versa.
5. The students check the reference list as highlighted by *Turnitin* for self-regulated revision strategies of the APA 7th edition.
6. The teacher asks the students to complete a Turnitin Similarity Report (TSR) form.

### Options and Suggestions

- The teacher can guide his/her students to complete the TSR form below:

Name		
Total TSR		
Distribution of %	Highlighted/Coloured Text	Action Done

- The teacher may do the TSR activity synchronously. The teacher may allot a specific time during the lecture when all students will be required to open their TSR and fill out their TSR form.
- Do not prescribe an allowable or specific percentage of a student's TSR because the percent result is not an assurance of originality but only similarity.
- Remind students that the goal of *Turnitin* usage is not to get zero in their TSR, but to check high similar phrases and sentences that are considered plagiarized and to revise them accordingly.
- Let students experience the nature of *Turnitin*, so they can independently revise their work.
- There are other free plagiarism checkers available (e.g., <https://www.plagiarismchecker.co/>; <https://www.duplihecker.com/>;

	<a href="https://www.quetext.com/plagiarism-checker">plagiarism.com/</a> ; <a href="https://www.quetext.com/plagiarism-checker">https://www.quetext.com/plagiarism-checker</a> ).
<b>Justification</b>	<p>Plagiarism in academic writing has been one of the most rampant problems (Amiri &amp; Razmjoo, 2016; Farahian et al., 2020; Khadilkar, 2018). Both teachers and students struggle to address this predicament even though there are many plagiarism checkers available online. It is presumably because writing and the use of anti-plagiarism software have always been treated separately. Hence, some researchers have seen the light of combining them together in their pedagogy. For example, Abiodun-Oyebanji (2019) investigated its combined effect as she incorporated protection motivation theory (PMT).</p> <p>By incorporating <i>Turnitin</i> as a part of the writing process (Holi Ali, 2013), students can be guided which parts of their work are flagged plagiarized. To the same degree, students can be encouraged to be honest and confident as they enhance their note-taking skills (summarizing, paraphrasing, and quoting). When a TSR is included in the writing process, students are given the chance to have a close look at their paper and revise it based on the results of their TSR. As emphasized in Tan and Bensal's (2021, 2022) studies, this kind of writing process could prevent the vicious cycle of plagiarism in an academic writing class. Most importantly, students' writing style becomes original and scholarly because of their better word choice, improved phrase structure, and distinctive sentence construction.</p>
<b>References and Further Reading</b>	<p>Abiodun-Oyebanji, O. J. (2019). Adoption and the use of plagiarism software among university students in Oyo State, Nigeria. <i>Journal of Education Review</i>, 11(2), 85-95.</p> <p>Amiri, F., &amp; Razmjoo, S. A. (2016). On Iranian EFL undergraduate students' perceptions of plagiarism. <i>Journal of Academic Ethics</i>, 14(2), 115-131. <a href="https://doi.org/10.1007/s10805-015-9245-3">https://doi.org/10.1007/s10805-015-9245-3</a></p> <p>Bensal, E. R., Miraflores, E. S., &amp; Tan, N. C. C. (2013). Plagiarism: Shall we turn to Turnitin? <i>CALL-EJ</i>, 14(2), 2-22. <a href="http://callej.org/journal/14-2/Bensal_Miraflores_Tan_2013.pdf">http://callej.org/journal/14-2/Bensal Miraflores Tan 2013.pdf</a></p>

- Bensal, E. R. (2020, November 21). A thread of torturing and tutoring in using Turnitin. <https://www.edwinarbensal.com/post/tuning-teachers-turnitin-the-connection-of-torturing-and-tutoring-with-the-use-of-turnitin>
- Bensal, E. R. (2021, December 28). Turnitin: Turning bane into boon. <https://www.edwinarbensal.com/post/turnitin-turning-bane-into-boon>
- Farahian, M., Parhamnia, F., & Avarzamani, F. (2020). Plagiarism in theses: A nationwide concern from the perspective of university instructors. *Cogent Social Sciences*, 6(1). <https://doi.org/10.1080/23311886.2020.1751532>
- Holi Ali, H. I. (2013). Minimizing cyber-plagiarism through Turnitin: Faculty's and students' perspectives. *International Journal of Applied Linguistics & English Literature*, 2(2), 33-42. <https://doi.org/10.7575/aiac.ijalel.v.2n.2p.33>
- Khadilkar, S. S. (2018). The plague of plagiarism: Prevention and cure. *PubMed Central*, 68(6), 425-431. <https://doi.org/10.1007/s13224-018-1182-9>
- Tan, L. N., & Bensal, E. R. (2021). Optimism bias and plagiarism: The effects of reinforcements on Filipino students' academic writing proficiency. *The Journal of Asia TEFL*, 18(2), 591-607. <http://dx.doi.org/10.18823/asiatefl.2021.18.2.13.591>
- Tan, L. N., & Bensal, E. R. (2022). Effects of diametric motivational approach on Filipino students' academic writing proficiency: A mediation analysis. *The Journal of Asia TEFL*, 19(3) 797-817. <http://dx.doi.org/10.18823/asiatefl.2022.19.3.4.797>

**Contributor**

Edwina R. Bensal (edwina.bensal@dlsu.edu.ph) is a faculty member of De La Salle University – Manila, Philippines.

## 12

### Activity 12

<b>Activity Title</b>	<b>Avoiding contract cheating</b>
<b>Introduction</b>	This activity imparts knowledge to students about contract cheating and ways to avoid it. It allows the students to integrate four macro skills and collaborate in pair and group work.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Listening, writing, speaking, and reading
<b>Learner Levels</b>	High school/university students (A2/B1 in the Common European Framework of Reference for Languages (CEFR))
<b>Activity Aims</b>	This activity aims to raise learner awareness about contract cheating and develop learners' critical thinking by expressing their own views and collaborating with other learners.
<b>Activity Length</b>	45 minutes
<b>Preparation Time</b>	15-25 minutes
<b>Technical Requirements &amp; Resources</b>	A computer connected to the Internet with a projector and speakers; <i>WordCloud Generator</i> ( <a href="https://monkeylearn.com/word-cloud/">https://monkeylearn.com/word-cloud/</a> ); <i>Padlet</i> ( <a href="https://www.padlet.com/">https://www.padlet.com/</a> ); <i>Edpuzzle</i> ( <a href="https://www.edpuzzle.com/">https://www.edpuzzle.com/</a> ); <i>WordWall</i> ( <a href="https://Wordwall.net/">https://Wordwall.net/</a> ); <i>Canva</i> ( <a href="https://www.canva.com/">https://www.canva.com/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. To activate students' background knowledge, students are first asked questions about what they feel about cheating and the consequences of cheating.</li> <li>2. The students are asked to find an article or blog post regarding contract cheating on the web by using search engines. Then, they are directed to <i>Word Cloud</i></li> </ol>

	<p><i>Generator</i> (<a href="https://monkeylearn.com/word-cloud/">https://monkeylearn.com/word-cloud/</a>), which creates word clouds based on the text or file uploaded.</p> <ol style="list-style-type: none"> <li>The students then copy and paste the blog post or the article to the word cloud website and then write down the most frequent and relevant words in the word cloud.</li> <li>The students are told that they are going to watch a video on the topic of cheating (e.g., <a href="https://www.youtube.com/watch?v=3J4AtFLE0vc">https://www.youtube.com/watch?v=3J4AtFLE0vc</a>). Then, they are asked to determine where the selected words appear in the video and in which context.</li> <li>The students are divided into four groups. Each group will select one category from the following categories: the possibility of blackmail; personal consequences; academic consequences; and professional consequences. They brainstorm and write at least three possible harmful effects regarding the selected category on <i>Padlet</i> (<a href="https://www.padlet.com/">https://www.padlet.com/</a>).</li> <li>As another post-listening activity, the students of each group are asked to provide one solution to the other group who would like to avoid contract cheating under the title “Ways to avoid contract cheating”.</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>As a project, students can work in pairs/groups and create questions for the video that they watched during the lesson. <i>Edpuzzle</i> (<a href="https://www.edpuzzle.com/">https://www.edpuzzle.com/</a>) website can be used for this purpose in order to create short answer or multiple-choice questions.</li> <li>As homework and/or in or out-of-class assignments, students can also be asked to create a vocabulary game based on the video or the word cloud that they created. <i>Wordwall</i> (<a href="https://www.wordwall.net/">https://www.wordwall.net/</a>) can be used in pairs or groups to create interactive activities, which can be shared with the whole class.</li> <li>Taking the ideas shared on the <i>Padlet</i> (<a href="https://www.padlet.com/">https://www.padlet.com/</a>) website, students can create an infographic or a poster on <i>Canva</i> (<a href="https://www.canva.com/">https://www.canva.com/</a>), which explains what contract cheating is and possible ways to avoid it.</li> </ul>

<b>Justification</b>	<p>This activity is designed to encourage learners to benefit from their own experience and to help them organize information to provide a framework for understanding new information. Therefore, they can benefit from schemata, which can help learners remember information by providing cues and triggers that can remind them of previously learned information. The activity encourages learners to benefit from their previous experience with what they know and what they have experienced. It also allows learners to be more engaged in the material as they have to actively seek out information on cheating and contract cheating. Moreover, via the group work activity, students can learn from each other (Belland, 2014) while brainstorming on the negative consequences of contract cheating. In this way, they will have the opportunity to see different perspectives and learn new information. It will encourage critical thinking and problem-solving skills (Rezaei et al., 2011) as students have to determine the possible issues and solutions and how to apply these to the task at hand.</p>
<b>References and Further Reading</b>	<p>Belland, B. R. (2014). Scaffolding: Definition, current debates, and future directions. In J. Spector, M. Merrill, J. Ellen, &amp; M. Bishop (Eds.), <i>Handbook of research on educational communications and technology</i> (pp. 505-518). Springer. <a href="https://doi.org/10.1007/978-1-4614-3185-5_39">https://doi.org/10.1007/978-1-4614-3185-5_39</a></p> <p>Godwin-Jones, R. (2021). Evolving technologies for language learning. <i>Language Learning &amp; Technology</i>, 25(3), 6-26. <a href="http://hdl.handle.net/10125/73443">http://hdl.handle.net/10125/73443</a></p> <p>Harper, R., Bretag, T., &amp; Rundle, K. (2021). Detecting contract cheating: Examining the role of assessment type. <i>Higher Education Research &amp; Development</i>, 40(2), 263-278. <a href="https://doi.org/10.1080/07294360.2020.1724899">https://doi.org/10.1080/07294360.2020.1724899</a></p> <p>Kılıçkaya, F., Kic-Drgas, J., &amp; Nahlen, R. (Eds.). (2022). <i>The challenges and opportunities of teaching English worldwide in the COVID-19 pandemic</i>. Cambridge Scholars Publishing.</p> <p>Lai, C. (2017). <i>Autonomous language learning with technology: Beyond the classroom</i>. Bloomsbury.</p>

- Psoinos, I. D. (2021). *Adapting approaches and methods to teaching English online*. Routledge.  
<https://doi.org/10.1007/978-3-030-79919-9>
- Rezaei, S., Derakhshan, A., & Bagherkazemi, M. (2011). Critical thinking in language education. *Journal of Language Teaching and Research*, 2(4), 769-777.  
<https://doi.org/10.4304/jltr.2.4.769-777>
- Son, J.-B. (2010). *Online tools for language teaching*.  
<https://drjbson.com/projects/tools/>
- Son, J.-B. (2017). *Online activities for language learning*.  
<https://drjbson.com/projects/oall/>

---

**Contributors**

Ferit Kılıçkaya (ferit.kilickaya@gmail.com) is a Professor of English at Burdur Mehmet Akif Ersoy University, Turkey. His research interest includes assessment and technology.

Jeyasala Ramaswamy (jeyasala@gmail.com) is an Assistant Professor at Alagappa Govt. Arts College, Karaikudi in Tamilnadu, India. She teaches English literature and language.

## 13

### Activity 13

<b>Activity Title</b>	<b>Creating an academic poster</b>
<b>Introduction</b>	Teachers seldom suggest an online tool or software to materialize an academic poster, which is a “hybrid of a published paper and an oral presentation” (Miller, 2007, p. 311). Incorporating the creation of an e-poster in the research writing process can address students’ common writing weaknesses - verbosity and unparalleled ideas.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Writing
<b>Learner Levels</b>	Senior high school students of ESL/EFL with basic knowledge of academic writing
<b>Activity Aims</b>	This activity aims to help students transform their research paper into an academic poster, practice brevity in expressing their ideas, and observe parallelism.
<b>Activity Length</b>	90 minutes (15 minutes for preparing; 30 minutes for writing highlights for each research section; 30 minutes for poster making; and 15 minutes for debriefing)
<b>Preparation Time</b>	15 minutes (allocated for signing up to Canva and conceptualizing ideas on creating an e-poster)
<b>Technical Requirements &amp; Resources</b>	<i>Canva</i> ( <a href="https://www.canva.com/">https://www.canva.com/</a> ); <i>YouTube</i> : How to use Canva ( <a href="https://www.youtube.com/watch?v=zJSgUx5K6V0">https://www.youtube.com/watch?v=zJSgUx5K6V0</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Ask students to divide their writing into sections (e.g., introduction, research questions, methodology).</li> <li>2. Provide only highlights per section: one phrase or one sentence per bullet point; phrases must be no more than 5 words; sentences must be no more than 15 words; and bullet points per section must be no more than 3.</li> </ol>

	<p>3. Guide the students to: (1) open the <i>Canva</i> (<a href="https://www.canva.com/">https://www.canva.com/</a>) website and login; (2) click “create a design” and choose “poster” for the dimensions; (3) select a template that best suits their research paper’s theme; (4) type their research title and name on top; (5) customize their e-poster layout; (6) remove unnecessary words or phrases; (7) proofread their work (e.g., spelling, punctuation); (8) save and download their design (PDF, JPG, or PNG); and (9) submit their poster to the teacher.</p>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>● Students may combine or use other applications (e.g., <i>Photoshop</i>, <i>Paint Tool Sai 2</i>, <i>Kanban</i>).</li> <li>● Students may opt to choose a blank canvas and divide it into sections needed for the poster through inserting straight lines, curved lines, and rectangles.</li> <li>● The teacher may ask students to create a reference page on a separate <i>Google Docs</i> (<a href="https://docs.google.com/">https://docs.google.com/</a>), generate a QR code redirecting to the <i>Google Docs</i>, and download the QR code and attach it to the poster.</li> <li>● Students will understand the <i>Canva</i> application and the importance of brevity and parallelism more once they do their poster, so be a little patient with them and let them really experience it.</li> </ul>
<b>Justification</b>	<p>Being novice writers, students have the tendency to write in verbose and confusing ways. They have the impression that the longer the work, the better it is (Alsalam, 2022). Even despite several revisions, students may still not get a full grasp of their work and the essence of brevity (Scott, 2014) and parallelism (Watling, 2015). However, when they are exposed to creating an e-poster from their research papers, they are transported in a different genre of academic writing process (Romadlon, 2019).</p> <p>By creating an e-poster, students are given the chance to properly divide their work into several sections accompanied with the most important information in the form of a few phrases and sentences only. As they create several sections, they can easily identify parts that need to be parallel with each other. This activity trains them to retain only the most essential ideas because of the prescribed number of words given by the teacher. Hence, it</p>

	<p>can improve their “editing, succinctness, and the ability to synthesize the literature” (Cyr, 2017, p. A46). Conciseness is essential in any scientific paper, especially for a research poster. With the help of a more sophisticated tool (like Canva) in creating an e-poster, research presenters can achieve clarity and persuasiveness through the power of parallel structure and brevity (Watling, 2015).</p>
<b>References and Further Reading</b>	<p>Alsalam, A. I. (2022). Challenges of short sentence writing encountered by first-year Saudi EFL undergraduate students. <i>Arab World English Journal</i>, 13(1), 534-549.</p> <p>Bensal, E. R. (2021, August 14). Sustainable communication strategies. <a href="https://www.edwinarbensal.com/post/sustainable-communication-strategies">https://www.edwinarbensal.com/post/sustainable-communication-strategies</a></p> <p>Cyr, N. E. (2017). “Brevity is the soul of wit”: Use of a stepwise project to teach concise scientific writing. <i>Journal of Undergraduate Neuroscience Education</i>, 16(1), A46-A51. <a href="https://www.funjournal.org/wp-content/uploads/2017/09/june-16-46.pdf?x36670">https://www.funjournal.org/wp-content/uploads/2017/09/june-16-46.pdf?x36670</a></p> <p>Gehred, A. P. (2020). Canva. <i>Journal of the Medical Library Association</i>, 108(2), 338-340. <a href="https://doi.org/10.5195/jmla.2020.940">https://doi.org/10.5195/jmla.2020.940</a></p> <p>Miller, J. E. (2007, February). Preparing and presenting effective research posters. <i>Health Services Research</i>, 42(1p1), 311-328. <a href="https://doi.org/10.1111/j.1475-6773.2006.00588.x">https://doi.org/10.1111/j.1475-6773.2006.00588.x</a></p> <p>Nordquist, R. (2017, April 18). Brevity in speech and writing. <i>ThoughtCo</i>. <a href="https://www.thoughtco.com/brevity-speech-and-writing-1689037">https://www.thoughtco.com/brevity-speech-and-writing-1689037</a></p> <p>Romadlon, F. N. (2019). <i>Online poster presentation to activate students’ writing ability</i>. <a href="https://eprints.umk.ac.id/10160/1/Turnitin%20LOOW%204%202014.pdf">https://eprints.umk.ac.id/10160/1/Turnitin%20LOOW%204%202014.pdf</a></p> <p>Scott, R. (2014). The art of brevity. <i>Visual Arts Research</i>, 40(78), 121-123.</p> <p>Watling, C. (2015). The power of parallel structure. <i>Perspectives on Medical Education</i>, 4(6), 329-330. <a href="https://doi.org/10.1007/s40037-015-0227-3">https://doi.org/10.1007/s40037-015-0227-3</a></p> <p>Ziovo. (March 21, 2020). How to use Canva for beginners (Canva tutorial 2020) [Video file]. YouTube. <a href="https://www.youtube.com/watch?v=zJSgUx5K6V0">https://www.youtube.com/watch?v=zJSgUx5K6V0</a></p>

<b>Contributor</b>	Edwina R. Bensal (edwina.bensal@dlsu.edu.ph) is a faculty member of De La Salle University – Manila, Philippines.
--------------------	---

## 14

## Activity 14

<b>Activity Title</b>	<b>Introducing a novel through a digital poster</b>
<b>Introduction</b>	This activity can be considered as a wrap-up activity that can be used after students read a novel. Students review the novel by reading some quotes and discuss the writer's message, theme, and literary devices. Then, they make digital posters with <i>Canva</i> ( <a href="https://www.canva.com/">https://www.canva.com/</a> ).
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Reading, writing, speaking, and listening
<b>Learner Levels</b>	Intermediate level high school students
<b>Activity Aims</b>	This activity aims to improve students' skills to analyse and present the theme of the novel they read and the meaning of the quotes they choose.
<b>Activity Length</b>	50 minutes; variable
<b>Preparation Time</b>	10 minutes (for setting up and logging in)
<b>Technical Requirements &amp; Resources</b>	At least one computer for each group; <i>Canva</i> ( <a href="https://www.canva.com/">https://www.canva.com/</a> ); <i>Google Docs</i> ( <a href="https://drive.google.com/">https://drive.google.com/</a> ); <i>Google Scholar</i> ( <a href="https://scholar.google.com/">https://scholar.google.com/</a> ); <i>Padlet</i> ( <a href="https://padlet.com/">https://padlet.com/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Before this activity, students are expected read a book. For example, Chinua Achebe's <i>Things Fall Apart</i>.</li> <li>2. The teacher reviews the writer's message from the book by suggesting key concepts of the book such as family, religion, colonization, tradition, masculinity, language, free will, and fate.</li> <li>3. The teacher gives ten quotes to the students through <i>Google Docs</i> (<a href="https://drive.google.com/">https://drive.google.com/</a>) and asks the</li> </ol>

	<p>students to choose one quote that they think represents the theme of the novel.</p> <ol style="list-style-type: none"> <li>4. The students discuss the use of language such as what kinds of metaphor or literary devices were used, the meaning of the quote, and its impact on the reader.</li> <li>5. The teacher demonstrates how to utilize <i>Canva</i> (<a href="https://www.canva.com/">https://www.canva.com/</a>), showing the process of making a sample poster.</li> <li>6. The students write the quote they chose on a <i>Canva</i> slide in their own artistic ways. They use post-it flags or stickers to highlight and explain the quotes in detail.</li> <li>7. The students look at other groups' posters and give feedback on them on <i>Padlet</i> (<a href="https://padlet.com/">https://padlet.com/</a>).</li> <li>8. The students revise their posters based on the feedback they receive.</li> <li>9. The students vote for three best posters. Winners receive prizes (e.g., candy, extra credit).</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• Teachers can show example literature posters that introduce quotes.</li> <li>• It is preferable if students are able to discuss literature not just on the surface level but in depth. For example, students could express what they thought about the novel in detail. They should be able to summarize the story, pick out three most impressive scenes and explain why, and analyse the author's messages in the scenes.</li> <li>• The class will be more beneficial to students who enjoy reading and have read literature in their mother language, so they know literary devices such as imagery, metaphor, symbolism, simile, personification, and allusion and how literature works.</li> <li>• For low-level students, teachers can choose a children's book or graded reader to do this activity.</li> <li>• Teachers can show relevant movies, cartoons, or dramas to have students find important quotes and give guidance for making a poster. For example: Chinua Achebe 1930-2013</li> </ul>

	<p>(<a href="https://www.youtube.com/watch?v=CsAzcgKVI5g">https://www.youtube.com/watch?v=CsAzcgKVI5g</a>); Things Fall Apart - an animated summary</p> <p>(<a href="https://www.youtube.com/watch?v=78Y3AdT0viw">https://www.youtube.com/watch?v=78Y3AdT0viw</a>).</p>
<b>Justification</b>	<p>Literature provides EFL learners with authentic language use samples in meaningful contexts. English literature is not created for teaching English and has context and a story. Studying English literature can not only enhance learners' reading and writing skills but also speaking and listening skills while they discuss what they thought about the literary works (Dasoula, 2022). Learners can study target language culture and relate literary works with current global issues. They can make social correlations with the characters from the novel and think more critically about the story of the novel (Khan, 2018). Learners can also have higher motivation when they study English through literature (Vural, 2013).</p> <p>Expressing what they thought and felt while reading the story through a poster is a fun activity for learners, and it is helpful for them to memorize the theme of the story longer (Isariyawat et al, 2020). Learners can reflect on themselves by studying English through literature. For instance, they can learn from reading how to face challenges and how the characters went through their challenges. They can also indirectly experience how other people live by reading literature.</p>
<b>References and Further Reading</b>	<p>Dasoula, E. (2022). Classic literature and digital technology in the 21st century EFL classroom: The case study of Louisa Alcott's Little Women [Doctoral Dissertation, Aristotle University of Thessaloniki].  <a href="https://ikee.lib.auth.gr/record/340800/files/GRI-2022-36089.pdf">https://ikee.lib.auth.gr/record/340800/files/GRI-2022-36089.pdf</a></p> <p>Isariyawat, C., Yenpdech, C., &amp; Intanoo, K. (2020). The role of literature and literary texts in an EFL context: Cultural awareness and language skills. <i>Journal of Language and Linguistic Studies</i>, 16(3), 1320-1333.  <a href="https://doi.org/10.17263/jlls.803748">https://doi.org/10.17263/jlls.803748</a></p> <p>Rabb Khan, M., &amp; Alasmari, A. (2018). Literary texts in the EFL classrooms: Applications, benefits and approaches. <i>International Journal of Applied Linguistics</i></p>

*and English Literature*, 7(5), 167-179.

<https://doi.org/10.7575/aiac.ijalel.v.7n.5p.167>

Vural, H. (2013). Use of literature to enhance motivation in ELT classes. *Mevlana International Journal of Education*, 3(4), 15-23.

<https://doi.org/10.13054/mije.13.44.3.4>

---

**Contributor**

Suwan Kim (jejesuwan@gmail.com) is an English teacher at Pyoseon High School and a master's student in the Department of English Education at Jeju National University in South Korea.

## 15

### Activity 15

<b>Activity Title</b>	<b>Making your motto with online tools</b>
<b>Introduction</b>	This activity gives students an opportunity to make their motto with online tools such as <i>Lettering Generator</i> ( <a href="https://lettering.org/lettering-generator/">https://lettering.org/lettering-generator/</a> ).
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Writing and vocabulary
<b>Learner Levels</b>	Beginner to Intermediate level high school students
<b>Activity Aims</b>	This activity aims to motivate students by making their own mottos and help students improve their vocabulary knowledge and writing skills by participating in online activities.
<b>Activity Length</b>	50 minutes; variable
<b>Preparation Time</b>	30 minutes (for the teacher to make handouts for students and create places where each student can post a piece of work)
<b>Technical Requirements &amp; Resources</b>	A teacher's computer with a projector; A mobile device (e.g., a smartphone, a tablet, a laptop) for each student; <i>Padlet</i> ( <a href="https://padlet.com/">https://padlet.com/</a> ); <i>Lettering Generator</i> ( <a href="https://lettering.org/lettering-generator/">https://lettering.org/lettering-generator/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Invite students to search for some mottos they like by using their mobile devices.</li> <li>2. The teacher asks the students to create their own motto by writing it down on paper first.</li> <li>3. The teacher shows the students a sample of the teacher's work and teaches them how to use <i>Lettering Generator</i>.</li> </ol>

	<p>The teacher explains how to use various tools from finding fonts to saving their artworks.</p> <p>4. After doing some calligraphy of their own motto on paper or online, the students then post their artworks on <i>Padlet</i> (<a href="https://padlet.com/">https://padlet.com/</a>).</p> <p>5. Encourage the students to see others' work and try evaluating and giving feedback on it on <i>Padlet</i>.</p>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• Students must be introduced to the functioning of online calligraphy generators by watching the teacher's demonstration.</li> <li>• If needed, students can add one reason why they chose or made their motto on <i>Padlet</i>.</li> <li>• As a variation of the original task of making their motto, teachers can give other options such as quotes from books, lyrics from their favourite songs, or lines from movies.</li> <li>• Teachers need to attend to lower-level students by checking their understanding of the process (e.g., asking questions about how to use their devices and how they work on their writing).</li> </ul>
<b>Justification</b>	<p>With significant development in information and communication technologies, there is a growing interest in using digital devices in and out of the classroom. A number of online activities can be created by using a variety of online tools (Son, 2010). Dias and Victor (2022) mentioned that mobile devices introduced a new generation of educational tools that afford creative use and instant access to a wealth of resources. This activity offers students opportunities to think about the goals of learning English and improve their vocabulary knowledge and writing skills with online tools. It also encourages students to acknowledge how effective digital devices can be in learning English. Alexander and Winnie (2006) asserted that motivation encompasses various facets such as goals, engagement, self-efficacy, and interest. It is important for teachers to motivate students to keep learning English and take joy in learning the language. In this activity, <i>Padlet</i> and <i>Lettering Generator</i> are used to make their mottos with ease and convenience. These tools are applications that</p>

	<p>allow users to take advantage of the mediational properties of digital devices to perform useful tasks (Hubbard, 2021). Teachers need to use digital devices creatively in their classrooms.</p>
<b>References and Further Reading</b>	<p>Alexander, P. A., &amp; Winnie, P. H. (2006). (Eds.), <i>Handbook of educational psychology</i> (2nd Ed.). Routledge.</p> <p>Dias, L., &amp; Victor, A. (2022). Teaching and learning with mobile devices in the 21st century digital world: Benefits and challenges. <i>European Journal of Multidisciplinary Studies</i>, 7(1), 26-34.  <a href="https://doi.org/10.26417/ejms.v5i1.p339-344">https://doi.org/10.26417/ejms.v5i1.p339-344</a></p> <p>Hubbard, P. (2021). <i>An invitation to CALL: Foundations of computer-assisted language learning</i>. APACALL.  <a href="https://www.apacall.org/research/books/6/">https://www.apacall.org/research/books/6/</a></p> <p>Son, J.-B. (2010). Online tools for language teaching.  <a href="https://drjbson.com/projects/tools/">https://drjbson.com/projects/tools/</a></p>
<b>Contributor</b>	<p>Chang Yoon Kim (morningsky73@gmail.com) teaches English at Sehwa High School in Jeju Island and studies a Master of English language education at Jeju National University in South Korea.</p>

# 16

## Activity 16

<b>Activity Title</b>	<b>Using speech-to-text recognition for independent pronunciation practice</b>
<b>Introduction</b>	Teaching pronunciation online can be a challenging task. Slower response times in an online environment make drilling and feedback on individual responses more time-consuming. Speech-to-text recognition technologies can help learners practice pronouncing their target language before receiving teacher feedback.
<b>Target Language</b>	Various languages including English
<b>Target Language Skills &amp; Areas</b>	Speaking and pronunciation
<b>Learner Levels</b>	Beginner to advanced level
<b>Activity Aims</b>	This activity aims to provide a platform for learners to practice pronunciation independently before receiving teacher feedback.
<b>Activity Length</b>	10-20 minutes depending on the length of the text
<b>Preparation Time</b>	5 minutes
<b>Technical Requirements &amp; Resources</b>	<i>Google Docs</i> ( <a href="https://docs.google.com/">https://docs.google.com/</a> ); <i>Microsoft Word</i> ( <a href="https://www.office.com/">https://www.office.com/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Provide students with a text. The length of the text should be appropriate to the students' level. A beginner text might comprise individual words or phrases. A more advanced text might comprise longer sentences or paragraphs.</li> <li>2. Read the text (or play a recording) for the students to hear a natural model of the target language. Then, have the students read the text aloud 2-3 times to themselves to become more familiar with the target language.</li> </ol>

	<ol style="list-style-type: none"> <li>3. The students record their pronunciation of the target language using a speech-to-text application (e.g., <i>Google Docs</i>, <i>Microsoft Word</i>). This produces a transcript of their language use.</li> <li>4. The students compare the transcript with the original text noting any errors. They repeat the task focusing on any mis-pronounced language.</li> <li>5. The students can either submit an audio-recording to the teacher for feedback or produce the language in class for teacher feedback.</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• It is important that the length of the text is appropriate to students' level. Texts that are too long may lose focus on the target language. The focus should always be on pronunciation.</li> <li>• Allowing students to practice producing the text independently provides confidence before producing it in front of the teacher or other students. It also gives students more time practicing the language than in a whole class environment.</li> <li>• Once students are familiar with this activity, they can use it independently outside of the class to improve pronunciation with any language learned.</li> <li>• The activity can also be used to create student-generated content for in-class use. This can be very useful for students with stronger oral skills than written skills. Individuals can use the activity to produce personal stories or anecdotes, whereas pairs or small groups can use the activity to produce dialogues or discussions. It is likely that some editing will be required before the texts are ready for in-class use.</li> </ul>
<b>Justification</b>	<p>Improving one's spoken language proficiency is not limited to learning the form, meaning, and pronunciation of a new language. Burns and Goh (2012) identify the importance of self-monitoring, which involves independently developing awareness of the accuracy and appropriateness of the language produced. As a result, more emphasis is being placed on developing independent learning strategies. This activity identifies self-monitoring as an integral aspect in developing learner pronunciation.</p>

The COVID-19 pandemic has led to increased use of digital technologies in language learning. This activity exploits the use of speech-to-text recognition technologies in improving learner pronunciation. Ahn and Lee (2016) identify the value of speech-to-text technologies in developing spoken proficiency. Recent studies have identified benefits with spoken language using speech-to-text recognition technologies to increase learners' overall performance and self-confidence (Shadiev et al., 2014), reduce anxiety (Shadiev et al., 2017), and develop greater accuracy (Chen, 2022). Chen (2022) also notes that learner performance improves with continual use of speech-to-text recognition technologies. The literature supports the use of this activity to develop an autonomous learning strategy that students can use to self-monitor spoken language at any time.

## References and Further Reading

- Ahn, T.-Y., & Lee, S.-M. (2016). User experience of a mobile speaking application with automatic speech recognition for EFL learning. *British Journal of Educational Technology*, 47(4), 778-786.  
<https://doi.org/10.1111/bjet.12354>
- Chen, K. T. C. (2022). Speech-to-text recognition in university English as a foreign language. *Education and Information Technologies*, 27(7), 9857-9875.  
<https://doi.org/10.1007/s10639-022-11016-5>
- Kelly, G. (2000). *How to teach pronunciation*. Pearson.
- Shadiev, R., Hwang, W.-Y., Chen, N., & Huang, Y.-M. (2014). Review of speech-to-text recognition technology for enhancing learning. *Educational Technology & Society*, 17(4), 65-84.  
<https://drive.google.com/open?id=1hDZIdkpi-J9NQtrRaFpJCjW-8v09MmFIM>
- Shadiev, R., Huang, Y.-M., & Hwang, J.-P. (2017). Investigating the effectiveness of speech-to-text recognition applications on learning performance, attention, and mediation. *Educational Technology research and Development*, 65(5), 1239-1261.  
<https://doi.org/10.1016/j.compedu.2016.05.011>
- Swan, M., & Smith, B. (2001). *Learner language: A teacher's guide to interference and other problems* (2nd ed.). Cambridge University Press.

**Contributor**

Simon Cosgriff ([simon.cosgriff@curtin.edu.au](mailto:simon.cosgriff@curtin.edu.au)) teaches ESL at Curtin University in Perth, Western Australia. His research interests include teacher development and independent learning strategies for students.

## 17

## Activity 17

<b>Activity Title</b>	<b>Speed listening with a text-to-speech tool</b>
<b>Introduction</b>	This activity provides students with authentic and self-paced listening materials, taking advantage of a text-to-speech (TTS) program. Students can adjust the speed of the audio and monitor their own learning.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Listening
<b>Learner Levels</b>	Beginning-intermediate secondary level
<b>Activity Aims</b>	This activity aims to enhance students' listening comprehension by adopting self-paced listening and repeated listening materials. It also aims to prepare students to listen to authentic texts presented by native speakers.
<b>Activity Length</b>	30 minutes
<b>Preparation Time</b>	15 minutes
<b>Technical Requirements &amp; Resources</b>	A tablet computer for each student; <i>Natural Reader</i> ( <a href="https://www.naturalreaders.com/">https://www.naturalreaders.com/</a> ); <i>ESL Video</i> ( <a href="https://www.eslvideo.com/">https://www.eslvideo.com/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The teacher prepares a transcript for a TED Talk by Haukom (2018) (<a href="https://www.youtube.com/watch?v=wbftlDzIALA">https://www.youtube.com/watch?v=wbftlDzIALA</a>).</li> <li>2. Students are going to listen to the transcript using <i>Natural Reader</i> (<a href="https://www.naturalreaders.com/">https://www.naturalreaders.com/</a>). Before playing the speech, the teacher introduces the topic of the talk, which is about lying. The teacher activates the students' background knowledge by asking them to predict the content and organization of the speech.</li> </ol>

	<ol style="list-style-type: none"> <li>3. The students determine their own goals for the rate of speech. On a scale from -9 to 9 set by <i>Natural Reader</i>, they have to consider the highest speed they can achieve while listening to the audio.</li> <li>4. On their own computers, the students can start listening from a relatively low speed such as -3. If they feel the audio can be faster, they can gradually adjust the speed. They can jot down some notes on keywords and main ideas while listening.</li> <li>5. After listening to the audio once, the students are encouraged to listen to it repeatedly. Advanced level students can play it again at an even higher speed to see if they can still process and comprehend the speech.</li> <li>6. The teacher asks the students to confirm if their prediction is correct and explain the reasons. As homework, the teacher asks the students to complete an online listening comprehension quiz on <i>ESL Video</i> (<a href="https://www.eslvideo.com/">https://www.eslvideo.com/</a>).</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• For students with lower English proficiency, they may pause the audio and play a specific segment again whenever necessary so that they can catch up with the content of the speech.</li> <li>• Instead of asking students to check their prediction, the teacher can ask them to provide a summary, which requires them to distinguish between various levels of importance in the speech.</li> <li>• As <i>Natural Reader</i> provides different voices with American, British, Australian, and Indian accents, one of the extensions of this activity is to allow students to immerse themselves in different accents.</li> </ul>
<b>Justification</b>	<p>Previous studies (e.g., Erben et al., 2008) found that authentic materials can facilitate language learning. Authentic materials can keep students motivated and concentrated (Peacock, 1997). However, authentic listening materials may sometimes be too challenging for students because they usually involve redundancies and communication noises that may hamper comprehension. In</p>

this regard, the script extracted and used in *Natural Reader* can help alleviate such challenges.

*Natural Reader* provides students with great flexibility because users can adjust the speed to slow down the stream of language (Levy, 2009). Students can also pause the audio or even repeat a specific sentence simply by clicking on the text. With such flexibility, the teacher can adapt the audio and enable students to learn according to their ability. Thus, the teacher can cater for the learning diversity of students. Students can also be given the opportunity to monitor their own learning progress.

<b>References and Further Reading</b>	<p>Erben, T., Ban, R., &amp; Castaneda, M. (2008). <i>Teaching English language learners through technology</i>. Routledge.</p> <p>Levy, M. (2009). Technologies in use for second language learning. <i>The Modern Language Journal</i>, 93(1), 769-782. <a href="https://doi.org/10.1111/j.1540-4781.2009.00972.x">https://doi.org/10.1111/j.1540-4781.2009.00972.x</a></p> <p>Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. <i>ELT Journal</i>, 51(2), 144-156. <a href="https://doi.org/10.1093/elt/51.2.144">https://doi.org/10.1093/elt/51.2.144</a></p>
<b>Contributor</b>	<p>Moonyoung Park (moonyoungpark@jejunu.ac.kr) is an Associate Professor in the Department of English Education at Jeju National University in the Republic of Korea. His research interests include computer-assisted language learning and language teacher education.</p>

## 18

### Activity 18

<b>Activity Title</b>	<b>AI-based story plot generator for students' writing creativity</b>
<b>Introduction</b>	Artificial intelligence (AI) is becoming people's alternative helping hands to assist daily life. In education, AI has risen to assist learning from simply giving answers to problems to providing ideas for creativity (e.g., illustrated story creation).
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Writing, vocabulary, and grammar
<b>Learner Levels</b>	Beginner to intermediate level
<b>Activity Aims</b>	This activity aims to provide learners with opportunities to learn English collaboratively assisted by AI technology to study interesting stories and create stories within collaborative project-based learning activities.
<b>Activity Length</b>	180 minutes
<b>Preparation Time</b>	30 minutes
<b>Technical Requirements &amp; Resources</b>	An Internet-connected laptop or PC; <i>MindMeister</i> ( <a href="https://www.mindmeister.com/">https://www.mindmeister.com/</a> ); AI-based <i>Plot Generator</i> ( <a href="https://www.plot-generator.org.uk/story/">https://www.plot-generator.org.uk/story/</a> ); <i>Story Jumper</i> ( <a href="https://www.storyjumper.com/">https://www.storyjumper.com/</a> ); <i>Story Weaver</i> ( <a href="https://storyweaver.org.in/">https://storyweaver.org.in/</a> )
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Story reading (30 minutes) <ol style="list-style-type: none"> <li>a. Students select one story from a source (e.g., <a href="https://literacycloud.org/">https://literacycloud.org/</a>)</li> <li>b. They read and take notes on the characters, setting, plot, illustrations, and moral values while learning new vocabularies and grammar.</li> </ol> </li> <li>2. Note sharing and discussion</li> </ol>

	<ol style="list-style-type: none"> <li>a. The students share the notes with a partner.</li> <li>b. They ask opinions, like “What is interesting from the story?”, “What new ideas to share if they want to create a new story?”, etc.</li> </ol> <ol style="list-style-type: none"> <li>3. A new story mindmap             <ol style="list-style-type: none"> <li>a. The students draft a story with characters, a setting, a plot, illustrations, and moral values.</li> <li>b. They draw a mindmap, manually or via <i>MindMeister</i> (<a href="https://www.mindmeister.com/">https://www.mindmeister.com/</a>).</li> </ol> </li> <li>4. Mindmap discussion</li> <li>5. Story draft             <ol style="list-style-type: none"> <li>a. The students revise the mind map.</li> <li>b. They create story plot using the AI-based story generator (<a href="https://www.plot-generator.org.uk/story/">https://www.plot-generator.org.uk/story/</a>).</li> <li>c. They discuss the plot result with three other friends.</li> </ol> </li> <li>6. Story draft revision</li> <li>7. Story creation             <ol style="list-style-type: none"> <li>a. The students go to <i>Story Jumper</i> (<a href="https://www.storyjumper.com/">https://www.storyjumper.com/</a>) or <i>Story Weaver</i> (<a href="https://storyweaver.org.in/">https://storyweaver.org.in/</a>) as they provide illustrations based on particular themes.</li> <li>b. They create the story with characters, a setting, a plot, completed with illustrations, and moral values while using the vocabulary and checking the grammar learned earlier.</li> </ol> </li> <li>8. Story finalisation (30 minutes)             <ol style="list-style-type: none"> <li>a. With the three classmates earlier, the students discuss and refine the story.</li> <li>b. They reflect using 3-2-1 journal reflection: “What 3 things you learned?”, “What 2 things you plan to implement next?”, and “What 1 thing that you still need to improve?”</li> </ol> </li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• Other story makers such as <i>Story Bird</i> (<a href="https://storybird.com/">https://storybird.com/</a>) can be also utilised.</li> <li>• Use of free images from <i>Freepik</i> (<a href="https://www.freepik.com/">https://www.freepik.com/</a>), <i>Bitmoji</i></li> </ul>

	<p>(<a href="https://www.bitmoji.com/">https://www.bitmoji.com/</a>), or <i>Avatar Builders</i> (<a href="https://www.pixton.com/avatar-builder">https://www.pixton.com/avatar-builder</a>) can be also considered.</p> <ul style="list-style-type: none"> <li>• Guidelines on the book size, publication, and authorship should be established.</li> <li>• Themes such as character building, animals, culture, and traditions can be presented.</li> <li>• An assessment rubric on the content, plot organisation, language vocabulary and grammar, use of multimedia, and moral values is informed (download from <a href="https://bit.ly/dsrubric">https://bit.ly/dsrubric</a>).</li> <li>• A Digital Story Project timeline is available and used as a guideline by everyone (download from <a href="https://bit.ly/dsptimeline">https://bit.ly/dsptimeline</a>).</li> </ul>
<b>Justification</b>	<p>AI grows exponentially today and has become humans' life companion in many areas, including education. It has emerged to become pedagogical tools that assist teachers and students to check their grammar, paraphrase sentences, creating stories or essays, or analysing oral or written work (Oliver, 2018; Talan, 2021). One example of AI tools is a story plot generator. It is a tool utilising AI capacity to customise short stories by filling in several key elements, including its style, opening, ending, character's name, some adjectives to support the story, and a pen name as an option for a tailor-made story.</p> <p>Framed within project-based and collaborative learning, teachers can guide students to a digital story creation activity and students can learn vocabulary and grammar while using the target language (Alotaibi, 2020; Ong, 2017). Students can immerse themselves in planning, editing, and revising the story using technology in the authentic learning context (Santosa, 2022), while leveraging their creativity skills during the story creation (Karwowski, et al., 2020).</p>
<b>References and Further Reading</b>	<p>Alotaibi, M. G. (2020). The effect of project-based learning model on persuasive writing skills of Saudi EFL secondary school students. <i>English Language Teaching</i>, 13(7), 19-26. <a href="https://doi.org/10.5539/elt.v13n7p19">https://doi.org/10.5539/elt.v13n7p19</a></p> <p>Karwowski, M., Jankowska, D. M., Brzeski, A., Marta Czerwinka, Gajda, A., Lebuda, I., &amp; Beghetto, R. A.</p>

	<p>(2020). Delving into creativity and learning. <i>Creativity Research Journal</i>, 32(1), 4-16.  <a href="https://doi.org/10.1080/10400419.2020.1712165">https://doi.org/10.1080/10400419.2020.1712165</a></p> <p>Oliver, J. (2018). Artificial intelligence in education. In <i>EDULEARN18 Proceedings</i> (Vol. 1).  <a href="https://doi.org/10.21125/edulearn.2018.0829">https://doi.org/10.21125/edulearn.2018.0829</a></p> <p>Ong, C. G. (2017). Digital story creation: Its impact towards academic performance. <i>International Conference Educational Technologies</i>, 180-182.  <a href="https://files.eric.ed.gov/fulltext/ED579294.pdf">https://files.eric.ed.gov/fulltext/ED579294.pdf</a></p> <p>Santosa, M. H., Harismayanti, I., &amp; Putra, I. N. A. J. (2022). Technology in action: Developing gamification handbook in English teaching and learning for the 21st century learners. <i>TESL-EJ</i>, 26(1), 1-25.  <a href="https://doi.org/10.55593/ej.26101a2">https://doi.org/10.55593/ej.26101a2</a></p> <p>Talan, T. (2021). Artificial intelligence in education: A bibliometric study. <i>International Journal of Research in Education and Science</i>, 7(3), 822-837.  <a href="https://doi.org/10.46328/ijres.2409">https://doi.org/10.46328/ijres.2409</a></p>
<b>Contributor</b>	<p>Made H. Santosa (mhsantosa@undiksha.ac.id) is a lecturer at Universitas Pendidikan Ganesha, Bali, Indonesia with a research interest on technology in English language teaching.</p>

## 19

### Activity 19

<b>Activity Title</b>	<b>Integrating artificial intelligence into collaborative poetry</b>
<b>Introduction</b>	This activity integrates artificial intelligence (AI) into students' collaborative writing. The activity allows students to create their poems working in groups via the use of AI.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Writing and speaking
<b>Learner Levels</b>	High school/university students (B1/B2 in the Common European Framework of Reference for Languages (CEFR))
<b>Activity Aims</b>	This activity aims to allow students to work together to create a poem by benefiting from GPT-3, the third generation Generative Pre-trained Transformer, and improve their collaborative and critical thinking skills while working on tasks.
<b>Activity Length</b>	40 minutes
<b>Preparation Time</b>	20 minutes
<b>Technical Requirements &amp; Resources</b>	Internet-connected computers/laptops for students; A projector; <i>OpenAI</i> ( <a href="https://beta.openai.com/">https://beta.openai.com/</a> ); <i>Padlet</i> ( <a href="https://www.padlet.com/">https://www.padlet.com/</a> ); <i>Canva</i> ( <a href="https://www.canva.com/">https://www.canva.com/</a> ); <i>Rhymer</i> ( <a href="https://www.rhymer.com/">https://www.rhymer.com/</a> )
<b>Procedure</b>	<p>1. Students are given a stanza from William Blake's "Songs of Innocence" and asked to imagine someone with the feelings of loss aroused by the following lines:</p> <p><i>When my mother died I was very young, And my father sold me while yet my tongue Could scarcely cry 'weep! 'weep! 'weep! 'weep! So your chimneys I sweep &amp; in soot I sleep.</i></p>

	<ol style="list-style-type: none"> <li>2. The students are then asked to work in groups of four or five depending on the class size and write together another stanza that could follow the given stanza. Each student can be assigned a different role in the poem. For example, one person could be responsible for coming up with the opening line, another could write the middle section, and someone else could write the ending. Alternatively, the students can take turns adding lines to the poem. Once everyone has had a chance to add a line or two, they can read the poem aloud to see how it sounds.</li> <li>3. When the students are finished with their writing, they are asked to visit the website <i>OpenAI</i> (<a href="https://openai.com/">https://openai.com/</a>) and write the following instruction in the playground: “Please continue the following stanza.”</li> <li>4. The students are asked to compare and contrast their stanza with the one created by <i>OpenAI</i> and revise their stanza to finalize it.</li> <li>5. Then, the students are asked to share their stanza on <i>Padlet</i> (<a href="https://www.padlet.com/">https://www.padlet.com/</a>) and vote for the stanza that would best follow the very first stanza provided at the beginning of the class. They are also encouraged to express their comments and suggestions on the works of other groups.</li> </ol>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• As a project, working in pairs or in groups, students can create a poster for their poems on <i>Canva</i> (<a href="https://www.canva.com/">https://www.canva.com/</a>).</li> <li>• Students can be given poems written by the AI language model in Step 3. However, the last word in each line can be removed and students can be asked to find a suitable word for these blanks. For this purpose, they can use <i>Rhymer</i> (<a href="https://www.rhymer.com/">https://www.rhymer.com/</a>).</li> </ul>
<b>Justification</b>	<p>This activity allows students to use their creativity and to think about words, language, and feelings in new ways (Grainger et al., 2005). Students are given a stanza of a poem as a prompt to write the second stanza and also asked</p>

to benefit from AI language models to compare and contrast different versions. This notion of discordance is a crucial point in creation, more than accordance. Creativity comes interestingly out of distortion, and students are keenly drawn to the discrepancies, differences, disillusionment, and disintegration between the AI products and human versions. The variety of the use of language and verbal arrangements will make students be amazed by the flexibility of the patterns, feasibility of the verbal storage, and fancy of the user imagination (Çıraklı, 2018). Thus, collaborative poetry can be a great way to connect with others (Storch, 2011) and to express their creativity (Golden, 2000). Moreover, the AI products can provide students with a peculiar mirror by which they can reflect upon their own creative practice and cognitive praxis (Southgate, 2021). Working with others, students may not merely draw on or bring their own perspectives to the writing bench but also can distort and test their writings according to the AI product. This act of mirroring and contrasting is a bilateral process through which students raise critical, cognitive, and creative questions as to how the different versions vary, including verbal, semantic, semiotic, syntagmatic, and stylistic variations and deviations (Çıraklı, 2022).

#### References and Further Reading

- Adams, R. (2022). Second language writing and technology. In N. Ziegler & M. González-Lloret (Eds.), *Routledge handbook of second language acquisition and technology* (pp. 187-200). Routledge.  
<https://doi.org/10.4324/9781351117586-17>
- Çıraklı, M. Z. (2018). Theory of postromantic education in the postmodernist era: Maxims. *Journal of Narrative and Language Studies*, 6(11), 133-136.  
<http://nalans.com/index.php/nalans/article/view/127>
- Çıraklı, M. Z. (2022). Loss of spatial interaction in virtual environments and the improvement of cognition: Online literature classroom through Adobe Connect. In F. Kılıçkaya, J. Kic-Drgas, & R. Nahlen (Eds.), *The challenges and opportunities of teaching English worldwide in the COVID-19 pandemic* (pp. 183-191). Cambridge Scholars Publishing.

- Godwin-Jones, R. (2021). Evolving technologies for language learning. *Language Learning & Technology*, 25(3), 6-26. <https://doi.org/10.125/73443>
- Golden, K. (2000). The use of collaborative writing to enhance cohesion in poetry therapy groups. *Journal of Poetry Therapy*, 13, 125-138. <https://doi.org/10.1023/A:1021473712505>
- Grainger, T., Gooch, K., & Lambirth, A. (2005). *Creativity and writing: Developing voice and verse in the classroom*. Routledge. <https://doi.org/10.4324/9780203391075>
- Lai, C. (2017). *Autonomous language learning with technology: Beyond the classroom*. Bloomsbury.
- Son, J.-B. (2017). *Online activities for language learning*. <http://drjbson.com/projects/oall/>
- Son, J.-B. (2011). *Online tools for language teaching*. *TESL-EJ*, 15(1). <https://tesl-ej.org/wordpress/issues/volume15/ej57/ej57int/>
- Southgate, E. (2021). Artificial intelligence and machine learning: A practical and ethical guide for teachers. In C. Wyatt-Smith, B. Lingard, & E. Heck (Eds.), *Digital disruption in teaching and testing: Assessments, big data, and the transformation of schooling* (pp. 60-74). Routledge. <https://doi.org/10.4324/9781003045793>
- Storch, N. (2011). Collaborative writing in L2 contexts: Processes, outcomes, and future directions. *Annual Review of Applied Linguistics*, 31, 275-288. <https://doi.org/10.1017/S0267190511000079>

## Contributors

Mustafa Zeki Çıraklı (mzcirakli@gmail.com) is a Professor of English Literature at Karadeniz Technical University, Turkey. His main research interest includes narratology.

Ferit Kılıçkaya (ferit.kilickaya@gmail.com) is a Professor of English at Burdur Mehmet Akif Ersoy University, Turkey. His research interest includes assessment and technology.

## 20

### Activity 20

<b>Activity Title</b>	<b>Making friends with a chatbot</b>
<b>Introduction</b>	This activity provides learners with an interactive online task in which learners have an opportunity to practice English expressions for making a new friend in the form of an AI chatbot.
<b>Target Language</b>	English
<b>Target Language Skills &amp; Areas</b>	Writing
<b>Learner Levels</b>	Beginning-intermediate secondary level
<b>Activity Aims</b>	This activity aims to enable students to practice how to ask questions and write a composition with the use of 5W1H words in a quasi-authentic context.
<b>Activity Length</b>	40 minutes
<b>Preparation Time</b>	10 minutes
<b>Technical Requirements &amp; Resources</b>	<p>A tablet computer for each student;  <i>Kuki</i> (<a href="https://www.kuki.ai/">https://www.kuki.ai/</a>);  online interactive graphic organizers such as <i>HOLT</i> (<a href="https://my.hrw.com/nsmedia/intgos/html/igo.htm">https://my.hrw.com/nsmedia/intgos/html/igo.htm</a>);  <i>MindMup</i> (<a href="https://www.mindmup.com/">https://www.mindmup.com/</a>);  online resources for English phrases to use when meeting new people such as <i>SpeakLanguages</i> (<a href="https://www.speaklanguages.com/english/phrases/making-friends">https://www.speaklanguages.com/english/phrases/making-friends</a>) and <i>Cake English</i> (<a href="https://www.youtube.com/watch?v=5gAPGbI9HgM">https://www.youtube.com/watch?v=5gAPGbI9HgM</a>)</p>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The teacher introduces a newcomer in class, whose name is <i>Kuki</i> (<a href="https://www.kuki.ai/">https://www.kuki.ai/</a>). Students are invited to get to know more about <i>Kuki</i> by asking her some questions (e.g., What's your name? Where are you from? What are your hobbies?).</li> </ol>

	<p>2. The students download a graphic organizer. The teacher guides the whole class to brainstorm some possible topics to ask <i>Kuki</i> by using 5W1H words such as her birthday (when), hobby (what), and favourite singer (who). The students think of more topics and jot them down on a cluster diagram.</p> <p>3. The teacher guides the students to visit <i>Kuki</i> and ask the questions jotted down on the cluster diagram. The teacher reminds the students of using capitalization in the first words of sentences and question marks at the end of questions. The students are welcomed to ask follow-up questions such as “Why do you like this hobby?” They jot down <i>Kuki</i>’s answers on the cluster diagram while chatting with her.</p> <p>4. The students are asked to write a personal description by referring to the notes in the graphic organizer. The personal description may start with “Today, I met a new friend. Her name is Kuki.” The students should include at least five different features of the new friend.</p>
<b>Options and Suggestions</b>	<ul style="list-style-type: none"> <li>• If students have prior knowledge of different kinds of mind maps, the teacher can allow the students to use other online mind mapping platforms such as <i>MindMup</i> (<a href="https://www.mindmup.com/">https://www.mindmup.com/</a>). The students can enjoy greater freedom to create their own mind map, which can further facilitate a free flow of ideas and foster creativity.</li> <li>• One of the variations of this activity is to teach connectives (e.g., and, but, although), which allow students to learn how to connect similar ideas and contrasting ideas. Students can brainstorm the ideas using the comparison-contrast chart on online interactive graphic organizers. Then, students can chat with <i>Kuki</i> and write a short passage about the similarities and differences between <i>Kuki</i> and themselves.</li> </ul>
<b>Justification</b>	<p>Using graphic organizers in lessons can assist students in brainstorming, organizing, and visualizing their ideas (Tayib, 2015). A diagram template on an online interactive graphic organizer is used because students can be exposed</p>

to different types of charts and diagrams. When they encounter some new text types like argumentative essays, they can also refer to the graphic organizer website and see which charts can facilitate their pre-writing process.

Asking students to chat with *Kuki* can simulate the authentic context of using English. This activity can thus promote meaningful learning (Yunus et al., 2013). Besides, it has been discovered that using ICT to teach writing can promote active learning among students (Mullamaa, 2010). It is because ICT is more intriguing in nature, which can increase students' learning motivation. Mckie and Narayan (2019) found that the integration of ICT like this AI chatbot in teaching writing could help students develop their independent working habits and build their self-discovery skills such as searching for learning materials online, which suit their own learning needs.

#### References and Further Reading

- Mckie, I. A. S., & Narayan, B. (2019). Enhancing the academic library experience with chatbots: An exploration of research and implications for practice. *Journal of the Australian Library and Information Association*, 68(3), 268-277.  
<https://doi.org/10.1080/24750158.2019.1611694>
- Mullamaa, K. (2010). ICT in language learning - Benefits and methodological implications. *International Education Studies*, 3(1), 38-44.  
<https://doi.org/10.5539/ies.v3n1p38>
- Tayib, A. M. (2015). The effect of using graphic organizers on writing (A case study of preparatory college students at Umm-Al-Qura University). *International Journal of English Language and Linguistics Research*, 3(1), 15-36. <https://doi.org/10.1145/3132847.3132886>
- Yunus, M. M., Nordin, N., Salehi, H., Embi, M. A., & Salehi, Z. (2013). The use of information and communication technology (ICT) in teaching ESL writing skills. *English Language Teaching*, 6(7), 1-8.  
<https://doi.org/10.5539/elt.v6n7p1>

#### Contributor

Moonyoung Park (moonyoungpark@jejunu.ac.kr) is an Associate Professor in the Department of English Education at Jeju National University in the Republic of

Korea. His research interests include computer-assisted language learning and language teacher education.



## Appendices

### Appendix A

#### Activity Types

Activities arranged according to activity types

Activity Type	Activity Number
Collaboration	2, 3, 5, 6, 7, 8, 9, 10, 12, 14, 18, 19
Communication	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 20
Creation	3, 6, 7, 9, 13, 14, 15, 16, 18, 19
Exploration	2, 5, 6, 7, 10, 11, 12, 16
Games	9
Mapping	2, 18, 20
Presentation	1, 4, 6, 8, 9, 10, 15, 18
Reflection	5, 12, 14
Simulation	16
Storytelling	4, 7, 18
Tests	1, 8, 9, 10
Tutorials	17, 20

Where activities belong to more than one activity type, they are listed under each activity type. The activity types are categorised based on Son's (2017) online language learning activity types.

#### Reference

Son, J.-B. (2017). Online activities for language learning.

<https://drjbson.com/projects/oall/>

**Appendix B**  
Activity Levels

Activities arranged according to target levels

Level	Activity Number
Beginner	9, 15, 17, 18, 20
Intermediate	2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20
Advanced	2, 6, 7, 10, 11, 13
Any	1, 3, 4, 16

**Appendix C**  
Language Skills and Areas

Activities arranged according to language skills and areas

Level	Activity Number
Reading	2, 8, 12, 14
Writing	3, 6, 10, 11, 12, 13, 14, 15, 18, 19, 20
Listening	1, 5, 12, 14, 17
Speaking	1, 3, 4, 5, 7, 10, 12, 14, 16, 19
Vocabulary	2, 4, 5, 6, 7, 8, 9, 13, 15, 18
Grammar	3, 4, 7, 13, 18
Pronunciation	3, 7, 16



The APACALL Book Series covers a wide range of issues in computer-assisted language learning (CALL) and offers opportunities for CALL researchers and practitioners to engage in research and discussion on their areas of interest.

*Online Language Teaching in Action* explores and presents online language teaching activities. The book provides a valuable resource for language teachers, teacher educators, and researchers.

ISBN 978-0-6486653-3-5

[www.apacall.org](http://www.apacall.org)

