

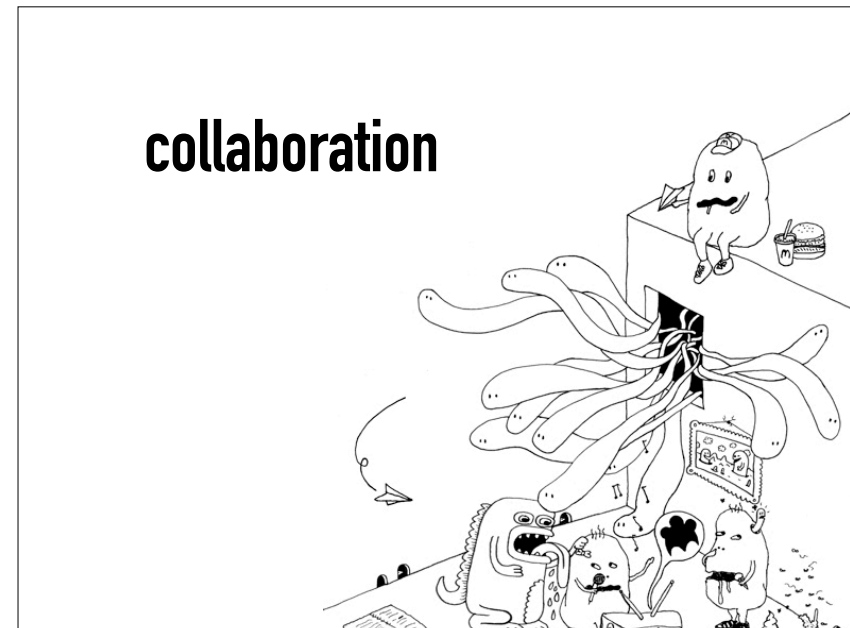
WELCOME BACK!



management



collaboration



Structural / Behavioristic CALL (1960s –1970s)

1. Repeated exposure to the same material is believed to be beneficial or even essential to learning.
2. A computer is ideal for carrying out repeated drills, since the machine
i) does not get bored with presenting the same material and ii) it can provide immediate non-judgmental feedback.
3. A computer is used as a tutor, presenting material and feedback on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

(Warschauer, 1996)

Communicative / Cognitive CALL (1980s –1990s)

1. Grammar is taught implicitly rather than explicitly.
2. Computers are used to stimulate discussion, writing or critical thinking. Students are encouraged to generate original utterances rather than just manipulate prefabricated language.
3. The programs avoid telling students that they are wrong and are flexible to a variety of student responses.
4. Computers are used as a tool (e.g., word processors, spelling and grammar checkers, and concordancers) and the target language is used exclusively.

(Warschauer, 1996)

Integrative / Sociocognitive / Socioconstructive CALL (1990s –present)

A) CMC –

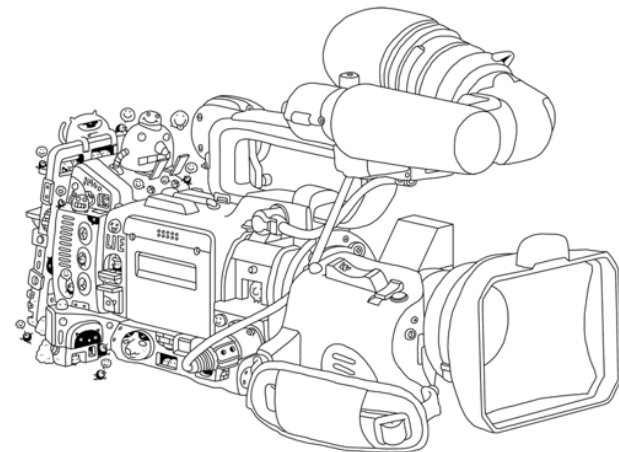
1. It provides authentic synchronous and asynchronous communication channels. Language learners can communicate directly, inexpensively, and conveniently with other learners or native speakers of the target language at any time and in any place.
2. CMC can be carried out in several forms; it can be one-to-one, one-to-many, or many-to-one.

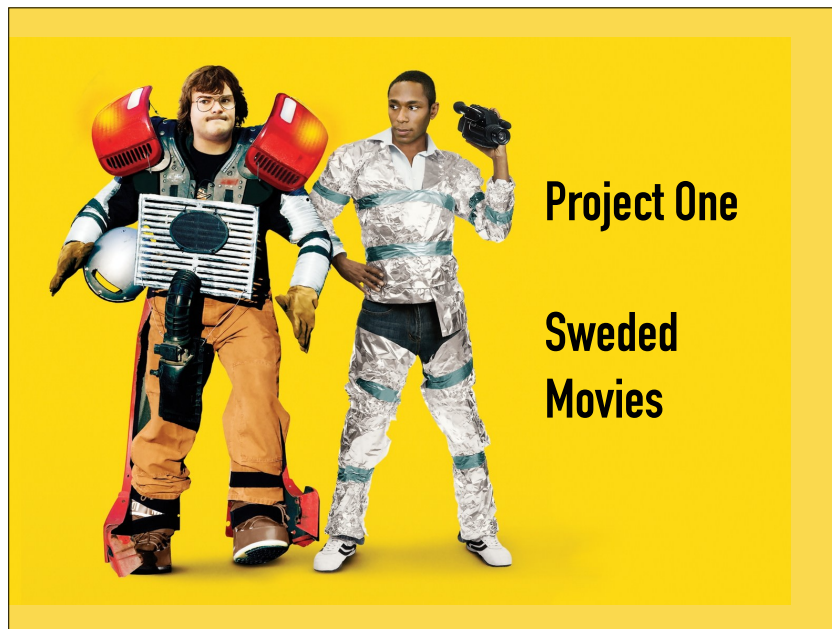
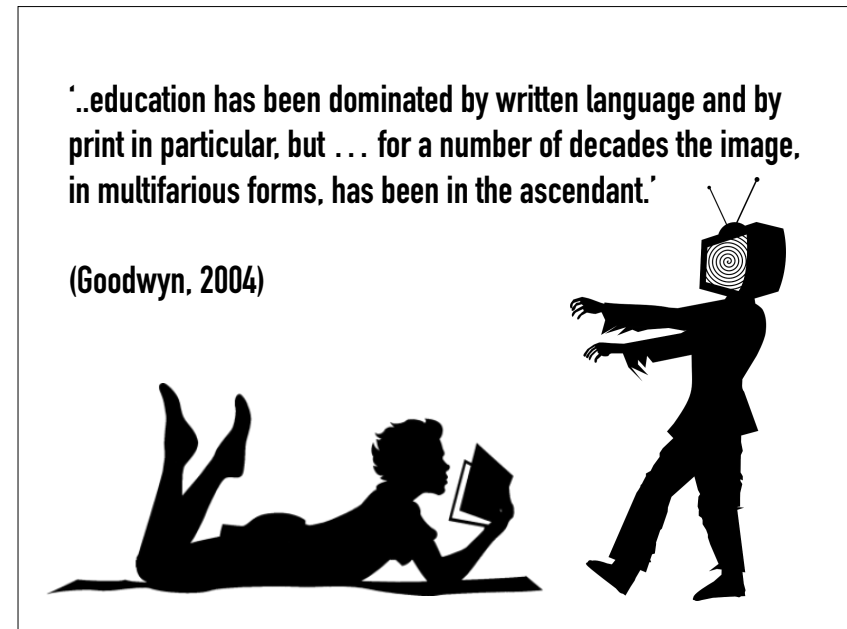
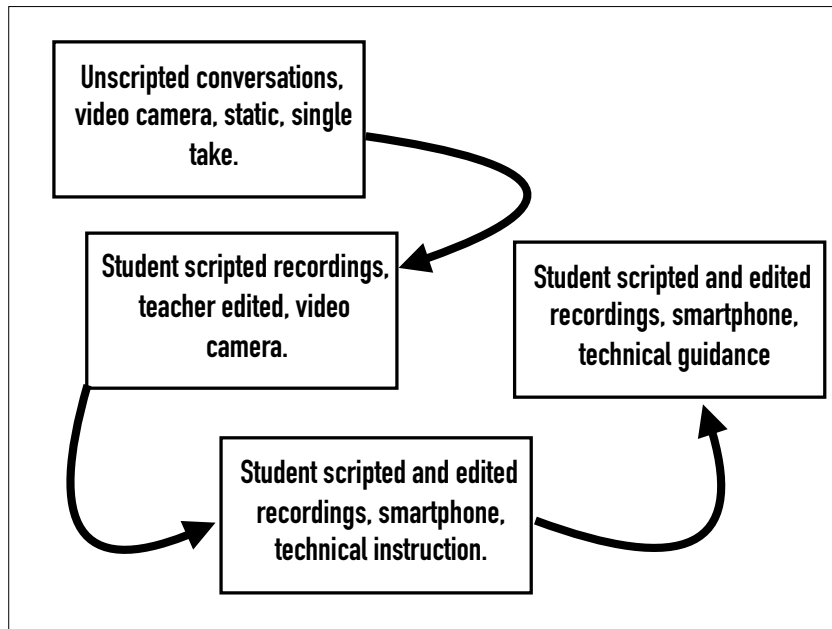
B) The Web –

1. Students can search through millions of files around the world within minutes to locate and access authentic materials exactly tailored to their own personal interests.
2. Students can use the Web to publish their texts or multimedia materials to share with partner classes or with the general public.

(Warschauer, 1996)

Cineliteracy & Student Video Production





The Breakfast Club (1985)

(archetypes)



School of Rock (2003)

(plot and character arcs)



Never Let Me Go (2010)

(location)



Clueless (1995)

(adaptation)

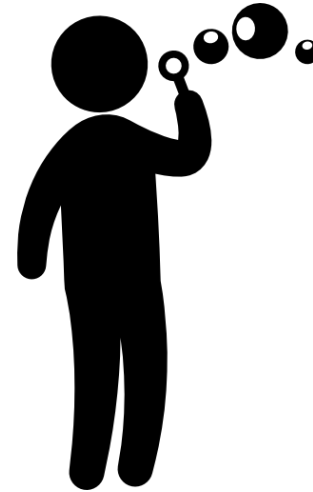


Be Kind, Rewind (2008)

(remakes)



- * Distinctive and culturally significant British genre
- * Authentic models of spoken discourse (Jones & Horak, 2014)
- * Socially relevant topics
- * Simple and replicable style



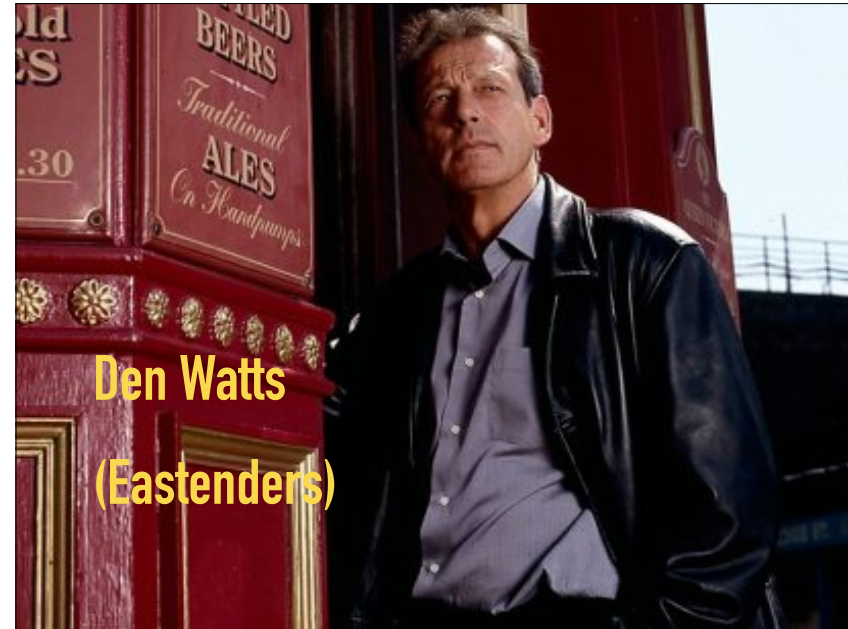
Project Two

Soap Opera

- * single location
- * multiple storylines
- * characters developed over years
- * fast and responsive
- * realistic look and sound
- * cliffhangers



Beth Jordache
(Brookside)



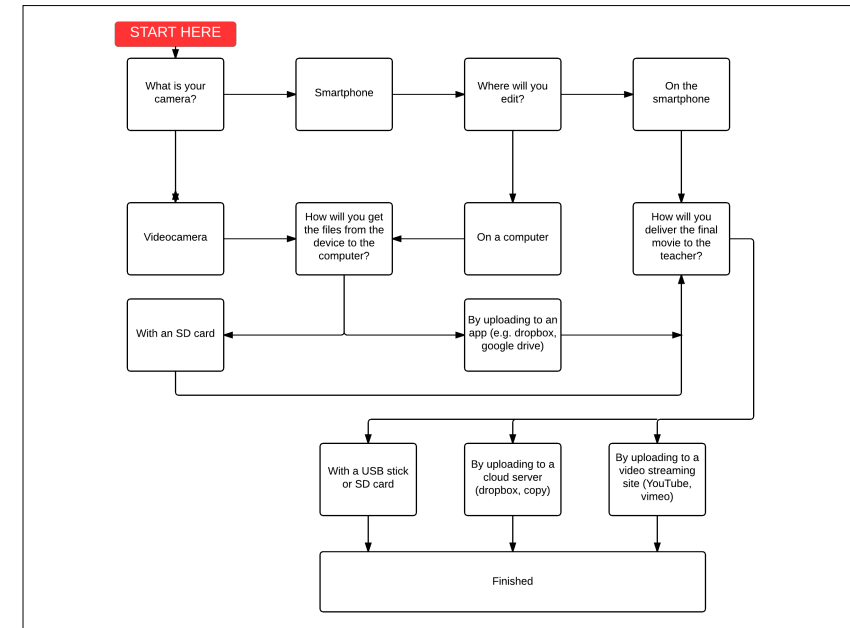
Den Watts
(Eastenders)



Hayley Cropper
(Coronation Street)

- * fast cuts
- * close ups, medium shots
- * reaction shots
- * static camera
- * tracking shots used sparingly
- * diegetic or source music only

- * Creation of characters and meta-narrative
- * Selection of scene
- * Storyboarding
- * Filming and editing



editing

iMovie

splice

YouTube

effects

vont

Lapselt

Cute CUT

sharing

Google Drive

Airdrop

Dropbox

* transcription

* alphabets or lexical sets

* self introductions

* commentary

* instructional videos

* news reports

* subtitling

Technology utilised for
for educational
purposes

Educational Technology

**Extensive
Reading**



MRReader



xreading.com

LMS (Learning Management System)

'Reformers, more often than not, were foundation executives, educational administrators, and wholesalers who saw solutions to school problems in swift technological advances.'

Cuban, 1986

'Little by little the subversive features of the computer were eroded away . . . the computer was now used to reinforce School's ways. What had started as a subversive instrument of change was neutralised by the system and converted into an instrument of consolidation.'

(Papert, 1993)



- * scholar**
- * documents**
- * slides**
- * sheets**
- * forms**

<https://goo.gl/forms/5PnNCmPihyGy30Vk2>



**As a teacher, what kind of learner
are you hoping to develop?**

**What qualities do you hope to foster
in your students?**

responsible focused
critical
communicative social
motivated confident

**How does your use of technology
support these ideas?**

“We enjoy continual connection but rarely have each other’s full attention.”

(Turkle, 2011)

“..once we became tethered to the network, we didn’t really need to keep computers busy. They keep us busy. It is as though we have become their killer app.”

(Turkle, 2011)

Just make sure that you are using technology . . . rather than it using YOU.

<https://darrenrelliott.wordpress.com/>

