МЕТОДИКА ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ТА ПИТАННЯ МУЛЬТИЛІНГВІЗМУ

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DIGITIZING ENGLISH LESSONS: INCORPORATING INTERACTIVE PLATFORMS INTO CLASSROOM EDUCATION

ДИДЖИТАЛІЗАЦІЯ УРОКІВ АНГЛІЙСЬКОЇ МОВИ: ВПРОВАДЖЕННЯ ІНТЕРАКТИВНИХ ПЛАТФОРМ У ОЧНУ ОСВІТУ

ДИДЖИТАЛИЗАЦИЯ УРОКОВ АНГЛИЙСКОГО ЯЗЫКА: ВНЕДРЕНИЕ ИНТЕРАКТИВНЫХ ПЛАТФОРМ В ОЧНОЕ ОБУЧЕНИЕ

The article offers a general outline of particular online platforms that have proved effective for teaching and learning English as a second language in a regular classroom. A big focus is placed on activities each platform has to offer, as well as on various teacher access options and benefits. The idea behind this article is to share experience and disseminate success stories related to the use of these platform in our routine teaching practice. Since nowadays teaching focus has shifted from reproduction to competence acquisition, every competence implies certain skills and abilities that can be used for career and life success. One of these key competences is digital literacy, which can be developed through integrating technology into classroom activities. Alongside gaining appropriate digital skills, digital technology can significantly diversify the entire learning process and make language learning a combination of skills acquisition and pleasure.

Keywords: classroom teaching, digital literacy, online platforms, competence-based approach, 21st century skills.

Запропоновано загальний огляд конкретних онлайн-платформ, які довели свою ефективність у викладанні та вивченні англійської мови як іноземної в умовах традиційного класу. Завдання цієї статті – поділитися досвідом та розповсюдити історії успіху, пов'язані з використанням цих платформ у повсякденній викладацькій діяльності. Оскільки сьогодні фокус викладання змістився від репродукування до оволодіння компетентностями, кожна компетентність передбачає певні навички та вміння, які можна використовувати задля кар'єрного та життєвого успіху. Однією з цих ключових компетентностей є цифрова грамотність, яку можна розвивати шляхом інтеграції технологій у заняття в класі. Поряд із набуттям необхідних цифрових навичок, інтерактивні технології можуть значно розмаїтити увесь процес викладання та вивчення іноземної мови.

Ключові слова: викладання в класі, цифрова грамотність, онлайн-платформи, компетентнісний підхід, навички ХХІ століття.

Предложен общий обзор конкретных онлайн-платформ, доказавших свою эффективность в преподавании и изучении английского языка как иностранного в условиях

традиционного класса. Задача этой статьи – поделиться опытом и распространить истории успеха, связанные с использованием этих платформ в повседневной преподавательской деятельности. Поскольку сегодня фокус преподавания сместился от воспроизведения к овладению компетентностями, каждая компетентность предусматривает определенные навыки и умения, которые можно использовать для карьерного и жизненного успеха. Одной из ключевых компетентностей является цифровая грамотность, которую можно развивать путем интеграции технологий в занятия в классе. Наряду с приобретением необходимых цифровых навыков, интерактивные технологии могут существенно разнообразить весь процесс преподавания и изучения иностранного языка.

Ключевые слова: преподавание в классе, цифровая грамотность, онлайн-платформы, компетентностный подход, навыки XXI века.

Ongoing changes in global politics and economics affect other areas of life, including education. The entire education system has stepped on the path of reframing, and the first institutions to respond to current situation were secondary schools, which adopted the *New Ukrainian School* framework to ensure a competence-based approach to teaching and learning. The importance of competences development has been also embraced by higher education institutions, which see the future in empowering students with up-to-date tools for classroom learning, self-education and successful career and life performance. One of the main competences to be developed as part of the 21st century skills framework is digital literacy, which imposes respective obligations on teachers regardless of the subjects they specialize in. In fact, the absence of a digital constituent at the lesson makes it extremely hard (if not absolutely impossible) to meet students' educational needs. Luckily, modern teachers can benefit from a big number of digital educational tools, which do not only help with lesson planning, grading, and evaluation, but also greatly diversify classroom teaching, enhance students' technology skills, and significantly raise students' motivation for learning and involvement. In this article, we offer a general outline of several Internet platform we have been using in a regular classroom and share our best practices as to employing these platforms in higher education setting.

One of the platforms that has proved effective is called *LearningApps* (learningapps.org) (pic.1) [1].

Picture 1. LearningApps landing page

This is a free-of-charge interactive platform which supports many languages and requires a free sign-in to access the entire content. Although initially designed for secondary

schools (which is confirmed by a variety of school subjects included into ready-made exercises), this platform is fully customizable and can be made suitable for different age groups and educational purposes. For instance, one of the patterns we regularly employ at English major lessons is Guess a Word game, which we most frequently use to introduce theme-based idioms (pic.2) [1]. The students are welcome to go letter by letter until they guess an idiom of the day. Alternatively, the teacher can use a big screen or an overhead projector to show the grid to the whole class and get the students pronounce letters out loud.

Pic.2. Guess an idiom via Guess a Word pattern

Another successful story of ours that we would like to share in this article is a Sorting exercise, which was based on a listening task about Australia (topic Lifestyles). The students were supposed to sort all activities out according to the information they had heard in the recording (pic.3) [1]. This type of activities can otherwise be used as a pre-listening prediction exercise, whereby students can brainstorm ideas and then check them while listening. However, it should be kept in mind that the app features rights and wrongs, which may be a disadvantage for brainstorming and predicting.

Pic.3. A sorting out post-listening exercise

This list of LearningApps options is obviously far from being exhaustive, and foreign language teachers may benefit from such patterns as matching, events arrangement, quizzes, label diagrams, etc. We would like to particularly highlight exercise sharing options available on LearningApps: depending on their choice, teachers can either copy and send students a link to the exercise or to generate a QR code, which they can further print out and distribute among students, or share using mobile devices (pic. 4):

Use App	Report copyright or misuse
Weblink:	https://learningapps.org/display?v=prs4eajuj20
Fullscreen-Link:	https://learningapps.org/watch?v=prs4eajuj20
Embed:	<code><iframe src="https://learningapps.org/watch?v=prs4eajuj20" style="border:0px;width:100%;height:500px" we</code>

SCORM iBooks Author

QR Code

Pic.4. LearningApps exercise sharing options

One other interactive platform we find highly motivating and enhancing student involvement is *Nearpod* (nearpod.com) (pic. 5) [2]:

Pic.5. Nearpod landing page

Originally designed for secondary schools, Nearpod, just like LearningApps, has a great potential to fit adult learners. Equipped with a lot of custom settings, Nearpod is intended to solve numerous issues related to incorporating video- and audio-content, astonishing students with jaw-dropping VR-photos and highly informative three-D content and other facilities to make lessons challenging and fun at the same time. One of the biggest advantages for us as Office 365 users lies in the fact that we can share various types of content via Microsoft Teams, which means there is no need to be looking for extra communication channels students might use to maintain group interaction. Nearpod is an easy-to-use platform – to create an assignment, it is enough to push a *Create* button on the landing page and opt for what kind of content you would like to create (pic. 6) [2]:

Pic.6. Nearpod content creation options

One of the highlights of this platforms is an interactive video creation option, which enables teachers to break the video down into bullet points and add an activity at any part of the video they consider significant. As an example, we would like to show a screenshot of an interactive video about Scandinavia, which was a part of the Lifestyle topic (pic. 7) [2]:

Pic.7. Scandinavia Factsheet: interactive video

As you can see, the video is divided into parts, each of which offers a comprehension questions, which students may answer orally or in writing. Every time students do the exercises teachers can track their progress displayed on a teacher's computer. One of the things we particularly like about Nearpod is a three-level sharing mechanism: exercises can be presented alive, in a student-paced mode or in front of the class (this option is perfect for interactive videos) (pic.8) [2]:

Pic.8. Nearpod content sharing modes

This variety of sharing options means that any kind of exercise can be assigned to students as home task, and teacher may log on the website any time to track students' progress. If required, results may be discussed publicly with the whole classroom, or teachers may comment on each student's performance privately.

When it comes to other types of exercises available on Nearpod, the good news is that a link to an exercise can be shared via numerous platforms, including Microsoft teams, which is a license platform across Oles Honchar Dnipro National University:

Students join with this CODE at join.nearpod.com or in the app

Y8LET

☐ OFF Make this a Zoom meeting

During one of the lessons, we took advantage of this opportunity and offered the students an interactive gap filling exercise (British Lifestyle) (pic. 9) [2]:

Fill in the blanks

1. Tourism Australia is offering six jobs, for [] []
2. If you want one of these job, you have to make a short []
3. The job of outback adventurer is for someone with a passion for [] life.
4. Job number two is a park [] in Queensland.
5. The [] [] job on Kangaroo Island is for someone who loves []
6. If you're not an outdoor person, the next job is for someone whose talents are in []
7. The taste master will need to [] about food as well as enjoy eating it.
8. The final job is based in []

video. animals. know wildlife Sydney. journalism.

six caretaker outdoor months. ranger

DONE

Pic.9. A Nearpod-based interactive gap filling exercise

Although it looks like a very ordinary exercise of its kind, this way of its presentation greatly enhances students' digital literacy development, which, as we mentioned before, is one of the key competences to acquire in the 21st century.

Despite indisputable advantages of this platform, Nearpod is reported to have certain drawbacks. For instance, judging by students' feedback, it feels somewhat uncomfortable to work with on mobile phones. Even though Nearpod features a mobile view option, enabling it may be a bit troublesome. Yet, it does not diminish the overall amazing functionality of this platform and its great potential to significantly diversify offline English lessons.

One other success story of ours in terms of incorporating digital technology into teaching English in an in-person setting is **Worldwall** (worldwall.net) [3]. Unlike the previous platforms, this one requires at-cost subscription and offers two levels of user license: regular and premium. Below, we would like to share a couple of exercises we have created to promote group dynamics, encourage classroom discussions, combine language learning and fun. *Random Cards* (pic.10) is a great way to initiate and maintain discussions on various topics, as it triggers students' associations and/or background knowledge (this example is taken from the topic Education):

Pic.10. Random cards association game

Another activity that has proved effective is *Unscramble* (pic.11) [3], whereby students are supposed to make up a word out of the letters available. Alongside being a lot of fun, this exercise highly improves students' spelling skills, as a misspelt word does not count as a correct option:

Pic.11. Unscramble words (Education)

Of course, this list of Worldwall activities is very far from being exhaustive – our goal was to share a couple of best practices we had had with this platform so far. A great advantage of this platform is its customizability in terms of time settings, lives availability and single- or multiplayer options. A competition-based activity mode can keep students in positive suspense throughout the lesson and encourage their faster decision making.

To sum up, we would like to say that digitizing a regular classroom is an up-to-date an efficient way to raise students' motivation for language learning, to develop and improve their technical skills and to show them the ways to combine both in their education and future life.

References

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2. Nearpod: interactive resource for teaching and learning. URL: <https://nearpod.com>
3. Worldwall: create better lessons quicker. URL: <https://wordwall.net>

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