Teaching Techniques for Multimedia Language Labs
Project Aims

- explore new ideas
- provide structured feedback and appraisal
- enable development of technical competencies
- deepen understanding of methodological implications
- enhance the student experience
- enhance teachers' C.A.L.L. skills (materials & teaching)
- improve our teacher training provision
- create handbook of ideas
The Language Centre @ QMUL

- 3 x large labs + 2 x mini labs
- Televic AvidaNet® Tenjin Multimedia system
- SmartBoard IWB's
- Windows XP
The Teachers

Dr Susanne Frane
German DAAD Lektorin

Mr William Tweddle
ELSS Teaching Fellow

Dr Elsa Petit
French Language Instructor

Dr Eli Vilar
Spanish Language Instructor
Methodology

- Preliminary discussions & meetings
- Lesson planning with materials' creation
- Pre-lesson discussion
- Lesson observations
- Post-lesson discussion
- Write-up of findings
Lesson Planning Template

Lesson Outline

Teacher: ___________________________ Language: ___________________________

Course title: ___________________________ Level/year: ___________________________

Number of students: ____ Lab number: ____ Date: _________ Lesson duration: _________

Lesson topic(s): ___________________________

Materials: ___________________________

Main aims(s): ___________________________

<table>
<thead>
<tr>
<th>Time (from-to)</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
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</table>
# Lesson Observation Sheet

## Lesson Observation

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Language:</th>
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<tbody>
<tr>
<td>Level:</td>
<td>Number of students:</td>
</tr>
<tr>
<td></td>
<td>Lab:</td>
</tr>
<tr>
<td>Date &amp; time:</td>
<td>Duration:</td>
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<tr>
<td>Topics:</td>
<td>Materials:</td>
</tr>
</tbody>
</table>

**Lesson Notes:**

<table>
<thead>
<tr>
<th>Time (from-to)</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
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General Findings

Technologies used (1): Lesson Preparation

Technologies used (2): Lesson Delivery

Sample Lesson Activities
## Technologies used (1): Lesson Preparation

<table>
<thead>
<tr>
<th>Material (file types)</th>
<th>Software used</th>
<th>Examples of use</th>
</tr>
</thead>
</table>
| 'Notebook' files (.nbk, .notebook) | Smartboard Notebook software (installed on teacher's own machines) | • visual input for discussion  
• drag and drop labelling tasks |
| Documents (.doc, .rtf, .pdf)  | word processors and document converters | • lesson handouts  
• digital documents for students to edit and save  
• lesson plans |
| Video clips (.mp4, .wmv, .flv) | iMovie  
Voobys and Firefox | • discussion stimulus  
• dialogue creation  
• comprehension |
| Audio clips (.wav, .mp3)      | Audacity  
Televic conversion wizard | • listening comprehension |
| Web pages (.htm, .html)       | Hot Potatoes                           | • self-paced individual language work |

*Table 1. Lesson materials created.*
<table>
<thead>
<tr>
<th>Application used</th>
<th>Pedagogic function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Televic system</td>
<td>• classroom management (blanking screens, configuring groups, distributing files, monitoring desktops, intercom to interrupt)</td>
</tr>
<tr>
<td></td>
<td>• language work (remote access for written feedback and comment; pair and conference groups for audio work, recorded and unrecorded; chat application for text-based student interaction)</td>
</tr>
<tr>
<td></td>
<td>• linguistic data collection (audio and text files collected; chat logs saved)</td>
</tr>
<tr>
<td>Word processors</td>
<td>• collaborative and individual writing work</td>
</tr>
<tr>
<td></td>
<td>• peer and self-correction</td>
</tr>
<tr>
<td>Audio recorders (Audacity and VACS)</td>
<td>• collaborative and individual audio work (role-play dialogues, 'information gap' oral work, individual practice of presentations)</td>
</tr>
<tr>
<td></td>
<td>• peer and self-correction</td>
</tr>
<tr>
<td>Smartboard</td>
<td>• presentation of input materials (text, graphic, video)</td>
</tr>
<tr>
<td></td>
<td>• annotation and extension of material (annotation/labelling of visuals and text)</td>
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<tr>
<td></td>
<td>• 'interactive' work (such as drag and drop matching)</td>
</tr>
<tr>
<td></td>
<td>• in conjunction with the Smartboard viewer to enable students to work on tasks prior to 'front of class work'</td>
</tr>
<tr>
<td>WebCT CE6</td>
<td>• to access pre-prepared materials (for example uploaded texts, video and audio clips)</td>
</tr>
<tr>
<td></td>
<td>• to follow up classroom work (additional practice activities in Hot Potatoes, or Smartboard pages converted to .pdf or .ppt for self-access)</td>
</tr>
<tr>
<td>Windows Movie Maker</td>
<td>• for dubbing/subtitling video clips</td>
</tr>
</tbody>
</table>

*Table 2. Applications used for classroom teaching.*
Sample Lesson Activity (1): Le Corps
(Using Smartboard & Televic file transfer)

le genou
le coude
la cheville
la jambe
la poitrine
la main
le visage
le bras
le pied
les cheveux
un estomac
Sample Lesson Activity (2): Eating habits
(Using chatrooms & audio conferencing)

**Lisette**

Ce matin j'ai bouffé des tartines et j'ai bu du jus. J'étais pressée parce que j'étais en retard pour l'école. Je déteste le yaourt, c'est infect.

À l'heure de déjeuner je rentre chez moi pour manger en famille. Aujourd'hui on a mangé une entrée de salade et puis de la viande et des frites. Après l'école j'ai toujours faim. Pour le goûter j'ai bouffé un sandwich et un morceau de gâteau.

Pour le dîner on a mangé du poisson, c'était bon. Il y avait aussi du pain, du fromage et des fruits. J'ai bu un peu de vin aussi.

**Luc**

Pour le petit déjeuner j'ai mangé un croissant. J'ai pris un café aussi. Mon frère prend un œuf tous les matins, mais je ne les aime pas.


Le dîner, c'est un repas léger. Aujourd'hui nous avons mangé de la soupe, du pain, du fromage et des fruits. J'aime la soupe de maman!
**Sample Lesson Activity (2): Eating habits**
*(Using Televic audio conferencing and VACS)*

<table>
<thead>
<tr>
<th></th>
<th>Luc</th>
<th></th>
<th>Annie</th>
<th></th>
<th>Luc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aujourd'hui j'ai mangé</td>
<td>J'aime</td>
<td>Je n'aime pas</td>
<td>Aujourd'hui j'ai mangé</td>
<td>J'aime</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Le petit déjeuner</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Le déjeuner</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Le goûter</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Le dîner</strong></td>
</tr>
</tbody>
</table>

[Image of a digital interface and a table diagram]
Sample Lesson Activity (3): Guten Appetit!
(Using video, WP's, audio conferencing & Audacity)

Step 1.
Pre-viewing activity: brainstorming & lexis
Sample Lesson Activity (3): Guten Appetit!
(Using video, WP's, audio conferencing & Audacity)

Step 2.
Silent viewing + note-taking
Step 3.
Dialogue creation: script and record

Kunde I betritt den Imbiss.
Kunde 1: Guten Tag. Das riecht ja lecker.
Sample Lesson Activity (3): Guten Appetit!
(Using video, WP's, audio conferencing & Audacity)

Step 4.
Second viewing + comparing
Sample Lesson Activity (4): Describing Objects
(Using visuals, pairings and chatrooms)

Describing Objects

1. It is made of china and it is for containing liquids, usually hot liquids. It has a handle as it is often carried around and it is for drinking out of.

2. This is useful when you want to make holes in sheets of paper to make them easier to carry around and store in a file.

3. This kind of object is becoming less common these days because the activity it is designed to accompany is now banned in many places. It is usually round and contains the waste products of the activity, which has been banned for health reasons.

4. You use this object when you want to change what you are viewing, from a distance, by pressing a button.

5. This is a very soft colourful substance which is kept in a cylindrical tube. Only women use it (usually) and they need to be looking in a mirror to apply it correctly.
Sample Lesson Activity (4): Describing Objects
(Using visuals, pairings and chatrooms)

**Student A**
1. a ladder
2. a tennis racket
3. a pencil
4. a comb
5. a garden spade
6. a guitar
7. a paintbrush
8. a thermometer
9. a spanner
10. a wheelbarrow

**Student B**
1. a toothbrush
2. a telescope
3. a pipe (for smokers)
4. a frying pan
5. a saw
6. a tripod
7. a garden fork
8. an axe
9. a drum
10. a grandfather clock
Sample Lesson Activity (4): Describing Objects
(Using visuals, pairings and chatrooms)

[14:40] <cb08241> yes
[14:40] <cb08241> draw 2 parallel lines from the bottom to the flour
[14:41] <cb08241> and then, perpendicular of these lines, draw little bar from one bar to the others
[14:41] <cb08241> other
[14:41] <exw243> is it a ladder?
[14:41] <cb08241> did you try?
[14:41] <cb08241> yes
[14:41] <cb08241> now it is your turn
[14:42] <exw243> it is made of metal
[14:42] <exw243> that is fireproof
[14:42] <exw243> lately, it is usually made of teflon
[14:42] <cb08241> pan?
[14:43] <cb08241> it is made of metal and a net
[14:43] <cb08309> metallic and circular
[14:43] <cb08309> with something to take it in your hand
[14:43] <cb08241> it has a sleeve
[14:43] <cb08241> yes, a sleeve!!!
[14:43] <exw243> is it a racket?
[14:43] <cb08241> yes
[14:43] <cb08309> yes
[14:44] <exw243> it consists of two main parts
Sample Lesson Activity (5): Radio Chat Show
(Using conference groups and Audacity)
Further Information

- Report
  http://www.cemll.ulster.ac.uk/site/centre%20research/Evaluation

- Contact
  Martin Barge: m.i.barge@qmul.ac.uk