

modernenglishteacher

Bringing the latest research to your classroom



Teacher Development

■ Thomas Farrell ■ Atsuko Watanabe ■ Emily Bryson ■ Alison Shepherd ■ Martina Dorn
■ Jason Anderson ■ Jeffrey Dawala Wilang ■ Steve Tulk ■ Anthea Fester ■ Brian Cooke

■ Reflective Practice ■ Online Delivery ■ Assessment ■ Teacher-Training
■ Project-based learning ■ Silent Way ■ Student retention ■ Lesson aims



Contents

Editorial

- 3 A note from the editor**

Teacher development

- 4 A five-phase framework for reflection**
Thomas Farrell describes how teachers might get a more complete view of their teaching.
- 7 Reflective practice: what is so special about it?**
Atsuko Watanabe considers just why reflective practice is so useful.
- 10 How to keep Teacher Training going at a distance**
Beth Melia-Leigh and *Nicholas Northall* suggest ten ways of delivering TD online.
- 13 Reach out**
Nick Michelioudakis looks outside teaching to find novel ways of getting professional development.
- 16 Supporting pre-service teachers and graduate instructors**
Ekaterina Arshavskaya offers some ideas, insights, and resources.
- 19 Teacher development in the digital age**
Kat Robb shares some of her ideas on improvement.
- 21 A positive approach to (online) English language teaching**
Jeffrey Dawala Wilang offers advice on being aware of your learners' feelings.
- 24 We've always done it that way**
Robert McLarty looks at ways of improving your view of your own teaching.
- 26 English language assessment concerns: stakeholder voices**
Anthea Fester discusses the lack of assessment as a topic in teacher-training.
- 29 Communicating lesson aims**
Brian Cooke looks at the difficult area of lesson aims.

Materials Writing

- 33 Creating material for a CLIL philosophy '101' course**
Andrew Boon describes the process he went through to produce a new course.
- 39 Writing materials for live online lessons**
John Hughes describes some of the differences between online and live teaching materials.
- 41 Creative writing tasks for online teaching**
Judit Fehér concludes her series of online writing tasks with the topic of shopping.

Project based learning

- 45 A framework for project-based learning in TESOL**
Jason Anderson looks at ways of using this collaborative and communicative approach.

Online delivery

- 51 Online learning for non-native speakers: a hindrance or a help?**
Alison Shepherd discusses the issues from both the learner's and teacher's perspective.
- 54 Improving skills through e-portfolios**
Shiromi Upulaneththa describes a way of improving trainees' writing skills.
- 57 The what and how of teaching digital skills online**
Emily Bryson describes how her learners are as prepared as possible for online.
- 60 Understanding language learning in online teaching**
Vijayakumar Chintalapalli and *Shakul Tewari* look at input, intake and output – online.

Management

- 63 It's time we talked about student retention**
Steve Tulk explains how important it is to encourage your students to continue studying – with you.

Teaching Beginners

- 66 A mini guide to teaching beginners 2**
Rhona Snelling concludes her series on teaching at a very low level.

Practical ideas

- 69 The Silent Way – speaking volumes**
Martina Dorn looks at a cognitively demanding and engaging approach.
- 73 Where does VR fit in the classroom?**
Flora D. Floris, Agnes K.C. Dewi, Ivania Tanoko, & Kezia G.I. Setiawati describe using VR.
- 75 Noticing through song**
Daniel Costa describes the importance of noticing when learning languages.

Research

- 77 World Englishes: theory and praxis in English language learning**
Lok Yong Chia looks at ways of categorising the different Englishes now used around the world.

Reviews

- 81 The book I always refer to**
In the first of a new series, *Richard Gabbrielli* chooses his go-to title.
- 86 OET Speaking & Writing Skills Builder: Nursing & Medicine**
Agnieszka Dudzik
- 87 New Ways in Teaching with Creative Writing**
Allison Lewis
- 87 ETpedia Teacher Training: 500 ideas for Teacher Training in English**
Sandee Thomson

Where does VR fit in the classroom?

Flora D. Floris, Agnes K.C. Dewi, Ivania Tanoko, & Kezia G.I. Setiawati describe using VR.

Who would have thought that English language Teaching would have evolved to the stage where learners can be inside a hedgehog's house watching him blow out the candles on his birthday cake? Thanks to virtual reality (VR), this has now become the norm. VR seems here to stay and to make an impact on classrooms all over the world, at all levels, from primary to tertiary.

A virtual reality system is an interactive technology that serves as a human-

- The group members will take turn to watch the VR movie.
- The VR viewer is asked to describe what he/she is watching while her/his partners are writing the description.
- More advanced students can also be asked to describe how they feel about the VR experience they are having.
- Each pair/group is asked to present or submit their writing.
- Classroom discussions should follow each pair/group's presentation/ submission.

Suggested Activity 3

- After watching *Oculus Story Studio: Henry*, the students are asked to think about the continuation of the story.
- Next, in groups of 3–4, the students are asked to prepare a skit or a short role play on what they imagine happens after the last movie scene. The roles given are Henry, the turtle, the dog, and if necessary another additional character decided by the students or the teacher.

Suggested Activity 4

- After watching *Oculus Story Studio: Henry* and having discussion about it, the students are asked to create a poster to promote this particular VR movie.
- Advanced students can also be asked to talk about the poster they created as well as to act as a guide to their classmates that are going to experience VR *Oculus Story Studio: Henry* as something new.

Suggested Activity 5

- Traditional classroom activities such as answering some comprehension questions, writing a brief summary about the VR movie, or noting down

“Initially developed for flight simulators and astronaut trainings, VR technology is now widely used

social skills, as they are asked to work in group and present their group work, they need to cooperate with others to come up with a good result. Discussions, arguments, and negotiations may occur to strive for the best result.

The second one is that the students learn to empathize with others. *Oculus Story Studio: Henry* invites its users to immerse in an emotional story with a cuddly hedgehog whose prickly spikes scare his friends away. The VR technology enables the viewers to feel like they are actually in Henry's world, looking around and interacting with him. The emotions of being sad, disappointed, lonely, and happy will enhance the students' emotional skills.

Conclusion

VR technology provides students with unforgettable experiences and at the same time stimulates them to develop language skills along with social and

Oculus Story Studio: Henry: An Overview

Oculus Story Studio: Henry is a 10-minute-VR movie narrated by Elijah Wood and directed by Ramiro Lopez Dau for *Oculus Story Studio*. It tells a story of a hedgehog named Henry who loves to hug – which is quite problematic for a hedgehog with thorny spines. As Henry celebrates his birthday, he makes a special wish which magically comes to life (Oculus VR, 2016).

References

- Chen JC (2016) The crossroads of English language learners, task-based instruction, and 3D multi-user virtual learning in Second Life. *Computers & Education* **102** 152–171.
- Christou C (2010) Virtual reality in education. In: A Tzanavari & N Tsapatsoulis *Affective, Interactive and Cognitive Methods for E-Learning Design: Creating an Optimal Education Experience* (pp228–243). Hershey, Pennsylvania: IGI Global.
- Kessler G (2018) Technology and the future of language teaching. *Foreign Language Annals* **51** (1) 205–218.
- Meinhof R (2013) Virtual Reality. *Salem Press Encyclopedia of Science (EBSCO Research Starters database)* [online]. Available at: <http://search.ebscohost.com/login.aspx?> (accessed December 2020)
- Morrison R (2017) Virtual reality in the language learning classroom. *The Morning Watch: Educational and Social Analysis* **44** (1–2 Fall).
- Oculus VR (2016 September 8) *Oculus Film Short "Henry" Wins an Emmy!* Oculus [online]. Available at: <https://www.oculus.com/blog/oculus-film-short-henry-wins-an-emmy/> (accessed December 2020)



Flora D Floris is a senior lecturer at Petra Christian University, Indonesia. Her main interests include language teacher professional development, teaching English as an International Language, and technology-enhanced language learning.

Agnes KC Dewi is a final-year student at English Department of Petra Christian University. She loves screenplay writing.

Ivania Tanoko is a final-year student at English Department of Petra Christian University. She has a keen interest in theatre production.

Kezia GI Setiawati is a final-year student at English Department of Petra Christian University. Her academic interest is on the area of translation.