# LANGUAGE LEARNING FOR „SCREEN" GENERATION

## LOCAL ACTIVITIES
## AUGUST, 2015 – APRIL, 2016

NVO www.iipc.lv
IZGLĪTĪBAS INOVĀCIJU PĀRNESES CENTRS

# Local activities August, 2015 – April, 2016

- ☐ Made videos on usage ICT in language teaching

- ☐ Language teachers networking seminar, August 28, 2015

- ☐ TV reportage

- ☐ Comparative analysis of effective language teaching in Lithuania and Latvia for Y and Z generation

- ☐ Research on innovative vocational foreign language teaching/ learning

# Language teachers networking seminar

Jelgava, Latvia

August 28, 2015
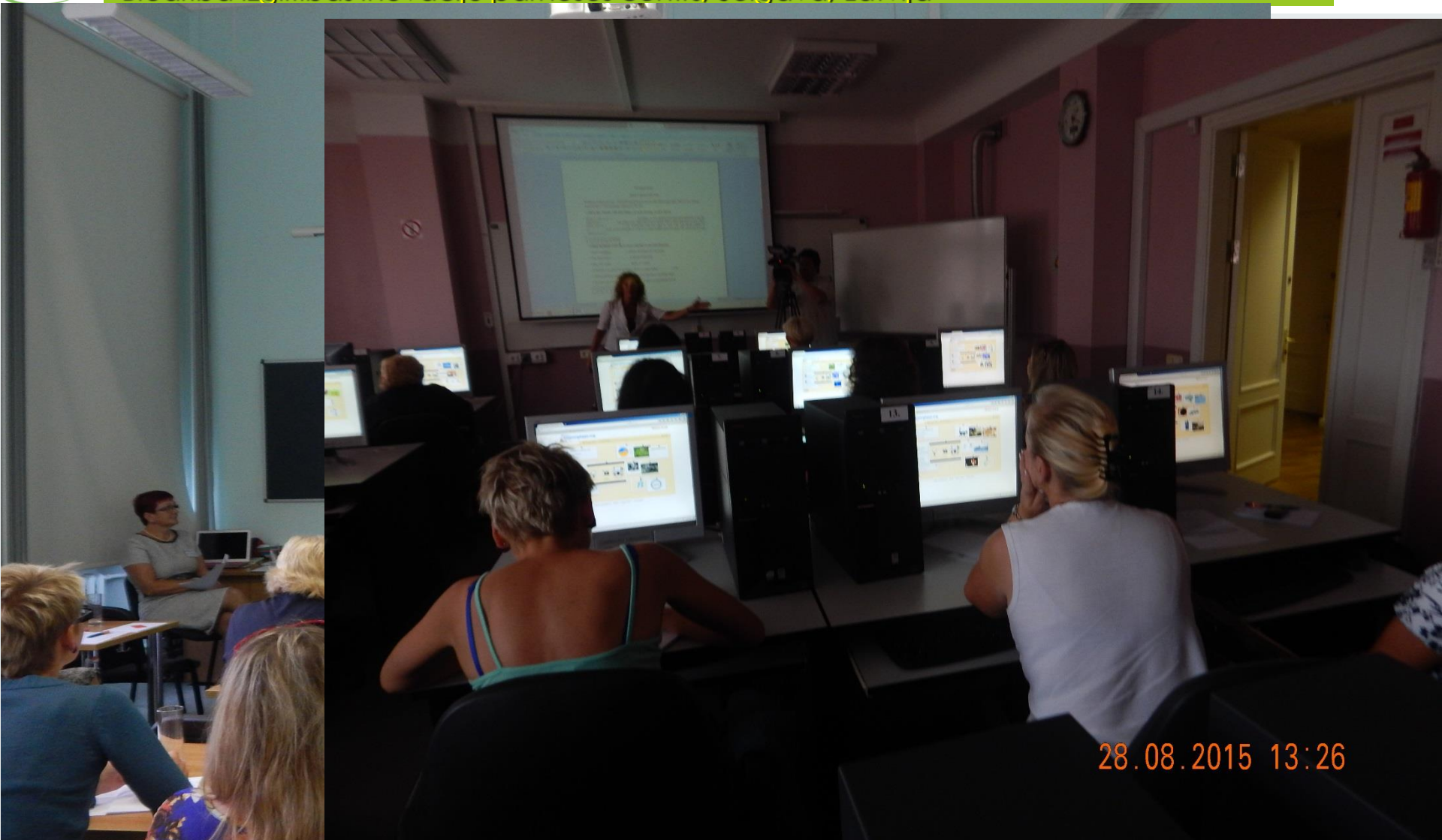
# Language teachers networking seminar (I)

☐ Language teachers networking seminar, August 28, 2015

- Teachers shared their experience
- They had training on new ICT tools for language teaching/learning
- Worked in groups

  - **TV reportage** https://youtu.be/4pyuVjjK_sk

# Language teachers networking seminar (II)

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# Collect views on the modern language learning resources *(such as e-courses, video courses, online tests,etc.)*

Biedrība Izglītības inovāciju pārneses centrs, Jelgava, Latvija

☐ In everyday use: Web sites (youtube, links, etc.), language homepages; online tests for the purpose of determing the level of the language, individual homework on the Internet. ***Problems***: there is no internet access in rural areas at home; not a computer (very poor material situation of families).

**+** Children use the Internet in order to help each other to perform tasks or provide information.

**-** Handwriting, punctuation marks!!! *(A huge problem)*

**+** save time for the transmission of information;

**-** Health– electromagnetic pollution, eyesight, etc.

**-** Examination and opinions of students don't coincide!

Motivate

Challenge

Interest

**Language learning**

Use of ICT

Use varied methods
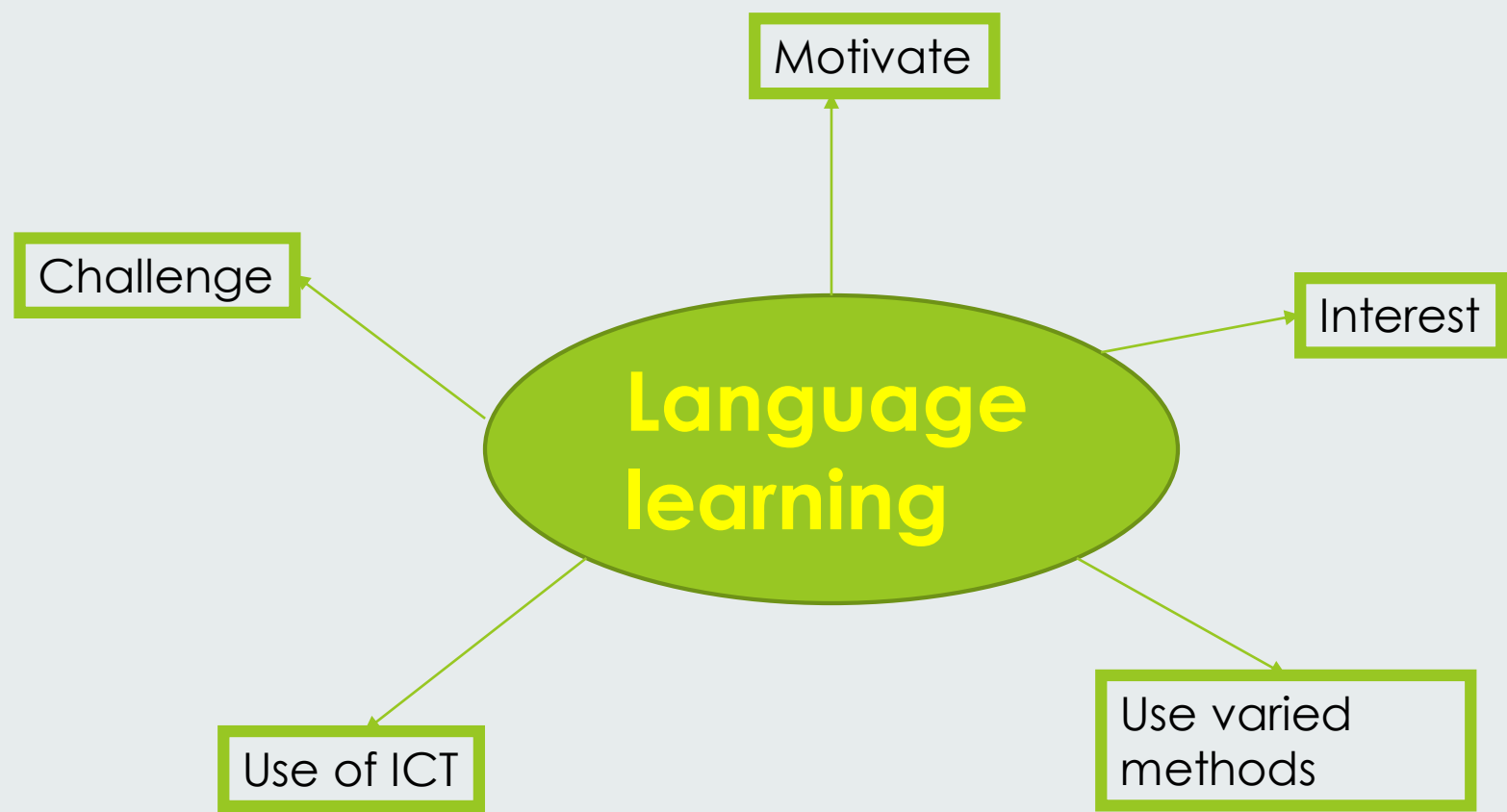
**Group 3:** **Gather views on the most effective teaching methods, based on information technologies.**

- ☐ Grammar exercises

- ☐ Dialogue building

- ☐ Reading books

- ☐ Presentations (Powerpoint)

- ☐ Audio, CD usage

- ☐ Video usage

- ☐ Language games

- ☐ CD-Rom games (primary school)

- ☐ Dictionaries, translator

# Comparative analysis
# of effective language teaching
# in Lithuania and Latvia
# for Y and Z generation

# Comparative analysis – Y and Z generation (I)

- "Comparative analysis of effective language teaching in Lithuania and Latvia for Y and Z generation"

- **Authors:**
    - *Anna Vintere*
    - *Ieva Brazauskaite-Zubaviciene*

- **Presentation:**
    - *March 22, 2016*
    - *Language teachers seminar, Kedainiai Language School*

# The best way to learn a foreign language

*(Language teachers views)*

## LITHUANIA

- Internship, work, travel to countries that speak a language that the student is learning;
- Watching movies, listening to music, reading books, newspapers;
- Communication with foreigners;
- Talking, telling stories.

## LATVIA

- Try to communicate in a foreign language;
- Overcome confusion if need to use a language;
- Watch movies, read books in a foreign language etc.;
- Use the opportunities offered by the Internet (e.g. learners' social networks, etc.).

# External factors affecting the learning of foreign languages
*(% of respondents – Y and Z generation)*
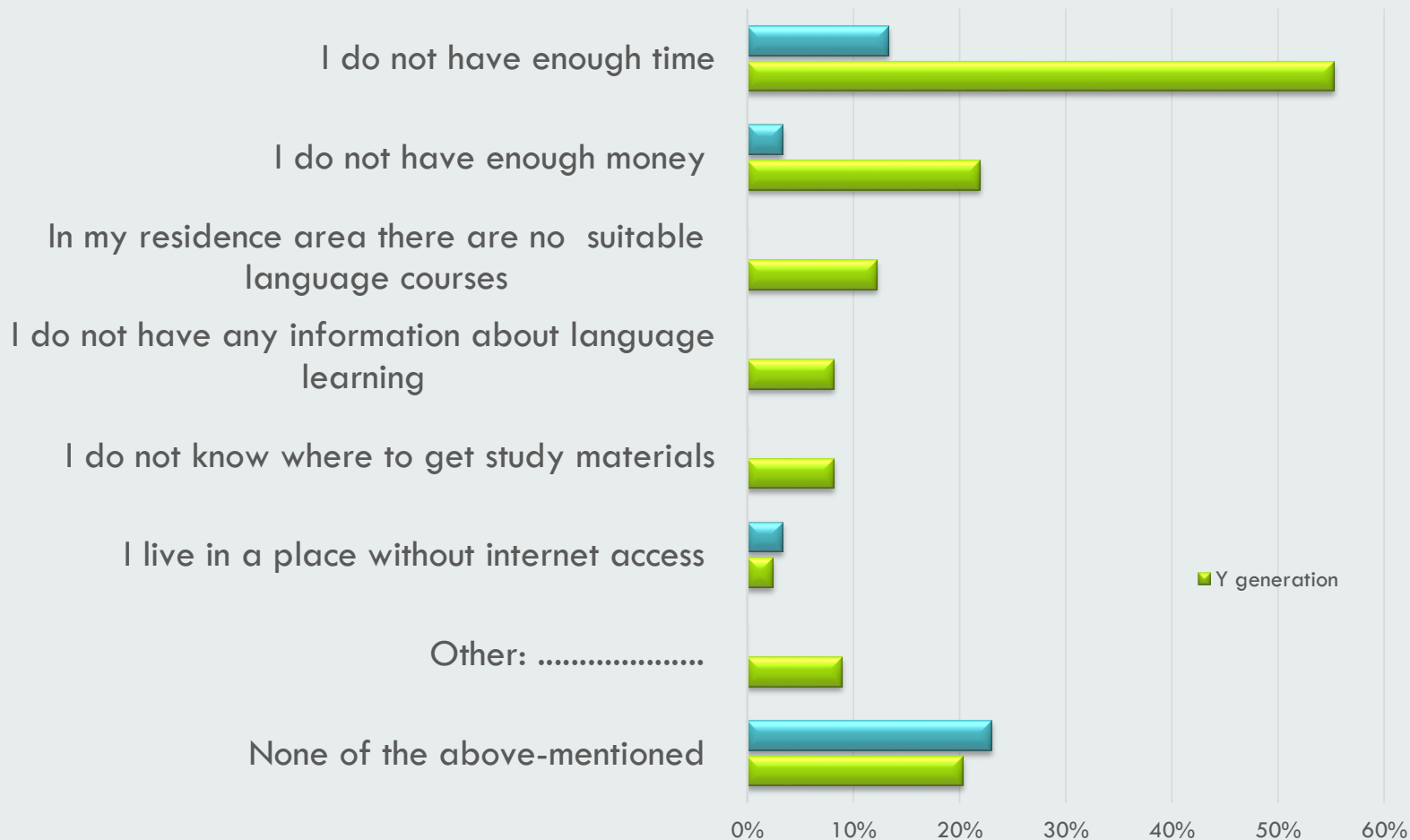
# The most problematic languages skills
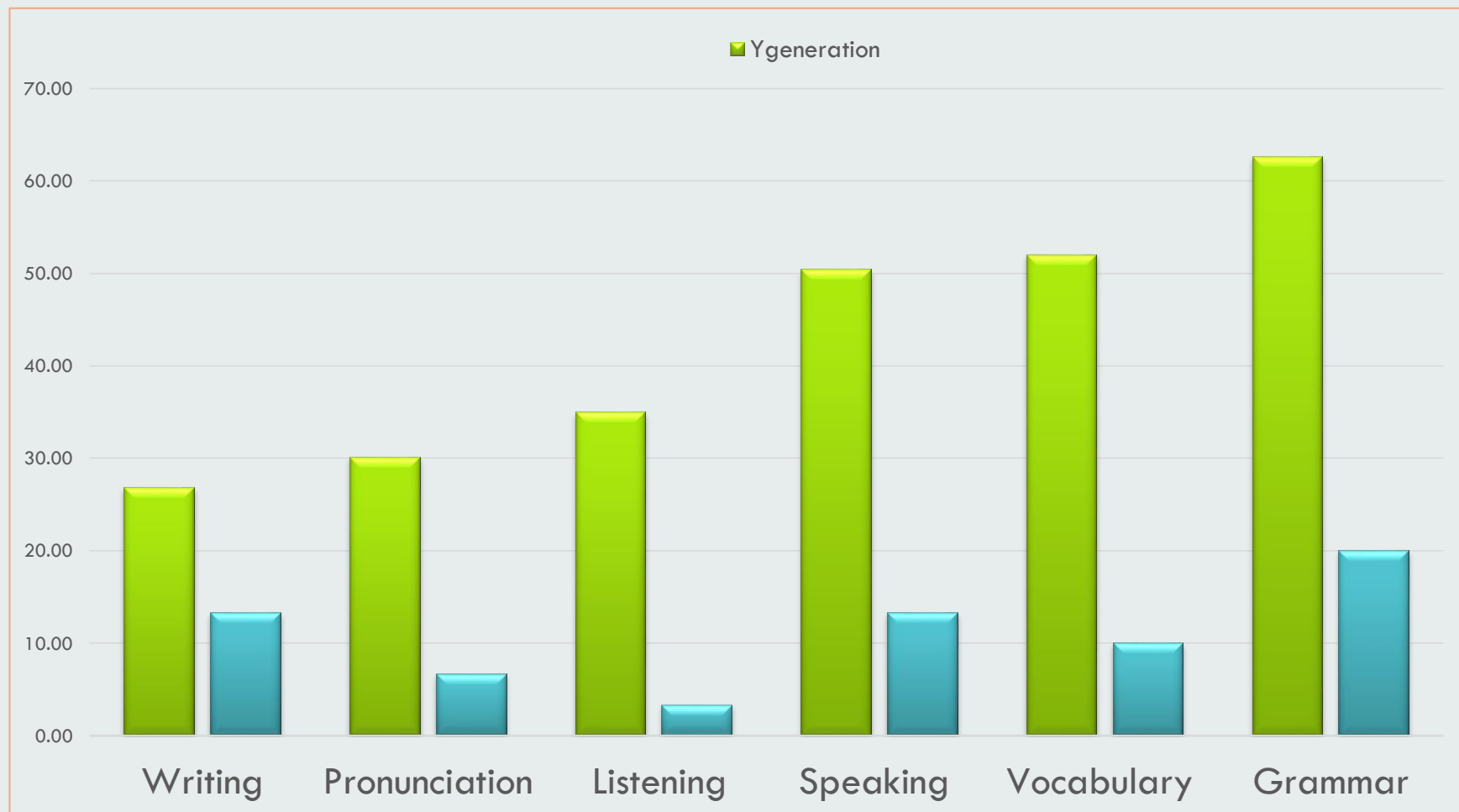
# Research on innovative vocational foreign language teaching/ learning

# The most problematic languages skills

*Students views*

| Reading | Writing | Speaking | Listening | Knowledge of professional terminology |
|---------|---------|----------|-----------|---------------------------------------|
| 14% | 20% | 33% | 15% | 18% |
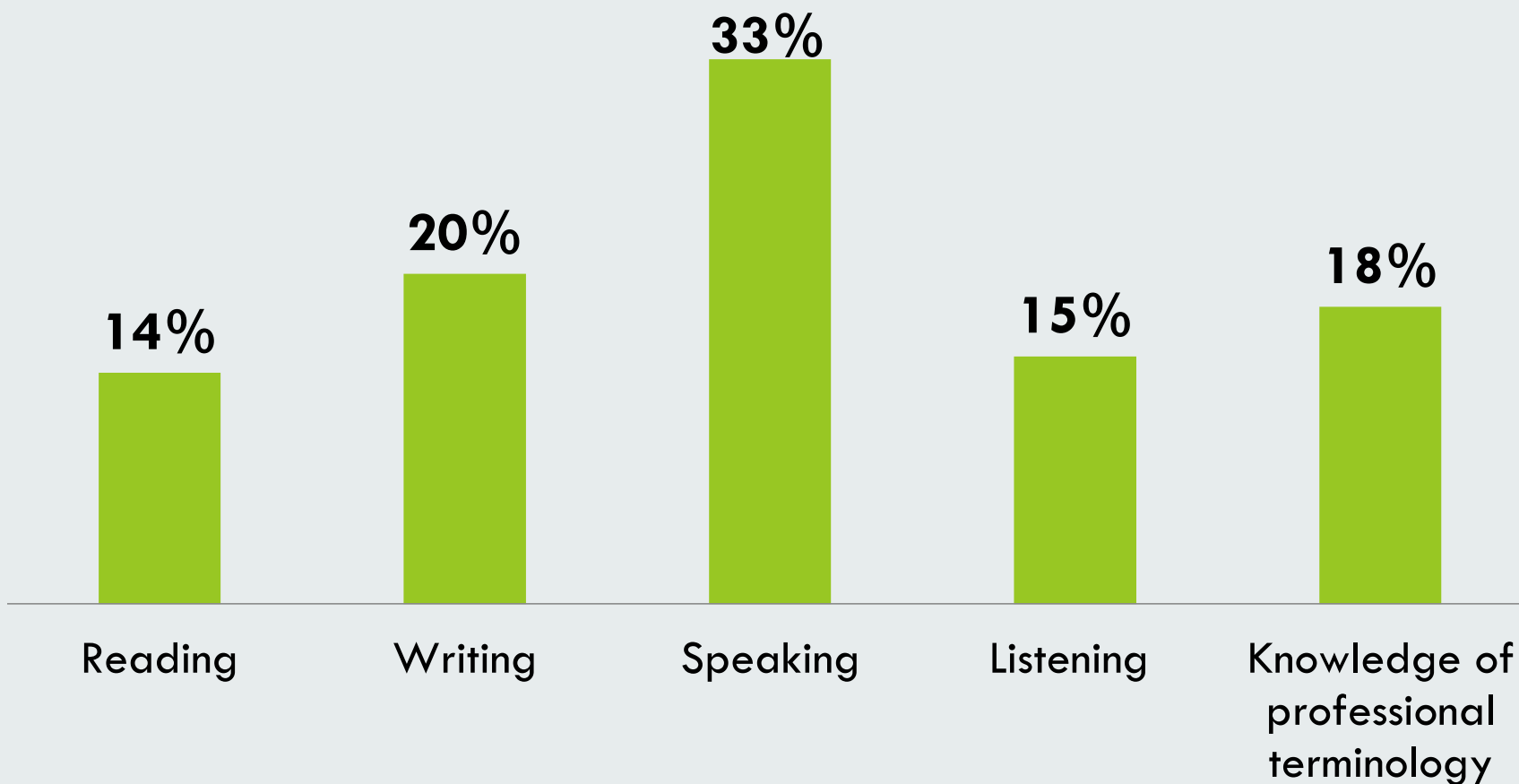
# What kind of learning environment do you prefer?
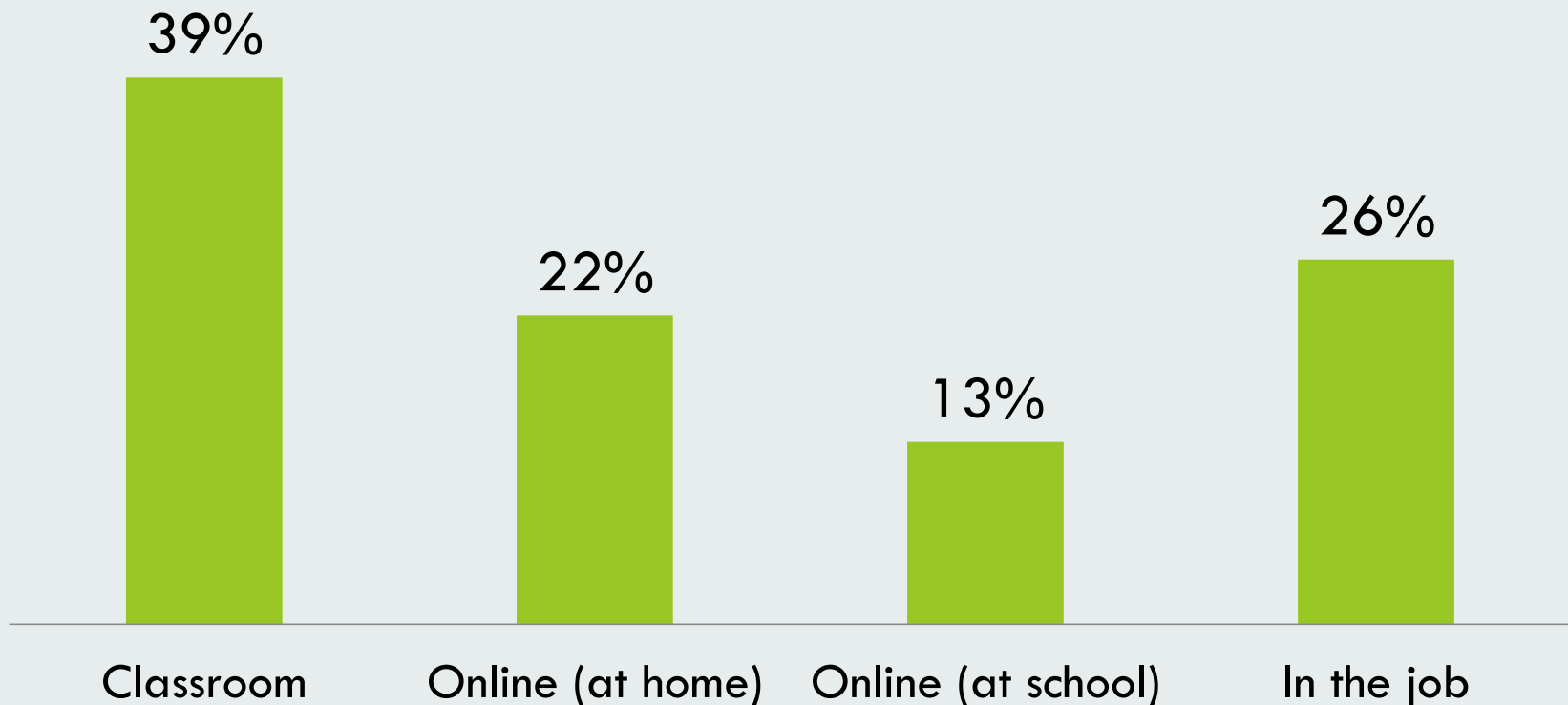
| | 39% | | 22% | | 13% | | 26% |
|---|---|---|---|---|---|---|---|
| Classroom | | Online (at home) | | Online (at school) | | In the job | |

# Which teaching methods do you like? (I)

Legend: ■ Rarely like  ■ Sometimes like  ■ I like

| Method | Rarely like | Sometimes like | I like |
|---|---|---|---|
| Crosswords, puzzles | 24% | 32% | 44% |
| Translation | 22% | 33% | 45% |
| Discussions | 20% | 25% | 55% |
| Group work | 15% | 24% | 61% |
| Essey/letter writing | 49% | 22% | 29% |
| Dialogue creation | 31% | 25% | 44% |
| Role plays | 34% | 31% | 35% |
| Stories about pictures | 28% | 34% | 38% |
| Listening | 27% | 33% | 40% |
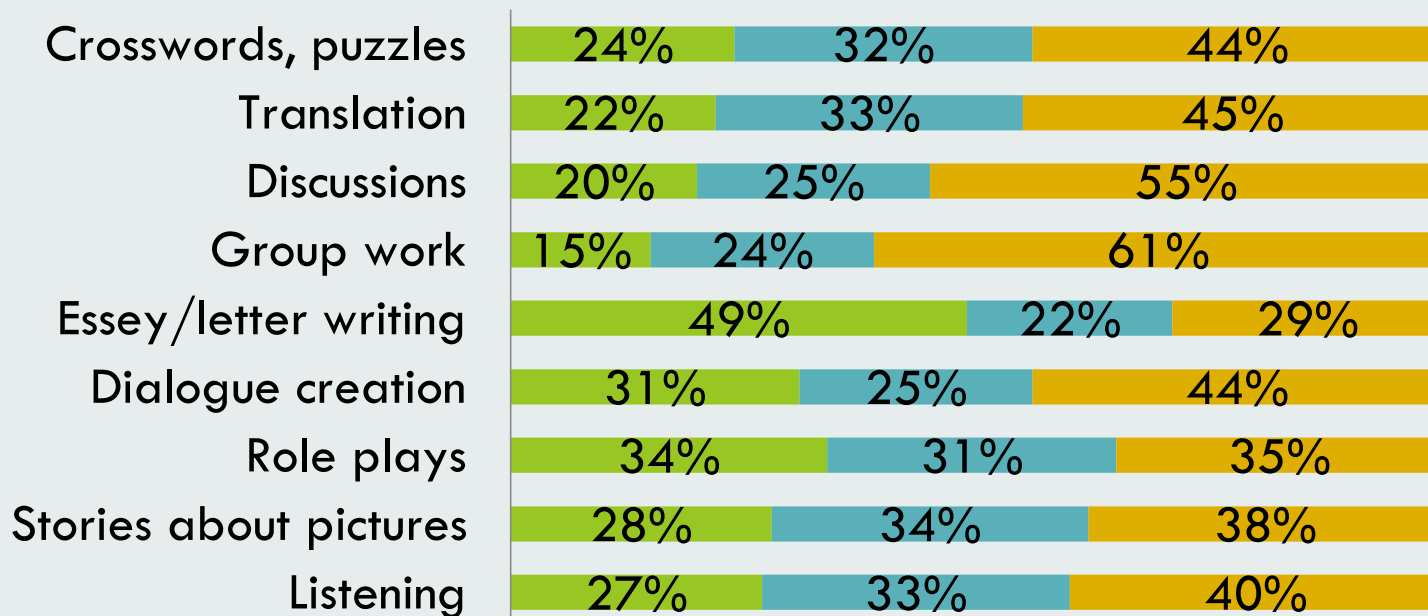
# Which teaching methods do you like? (II)

■ Rarely like   ■ Sometimes like   ■ I like

| Method | Rarely like | Sometimes like | I like |
|---|---|---|---|
| Multple choice questions | 20% | 33% | 47% |
| Games | 22% | 29% | 49% |
| Reading | 19% | 35% | 46% |
| Videos | 13% | 33% | 54% |
| Songs | 33% | 33% | 34% |
| Grammer tasks | 37% | 37% | 26% |
| Words memorization | 39% | 38% | 23% |
| Lecture | 39% | 32% | 29% |
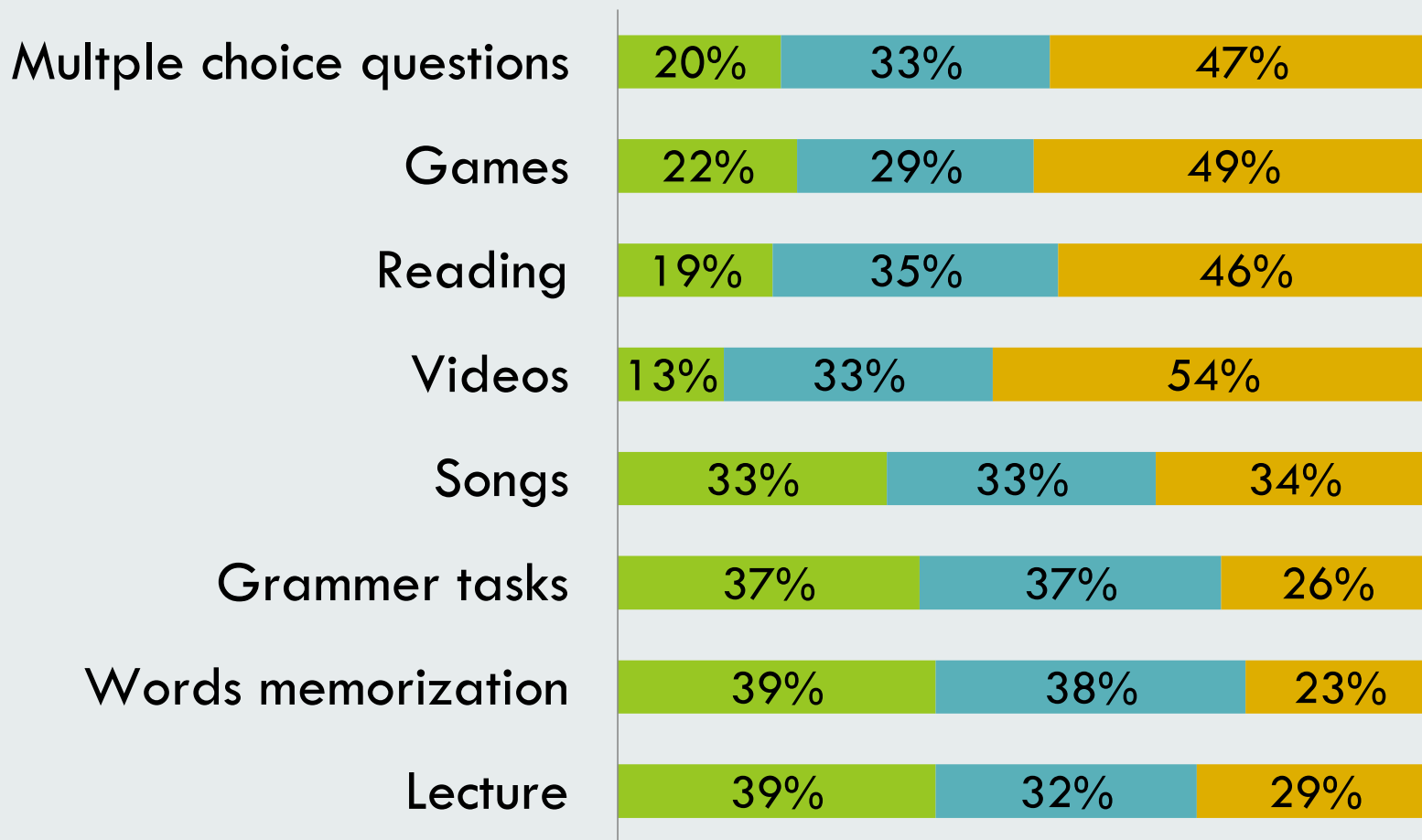
# Methods used by teachers in English classes <u>more often</u>

Legend: ■ I use now ■ I would like to use more

Categories (top to bottom):
- Crosswords, puzzles, logic...
- Translation/ Interpretation
- Discussions
- Group work
- Essay/ Letter writing
- Dialogue creation
- Role plays
- Stories about the pictures
- Listening
- Multiple choice questions
- Games
- Reading
- Videos
- Songs
- Grammar tasks
- Words memorization
- Lecture
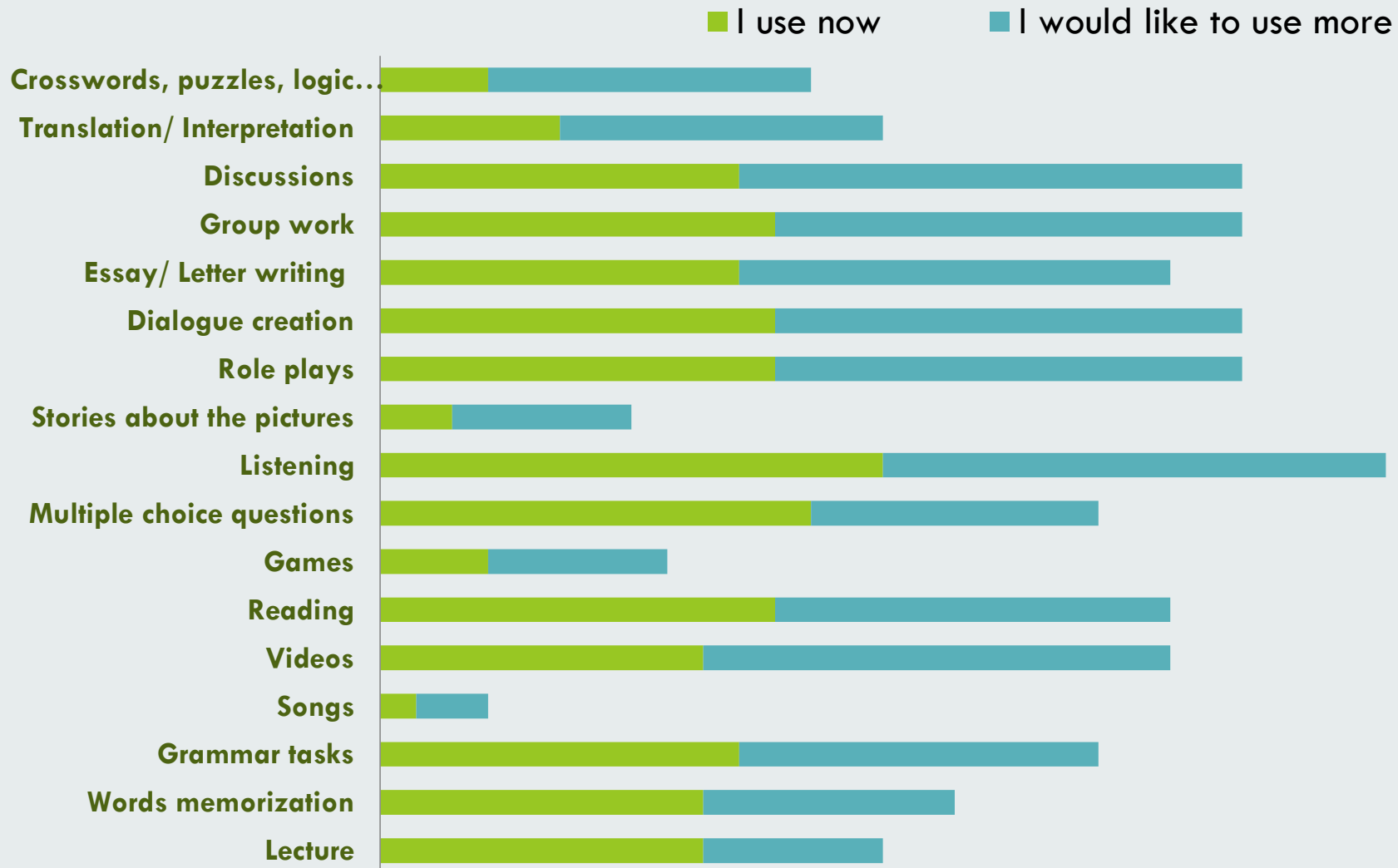
# Methods used by teachers in English classes <u>sometimes</u>

Legend: ■ I use now  ■ I would like to use more

- Crosswords, puzzles, logic challenges, etc.
- Translation/ Interpretation
- Discussions
- Group work
- Essay/ Letter writing
- Dialogue creation
- Role plays
- Stories about the pictures
- Listening
- Multiple choice questions
- Games
- Reading
- Videos
- Songs
- Grammar tasks
- Words memorization
- Lecture

# Methods used by teachers in English classes <u>rare</u>

Legend:
- ■ I use now
- ■ I would like to use more
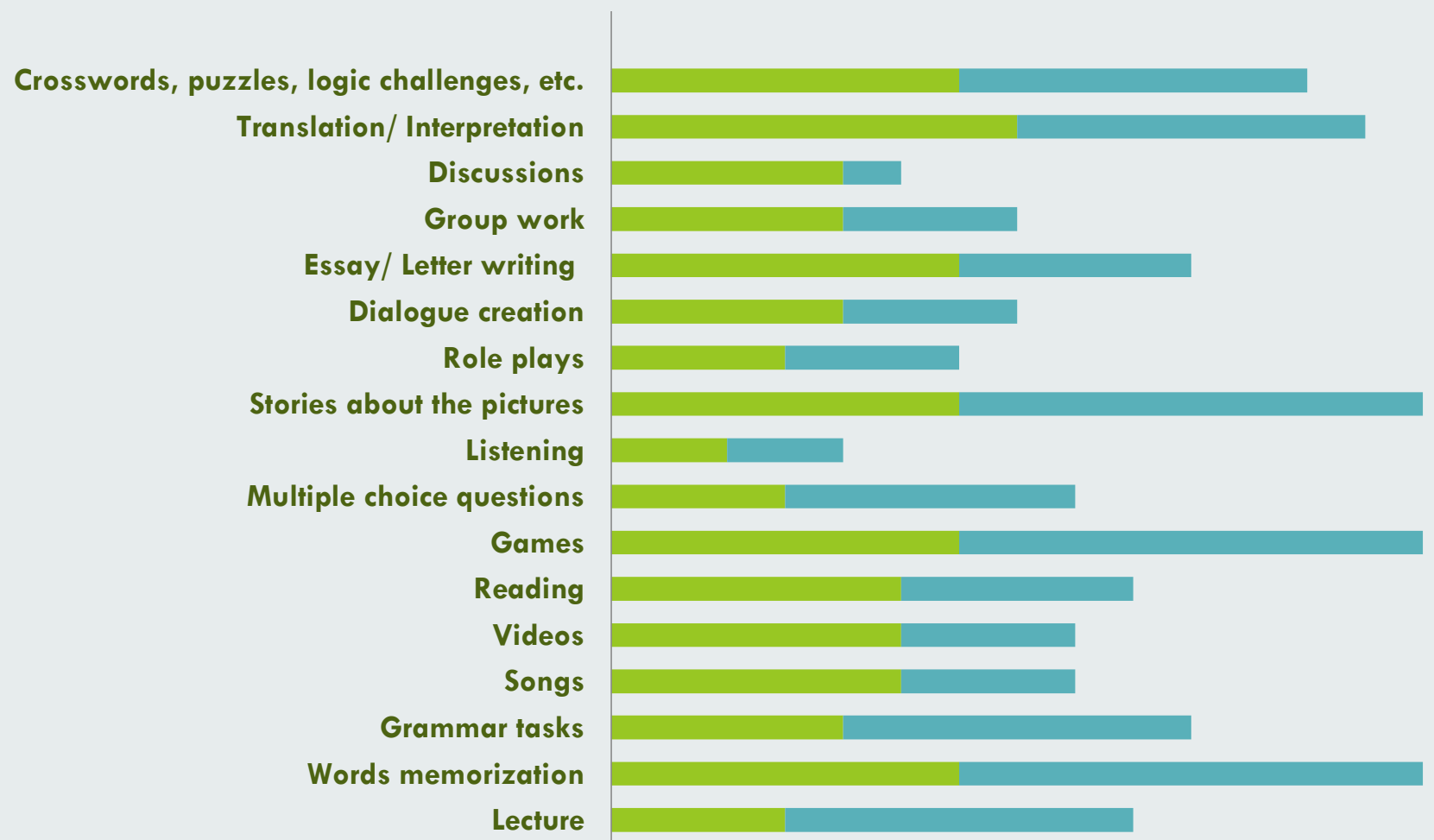
| Method | |
|---|---|
| Crosswords, puzzles, logic challenges, etc. | |
| Translation/ Interpretation | |
| Discussions | |
| Group work | |
| Essay/ Letter writing | |
| Dialogue creation | |
| Role plays | |
| Stories about the pictures | |
| Listening | |
| Multiple choice questions | |
| Games | |
| Reading | |
| Videos | |
| Songs | |
| Grammar tasks | |
| Words memorization | |
| Lecture | |

# _Teachers_ – what kind of materials do you use most often to prepare lessons?

**Legend:** ■ Never ■ Rarely ■ Sometimes ■ Often ■ Very often

| Material | Never | Rarely | Sometimes | Often | Very often |
|---|---|---|---|---|---|
| Internet recourses | | | 6% | 50% | 44% |
| Self made material | 12% | 25% | 12% | 32% | 19% |
| Material made by cooleagues | | | 12% | 38% | 50% |
| Professional textbooks | | | 25% | 25% | 50% |
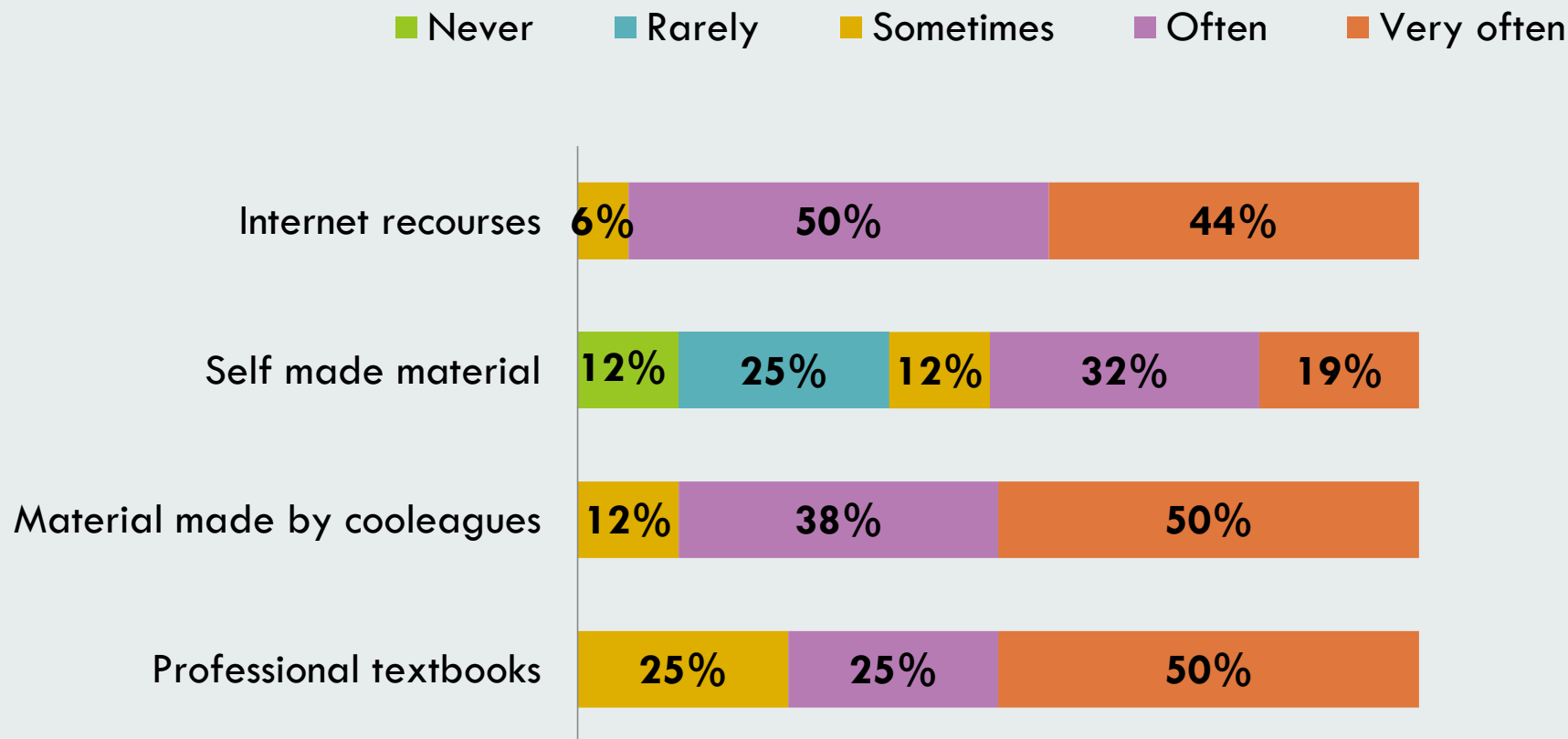
# Conclusions - methodological dimension

☐ There are a lot of materials/tools on the Internet

☐ There are at least four approaches regarding ICT usage in language teaching:

- ☐ Use materials available on Internet (interactive + printed)
- ☐ Use special language learning tools/ webpages/ applications/ …
- ☐ Use communication tools for working in groups/ getting feedback/ interest students/ ..
- ☐ Use testing tools to evaluate students' language learning ...

# Conclusions – teachers dimension

- It is a time consuming process to choose appropriate materials/tools from Internet

- Materials/tools on Internet should contain short description how to use them and for what purposes

- Best way to activate teachers for usage ICT are:
    - workshops +
    - experience exchange +
    - practical training

# Conclusions – "screen" generation dimension

- Students use technologies for communication and exchange of information but sometimes don't know how to use for learning purposes

- Internet access have to be provided not only in schools

- Students prefer classroom environment as well as group work for learning languages

- There are **two approaches** regarding ICT usage in learning languages:
    - To use ICT for attractive language teaching
    - Use methods to interest students learn languages without ICT