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ΤΜΗΜΑ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΚΑΙ ΚΟΙΝΩΝΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

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**Μεταπτυχιακή Διπλωματική Εργασία**

**Η ΒΕΛΤΙΩΣΗ ΤΗΣ ΔΕΞΙΟΤΗΤΑΣ ΠΑΡΑΓΩΓΗΣ ΠΡΟΦΟΡΙΚΟΥ  
ΛΟΓΟΥ ΜΕΣΩ ΒΙΝΤΕΟ ΣΤΗΝ ΠΛΑΤΦΟΡΜΑ EDMODO**

της

**ΠΑΡΑΣΚΕΥΗΣ ΣΑΪΤΗ**

Υποβλήθηκε ως απαιτούμενο για την απόκτηση του  
μεταπτυχιακού διπλώματος ειδίκευσης  
στις Επιστήμες της Εκπαίδευσης και της Διά Βίου Μάθησης  
(με Ειδίκευση στην «Πληροφορική και Νέες Τεχνολογίες στην Εκπαίδευση»)

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ΣΧΟΛΗ ΚΟΙΝΩΝΙΚΩΝ, ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΕΠΙΣΤΗΜΩΝ & ΤΕΧΝΩΝ  
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Ιούνιος 2019



## **Enhancing EFL Learners' Speaking Skills through Video-Based Activities on Edmodo**

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*To my beloved parents and sisters*

## **Abstract**

The current dissertation aims at investigating EFL teachers' perceptions towards the effectiveness of video on Greek EFL learners' speaking skills development. More specifically, it focuses on the way they perceive video as an effective learning tool that improves learners' speaking performance and engagement into the speaking process helping them at the same time to develop their autonomy through collaborative tasks. Considering the fact that speaking is still taught by the book and is mainly teacher-oriented, the researcher designed video-based lessons for A1-C2 levels and uploaded the material to the educational platform Edmodo in order to further examine to what extent the participating teachers perceive Edmodo as a community of practice that can contribute to their professional development.

Therefore, an action research project was designed in which 15 colleagues of the researcher working at the same frontistirio in the town of Lamia implemented the suggested lesson plans for the speaking sections. In order to provide answers to the research questions, instruments of both the quantitative and qualitative data collection were employed, namely an online questionnaire completed by the participating teachers, as well as unstructured discussions on Edmodo and at the frontistirio. After the completion of the questionnaire, a short interview with five of the teachers was also conducted so as to probe deeper into the teachers' perceptions concerning the use of Edmodo. The research findings revealed that the majority of the teachers had a positive attitude towards the integration of video into speaking lessons and the use of Edmodo; videos played a great role in increasing students' engagement in the speaking process, as well as in facilitating collaborative work, while Edmodo contributed to their professional development. Apart from the presentation and analysis of the research findings, limitations and recommendations for further research are also discussed towards the effective implementation of these Web tools in the EFL teaching process.

**Keywords:** speaking skills, video, engagement in the speaking process, motivation, collaboration, Edmodo, community of practice, teachers' professional development

## **Περίληψη**

Η παρούσα διπλωματική εργασία στοχεύει στη διερεύνηση των αντιλήψεων των καθηγητών Αγγλικής γλώσσας σχετικά με την αποτελεσματικότητα του βίντεο ως προς την ανάπτυξη των προφορικών δεξιοτήτων των μαθητών που διδάσκονται τα Αγγλικά ως Ξένη Γλώσσα. Πιο συγκεκριμένα, εστιάζει στον βαθμό κατά τον οποίο οι καθηγήτριες θεωρούν το βίντεο ως ένα αποτελεσματικό εργαλείο μάθησης που βελτιώνει την προφορική απόδοση των μαθητών και τη συμμετοχή τους στην διαδικασία παραγωγής προφορικού λόγου, βοηθώντας τους παράλληλα να αναπτύξουν την αυτονομία τους μέσα από συνεργατικές εργασίες. Δεδομένου ότι η δεξιότητα του προφορικού λόγου διδάσκεται ακόμα σύμφωνα με το βιβλίο και είναι κυρίως δασκαλοκεντρική, η ερευνήτρια σχεδίασε μαθήματα βασισμένα σε βίντεο για τα επίπεδα A1-Γ2 και ανέβασε το υλικό στην εκπαιδευτική πλατφόρμα Edmodo με σκοπό να εξετάσει περαιτέρω κατά πόσο οι καθηγήτριες που συμμετέχουν στην έρευνα αντιμετωπίζουν το Edmodo ως μία κοινότητα πρακτικών που μπορεί να συμβάλει στην επαγγελματική τους εξέλιξη.

Επομένως, σχεδιάστηκε ένα ερευνητικό πρόγραμμα δράσης κατά το οποίο 15 συνάδελφοι της ερευνήτριας που εργάζονται στο ίδιο φροντιστήριο στην πόλη της Λαμίας εφάρμοσαν τα προτεινόμενα πλάνα μαθήματος για την ανάπτυξη του προφορικού λόγου. Προκειμένου να απαντηθούν τα ερευνητικά ερωτήματα, χρησιμοποιήθηκαν εργαλεία τόσο της ποσοτικής όσο και της ποιοτικής συλλογής δεδομένων, δηλαδή ένα ηλεκτρονικό ερωτηματολόγιο που συμπληρώθηκε από τους συμμετέχοντες καθηγητές, καθώς και ανεπίσημες συζητήσεις μέσα από το Edmodo αλλά και στο φροντιστήριο. Μετά τη συμπλήρωση του ερωτηματολογίου, διεξήχθη μία μικρή συνέντευξη με πέντε από τις καθηγήτριες, έτσι ώστε να διερευνηθούν σε βάθος οι απόψεις των εκπαιδευτικών ως προς τη χρήση του Edmodo. Τα ευρήματα της έρευνας αποκάλυψαν ότι η πλειονότητα των εκπαιδευτικών είχαν μια θετική στάση απέναντι στην ενσωμάτωση του video στα μαθήματα παραγωγής προφορικού λόγου, αλλά και στη χρήση του Edmodo· τα βίντεο διαδραμάτισαν σπουδαίο ρόλο στην αύξηση της συμμετοχής των μαθητών στη διαδικασία παραγωγής προφορικού λόγου, καθώς και στη διευκόλυνση της συνεργατικής εργασίας, ενώ το Edmodo συνέβαλλε στην επαγγελματική τους εξέλιξη. Εκτός από την παρουσίαση και ανάλυση των ευρημάτων, συζητούνται επίσης περιορισμοί και προτάσεις για περεταίρω έρευνα που έχουν ως στόχο την αποτελεσματικότερη εφαρμογή των συγκεκριμένων διαδικτυακών εργαλείων στη διδασκαλία της Αγγλικής ως Ξένης/Διεθνούς Γλώσσας.

**Λέξεις κλειδιά:** δεξιότητες παραγωγής προφορικού λόγου, συμμετοχή στη διαδικασία παραγωγής προφορικού λόγου, συνεργασία, Edmodo, κοινότητα πρακτικών, επαγγελματική εξέλιξη εκπαιδευτικών

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## **List of Abbreviations**

ACM	Association for Computing Machinery
ACTFL	American Council on the Teaching of Foreign Languages
AR	Action Research
BS	Brainstorming
CEFR	Common European Framework for Languages Reference
CLIL	Content and Language Integrated Learning
CMC	Computer Mediated Communication
CMS	Course Management System
EBS	Electronic Brainstorming
EFL	English as a Foreign Language
ESOL	English for Speakers of Other Languages
HCI	Human-Computer Interaction
ICT	Information and Communication Technology
ILR	Interagency Language Roundtable
L2	Foreign Language
LMS	Learning Management System
LOR	Learning Object Repository
MLE	Management Learning Environment
NBS	Nominal Brainstorming
PBL	Project-Based Learning
PLN	Personal Learning Network
SLA	Second Language Acquisition
TBI	Task-Based Instruction
TBLT	Task-Based Language Teaching
TBS	Traditional Brainstorming
TEFL	Teaching English as a Foreign Language
TPS	Think-Pair-Share
VLE	Virtual Learning Environment

## **Introduction**

The English Language has long been an integral part of the Greek public and private education. This is clearly depicted by the fact that the last years TEFL starts from the early years of children's education. The skills that young learners are called on to develop are reading, listening, speaking and writing; not all skills are given the same importance, though. More specifically, the teaching of speaking is still based on artificial dialogues that result in learners 'parroting' (Richards and Schmidt, 1983, p. 126, as cited in Sze, 1995) rather than expressing themselves. In other words, teachers continue to approach this skill in an obsolete way, despite their willingness to familiarize learners with English as early as possible. As a result, speaking seems to be neglected and this may be due to the fact that learners are not tested in this skill until they sit for a certification exam. The classroom of the 21<sup>st</sup> century, though, has given a new dimension to teaching as it places student at the center of the learning process through collaborative tasks that sharpen their interest and develop their autonomy.

New technologies, and especially Web 2.0 tools, play also a great role in developing 21<sup>st</sup> century skills, as they enable teachers to use them as support materials in the teaching process. As a result, they motivate learners and make teaching more exciting, helping teachers disengage from outdated models of learning. This shift from traditional to modern teaching results in teachers' professional development, as Web 2.0 tools prove to be a means of creation and sharing knowledge. This is also the main aim of the researcher; to use video as support material for the teaching of speaking and Edmodo as a community of practice among teachers. The suggested material designed by the researcher aims at familiarizing learners and teachers with new approaches in teaching speaking by making both parts think outside the box and enjoy the learning procedure.

On the other hand, the choice of using the specific platform is not accidental, as its capabilities enable teachers not only to view the material, but also to communicate through posts or chat groups. Many studies have stressed the effectiveness of Edmodo in the teaching process, an indicative example of which constitutes the research by Vègh, Nagy, Zsigmond and Elbert (2017), who integrated it in the subject of Biology, while others underline the importance of video in new teaching methods, such as the Flipped Classroom (Davies, Dean, & Ball, 2013) or Content and Language Integrated Learning (CLIL) (Oddone, 2011). Thus, the present thesis will unfold the impact of

video-based activities on developing speaking skills and will focus on the communication among colleagues via Edmodo.

**Chapter 1** provides the theoretical framework of the speaking skill focusing on its role in Second Language Acquisition (SLA) and more specifically on the difficulties learners encounter while mastering speaking skills, as well as the factors that demotivate them from speaking in an EFL classroom. Then, it attempts to link speaking to Task-based instruction and collaborative learning theory. In the end, different approaches in designing speaking lessons are discussed; suggestions which are implemented in the speaking sections designed by the researcher. **Chapter 2** analyzes one of the most important characteristics of the 21<sup>st</sup> century classroom – the integration of Information and Communication Technology (ICT) – by shedding light on learners and teachers' role in the EFL classroom and presenting the advantages of the Web 2.0 tools used in this study, video and Edmodo.

**Chapter 3** deals with the design of the current thesis starting with the research aims and questions. Then, it elaborates on the research methodology and the data collection instruments employed, resorting to the mixed research method, namely the combination of quantitative and qualitative methods. In **Chapter 4**, the findings of the research are presented in relation to the three-folded research purpose and the six research questions unfolded. In the last chapter, **Chapter 5**, the researcher analyses the results of the data collection instruments without omitting the limitations risen and by making suggestions for further research.

# **Chapter 1**

## **Speaking Skill in Foreign Language Learning and Teaching**

### **Introduction**

This chapter provides the theory of this research focusing on the role of speaking in SLA, the difficulties encountered while mastering speaking skills, as well as the factors that can de-motivate students from developing their speaking skills. Then, it elaborates on the fact that speaking has its roots in Task-based Approach and different approaches in designing speaking tasks are suggested in order for teachers to meet the standards of the 21<sup>st</sup> century classroom – one of the most important of which is collaborative learning.

#### **1.1. The role of speaking in Second Language Acquisition**

Foreign language acquisition is based on mastering four language skills, these are listening, reading, writing and speaking. While all skills are equally important in mastering the English language, many researchers stress the importance of the speaking skill. According to Saeed Al-Sobhi and Preece (2018), speaking grasps the highest priority in language given that we speak every day more than we write. Safitri (2018) justifies the superior status of speaking by asserting that “English is language and the language must be spoken to make the other understand” (p.120). Ur (1996) claims that speaking is the most important of the four skills, as it includes the acquisition of the other three (as cited in Alfulaih, 2017; Bahadorfar & Omidvar, 2014) and people who know a language are considered as speakers of that language (as cited in Al Hosni, 2014).

In an attempt to define speaking and realize its importance, Chaney (1998) points out that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (as cited in Bahadorfar & Omidvar, 2014, p.9). Speaking is an integral part in second language learning and teaching, it is an art of communications and one of the four productive skills that needs to be mastered in foreign language acquisition (Bahadorfar & Omidvar, 2014). Brown and Yule (1983) underline its significance by claiming that the skill that students will be judged upon most in real life is speaking (as cited in Bahadorfar & Omidvar, 2014).

However, the fact that students are not evaluated in this skill until they sit an exam to acquire a certificate in English shows that not so much emphasis is given to teaching the speaking skill “though how best to approach the teaching of oral skills has long been the focus of methodological debate” (Richards, 2015, p.1).

Despite its significance, the speaking skill has been undervalued or even ignored (Bahadorfar & Omidvar, 2014; Bygate, 1987, as cited in Dueñas, Cardozo, & Peña, 2015; Koroğlu & Çakır, 2017) and as a result it is still taught as a repetition of drills or memorization of dialogues (Bahadorfar & Omidvar, 2014). Chaney (1998) translates this devaluation as a misconception that dominated in the past and according to which competence advances naturally over time and the cognitive skills included in writing automatically transfer to oral communication skills (as cited in Al Hosni, 2014). Egan (1999) states that the reasons why schools and universities have underrated the speaking skill are mainly logistical and programmatic in the sense grammar and culture was of great importance and even the relationship between learners and teacher was not a positive one. Another reason why it is considered neglected is that there are not only traditional methods in today’s golden age of communicative approaches in L2 teaching, but also linguistic and non-linguistic elements which make it difficult to master, such as vocabulary, intonation, articulation, formal and informal expression and gestures (Dinçer & Yeşilyurt, 2013). Yet, second language learners who “often evaluate their success in language learning as well as the effectiveness of their course on the basis of how well they feel they have improved in their spoken English proficiency” see the mastery of speaking as a priority (Richards, 2015, p.1).

### ***1.1.1. Difficulties in mastering speaking skills***

As Egan (1999) underlines, the level of proficiency in a foreign language is based on how well the speaker communicates in that language. More specifically, speaking proficiency refers to communication which includes many other prosodic features – necessary to conduct a conversation – such as sentence stress, intonation, tempo and articulation rate, as well as rhythm and voice quality (Thornbury & Slade, 2006). Iman (2017) claims that there are three components that need to be mastered in order to be fluent in speaking; these are vocabulary, pronunciation and grammar. Harris (1974) adds two more components to this list – fluency and comprehension (as cited in Iman, 2017). However, as far as fluency is concerned, Zhang, Alex and Kortner (1995) claim that particular attention and constant practice are needed in order to be achieved,

while Al-Sibai (2004) highlights the increased exposure to L2 input (as cited in Al Hosni, 2014).

The American Council on the Teaching of Foreign Languages (ACTFL) and the Interagency Language Roundtable (ILR) have defined speaking proficiency for test purposes as “the ability of an individual to carry out in appropriate ways communicative tasks which are typically encountered where the language is natively spoken” (as cited in Egan, 1999, p.279). These tests provide different topics of scalable difficulty that require the learner to handle vocabulary, grammar, pronunciation, pragmatics and sociolinguistic functions (Egan, 1999). Yet, she correctly points out that speaking is for a purpose, which is to engage learners in realistic situations, and not for practicing linguistic features, as using a language means that an individual can not only understand and present, but also negotiate, persuade, hypothesize and interpret in that language. However, there are students that find English language a quite challenging one and encounter difficulties in mastering it; this is when the teacher has to search for alternative ways to motivate them (May Melendez, Quijano Zavala, & Ferrer Mendez, 2014).

### ***1.1.2. Demotivating factors***

It can be inferred that the neglected status the speaking skill has gained depends to a great extent on factors that demotivate students from speaking. Marcelino’s study (2005) found that de-motivation is a factor that contributes to learners’ failure to acquire English, as they do not use language in real settings, but by following rules. Saeed Al-Sobhi and Preece (2018) point out five crucial parameters that can be also evident in the Greek EFL classroom:

1. *Lack of exposure to language;*
2. *Lack of motivation;*
3. *Students’ anxiety and lack of confidence;*
4. *Limited knowledge of English;*
5. *Inefficient teaching methodology* (p.2).

These factors could be categorized in another way. Turki’s (2015) classification of the factors that can hinder EFL learners from taking part in a speaking section is the following:

1. *Teachers:*

- 1.1. Teachers' behavior and personality;*
- 1.2. Teachers' competence and commitment;*
- 1.3. Teaching method;*
- 1.4. Grading and assessment;*
- 1.5. Adequate change of teachers;*
- 2. Equipment;*
- 3. Classroom utility:*
  - 3.1. Content;*
  - 3.2. Classroom environment;*
  - 3.3. Time;*
- 4. Learners:*
  - 4.1. Self-confidence;*
  - 4.2. Peer influence (pp.24-28).*

## **1.2. Task-based instruction and speaking skills**

“Task-based Instruction, Task-based Approach, Task-based Language Teaching, or Task-based Language Learning are some of the names of the methodology that takes as its central point the use of tasks to enhance language use” (Vásconez Urgilez, 2015, p.22). Task-based instruction (TBI) is seen as an alternative way to traditional methods of language teaching, as its core methodology is the use of functional communicative language (Ellis, 2003, as cited in Safitri, 2018). “In fact, structured transactional tasks, with clearly defined objectives, are defining features of task-based language teaching (TBLT), which in turn evolved as a ‘strong form’ of communicative language teaching” (Thornbury & Slade, 2006, p.267). Richards (2006) underlines that, in TBI, language learning is a result of interactive procedures taken place in the classroom and accomplished through designed instructional tasks. In other words, according to proponents of TBI, the emphasis should be given on engaging learners in interactive tasks rather than on grammar structures that will be developed as a by-product of communicative competence.

In order to better understand this term, it is essential to define the word ‘task’. More specifically, it is defined as “an activity or the end product of a whole process” (Vásconez Urgilez, 2015, p.23). Willis (1996) gives a more detailed definition of this term; Tasks are “activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an out-come” (p.23). As a result, in a

TBI environment, the learner is free to choose and use those forms of target language that will help them accomplish defined communicative goals (Safitri, 2018). Richards (2006) provides some key features of tasks as follows:

- *It is something that learners do or carry out using their existing language resources;*
- *It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task;*
- *It involves a focus on meaning;*
- *In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills* (p.31).

The conclusion that can be drawn is that task-based instruction has its roots in Communicative Language Teaching (Skehan, 2003) or in other words the Communicative Approach, an approach that first appeared in the 1970s and 1980s and made teachers have second thoughts about their methodology, as well as their teaching materials. Thus, from the very beginning it gained teachers' interest, as it is an effective method that aims at students' L2 communicative competence, while at the same time it builds autonomous learners and critical thinkers (Richards, 2006). To be more specific, learners are active members, whereas teachers' role is restricted to that of the facilitator, organizer and guide (Saeed Al-Sobhi & Preece, 2018).

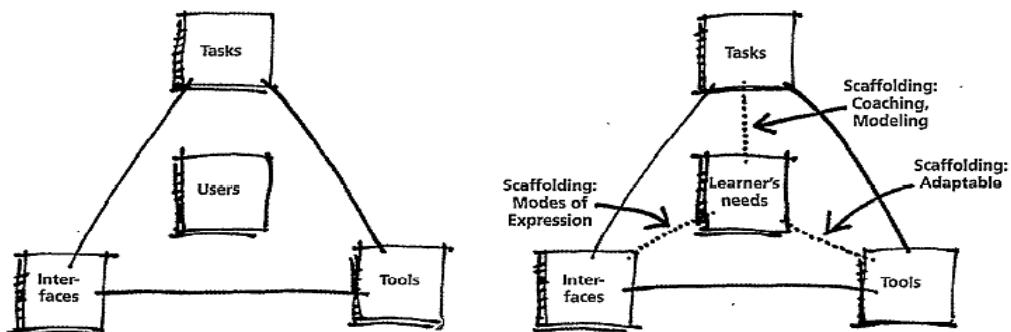
### **1.3. Collaborative learning**

The classroom of the 21<sup>st</sup> century is learner-directed, thus it becomes obvious that the way students work in the classroom has changed as well; they no longer work individually, but along with their classmates. The classroom is now a collaborative environment in which students work together on the tasks assigned by the teacher. “The broadest definition [...] of ‘collaborative learning’ is that it is a situation in which two or more people learn or attempt to learn something together” (Dillenbourg, 1999, p.1). By separating the phrases ‘two or more’ and ‘learn something together’, he attempts to discuss this term in more detail: “pairs learning through intensive synchronous joint problem solving during one or two hours, groups of students using electronic mail during a one-year course, communities of professionals developing a specific culture across generations” (Dillenbourg, 1999, p.2). Richards (2006) points out that pair or

small group work reflects Communicative Language Teaching and underlines how students can benefit from this cooperation:

- *They can learn from hearing the language used by other members of the group;*
- *They will produce a greater amount of language than they would use in teacher-fronted activities;*
- *Their motivational level is likely to increase;*
- *They will have the chance to develop fluency (p.20).*

Storch (2005) introduces the term scaffolding when referring to group or pair work by providing the setting of a society. In particular, he defines scaffolding as the kind of assistance that a more expert member gives to a novice. At this point, the implication that can be drawn by Storch's syllogism is that the novice could be a weaker student, while the expert member of a society could be a higher-performing one who assists the weaker through their collaboration. As Storch (2005) adds, this procedure can have positive connotations both from a social constructivist framework and from a pedagogical one, as on the one hand the learners are encouraged to take part in cooperative activities through which they interact with each other and co-construct knowledge, while on the other hand the principles of the Communicative Approach arise – given that they are offered opportunities for practicing L2. Yet, this term has attracted the interest of other researchers who provided definitions and details on it. Scaffolding is considered a technique used in education which expresses the support learners are given when learning a new task (Wood, Bruner, & Ross, 1975; Rogoff, 1990, as cited in Soloway, Guzdial, & Hay, 1994). It contributes strongly to learner's autonomy, as at first stage the teacher provides help and guidance to tasks that the student cannot execute on their own, while later on this support decreases, because the learner has developed a great deal of knowledge (Soloway, Guzdial, & Hay, 1994).



**Figure 1. Scaffolding.** Reprinted from “Learner-centered design: The challenge for HCI in the 21st century”, by E. Soloway, M. Guzdial and K. E. Hay, 1994, *Interactions*, 1, 36-47. Copyright 1994 by ACM. Reprinted with permission.

## **1.4. Different approaches in designing speaking tasks**

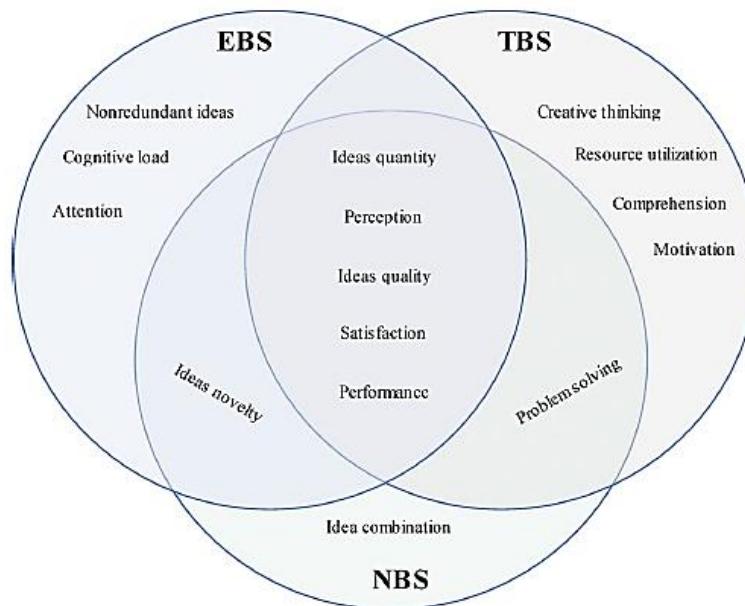
In order for teachers to meet the demands of the 21<sup>st</sup> century, they have to constantly be creative and inspiring for their students. Thus, their lessons should stand out in terms of innovation, creativity and flexibility. As for speaking, which is considered to be a neglected skill, they can implement techniques that will make the process both fun and constructive for all types of learners, but prior to designing a speaking task, they have to bear in mind the functions of speaking. Brown and Yule (1983) have classified the functions of speaking into interactional and transactional, whereas Richards (2015) expands this classification by adding the term ‘performance’. According to him, talk as interaction is the type of conversation and social chat in which people are involved in their daily lives, talk as transaction focuses on the message itself rather than on the way individuals interact, while talk as performance is related to any kind of public talk.

### **1.4.1. Brainstorming**

As Khan (2013) clarifies, brainstorming is a strategy used not only in education, but also in every setting where participation is the primary goal. It is a technique aimed at small groups, so that they generate as many ideas as possible within a certain time. The procedure followed in an EFL classroom has the teacher start with a warm-up in order to activate students’ background knowledge. It is also deemed a risk-taking activity which develops students’ confidence, as there are no right or wrong answers and no correction on the part of the teacher (McCoy, 1976, as cited in Khan, 2013). Khan (2013) underlines some of the advantages of implementing this technique in the classroom, making it in this way a necessary tool for speaking sections:

1. *The target group can generate/create a greater number of alternative responses since the group’s information and knowledge tend to be more comprehensive and reliable;*
2. *The group decision making is democratic in nature. The democratic processes are more easily acceptable and more consistent with the democratic principles which ensure equal academic opportunities;*
3. *Implementation of a brainstorming based decision is more effective as the entire group participate* (p.12880).

Nevertheless, verbal brainstorming is not the only way of brainstorming applied to the EFL classroom. This type has been used for more than half a century as a strategy for generating ideas (Dennis & Valacich, 1993; Nunamaker et al., 1996, as cited in Dennis, Minas, & Bhagwatwar, 2013) and later evolved into electronic brainstorming (EBS). EBS was introduced in the 1980s, with the wish of using computer-mediated electronic communication so as to enhance group creativity (Dennis & Williams, 2005). Al-Samarraie and Hurmuzan (2017) add two other types, traditional brainstorming (TBS) and nominal brainstorming (NBS) – two types that are, in fact, under the umbrella term of verbal brainstorming. They define TBS as the first form of idea generation where members of a group conduct a dialogue through which they interact and share their ideas. However, the literature has claimed that working individually may have better results than working in groups (e.g., Miller, 2009; Putman & Paulus, 2009, as cited in Al-Samarraie & Hurmuzan, 2018), therefore the NBS model – where individuals could generate ideas on their own without cooperating with each other – was considerably used (Henningsen & Henningsen, 2013, as cited in Al-Samarraie & Hurmuzan, 2018). Regarding EBS, it “has been introduced as a means for group members to facilitate idea generation simultaneously” (Al-Samarraie & Hurmuzan, 2018, p.79). Online resources and tools, such as e-mail, browser-based systems, chat, and discussion forums are used to support the discussion process (Baruah & Paulus, 2016, as cited in Al-Samarraie & Hurmuzan, 2018).



**Figure 2. BS factors across disciplines.** Reprinted from “A review of brainstorming techniques in Higher Education”, by H. Al-Samarraie and S. Hurmuzan, 2018, *Thinking Skills and Creativity*, 27, 78–91. Copyright 2017 by Elsevier. Reprinted with permission.

#### **1.4.2. Debate method**

Various methods have been implemented across teaching speaking, some following the traditional way – such is the use of books, chalks, blackboard or whiteboard – and some stepping to more modern paths; these are realia, real objects, pictures or music (Iman, 2017). Debate method is one of these modern techniques and is defined as “a process that determines how change should occur” (Snider, 2008, p.13, as cited in Vásconez Urgilez, 2015). It is a speaking activity according to which two teams of two or more members express their arguments and object to opponent’s claims regarding the topic given each time (Iman, 2017). According to Fauzan (2016, p.51), “[it] is a formal method of interactive and representational argument aimed at persuading the audience” that offers a range of advantages when used in the EFL classroom. First of all, given that it is a collaborative technique, it enhances cooperation among members and contributes to language and speaking skills development (Vásconez Urgilez, 2015). In this way, students become more motivated to speak in the EFL, as they overcome feelings of anxiety that they often experience in the EFL classroom. Padmadewi (1998) supports this view by claiming that students are involved in stressful situations in a speaking class when they have to present individually or spontaneously a speaking task within a limited time-period or when the teacher is too distant. Krieger (2005, p.1) also points out that “[d]ebate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways” by building at the same time argumentation skills for persuasive speaking. However, debate method develops not only speaking skills, but also critical thinking (Hasibuan & Batubara, 2012, as cited in Iman, 2017), as it “allow[s] students an opportunity not only to identify that there is an issue to resolve, but also to demonstrate a deeper analysis of the issue, including appraisal, critique, and reasoning of the issue for a potential solution” (Mumtaz & Latif, 2017, p.390).

#### **1.4.3. Role plays**

According to Rai (2011), role play is considered to be a type of debates, as each student takes on a role and tries to defend their point of view (as cited in Vásconez Urgilez, 2015). In this way, the role play brings up opposing arguments that make it have the characteristics of a real debate. In other words, when doing a role play, students are assigned different social roles by pretending they are in different social settings and through this activity they learn how to express ideas, views or feelings by

using words or sounds of articulation (Rayhan, 2014). It is also seen as a problem-solving process which requires communication among participants (Hamed, 2018). Turki (2015) underlines that role play is one of the most common-used activities in speaking sessions. Hedge (2000, p.279, as cited in Turki, 2015, p.48) defines role play as “a number of different activities, ranging from simple dialogues prompted by specific information on role cards to more complex simulations, which pass through a number of stages”. Similarly, role plays or simulations are an effective technique teachers can implement to help their students use English in real world situations (Stocker & Stocker, n.d.). Al-Arishi (1994) supports this realistic aspect of role plays by explaining that students are very likely to experience these activities they are rehearsing through role plays, when they greet someone, ask for information, order various things in malls or conduct a dialogue at a bank (as cited in Sari, 2017).

It can be obvious that, since role plays are based on students communicating with each other, not only does this task benefit all kinds of learners, but it also facilitates the learning process. First of all, it is a communicative technique that despite enhancing students' fluency, it increases motivation through interaction (Ladousse, 1989, as cited in Sumpana, 2010; Ladousse, 1995, as cited in Rayhan, 2014). As Barkley (2005) states, role play engages students in a collaborative activity through which they 'learn by doing' (as cited in Sumpana, 2010). On the one hand, they apply their knowledge to act out the role plays, while on the other hand they use their imagination and have fun by acting out their parts in a nonthreatening environment. This view is supported by Tutyandari (2005) who claims that it seems to be an ideal task, as students use target language in a creative way, while practicing and developing their speaking skills (as cited in Ratnasari, 2015). Finally, this pair work enables students, and especially weaker ones, unfold themselves more easily and overcome feelings of shyness (Rayhan, 2014; Turki, 2015; Stocker & Stocker, n.d.), as they are 'hidden behind the role' they are assigned each time (Rayhan, 2014).

#### **1.4.4. *Think-pair-share***

Another technique that can be used in Second Language Learning is Think-pair-share (TPS). Rai (2011) considers it to be a type of debate as well (as cited in Vásconez Urgilez, 2015). According to Raba (2017), it is a cooperative technique that was first introduced by Lyman in 1981 and consists of three steps; firstly, students are given a

few minutes to work individually on a given question or problem and then they work in pairs by discussing their answers. In the last stage, students' responses are shared within the whole class during a follow-up discussion (Millis, 2012). This technique, as opposed to traditional approaches, builds students' communication skills (Raba, 2017), as it begins as an individual performance and ends up as a group work (Rai, 2017, as cited in Vásconez Urgilez, 2015). What distinguishes TPS from other methods is that it enables learners to express their reasoning, reflect on their thinking and obtain feedback on their understanding immediately (Kothiyal, Majumdar, Murthy, & Iyer, 2013). Raba (2017) underlines also the benefits arising from this strategy. He claims that pair work benefits all learners, even the shier ones, as they feel more comfortable to express their thoughts. The time they are given prior to speaking plays also a great role, since they can organize their thoughts better. In other words, the principles on which TPS is based (think, pair, share) make clear why learners are confident, highly engaged in the process and their stress level is reduced.

#### ***1.4.5. Project-based learning***

Project method is seen as a way of motivational teaching that can also be used in the EFL classroom in order for learners to develop their speaking skills. As Frey (1986) points out, it has its origins in Pragmatism, the philosophical movement that appeared in the middle of the 19<sup>th</sup> century and promotes action and application of knowledge in daily life (as cited in Fragoulis & Tsipakides, 2009). It is also related to experiential learning which is based on the principle of 'learning by doing'; learners acquire knowledge after they have done or experienced something new (Kotti, 2008, as cited in Fragoulis & Tsipakides, 2009). Besides this, Tascı (2014) mentions that this approach is also connected to Dewey's theory of constructivism, as it places learners at the center of the learning process, while at the same time it exposes them to real life problems. Rochmahwati (2014) supports this opinion by adding that project-based learning (PBL) is an effective way of developing multiple skills and especially speaking. Many researches have been conducted examining its effectiveness in teaching speaking skills, especially after Gaer (1998) has reported its success in teaching speaking skill to a population of Southeast refugees who had been in beginners-level ESOL classes (Rochmahwati, 2014; Maulany, 2013). Both Rochmahwati (2014) and Maulany (2013) applied PBL in Indonesian context, with the difference that the first one was addressed to university students, while the second one to young learners. Zare-Behtash and Sarlak

(2017) claim also that PBL is a method that can be used to improve speaking skills, by referring to many studies related to this issue. Griva, Semoglou and Geladari (2010) used game as a project in Greek elementary schools, while Shokri (2010) suggested teachers use PBL, as he witnessed how it helped their students develop their communicative competence, as well as their self-confidence (as cited in Zare-Behtash & Sarlak, 2017). Yang's research (2016) also proves that PBL is a method gaining ground in the Chinese context, since it demonstrates its positive implications on first-year non-English university students in terms of accuracy and range, size and discourse management, as well as flexibility and appropriateness. Finally, Dewi (2016) asserts that he chose PBL among other techniques, because he was affected by other researches' findings, according to which PBL is the most effective for teaching speaking; learners are engaged in purposeful communication, as they use target language in a natural context.

#### ***1.4.6. Gamification***

According to Ardoiz García (2017), Rahat Paharia was the person who first proposed the term 'gamification' in 2008 and since then there have been a lot of efforts to define it and name its characteristics. As Werbach and Hunter (2012) underline, gamification is the use of game elements and game design in non-game contexts (as cited in Figueroa-Flores, 2015; Valencia, 2016). In this sense, any task, assignment or process can be gamified (Figueroa-Flores, 2015; Alfulaih, 2017). It is also defined as "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (Kapp, 2012, p.10, as cited in Alfulaih, 2017; Ardoiz García, 2017). In other words, its main aims are to influence people's behavior and to motivate them to achieve different challenges (Ardoiz García, 2017). Gamification has gained support among educators and for this reason it has been inextricably linked not only to online learning, but also to teachers' professional development (Figueroa-Flores, 2015). The educational platform Edmodo – due to its characteristics – is a typical example of using gamification in the EFL classroom (Figueroa-Flores, 2015; Ardoiz García 2017). Besides, teachers try to become so innovative in order to motivate learners that they gamify grading and even homework (Holloway, 2018).

The basic gamification elements, though, are rewards, challenges, badges, levels, leaderboards, points and even scoring systems which are included in a non-game

setting (Figueroa-Flores, 2015; Alfulaih, 2017). In that way, learning becomes fun and many advantages arise through this combination of fun and learning. As Topirceanu (2017) states, this strategy engages learners in the learning process more easily by making them more productive. Their learning retention also increases, as they receive immediate feedback, and they seem to spend more time learning after its implementation. The reason why they become highly engaged is that gamification creates a mindset that encourages them to interact with each other and improve their learning, while teachers simply direct them through meaningful and funny tasks (Alfulaih, 2017). Lochmann, Reitz and Sohny (2016) claim that the game functions as a language acquisition tool that benefits students' communicative skills, as gamified activities help them boost their confidence and become intrinsically motivated to practice their speaking (as cited in Alfulaih, 2017). Alfulaih (2017) supports this view by concluding that this student-centered technique enables them to interact without being afraid of being judged by their peers, since they are all members of different groups and this competition makes them lose any feelings of shyness or timidity.

## Conclusion

There is no doubt that teaching speaking is a complicated procedure that asks teachers to think outside the box by depending less on the coursebook and designing meaningful and collaborative tasks that will inspire learners and engage them in the speaking process. Thus, collaboration is a key feature that every teacher should bear in mind prior to creating their own speaking tasks, as it contributes to the elimination of demotivating factors in the EFL classroom and as a result students become more willing to participate in such a challenging process.

## **Chapter 2**

### **The Educational Value of Web 2.0 tools**

#### **Introduction**

This chapter aims to examine one of the characteristics of the 21<sup>st</sup> century classroom, the ICT integration in the school environment. Therefore, a great emphasis is given on the teacher's role and the learners' characteristics in the digital area, as well as on the educational value of specific Web 2.0 tools – videos and Edmodo – which can be integrated in the 21<sup>st</sup> century classroom.

#### **2.1. 21<sup>st</sup> century classroom**

Modern way of teaching has changed the way lessons are conducted and for this reason more and more teachers are trying to find alternative ways to teach certain skills in order to keep up with the new trends of the 21<sup>st</sup> century classroom. The main characteristics of this new model of classroom are interaction, communication and participation; but for student-centric teaching to be achieved in the interactive classroom, participation is strongly needed (Khan, 2013).

##### **2.1.1. *ICT integration***

Technology has entered all aspects of our lives, thus the sector of education could not have been affected. A lesson in the 21<sup>st</sup> classroom will certainly include new technologies as a means of combining learning with fun, because the advantages that arise far outweigh the difficulties that may come up. More particularly, the integration of multimedia technology can facilitate learning in mixed-ability or even overcrowded classrooms (Mayora, 2006). The term used to describe precisely the integration of new technologies is Information and Communication Technology (ICT). According to Anderson (2010), ICT “embraces the many technologies that enable us to receive information and communicate or exchange information with others” (p.4). This integration has resulted in utterly altering the teaching process by creating a new form of classroom – the ‘flipped classroom’. “As the name suggests, flipped instruction is diverted forms of traditional lecture based classrooms and it uses technology to present

course content to students in video-lecture format or online learning materials” making in this way the learning environment more flexible (Köroğlu & Çakır, 2017, p.43). From a constructivist and socio-constructivist perspective, in the flipped classroom learners are active members constructing their knowledge and thus the teaching of skills, and especially speaking, is done in an innovative way (Köroğlu & Çakır, 2017).

### ***2.1.2. Learners' characteristics in the EFL classroom***

The shift of focus in the EFL classroom has resulted in students undertaking a new role. More specifically, they are active members in the teaching process and most of the time they are more facilitators than teachers themselves (Saxena, 2013b). Students construct their own learning in a school environment that places their interests first and as a result they become highly engaged in the learning process (Saxena, 2013a). The Partnership for 21<sup>st</sup> Century Skills attributes specific characteristics to today's language learner, by describing them as “a critical thinker, a problem solver, an innovator, an effective communicator, a self-directed learner, information and mediate literate, globally aware and civically engaged, and also financially and economically literate” (as cited in Motallebzadeh, Ahmadi, & Hosseinnia, 2018, p.267). In other words, 21<sup>st</sup> century learners are educated with the purpose to become productive citizens in a democratic society of the 21<sup>st</sup> century world and meet the standards of the 21<sup>st</sup> century workplace (Oosthuizen, 2016).

Prensky (2001) introduced the term ‘digital natives’ to describe the new generation of learners growing up in a digital world – in a world dominated by computers, mobile phones and the Web. This generation seems to contrast the older one, who are called ‘digital immigrants’, as digital media appeared later on in their lives (as cited in Conole & Alevizou, 2010). Howe and Strauss (2000; 2003, in Bennett, Maton, & Kervin, 2008) named this generation as the ‘millenials’, the characteristics of whom are completely different from previous generations. They consider them as optimistic and team-oriented individuals who are experts in technology and ready to be America’s next great generation. They are also seen as experiential learners with excellence in multi-tasking who rely on ICTs in order to gain access to information and to interact with others (Frands, 2000; Oblinger & Oblinger, 2005; Prensky, 2001a, 2001b; Tapscott, 1999, as cited in Bennett, Maton, & Kervin, 2008). Table 1 depicts clearly the characteristics a digital native has in the 21<sup>st</sup> century classroom.

Thus, since this generation bases their entire lives on digital media and tools, they expect that technology will ease all aspects of their lives and even the way of learning and teaching. Their expectations upon education include personalized learning that can be available at any time, place or pace and as a result they are often against teachers or parents who seem to be ‘digital immigrants’ (White, 2009, as cited in Conole & Alevizou, 2010). Tapscott (2009, in Bullen, Morgan, & Qayyum, 2011) mentions that the ‘net generation’ follows eight norms; these are freedom, customization, integrity, scrutiny, collaboration, entertainment, innovation, and speed. The conclusions drawn regarding ‘digital natives’ rely on two main assumptions in the literature: (a) This generation is characterized by the sophisticated knowledge of and skills with ICTs, and (b) Their learning preferences or styles that differentiate them from previous generations of learners are due to the way they were raised and their experiences with technology (Bennett, Maton, & Kervin, 2008).

**Table 1. Digital native learner’s characteristics**

Characteristic
Craving for speed and inability to tolerate slow-paced environment (Prensky, 2001b, p. 442; Tapscott, 2009)
Desire or perceived need to multitask (Prensky, 2001b, p. 442; Rosen, 2010; Tapscott, 2009)
Preference for pictures rather than text (Prensky, 2001b, 442; Tapscott, 2009)
Tendency to process information in nonlinear ways (Prensky, 2001b, p. 442; Tapscott, 2009)
Preference for collaboration and constant connectivity (Prensky, 2001b, p. 442; Rosen, 2010; Tapscott, 2009)
Preference for learning through activity rather than reading or listening (Prensky, 2001b, p. 442)
Mixing of work and play (Prensky, 2001b, p. 442; Tapscott, 2009); use of leisure time for effortful pursuits (Ito et al., 2010)
Expectation for immediate feedback and “payoff” for their efforts as found in games (Prensky, 2001b, p. 442; Rosen, 2010)
Preference for fantasy contexts as found in games and realistic TV and movies (Prensky, 2001b, p. 442)
Expectation that technology is part of the landscape; difficulty with environments that lack technology (Prensky, 2001b, p. 442; Tapscott, 2009)

*Note.* Adapted from “The digital natives as learners: Technology use patterns and approaches to learning” by P. Thompson, 2013, *Computers and Education: An International Journal*, 65, p. 14.

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### **2.1.3. Teacher's role in the digital era**

This change of roles does not imply that teachers are less important in the teaching process. They act as facilitators – who learn by doing, as they try out different alternatives all the time (Richards, 2006) – in order to motivate students to take ownership in their own learning (Savvidis, 2016). For this to be achieved, learners are given the correct guidance to learn key concepts and discover the tools that need to be incorporated (Savvidis, 2016). Turki (2015) underlines some other important characteristics of teachers; the teacher is an organizer and controller of the content and classroom, a tutor by giving the correct instructions to students and an observer, especially when learners execute oral tasks.

Siemens (2009, np) presents a list of the new roles the teacher has to adopt in a networked learning environment:

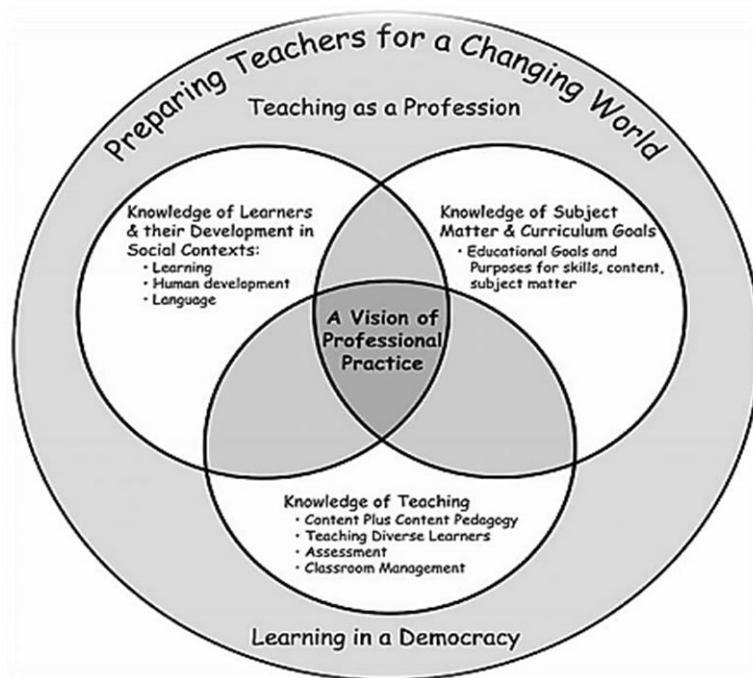
- *Amplifying;*
- *Curating;*
- *Way-finding and socially-driven sensemaking;*
- *Aggregating;*
- *Filtering;*
- *Modelling;*
- *Persistent presence* (as cited in Conole & Alevizou, 2010, p. 21)

Prenky (2001a) highlights that the ‘digital natives’ generation is different not only from previous generations of students, but of teachers, as well. Therefore, teachers of the 21<sup>st</sup> century must change their way of teaching – as the differences are fundamental – in order to meet their skills and interests (as cited in Bennett, Maton, & Kervin, 2008). The changes that need to be made concern the curriculum, the pedagogy, the way of assessment, as well as the teachers’ professional development (Bennett, Maton, & Kervin, 2008). Conole and Alevizou (2010) comment on the last factor by claiming that “initial teacher training has to be revised and that there needs to be an overall change in the social and cultural context surrounding teaching practices” (p. 22). In the same context, Tapscott (1999) advises educators to “[g]ive students the tools, and they will be the single most important source of guidance on how to make their schools relevant and effective places to learn” (p. 11, as cited in Bennett, Maton, & Kervin, 2008, p.10). Literature indicates some of the factors that can bring about success in the teaching process:

- *Scaffolding and guidance to teachers;*
- *Strategic alignment;*
- *Understanding the student experience;*
- *Appropriate support structures;*
- *Staff incentives and rewards* (Conole & Alevizou, 2010, p. 26).

Thus, if such a success on the part of the teachers is achieved, they will be able to teach students 21<sup>st</sup> century skills and guide them with safety to the digital age. These skills, which will shape not only productive learners in the EFL classroom, but also productive citizens in a democracy, are the following:

- *communication skills;*
- *the ability to learn independently;*
- *ethics and responsibility;*
- *teamwork and flexibility;*
- *thinking skills (critical thinking, problem-solving, creativity, originality, strategizing);*
- *digital skills;*
- *knowledge management* (Conference Board of Canada, 2014, as cited in Bates, 2015).



*Figure 3: A Framework for Understanding Teaching and Learning by Darling-Hammond & Bransford (2005, p.11). Reprinted from “Constructing 21st-century teacher education”, by L. Darling-Hammond, 2006, *Journal of Teacher Education*, 57(3), 300-14. Copyright 2006 by the American Association of Colleges for Teacher Education. Reprinted with permission.*

## **2.2. Web 2.0 tools and EFL learning**

The shift from Web 1.0 to Web 2.0 revolutionized the way people process information and affected deeply not only aspects of their everyday lives, but also particular domains, such as that of education. The capabilities of Web 2.0 tools – which include interactive ‘read and write’ webpages, as well as aggregation (e.g. podcasts, webcasts, digital video), social networking (e.g. MySpace, Facebook) and content sharing (e.g. wikis, blogs) applications (Hanson, Thackeray, Barnes, Neiger, & McIntyre, 2008) – altered the way users take advantage of new media, as well as the learning process.

As Conole and Alevizou (2010) mention, the term ‘Web 2.0’ was first introduced by Tim O'Reilly in 2005 and is accompanied by the related terms of ‘read and write web’ and the ‘social web’ which indicate that there is a shift in web tools and practices towards new ones promoting participation and interaction among users. They also claim that despite the various definitions attributed to this term, there is a common agreement that it applies to a wide range of functional features, within the framework of computer mediated communication and networked digital media. These features allow learners to be connected, create and share information, media and applications globally, while some of them enable them to interconnect allowing users to develop their networks and multiply the number of people whom they ask for feedback or support (Greenhow, Robelia, & Hughes, 2009). Hartley and Bendixen (2001) highlight that students nowadays learn in new environments, by referring to terms such as accessibility, connectivity and higher order thinking. Owston (1997, in Hartley & Bendixen, 2001) speaks of accessibility of learning content through technology in terms of providing more educational opportunities. By ‘learning in a new environment’, they also mean that computers used to support learning enable them also to learn from hypermedia materials, namely the linking of various media. Windschitl (1998) and Owston (1997) underline Web’s potential to improve learning by naming two of the most important learning outcomes of Web integration in education – higher order thinking and collaboration (as cited in Hartley & Bendixen, 2001). The collaborative nature of Web 2.0 is documented by its characteristics of socialization and sharing of information and content, while the creative and authentic tasks implemented result in learners’ engagement and facilitate the process of teaching specific skills (Peachey, 2009). Light and Polin (2010) have also stressed the beneficial effect of integrating Web 2.0 tools in the classroom in terms of teacher-student communication, while Marttunen

and Laurinen (2007) underline the importance of a Computer Mediated Communication (CMC) platform in knowledge building among peers, as collaboration is fostered and they all play a great role in constructing and deepening their learning.

### **2.3. Integrating multimedia technology in EFL instruction**

As Mayer (2001) mentions, the term ‘multimedia’ refers to the presentation of materials in two ways: auditory/verbal and visual/pictorial (as cited in Berk, 2014). Recognizing the importance of technology in many aspects of our lives, many studies have stressed the advantages of integrating multimedia technology in the EFL classroom. More specifically, according to the National Teacher Training Institute (NTTI, 2011), incorporating videos in the classroom results in learners increasing their retention and comprehending the content more quickly than those who are not exposed to videos (as cited in Courts & Tucker, 2012). Mayer (2001, in Berk 2014) highlights that, although videos can benefit all types of learners, they are most effective for novices and visual learners. Mayora (2006) underlines that multimedia technology plays a positive role not only in large size classrooms, but also in mixed ability ones and regarding EFL instruction, it builds autonomous learners. He also cites many researches that have stressed the benefits of integrating multimedia technology in the EFL process. In particular, multimedia technology:

- *allows students to work individually at a computer station, at their own pace, and according to their own needs;*
- *helps teachers to deal more effectively with a large group of students;*
- *makes the introduction and presentation of content more dynamic and attractive for students;*
- *increases student motivation due to the interactive nature of the activities;*
- *trains students to self-monitor and self-assess their progress, which promotes autonomous learning;*
- *promotes a task-based approach to learning;*
- *allows students to experience real-life and communicatively meaningful language situations and contexts; and*
- *introduces a variety of print, audio, and visual materials that match different student learning styles and preferences (Mayora, 2006, pp.15-16).*

The form of multimedia technology that will be examined in the current paper is videos. Burt (1999) distinguishes videos into two types; authentic and instructional. He gives a detailed description for both of them, while in each category indicative examples can be added. ‘Authentic videos’ include real, non-simplified language which is spoken at a normal speed with genuine accents, such as films, television programs and news broadcasts. Learners can notice the realistic view of American culture and therefore assess a medium that is widely used in their everyday lives (Stempleski, 1992, in Burt, 1999). *YouTube* videos could fall into this category. As Alwehaibi (2015) mentions, *YouTube*<sup>1</sup> proves to be more useful in English Language Learning rather than in other educational contexts, as it plays a crucial role in practicing the target language and its pragmatics, engaging learners in creative projects and deepening their knowledge on various cultures (Nejati, 2010; Lord, 2009, a cited in Alwehaibi, 2015). In other words, through the different kinds of spoken language and genres that can be found on *YouTube*, learners can learn useful vocabulary in context and build memorization skills (Nejati, 2010, in Alwehaibi, 2015). Yet, not only does the platform benefit students – who evolve into autonomous learners (Alimemaj, 2010) – but also teachers, who can strengthen the structure of their lessons (Paulsen, 2001; Alimemaj, 2010, in Alwehaibi, 2015). On the other hand, ‘instructional videos’ have originally been created for educational purposes (Burt, 1999) and many of them “are packaged as multimedia resources that include student workbooks, teacher guides, video transcripts, and audiotapes” (Stempleski, 1992, as cited in Burt, 1999, p.3). Instructional videos could be considered the videos included in the *TedEd lessons*, which can be found in the *TedEd*<sup>2</sup> platform and can provide meaningful educational content in the form of animated videos. Educational videos are also included in *Photodentro*<sup>3</sup>, the Greek National Learning Object Repository (LOR) for primary and secondary education and in the British Council’s website, *LearnEnglishKids*<sup>4</sup>. Useful material for the mastering of speaking and other skills as well can also be found in *ESLBrains*<sup>5</sup>, a website consisting of video-based worksheets designed for levels B1-C1 according to CEFR. All these sources have been proven to be helpful in conducting the current research

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<sup>1</sup> YouTube: <https://www.youtube.com/>

<sup>2</sup> TedEd: <http://ed.ted.com/>

<sup>3</sup> Photodentro: <http://photodentro.edu.gr/lor/>

<sup>4</sup> LearnEnglishKids: <http://learnenglishkids.britishcouncil.org/en/>

<sup>5</sup> ESLBrains: <https://eslbrains.com/>

paper and also in providing students with a new experience when participating in a speaking section.

### ***2.3.1. Videos as support materials in the teaching process***

The present status of English as a global language of science, technology and international relations has resulted in considering English as a main educational priority (Crystal, 1997; McKay, 2000, in Mayora, 2006). Yet, the way EFL is taught is not always the most favorable one and this results in most learners being incompetent users of English (Mayora, 2006). Therefore, teachers need to revise their methodology and try to incorporate up-to-date materials that can fit the ‘net generation’. Videos are an important part of multimedia technology that prove to be really effective when implemented in the teaching process. However, the use of videos is not a new approach to teaching; “they date back to prehistoric times when cave instructors used 16mm projectors to show cave students examples of insurance company marketing commercials in business courses” (Berk, 2009, p.1). As Berk (2009) continues, the new things about incorporating videos in the teaching process are (a) the variety of video formats, (b) the ease with which the technology can facilitate their application in the classroom, (c) the number of video techniques an instructor can use, and (d) the research on multimedia learning that provides the theoretical and empirical support for their use as an effective teaching tool (p.1).

Wachob (2011) points out that opponents of videos claim that technology cannot enhance teaching, but it makes the process more complicated, as teachers can find difficulties in dealing with it. He renders this stance to the fact that most of the time the technology used in the classroom does not unfold the unique qualities and capabilities of technological advances, but it is rather used as a simple substitute for an activity, while new technology can open doors on developing teaching practices. Videos, for instance, can be used in a variety of instructional settings in the classroom: (a) in distance learning, (b) in teachers’ professional development, and (c) with learners as a way of introducing new material, discussing and providing feedback (Burt, 1999). Therefore, teachers ought to see technology not as a toy, but as a powerful tool which they can access (Wachob, 2011) and will help them create meaningful tasks. Gower, Phillips, and Walters (1995, in Mayora, 2006) underline that students’ engagement and motivation is based on three important stages that every teacher should bear in mind

prior to designing video-based activities – *previewing*, *viewing* and *post-viewing*. *Previewing* activities, such as reading texts or questions about the video, activate students' background knowledge, while *post-viewing* consists of open-ended questions which aim at developing learners' critical thinking. If these stages are followed, then the tasks can be really appealing to students, while teachers' job can be even more productive and rewarding.

### ***2.3.2. Advantages of using videos in the EFL classroom***

As Berk (2009) underlines, one of the most important effects of videos is its impact on mind and senses. More specifically, he mentions that every student's brain has the following core intelligences: verbal/linguistic, visual/spatial and musical/rhythmic and explains that this 'pluralistic view of the mind' gives teachers the opportunity to expose learners to a variety of learning strategies, enabling students not only to use their strongest intelligence, but also to strengthen their weaker ones. At this point, it is worth mentioning that videos can touch all these core intelligences (Gardner, 2000; Veenema & Gardner, 1996, as cited in Berk, 2014) and can be linked to Goleman's (1998, in Berk, 2014) emotional intelligence engaging both hemispheres (Berk, 2014). This beneficial effect on mind and senses may be better explained by the further implications of videos. In particular, videos can:

- *be more appealing and entertaining for the students than audio exclusive materials;*
- *expose students to authentic language in natural situations;*
- *provide a situational and visual context to language interactions; and*
- *expose students to authentic nonverbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language* (Ambrose, 2002; Antonini, 2004; Gower, Phillips, & Walters, 1995; Hemei, 1997; Hoven, 1999; Mackenzie, 1997; Rubin, 1994, as cited in Mayora, 2006, p.16).

Oddone's study (2011) constitutes with a more detailed description of the advantages of using videos in the EFL classroom. Specifically, she underlines that they provide authentic language that can be completely exploited under teacher's control; videos are powerful tools in the language classroom, especially when the activities designed focus on short sequences. Sherman (2003) points out that since video is today's medium, people tend to spend more time with audiovisual rather than with

printed material (as cited in Oddone, 2011). Yet, despite the fact that videos provide real language, the thing that also makes them interesting is the cultural elements that arise (Oddone, 2011; Bello, 1999; Stempleski, 1992, as cited in Burt, 1999), as through them they can access different places, behaviors and events (Oddone, 2011) and as a result they can be easily used for projects or the study of other subjects (Sherman, 2003 in Oddone, 2011). Moreover, they can examine facial expressions or body language the moment they hear the stress, the intonation and rhythm of the language (Bello, 1999, in Burt, 1999). This is a reason why adult learners are easily motivated by videos; the audio and visual stimuli they provide play a crucial role, as they can access language content even though they cannot read or write well (Fazey, 1999; Johnston, 1999, in Burt, 1999).

## **2.4. Integrating Edmodo in the teaching process**

Realizing one of the most important characteristics of the 21<sup>st</sup> century, connectedness, and driven by their desire to advance the school environment in order to meet the standards of a changing world, in 2008, Nic Borg and Jeff O' Hara created Edmodo, a social learning platform that enables students to be connected inside school (Edmodo, 2012, as cited in Gushiken, 2013; Kongchan, 2013). As Gushiken (2013) mentions, Edmodo counts more than eighteen million users now, gaining great acceptance among students and teachers. A reason for its success could be considered the fact that it is an easily manageable platform, as its environment is quite familiar to users given that it looks a lot like Facebook. Holland and Muilenburg (2011) comment on the similarities with Facebook in terms of appearance and navigation and pointed out its educational value, since it promotes educational networking under a safe environment; teachers can have control over students' posts and give them useful feedback in order to build their communication skills.

Its interface is a very organized one, as teachers are given the opportunity to create their own groups to which students can gain access by entering a code or after being invited by their teacher. They can also send individual or group messages to their students, create quizzes, polls and a class calendar, as well as send out tasks and assignments which can be either in a file or a link form (Végh, Nagy, Zsigmond & Elbert, 2017; Kongchan, 2013). On the other hand, students can respond to everything sent or assigned by their teachers, communicate with them, the whole class or the small

group, but not with individual students (Kongchan, 2013). Yet, Edmodo is not only a space for teachers and students, but for parents as well, who can gain access in the same way as students – through a group code – so that they can monitor their children's actions, help and work along with them (Batsila et al., 2014, in Insani, Suherdi, & Gustine, 2018).

According to Kongchan (2013), another capability that Edmodo offers is the connection to Google Docs, enabling both students and teachers to edit their documents at the same time and as result to work more effectively under a collaborative framework. These could be the reasons why Edmodo has been used successfully in the teaching-learning process. Many studies have raised this issue and presented the findings of using this platform in order to familiarize students with different teaching methods. Some indicative examples include its integration in the flipped classroom and Biology studies (Kouloumbaritsi, Dimitroglou, Mavrikaki & Galanopoulou, 2013, as cited in Végh et al., 2017), as well as in CMC methods in teaching English literature and other subjects as well (Holland & Muilenburg, 2011).

#### ***2.4.1. Edmodo as a Learning Management System in the virtual classroom***

As Light and Polin (2010) state, Virtual Learning Environments (VLE) are software platforms used to create a private virtual classroom where teachers can execute a range of static and interactive tasks and provide their students with classroom resources. They underline that these systems are also known as Course Management Systems (CMS) or Learning Management Systems (LMS), yet the term VLE is used mostly to stress that the platform is utilized not only as a tool for learning and teaching, but for management as well. Wallace (2014) points out that social learning platforms have long been a part of education's history, thus they were given various names throughout these years. He claims that they were first called Management Learning Environments (MLE), then they were given the name of Virtual Learning Environments (VLE) to be later known as learning platforms and Personal Learning Networks (PLN). Edmodo is described as a free VLE or LMS and is preferred among others by a variety of teachers worldwide, as it constitutes a simple way for teachers and students to collaborate in a virtual class (Light & Polin, 2010; Kongchan, 2013).

Virtual spaces, like Edmodo, can be accessible through mobile, personal or portable networked devices (Wallace, 2014) and many studies have revealed the variety of benefits offered to students engaged in this process. More specifically, it is said that Edmodo can increase their motivation and play a great role in their engagement (Fatimah & Santiana, 2017). Its beneficial effect is also evident in EFL classes where active participation in online discussions and tasks enhances their abilities (Enriquez, 2014) and results in their learning autonomy as learners and teachers interact and learn from each other (Insani, Suherdi, & Gustine, 2018). In addition, a new way of learning, the so called ‘blended learning’, is promoted and in that way students can benefit from a variety of interpersonal and teamwork skill development (Garrison & Kanuka, 2004, in Insani, Suherdi, & Gustine, 2018). To be more specific, the term ‘blended learning’ refers to the way online learning is blended with face-to-face teaching, without changing the traditional classroom teaching model (Bates, 2015). Finally, Enriquez’s study (2014) concludes that the ‘Facebook for Education’ is a good supplementary tool for face-to-face discussions and a good collaboration platform for both learners and teachers.

#### ***2.4.2. Teachers’ professional development***

Edmodo is not only a tool for students, but for teachers as well. As Kongchan (2012) proves in his study, even digital immigrant teachers can use this platform not only for offering online courses, but also for conducting workshops for colleagues. Thus, it can be seen as a user-friendly platform that can develop several skills, as teachers can join professional groups in which not only subject teachers, but also field experts participate. They, in turn, provide useful feedback on topics which results in the constructive exchange of ideas and the broadening of knowledge and skills (Végh et al., 2017). In that way, teachers are seen as role models who take part in a revolution in education, where the technocratic environment is replaced by collaborative and independent learning – something that is achieved with the use of learning platforms, and especially Edmodo (Wallace, 2014).

Its collaborative nature is strengthened by the fact that it is used by teachers to create communities of practice not only for students, but for themselves as well. As Brodahl, Hadjerrouit, and Hansen (2011) highlight, “[a] community of practice consists of people engaged in collective learning in a shared domain, where learning becomes a

collaborative process of a group” (p. 76). Being a member in such communities means learning how to collaborate in the community, as participation relies on negotiation and renegotiation of the meaning of the shared domain (Lave & Wenger, 1998, as cited in Brodahl et al., 2011). ‘Teachmeets’ constitute an indicative example of collaboration at which teachers aim in the 21<sup>st</sup> century classroom. These are spontaneous and democratic unconferences which are established in order to bring together like-minded people to share, collaborate and debate to implement educational strategies (Wallace, 2014). Additionally, Edmodo can function as a blended learning community among colleagues, as it can connect colleagues working at the same place fostering both face-to-face and online communication. According to many studies, “the blended learning approaches increase teachers’ access to training, improve teachers’ flexibility and convenience, and facilitate effective pedagogical strategies to develop teachers’ knowledge and skills” (Fiege, Peacock, & Geelan, 2004; Hojsholt-Poulsen, 2007; Samarawickrema, 2009, as cited in Mouzakis & Bourletidis, 2010, p.2). Thus, the future of education is placed upon teachers who are making remarkable efforts to disengage from obsolete teaching methods and reconsider their strategies.

## Conclusion

This chapter presented a detailed review of useful Web 2.0 tools that can be found in a 21<sup>st</sup> century classroom and can benefit both students and teachers. More specifically, it has been thoroughly discussed that videos are considered as a valuable support material that enhances students’ speaking skills, while Edmodo creates a virtual class for students that contributes also to teachers’ professional development.

# **Chapter 3**

## **Research Design**

### **Introduction**

Chapter 3 presents the research aim and questions, as well as the research methodology implemented in order to investigate teachers' perceptions towards the effect of videos on speaking lessons and the use of Edmodo. The research design includes both quantitative and qualitative instruments and presents thoroughly the procedure and the suggested material designed by the researcher.

#### **3.1. Research Aim and Questions**

The 21<sup>st</sup> century classroom is based on new principles, the most important of which is the principle of meaningful learning (Brown, 2007). As Brown (2007) explains, the EFL classroom was not always the best place for meaningful learning, but if implemented, it can lead to better long-term retention than rote learning. The current study aims to examine teachers' perceptions towards the effectiveness of videos regarding the enhancement of speaking skills, as well as the use of Edmodo as a tool for their professional development. In other words, the research focuses on two dimensions, videos and Edmodo, attempting to:

- (a) explore whether video is an effective support material that can be successfully integrated in the Greek EFL classroom resulting in learners engagement in the speaking process, in their motivation enhancement in terms of speaking and collaboration with each other, as well as in the facilitation of the teaching process of speaking
- (b) explore whether Edmodo constitutes a meaningful community of practice that can contribute to teachers' professional development and can give them the incentive to create their own material
- (c) explore whether the Web 2.0 tools selected for this experiment will motivate EFL teachers to incorporate them in their teaching practices

In alignment with the aims mentioned, the research questions are presented as follows:

- (1) What are the teachers' perceptions towards the impact of video and video-based activities on enhancing speaking skills?
- (2) To what extent can the incorporation of video increase students' engagement in the speaking process and increase their motivation towards speaking?
- (3) Can video facilitate collaborative learning through speaking, as well as the teaching process of speaking?
- (4) Are EFL teachers satisfied with the effectiveness of the suggested support material and the Web 2.0 tools selected for this research?
- (5) Do these lessons act as an incentive for them to create their own video-based activities and design original speaking sections?
- (6) Are they willing to incorporate videos or Edmodo in the teaching process and to what extent?

### **3.2. Research Methodology**

In this study, the researcher adjusted both quantitative (see 3.2.1) and qualitative (see 3.2.2) research tools for the action research design in order to ensure the validity and reliability of the results. AR combines a theoretical framework with researcher's intervention to solve immediate organizational problems (Baburoglu & Ravn, 1992; Baskerville & Wood-Harper 1998, as cited in Sein, Henfridsson, Purao, Rossi, & Lindgren, 2011). In other words, its main aim is to link theory with practice, and thinking with doing (Susman 1983, as cited in Sein et al., 2011), encouraging teachers to reflect on their practices (Mills, 2000). Kemmis and McTaggart (1988) point out that an AR method promotes the tryout of ideas as a way of improving teaching, learning and curriculum, resulting in better learning outcomes of students and in teachers' professional and personal development (Johnson, 1995).

The intervention in the current study is the integration of video in the speaking process and the use of Edmodo as a community of practice among teachers. Cohen, Manion, and Morrison (2007) highlight that adhering to a single method may bias or distort the researcher's view, whereas the combination of methods can play a great role in focusing on the strengths and eliminating the weaknesses of both approaches (Dörnyei, 2007). The significance of the mixed-method approach has long been

discussed in the literature (Ponce, 2014; Scott & Sutton, 2009; Ellis, 2005). Its value lies in the fact that this combination contributes to triangulation of data, as the researcher can use multiple sources of evidence to produce more convincing and valid results (Yin, 2003).

The effectiveness of using videos in conducting speaking sections was examined through an action research project by implementing a mixed-method approach. More specifically, fifteen teachers were asked to integrate videos and video-based activities in their speaking lessons – which they could access through Edmodo – and then reflect on the suggested material, as well as the use of both Web 2.0 tools by completing an online questionnaire. However, in order to collect more reliable data, the researcher conducted discussions in the form of unstructured interviews on *Edmodo*, as well as a short interview with a small group of teachers that participated in the research.

### ***3.2.1. Questionnaire: The quantitative research instrument***

As Wilson and McLean (1994, in Cohen et al., 2007) state, the questionnaire is a widely used and useful tool for collecting inquiry information, providing structured and most of the time numerical data. They also point out that it can be administered without the physical presence of the researcher and it is often relatively straightforward to analyze. Brown (2001) provides a definition of what a questionnaire is; “[q]uestionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p.6). Dörney (2003) mentions that it has become one of the most popular research instruments in the social sciences, by considering its easy construction as its main strength. Moreover, its efficiency in terms of time, effort and resources, as well as its versatility – the ability to be used successfully with a variety of people in a variety of situations and topics – are important criteria that a researcher takes seriously into account (Dörney & Taguchi, 2010).

For the purpose of this study, the researcher designed a Google Forms questionnaire entitled “*Using video to enhance speaking skill: Questionnaire for EFL Teachers*”<sup>6</sup> (see Appendix A) following Dörney & Taguchi’s (2010) guidelines concerning its format. The questionnaire addressed the participating teachers after

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<sup>6</sup> Questionnaire link:

[https://docs.google.com/forms/d/1743F\\_kxvQ4R9x3HquUq3NJsRRrofHic4XniHX9sJ9eM/edit](https://docs.google.com/forms/d/1743F_kxvQ4R9x3HquUq3NJsRRrofHic4XniHX9sJ9eM/edit)

completing the video-based speaking lessons and was posted on Edmodo on 19 March 2019 (see Appendix A). The provided covering letter informed them about the aim of the research and guaranteed anonymity and confidentiality, while the researcher's appreciation for completing it was truly expressed. With regard to its length, it is short and requires less than 12 minutes to be completed. Its clear instructions and the fact that it is divided into sections plays a great role in not appearing crowded and confusing, since the layout and the format of a questionnaire have a significant impact on the responses and can increase respondents' motivation (Dörnyei, 2003; Sudman & Bradburn, 1983). In order to preserve validity and avoid ambiguities or misleading statements, a piloting test to the questionnaire was conducted. More specifically, it was given to three EFL teachers before taking its final form, since piloting can guarantee validity and reliability (Dörnyei, 2003; Cohen et al., 2007). Through these trial runs, the researcher collected useful feedback about how the questionnaire works and whether it performs the purpose it has been designed for (Dörnyei, 2003).

This questionnaire consists of five parts, all of which have a title and a description under it. The first part *Teachers' Profile* consists of five multiple choice factual questions referring to the respondents' age, gender, academic qualifications, years of teaching experience and current employment. The second part *Teaching Speaking in the EFL Classroom* contains 4 additional item and aims at investigating the current attitudes towards the teaching of speaking skill. The third part *Teachers' Perceptions concerning video integration in EFL speaking lessons* attempts to gain insights about the integration of the video-based activities suggested by the researcher, while the fourth part *Teachers' Perceptions concerning the appropriateness of the support material and the use of Edmodo* enables teachers to evaluate this material and reflect on their experience of using Edmodo. Part III consists of 31 items; multiple choice and rating scale questions, most of which were based on the Likert format (on a five-point scale), ranging from "not at all" to "a large extent". Accordingly, Part IV consisted of 23 items following the Likert format, ranging this time from "strongly disagree" to "strongly agree". The last part *Overall thoughts on video and Edmodo* consists of one multiple choice and three open-ended questions aiming at gathering teachers' thoughts and comments on their experience, as well as their insights towards video and Edmodo's further integration in the EFL classroom.

### ***3.2.2. Unstructured discussions & short interview: The qualitative research instrument***

As Dörney (2003) states, it is suggested that the questionnaire design be preceded by a small qualitative research in order to shed more light on the relevant topics. One way of collecting valuable qualitative data is through unstructured or semi-structured interviews (Dörney & Taguchi, 2010; Dörney, 2003). Qualitative research enables the researcher to simplify and manage data ‘without destroying complexity and context’ (Atieno, 2009, p.16), while at the same time the researcher ought to be reflexive prior to and during the research process (Sutton & Austin, 2015). Despite the fact, though, that qualitative research contributes to researchers having access to thoughts and feelings of the participants (Sutton & Austin, 2015), it is considered to be a time consuming method in terms of analysis (Anderson, 2010) which cannot be extended to wider populations (Atieno, 2009).

The researcher selected unstructured discussions and a short interview as an additional instrument for her mixed-method approach in order to eliminate the weaknesses of the questionnaire and to give participating teachers the chance to reflect on their experience thoroughly. The unstructured discussions resembled interviews, but they were conducted in a very friendly manner through Edmodo or at the frontistirio during breaks. These discussions in combination to a short interview planned afterwards enabled the researcher to gain useful insights about the teachers’ attitudes towards the integration of video in their speaking lessons, the difficulties they may have encountered during them and the way students responded, as well as their experience of using Edmodo.

### **3.3. Sampling Process**

Dörney (2003) clarifies that “the sample is the group of people whom the researcher actually examines and the population is the larger group of people whom the survey is about” (pp. 70-71). He underlines that in L2 research, the most common sample type is the ‘convenience’ or ‘opportunity sample’, where the most significant criterion is to ensure the researcher’s convenience. In other words, members of the target population will be chosen according to certain criteria, such as geographical proximity, availability and easy accessibility. These samples are usually ‘purposive’, in the sense that except for the easy accessibility, participants must also possess

characteristics related to the aim of the research (Aiken, 1997, as cited in Dörney, 2003). The researcher selected the convenience sampling, since she addressed the 15 EFL teachers working at the same frontistirio as her. This kind of sampling better supported the researcher's rationale, which was to take advantage of both face-to-face and online communication by acting as a moderator in the blended learning community of teachers and designing material that would suit their needs. Therefore, she created a support material for A1-C2 levels, according to the Common European Framework of References for Languages (CEFR), based on the coursebook of each level, besides C1-C2 level where her aim differed and was to make learners develop their critical thinking by thinking outside the box and discussing real-life issues unfolded through the videos. Then, she created a group on Edmodo and uploaded all the suggested speaking sections to which they could have access through a given code.

### **3.4. Research Procedures**

#### ***3.4.1. The Preparation Stage: Suggested speaking sections for integrating video in the speaking process via Edmodo***

In order for the researcher to ensure participants in this speaking experiment, a short talk was held on 6 September 2018 with the owner of the English Language Centre she is working, Fotini Douvleka-Lagiou, regarding the possibility of conducting a research with the help of the teachers working at the frontistirio. After ensuring her permission, a meeting was arranged on 12 September 2018 to inform her and her colleagues about the nature and the aims of the study, as well as the Web 2.0 tools, videos and Edmodo, which would be used for the purposes of the research. The researcher gave specific details about the platform and then encouraged her colleagues to create an account; from the participating teachers only one had an account on Edmodo, which was created a year ago during her postgraduate studies. Finally, she provided contact details, such as her phone number, her Facebook profile and her e-mail address, in case any of the participating teachers had questions. Indeed, some questions concerning the creation of the account arose, thus on 28 September 2018 she provided assistance to some of them in order to successfully create one.

After assuring the teachers' participation, she started searching educational websites to find videos that could be linked to the material of each level's coursebook

and presented to the students as a way of revising previously taught material. The collection of the useful material from the Internet, and especially from *Youtube*, *Photodentro*, *TedEd*, *LearnEnglishKids* and *ESLBrains* (see 2.4) enabled the researcher to design three meaningful video-based speaking lessons for each level relying on modern methods, such as the debate method, role play, TPS, project method and gamification (see 1.4.2-1.4.6). All these lessons were based on the principles of *previewing* and *post-viewing* (see 2.4.1) that is why every video was preceded by a brainstorming activity (see 1.4.1) and was followed by collaborative tasks (see 1.3). During the preparation stage, she was in constant contact with the teachers trying to figure out every class's needs, such as which videos could be linked to the modules they have done so far, which types of activities could be implemented so as the lesson to be more creative and engaging, as well as which period would be more productive and less stressful for learners, so that they enjoy the lessons. Indicatively, on 12 October 2018 she had a short discussion with some of them concerning the already introduced material that could be revised through the integration of video, while on 2 November 2018 she asked them when they thought the best date to start the *Edmodo project* would be and they ended up that the date that would suit all of them was after Christmas. On 6 November 2018, she created a group on Edmodo with the name “Speak it out!” and then folders for each level of CEFR (A1-C2). In the meantime, she continued designing the speaking lessons which were completed on 7 January 2019 and were uploaded two days later, on 9 January 2019. That evening, she informed the director of the frontistirio that the support material was ready and available on Edmodo, and discussed that they could start integrating it in their lessons from Monday 14 January 2019 onwards. She handed out a copy of the group code and her contact details to her in order to give it to the other teachers and become members of the “Speak it out!” group (see Appendix D).

As far as the preparation of the material is concerned, some limitations emerged before it was uploaded to the platform. More specifically, although the sample was convenient, in order for the researcher to ensure the sample of the fifteen teachers, she had to create support material for all levels (A1-C2). This means that she had to create three speaking sections for each level. The material designed, though, was difficult to categorize, since some speaking sections could fall into different levels that is why only one group was created on Edmodo – in order for teachers to have access to all the material through “Folders” and adjust it to their needs. Apart from this, the researcher encountered difficulties on how to name each folder including the support material, as

Language Schools in Greece name their classes (e.g. A class/A senior). She finally decided to follow the categorization of CEFR, on which all coursebooks are based, by giving the name of the level (e.g. A1, A2 etc.) and not the class to each folder. In the cases of A & B class/senior, both of which constitute the A1 level, she made a distinction by creating two different folders of A1 level and giving the name of each class in parenthesis. Appendix C provides all the support material for the Speaking Section, namely the suggested speaking lessons with the links of the videos used, the description of the activities and the specific rationale the researcher developed, so that the aims of each lesson plan to be clear to the participating teachers.

### ***3.4.2. The Implementation Stage: The video-based speaking sections***

The lessons were conducted from 14 January 2019 to 18 March 2019. They were carefully designed by the researcher to be creative, engaging and interactive in order to give students the chance to realize that learning can be fun. The duration of each speaking section was about 10-15 minutes and in most levels every video was linked to a module of the coursebook. For A1- A2 levels, the coursebooks used were *Portal to English 1*, *Portal to English 2* and *Portal to English 3* by MM Publications. For B1 level, the coursebook used was *Level Up B1* by Grivas, while for B2 level *Full Blast 4* by MM publications. For C1-C2 levels, the videos selected by the researcher were not linked to their coursebooks, as her aim was to challenge advanced and proficiency students to think outside the box and develop their critical thinking through specific videos unfolding real life issues. That is why *TedEd* videos were the only support material for these levels.

After uploading the material on Edmodo, the researcher tried to keep in touch with all teachers and give them constant guidance. More specifically, soon after their getting the code to have access to the group, on 12 January 2019, she made a post on the platform to welcome and inform them that the extra material they would need would be provided by the researcher, as well as to give some clarifications. To her disappointment, the teachers' response was not the expected one, as only one teacher replied to the welcome message, while only five of them “liked” the post. Moreover, despite the short talks they had at the frontistirio regarding the progress of the lessons, on 15 February she made a group conversation on the platform to ask them about their first impressions and the difficulties they may have encountered so far. This time, they

responded better and provided useful feedback and even photos of the class projects they did. Additionally, on 10 April she asked them whether they had come up with any ideas during or after the implementation of the suggested lessons and some teachers replied supportively by expressing their ideas for further video integration and providing links (see Appendix E).

### ***3.4.3. The Follow-up Stage: Reflecting on video integration and the Edmodo experience***

Upon the implementation of the speaking lessons, the 15 teachers completed the online questionnaire (see Appendix A) to reflect on their experience. At the same time, unstructured discussions on the Edmodo chat (see Appendix E) and a short interview (see Appendix F) were held between the participating teachers and the researcher. The remarkable amount of feedback collected from these research method techniques constitutes the basis of the findings of the current research (see Chapter 4).

## **Conclusion**

This chapter was a presentation of the action research design, specifying the research aim and questions, the research method instruments and the design of video support material, as well as the research procedure that was followed. In Chapter 4, a presentation and a critical analysis of the research results will be provided relying on the theoretical framework and the research purposes and questions.

## **Chapter 4**

### **Presentation of the Research Findings**

#### **Introduction**

This chapter presents and analyzes the research findings as they were gathered from the quantitative and qualitative method instruments implemented in this study. The results from the questionnaire (see Appendix B) are presented mainly in numbers and percentages, while the most important findings are displayed in graphs. As far as the qualitative findings are concerned, Appendices E and F provide the discussions of the researcher with the teachers.

#### **4.1. Presentation of the Findings**

As mentioned before, the 15 teachers who participated in the study were able to gain access to the described questionnaire via a post on Edmodo (see 3.2.1). The aim was for the teachers to express their experience of using videos and Edmodo, so that the researcher examines to what extent these Web tools can be proven constructive for both parts- teachers and students.

#### ***4.1.2. The Participants' profile and teaching situation towards speaking***

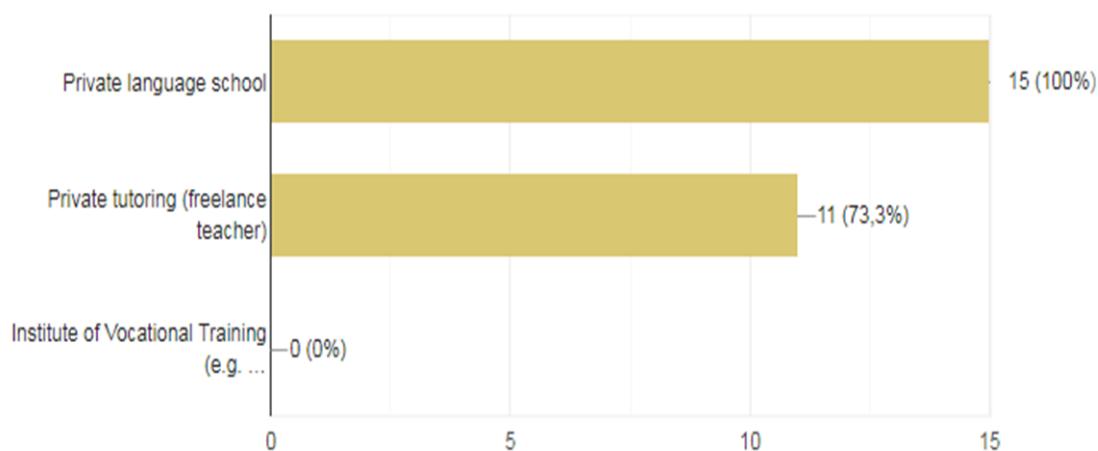
The first part of the questionnaire *Teacher's Profile* included 5 questions concerning demographic information and information related to the respondents' qualifications, teaching experience and workplace. More specifically, all of the teachers are female, with the half of them (46.7%) aged 21-30 and the other half (46.7%) being 31-40 years old; only one teacher (6.7%) is over 41 years old, while none is over 51. It can be assumed that their young age may have played a role in their willingness to participate in the research from the very beginning.

As far as their academic qualifications are concerned, the majority of them (73.3%) have obtained a Bachelor's degree, while three of them (20%) have acquired a Master's degree and only one teacher is in the process of acquiring one. The years of their teaching experience are split in four equal parts. In particular, three of them (20%)

have a teaching experience 0-5 years, while the rest three quarters (26.7% each), namely twelve of the respondents, have been teaching 6-10, 11-15 and 16-20 years respectively.

## 5. Current employment (You can tick more than one)

15 απαντήσεις



**Graph 1. Teachers' current employment**

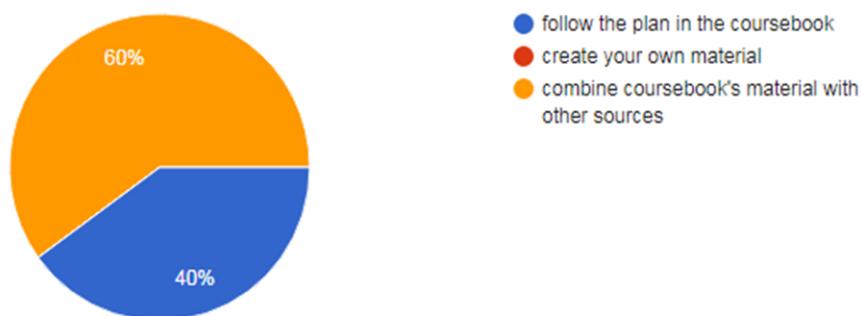
Regarding the current situation towards the teaching of speaking skill, which is unfolded in the second part *Teaching Speaking in the EFL Classroom*, the majority of the respondents (66.7%) answered that they teach 3-4 speaking lessons per month, while the two quarters of them (13.3% each) responded that they teach 0-2 and 4-6 respectively, and only one teacher (6.7%) teaches more than 7. Question 7 refers to the time devoted to a speaking lesson, with the vast majority of them (80%) answering that they devote 0-15 minutes. The rest two (13.3%) devote 16-30 minutes, while only one teacher (6.7%) spends 31-45 minutes for a speaking lesson. Furthermore, Question 8 refers to the material that teachers use when teaching speaking, and more than the average (60%) answered that they combine coursebooks material with other sources, while six of them (40%) follow the plan in the coursebook. Going on with the last question of this part related to how often they use technology in speaking lessons, three of the participants answered that they always implement technology, while the other three quarters of them (26.7% each) responded “Often”, “Sometimes” and “Rarely”.

#### **4.1.3. Impact of video-based activities on students' speaking skills**

As far as video integration is concerned, eleven out of the fifteen participants (73.3%) have implemented videos in the teaching of speaking before, while only four of them (26.7%) have introduced them for the first time (Question 10). This confirms Question 8, as most of the teachers are trying to make the speaking process more appealing to students through videos, thinking outside the box and combining the plans in coursebooks with other sources (Graph 2). In addition, the vast majority of them (73.3%) implemented the video-based activities in classes of A1-A2 level according to CEFR (Question 12 – Graph 3).

#### **8. When teaching speaking, you...**

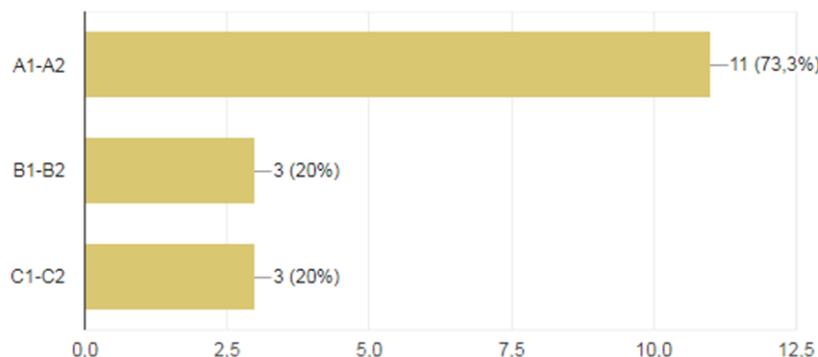
15 απαντήσεις



**Graph 2. Teaching Speaking**

#### **12. What is the level of the class in which you integrated the video-based activities? (You can tick more than one)**

15 απαντήσεις



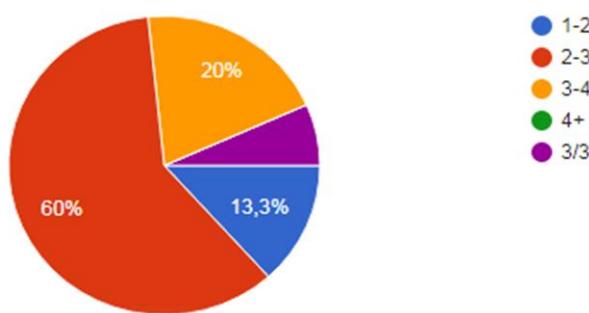
**Graph 3. Class level and video-based activities**

According to the suggested guidelines for the present action research, teachers were recommended to implement up to three lesson plans consisting of video-based

activities. Indeed, most of them (66.7%) implemented 2-3 lesson plans, whereas three of them (20%) managed to do 3-4 (Question 14). Unfortunately, none of the teachers created her own material during the action research project (Question 15a).

#### 14. How many of the suggested lesson plans have you implemented?

15 απαντήσεις

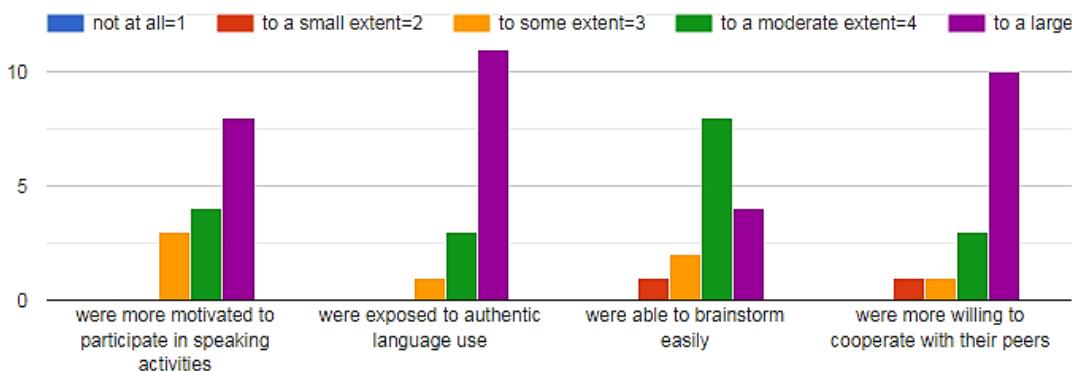


*Graph 4. Number of lesson plans implementation*

Questions 16 consists of 12 statements that explore the extent to which the participating teachers believe that the video-based activities have contributed towards the improvement of learners' speaking skills, and they are directly connected to the Research Aim (a) and the Research Questions (1) & (2) (see 3.1.).

Initially, the 15 teachers claimed that students were more motivated to participate in the speaking activities, to a large extent (8 respondents) and to a moderate extent (4 respondents). This may be due to the fact that they were exposed to authentic language use (to a large extent: 11 respondents and to a moderate extent: 3 respondents) and the tasks preceding the videos made them brainstorm more easily (to a large extent: 4 respondents and to a moderate extent: 8 respondents). In that way, 10 teachers agreed that learners were more willing to cooperate with their peers to a large extent and 3 of them to a moderate extent (Graph 5).

16. To what extent do you feel that the video-based activities have contributed towards improving your students' speaking skill? Learners...



**Graph 5. Learners' engagement in speaking sections**

Teachers' comments in the online questionnaire confirm these rates:

*"I was taken aback by the motivation of students to participate and respond to the tasks involved."*

*"I was quite happy to see my students mainly engaged in the creative part of the process."*

*"I realized that students are more willing to participate in a speaking section after watching a video. It's also easier for them to use vocabulary."*

*"Apart from the interesting topics that I learnt from myself I think the students felt more motivated to talk on a particular subject after watching a video on a topic rather than seeing a picture and reading a question in their textbook."*

Moreover, the following statements, part of our discussions on Edmodo during the research, strengthen these arguments:

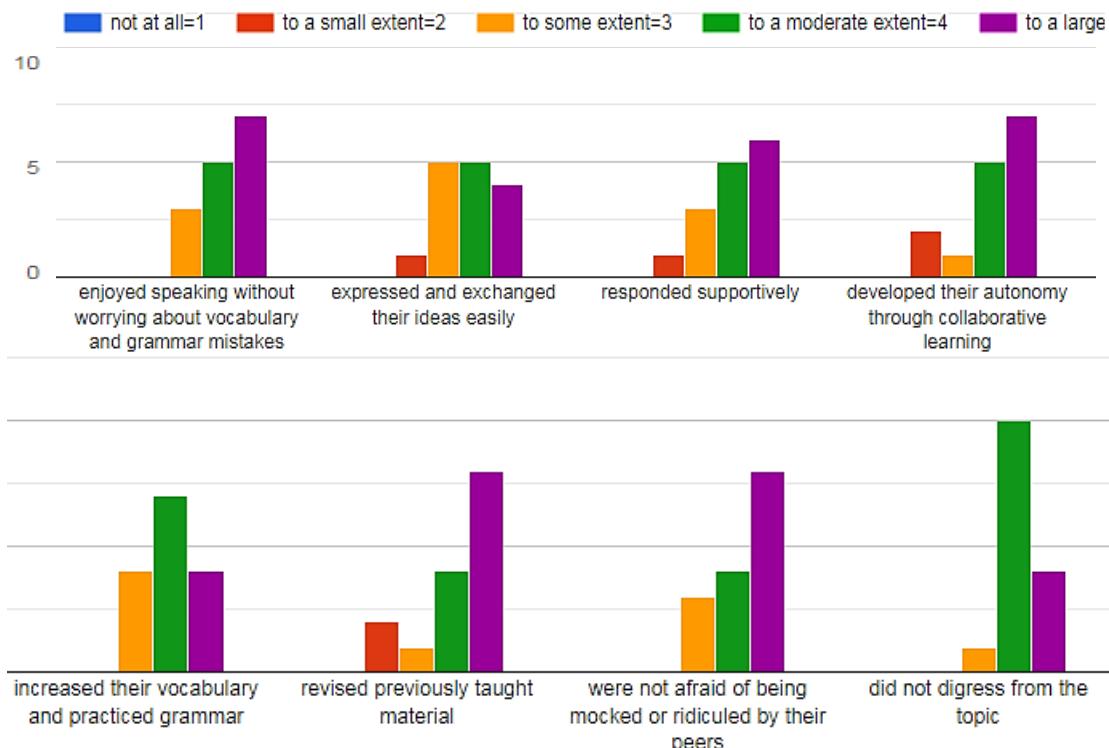
*"I've done the first and the second part of the speaking sections in A class. They were really enthusiastic about it! They watched the videos carefully and they managed to answer almost every question! They had a great time and they are looking forward to the last part!!"*

*"I've done the first part of the speaking sections in A class! We did that as a game so all the students participated and they were excited! They all wanted to speak even though some of them couldn't answer correctly! They liked team work a lot!"*

*"I've finished the first and the second part of the speaking sections in A class. My students had a lot of fun and were considerably motivated during the learning process, since the majority of them showed great interest in participating effectively, even though they didn't know all the words/expressions. However, they were quite enthusiastic, especially with the tasks that required them to work in pairs or groups.*

The last two statements bring into focus the issue that students' engagement in the speaking process was not hindered by other factors, such as grammar and vocabulary. Teachers supported this view and answered (Graph 6) that learners enjoyed speaking without worrying about vocabulary and grammar mistakes (to a large extent: 7 respondents and to a moderate extent: 5 respondents). However, only 4 teachers agreed that they expressed and exchanged their ideas easily to a large extent, whereas 5 of them estimated that they did so to a moderate extent. It seems that despite making errors students were not afraid of expressing themselves, that is why the majority of the teachers claimed that they responded supportively to a large extent (6 respondents) and to a moderate extent (5 respondents). Their supportive responding may be due to the fact that they collaborated with their peers in all three speaking sections and through this collaborative nature of learning they managed to develop their autonomy (to a large extent: 7 respondents and to a moderate extent: 5 respondents). In addition, they increased their vocabulary and practiced grammar (to a large extent: 4 respondents and to a moderate extent: 7 respondents), as well as they revised previously taught material (to a large extent: 8 respondents and to a moderate extent: 4 respondents). Finally, it can be concluded that pair work may have contributed to the fact that they did not digress from the topic (to a large extent: 4 respondents and to a moderate extent: 10 respondents) and they were not afraid of being mocked or ridiculed by their peers (to a large extent: 8 respondents and to a moderate extent: 4 respondents).

16. To what extent do you feel that the video-based activities have contributed towards improving your students' speaking skill? Learners...



**Graph 6. Learners' motivation levels**

The same points were also highlighted in the teachers' chat on Edmodo:

*"It's been really good so far! Most students find it interesting and a good chance to express themselves! The only difficulty was with one group that was not very talkative! But with a little encouragement, we did it!!"*

*"My A class group has finished all three parts! They just loved it, even they didn't know all the words-expressions, they made a great effort and managed to complete all tasks. They even asked for more!"*

*"I've done the 1st & 2nd part of the speaking sections in my lower class. They liked the project about diversity-however, some of the students found it difficult to think of keyword or phrase but their classmates helped them out! In the 2nd part which was about technology & phone addiction they were more willing to participate in the conversation and answer the questions!!"*

*“My class has finally completed all the Speaking Sections! It was quite an enjoyable and motivating procedure which students liked a lot. Even if they had some unknown words, they all participated and helped each other. They loved the most the second part that involved kinesthetic skills.”*

*“They collaborated efficiently and they really enjoyed their autonomy while cooperating with their classmates!”*

The last statement, part of an open-ended question in the questionnaire, supports this view:

*“Using the videos of the tasks I realised that it is useful to combine visual material in speaking parts of the lessons. Through the appropriate vocabulary they can motivate students to answer without hesitation even if the answers are not completely correct in grammar.”*

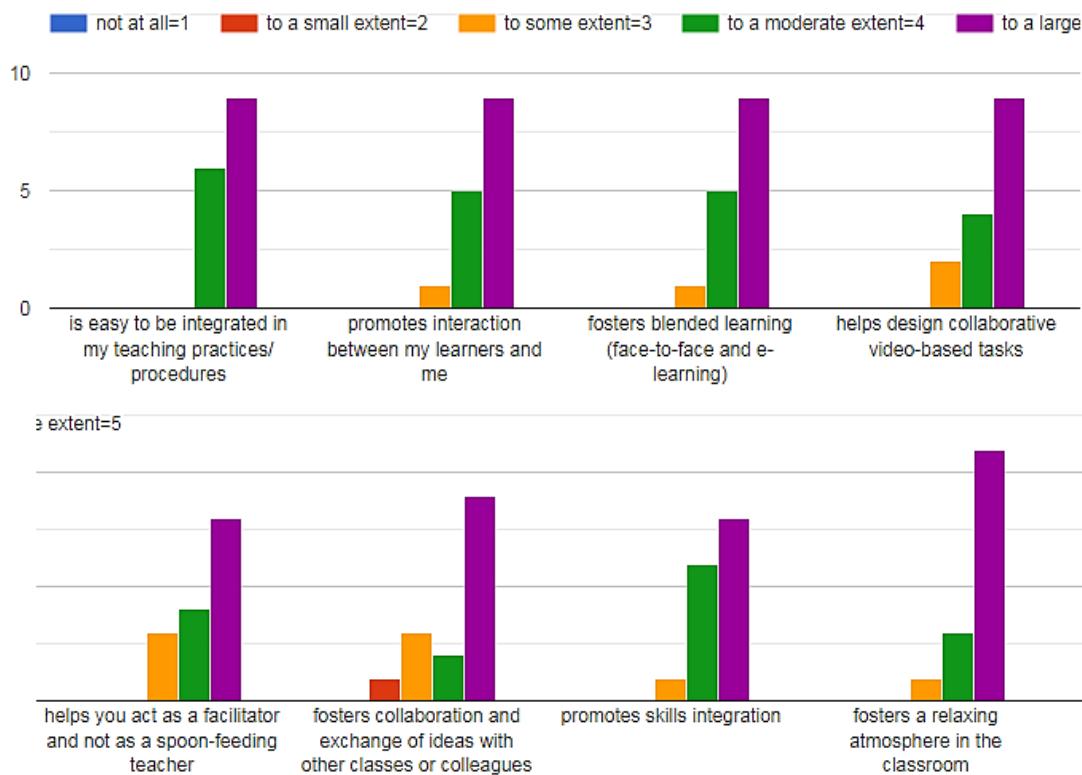
#### **4.1.4. Impact of video on teaching speaking**

The impact of video on teaching speaking, which is also underlined in the Research Aim (a) and the Research Question (3), is highlighted in Question 17 of the questionnaire. It asks participants to indicate the extent to which video has contributed to improving their instruction. More specifically, the participating teachers found it easy to integrate videos in their teaching procedures (9 instructors to a large extent and 6 instructors to a moderate extent). Almost the same number of teachers agreed that it promoted the interaction between them and their students (9 instructors to a large extent and 5 instructors to a moderate extent). In addition, the same number of the participants agreed that blended learning (see 2.4.1) can be fostered through video, while at the same time the majority of them (9 instructors) claimed that it can help teachers design collaborative tasks to a large extent.

According to the 15 teachers, another asset of video is that it helps them act as facilitators and not as a spoon-feeding teachers (8 respondents to a large extent and 4 respondents to a moderate extent). In addition, the majority of them agreed that it fosters collaboration and exchange of ideas among classes and colleagues (9 respondents to a large extent), while at the same time it can promote skills integration (8 respondents to a large extent and 6 respondents to a moderate extent). Besides, the vast

majority of them agreed that video fosters a relaxing atmosphere in the classroom. Graph 7 presents the rates discussed.

**17. To what extent do you feel that video has contributed to improve teaching speaking? Video...**



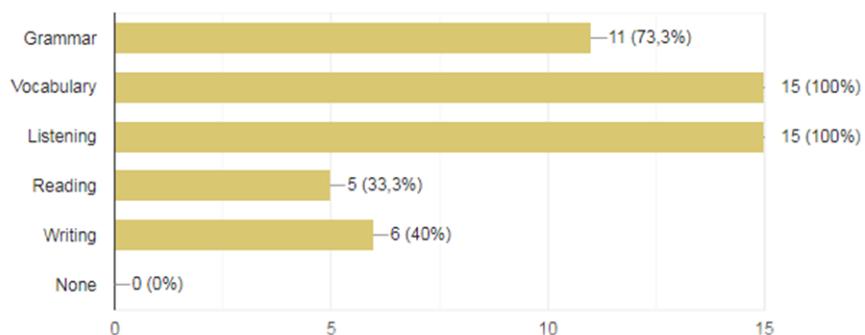
**Graph 7. Teaching with video**

Question 20 confirms the rate on item 7 about skills integration, as all of the teachers replied that video can contribute to develop other aspects/skills in the EFL classroom. According to them, vocabulary and listening are in the first place with grammar and writing following in the third and fourth place respectively and reading coming last (Graph 8). This is also illustrated in a teacher's comment in the questionnaire as the lesson to be learnt by integrating videos in speaking lessons:

*"To expose students to authentic material to foster four skills integration."*

18. Which other aspects/skills do you think that video can contribute to develop in the EFL classroom? (You can tick more than one)

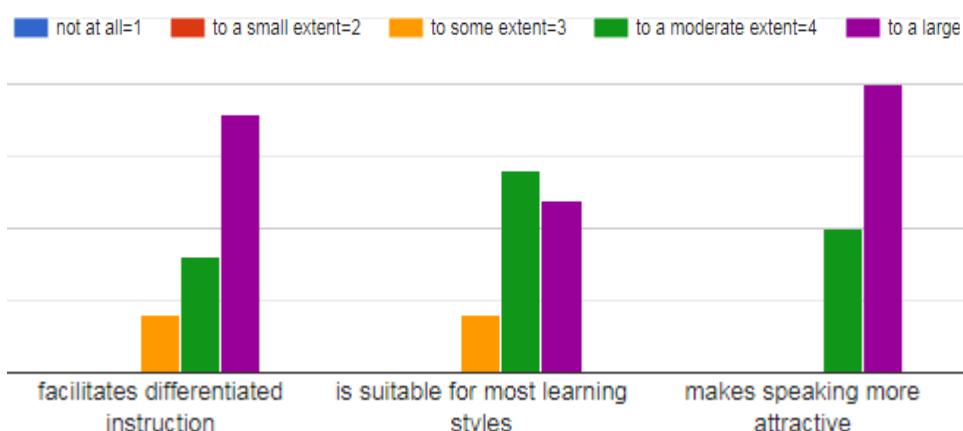
15 απαντήσεις



**Graph 8. Video & skills development**

The advantages of integrating video in the teaching process are also shown in the last items of Question 17 (Graph 9). More specifically, 9 teachers responded that video can facilitate differentiated instruction to a large extent, while almost all of them agreed that is suitable for most learning styles (6 respondents to a large extent and 7 respondents to a moderate extent). Finally, all of them replied positively to the fact that video can make speaking more attractive (10 respondents to large extent and 5 respondents to a moderate extent).

17. To what extent do you feel that video has contributed to improve teaching speaking? Video...



**Graph 9. Video in the EFL classroom**

The following comments, drawn by the teachers' chat on Edmodo and the online questionnaire, confirm the beneficial effect of videos on teaching speaking:

*“Unfortunately my C class wasn't able to finish all the speaking sections...the overall experience, though, was really pleasant! My students liked the video, which was easy to use and to understand. I believe that the videos help students to be more engaged and enthusiastic!”*

*“Regarding videos, I learned that even difficult skills, such as speaking, can be taught in a very creative and joyful way that can attract all types of learners.”*

*“Video is a useful tool that can engage all types of learners if the material based on that is student-centered and motivating.”*

*“Speaking is more enjoyable this way and students cooperate more effectively.”*

*“Speaking along with creative processes could be even more appealing to students of all ages.”*

#### **4.1.5. Using Edmodo as a member of a community of practice**

Questions 19 & 20 are linked to the Research Aims (b) & (c) and to the Research Questions (4), (5) & (6). In these questions, teachers are given the chance to reflect on their experience of using Edmodo, by assessing the material uploaded in it and the platform itself. In that way, the researcher will examine the extent to which they believe that Edmodo, as a Web 2.0 tool and a source of sharing knowledge, has contributed to their professional development, as well as whether they got motivated to become more creative when teaching speaking by designing their own material in the future.

To begin with Question 19 (Graph 10) where they had to evaluate the suggested material they were provided with, 11 of them strongly agreed and 4 agreed that they enjoyed it. The same rate was noted in the second and third item regarding the lesson plans; 11 respondents strongly agreed and 4 agreed that they were clear and easy to understand, as well as well-structured and organized. These rates are also illustrated in the teachers' comments in the questionnaire:

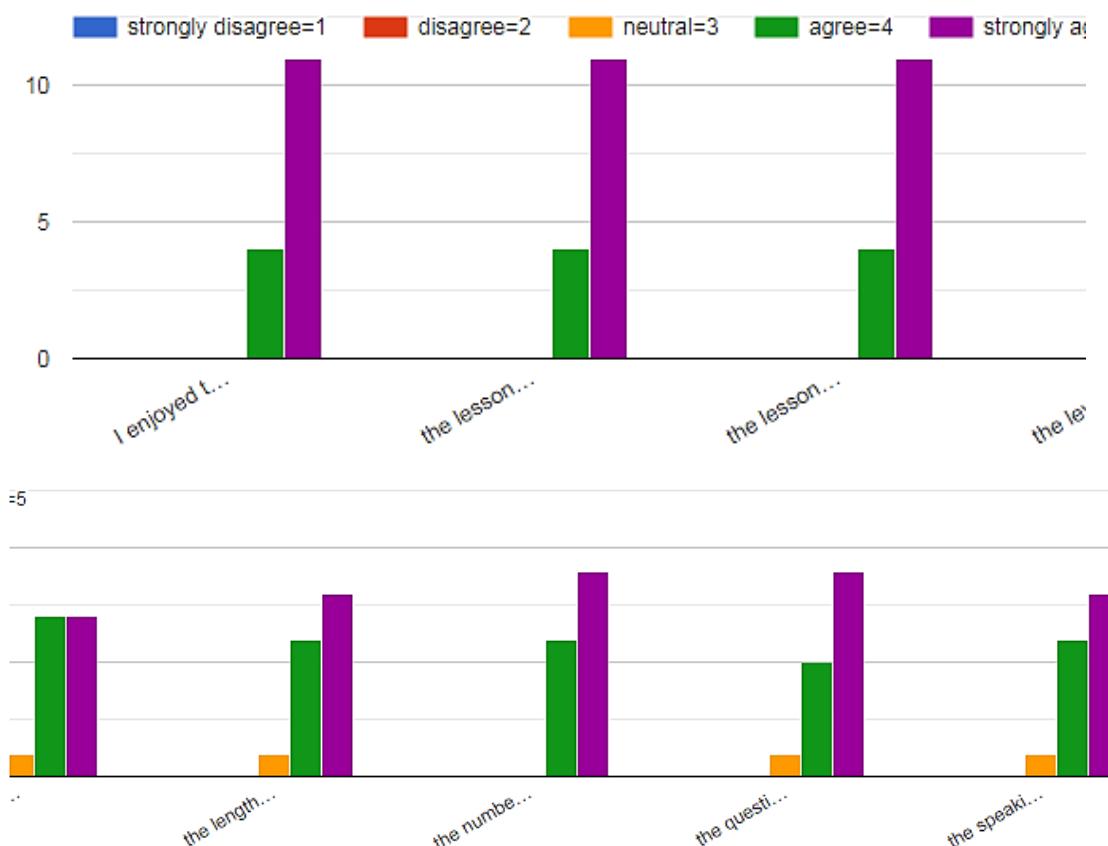
*“I did the TED lessons with my C2 class and I really loved them!”*

*"It was a nice experience, well organised and educational for both parts, teachers and students!!"*

*"Everything was fine!!! It was something different and we enjoyed it very much!"*

In addition, almost all of them agreed that the level of difficulty was right for each level (7 strongly agreed and 7 agreed), while at the same time 8 strongly agreed and 6 agreed that the length of the speaking sections was manageable. Moreover, all of them agreed that the number of tasks was satisfactory (with 9 of them agreeing strongly) and the questions asked by the teachers helped learners in preparing for their language task (9 strongly agreed and 5 agreed). To the researcher's satisfaction, the vast majority of teachers perceived her intention to create student-centered activities (8 strongly agreed and 6 agreed). Graph 10 presents these rates.

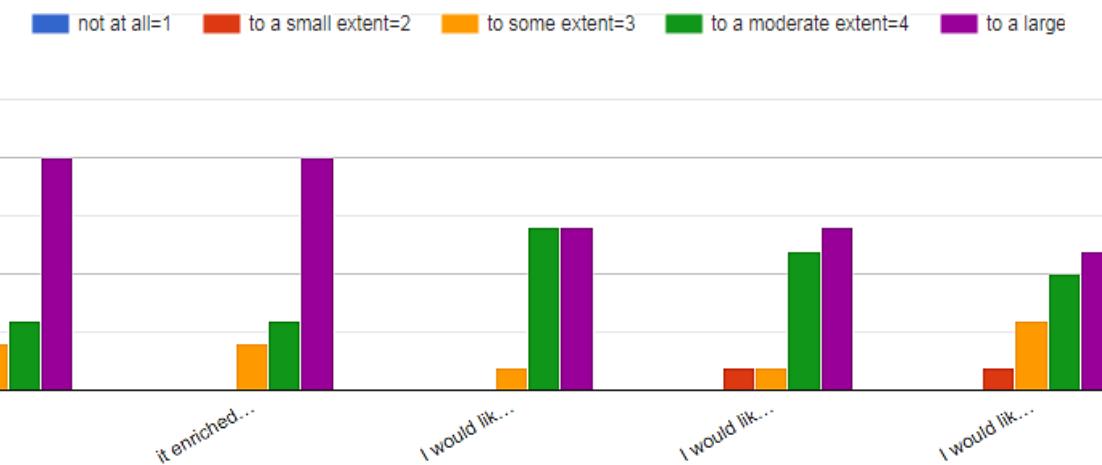
#### 19. How would you reflect on the material uploaded on Edmodo?



**Graph 10. Appropriateness of the material uploaded on Edmodo**

Another scale of the aforementioned aims and questions concerns teachers' professional development via Edmodo (Graph 11). In particular, in the last items of Question 19, 10 of them strongly agreed that the designed speaking sections made their teaching more playful and enriched their teaching practices. It seems that the video-based activities acted as an incentive for them to create original speaking sections using the techniques suggested by the researcher (7 instructors strongly agreed and 7 instructors agreed). They were also motivated to create their own video-based activities (7 respondents strongly agreed and 6 respondents agreed) and to integrate videos in the speaking process on a regular basis (6 respondents strongly agreed and 5 agreed).

### 19. How would you reflect on the material uploaded on Edmodo?



**Graph 11. The material on Edmodo as an incentive for teachers**

The aforementioned rates can be justified by the following statements drawn by the teachers' chat on Edmodo, as well as by the comments they left in the questionnaire:

*"Here are my photos from the project in A class! It's certain that they enjoyed every part of it...."*

*"They enjoyed the project, as it was motivating and they could use their imagination! They were really into speaking, too!"*

*"Everything worked perfectly! Students were really enthusiastic throughout the speaking process! Speaking was fun, indeed!!"*

*"It was a new and enjoyable experience for all parts involved and I am looking forward to a similar one in the future."*

*“D Class has finally completed all the speaking sections! The overall experience was really satisfying for all the students even for those who had difficulty in expressing themselves! The videos were very interesting and motivated the students to think and speak in English! Especially the third part, which included the project, was the most enjoyable for all of us!! I wish we had more time to do similar things more often!!*

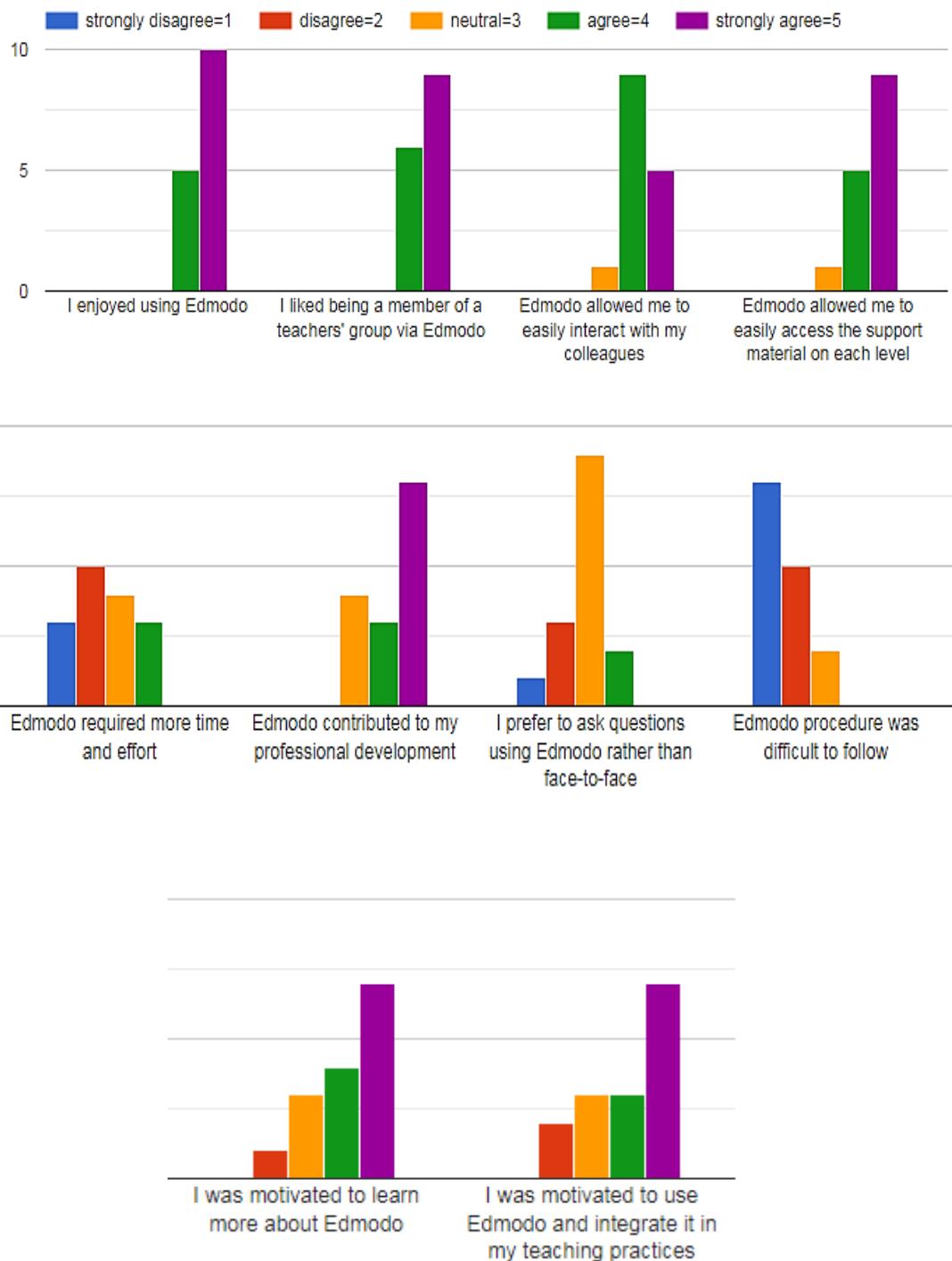
*“My participation in this research made me think that we, as teachers, should leave our comfort zone and try to find new "tricks" to make teaching more exciting. Coursebooks are helpful, but can be repetitive, especially when teaching speaking. The researcher gave us the lesson that speaking can be fun, so it is up to us to continue have fun during speaking sections! Thank you for the useful support material you provided us with!”*

*“Through the techniques used by the researcher, I was strongly motivated to always try to make my speaking lessons more engaging for my students.”*

As mentioned above, apart from evaluating the suggested support material, teachers had to assess the platform as well (Graph 12). All of them agreed that using Edmodo was an enjoyable experience for them (10 respondents strongly agreed and 5 agreed) and they liked being a member of a teachers' group (9 respondents strongly agreed and 6 agreed). The platform allowed them to easily interact with their colleagues (5 instructors strongly agreed and 9 agreed), as well as to easily access the material of each level (9 instructors strongly agreed and 5 instructors agreed). However, views differ on the time and effort that Edmodo required; the majority of them believe that Edmodo did not require more time and effort (3 participants strongly disagreed and 5 disagreed), 4 of them were neutral, while 3 of them believe that indeed Edmodo required more time and effort. Regarding its easiness, things were much clearer, since 8 of them strongly disagreed and 5 disagreed on the fact that its procedure was difficult to follow. Nonetheless, they are skeptical about the way teachers should discuss – most of them (9 respondents) are neutral on whether they prefer to ask questions via Edmodo or face-to face. The conclusion that can be drawn, though, is that they believe that Edmodo contributed to their professional development (8 respondents strongly agree and 3 agree), therefore they were motivated to learn more about Edmodo (7 strongly agree and 4 agree) and integrate it their teaching practices (7 strongly agree and 3 agree). This is also illustrated in the following statement of a teacher in the online questionnaire:

*“...Edmodo was a great incentive, as well, to try to integrate new web tools in my teaching practices and a bright example that knowledge can nowadays be shared among colleagues.”*

## 20. How would you reflect on your experience of using Edmodo?



**Graph 12. Edmodo as a community of practice**

Graph 12 can be better explained through the following comments that teachers have shared in the questionnaire:

*“It was a great experience being a member of this teachers' group!! It was a reminder that we should constantly be creative!!”*

*“...Edmodo was a great incentive, as well, to try to integrate new web tools in my teaching practices and a bright example that knowledge can nowadays be shared among colleagues.”*

*“Edmodo offers reliable supporting material for our EFL classroom.”*

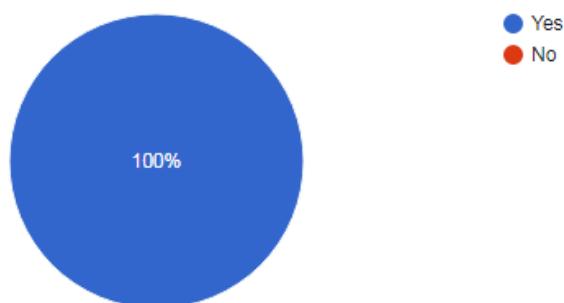
*“...Edmodo is also an easy way for teachers to share their material and ideas.”*

*“Technology can be very helpful in keeping up with the trends of today's EFL classroom.”*

All things considered, this action research project had a great impact on the participants – students and teachers alike – which is corroborated by their convergent thoughts (100%) in Question 21, as well as by their statements in the online questionnaire (see also Appendix B, Questions 22, 23, 24) and their discussions with the researcher (see also Appendices E & F). Their answers along with the comments quoted above will be further analyzed in the following chapter (see 5.1).

**21. I learnt something as a person/teacher by integrating videos and using Edmodo in my speaking lessons.**

15 απαντήσεις



**Graph 13. Teachers' overall impression on their participation in the video investigation**

## **Conclusion**

This chapter presented the findings from both the quantitative and qualitative research instruments employed in the current study. In the following chapter, both types of findings will be critically analyzed and discussed in order to shed light on the main research aims – the contribution of video towards the EFL learners' enhancement of speaking skills and the usefulness of Edmodo in teachers' professional development.

# Chapter 5

## Discussion of the Findings

### Limitations and Recommendations for Further Research

#### **Introduction**

This last chapter aims to elaborate on the findings of the current research in order to verify the research aims and questions posed in section 3.1, and therefore, confirm the main hypotheses that the integration of video in the EFL classroom can enhance learners' speaking skills and Edmodo can be seen as a community of practice that contributes to teachers' professional development. Of great importance are also the sections about the limitations of the study and the teaching implications which are discussed at the end of the chapter.

#### **5.1. Implications of the current research**

The beneficial effect of video on students' speaking skills is evident in the teachers' responses in the discussions on Edmodo and at the frontistirio, as well as in the online questionnaire (see Appendices B, E & F). More specifically, they stressed the fact that learners' motivation levels were alert throughout the speaking process and they collaborated effectively in the activities designed by the researcher. Thus, it can be assumed that this Web tool can function not only as a motivational booster, making even the shiest students more confident and willing to participate, but also as a means of collaboration through carefully designed video-based tasks that focus on students and their effective cooperation. In other words, video can contribute to eliminate the difficulties students face in mastering speaking skills (see 1.1.1) and the factors that demotivate them from speaking (see 1.1.2) on condition that teachers' attitudes change, as well, in terms of creativity and willingness to update their teaching practices. This modernization of teaching speaking can be achieved if they try to think outside the box and thus, create their own material based on modern approaches (see 1.4-1.4.6) in order to meet the standards of the 21<sup>st</sup> century classroom and promote 21<sup>st</sup> century skills (see 2.1-2.1.3). Apart from the online questionnaire, the short interview conducted with five of the teachers showed that they embraced the new approaches suggested by the researcher and they would heartily recommend them to a colleague (see Appendix F).

Teachers' responses in the questionnaire proved also that they are willing to modernize their teaching by integrating videos in the speaking process on a regular basis and by designing video-based activities, since they agreed on the easiness of videos to be integrated in their practices, as well as on the other advantages that rise, such as blended learning, skills integration, differentiated instruction, playful teaching and relaxing atmosphere in the classroom. This is also depicted in their discussions on the Edmodo chat (see Appendix E) where despite the feedback given to their researcher, they shared ideas and links for further video integration and activities that could be implemented in the future. Therefore, it seems that Edmodo proved to be an effective community of practice where teachers give feedback, share ideas and links contributing in this way to knowledge construction. A great role in this may have played the fact that they enjoyed the material uploaded on Edmodo, as it made their teaching more exciting and contributed to their professional development to a great extent giving them the incentive to be the creators of their own material (see Appendices B & F). Apart from the material, through their responses in the online questionnaire, it was made obvious to the researcher that the participating EFL teachers enjoyed also being a member of a teachers' group via Edmodo; they liked its interface, as it enabled them to easily access the support material and communicate with each other and most of them would like to learn more about it and integrate it in their teaching practices. Thus, Edmodo functioned as a blended learning community, as well; it brought together teachers of the same workplace who could communicate online, despite their meetings at frontistirio. At this point, it is worth mentioning that minor limitations regarding the use of Edmodo arose, but they will be further analyzed in the following section.

## **5.2. Limitations**

Despite the researcher's effort to take the necessary precautions, several limitations were identified aligning with Web tools integration and design of the material, as well as with the teachers' general attitudes towards educational innovations that contribute to their professional development (see 2.4.2).

First of all, the research sample was restricted to the researcher's colleagues at the frontistirio, namely the fifteen teachers. Recognizing the difficulties facing EFL teachers at Language Schools today, such as tight schedule, lack of time to occupy with more creative tasks, as well as anxiety to complete the coursebook by the end of the

school year, the researcher based the study's rationale on the idea of designing speaking sections that would be connected to the coursebook of each level. In that way, she aimed to make the speaking process easier for the participants and the speaking sections more adjustable. In addition, despite the online community that they would create, she wanted to take advantage of face-to-face communication with them in order to provide help and guidance at any time needed. These are the main reasons why she did not address other EFL teachers around Greece; the researcher believed it would be difficult to create a material that could be combined with different coursebooks and blended learning would not be fostered if teachers from different parts of Greece participated. This limited sample, though, may not have been a true reflection of Language Schools' reality. However, as a pilot study, this inquiry can still provide insights on teachers' readiness to incorporate Web tools in their teaching practices (see 4.2.3) and lay the foundation for additional research.

Moreover, the two-month-period – from mid-January to mid-March – for the conduction of this action research project was constrained by the due date of the dissertation. Another constraint that came to light was the fact that, even though it has been agreed upon by the teachers to start over *the Edmodo project* after Christmas, this period proved to be quite stressful for most of them as they had both midterm and placement tests to see which students could sit for a certification exam this summer. Through a short interview with five of the participants (see Appendix F), it can be assumed that this factor, which indicated their increased workload, in combination to their tight schedule and lack of time contributed to the fact that not all teachers were able to do all three suggested lessons, while at the same time none of them created their own material. It is also proved that these reasons – and not the difficulty in using the platform or the specific selection of Edmodo – resulted in teachers not always having high interaction on Edmodo. For example, their interaction on the posts made by the researcher were not the expected one, as only a minority of them replied. In addition, despite their willingness to be members of an online community, not all teachers have provided their feedback and have shared their ideas through Edmodo chat, but preferred face-to-face communication instead. Hopefully, it was only a minority and their non-socialization can be accepted by the fact that they had the chance to meet and discuss with the researcher at the frontistirio.

Their attitude towards Edmodo chat can be better explained through two specific items of Question 20. More specifically, some teachers might have seen the online

communication a bit challenging for their age or even for their background that is why four of them were neutral and three of them positive regarding the time and effort that has to be made on their part. In addition, the majority of them (9 instructors) were neutral on whether they prefer to ask questions using Edmodo or face-to-face, whereas four disagreed that they prefer Edmodo rather than personal communication, with only two agreeing on this item. It may be due to these reasons that some teachers preferred to talk in person with the researcher, thus it could be alleged that a small number of teachers will resort more easily to the traditional way of communication before using a social networking site. This conclusion is drawn by the answers of the five teachers participating in the interview (see Appendix F) according to which they would prefer face-to-face to online communication in the work field – especially for long conversations – because they feel safer and this is how they used to communicate all these years.

Apart from the unstructured discussions on Edmodo, several deficiencies were also observed in the online questionnaire. In particular, although the fifteen teachers were expected to answer all questions, some of them skipped those requiring open-ended responses or even explanations. Therefore, it could be assumed that the research findings were partly incomplete distorting the validity of the analysis. Finally, the researcher did not take advantage of classroom observations that would enable her to have a clearer view of learners' attitudes on each level, because teachers in Greece are not very open to welcoming others in their classrooms and thus, she would not wish to ask another thing from them.

### **5.3. Recommendations for further research**

After having analyzed the limitations of the current study, it has to be underlined that there is adequate room for ameliorating the reliability of the results extracted. In other words, although the findings of the study were quite encouraging and promising towards the positive impact of video on EFL learners' speaking skills and Edmodo on teachers' professional development, further research could be conducted.

The first suggestion made would be the implementation of a similar study to a larger sample – to EFL teachers working either in the private or the public sector – involving a mixed method approach, such as classroom observations and students' interviews in order for the validity of the results to be ensured (Cohen et. al, 2007). This

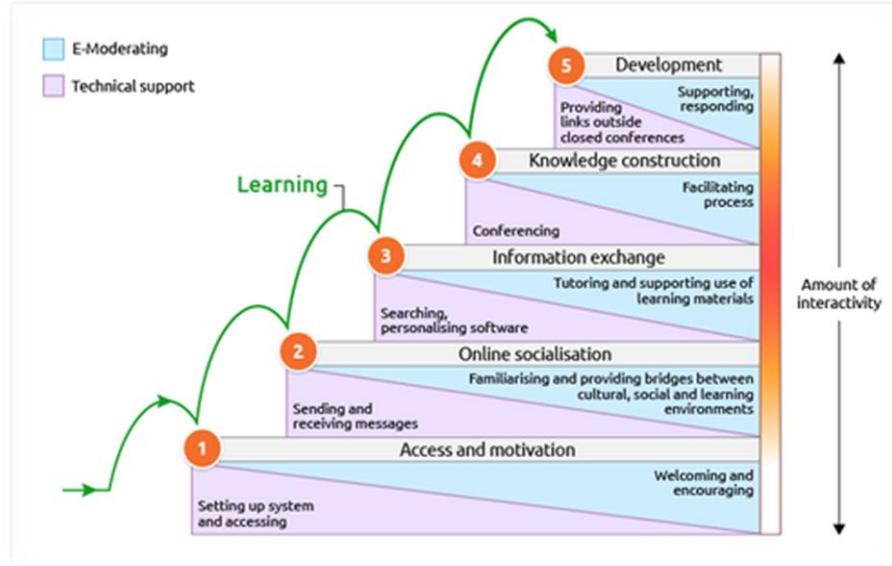
method would also examine the effectiveness of video and Edmodo integration in larger groups of learners and teachers respectively and as a result, it would provide more conclusive results. Additionally, this research revealed that the participating teachers would like to employ video in other teaching areas and investigate the extent to which it can positively influence the development of other aspects or skills. Thus, videos and its effectiveness on the development of other aspects or skills could be investigated, since the majority of the participants stressed that it can play a great role in learners enhancing their vocabulary, their listening skills, as well as their grammar. This is also illustrated in a teacher's comment in the online questionnaire (Question 23):

*"I think that videos can be really helpful to create original listening tasks and vocabulary/grammar exercises."*

Concerning Edmodo, the main aim was to function as a community of practice that would foster blended learning and would contribute to teachers' professional development; a goal that was achieved to a great extent despite the minor limitations discussed above. Teachers took advantage of both face-to-face and online communication and provided valuable feedback to the researcher that made her confirm her hypothesis that student-centric video-based activities can be more motivating and helpful in enhancing learners' speaking skills. Thus, this community as it ended up being resembles a lot the online community Gilly Salmon envisages in order for online learning to be successful although there are some limitations (Figure 4).

At first stage, the researcher, acting as an e-moderator, gave the teachers access to Edmodo through a given code and welcomed them to the speaking group by encouraging them to share their comments, questions, ideas or even lesson plans designed by them. At the second stage, she built on their online socialization by sending them messages regarding the specific learning environment, speaking through video-based activities. And this was when the third stage was achieved, as the colleagues exchanged their ideas regarding the impact and the appropriateness of the material, while the e-moderator was constantly supporting them. Apart from the feedback based on the suggested material, teachers also shared their ideas for further video integration by providing links and suggesting activities that could be implemented in the future. It can be assumed that they got motivated by the material used to think of further activities that could do in the classroom and thus the fourth and fifth stage were

achieved, as they co-constructed knowledge that can contribute to their professional development.



**Figure 4. Gilly Salmon's Five Stage Model. From Five Stage Model, by Gilly Salmon, 2011, <https://www.gillysalmon.com/five-stage-model.html>. Reprinted with permission.**

However, the amount of interaction among the teachers, as well as their contribution towards their professional development could be higher, as not all teachers had further insights on future video integration and none of them created their own material during the conduction of the research. Thus, if this blended learning community turned into a more open learning community where only online learning would be promoted, the Five Stage Model would be even more effective. This is also illustrated in a teacher's comment in the questionnaire:

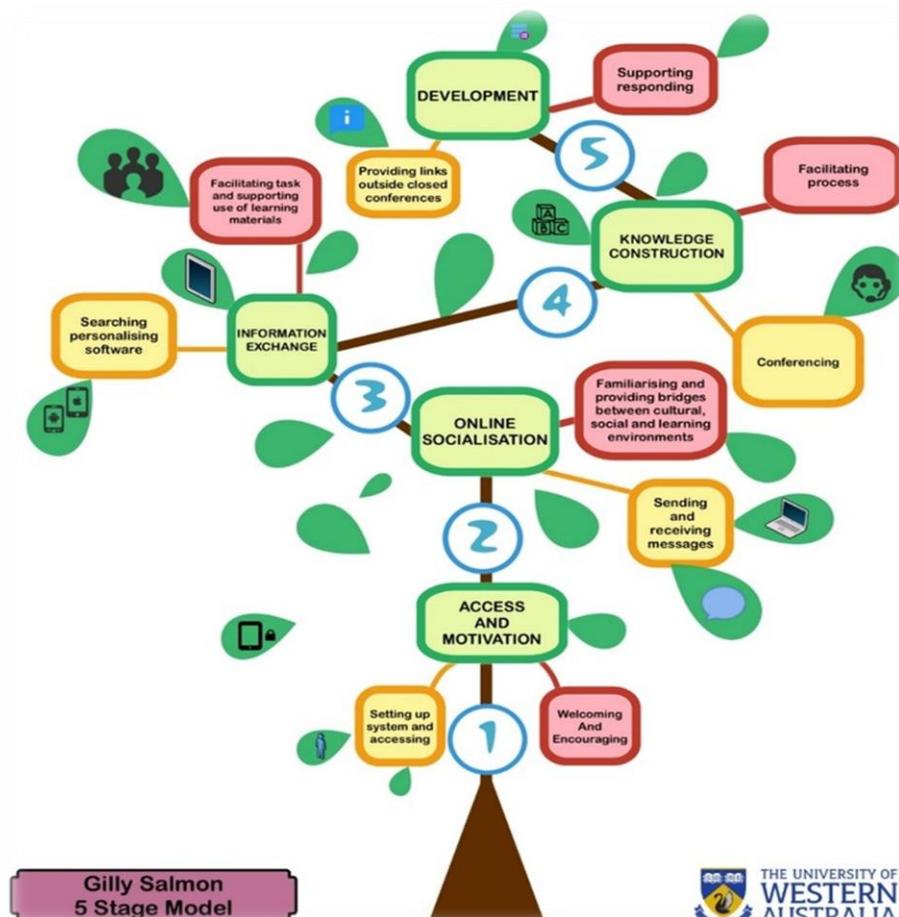
*"A group in Edmodo could be used just like a Facebook group where teachers from all over the world share ideas, pictures of their work and concerns regarding teaching practices."*

In the meantime, others stress the importance of integrating Edmodo in the EFL classroom and familiarizing students with it; a learning environment where the Five Stage Model could work perfectly as well:

*“Concerning Edmodo, I realised that it is a great way to bridge the gap between students and teachers, as its capabilities foster student-teacher communication. I think that Language Schools should integrate it on a regular basis and create their digital classes!”*

*“Even if we used Edmodo as a teachers' group, I found its interface very attractive, as it is similar to Facebook. I think that teenagers would love the posts or quizzes made by their teachers, so it would be really useful for both of them if it was integrated in bigger classes.”*

All things considered, future research could shed light on exploring whether a group on Edmodo could become so open that it could facilitate online learning and contribute to more effective co-construction of knowledge. Simultaneously, it could be investigated to what extent Language Schools or even public schools in Greece are willing to incorporate such a platform in their teaching practices, including not only teachers and students, but parents as well, stepping in that way in the digital era of teaching and learning.



**Figure 5. Online learning. From Five Stage Model, by Gilly Salmon, 2011,**  
<https://www.gillysalmon.com/five-stage-model.html>. Reprinted with permission.

In this respect, the researcher made an effort to make the material more open by adjusting the lesson plans created to the different topics that can be found in coursebooks. Then, she uploaded them to a Google Drive folder<sup>7</sup> and made a post in various teachers' groups on Facebook sharing her material. As a result, the material is open for all those colleagues wishing to exploit it and the researcher's effort to contribute to the educational community and promote the message that 'knowledge is to be shared' seems to have paid off, since her colleagues response was immediate and was followed by very supportive comments.

#English\_Speaking

Hello, colleagues! During my master's thesis, I designed video-based lesson plans for the Speaking Section for A1-C2 levels and we implemented them at the frontistirio I am working. We really enjoyed them, so I am very happy to share them with you. You can access the material through this Google Drive link <https://drive.google.com/.../1exvIT4jck5LD84Yooe8P3xjTHXxiqge5> and I hope you enjoy them as much as we did!  
May you all have a wonderful summer! 😊

P.S. You are welcome to send me your comments!

**Lesson plans for Developing Speaking Skills - Google Drive**

DRIVE.GOOGLE.COM

16 σχόλια

**Mou αρέσει!** **Σχόλιο**

**Georgianna Sar** so generous of you! thanks for sharing ❤️  
**Τέλειο!** · Απάντηση · 9 ώρες

**Maria Gledis Korovesi** Thank you for sharing!  
**Τέλειο!** · Απάντηση · 9 ώρες

**Maria Marilita** This is great stuff, excellent job!! Thank you 😊  
**Τέλειο!** · Απάντηση · 8 ώρες

**Ioanna Chondrou** Thank you very much. Great job!  
**Τέλειο!** · Απάντηση · 8 ώρες

**Fotini Giannakopoulou** Great work! Thank you!  
**Τέλειο!** · Απάντηση · 6 ώρες

**Zoe Kanara** Excellent work!! Very well done!! I'll definitely use them with my students 😊  
**Τέλειο!** · Απάντηση · 4 ώρες

**Haroula Konsta** So kind and thoughtful of you! Thank you!  
**Τέλειο!** · Απάντηση · 5 ημέρες

**Sophia Taiganidou** Thank you Evi! This is an excellent job and a very kind act! Great scientists are always generous!  
**Τέλειο!** · Απάντηση · 5 ημέρες

**Menia Pt** Great job! Thank you Evi Saiti !!  
**Τέλειο!** · Απάντηση · 5 ημέρες

**Figure 6. Post on a teachers' group on Facebook**

<sup>7</sup> Google Drive folder: <https://drive.google.com/drive/folders/1exvIT4jck5LD84Yooe8P3xjTHXxiqge5>

## **Conclusion**

This chapter focused on the implications and limitations of this study making obvious that the video-based activities had a great impact on learners' speaking skills and teachers' professional development despite the difficulties encountered. Finally, the recommendations of the researcher set the foundation for future action that can provide insights on video and Edmodo further integration in the EFL classroom.

## **Concluding Remarks**

The purpose of this research was to investigate teachers' perceptions towards the effectiveness of video on EFL learners' speaking development and the contribution of Edmodo to their professional development through the implementation of an action research project. Fifteen colleagues of the researcher working at the same frontistirio in Lamia participated in the current study by employing the suggested lesson plans – designed by the researcher and consisting of video-based speaking activities – and creating a community of practice on Edmodo through which they provided her with valuable feedback and ideas for further video integration in the EFL classroom. After the completion of the lessons, the researcher adopted a mixed method approach – an online questionnaire, unstructured discussions on Edmodo and a short interview at the frontistirio – in order to secure validity and reliability of the results.

The findings of the research were positive suggesting that video-based activities increased not only learners' engagement in the speaking process, but also their motivation to work collaboratively and learn from pair work. More specifically, the results of the study revealed that students were able to brainstorm easily and revise previously taught material, increasing at the same time their vocabulary and practicing grammar. Additionally, students of higher levels were given the chance to think out of the box and discuss critically real-life issues. The great impact these tasks had on learners showed that video along with creative tasks can be an innovative way to teach speaking, thus teachers are willing to design something similar in the future. Concerning their experience of using Edmodo, it was revealed that it was an enjoyable procedure that contributed to their professional development and gave them the incentive to learn more about it and integrate it in their teaching practices.

The overall impression drawn by the researcher is that despite the limitations discussed above, teachers showed willingness to participate in the study and transferred their own and their students' enthusiasm after each lesson. During their unstructured discussions at the frontistirio, their comments on the material given were very supportive and although they did not create their own lessons throughout the conduction of the research, they seemed really motivated to do it in the future. This is also shown by some ideas discussed on Edmodo chat after the end of the lessons. Thus, it is hoped that this blended learning community will turn into a learning community where teachers around Greece or even from all over the world will share teaching practices, ideas, interests and material in order to co-construct knowledge.

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## Appendix A: Online Questionnaire

2/5/2019

Using video to enhance speaking skills: Questionnaire for EFL Teachers

### **Using video to enhance speaking skills: Questionnaire for EFL Teachers**

Dear colleagues,

Thank you for your willingness to participate in my dissertation research for my Master's degree in Sciences of Education and Lifelong Learning: ICT in Education at the University of Macedonia and integrate the suggested support material in your speaking sections. This questionnaire aims at investigating your reflections concerning the effectiveness of video-based activities towards enhancing the skill of speaking, as well as your experience of using the web tool Edmodo. More specifically, it focuses on the way you perceive video as a learning tool that can improve learners' speaking performance and engagement into the speaking process, and Edmodo as a community of practice that can contribute to your professional development. I would be more than grateful if you could spend a few minutes to respond, as it is vital to the completion of my dissertation. Please remember that the questionnaire is anonymous and the data received will be used only for the purposes of my research.

Thank you in advance for your time and cooperation. For any questions you might have, do not hesitate to contact me.

Kind regards,  
Paraskevi Saiti

\* Ammantha

#### **Part I: Teachers' Profile**

Please tick the appropriate boxes to answer the questions below.

##### **1. 1. Gender \***

Να επισημανεται μόνο μία έλεγχη.

- Female  
 Male

##### **2. 2. Age Group \***

Να επισημανεται μόνο μία έλεγχη.

- 21-30  
 31-40  
 41-50  
 51+

##### **3. 3. Academic qualifications \***

Να επισημανεται μόνο μία έλεγχη.

- University degree  
 Master's degree  
 Master's degree in progress  
 PhD  
 PhD in progress  
 Άλλα: \_\_\_\_\_

##### **4. 4. Years of teaching experience \***

Να επισημανεται μόνο μία έλεγχη.

- 0-5  
 6-10  
 11-15  
 16-20  
 21+

##### **5. 5. Current employment (You can tick more than one) \***

Επιλέξτε όλα δύο ιαχύουν.

- Private language school  
 Private tutoring (freelance teacher)  
 Institute of Vocational Training (e.g. IEK)  
 Άλλα: \_\_\_\_\_

## Part II: Teaching Speaking in the EFL Classroom

This part aims at investigating the current teaching situation regarding the skill of speaking.

6. How many speaking lessons do you teach within a month in an EFL classroom? \*

Να σπουδαίωσαι πόσο μήνας έλλειψη.

- 0-2
- 3-4
- 4-6
- 7+

7. How much time is usually devoted to a speaking lesson? \*

Να σπουδαίωσαι πόσο μήνας έλλειψη.

- 0-15 minutes
- 16-30 minutes
- 31-45 minutes
- 45+ minutes

8. When teaching speaking, you... \*

Να σπουδαίωσαι πόσο μήνας έλλειψη.

- follow the plan in the coursebook
- create your own material
- combine coursebook's material with other sources
- Άλλα: \_\_\_\_\_

9. How often do you use technology when you teach speaking? \*

Να σπουδαίωσαι πόσο μήνας έλλειψη.

- Always
- Often
- Sometimes
- Rarely
- Never

## Part III: Teachers' Perceptions concerning video integration in EFL speaking lessons

This part aims to investigate teachers' perceptions towards the usefulness of video in speaking lessons.

10. Is this the first time you have integrated videos in your speaking lessons? \*

Να σπουδαίωσαι πόσο μήνας έλλειψη.

- Yes
- No

11. Did you use the suggested support material from the researcher? \*

Να σπουδαίωσαι πόσο μήνας έλλειψη.

- Yes
- No

12. What is the level of the class in which you integrated the video-based activities? (You can tick more than one) \*

Εμίστε δύο ή περισσότερα γένος.

- A1-A2
- B1-B2
- C1-C2
- Άλλα: \_\_\_\_\_

13. To how many students have you introduced video-based activities? \*

Να σπουδαίωσαι πόσο μήνας έλλειψη.

- 0-10
- 11-20
- 21-30
- 30+

**14. 14. How many of the suggested lesson plans have you implemented? \***

Να επαγγελματικά μόνο μέσα στην Ελλάδα.

- 1-2  
 2-3  
 3-4  
 4+  
 Άλλα: \_\_\_\_\_

**15. 15a. Have you created your own material? (If your answer is "No", you can skip the next question) \***

Να επαγγελματικά μόνο μέσα στην Ελλάδα.

- Yes  
 No

**16. b. If yes, would you like to share it with other colleagues? (Describe it and provide any link if necessary)**

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**17. 16. To what extent do you feel that the video-based activities have contributed towards Improving your students' speaking skill? Learners... \***

Να επαγγελματικά μόνο μέσα στην Ελλάδα ανά στιρά.

	not at all=1	to a small extent=2	to some extent=3	to a moderate extent=4	to a large extent=5
were more motivated to participate in speaking activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were exposed to authentic language use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were able to brainstorm easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were more willing to cooperate with their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enjoyed speaking without worrying about vocabulary and grammar mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expressed and exchanged their ideas easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
responded supportively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developed their autonomy through collaborative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased their vocabulary and practised grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
revised previously taught material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were not afraid of being mocked or ridiculed by their peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
did not digress from the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. 17. To what extent do you feel that video has contributed to improve teaching speaking?

Video... \*

Να επιλεγεται μόνο μια έλλειψη ανά σειρά.

	not at all=1	to a small extent=2	to some extent=3	to a moderate extent=4	to a large extent=5
is easy to be integrated in my teaching practices/procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promotes interaction between my learners and me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fosters blended learning (face-to-face and e-learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps design collaborative video-based tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps you act as a facilitator and not as a spoon-feeding teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fosters collaboration and exchange of ideas with other classes or colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promotes skills integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fosters a relaxing atmosphere in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
facilitates differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is suitable for most learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes speaking more attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. 18. Which other aspects/skills do you think that video can contribute to develop in the EFL classroom? (You can tick more than one) \*

Εμβέβη όλα οια ιαχύουν.

- Grammar
- Vocabulary
- Listening
- Reading
- Writing
- None

#### Part IV: Teachers' Perceptions concerning the appropriateness of the support material and the use of Edmodo

This part aims to investigate teachers' perceptions towards their experience of using Edmodo and the appropriateness of the suggested speaking sections that were uploaded on the platform.

20. 19. How would you reflect on the material uploaded on Edmodo? \*

Να επιλεγεται μόνο μια έλλειψη ανά σειρά.

	strongly disagree=1	disagree=2	neutral=3	agree=4	strongly agree=5
I enjoyed the material uploaded on Edmodo	<input type="radio"/>				
the lesson plans were clear and easy to understand	<input type="radio"/>				
the lesson plans were well structured and organised	<input type="radio"/>				
the level of difficulty was right for each level	<input type="radio"/>				
the length of the speaking sections was manageable	<input type="radio"/>				
the number of the tasks was satisfactory	<input type="radio"/>				
the questions asked by the teachers helped students in preparing for their language task	<input type="radio"/>				

the speaking sections were based on student-centered activities	<input type="radio"/>				
It made my teaching more playful	<input type="radio"/>				
It enriched my teaching practices	<input type="radio"/>				
I would like to use these techniques to design original speaking sections	<input type="radio"/>				
I would like to use these techniques to create video-based activities	<input type="radio"/>				
I would like to integrate videos in the speaking process on a regular basis	<input type="radio"/>				

21. 20. How would you reflect on your experience of using Edmodo? \*

*Να επισημαίνεται μόνο μία έλλειψη ανά σειρά*

	strongly disagree=1	disagree=2	neutral=3	agree=4	strongly agree=5
I enjoyed using Edmodo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked being a member of a teachers' group via Edmodo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo allowed me to easily interact with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo allowed me to easily access the support material on each level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo required more time and effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo contributed to my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to ask questions using Edmodo rather than face-to-face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edmodo procedure was difficult to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was motivated to learn more about Edmodo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was motivated to use Edmodo and integrate it in my teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Part V: Overall thoughts on video and Edmodo

Please feel free to express yourselves based on your experience of participating in this study.

22. I learnt something as a person/teacher by integrating videos and using Edmodo in my speaking lessons. \*

Να σταματήνεται μόνο μία έλλειψη.

Yes

20.20. Please contact [support](#) if you have any questions.

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24. 23. Please provide any other comments/ideas/insights you may have towards video and Edmodo's further integration in the EFL classroom.

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25. 24. You reached the end of the questionnaire. Please feel free to share any comments, thoughts or concerns that were not covered in the aforementioned questions. Thank you for participating!

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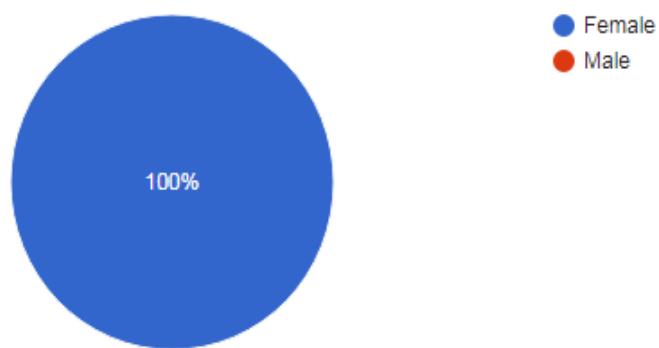
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## **Appendix B: Questionnaire's Results**

### **Part I: Teachers' Profile**

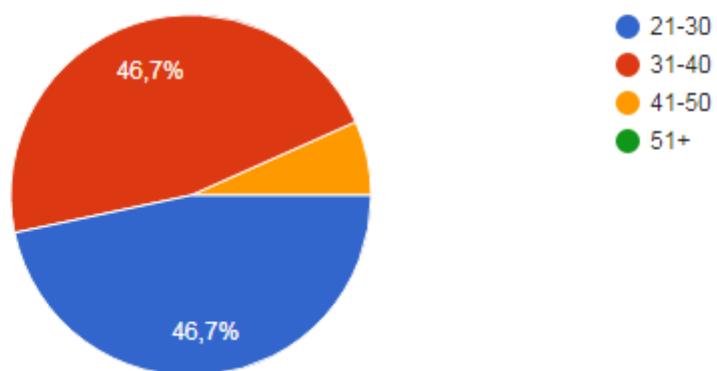
#### **1. Gender**

15 απαντήσεις



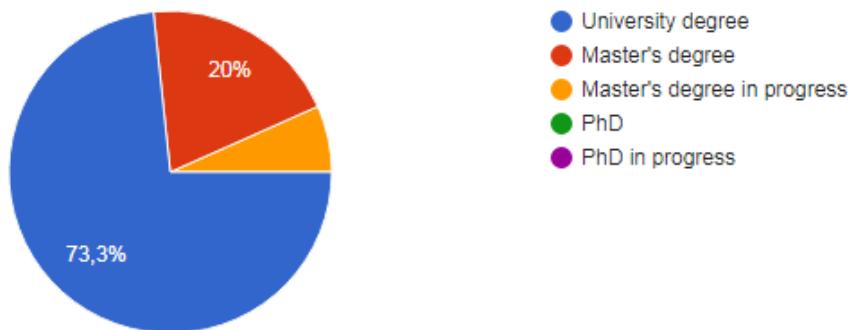
#### **2. Age Group**

15 απαντήσεις



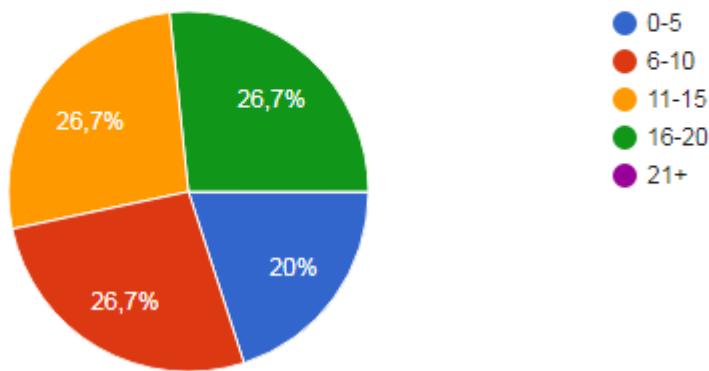
### 3. Academic qualifications

15 απαντήσεις



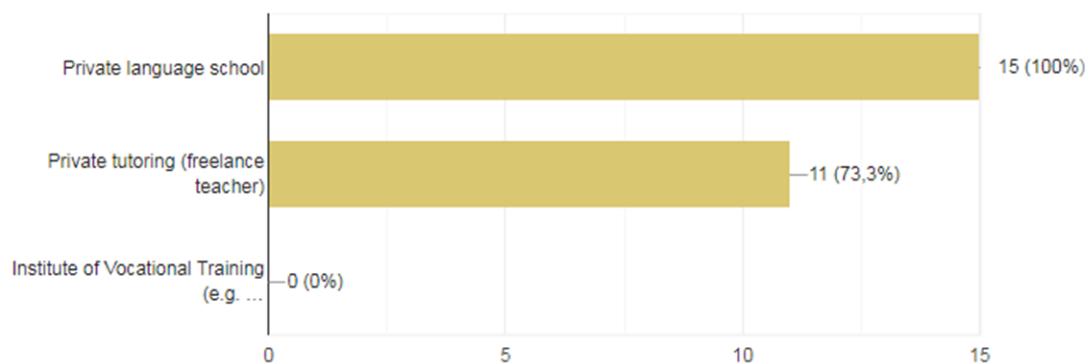
### 4. Years of teaching experience

15 απαντήσεις



### 5. Current employment (You can tick more than one)

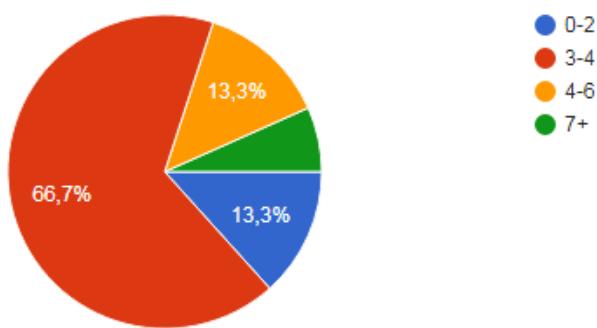
15 απαντήσεις



## Part II: Teaching Speaking in the EFL Classroom

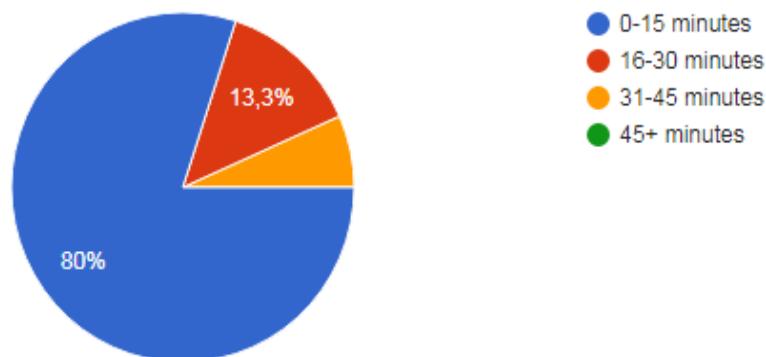
6. How many speaking lessons do you teach within a month in an EFL classroom?

15 απαντήσεις



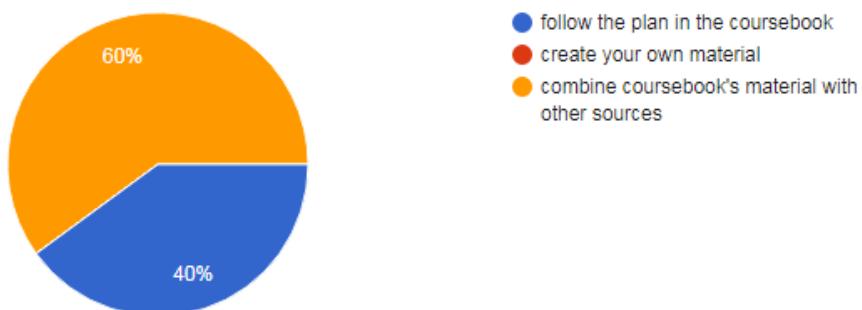
7. How much time is usually devoted to a speaking lesson?

15 απαντήσεις



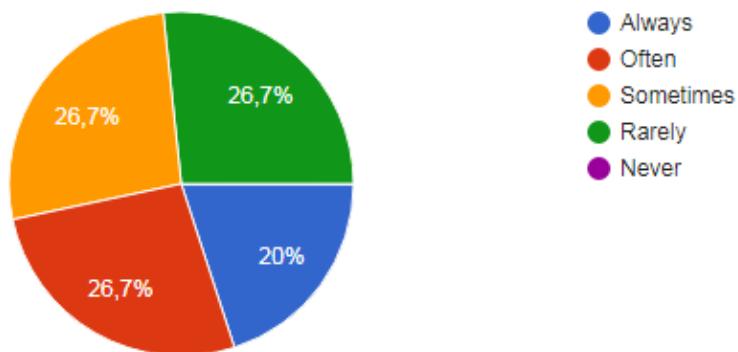
8. When teaching speaking, you...

15 απαντήσεις



## 9. How often do you use technology when you teach speaking?

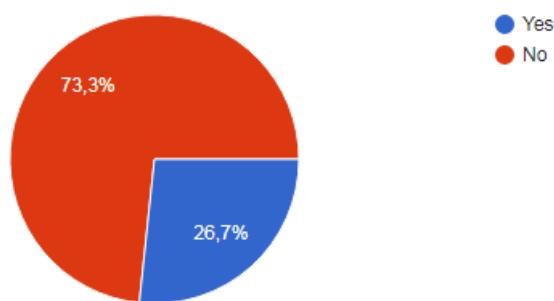
15 απαντήσεις



## Part III: Teachers' Perceptions concerning video integration in EFL speaking lessons

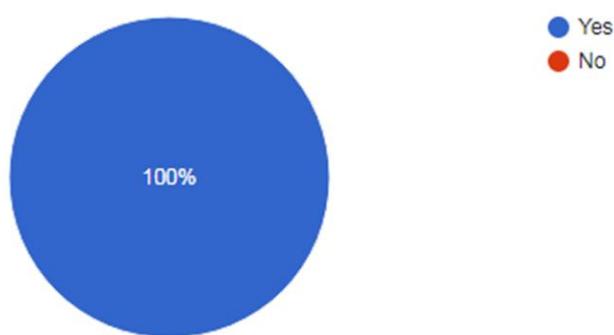
### 10. Is this the first time you have integrated videos in your speaking lessons?

15 απαντήσεις



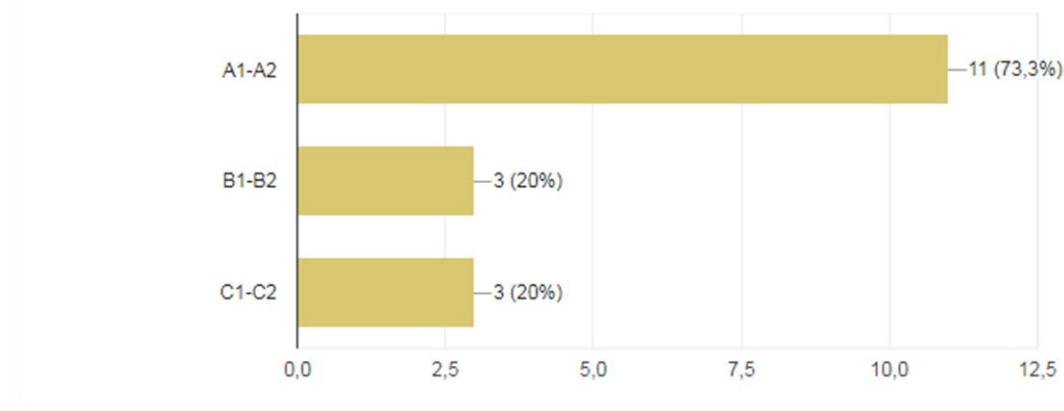
11. Did you use the suggested support material from the researcher?

15 απαντήσεις



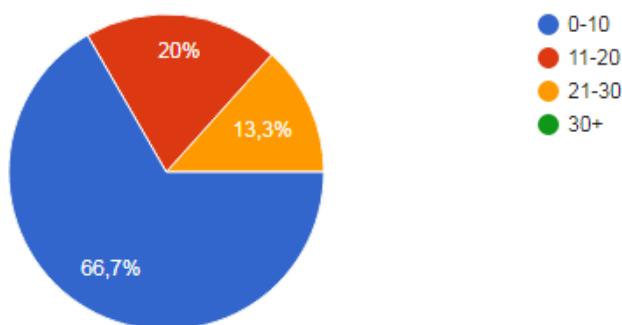
12. What is the level of the class in which you integrated the video-based activities? (You can tick more than one)

15 απαντήσεις



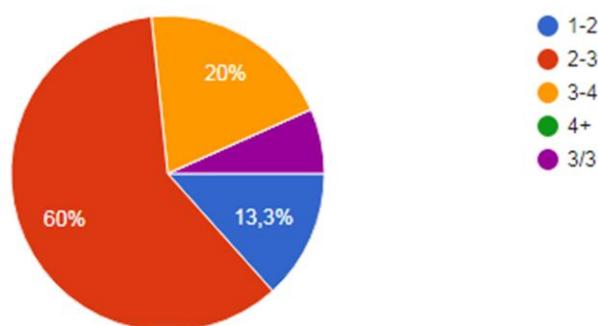
13. To how many students have you introduced video-based activities?

15 απαντήσεις



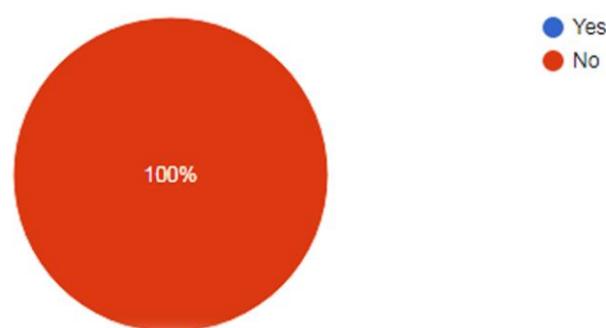
**14. How many of the suggested lesson plans have you implemented?**

15 απαντήσεις



**15a. Have you created your own material? (If your answer is "No", you can skip the next question)**

15 απαντήσεις

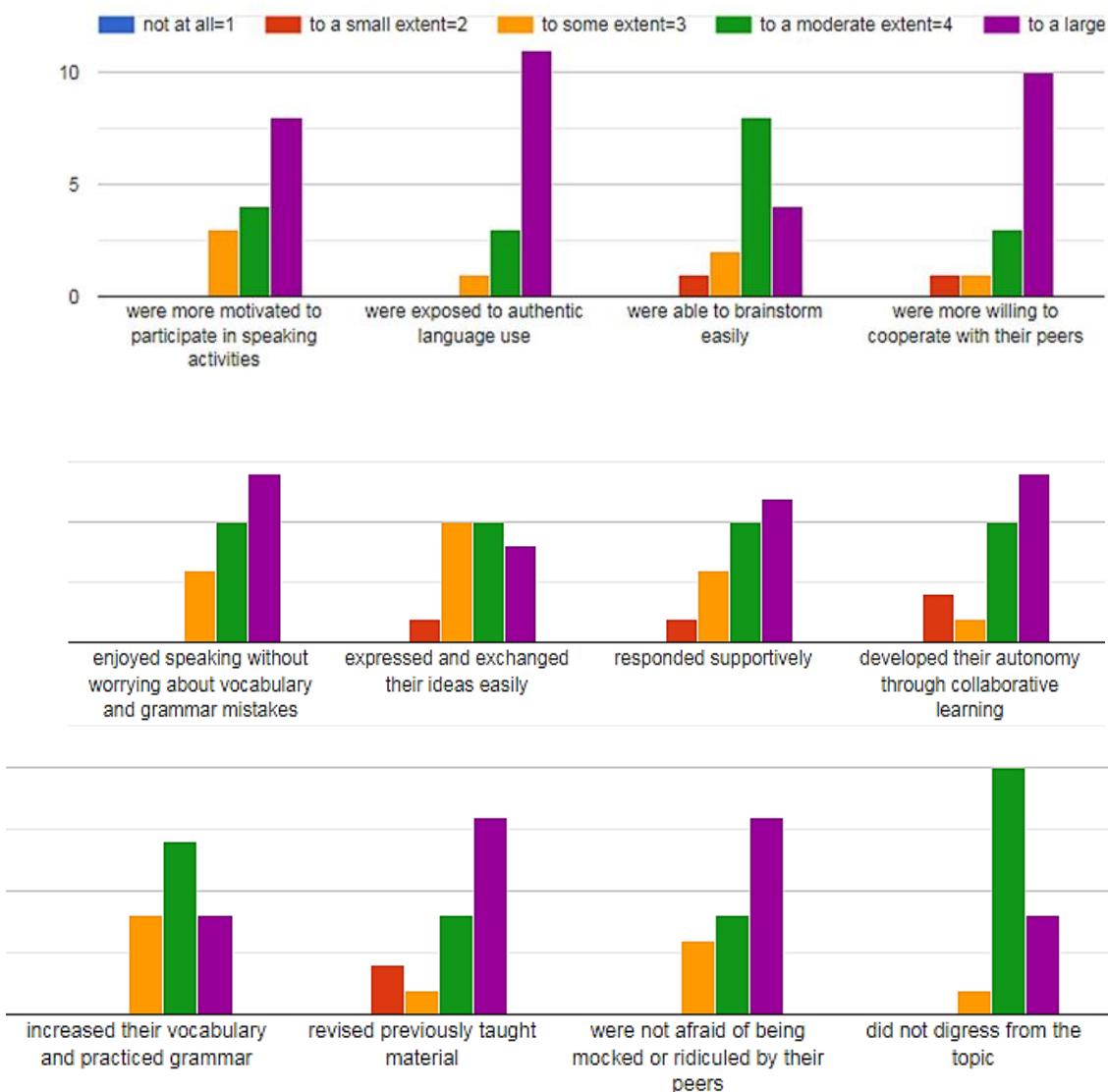


**b. If yes, would you like to share it with other colleagues? (Describe it and provide any link if necessary)**

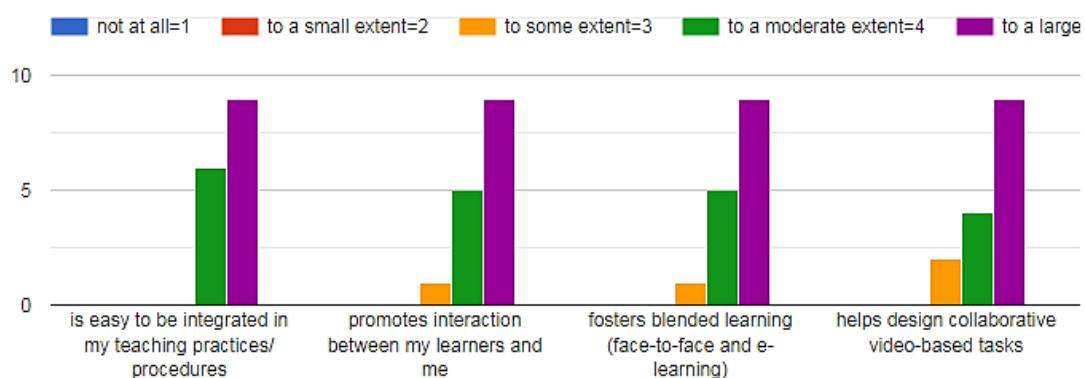
0 απαντήσεις

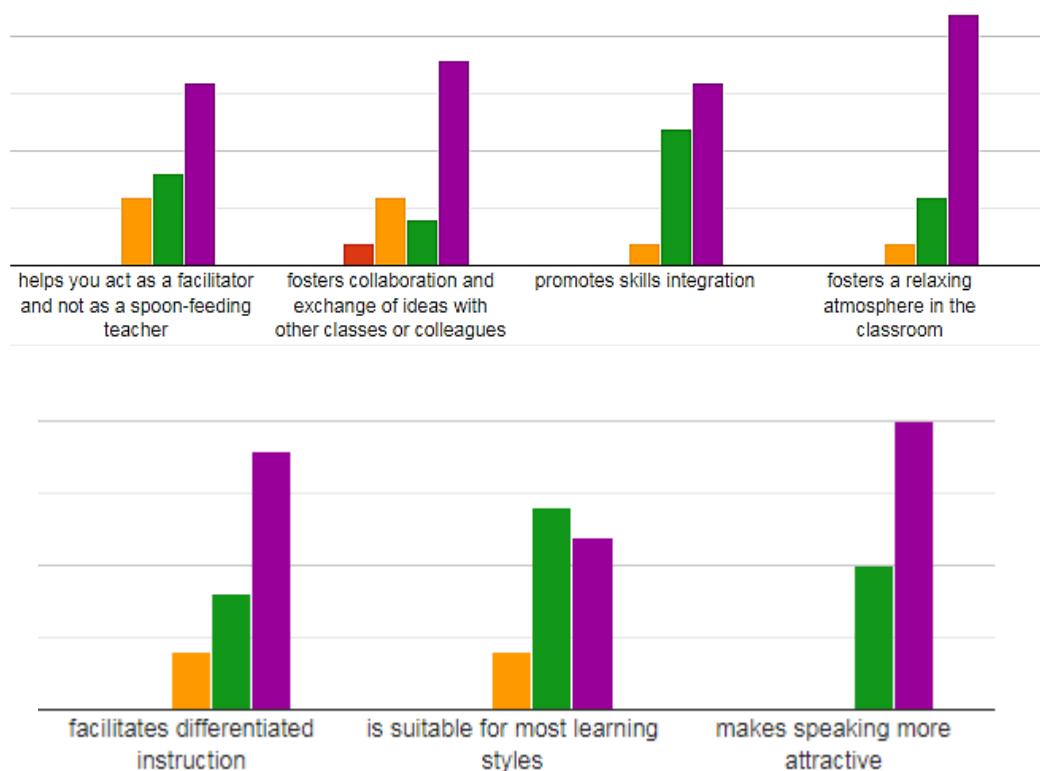
Δεν υπάρχουν ακόμα απαντήσεις σε αυτήν την ερώτηση.

16. To what extent do you feel that the video-based activities have contributed towards improving your students' speaking skill? Learners...



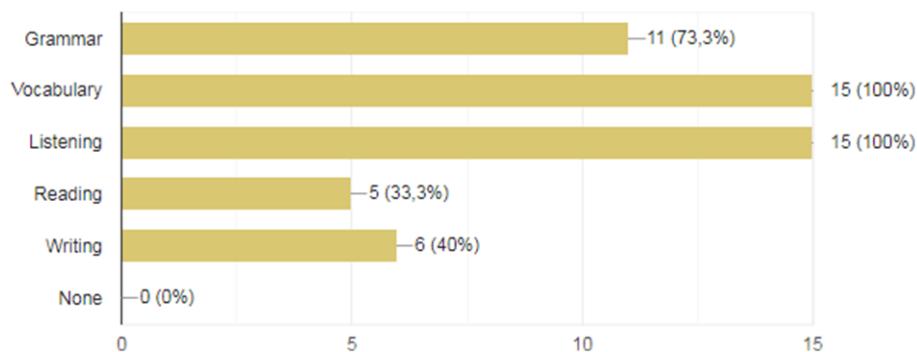
17. To what extent do you feel that video has contributed to improve teaching speaking? Video...





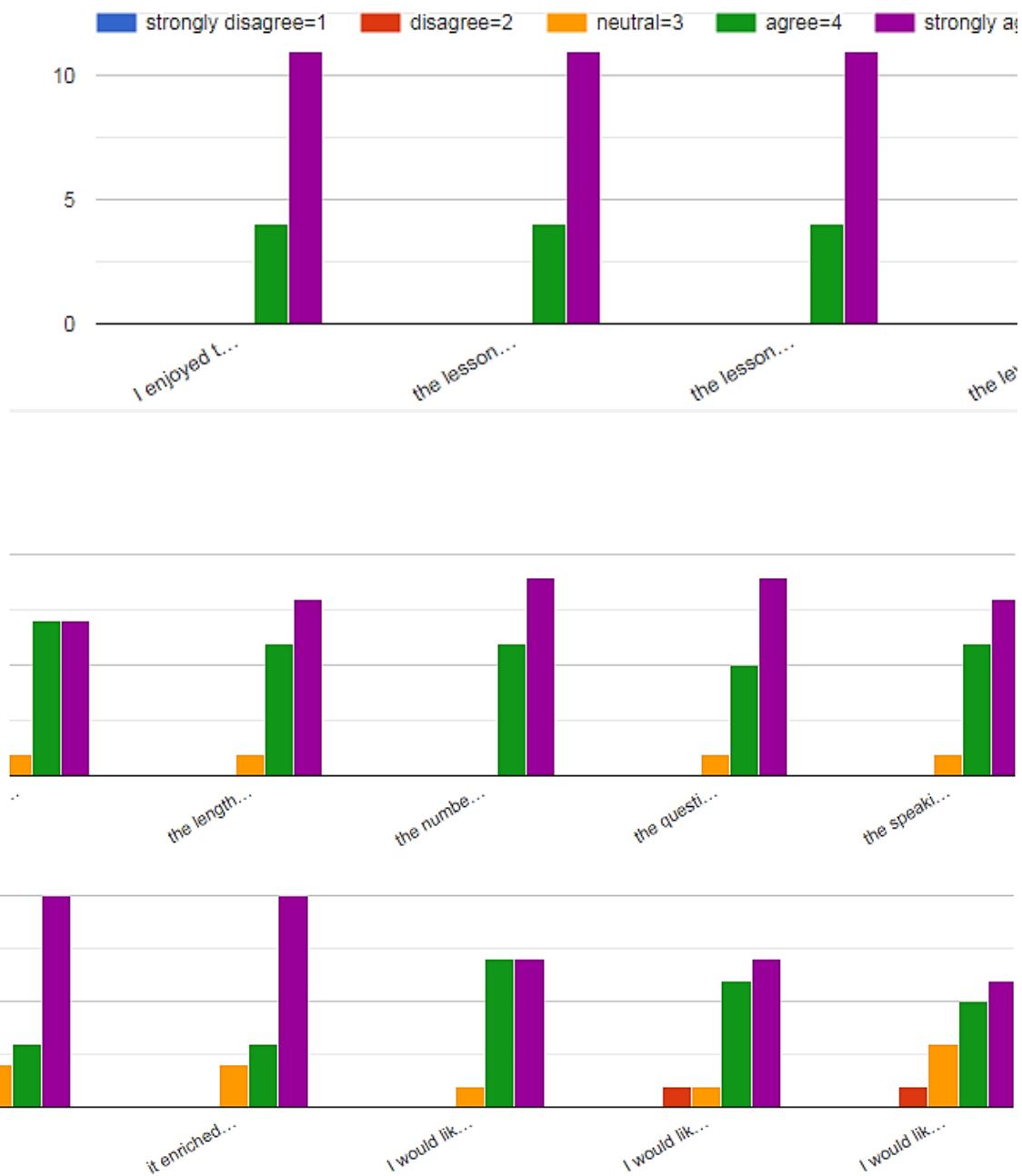
18. Which other aspects/skills do you think that video can contribute to develop in the EFL classroom? (You can tick more than one)

15 απαντήσεις

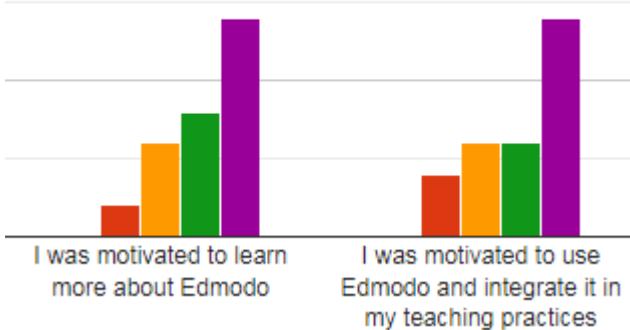
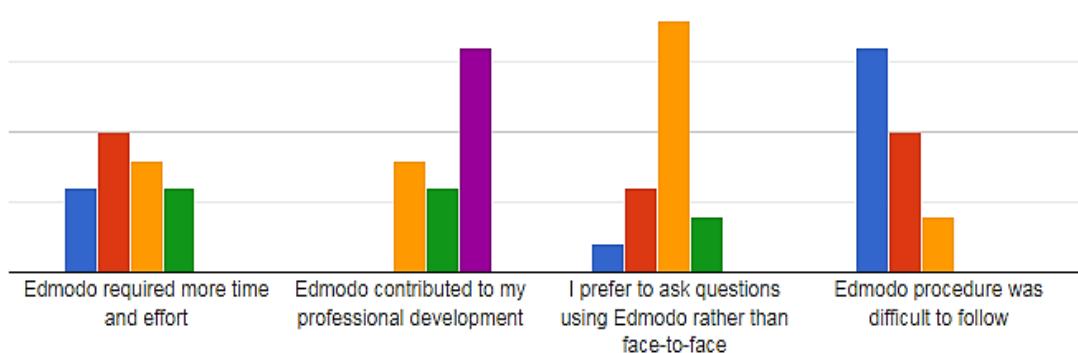
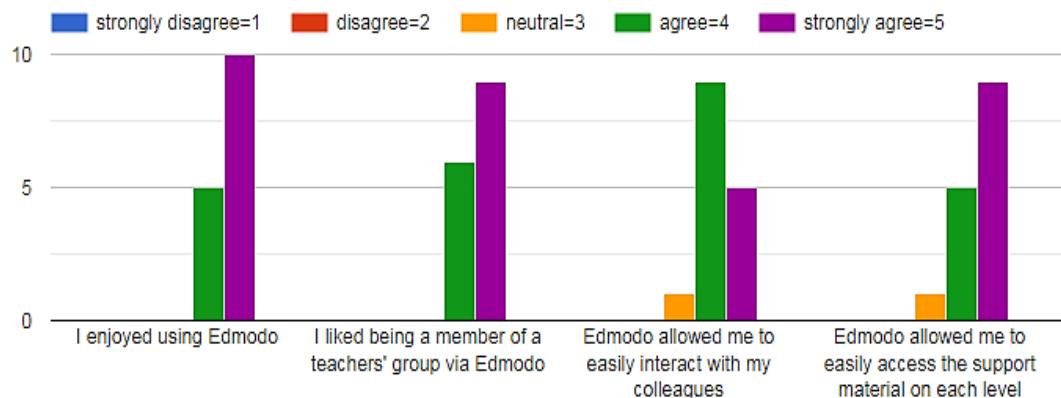


**Part IV: Teachers' Perceptions concerning the appropriateness of the support material and the use of Edmodo**

**19. How would you reflect on the material uploaded on Edmodo?**



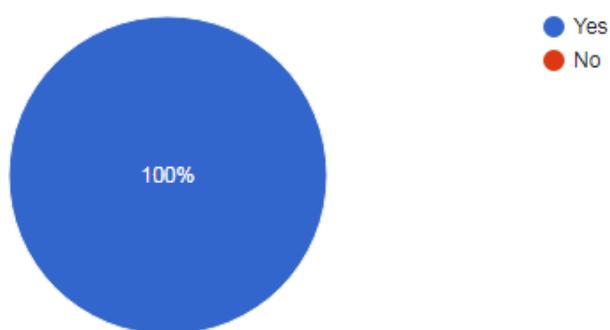
20. How would you reflect on your experience of using Edmodo?



## Part IV: Teachers' Perceptions concerning the appropriateness of the support material and the use of Edmodo

21. I learnt something as a person/teacher by integrating videos and using Edmodo in my speaking lessons.

15 απαντήσεις



22. Please explain, based on your previous answer.

10 απαντήσεις

Regarding videos, I learned that even difficult skills, such as speaking, can be taught in a very creative and joyful way that can attract all types of learners. Through the techniques used by the researcher, I was strongly motivated to always try to make my speaking lessons more engaging for my students. Edmodo was a great incentive, as well, to try to integrate new web tools in my teaching practices and a bright example that knowledge can nowadays be shared among colleagues.

Edmodo offers reliable supporting material for our EFL classroom.

I realized that students are more willing to participate in a speaking section after watching a video .It's also easier for them to use vocabulary.

Using the videos of the tasks I realised that it is useful to combine visual material in speaking parts of the lessons. Through the appropriate vocabulary they can motivate students to answer without hesitation even if the answers are not completely correct in grammar.

Video is a useful tool that can engage all types of learners if the material based on that is student-centered and motivating. Edmodo is also an easy way for teachers to share their material and ideas.

Technology can be very helpful in keeping up with the trends of today's EFL classroom.

Apart from the interesting topics that I learnt from myself I think the students felt more motivated to talk on a particular subject after watching a video on a topic rather than seeing a picture and reading a question in their textbook .

I was taken aback by the motivation of students to participate and respond to the tasks involved.

To expose students to authentic material to foster four skills integration

I was quite happy to see my students mainly engaged in the creative part of the process.

**23. Please provide any other comments/ideas/insights you may have towards video and Edmodo's further integration in the EFL classroom.**

5 απαντήσεις

I did the TED lessons with my C2 class and I really loved them! I think that when time allows, it would be really great to integrate TED Talks as well. In addition, I think that videos can be really helpful to create original listening tasks and vocabulary/grammar exercises. Concerning Edmodo, I realised that it is a great way to bridge the gap between students and teachers, as its capabilities foster student-teacher communication. I think that Language Schools should integrate it on a regular basis and create their digital classes!

Speaking is more enjoyable this way and students cooperate more effectively

A group in Edmodo could be used just like a Facebook group where teachers from all over the world share ideas, pictures of their work and concerns regarding teaching practices.

Even if we used Edmodo as a teachers' group, I found its interface very attractive, as it is similar to Facebook. I think that teenagers would love the posts or quizzes made by their teachers, so it would be really useful for both of them if it was integrated in bigger classes.

Speaking along with creative processes could be even more appealing to students of all ages.

**24. You reached the end of the questionnaire. Please feel free to share any comments, thoughts or concerns that were not covered in the aforementioned questions. Thank you for participating!**

6 απαντήσεις

My participation in this research made me think that we, as teachers, should leave our comfort zone and try to find new "tricks" to make teaching more exciting. Coursebooks are helpful, but can be repetitive, especially when teaching speaking. The researcher gave us the lesson that speaking can be fun, so it is up to us to continue have fun during speaking sections! Thank you for the useful support material you provided us with!

Everything was fine!!!It was something different and we enjoyed it very much!

It was a great experience being a member of this teachers' group!! It was a reminder that we should constantly be creative!!

Everything worked perfectly! Students were really enthusiastic throughout the speaking process! Speaking was fun, indeed!!

It was a new and enjoyable experience for all parts involved and I am looking forward to a similar one in the future.

It was a nice experience, well organised and educational for both parts, teachers and students!!

## **Appendix C: Support material for the Speaking Section**

### **A1 level (A class)**

#### **Lesson Plan 1**

##### **Support Material for the Speaking Section: Digital Story – The UK**

<http://photodentro.edu.gr/video/handle/8522/791?locale=el>

#### ❖ **Rationale:**

The current speaking section is designed for beginner students of A1 level and touches the subject of “Countries and Nationalities”. It is linked to Module 1d of “Portal 1”, as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a brainstorming and then it is divided into two tasks; the first one consists of the game “Beat buzzer” and the second one of a role play. The video lasts 2:05 minutes, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Before playing the video, ask your students if they can recall what the main topics of Module 1 were. Accept all answers and if the topic “countries & nationalities” is not mentioned, give them a hint. Ask them to tell you as many countries and nationalities as possible and then explain that they are going to watch a video about a British girl describing her country, the UK. Point out that they have to be very careful during the video, because after that they are going to play a game based on it, while later on they will talk about their country as the girl did.

#### ***After the video:***

#### ❖ **Beat buzzer!**

**Scenario:** You are presenters of a TV show and the two teams have come to play in order to win a trip to London. Who will be the winner?

**What to do:** Divide students into two teams and give each one a buzzer. Tell them to name their team and then start playing the game by asking the following questions. The team that finds the answer, beats the buzzer! If a team beats the buzzer, but the answer is wrong, the other one is given a chance. If their answer is correct, they get the point. The team with the bigger score is the winner.

- ✓ **Tip1:** Tell students that before beating the buzzer, each team has to discuss the answer with all its members.
- ✓ **Tip2:** Before asking the questions, encourage students to form full answers!

- 1. Where is Gwen's father from? (Wales)**
- 2. Where does Gwen live? (Oxford)**
- 3. Which countries does the UK include? (England, Wales, Scotland & Northern Ireland)**
- 4. Where is the country mostly mountainous? (Scotland & Wales)**
- 5. Which river flows through London? (The Thames)**
- 6. Which nationalities can you find in Great Britain? (Asian, African & Caribbean people)**
- 7. Why does Gwen believe it is exciting to live in Great Britain? (It opens its doors to everyone.)**

❖ **Role play!**

**Scenario:** Reporters from around the world visit Amsterdam which holds the record of the city with the most nationalities in the world. They want to find out if Amsterdam truly holds this record and for this reason they interview citizens passing by.

**Procedure:** Divide students into pairs. Student A will be the reporter and Student B will be the citizen of Amsterdam. Then, they swap roles. Tell them that the reporter can use their pen/pencil as a microphone and they have to choose a different nationality from their partner's. Show them the plan below (p.3) and let them execute this task while you go round the class to correct possible mistakes or see if they need any help.



- Hello! I'm a reporter from BBC channel. Can I ask you some questions?
  - *Yes, of course.*
- OK, then. Where are you from?
  - *I'm from ... I'm ...*
- Which means of transport do people in your country use?
  - *People in my country use ...*
- What is the most famous food?
  - *The most famous food is ...*
- What are the most famous sights?
  - *The most famous sights are...*
- What can visitors do there?
  - *Visitors can ...*
- Oh, thank you very much. Goodbye.
  - *You are welcome. Goodbye.*

## **Lesson Plan 2**

### **Support Material for the Speaking Section: Digital Story – My Everyday Life**

<http://photodentro.edu.gr/video/handle/8522/864?locale=el>

#### **Rationale:**

The current speaking section is designed for beginner students of A1 level and touches the subject of “Everyday life”. It is linked to Module 3a of “Portal 1”, as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a brainstorming and then it is divided into two tasks both of which are based on the Think-Pair-Share method. The video lasts 3:18 minutes, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

##### **❖ Let's brainstorm!**

Remind students that in Module 3 they learnt to talk about their daily routine, which is also the theme of this video. Start with a brainstorming activity, so that they recall previously taught material. Tell them that each of them has to say a very short phrase, so that they create a **chain** of an everyday life (starting from the morning till night). In other words, the first student will start from “get up” and the next ones will continue the daily chain in a logical order, so that their phrase is a continuation of the previous one (e.g. get up – brush my teeth – have breakfast – get dressed – go to school – get home – have lunch – do my homework – have a shower – have dinner – go to bed). Note down that the same phrases should not be repeated.

#### ***After the video:***

##### **❖ Mingle, Pair, Share!**

**What to do:** Have some music play in the background and tell students to stand up and mix around the class silently. When the music stops, each student finds a partner closest to them and puts their hand together with their partner’s in a high five. When all students have found a partner, pose a question of the following and allow for “think time”. Have them quickly discuss their answer with their partner and pick one student to tell you the correct one. Let the music play again and have students mingle. When music stops, they find a new partner and you pose the next question. Be careful to choose a different student each time.

(Adapted from <https://www.weareteachers.com/5-fun-alternatives-to-think-pair-share/>)

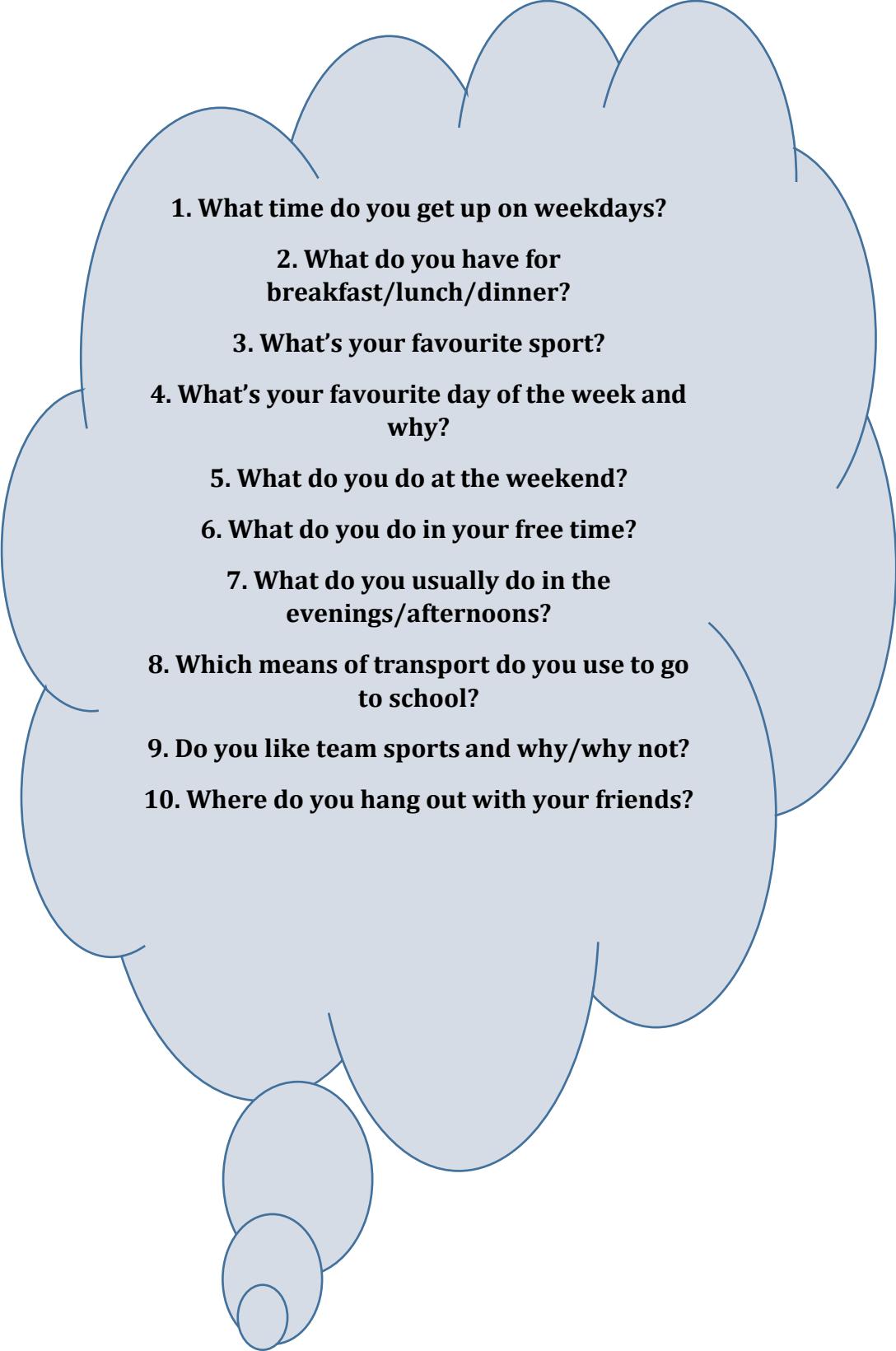
- 1. What time does Anna get up?** (At 8 o'clock.)
- 2. How does her daily start?** (She brushes her teeth & washes her face.)
- 3. What's the first thing Anna does after waking up?** (She makes coffee.)
- 4. What day is it today?** (Tuesday)
- 5. What's her favourite sport?** (Tennis)
- 6. What's the most important thing about it?** (Team spirit and fun.)
- 8. What does Anna have for a snack?** (A sandwich.)
- 7. Where does Anna live?** (In Athens.)
- 8. Where does Anna usually meet her friends?** (At Monastiraki Square.)
- 9. What are her friends' names?** (Sophia & Antigone.)
- 10. What time is Anna back home?** (At 10 past 10.)

- **Detective!**

**What to do:** At your go, students circulate and find a partner, just as in Mingle, Pair, Share. Just like a detective, they are off in search of answers! Show them the following questions on the board and tell them that Student A asks Student B a question (see next page). Student B provides an answer and then they switch roles. After both students have asked and answered one question, they split up and each look for a new partner. Students continue until they ask and answer all questions.

(Adapted from <https://www.weareteachers.com/5-fun-alternatives-to-think-pair-share/>)



- 
- 1. What time do you get up on weekdays?**
  - 2. What do you have for breakfast/lunch/dinner?**
  - 3. What's your favourite sport?**
  - 4. What's your favourite day of the week and why?**
  - 5. What do you do at the weekend?**
  - 6. What do you do in your free time?**
  - 7. What do you usually do in the evenings/afternoons?**
  - 8. Which means of transport do you use to go to school?**
  - 9. Do you like team sports and why/why not?**
  - 10. Where do you hang out with your friends?**

## **Lesson Plan 3**

### **Support Material for the Speaking Section: Digital Story – Superhero High**

<https://www.youtube.com/watch?v=Db9vLf1MuPg>

#### **❖ Rationale:**

The current speaking section is designed for beginner students of A1 level and touches the subject of “Superheroes in real life”. It is linked to Module 3b of “Portal 1”, as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a brainstorming and then it is divided into two tasks; the first one consists of a memory game and the second one of a small discussion and a class project. The video lasts 2:23 minutes, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### **Before the video:**

#### **❖ Let's brainstorm!**

Ask students if they can recall that in Module 3 you talked about a Superhero called Steve Barton. Then, ask them if they can tell you what makes him a Superhero. If necessary, tell them to go back to Module 3b. Try to elicit students' thoughts of what a Superhero is by asking them the following question:

- 1. What is a Superhero? Which Superheroes do you know?**
- 2. Are there Superheroes in real life and if yes, what are their characteristics?**

➤ **Tip1:** Before playing the video, tell students to be very careful while watching it, because after that they are going to play a game.

#### **After the video:**

#### **❖ Memory game!**

Tell students that they have to recall what the characteristics and superpowers of the characters in the video are, as well as what supernatural things happen in Superhero High School. This activity will start as an individual one and will end as a pair work.

**What to do:** Give a sticky note to every student and allow them 1-2 minutes to write down their answers in bullet points (just key words). After that, have them discuss their answers in pairs. In the end, each pair shares their answers with the class.

➤ **Keys:**

- ✓ His cousin is wearing a uniform/they are all wearing a uniform.
- ✓ The headmaster, Mr. Kent, is wearing Superman's uniform and he has the same superpower as Superman (strength: He is holding up his desk.)
- ✓ There are supernatural classes where you can learn how to:
  - get dressed and undressed in a telephone box
  - see through walls through special glasses
  - fly

❖ **Over to you!**

In order to activate students and introduce the theme of the project, ask them the following questions:

- 1. Do you think that Superheroes can be found in a school just like in the video?**
- 2. In which other places can we find Superheroes? Do they all wear a uniform?**

❖ **Class Project!**

**Preparation:** For this task you will be given a cardboard paper, pictures of different buildings in which real Superheroes can be found and tags (see next pages). You need to cut the pictures and the tags prior to the lesson and write the title of the project and the name of the class on the top of the page: "Superheroes' Neighbourhood – Class: A1".

**What to do:** Divide students into pairs and have them choose a different picture. Each team has to think of a person that can be found in this building and what makes them a Superhero. Encourage them to start their phrases like this: *The firefighter/My teacher/My mother is a Superhero, because he/she ... and ...*

Allow some time to discuss with their partner and then let them tell you their phrases. After that, give each group a tag to write down their short phrase. Go round the class to see if they need any help and then stick the cardboard paper on the board with Blu Tack. The group which finishes takes the picture of the building and the tag and sticks it on the cardboard paper. In the end, their Superheroes' neighborhood will have been created. You can take pictures of the procedure and afterwards decorate the class with the project.





## **A1 level (B class)**

### **Lesson Plan 1**

#### **Support Material for the Speaking Section: Digital Story – The Wright Brothers**

<http://photodentro.edu.gr/video/handle/8522/789?locale=el>

##### **❖ Rationale:**

The current speaking section is designed for students of A1 level and touches the subject of “Inventions of the 20<sup>th</sup> century”. It is linked to the introductory page of Module 2 (Portal 2), as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a short brainstorming and then it is divided into two tasks; the first one consists of the “Beat buzzer” game, and the second one of a small group discussion and a class project. The video lasts 1:50 minute, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

##### **⊕ *Before the video:***

##### **❖ Let's brainstorm!**

Start out with a brainstorming, so that students get engaged in the topic more easily. First tell them that at the beginning of Module 2 you talked about names of people who achieved something great in the 20<sup>th</sup> century. Then, ask them which of these names along with their achievements they can recall and explain to them that the topic of this video has to do with a great achievement as well.

##### **⊕ *After the video:***

##### **❖ Beat buzzer!**

**Scenario:** You are presenters of a competition called “Inventors of the year”. Students are young inventors of the 21<sup>st</sup> century taking part in this competition. The team that wins the game will be given money for their invention to be funded.

**What to do:** Divide students into two teams and give each one a buzzer. Tell them to name their team and then start playing the game by asking the following questions. The team that finds the answer, beats the buzzer! If a team beats the buzzer, but the answer is wrong, the other one is given a chance. If their answer is correct, they get the point. The team with the bigger score is the winner.

- ✓ **Tip1:** Tell students that before beating the buzzer, each team has to discuss the answer with all the members.

- ✓ **Tip2:** Before asking the questions, encourage students to form full answers!

- 1. What is the great achievement of the Wright Brothers?**
- 2. When and where did they invent the first airplane?**
- 3. What made the Wright brothers think of the flight?**
- 4. What was the present their father gave them?**
- 5. What were the Wright Brothers doing while they were growing up?**
- 6. What was the first shop they opened?**
- 7. What did they do with the money they made?**
- 8. How long did their historic flight last? How many feet did it cover?**

❖ **Over to you & Class Project!**

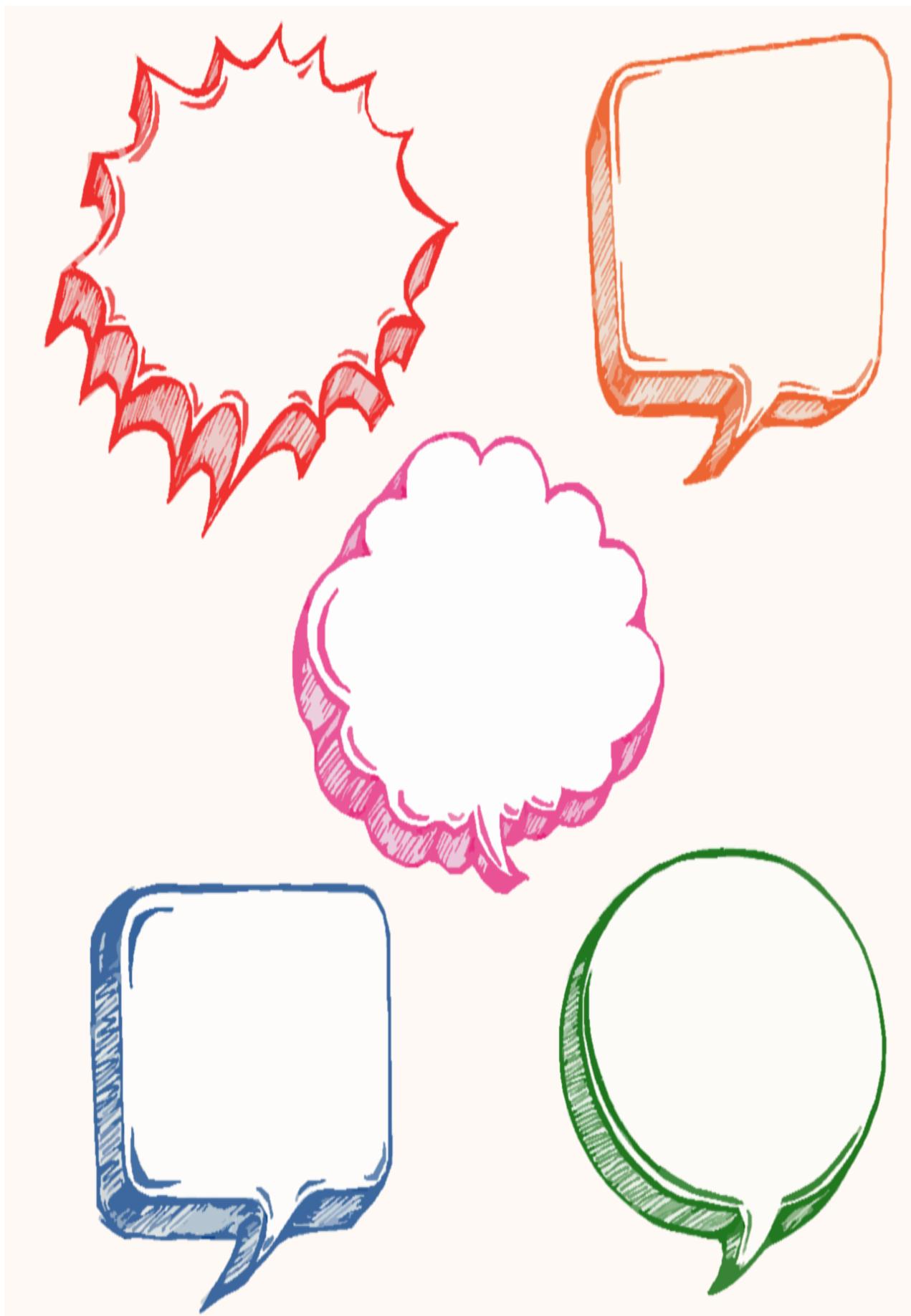
- **How did their first flight “change the world forever”? What do you think?**
- **Imagine you are young inventors of the 21<sup>st</sup> century. What would your invention be? Be creative and think of inventions that don’t even exist. You can get inspired by the picture of the light bulb (see next page).**

**What to do:** Divide students into pairs and ask them the first question. Let them have a short discussion with their partner and then tell them to present their views in class. Before moving to the second question, show them the cardboard paper of the light bulb and stick it on the board with Blu Tack. Ask them the question and try to elicit answers from all groups. Then, tell them to isolate a short phrase from the sentence they have uttered and give them the speech bubbles to write down their phrase. Each group will stick their speech bubbles with their invention around the light bulb. You can also tell them to write the nickname of their team on their speech bubble. In the end, you can take some pictures and decorate the classroom with the project.

**Preparation:** The first step is to print and cut the light bulb (p.3) and the speech bubbles (p.4) prior to the lesson. The second one is to stick the light bulb on a coloured cardboard paper and write the title of the project and the name of your class on the top of it (e.g. Young Inventors of the 21<sup>st</sup> century - Class: B1).







## **Lesson Plan 2**

### **Support Material for the Speaking Section: Digital Story – Ian Thorpe**

<http://photodentro.edu.gr/video/handle/8522/786?locale=el>

#### ❖ **Rationale:**

The current speaking section is designed for students of A1 level and touches the subject of “Famous people”. It is linked to Module 2b of “Portal 2”, as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a short brainstorming and then it is divided into two tasks both of which are based on the Think-Pair-Share method. The video lasts 2:33 minutes, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Remind students that in Module 2b you talked about a famous explorer and mountain climber, Sir Edmund Hillary. Explain to them that the people in the pictures (see p.3) are also famous and then ask them if they know their names, as well as the reason why they are famous (e.g. She is Anna Korakaki, a famous shooter. She won a gold medal in the Olympic Games of Rio). After finishing, ask them what they believe these people have in common (they are all famous Greek athletes) in order to introduce the topic of the video.

#### ***After the video:***

#### ❖ **Mingle, Pair, Share!**

**What to do:** Have some music play in the background and tell students to stand up and mix around the class silently. When the music stops, each student finds a partner closest to them and puts their hand together with their partner’s in a high five. When all students have found a partner, pose a question of the following and allow for “think time”. Have them quickly discuss their answer with their partner and pick one pair to tell you the correct one. Try to choose a different pair each time and encourage students to form full answers.

(Adapted from <https://www.weareteachers.com/5-fun-alternatives-to-think-pair-share/>)

#### **1. Where is Thorpe from? (Australia)**

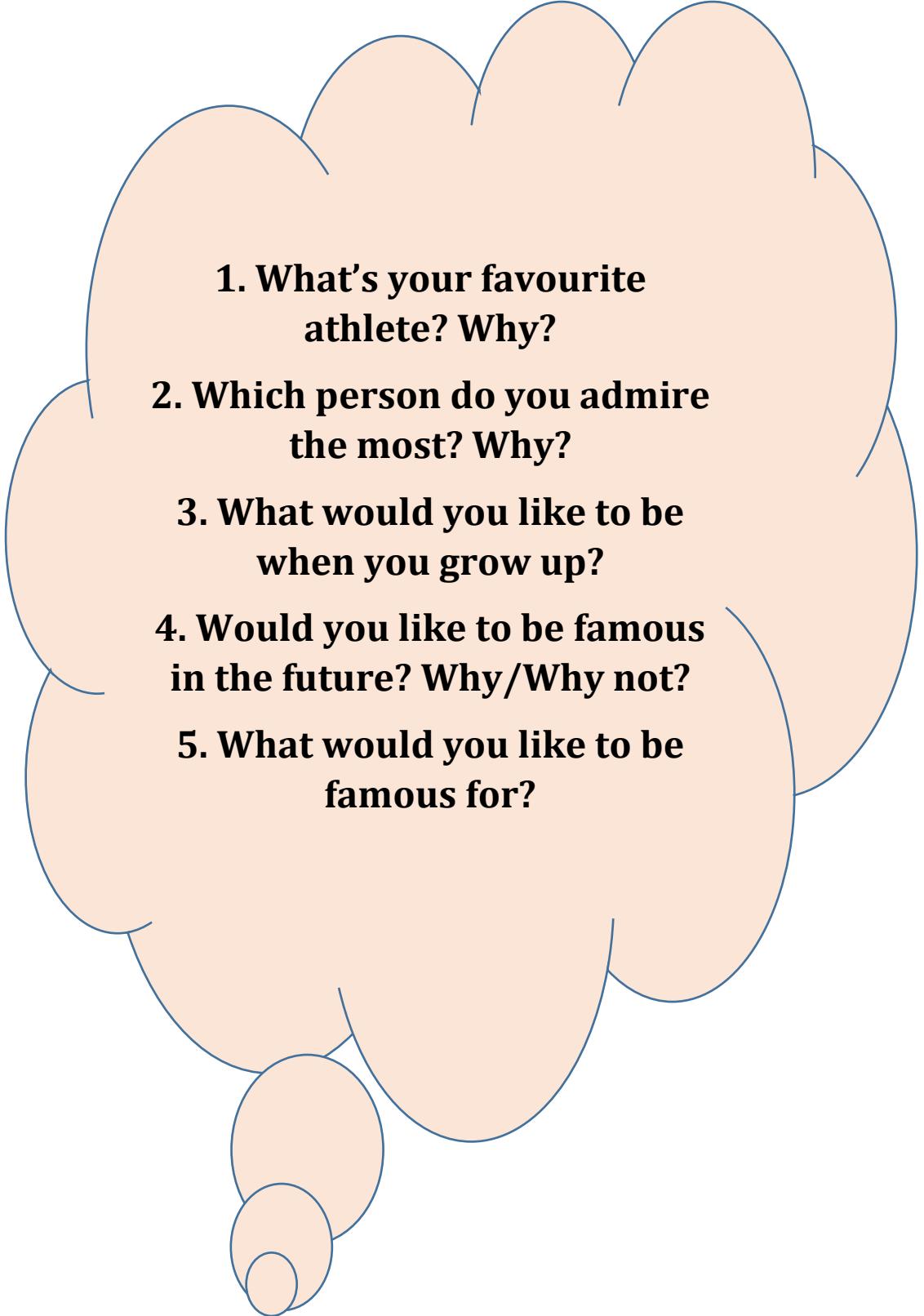
- 2. How many world records did he break? (22)**
- 3. How many gold medals did he win? (5)**
- 4. Did he compete in the 2004 Athens Olympics? (Yes)**
- 5. Did he win at the 2004 Olympics in Athens? (Yes)**
- 6. What's his nickname? (Thorpedo)**

❖ **Detective!**

**What to do:** At your go, students circulate and find a partner just like in Mingle, Pair, Share. Just like a detective, they are off in search of answers! Show them the following questions (see next page) on the board and tell them that Student A asks Student B a question. Student B provides an answer and then they switch roles. After both students have asked and answered one question, they split up, as the music plays, and each look for a new partner. When music stops, they choose a partner closest to them. Students continue until they ask and answer all questions.

(Adapted from <https://www.weareteachers.com/5-fun-alternatives-to-think-pair-share/>)



- 
- 1. What's your favourite athlete? Why?**
  - 2. Which person do you admire the most? Why?**
  - 3. What would you like to be when you grow up?**
  - 4. Would you like to be famous in the future? Why/Why not?**
  - 5. What would you like to be famous for?**

- **Let's brainstorm!**



## **Lesson Plan 3**

### **Support Material for the Speaking Section: Digital Story – Dolphin Therapy**

<http://photodentro.edu.gr/video/handle/8522/863?locale=el>

#### ❖ **Rationale:**

The current speaking section is designed for students of A1 level and touches the subject of “Humans & Animals”. It is linked to Module 4b of “Portal 2”, as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a short brainstorming and then it is divided into two tasks, a debate and a role play. The video lasts 1:59 minute, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Remind students that in Module 4b you talked about an incident where a group of dolphins saved the life of a girl and his father. Then ask them if they know any other animal that has saved a human life or animals that help people in their everyday lives (e.g. dogs help blind people/police officers) in order to introduce the topic of the video.

#### ***After the video:***

#### ❖ **Debate!**

**Scenario:** You work as a volunteer at the “Happy Animals Zoo” and every week you organize a campaign to raise awareness on the beneficial effect animals have in people’s lives. This week you organize a debate with young visitors of the zoo to see what their beliefs are regarding the relationship of humans with animals. Students are the visitors.

- ✓ ***Tip1:*** Encourage all students to express their opinion.

- 1. Do you really believe that dolphins can help people with special needs?  
Why/why not?**
- 2. Do you remember having a bad experience with an animal?**
- 3. Do you remember having a great experience with an animal?**
- 4. What are your feelings when you visit a zoo?**

❖ **Role Play!**

Students are now the volunteers at the zoo. They organize a campaign to convince parents to bring their children with special needs at the zoo. Each of them has to provide a reason why this would be a great idea for their kids. You are a member of the family who came across the volunteers on the street. Allow Ss some time to think of their reasons and discuss with each other and if necessary, tell them to make some notes.



## **A2 level**

### **Lesson Plan 1**

#### **Support Material for the Speaking Section: Digital Story – Fairies**

<http://photodentro.edu.gr/video/handle/8522/785?locale=el>

#### ❖ **Rationale:**

The current speaking section is designed for students of A2 level and touches the subject of “Disneyland”. It is linked to Module 2c of “Portal 3”, as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a short brainstorming and then it is divided into two tasks; the first one consists of a debate and the other one of a class project. The video lasts 2:20 minutes, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Start out with a warm-up, so that students get engaged in the topic more easily. Tell them that in Module 2 you have done a reading text about Walt Disney and now you are going to watch a video about a Disney character. Before watching the video, ask them the following questions to activate some of their background knowledge.

**1. What do you know about fairies? Are there good or bad fairies?**

**2. Which is the most famous fairy in Disney world?**

#### ***After the video:***

#### ❖ **Debate!**

**Scenario:** You are Disney specialists working in Disneyland. Every week you organize a debate on a Disney character to find out how much tourists coming to Disneyland know about the Disney world. The character of the week is Tinker Bell and students are the tourists taking part in this debate.

**What to do:** Divide students into pairs and ask them the following questions. Encourage them to first discuss the question with their partner and then share their answers with the whole class. It's a debate, so each group is free to express their opinion for each question!

**1. How are fairies described in the video?**

\*Try to elicit as many answers as possible. It will help them for the Class Project!

**2. How are the extremes in Tinker Bell's personality explained?**

**3. What is the distinctive feature of Tinker Bell?**

**4. How can fairies help people fly?**

**5. What does Tinker Bell symbolize?**

**6. Do you believe in fairies and why/why not?**

**What to do:** In this task you will be given a picture of Tinker Bell and speech bubbles, and students have to fill in the speech bubbles with a sentence describing her according to the video. On the next page you will be given some suggested sentences of how the bubbles could be completed, while on pages 3 & 4 you can see the printable material (Tinker Bell & speech bubbles). You can print as many bubbles as needed for your class.

**Preparation:** The first step is to print and cut the picture of Tinker Bell (p.4) and the speech bubbles (p.3) prior to the lesson. The second one is to stick Tinker Bell on a coloured cardboard paper and write the name of your class on the top of it (e.g. Class: C1).

**Procedure:** Stick the cardboard of Tinker Bell on the board with Blu Tack. Every student that describes Tinker Bell orally will be given a speech bubble in order to write down his description. Then, he/she sticks the bubble with Blu Tack on the cardboard around Tinker Bell and the rest of the students follow. In the end, you can take some pictures and decorate the classroom with the project.

\*Note down that the descriptions have to be given in the first person singular! (e.g. I am/ I can...)

- **Descriptions of *Tinker Bell* (Also applicable to Q.1 of "Let's brainstorm!")**
  - ✓ I am a tiny creature with wings.
  - ✓ I am a good-hearted creature.
  - ✓ I behave like humans.
  - ✓ I can get married and have children.
  - ✓ I have supernatural powers.
  - ✓ I am delightful and delicate.
  - ✓ I can be dangerous sometimes.
  - ✓ I can be ill-tempered and jealous sometimes.
  - ✓ I can hold more than one feeling at a time.
  - ✓ I am very helpful and kind to Peter Pan.
  - ✓ I can help people fly through my magical dust.

- ✓ I have no compassion when I am angry.
- ✓ I can make the sound of a tinkling bell.
- ✓ I am a Disney legend







*Stoneykins.com*

## **Lesson Plan 2**

### **Support Material for the Speaking Section: Digital Story – Children of the Forest**

<http://photodentro.edu.gr/video/handle/8522/917?locale=el>

#### ❖ **Rationale:**

The current speaking section is designed for students of A2 level and touches the subject of "Adventure". It is linked to the introductory page of Module 4 and to a reading text in Module 4e (Portal 3), as its aim is to give students the opportunity to practice previously taught material through video-based activities. It starts with a short brainstorming and then it is divided into two tasks; the first one consists of a card game and the other one of a role play. The video lasts 2:19 minutes, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Start out with a brainstorming by reminding students that in Module 4 you talked about the term 'adventure'. Ask them to think of words or shorts phrases to describe what adventure means to them and create a **mind map** on the board. Elicit as many answers as possible and then explain that the following video will show them how adventure is a way of life. Tell them to be careful while watching the video, because after that they are going to play a game based on it.

#### ***After the video:***

#### ❖ **Card game!**

**What to do:** Divide students into two teams and have them play a card game. On the one side of the card there will be the number of the question (e.g. 1, 2, 3, 4), while on the other one the whole question. The questions have to be hidden, so a member of each team comes to the board and picks a card (e.g. card 1). Then, they turn it over and read the question aloud. They discuss their ideas with the other members of the team and then present their final answer. For every correct answer, each team gets a point. If an answer is wrong, a chance is given to the other team. The team with the bigger score is the winner!

**Preparation:** Take a cardboard paper of B4 size, cut down eight stripes and write on the one side the numbers and on the other one the questions.

**1. Who are Pygmies?** The Children of the Forest, a tribe of Africa.

**2. What are they like?** They are very gentle.

- 3. What do they love?** They love music.
- 4. What does "bar" (the prefix in their names) mean?** It means people.
- 5. What do men do?** They hunt.
- 6. What do women do?** They raise their children and gather food products.
- 7. How do Pygmies live?** They live in groups of families.
- 8. What makes them live as nomads?** Big companies cut down the forest trees, governments make their areas national parks and foreigners build houses on their land.

❖ **Role play!**

**What to do:** With the teams remaining as they are, act out this role play. A group of foreigners was sent to Pygmy Forest by the government in order to build a national park. Pygmies react and try to convince foreigners that this is a bad idea. Each team has to give a reason why this is a good/bad idea for their land. The first team will be the Pygmies and the other one the foreigners. Note down that each member has to provide an argument. Allow Ss some time to think of their reasons and discuss with each other and if necessary, tell them to make some notes.



## **Lesson Plan 3**

### **Support Material for the Speaking Section: Digital Story – A Story about Gorillas**

<http://photodentro.edu.gr/video/handle/8522/871?locale=el>

#### ❖ **Rationale:**

The current speaking section is designed for students of A2 level and touches the subject of “Heroes”. It is linked to Module 4c of “Portal 3”, a story about Robin Hood, as its aim is to give students the opportunity to elaborate on the topic of heroes, by making connections between fictional and real ones and practicing previously taught material. It starts with a short brainstorming and then it is divided into two tasks; the first one consists of a card game and the other one of a role play. The video lasts 3:01 minutes, while the total length of the activity is expected to be 10-15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Remind students that in Module 4c you talked about Robin Hood. Divide Ss into two teams and give each a sticky note. Ask them to write down as many words as possible to describe Robin Hood. Then, each team has to present a short summary that will tell the story of Robin Hood. Encourage each student to make their own sentence and discuss it with each other. Allow Ss some time to prepare it and then present it. Note down that each member of the team must be given the chance to speak. When you finish with the first team, go on with the second one. Don't forget to tell them to be very careful while watching the video, because after that they are going to play a game based on it.

#### ***After the video:***

#### ❖ **Beat buzzer!**

**Scenario:** You are presenters of a TV show and the two teams have come to play in order to win a safari holiday. Who will be the winner?

**What to do:** Divide students into two teams and give each one a buzzer. Tell them to name their team and then start playing the game by asking the following questions. The team that finds the answer, beats the buzzer! If a team beats the buzzer, but the answer is wrong, the other one is given a chance. If their answer is correct, they get the point. The team with the bigger score is the winner.

**1. What's the name of the heroine in the video?** Dianne Fossey.

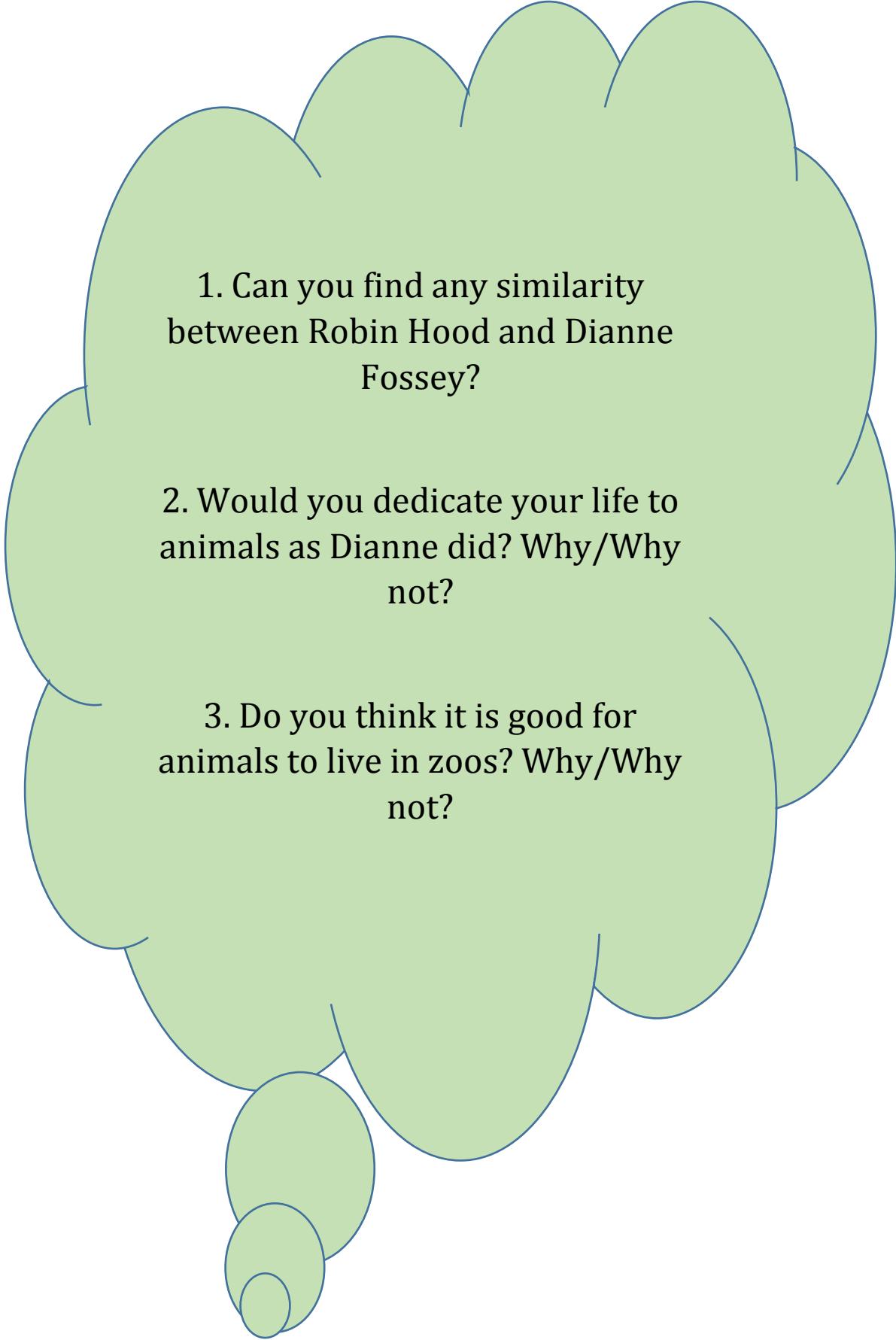
- 2. When did she become famous?** In January 1970.
- 3. How many baby gorillas was she holding in the photo?** Two.
- 4. Where was she born?** In San Francisco, USA.
- 5. Where did she go to protect the mountain gorillas?** In Africa.
- 6. How many gorillas have the poachers killed?** Ten.
- 7. Why did they want the baby gorillas?** Because they wanted to sell them to zoos.
- 8. Did the baby gorilla leave Africa?** Yes.
- 9. How has Dianne helped this animal species?** She has saved it from extinction.

❖ **Detective!**

**What to do:** At your go, students circulate and find a partner. Just like a detective, they are off in search of answers! Show them the following questions on the board and tell them that Student A asks Student B a question (see next page). Student B provides an answer and then they switch roles. After both students have asked and answered one question, they split up (as the music plays) and each look for a new partner. When music stops, they choose a partner closest to them. Students continue until they ask and answer all questions.

(Adapted from <https://www.weareteachers.com/5-fun-alternatives-to-think-pair-share/>)



- 
1. Can you find any similarity between Robin Hood and Dianne Fossey?
  2. Would you dedicate your life to animals as Dianne did? Why/Why not?
  3. Do you think it is good for animals to live in zoos? Why/Why not?

## **B1 level**

### **Lesson Plan 1**

#### **Support Material for the Speaking Section: Digital Story – Act it out**

<http://photodentro.edu.gr/video/handle/8522/916?locale=el>

##### ❖ **Rationale:**

The current speaking section is designed for students of B1 level and touches the subject of “Body language and Travelling”. It is linked to Module 2 of “Level Up B1”, as its aim is to give students the opportunity to think outside the box and develop their critical thinking. It starts with a short brainstorming and then it is divided into two tasks; the first one consists of a card game and the second one of a debate based on pictures expressing body language. The video lasts 3:10 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

##### ***Before the video:***

##### ❖ **Let's brainstorm!**

The aim of this speaking section is to link the theme of the video (body language) with the topic of the Module (travelling). Therefore, remind students that in Module 2 you talked about “travelling & holidays”. Start out with a warm-up to activate them and introduce the topic of the video by asking them some questions:

- 1. When you travel to a new place, how do you try to communicate?**
- 2. Is spoken language the only way of communicating with other people?**

##### ***After the video:***

##### ❖ **Card game!**

**What to do:** Divide students into four groups, so that each group answers a question. Play a card game by making four different cards with a different question of the following ones. On the one side there will be the number of the question (e.g. 1, 2, 3, 4), while on the other one the whole question. The questions have to be hidden, so each group comes to the board and picks a card (e.g. card 1). Then, they turn it over and read the question aloud. Allow some time to form their answer, because each member of the team has to express their argument.

**Preparation:** Take a cardboard paper of B4 size, cut down four stripes and write on the one side the numbers and on the other one the questions.

**1. Having seen the video, do you think that body language is as expressive as spoken language? Why/Why not?**

**2. In your daily communication with your peers, how is body language replaced?**

\*Keywords: emoticons, emoji

In order to elicit answers to this question, give emphasis to the way they communicate nowadays (e.g. via mobile phones).

**3. Imagine that you travel to a foreign country. Do you think that you could communicate successfully by using body language? Can body language be considered as a universal one?**

**4. Do you know any cultural variations of body language?**

\*Do not insist at this stage very much. Below there will be a task where you can discuss with your students. The keys will help you guide their answers.

**Keys:**

- ✓ “Come here” finger gesture: This gesture is commonly used in the USA and the UK to call someone over, however in some parts of Asia this is seen as very offensive and rude, as if beckoning a dog over.
- ✓ Eye contact/gaze: In Western culture, eye contact is seen as you being attentive, considerate and respectful. However, in many cultures such as Asian, Middle Eastern, Native American and Hispanic, eye contact is seen as impolite and rude – also, lack of eye contact does not mean that the other person is not paying attention.
- ✓ Nodding: In Western Culture, nodding is a way of saying ‘yes’ or ‘I agree’ when communicating with someone. However this may not be the case in the Middle East where the direction of the nod determines the message, where nodding your head down means ‘I agree’, but nodding your head up is a sign of disagreement.
- ✓ ‘OK’ finger signal: This finger signal which is made by forming a circle with the thumb and index finger is known in Western Culture as a way of saying ‘OK’, however in some countries this refers to **money**, and it is also very offensive in other countries such as **Greece, Italy, Brazil, Turkey and Russia**. In France it means **‘zero’ or ‘nothing’**.
- ✓ Legs: Sitting with crossed legs is common in North America and European countries, but it is considered disrespectful in Asia and the Middle East where a straight and balanced posture prevails as the norm.
- ✓ Shaking hands is a normal and formal way to greet or say goodbye in Occidental countries, although it’s done in different context across different countries. In Romania, for example, shaking hands is usually done only among men and is done every time they meet on that day, it’s not uncommon for men to shake the hands of 20 coworkers as they enter their workplace’s premises. In England, however, it’s

**unusual to shake hands with someone being presented to you in an informal context.** Kissing cheeks is something done in many countries, especially in Europe, though the number of kisses, the occasion for doing so and which cheek they start off all vary. In **Oriental Asia it's common to bow where as in Southeast Asia both hands are placed together as well** (as seen when praying).

(Adapted from: <https://www.mosalingua.com/en/body-language-world/>)

❖ **Debate!**

**What to do:** With the teams remaining as they are, show them the following pictures and tell them to discuss in groups what they express in their culture and if they can tell any cultural variations of body language. Then, a debate will be conducted with all teams sharing their views. The question of the debate is the following and will help students unfold what they have discussed in groups:

- **Do you think you would have problem in communicating if you travelled to a foreign country?** (\*Provide feedback and try to guide their answers when necessary.)

\*Here are the links that will help you with the pictures below:

<https://www.mosalingua.com/en/body-language-world/> (same as above: Keys of Q.4)

<https://www.thrillist.com/travel/nation/reading-body-language-hand-signals-gestures-meanings-other-countries>

\*You might not be able to have access to the second link if you click on it, so just copy and paste the url into your browser. I will also try to upload it on Edmodo.





## **Lesson Plan 2**

### **Support Material for the Speaking Section: The Myth of Orpheus and Eurydice**

<https://ed.ted.com/lessons/the-tragic-myth-of-orpheus-and-eurydice-brendan-pelsue#watch>

#### ❖ **Rationale:**

This speaking section is designed for students of B1 level and is based on a digital story created by TED-Ed and Brendan Pelsue. The underlying philosophy of TED-Ed is to teach viewers a lesson. Each lesson includes a digital story and tasks based on it, such as multiple choice questions or open-ended discussions. Regarding the current speaking section, the questions are adapted from the “Think” and “Discuss” section of the TED-Ed lesson. Its structure is the following: It starts with a short brainstorming and then it is divided into two tasks – a pair work, and a debate. It touches real-life issues and aims at developing students’ critical thinking. It is linked to Module 3 of “Level Up B1” whose topic is “People & Relationships”. The video lasts 4:41 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Start a short discussion with your students by asking them to tell you the most important relationships in their life, why they are important and what they are capable of doing to show their love or to preserve this relationship.

#### ***After the video:***

#### ❖ **Over to you!**

**What to do:** Divide students into pairs and ask them the following questions. Allow students some time to have a short discussion with their partner and then tell them to share their views with the class.

- 1. Why does Orpheus turn back to look at Eurydice?** He worried more and more about whether Eurydice was behind him. He heard nothing as he was climbing up – not even her footsteps.
- 2. How do you imagine Eurydice feels about her failed rescue?**
- 3. Why are the Maenads so angry with Orpheus?** They could not bear the thought that a poet who sang so beautifully of love would not love them.

❖ **Debate!**

**What to do:** Divide students into two teams and ask them the following questions. Allow some time to have a short discussion in groups before sharing their views with the class. Make sure every student expresses their opinion.

1. **Orpheus invents love poetry to console himself after losing Eurydice a second time. Does this mean that art is only a consolation for things that might be missing in life? If not, what is it?**
2. **Are loss and suffering necessary for understanding our biggest emotions, like love and grief?**



## **Lesson Plan 3**

### **Support Material for the Speaking Section: Digital Story – Feed me better**

<http://photodentro.edu.gr/video/handle/8522/918?locale=el>

#### ❖ **Rationale:**

The current speaking section is designed for students of B1 level and touches the subject of “Famous People”. It is linked to Module 4 of “Level Up B1”, as its aim is to raise students awareness on real-life issues. It starts with a short brainstorming and then it is divided into two tasks; the first one consists of the “Beat buzzer” game and the second one of a class project. The video lasts 3:19 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Remind students that in Module 4 you talked about famous actors, as the topic of this Module was “Entertainment”. Ask them if they know any famous person who used their fame for a good cause and then show them following pictures (see last page) to have a short discussion on this topic. You can find some information about the celebrities here:

<https://www.triplepundit.com/2015/10/12-celebrities-using-their-fame-for-good/>

<https://www.globalcitizen.org/en/content/taylor-swift-global-citizen-charity-activism/>

<https://www.telegraph.co.uk/music/artists/ed-sheeran-the-nicest-guy-in-pop/>

<https://news.harvard.edu/gazette/story/2017/02/rihanna-named-humanitarian-of-year/>

#### ***After the video:***

#### ❖ **Beat buzzer!**

**Scenario:** You are presenters of a TV show called “Make a difference”. Students have come to participate. The team that wins the game will be given money to fund a campaign of their choice.

**What to do:** Divide students into two teams and give each one a buzzer. Tell them to name their team and then start playing the game by asking the following questions. The team that finds the answer, beats the buzzer! If a team beats the buzzer, but the answer is wrong, the other one is given a chance. If their answer is correct, they get the point. The team with the bigger score is the winner.

- ✓ **Tip1:** Tell students that before beating the buzzer, each team has to discuss the answer with all the members.
- ✓ **Tip2:** Before asking the questions, encourage students to form full answers!

- 1. What problems do children have if they have an unbalanced diet?**  
Behavioral and health problems.
- 2. When did Jamie Oliver decide to launch the “Feed me better” campaign?** In February 2005.
- 3. Did parents and kids first accept this campaign?** No, they didn't.
- 4. What was the main problem he faced?** He needed more money for the campaign.
- 5. What did Jamie Oliver achieve with this campaign?** He convinced the government to take action over school meals
- 6. What's the message Jamie Oliver wanted to convey?** That if children follow a healthy diet and exercise, they will be healthy adults.

❖ **Class Project!**

In order to activate students and introduce the theme of the project, ask them the following question: ***“If you were famous, how would you make a difference?”***

**What to do:** Take a cardboard paper and write the title and the name of the class on top of it (e.g. “Make a difference” – Class: D1). Take some sticky notes and after discussing with your students, give them the sticky notes to write down their ideas. Encourage them to start their phrases like this: ***“If I were famous, I would ...”***. You can take pictures of the procedure and then decorate the class with the project.



- ***Let's brainstorm!***



## **B2 level**

### **Lesson Plan 1**

#### **Support Material for the Speaking Section: Digital Story – Joined in our diversity**

<http://photodentro.edu.gr/video/r/8522/919?locale=el>

##### **❖ Rationale:**

The current speaking section is designed for students of B2 level and touches the subject of “Travelling”. It is linked to Module 1 of “Full Blast B2”, as its aim is to give students the opportunity to elaborate on the topic of travelling, by raising awareness on global issues and practicing previously taught material. It starts with a brainstorming and then it is divided into two tasks; the first one consists of the “Beat buzzer!” game and the second one of a class project. The video lasts 3:15 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and alter/skip some questions.

##### **❖ *Before the video:***

##### **❖ Let's brainstorm!**

Start with a brainstorming by reminding students that in Module 1 you talked about the term ‘travelling’. Encourage them to come up with a word related to this term and create a **mind map** on the board. Elicit as many answers as possible and then explain that the following video will help them add more words to their mind map, thus they have to be very careful while watching it.

##### **❖ *After the video:***

##### **❖ Beat buzzer!**

First, ask students which words from the video match their mind map (e.g. unity, diversity, cultural difference, universal values, love for life, peace). If the words of the title (join, diversity) are not mentioned, try to elicit answers by helping them to remember the title and then play the “Beat buzzer” game!

**Scenario:** You are presenters of a European competition called “Same yet Different”. Students from around the world take part in this competition. The team that wins the game will be given money to organize a school trip to a country of their choice.

**What to do:** Divide students into two teams and give each one a buzzer. Tell them to name their team and then start playing the game by asking the following

questions. The team that finds the answer, beats the buzzer! If a team beats the buzzer, but the answer is wrong, the other one is given a chance. If their answer is correct, they get the point. The team with the bigger score is the winner. Don't forget to tell students to discuss with their partners before beating the buzzer!

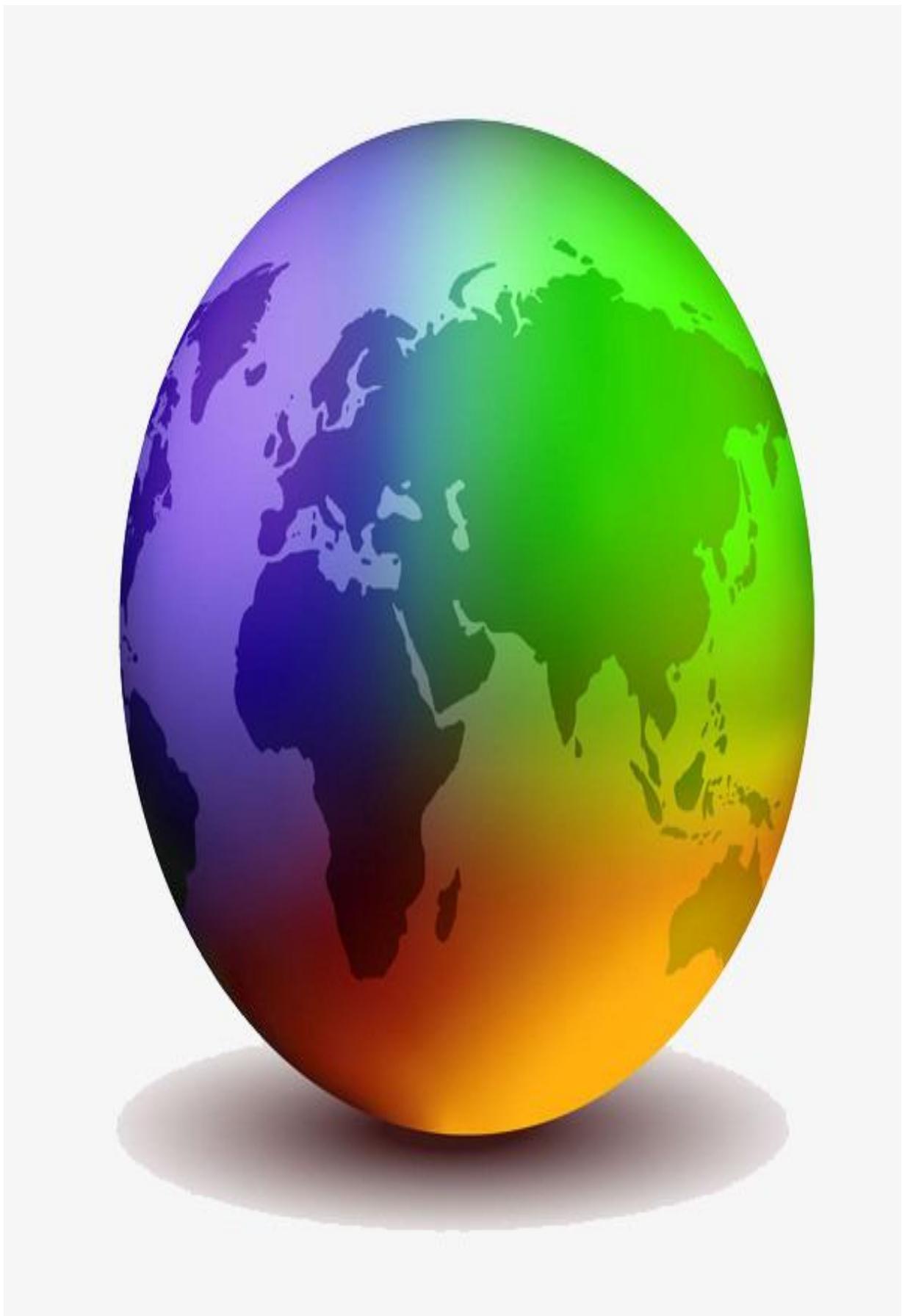
- 1. How does the example of Zeus at the beginning of the video show that Greeks did not fear cultural difference?**
- 2. What was the goal of Europe on the known world? How are Greeks related to this?**
- 3. What are the two universal values shared by all people?**
- 4. What is the message of the video? How is this illustrated by the people talking in the end?**

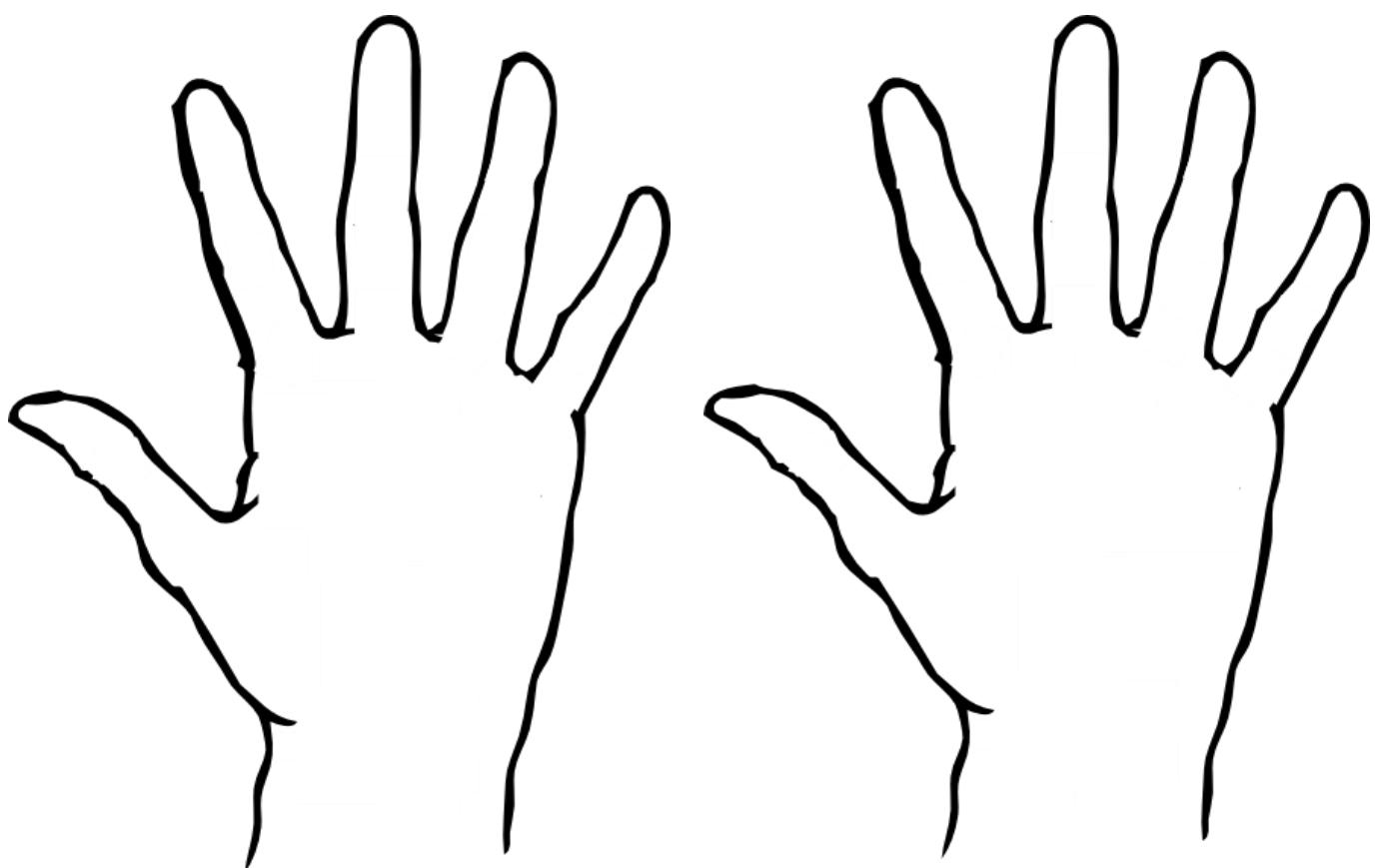
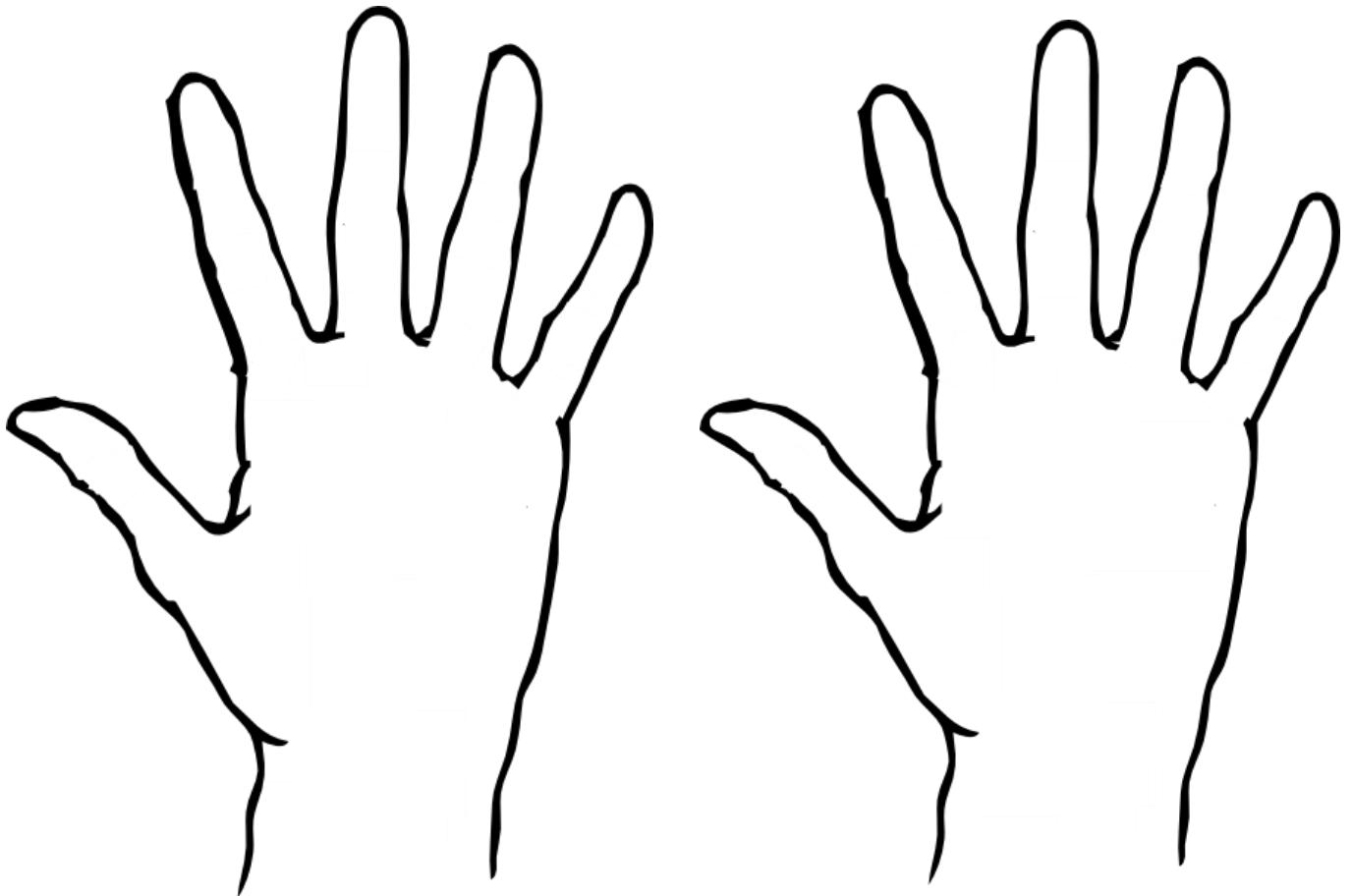
❖ **Class project!**

**What to do:** Now that you have completed Task 1, ask students **what 'diversity' means to them**. At first stage, try to elicit full answers from all students. After that, tell them to isolate only one keyword or short phrase from the sentence they have uttered in order to make a mind map of the word 'diversity'. Give each student the following hand and tell them to write down their keyword/short phrase. Stick the cardboard paper of the globe on the board with Blu Tack and then tell students to stick their hands around the globe. In this way, you will have created a mind map of 'diversity' in the form of a project (pay attention to the image on the video). You can also tell your students to write their first name on their hands. In the end, you can decorate the classroom with the project.

**Preparation:** The first step is to print and cut the globe (p.3) and the hands (p.4) prior to the lesson. The second one is to stick the globe on a coloured cardboard paper and write the title of the project and the name of your class on the top of it (e.g. What diversity means to me - Class: F1).







## Lesson Plan 2

### Support Material for the Speaking Section: Phone addiction

<https://www.youtube.com/watch?v=7KTKmXiKRfc>

#### ❖ **Rationale:**

The current speaking section is designed for students of B2 level and touches the subject of "Technology". It is linked to Module 3 of "Full Blast B2", as its aim is to give students the opportunity to elaborate on the topic of technology, by raising awareness on global issues, such as phone addiction, and practicing previously taught material. It starts with a brainstorming and then it is divided into two tasks; the first one consists of a debate and the second one of a role play. The video lasts 3:13 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and alter/skip some questions.

#### ***Before the video:***

#### ❖ **Let's brainstorm!**

Discuss with your students the following questions, so that you come to the conclusion that technology and addiction are interrelated terms nowadays, especially when it comes to teenagers.

**1. What are modern addictions?**

**2. What are kids and teens obsessed with nowadays?**

**3. What are you addicted to? Have you tried to quit it?**

**4. To what extent do you think you are addicted to your smartphone?**

(Questions adapted from <https://eslbrains.com/wp-content/uploads/2018/03/The-smartphone-problem-TV.pdf>)

#### ***After the video:***

#### ❖ **Debate!**

**What to do:** Divide students into two teams and ask them the following questions. Encourage them to first discuss their ideas in groups and then share their answers with the whole class. It's a debate, so each group is free to express their opinion for each question! Note down that all students must be given the chance to speak.

**1) In what occasions do people use their cell phones?** Before and after sleep; during church service; in the middle of an intimate moment with a partner

**2) What consequences does the use of smartphones have?** It creates a dysfunctional relationship; not paying attention = communication breakdown; disrupted sleep; people feel agitated and moody, cell phones keep people awake

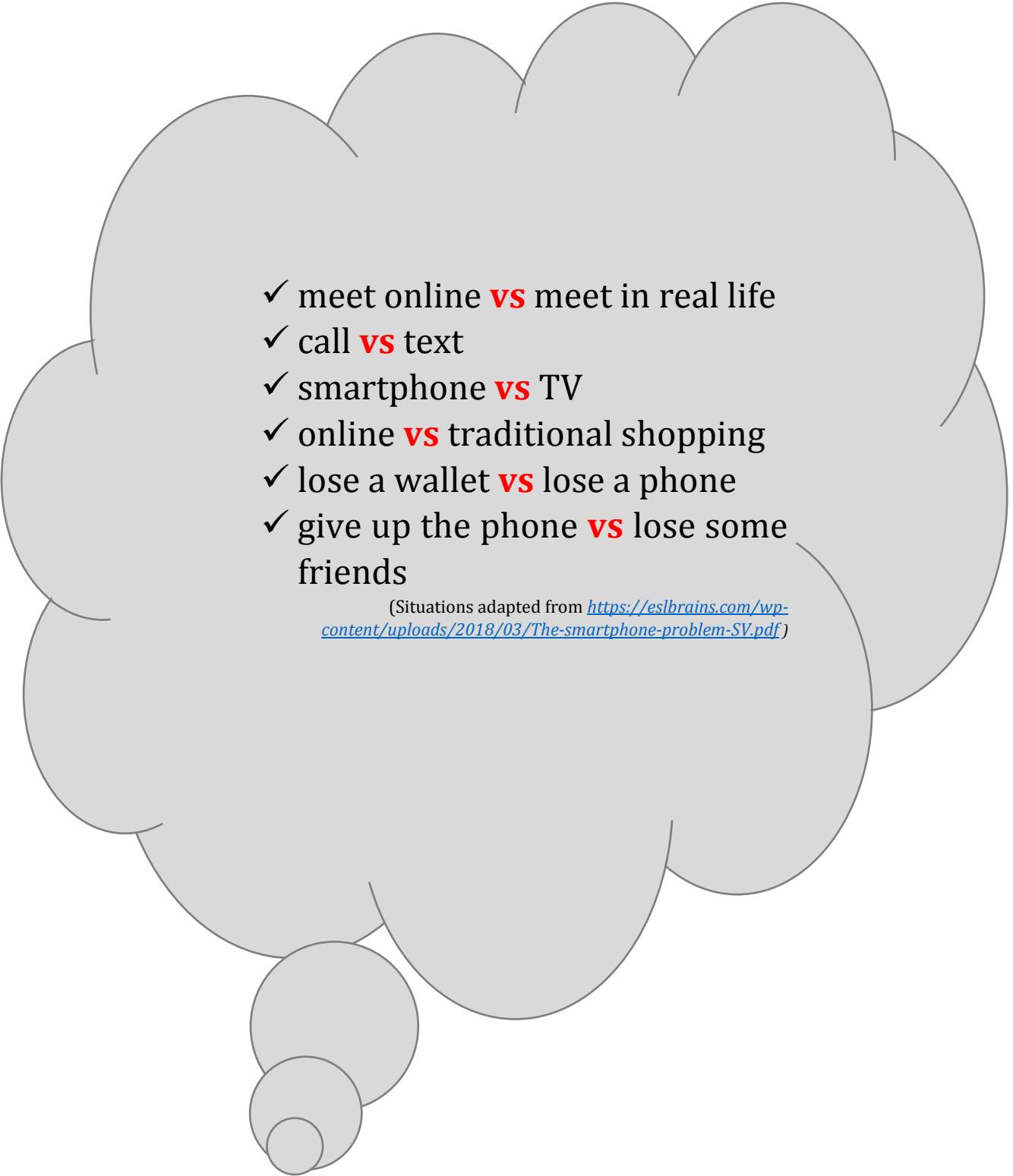
- 3) What does the digital detox involve?** One hour with the entire family of turning off the cell phones – to five hours on the weekend
- 4) What are the benefits of the digital detox?** Sleep better, less stressed, enjoy a day, the nature, the surroundings and people
- 5) Could you do such a detox?**
- 6) Should we be concerned about the issue?**

(Questions adapted from <https://eslbrains.com/wp-content/uploads/2018/03/The-smartphone-problem-TV.pdf>)

❖ **Role play!**

**What to do:** Divide students into pairs and have them act out this role play. Parents and teenagers behave differently in today's world. Student A is the parent and Student B the teenager. From the situations given below, each has to choose the one that best describes them and give reasons. Show them the situations on the board.



- 
- ✓ meet online **vs** meet in real life
  - ✓ call **vs** text
  - ✓ smartphone **vs** TV
  - ✓ online **vs** traditional shopping
  - ✓ lose a wallet **vs** lose a phone
  - ✓ give up the phone **vs** lose some friends

(Situations adapted from <https://eslbrains.com/wp-content/uploads/2018/03/The-smartphone-problem-SV.pdf>)

## **Lesson Plan 3**

### **Support Material for the Speaking Section: Digital Story – The land of the Pharaohs**

<http://photodentro.edu.gr/video/r/8522/925?locale=el>

#### **❖ Rationale:**

The current speaking section is designed for students of B2 level and touches the subject of "Culture". It is linked to Module 4 of "Full Blast B2", as its aim is to give students the opportunity to elaborate on the topic of culture, by raising awareness on global issues and practicing previously taught material. It starts with a brainstorming and then it is divided into two tasks; the first one consists of a debate and the second one of a role play. The video lasts 3:13 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and alter/skip some questions.

#### ***Before the video:***

#### **❖ Let's brainstorm!**

Remind students that at the beginning of Module 4 you did a reading text about ancient monuments. Ask them to tell you what culture means to them or how they would define culture and then create a mind map on the board.

#### ***After the video:***

#### **❖ Card game!**

**What to do:** Divide students into two teams and have them play a card game. On the one side of the card there will be the number of the question (e.g. 1, 2, 3, 4), while on the other one the whole question. The questions have to be hidden, so a member of each team comes to the board and picks a card (e.g. card 1). Then, they turn it over and read the question aloud. They discuss their ideas with the other members of the team and then present their final answer. For every correct answer, each team gets a point. If an answer is wrong, a chance is given to the other team. The team with the bigger score is the winner!

**Preparation:** Take a cardboard paper of B4 size, cut down eight stripes and write on the one side the numbers and on the other one the questions.

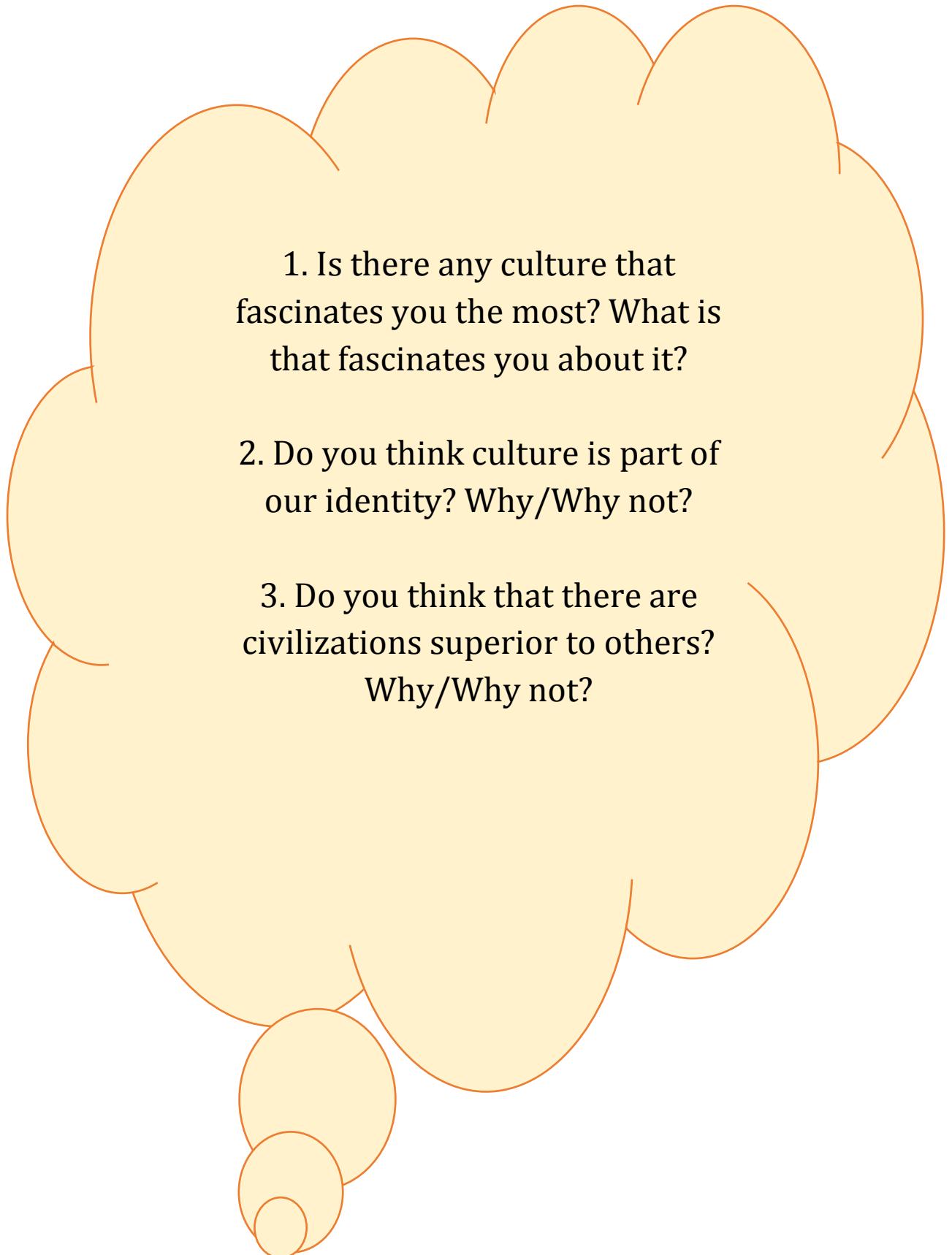
- 1. How long did the civilization of the Egyptians last?** Nearly 3,500 years.
- 2. Why did their civilization last for so long?** Because of Egypt's location.
- 3. Which river crosses Egypt?** The Nile.
- 4. What does Egypt's ancient name mean?** It means 'black land'.

- 5. What were the most common professions in Egypt?** Engineers, astronomers, accountants, mathematicians and surgeons.
- 6. What did they use to write?** They used mysterious symbols called hieroglyphics.
- 7. What is Egypt famous for?** The Sphinx and the pyramids.
- 8. What were actually the pyramids?** They were the Pharaoh's tombs.

❖ **Debate!**

Divide students into pairs and have them discuss with each other. Show them the following questions on the board. If time allows, each group can share their ideas with the whole class!



- 
1. Is there any culture that fascinates you the most? What is that fascinates you about it?
  2. Do you think culture is part of our identity? Why/Why not?
  3. Do you think that there are civilizations superior to others?  
Why/Why not?

## **C1-C2 level**

### **Lesson Plan 1**

#### **Support Material for the Speaking Section: Plato's Allegory of the Cave**

<https://ed.ted.com/lessons/plato-s-allegory-of-the-cave-alex-gendler>

##### **❖ Rationale:**

This speaking section is designed for students of C1-C2 level and is based on a digital story created by TED-Ed and Alex Gendler. The underlying philosophy of TED-Ed is to teach viewers a lesson. Each lesson includes a digital story and tasks based on it, such as multiple choice questions or open-ended discussions. Regarding the current speaking section, the first three questions of Task 1 are part of the "Think" section of the TED-Ed lesson and were originally in the form of multiple-choice questions. Its structure is the following: It starts with a short brainstorming and then it is divided into three tasks; a pair work, a debate and a role play. It touches real-life issues and aims at developing students' critical thinking. The video lasts 4:16 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

##### **⊕ *Before the video:***

##### **❖ Let's brainstorm!**

Start out with a **mind map** by asking students to come up with words related to Plato in order to activate their background knowledge and introduce the topic of the video. Ask them the following question:

##### **➤ **Which words come to your mind when you hear the name of Plato?****

##### **⊕ *After the video:***

##### **❖ Over to you!**

**What to do:** Divide students into pairs and ask them the following questions. Allow students some time to have a short discussion with their partner and then tell them to share their views with the class.

##### **1. How do the prisoners respond to being chained?**

They sadly and passively accept their fate.

##### **2. How does the prisoner respond to seeing the world outside the cave for the first time?**

He is disoriented and has a hard time believing that it is real.

##### **3. Why would the other prisoners resist being freed after seeing the first prisoner return?**

They think the returned person has been debilitated by the experience.

#### **4. What is Plato arguing with this allegory?**

The masses are too stubborn and ignorant to govern themselves, just like the prisoners.

##### ❖ **Debate!**

**What to do:** Divide students into two bigger teams. Allow some time to have a short discussion in groups before sharing their views with the class. Make sure every student expresses their opinion.

- **Do you think that there might be ‘prisoners’ in real life? What can ‘imprison’ human beings, and especially young people, nowadays, making them believe that the life they are living is real?**

##### ❖ **Role play!**

**What to do:** With the teams remaining as they are, act out this role play. The first team will be the prisoners that stayed in the cave and the other one the prisoners that left. Before asking the following question, allow students some time to think of a reason to support their view, as every member has to express their opinion.

- **Imagine you are the three prisoners in Plato’s allegory and you are placed in today’s world. How would the prisoners that stayed in the cave (1<sup>st</sup> team) react if the prisoner that left (2<sup>nd</sup> team) told them that a best friend that you thought was loyal is lying to you? Provide reasons to justify your opinion.**



## Lesson Plan 2

### Support Material for the Speaking Section: The Myth of Orpheus and Eurydice

<https://ed.ted.com/lessons/the-tragic-myth-of-orpheus-and-eurydice-brendan-pelsue#watch>

#### ❖ Rationale:

This speaking section is designed for students of C1-C2 level and is based on a digital story created by TED-Ed and Brendan Pelsue. The underlying philosophy of TED-Ed is to teach viewers a lesson. Each lesson includes a digital story and tasks based on it, such as multiple choice questions or open-ended discussions. Regarding the current speaking section, the questions are adapted from the “Think” and “Discuss” section of the TED-Ed lesson. Its structure is the following: It starts with a short brainstorming and then it is divided into two tasks – a pair work, and a debate. It touches real-life issues and aims at developing students’ critical thinking. The video lasts 4:41 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### ***Before the video:***

#### ❖ Let's brainstorm!

Start with a **mind map** by asking students how they define “Art”. Then ask them what they think is expressed through art in order to activate them and introduce the topic of the video.

#### ***After the video:***

#### ❖ Over to you!

**What to do:** Divide students into pairs and ask them the following questions. Allow students some time to have a short discussion with their partner and then tell them to share their views with the class

**1. Why does Orpheus turn back to look at Eurydice?** He worried more and more about whether Eurydice was behind him. He heard nothing as he was climbing up – not even her footsteps.

**2. How do you imagine Eurydice feels about her failed rescue?**

**3. Why are the Maenads so angry with Orpheus?** They could not bear the thought that a poet who sang so beautifully of love would not love them.

#### ❖ Debate!

**What to do:** Divide students into two teams and ask them the following questions. Allow some time to have a short discussion in groups before sharing their views with the class. Make sure every student expresses their opinion.

1. Orpheus invents love poetry to console himself after losing Eurydice a second time. Does this mean that art is only a consolation for things that might be missing in life? If not, what is it?
2. Are loss and suffering necessary for understanding our biggest emotions, like love and grief?



## Lesson Plan 3

### Support Material for the Speaking Section: The Myth of Icarus and Daedalus

<https://ed.ted.com/lessons/the-myth-of-icarus-and-daedalus-amy-adkins#watch>

#### ❖ Rationale:

This speaking section is designed for students of C1-C2 level and is based on a digital story created by TED-Ed and Amy Adkins. The underlying philosophy of TED-Ed is to teach viewers a lesson. Each lesson includes a digital story and tasks based on it, such as multiple choice questions or open-ended discussions. Regarding the current speaking section, the questions are adapted from the "Think" and "Discuss" section of the TED-Ed lesson. Its structure is the following: It starts with a short brainstorming and then it is divided into two tasks – a pair work, and a debate. It touches real-life issues and aims at developing students' critical thinking. The video lasts 5:08 minutes, while the total length of the activity is expected to be about 15 minutes. Below you will be given instructions on how to proceed with the lesson, but, of course, you are free to improvise, add whatever you think is relevant and skip/alter some questions.

#### **Before the video:**

#### ❖ Let's brainstorm!

Start a short discussion with your students by asking them how they would define the relationship with their parents and especially with their father and what role they play in their lives in order to introduce the story of the video, a story about father and son.

#### **After the video:**

#### ❖ Over to you!

**What to do:** Divide students into two teams. Allow some time to have a short discussion in groups before sharing their views with the class. Make sure every student expresses their opinion.

**1. What are some character traits that Daedalus possessed? Describe how they affected his life.** Genius, skilled and resourceful inventor, yet egotistical and jealous; he was punished for his ambition to defy the laws of man and nature through his art.

**2. List 4 of Daedalus' creations that bridged the gap between mortals and gods and discuss.**

- ✓ He made mechanically animated toys that seemed alive for king Minos' kids.
- ✓ He invented the ship's sail and mast, which gave humans control over the wind.
- ✓ He constructed a wooden cow in which Pasiphae was hidden.
- ✓ He constructed two pairs of giant wings.

**3. Based on the lesson, define hubris in your own words.** To defy the natural laws of mortal men in the service of your ego.

❖ **Debate!**

**What to do:** Divide students into pairs and ask them the following question. Allow some time to have a short discussion with their partner before sharing their views with the class. Make sure every student expresses their opinion.

*"What do you interpret as the lesson to be learned from the myth of Daedalus and Icarus?"*

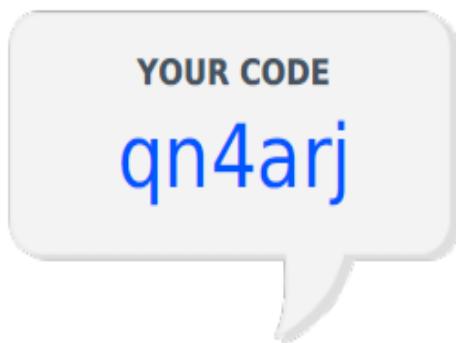


## **Appendix D: Instructions for joining the Edmodo group**



### **Speak it out!**

Evi Saiti invites you to Speak it out! on Edmodo. It's free to join and takes under a minute to sign up.



#### **Instructions to join this group**

- 1.** Visit [www.edmodo.com](http://www.edmodo.com) from your phone or computer.
- 2.** Click on the "Join a group" button and enter the code, [qn4arj](#).
- 3.** Follow the instructions to create an account and get started on Edmodo!

## Appendix E: Snapshots from Edmodo (Posts and Messages)

Evi Saiti posted to Speak it out!

Teacher  
Jan 12 · 8:14 PM

Hello, girls!

Welcome to this Speaking group! You can click on "Folders" to find the videos and the lesson plans. Bear in mind that there isn't Internet access in the frontistirio, so you need to download and copy the videos (and the lesson plans when needed) to your USB flash. I will make sure that the extra material (cardboard papers, photocopies, beat buzzers) will be at your disposal on Monday (Tuesday for those going only to Nea Magnisia), so that we get prepared by the second lesson of the week and start off. If we are not ready by then or class time doesn't allow, we can start next week, on 21/1. I'm waiting for your comments, questions, ideas or even lesson plans you would like to share!

#B1\_Level\_Speaking\_Section\_1  
#B2\_Level\_Speaking\_Section\_3

Unfortunately, I could not upload the video files for these Speaking Sections, as the videos are over 100 MB. I have attached the links instead, which you can also find inside the Word files. Just click on the image of the video to download it!

Good luck! [Less](#)

5 Likes · 1 Comment · Διαμορφωμός

Marianna Kara  
Thank you for the guidance and the useful material!

Evi Saiti posted to Speak it out!

Teacher  
Mar 19 · 12:43 MM

Hello, girls!

I hope you survived the speaking sections! Ha, ha! Here is the questionnaire you need to answer in order for me to have a clear view of your experience!

I would like to thank you once again for your willingness to participate in my study and the valuable time you devoted during your lessons to implement the material I prepared! You are really great!

Using video to enhance speaking skills: Questionnaire for EFL Teachers

Dear colleagues,

Please find attached the questionnaire for my Master's degree in Sciences of Education and Lifelong Learning ICT in Education at the University of Macedonia and integrate the suggested support material in your speaking sections. This questionnaire aims at investigating your reflections concerning the effectiveness of video-based activities towards enhancing the skill of speaking, as well as your experience of using the web tool Edmodo. More specifically, it focuses on how you perceive it as a learning tool that can improve learners' speaking skills and encourage them to speak more, and what is the most effective way of practice that can contribute to your professional development. I would be more than grateful if you could spend a few minutes to respond, as it is vital in the completion of my dissertation. Please remember that the questionnaire is anonymous and the data received will be used only for the purposes of my research.

Thank you in advance for your time and cooperation. For any questions you might have, do not hesitate to contact me.

Using video to enhance speaking skills: Questionnaire for EFL Teachers

Hello, girls! From our short talks at the frontistirio, I know that most of you have started doing the speaking sections! What are your first impressions? Did you find any difficulties?

ΦEB 19 2019, 12:10 MM

ΔΗΜΗΤΡΑ ΦΑΦΟΥΤΗ

Good morning!!! It's been really good so far! Most students find it interesting and a good chance to express themselves! The only difficulty was with one group that was not very talkative! But with a little encouragement, we did it!!

ΦEB 19 2019, 1:08 MM

Good morning, Dimitra!  Thank you for your feedback! We are waiting to see if the other teachers had the same experience as you!

ΕΛΕΝΗ ΖΑΧΑΡΟΠΟΥΛΟΥ

Hello! I've done the first part of the speaking sections in A class! We did that as a game so all the students participated and they were excited! They all wanted to speak even though some of them couldn't answer correctly! They liked team work a lot! I will let you know next week about the second video!! 

ΦEB 22 2019, 12:38 MM

Hello, Eleni!! Thank you for the great news!! 

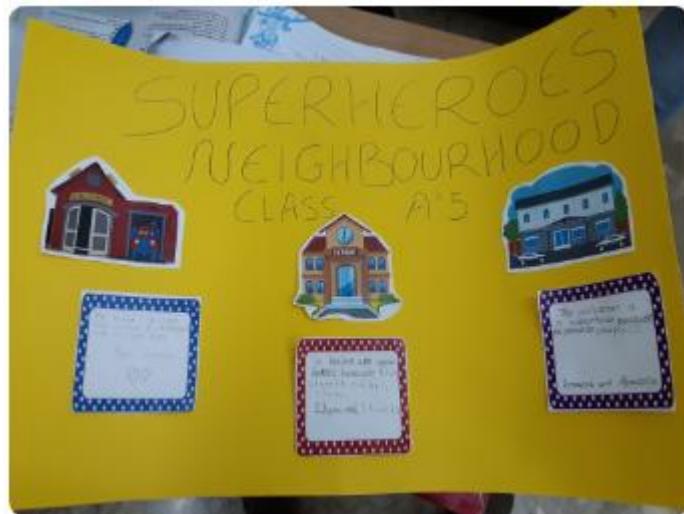
ΔΗΜΗΤΡΑ ΦΑΦΟΥΤΗ

Hello Evi! D Class has finally completed all the speaking sections! The overall experience was really satisfying for all the students even for those who had difficulty in expressing themselves! The videos were very interesting and motivated the students to think and speak in English! Especially the third part, which included the project, was the most enjoyable for all of us!!! I wish we had more time to do similar things more often!!

Nasia Gkournelou

Hello! My A class group has finished all three parts! They just loved it, even they didn't know all the words-expressions, they made a great effort and managed to complete all tasks. They even asked for more ☺ I'll attach a few photos from the last part!

 That's really amazing!



Hello, Nasia! Thank you for keeping in touch! You did a really great job!! Well done!! 😊

ΦEB 24 2019, 6:47 MM

thomi moustaka

Hello!! I've done the first and the second part of the speaking sections in A class. They were really enthusiastic about it! They watched the videos carefully and they managed to answer almost every question! They had a great time and they are looking forward to the last part!!! I'll let you know about it soon!



ΦEB 24 2019, 7:29 MM

Hello, Thomi! That's great!! I'm looking forward to seeing your photos, too!! 💬

Κατερίνα Χορταριά

Hi Evil!! I've done the 1st & 2nd part of the speaking sections in my lower class. They liked the project about diversity- however, some of the students found it difficult to think of keyword or phrase but their classmates helped them out!! In the 2nd part which was abt technology & phone addiction they were more willing to participate in the conversation and answer the questions!! ☺



Hello, Katerina! Thank you for the feedback! Can't wait to see photos of your class project! Good luck with the last part!!



ΑΙΚΑΤΕΡΙΝΗ ΤΣΑΤΖΑΛΗ

Hello Evi!!! I've finished the first and the second part of the speaking sections in A class. My students had a lot of fun and were considerably motivated during the learning process, since the majority of them showed great interest in participating effectively, even though they didn't know all the words/expressions. However, they were quite enthusiastic, especially with the tasks that required them to work in pairs or groups. They collaborated efficiently and they really enjoyed their autonomy while cooperating with their classmates! Hopefully, next week I'll probably do the last one! :)



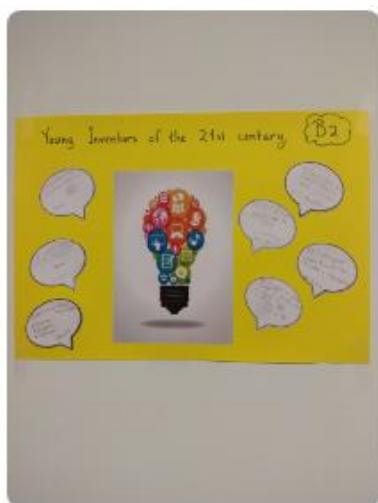
Hello, Katerina! Thank you for getting in touch! I'm really glad that they enjoyed the tasks! Good luck with the last part and I hope they will enjoy it, too!!

Κατερίνα Χορταριά

Hi Evilmy B class students really enjoyed the project! At the end of the 3rd part they suggested building their own invention and bringing it to school! ☺



Hello, Katerina!! Ha! Ha! That would be perfect!  
Brilliant idea!! 



thomi moustaka



Here are my photos from the project in A class!It's certain that they enjoyed every part of it....

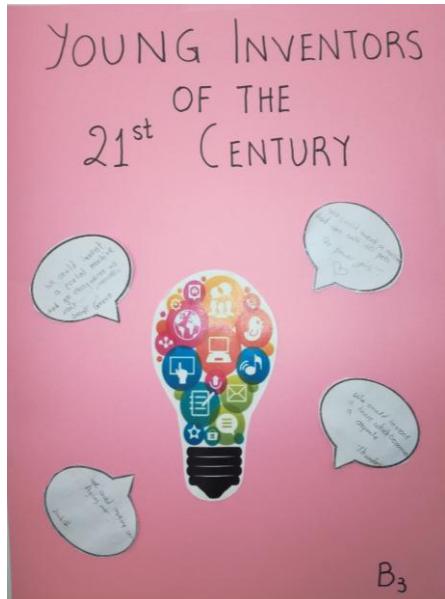
Eugenia Xapóba

Hello!!! My class has finally completed all the Speaking Sections! It was quite an enjoyable and motivating procedure which students liked a lot. Even if they had some unknown words, they all participated and helped each other. They loved the most the second part that involved kinesthetic skills.



Great photos, girls!! Thank you, Zenia, for your feedback! I see that in A classes the common difficulty was some unknown words. The good thing is that all students tried to overcome it and I'm really happy for that! Congratulations to you, too! 🌟

Christina Romaiou



This is our project!

AIKATEPINH ΤΣΑΤΖΑΛΗ



Here's our project too!



Hello, Zoi! Thank you for the useful feedback!!

Κατερίνα Μητσοπούλου



Our project from B2 level!!

Ζωή Στάικου



Here is a photo of the project in my C class!

Thank you for the wonderful photos, girls!! Great job!!



Ζωή Στάικου

Hello Evi! Unfortunately my C class wasn't able to finish all the speaking sections...the overall experience, though, was really pleasant! My students liked the video, which was easy to use and to understand. They enjoyed the project, as it was motivating and they could use their imagination! They were really into speaking, too! The only problem was that some of the boys thought that fairies are more suitable for younger ages! However, in general, the whole procedure was enjoyable! I believe that the videos help students to be more engaged and enthusiastic! I have already sent you a photo of the project.. Good luck!



Ευγενία Χαρόβα

Hello, girls! Has any idea come to your mind during or after the implementation of the suggested lesson plans? For example, a task that you've changed, a new technique or a video that we could use in the future! Feel free to share whatever you like!!



Christina Romaiou

My B class was really impressed by the first speaking lesson which was about great inventions. So, they requested to see more videos and learn about inventions that changed our world. Here is an attached video related to the topic with additional information.

[https://youtu.be/bNUfZ3\\_VkuE](https://youtu.be/bNUfZ3_VkuE)

I'm so happy to hear that! Very interesting and simple video! We could definitely use it for further discussion!

Thank you, Christina!!



ΕΛΕΝΗ ΖΑΧΑΡΟΠΟΥΛΟΥ

Hello! Concerning the A class students and the project on which I worked...It could be good if we created a theme based lesson using the vocabulary that students have been taught. We could devide them in groups of 2 or 3 and show them pictures or flashcards and videos from the internet on the board- each group will have to present one topic. For example: Countries and Flags, Favourite Season, Clothes, Favourite animal,Traditional food in Greece, Sports-Activities..They could use 2 or 3 phrases that they will think of while looking on the material that we will have on the board. Some of them could be the following

<https://www.youtube.com/watch?v=WVM9vaYfe58>

<https://www.youtube.com/watch?v=947Re2MBbLI>

Hello, Eleni! That's really amazing! Very easy and fun activities!! Thank you so much for sharing your ideas!!



Hello! A good idea would be to create speaking sessions based on short stories or fairytales. I have found a short Story video that has already been taught to our groups. We could design pre-viewing, while-viewing and post- viewing tasks. We could design pre-viewing tasks such as a memory game, to help students remember details about the story. A while-viewing task could be answering multiple choice questions. A good post-viewing speaking activity could be to split students into two teams and give them cards with pictures of the Story. Then we can ask them to put them in the correct order and describe the Story in their own words. I attach a video of the jungle book Story, which is a Story about Mowgli.

<https://m.youtube.com/watch?v=4674rN23vjq>

Excellent idea, Zenia!! Thank you for your detailed description and the link you've shared with us!



Ζωή Στάικου

Hello Evi! As for the C class, we could have some speaking lessons based on previous knowledge, something like revising material...students could watch a relevant video just to stimulate and different activities in type of games could follow..

Hello, Zoi! Many thanks for sharing your thoughts!!



## AIKATEPINH ΤΣΑΤΖΑΛΗ

Hi Evi!! A good idea would be to include a number of techniques (such as silent viewing, freeze frame, thinking and feeling etc) in the while-viewing stage, which would facilitate learners' comprehension, stimulate thought and raise their critical awareness. I used some of them during the while-viewing stage and students were more confident to participate in the speaking tasks using the L2. Also, you could integrate the writing skill in your speaking lessons. For example in the first lesson, students could be asked to write an email to an e-pal and talk about their country. Also, in the 2nd speaking session, you could ask students to create a poster with regard to their daily routine and present it to their classmates. Lastly, in the warm-up stage of the third speaking session you could provide students with pictures of different superheroes, before the open-ended questions, in order to create curiosity, stimulate discussion and introduce them smoothly to the topic. Additionally, you could provide them with a quiz with different superheroes and encourage them to find out which one matches their personality!



Hi, Katerina! Thank you so much for the inspiring ideas! I'm definitely going to use these techniques!! It's really impressive with how many activities we can come up and how many skills can be integrated through a video! A green speech bubble icon with a white smiley face inside.

## **Appendix F: Extracts from the participating EFL teachers' short interview at the frontistirio**

### **Question 1: Do you think that Edmodo was difficult to use?**

**Teacher 1:** “*Not at all. It was quite easy to use, as it looks a lot like Facebook. I have also downloaded the app in my mobile phone – since I rarely use my laptop – thus I could see the notifications and the messages very quickly. The app also enabled me to easily upload the images from my mobile phone to our chat. In addition, your constant guidance and especially the handout with the steps we were given before joining the group was really helpful, so I don't think that teachers at our age would face any difficulty.*”

**Teacher 2:** “*At first I was a bit afraid to use it, since I am not that familiar with these platforms and technology in general. I do not even have a Facebook account – I only use Viber!! In our first discussion on Edmodo chat, I was quite nervous not to make any mistake while posting the comment that is why I called you afterwards; in order to be sure that the message was sent correctly!! After downloading the app on my tablet, as you told me, things were quite easier. I managed to transfer the photos on my phone to the tablet and upload them on the chat on my own – and without my husband's guidance!! I was very proud of myself, so I would not say that Edmodo is difficult to use, especially for those using Facebook and Messenger.*

**Teacher 3:** *It's not difficult to use Edmodo, yet the first time it might complicate you! I remember searching for the folders in an attempt to find the material, but I had to click on the group first!! Ha! Ha! There is reason behind every step, so all you need to do is to read the guidelines carefully – and your guidance was more than clear, so I guess it had to do with my concentration!!*

**Teacher 4:** “*I wouldn't say that Edmodo is difficult to use. Even though I am not that tech-savvy, I managed to easily enroll and access the material through 'Folders'. After all, its interface is very similar to Facebook, thus as a Facebook user things were quite easy for me.*”

**Teacher 5:** “*Although I am not social media literate, I didn’t find any difficulty in using it. Your directions on how to sign in were clear from the beginning and the photocopy of the instructions to join the group was really useful.*”

**Question 2:** **Do you think that our online communication would be easier for you if we used another platform, such as Messenger or Viber?**

**Teacher 1:** “*It is true that we are much more acquainted with these platforms, but I don’t think that our communication via Edmodo was more difficult. It could be probably characterized as more challenging for those not having the app on their phone, as they may forget to log in every day to see if there’s something new.*”

**Teacher 2:** “*No, I don’t think so. I believe that my responses were not that immediate through our online communication because I had the chance to see you at the frontistirio and give you the feedback. From my experience, I would say that through chats we only talk about the necessary things that need to be done and most of the times have to do with test preparation or extra activities. I usually discuss in person how an activity worked and this was something new to me; yet, I enjoyed it a lot even though I was a novice!!*

**Teacher 3:** “*I do not think that it’s a platform issue, as “Messages” section on Edmodo is pretty much like a traditional chat on Messenger and Viber. After all, the chat option was given on Edmodo, so it was good that we took advantage of it. If we used another platform along with Edmodo, I believe that things would become more complicated; we wouldn’t know to which platform to look first!!*

**Teacher 4:** “*It would be exactly the same thing for me, as I use social media sparsely. As you’ve noticed, I preferred to give you the feedback at the frontistirio rather than through the chat, because it’s easier for me to have a face-to-face discussion.*”

**Teacher 5:** “*Speaking for myself, it wouldn’t change anything if we used another platform, as I would be the same kind of user. In other words, I was not a very active user on Edmodo not because of the new ‘thing’ that we were recommended to use, but because of the privilege to see you at the frontistirio immediately after the lesson and the fact that I do not use social media in my daily life. If I hadn’t taken advantage of our face-to-face meetings, I would have probably forgotten to type a text on the chat!*”

**Question 3:** If you had to choose between online and face-to-face communication in the work field, what would you choose and why?

**Teacher 1:** “Well, it is a bit difficult to choose as I use both means of communication. Online communication has proven to be very helpful, as you can text someone the moment you want, yet it can be quite time consuming and stressful waiting for the other member(s) to respond. On the other hand, if you talk to someone face-to-face, all your questions can be answered more easily. I think that combining both of them wisely is the best option!”

**Teacher 2:** “I would go for face-to-face communication because this is how I used to communicate at work all these years and I feel much safer.”

**Teacher 3:** “Although I use technology in my everyday life, when it comes to work I prefer discussing in person. Of course, I will text a colleague for procedural tasks or a question I might have, but I will not start a long conversation online.”

**Teacher 4:** “For in-depth conversations in the work field, I would choose face-to-face communication, although for minor things I might communicate with colleagues through chat or even telephone. This may have to do with the fact that I teach only C2 learners and we have to be very careful with what we will decide as our main aim is exam preparation.”

**Teacher 5:** “All these years of teaching, I used to discuss in person with colleagues and especially with the directors of the various Language Centers I worked in, who were not familiar with technology. I have to admit that I got used to this kind of communication and I prefer it over online communication, since I’m not a social media user myself.”

**Question 4:** Is there a specific reason why you have not created your own material?

**Teacher 1:** “I wish I had enough free time to create my own video-based activities since my students liked them a lot! It was also a quite busy period due to the midterm and placement tests that did not allow me to design creative tasks. I hope to use the suggested techniques to create lesson plans in the future!”

**Teacher 2:** “Due to my increased responsibilities as a mother and a freelance teacher, I am not regularly given the chance to create something on my own and for this reason I

*usually follow the plan in the book. That is also why I enjoyed your speaking sections so much wishing to do something similar in the future!!”*

**Teacher 3:** “*Having four different classes of B1 level, it was quite difficult to think out of the box and design my own material that time. It was a period of intense marking after the midterm and placement tests that I did not have much time to create something new. I intend, though, to take advantage of your ideas soon!*”

**Teacher 4:** “*Our priority that period was the exam preparation for the C2 certificates, therefore all the speaking lessons done throughout the year was revolving around the format of the specific certificates. Your speaking sections were really a relaxing break from the routine and an incentive to add some of my own in the future.*”

**Teacher 5:** “*Long working hours was the number-one reason for not creating something similar to yours. I think that in order to create something really meaningful, you need to have enough free time and a relaxed mind, so, when time allows, I will certainly use these techniques!!*”

**Question 5: Did you find a technique so exciting or challenging that you would or wouldn't recommend it to a colleague?**

**Teacher 1:** “*Mingle-pair-share was a technique that I used for the first time and was really appealing not only to my students, but to me as well. It involved kinesthetic skills and offered a more relaxing atmosphere in the classroom, as students were going around the class listening to music. I would definitely recommend it to a colleague, because it's a new method that combines speaking with fun!*”

**Teacher 2:** “*I liked projects very much and especially the fact that they were done in class by having all students working in teams. We usually assign individual projects for homework and it was the first time that they had to cooperate with their partners and exchange ideas in order to create something as a group. Thus, I would recommend group projects to a colleague, as students are involved in creative processes in the class and their creations are outcome of their own work.*”

**Teacher 3:** “*I found all techniques used exciting and worth telling to a colleague, but the one that really caught my attention was the brainstorming with pictures. Brainstorming is a technique found in the books, but we usually do it by asking questions to students. The brainstorming with pictures of famous people that I did in my*

*B1 classes was something different, as we showed to our students that we might share common interests and that teenagers can elaborate on more serious things just by looking at the picture of Ed Sheeran or Rihanna!!”*

**Teacher 4:** “*I found the techniques used in C1/C2 level very interesting and really different from what students normally do in speaking lessons, yet I’ve noticed that they were a bit challenging for them the first time. Unfortunately, the way coursebooks are organized in all levels is more teacher-oriented and this resulted in a not very effective group work in the first lesson. In other words, they were a bit hesitant to exchange ideas with each other or to start a debate with the other team. This doesn’t mean that I wouldn’t recommend role plays or debates to a colleague, as I believe that we have to change the mentality of ‘the teacher asking and the student answering’ in speaking lessons and try to involve students in more collaborative tasks.”*

**Teacher 5:** “*My students and I enjoyed all techniques, but the ones that I would recommend to a colleague would be projects and games, such as the ‘Beat buzzer’ that I played with my B2 classes. After that, I realised that teachers shouldn’t be afraid to do creative things or play games with their bigger classes; teenagers still love to play!!”*

**Question 6: How do you think that your participation in this study contributed to your professional development?**

**Teacher 1:** “*Through this experience, I learnt about a web tool, Edmodo, which I haven’t known before and most importantly about new techniques that we can use in order to make our lesson more engaging and fun. Through our chat on Edmodo, I saw how teachers can generate ideas and share knowledge with each other.”*

**Teacher 2:** “*The suggested lesson plans you provided us could be described as a fountain of new things that can make the change in our classroom and can help us shift from traditional to modern teaching. I do believe that these goals were achieved when we implemented these activities and I intend to elaborate on them instead of still following the repetitive plans of the coursebook!”*

**Teacher 3:** “*I think that my participation in this study contributed to my professional development, because I saw how a video-based lesson can be planned and organised with different activities that keep learners motivated and focus on developing their creativity.”*

**Teacher 4:** “As I taught C1-C2 levels, I learned about the TedEd platform and lessons. I knew about Tedx, but I had no idea of the educational aspect of Ted, which really impressed me. The interesting stories, which were accidentally part of our culture, in addition to your elaboration by designing role plays and debates made the speaking section completely different from what we teach all these years and from what students are used to doing.”

**Teacher 5:** “Apart from the interesting topics of the videos, the useful sites that were integrated in your lessons plans were also a lesson for me. I have to admit that I haven’t heard about ‘ESLBrains’ before, which provides original lessons plans for developing grammar and vocabulary, except speaking; these activities are a valuable resource for teachers and guide them on how to design tasks on their own by using only a video.”

## **Appendix G: Summary of the dissertation in Greek**

### **1. Εισαγωγή**

Η Αγγλική γλώσσα αποτελεί εδώ και πάρα πολλά χρόνια αναπόσπαστο κομμάτι της ελληνικής εκπαιδευτικής πραγματικότητας. Τα τελευταία χρόνια, μάλιστα, η διδασκαλία της ξεκινάει από τα πρώτα στάδια εκπαίδευσης, με αποτέλεσμα να εισάγεται σαν μάθημα από τις πρώτες τάξεις του δημοτικού σχολείου. Οι δεξιότητες που καλούνται να αναπτύξουν οι μαθητές είναι η κατανόηση και παραγωγή προφορικού και γραπτού λόγου. Παρόλο που η καθεμία από αυτές τις δεξιότητες θεωρείται σημαντική, δε δίνεται σε όλες η αντίστοιχη έμφαση, κι αυτό παρατηρείται ιδιαίτερα στην παραγωγή προφορικού λόγου. Με άλλα λόγια, παρά τις προσπάθειες των εκπαιδευτικών να εξοικειωθούν οι μαθητές με τη γλώσσα από πολύ μικρή ηλικία, πολλές φορές η προσέγγιση αυτής της δεξιότητας γίνεται με έναν απαρχαιωμένο τρόπο ή – θα λέγαμε ακόμα – με βάση τις οδηγίες του σχολικού βιβλίου, χωρίς κάποιον αυτοσχεδιασμό ή κάποια σύγχρονη μέθοδο διδασκαλίας. Έτσι, η δεξιότητα του Speaking φαίνεται να είναι παραμελημένη μπροστά στις υπόλοιπες τρεις, κι αυτό ίσως να δικαιολογείται από το γεγονός ότι οι μαθητές δεν αξιολογούνται σε αυτή την δεξιότητα μέχρι τη στιγμή που θα δώσουν εξετάσεις για κάποια πιστοποίηση γλωσσομάθειας. Η τάξη, όμως του 21<sup>ου</sup> αιώνα έχει άλλες διαστάσεις, θέτοντας στο επίκεντρο τον μαθητή μέσα από δραστηριότητες συνεργατικής μάθησης που οξύνουν το ενδιαφέρον του και καλλιεργούν την αυτονομία του.

Σημαντικό ρόλο στην ανάπτυξη των δεξιοτήτων του 21<sup>ου</sup> αιώνα διαδραματίζουν και οι νέες τεχνολογίες και πιο συγκεκριμένα τα web 2.0 εργαλεία, τα οποία δίνουν τη δυνατότητα στους εκπαιδευτικούς να τα αξιοποιήσουν ως υποστηρικτικό κομμάτι στη διδασκαλία τους με σκοπό να προσφέρουν ερεθίσματα στους μαθητές και να τους βοηθήσουν να εκφραστούν, ξεφεύγοντας με αυτόν τον τρόπο από μοντέλα μάθησης προηγούμενων δεκαετιών. Το κύριο χαρακτηριστικό γνώρισμα, λοιπόν, της νέας γενιάς εκπαιδευτικών είναι η προσπάθεια να διαμοιράσουν τη γνώση με τη βοήθεια της τεχνολογίας και κατ' επέκταση να δημιουργήσουν μία σύγχρονη τάξη που θα αναπτύσσει τις δεξιότητες του 21<sup>ου</sup> αιώνα. Αυτός ακριβώς είναι και ο στόχος της παρούσας έρευνας: να αξιοποιηθεί μία εκπαιδευτική πλατφόρμα, στην οποία θα διαμοιράζεται υποστηρικτικό υλικό για όλα τα επίπεδα στους εκπαιδευτικούς και οι οποίοι θα το αξιοποιούν κατά τη βούλησή τους. Με αυτόν τον τρόπο θα διερευνηθεί

κατά πόσο οι ειδικά σχεδιασμένες ασκήσεις πάνω σε βίντεο βελτιώνουν τον προφορικό λόγο των μαθητών και συμβάλλουν στην ενεργή συμμετοχή τους. Η προς αξιοποίηση πλατφόρμα ονομάζεται Edmodo και προσφέρει τη δυνατότητα στους εκπαιδευτικούς να δημιουργήσουν μία εκπαιδευτική κοινότητα μέσω της οποίας θα επικοινωνούν μεταξύ τους, θα ανταλλάσσουν απόψεις αναφορικά με το υλικό, αλλά και θα καταθέτουν τις δικές τους προτάσεις.

## 2. Μεθοδολογία έρευνας

Είναι γεγονός πως τα τελευταία χρόνια η ραγδαία ανάπτυξη της τεχνολογίας επέφερε θετικά αποτελέσματα σε πολλούς κλάδους, ένας εκ των οποίων είναι και ο εκπαιδευτικός. Τόσο στην Ελλάδα όσο και στο εξωτερικό έχουν γίνει πολλές ερευνητικές προσπάθειες προκειμένου να φανεί η ευεργετική επίδραση των νέων τεχνολογιών στην εκπαιδευτική διαδικασία μέσα από την ενσωμάτωση ψηφιακών εργαλείων. Χαρακτηριστικό παράδειγμα αποτελεί η ενσωμάτωση του Edmodo στο μάθημα της Βιολογίας (Végh, Nagy, Zsigmond & Elbert, 2017), αλλά και η χρήση του βίντεο σε καινοτόμες εκπαιδευτικές μεθόδους, όπως είναι η Ανεστραμμένη Τάξη ή Flipped Classroom (Davies, Dean, & Ball, 2013) και η Ολοκληρωμένη Εκμάθηση Περιεχομένου και Γλώσσας ή αλλιώς CLIL (Oddone, 2011). Η παρούσα έρευνα, λοιπόν, κινείται στο ίδιο πλαίσιο, καθώς θα αξιοποιηθούν δύο ψηφιακά εργαλεία στο μάθημα των Αγγλικών, τα βίντεο και η πλατφόρμα Edmodo.

Ομάδα-στόχος της παρούσας έρευνας είναι οι εκπαιδευτικοί Αγγλικής γλώσσας και πιο συγκεκριμένα 20 συνάδελφοι στο φροντιστήριο όπου εργάζομαι στην πόλη της Λαμίας. Ως καθηγήτρια Αγγλικής γλώσσας επέλεξα το δείγμα μου να είναι αυτό, με σκοπό να ερευνήσω αν η δεξιότητα του προφορικού λόγου μπορεί να αναπτυχθεί μέσα από τα βίντεο, αλλά και κατά πόσο μια εκπαιδευτική πλατφόρμα μπορεί να φανεί χρήσιμη στους εκπαιδευτικούς. Η έρευνα περιλαμβάνει τόσο ποσοτικές όσο και ποιοτικές μεθόδους συλλογής δεδομένων προκειμένου να καταγραφούν οι εντυπώσεις των καθηγητών από τα μαθήματα που πραγματοποίησαν με τη βοήθεια των βίντεο, αλλά και η εμπειρία τους από τη χρήση της πλατφόρμας Edmodo. Η συγκεκριμένη πλατφόρμα, λοιπόν, χρησιμοποιείται ως ερευνητικό εργαλείο, καθώς μέσα από αυτήν οι καθηγητές έχουν πρόσβαση στο ψηφιακό υλικό και σε ενδεικτικά πλάνα μαθήματος, τα οποία είτε μπορούν να τα χρησιμοποιήσουν αυτούσια, είτε να τα αλλάξουν τελείως, δημιουργώντας ακόμα και το δικό τους πλάνο μαθήματος. Το ποσοτικό εργαλείο που χρησιμοποιήθηκε γι' αυτόν τον σκοπό είναι ένα ηλεκτρονικό ερωτηματολόγιο, που

δόθηκε στους καθηγητές μετά την ολοκλήρωση των πλάνων διδασκαλίας, ενώ αναφορικά με το ποιοτικό κομμάτι της έρευνας αξιοποιήθηκε η πλατφόρμα Edmodo, η οποία δίνει τη δυνατότητα δημιουργίας ομάδας συζητήσεων (chat) με την επιλογή των «Μηνυμάτων» (Messages). μέσω αυτής της δυνατότητας οι καθηγητές μοιράστηκαν τις εντυπώσεις τους από τα μαθήματα, ανέβασαν φωτογραφίες από τα project που δημιούργησαν και πρότειναν δραστηριότητες που θα μπορούσαν να πραγματοποιηθούν στο μέλλον. Τέλος, πραγματοποιήθηκε μία μικρή συνέντευξη με τρεις καθηγήτριες με σκοπό να διερευνηθεί περεταίρω η στάση των εκπαιδευτικών απέναντι στη νέα αυτή εκπαιδευτική πλατφόρμα.

### **3. Θεωρητικό πλαίσιο**

Σημαντικό κομμάτι της έρευνας αποτελεί η εννοιολόγηση του κύριου θέματος, η παρουσίαση και ανάλυση των διαστάσεών του, έτσι ώστε να γίνει κατανοητό το θεωρητικό υπόβαθρο της ερευνητικής προσπάθειας. Με άλλα λόγια, θα γίνει προσπάθεια να γίνουν πιο κατανοητές έννοιες όπως η δεξιότητα παραγωγής προφορικού λόγου και τα Web 2.0 εργαλεία, έτσι ώστε να διερευνηθεί στη συνέχεια κατά πόσο τα Web 2.0 εργαλεία που θα χρησιμοποιηθούν στην έρευνα (video, Edmodo) μπορούν να βοηθήσουν τους μαθητές να αναπτύξουν τον προφορικό τους λόγο και να καλλιεργήσουν δεξιότητες του 21<sup>ου</sup> αιώνα, αλλά και να συντελέσουν στην επαγγελματική εξέλιξη των καθηγητών, δίνοντάς τους το κίνητρο να ενσωματώσουν στο μέλλον τα συγκεκριμένα εργαλεία στο μάθημά τους.

#### **3.1. Η δεξιότητα της παραγωγής προφορικού λόγου**

Κατά την εκμάθηση της Αγγλικής Γλώσσας, οι μαθητές πρέπει να κατακτήσουν τέσσερις δεξιότητες: την κατανόηση προφορικού λόγου (listening skill), την κατανόηση γραπτού λόγου (reading skill), την παραγωγή γραπτού λόγου (writing skill) και την παραγωγή προφορικού λόγου (speaking skill). Σύμφωνα με τους Saeed Al-Sobhi και Preece (2018), από αυτές πιο σημαντική θεωρείται η δεξιότητα της παραγωγής προφορικού λόγου, αν αναλογιστεί κανείς ότι στην καθημερινή μας ζωή μιλάμε περισσότερο απ' ότι γράφουμε.

Σύμφωνα με τον Chaney (1998), η δεξιότητα παραγωγής προφορικού λόγου είναι «η διαδικασία ανταλλαγής νοημάτων μέσα από λεκτικά ή μη λεκτικά μηνύματα,

σε διάφορες περιστάσεις» (όπως αναφέρεται στους Bahadorfar & Omidvar, 2014). Ο προφορικός λόγος αποτελεί αναπόσπαστο κομμάτι στην εκμάθηση και διδασκαλία ξένης/δεύτερης γλώσσας, είναι η τέχνη της επικοινωνίας και μία από τις παραγωγικές δεξιότητες που θα πρέπει να κατακτηθεί μέσα από την εκμάθηση μίας ξένης γλώσσας (Bahadorfar & Omidvar, 2014). Κι ενώ οι μαθητές δεν αξιολογούνται για την προφορική τους ικανότητα μέχρι τη στιγμή που θα δώσουν εξετάσεις για κάποια πιστοποίηση γλωσσομάθειας, ο προφορικός λόγος είναι η δεξιότητα για την οποία θα κριθούν περισσότερο στην πραγματική ζωή (Brown & Yule, 1983 όπως αναφέρεται στους Bahadorfar & Omidvar, 2014).

Βέβαια, παρά τη σπουδαιότητά του, η διδασκαλία του προφορικού λόγου υποτιμάται εδώ και πολλά χρόνια, με τους εκπαιδευτικούς να συνεχίζουν να τον διδάσκουν μέσα από την επανάληψη ασκήσεων ή την απομνημόνευση διαλόγων (Bahadorfar & Omidvar, 2014). Θεωρείται, μάλιστα, και «παραμελημένη» δεξιότητα – το μαρτυρούν και τα βιβλία που κυκλοφορούν στην αγορά – αν και ο τρόπος για την καλύτερη προσέγγισή του έχει αποτελέσει, εδώ και πολύ καιρό, επίκεντρο συζήτησης στους μεθοδολογικούς κλάδους (Richards, 2015). Οι ίδιοι, όμως, οι μαθητές, που αξιολογούν την επιτυχία τους στην εκμάθηση μιας ξένης γλώσσας από το πόσο πολύ νιώθουν ότι βελτιώθηκαν στην παραγωγή προφορικού λόγου, θεωρούν προτεραιότητα την κατάκτηση της προφορικής δεινότητας (Richards, 2015).

Οι Saeed Al-Sobhi και Preece (2018) υπογραμμίζουν ότι οι μαθητές αντιμετωπίζουν πέντε συγκεκριμένα προβλήματα που τους εμποδίζουν να αναπτύξουν άρτια τον προφορικό τους λόγο κι αυτά είναι: (1) η έλλειψη έκθεσης στη γλώσσα, (2) η έλλειψη κινήτρου, (3) το άγχος των μαθητών και η έλλειψη αυτοπεποίθησης, (4) η περιορισμένη γνώση της Αγγλικής Γλώσσας και (5) η ανεπαρκής μεθοδολογία. Το τελευταίο πρόβλημα αποτελεί κι ένα από τα ευρήματα της συγκεκριμένης έρευνας η ανεπαρκής μεθοδολογία από την πλευρά των εκπαιδευτικών οφείλεται στο γεγονός ότι υπάρχει έλλειψη διδακτικών μέσων και υλικού για τη διδασκαλία της δεξιότητας παραγωγής προφορικού λόγου, κάτι που εντοπίζεται και στα ελληνικά σχολεία. Η παρούσα έρευνα, λοιπόν, στοχεύει μέσα από την αξιοποίηση ψηφιακού υλικού να παρουσιάσει στους εκπαιδευτικούς ενδεικτικούς τρόπους διδασκαλίας της συγκεκριμένης δεξιότητας, ώστε να διερευνηθεί αν όντως μπορεί μέσω αυτού να αναπτυχθεί η συγκεκριμένη δεξιότητα.

### **3.2. Web 2.0 εργαλεία**

Η ραγδαία ανάπτυξη της τεχνολογίας και η ενσωμάτωσή της σε πολλούς κλάδους, ακόμα και σ' αυτόν της εκπαίδευσης, έχει ως αποτέλεσμα οι εκπαιδευτικοί να θέλουν να δοκιμάσουν τις δυνατότητές της και να τις αξιοποιήσουν προς το καλύτερο δυνατό. Η εκπαίδευση πλέον έχει άλλο προσανατολισμό, καθώς εστιάζει στον μαθητή, αφήνοντας τον εκπαιδευτικό να έχει τον ρόλο του καθοδηγητή. Μεγάλο ρόλο σ' αυτή την αλλαγή διαδραματίζουν και οι νέες τεχνολογίες, η ενσωμάτωση των οποίων ζεκίνησε στις αρχές του 1960 και 1970, βοηθώντας από τη μία πλευρά τους μαθητές να εκφραστούν με τον καλύτερο δυνατό τρόπο και να συμμετέχουν ενεργά στο μάθημα, κι από την άλλη πλευρά τους εκπαιδευτικούς να τις αξιοποιήσουν ως υποστηρικτικό υλικό δημιουργώντας μία ευχάριστη ατμόσφαιρα στην τάξη (Bahadorfar & Omidvar, 2018). Τα Web 2.0 εργαλεία που θα χρησιμοποιηθούν στη συγκεκριμένη έρευνα είναι τα βίντεο, τα οποία θα λειτουργήσουν ως μέσο για την ανάπτυξη της δεξιότητας του προφορικού λόγου και η εκπαιδευτική πλατφόρμα Edmodo, η οποία θα λειτουργήσει όχι μόνο ως ένα αποθετήριο του ψηφιακού υλικού, αλλά και ως μέσο επικοινωνίας των καθηγητών που θα αξιοποιήσουν το υλικό.

#### **3.2.1. Τα βίντεο ως υποστηρικτικό υλικό**

Η επιλογή του συγκεκριμένου υποστηρικτικού υλικού δεν είναι συμπτωματική, καθώς μέσω των βίντεο μπορούν να επιλυθούν πολλά από τα προβλήματα που αναφέρθηκαν στην προηγούμενη ενότητα και εμποδίζουν τους μαθητές από το να εκφραστούν ελεύθερα. Τα οφέλη, λοιπόν, που προκύπτουν από την ενσωμάτωση των βίντεο στην εκπαιδευτική διαδικασία είναι (Ambrose, 2002; Antonini, 2004; Gower, Phillips, & Walters 1995; Hemei, 1997; Hoven, 1999; Mackenzie, 1997; Rubin, 1994 όπως αναφέρεται στον Mayora, 2006):

- 1) τα βίντεο μπορεί να είναι πιο ελκυστικά και διασκεδαστικά για τους μαθητές από ότι τα ηχητικά αποσπάσματα
- 2) εκθέτουν τους μαθητές σε αυθεντικό κείμενο φυσικών συνθηκών
- 3) παρέχουν περιστασιακό και οπτικό συγκείμενο στις γλωσσικές αλληλεπιδράσεις
- 4) εκθέτουν τους μαθητές σε μη λεκτικά (γλώσσα του σώματος, πολιτισμικές παραδόσεις) και λεκτικά στοιχεία (ύφος, καθημερινός λόγος)

Τα βίντεο, όμως, δε θα ήταν αποτελεσματικά, αν δε συνοδεύονταν κι από τις κατάλληλες ασκήσεις που θα βοηθήσουν τα παιδιά να εξασκήσουν την Αγγλική γλώσσα. Με βάση, λοιπόν, τις αρχές του “previewing” και “post-viewing”, στάδια τα οποία αναφέρονται και στον Mayora (2006), θα δημιουργήσω κατάλληλες δραστηριότητες που φιλοδοξώ να προσελκύσουν το ενδιαφέρον των μαθητών και να τους κάνουν να συμμετέχουν ενεργά μετά την ολοκλήρωση του βίντεο.

### **3.2.2. Η εκπαιδευτική πλατφόρμα Edmodo**

Η εκπαιδευτική πλατφόρμα Edmodo δημιουργήθηκε το 2008 από τους Nic Borg και Jeff O'Hara, οι οποίοι ένιωσαν την ανάγκη να εξελίξουν το σχολικό περιβάλλον, έτσι ώστε να ανταποκριθεί στη νέα πραγματικότητα του 21<sup>ου</sup> αιώνα, όπου επικρατεί «η διασύνδεση» (Edmodo, 2012, όπως αναφέρεται στον Gushiken, 2013). Η επιτυχία προηγούμενων μέσων κοινωνικής δικτύωσης, όπως το MySpace και το Facebook, φανέρωσε ότι οι μαθητές ήταν συνδεδεμένοι με πολλούς τρόπους εκτός της σχολικής τάξης, δεν επικρατούσε, όμως, το ίδιο όσο βρίσκονταν στο σχολείο (Edmodo, 2012, όπως αναφέρεται στον Gushiken, 2013). Η επιτυχία αυτή φαίνεται ότι έπαιξε καθοριστικό ρόλο και στον σχεδιασμό της πλατφόρμας, καθώς όποιος εγγραφεί στην πλατφόρμα θα παρατηρήσει ότι το περιβάλλον της μοιάζει αρκετά με αυτό του Facebook. Αυτό αυτομάτως κάνει την ίδια την πλατφόρμα πιο οικεία στους χρήστες της, αλλά και πιο εύκολη στη διαχείρισή της.

Έχοντας, πλέον, παραπάνω από 18 εκατομμύρια χρήστες, το Edmodo έχει λάβει διθυραμβικές κριτικές από δασκάλους και μαθητές (Gushiken, 2013), κι αυτό γιατί μέσα από απλές λειτουργίες βοηθάει τους εκπαιδευτικούς να δημιουργήσουν και να διαχειριστούν τη διαδικτυακή τους σχολική κοινότητα, εξασφαλίζοντας παράλληλα και την ιδιωτικότητά τους, εφόσον μόνο αυτοί μπορούν να δημιουργήσουν ομάδες, στις οποίες οι μαθητές τους έχουν πρόσβαση μέσα από τον ειδικό κωδικό που τους στέλνουν (Kongchan, 2013). Οι εκπαιδευτικοί, λοιπόν, χρησιμοποιούν την πλατφόρμα για να δημοσιεύσουν ανακοινώσεις και εργασίες για τους μαθητές τους, ενώ οι μαθητές είτε για να επικοινωνήσουν με τους καθηγητές τους είτε για να συνεργαστούν με τους συμμαθητές τους για κάποια εργασία (Gushiken, 2013). Μ' αντόν τον τρόπο, το Edmodo γίνεται ένας μέρος επικοινωνίας και συνεργασίας όχι μόνο για τους μαθητές, αλλά και για τους εκπαιδευτικούς, καθώς τα μέσα κοινωνικής δικτύωσης γίνονται ένα άριστο επικοινωνιακό εργαλείο για την κατασκευή της γνώσης και έχουν ως βάση τους

τις κοινωνικές σχέσεις, τη συζήτηση, τη συνεργασία και την κοινή εργασία (Arroyo, 2011 όπως αναφέρεται στον Kongchan, 2012). Παρόλο που οι μέχρι τώρα έρευνες εστιάζουν στη σχέση εκπαιδευτικών-μαθητών μέσα από τη συγκεκριμένη πλατφόρμα, η παρούσα έρευνα στοχεύει να καλλιεργήσει τη σχέση μεταξύ των εκπαιδευτικών, με σκοπό να κατατεθούν σύγχρονες εκπαιδευτικές προσεγγίσεις που θα βοηθήσουν στην ανάπτυξη και τον εκσυγχρονισμό του έργου τους.

## 4. Αναμενόμενα οφέλη

Η παρούσα έρευνα, λοιπόν, έχει ως επίκεντρό της και τους μαθητές, αλλά και τους εκπαιδευτικούς. Η εκπαιδευτική πλατφόρμα Edmodo συντελεί σημαντικά προς αυτή την κατεύθυνση. Πιο συγκεκριμένα, θα λειτουργήσει ως μέσο για την επαγγελματική εξέλιξη των καθηγητών, εφόσον θα έρθουν σε επαφή με ένα νέο εκπαιδευτικό εργαλείο και θα δουν πως μπορούν να εφαρμόσουν πιο σύγχρονες προσεγγίσεις στη διδασκαλία της παραγωγής προφορικού λόγου. Κατ' επέκταση, επιδιωκόμενο αποτέλεσμα είναι μέσα από το ψηφιακό υλικό (βίντεο) και τα πλάνα διδασκαλίας που θα ακολουθούν, να βοηθηθούν τόσο οι εκπαιδευτικοί ως προς τον τρόπο που μπορεί να πραγματοποιηθεί ένα μάθημα με τη βοήθεια της τεχνολογίας, αλλά και οι μαθητές ως προς την ανάπτυξη του προφορικού τους λόγου, εφόσον έρχονται σε επαφή με αυθεντικό προφορικό λόγο. Με άλλα λόγια, επιδιωκόμενος στόχος της έρευνας είναι το βίντεο να λειτουργήσει ως μέσο για περαιτέρω σκέψη και δημιουργία τόσο για τους εκπαιδευτικούς όσο και για τους μαθητές, καθώς η προβολή βίντεο ή γενικότερα η χρήση της τεχνολογίας δεν μπορεί να θεωρηθεί αποτελεσματική, εάν δε γίνει με έναν τρόπο που θα βασίζεται σε αρχές μεθοδολογίας και θα θέτει τον μαθητή στο επίκεντρο.

## 5. Συμπεράσματα

Η ευεργετική επίδραση του βίντεο στην παραγωγή προφορικού λόγου είναι εμφανής από τις συζητήσεις των καθηγητριών στο Edmodo και στο φροντιστήριο, αλλά και από τα σχόλια τους στο διαδικτυακό ερωτηματολόγιο. Πιο συγκεκριμένα, έκαναν λόγο για κινητοποίηση και ενεργό συμμετοχή των μαθητών, αλλά και αποτελεσματική συνεργασία μεταξύ τους. Επομένως, μπορούμε να συμπεράνουμε ότι το ψηφιακό αυτό εργαλείο μπορεί να λειτουργήσει ως εργαλείο κινητοποίησης των μαθητών, αλλά και

ως μέσο συνεργασίας μέσα από τα προσεκτικά σχεδιασμένα πλάνα μαθήματος που εστιάζουν στη μαθητοκεντρική διδασκαλία.

Οι απαντήσεις των καθηγητριών έδειξαν, επίσης, ότι είναι πρόθυμες να εκσυγχρονίσουν τη διδασκαλία τους μέσω της πιο συχνής ενσωμάτωσης του βίντεο στη διαδικασία του προφορικού λόγου και της σχεδίασης δικών τους ασκήσεων, εφόσον παρατήρησαν μία σειρά από πλεονεκτήματα κατά την εφαρμογή των προτεινόμενων μαθημάτων, όπως ευκολία χρήσης του εργαλείου, μεικτή μάθηση (blended learning), διαφοροποιημένη διδασκαλία, ενσωμάτωση άλλων δεξιοτήτων, χαλαρή και παιχνιδιάρικη ατμόσφαιρα στην τάξη. Η θετική τους στάση απέναντι στο υλικό διαφαίνεται και από το γεγονός ότι πέρα από τα σχόλια που μοιράστηκαν στο Edmodo αναφορικά με την επίδραση των μαθημάτων στους μαθητές, κατέθεσαν και ιδέες για δραστηριότητες και βίντεο που θα μπορούσαμε να χρησιμοποιήσουμε στο μέλλον. Επομένως, μπορούμε να εξάγουμε το συμπέρασμα ότι το Edmodo αποδείχτηκε μία αποτελεσματική κοινότητα πρακτικών που δίνει ερεθίσματα στους καθηγητές για την κατασκευή γνώσης.

Σημαντικό ρόλο προς αυτό πιθανόν να διαδραμάτισε το γεγονός ότι οι καθηγήτριες απόλαυσαν το προτεινόμενο υλικό και τη συμμετοχή τους σε αυτό το γκρουπ, καθώς την αντιμετώπισαν ως μέσο για την επαγγελματική τους εξέλιξη. Το περιβάλλον του, άλλωστε, ήταν κάτι που συζητήθηκε θετικά, εφόσον τους έδωσε τη δυνατότητα να έχουν εύκολη και γρήγορη πρόσβαση στο υλικό, με αποτέλεσμα να θέλουν να μάθουν περισσότερα για την πλατφόρμα και να δείχνουν πρόθυμες να τη χρησιμοποιήσουν στο μέλλον. Συνεπώς, διαπιστώνεται ότι το Edmodo λειτούργησε και ως κοινότητα μεικτής μάθησης (blended learning community), καθώς έφερε κοντά συναδέλφους που δουλεύουν στο ίδιο φροντιστήριο προωθώντας μ' αυτόν τον τρόπο και την διαπροσωπική και τη διαδικτυακή επικοινωνία μεταξύ τους.

## 6. Περιορισμοί

Οι περιορισμοί που προέκυψαν κατά τη διάρκεια της παρούσας ερευνητικής προσπάθειας αφορούν κυρίως στην ενσωμάτωση των συγκεκριμένων ψηφιακών εργαλείων και σχεδίαση του υλικού, καθώς και στη στάση των εκπαιδευτικών απέναντι στις εκπαιδευτικές καινοτομίες που συμβάλλουν στην επαγγελματική τους εξέλιξη.

Αρχικά, το δείγμα περιορίστηκε μόνο στις 15 συναδέλφους της ερευνήτριας από το φροντιστήριο προκειμένου να εξυπηρετηθούν οι σκοποί της έρευνας. Πιο συγκεκριμένα, το σκεπτικό της έρευνας βασίστηκε στην ιδέα σχεδιασμού ενός υλικού που θα συνδέεται με το διδακτικό βιβλίο του κάθε επιπέδου και θα βοηθήσει τις καθηγήτριες να το προσαρμόσουν πιο εύκολα στη διδασκαλία τους ως επανάληψη της διδαγμένης ύλης. Επιπλέον, εκτός από την διαδικτυακή επικοινωνία μέσω της πλατφόρμας, σκοπός της ερευνήτριας ήταν να επωφεληθεί και της προσωπικής επαφής με τις καθηγήτριες, ώστε να μπορεί να τις καθοδηγεί και να παρέχει βοήθεια όποτε χρειάζεται· κάτι τέτοιο δε θα μπορούσε, λοιπόν, να επιτευχθεί αν συμμετείχαν καθηγήτριες από όλη την Ελλάδα. Συνεπώς, η δυσκολία δημιουργίας υλικού που θα συνδυάζεται με διαφορετικά διδακτικά βιβλία αλλά και η ανάγκη δημιουργίας μια κοινότητας μεικτής μάθησης ήταν οι λόγοι που οδήγησαν στην επιλογή αυτού του δείγματος. Πιθανόν αυτό το περιορισμένο δείγμα να μην αντανακλά την πραγματικότητα των Κέντρων Ξένων Γλωσσών στην Ελλάδα, ως πιλοτική, όμως, έρευνα μπορεί να προσφέρει ικανοποιητικά συμπεράσματα για την προθυμία των καθηγητών να ενσωματώσουν ψηφιακά εργαλεία στις διδασκαλία τους και να θέσει τα θεμέλια για περεταίρω έρευνα.

Οσον αφορά την προετοιμασία του υλικού, η ερευνήτρια έπρεπε να σχεδιάσει πλάνα μαθήματος για όλα τα επίπεδα (A1-Γ2). Το υλικό που δημιουργήθηκε, όμως, ήταν δύσκολο να κατανεμηθεί, καθώς κάποια από τα πλάνα μαθήματος μπορεί να ταιριαζαν σε παραπάνω από μία κατηγορία. Αυτός είναι και ο λόγος που δημιουργήθηκε ένα μόνο γκρουπ στο Edmodo, για να μπορούν οι καθηγήτριες να έχουν πρόσβαση σε όλο το υλικό και να το προσαρμόσουν ανάλογα με τις ανάγκες τους. Επιπλέον, δυσκολία υπήρξε και στο πώς θα ονομαστεί ο κάθε φάκελος που θα περιείχε το υλικό του κάθε επιπέδου, καθώς τα φροντιστήρια Ξένων Γλωσσών στην Ελλάδα συνηθίζουν να ονοματίζουν τις τάξεις (π.χ. A class/A senior). Επομένως, η ερευνήτρια ακολούθησε την κατηγοριοποίηση του Κοινού Ευρωπαϊκού Πλαισίου Αναφοράς (CEFR), εφόσον όλα τα διδακτικά βιβλία βασίζονται σε αυτό. Στις περιπτώσεις, βέβαια, των τάξεων A & B class/senior και οι δύο από τις οποίες αποτελούν το A1 επίπεδο δημιουργήθηκαν δύο φάκελοι A1 επιπέδου και σε παρένθεση σημειώθηκε η εκάστοτε τάξη.

Επιπλέον, το διάστημα που δόθηκε στις καθηγήτριες για την εφαρμογή του υλικού περιορίστηκε στους δύο μήνες λόγω της προθεσμίας υποβολής της διπλωματικής εργασίας. Επιπλέον, η περίοδος που συμφωνήθηκε με τις καθηγήτριες για

την εφαρμογή του υλικού αποδείχτηκε αρκετά πιεστική για εκείνες καθώς συνέπεσε με την προετοιμασία διαγωνισμάτων τριμήνου και δοκιμαστικών τεστ για τις εξετάσεις γλωσσομάθειας το καλοκαίρι. Ο παράγοντας αυτός, σε συνδυασμό με τον αυξημένο φόρτο εργασίας τους, το πιεσμένο πρόγραμμά τους και την έλλειψη χρόνου συνέβαλε στο ότι δεν μπόρεσαν όλες οι καθηγήτριες να κάνουν και τα τρία προτεινόμενα μαθήματα, ενώ καμία δε δημιούργησε το δικό της πλάνο μαθήματος. Μέσω των συζητήσεων με τις καθηγήτριες φάνηκε ότι αυτοί ήταν και οι λόγοι που κάποιες από αυτές προτίμησαν τη διαπροσωπική επαφή από τη διαδικτυακή επικοινωνία. Ευτυχώς, ο αριθμός ήταν μικρός και εν μέρει δικαιολογείται από το γεγονός ότι δεν έχουν συνηθίσει σ' αυτόν τον τρόπο επικοινωνίας.

Εκτός από τις συζητήσεις που πραγματοποιήθηκαν μέσω του Edmodo, έλλειψεις παρατηρήθηκαν και στο ερωτηματολόγιο. Πιο συγκεκριμένα, κάποιες καθηγήτριες παρέλειψαν να απαντήσουν τις ερωτήσεις ανοιχτού τύπου, γεγονός που είναι περισσότερο αισθητό σε μία απάντηση καθηγήτριας σύμφωνα με την οποία δεν αποκόμισε τίποτα ως άτομο/εκπαιδευτικός από την ενσωμάτωση την συγκεκριμένων εργαλείων. Η συγκεκριμένη απάντηση είναι απογοητευτική αν αναλογιστούμε ότι κατά τη διάρκεια των συζητήσεών τους στο φροντιστήριο τα σχόλια τους αναφορικά με το υλικό και την επίδραση αυτού στους μαθητές ήταν πολύ ενθαρρυντικά. Τέλος, λόγω του συγκεκριμένου ωραρίου της, η ερευνήτρια δεν μπόρεσε να παρακολουθήσει το μάθημα κάποιας άλλης συναδέλφου έτσι ώστε να έχει μια πιο ολοκληρωμένη άποψη.

## 7. Προτάσεις για περεταίρω έρευνα

Παρόλο που τα αποτελέσματα της έρευνας ήταν ενθαρρυντικά, υπάρχει χώρος για περαιτέρω έρευνα. Πιο συγκεκριμένα, μία παρόμοια έρευνα θα μπορούσε να περιλαμβάνει μεγαλύτερο δείγμα – καθηγητές Αγγλικών από τον δημόσιο ή/και τον ιδιωτικό τομέα – και κατ' επέκταση έναν συνδυασμό μεθόδων, όπως οι παρακολουθήσεις σε τάξεις και οι συνεντεύξεις σε μαθητές. Επιπρόσθετα, θα μπορούσε να διερευνηθεί κατά πόσο το βίντεο συμβάλλει στην ανάπτυξη άλλων δεξιοτήτων, εφόσον αυτή η έρευνα απέδειξε ότι οι καθηγήτριες πιστεύουν ότι συμβάλλει στην ανάπτυξη του λεξιλογίου, της κατανόησης προφορικού λόγου και της γραμματικής.

Αναφορικά με το Edmodo, θα μπορούσαμε να συμπεράνουμε ότι η κοινότητα πρακτικών και μεικτής μάθησης που δημιουργήθηκε θυμίζει κατά πολύ το Μοντέλο των 5 Σταδίων (Five Stage Model) που περιγράφει η Gilly Salmon και τα οποία

συντελούν στην επιτυχημένη διαδικτυακή μάθηση. Σε πρώτο στάδιο, η ερευνήτρια, λειτουργώντας ως συντονίστρια της διαδικτυακής κοινότητας, έδωσε πρόσβαση και μετέπειτα καλωσόρισε τις καθηγήτριες στην ομάδα. Σε δεύτερο στάδιο, προσπάθησε να χτίσει τη μεταξύ τους διαδικτυακή επικοινωνία δημιουργώντας μία κοινή συνομιλία όπου τους έστελνε μηνύματα αναφορικά με το υλικό ή ιδέες που θα μπορούσαν να μοιραστούν οι ίδιες. Μ' αυτόν τον τρόπο, λοιπόν, επετεύχθη και το επόμενο στάδιο, καθώς οι περισσότερες καθηγήτριες ανταποκρίθηκαν και μοιράστηκαν τα σχόλια τους και ιδέες για περεταίρω δημιουργία νέου, ενώ η συντονίστρια τις ενθάρρυνε συνεχώς προς αυτή την κατεύθυνση. Επομένως, συνέβαλλαν και οι ίδιες στα δύο τελευταία στάδια, καθώς κατασκεύασαν γνώση η οποία παίζει σημαντικό ρόλο στην επαγγελματική τους εξέλιξη. Ο βαθμός αλληλεπίδρασης μεταξύ των καθηγητριών θα μπορούσε να είναι πιο υψηλός αν μοιράζονταν όλες οι καθηγήτριες τις δικές τους προτάσεις. Επομένως, αυτή η κοινότητα μεικτής μάθησης θα μπορούσε να μετατραπεί σε μία κοινότητα μόνο διαδικτυακής μάθησης που θα περιλαμβάνει και καθηγήτριες από διάφορα μέρη του κόσμου, πρόταση η οποία καταγράφηκε και στο ερωτηματολόγιο. Το συγκεκριμένο, βέβαια, μοντέλο, θα μπορούσε να εφαρμοστεί αποτελεσματικά και σε μία μαθητική κοινότητα, δίνοντας τους το κίνητρο για έναν διαφορετικό τρόπο μάθησης μέσα από την πλατφόρμα Edmodo.

Εν κατακλείδι, μελλοντικές έρευνες θα μπορούσαν να εστιάσουν περισσότερο στο κατά πόσο το Edmodo μπορεί να γίνει μία ανοιχτή εκπαιδευτική κοινότητα που θα διευκολύνει τη διαδικτυακή μάθηση και θα συντελεί σε ακόμα πιο αποτελεσματική κατασκευή γνώσης. Συγχρόνως, θα μπορούσε να εξεταστεί και ο βαθμός κατά τον οποίο τα Κέντρα Ξένων Γλωσσών ή και τα δημόσια σχολεία στην Ελλάδα είναι πρόθυμα να ενσωματώσουν μία τέτοια πλατφόρμα, περιλαμβάνοντας όχι μόνο δασκάλους και μαθητές, αλλά και γονείς, βαδίζοντας μ' αυτόν τον τρόπο στην ψηφιακή εποχή της μάθησης και της διδασκαλίας.