

The use of digital tools during lockdown 2.0

After an eye-opening yet rewarding experience of teaching online throughout the global pandemic, I have decided to write about “My Teaching Journey during Lockdown 2.0”. I would like to share some platforms/ digital tools and ideas that I used during teaching and learning remotely which can also be used and adapted to face-to-face teaching.

I am very passionate about using and integrating digital tools and platforms into the teaching and learning environment and to make the lessons more engaging and meaningful. This passion has made my online teaching journey run smoothly, enjoyable and engaging.

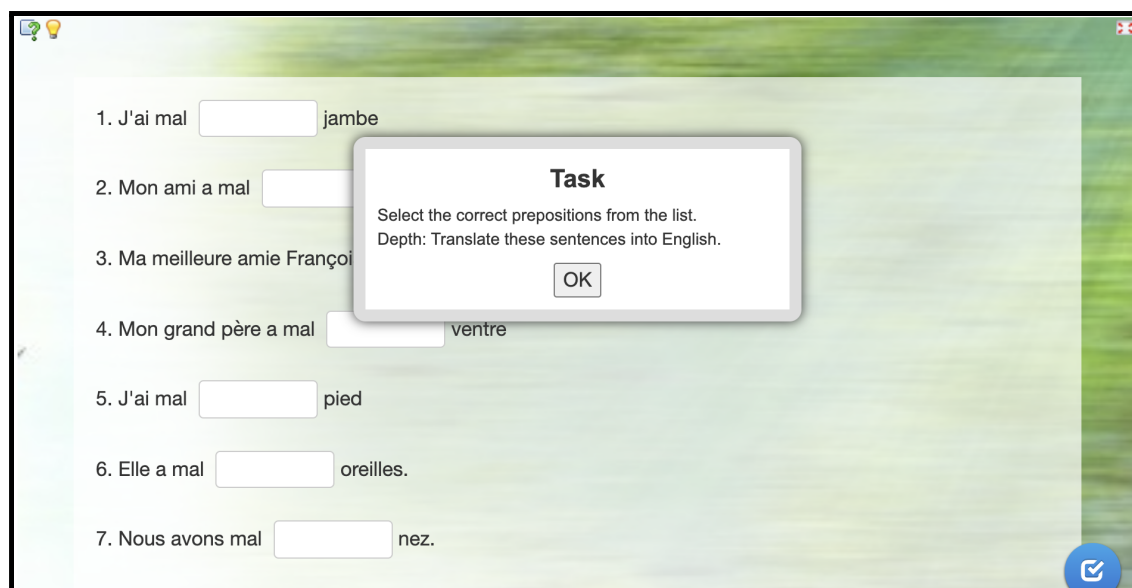
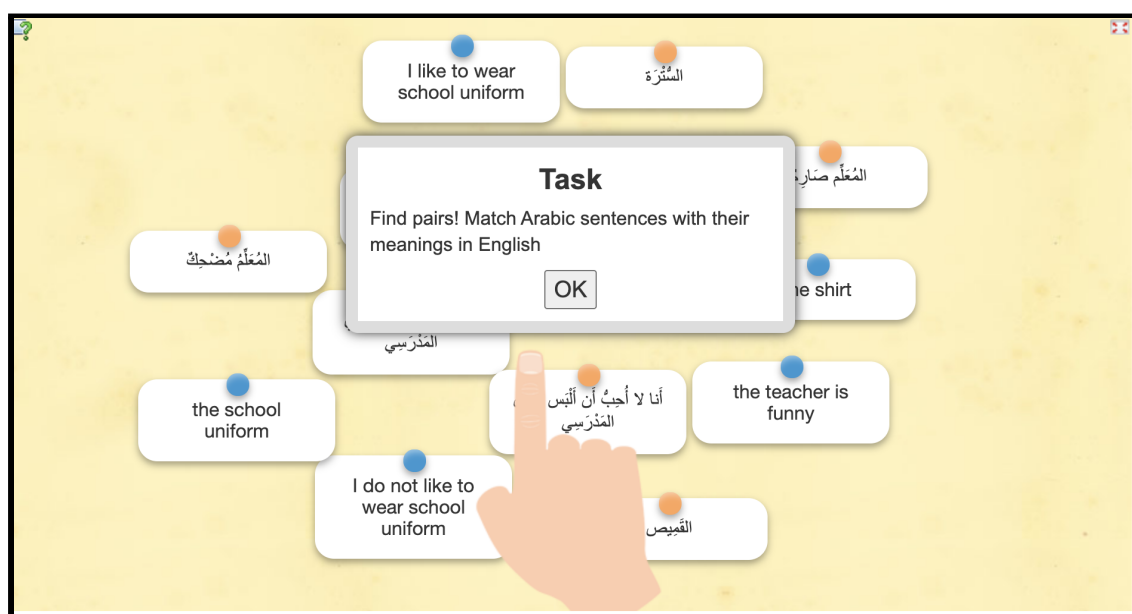
Thanks to the ALL webinars that I attended, mainly during the first lockdown, I attended webinars that were delivered and presented by teachers for other teachers to benefit from and collaborate with. They were from very inspiring teachers who wanted to share their knowledge and expertise to help other teachers who were also enthusiastic to implement new platforms, new pedagogy and new ways of teaching and learning.

I am aware of the time constraints in teaching and learning, so my golden rule, when creating activities using digital tools, is to reuse resources that I have already created previously to deliver my lessons and **not to reinvent the wheel**.

LearningApps:

This is one of my favourite platforms that I used during remote teaching and I am still using it during face-to-face teaching. This application also promotes independent learning and self-assessment. The good thing about this tool, it can be adapted to all key stages, it can be differentiated and it is also very visual and friendly for students with SEND.







I used this platform to practice vocabulary or chunks of sentences that students have learnt during their previous lessons. The answers are embedded and created for students to be able to assess themselves, hence, students obtain immediate feedback.



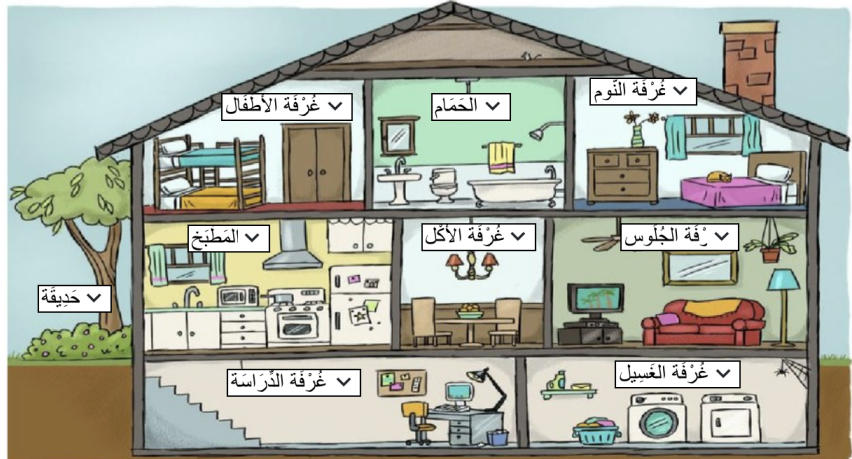
Once again on this website you can create auto graded worksheets that can be assigned through Google classroom or simply the link of these worksheets can be shared with your students. These worksheets include hinge questions which are questions that are quick to answer and they are also an effective AfL that inform teachers of whether it is a good and appropriate time to move on to the next lesson or recap the lessons and re-teach some parts of the lessons to close the gap of knowledge and tackle misconceptions. This platform is as effective as LearningApps where students obtain immediate feedback.

To create the activities shown below, I used resources from my Google slides and saved so much time when creating these auto- graded worksheets.

Choose the correct word in Arabic to match the picture

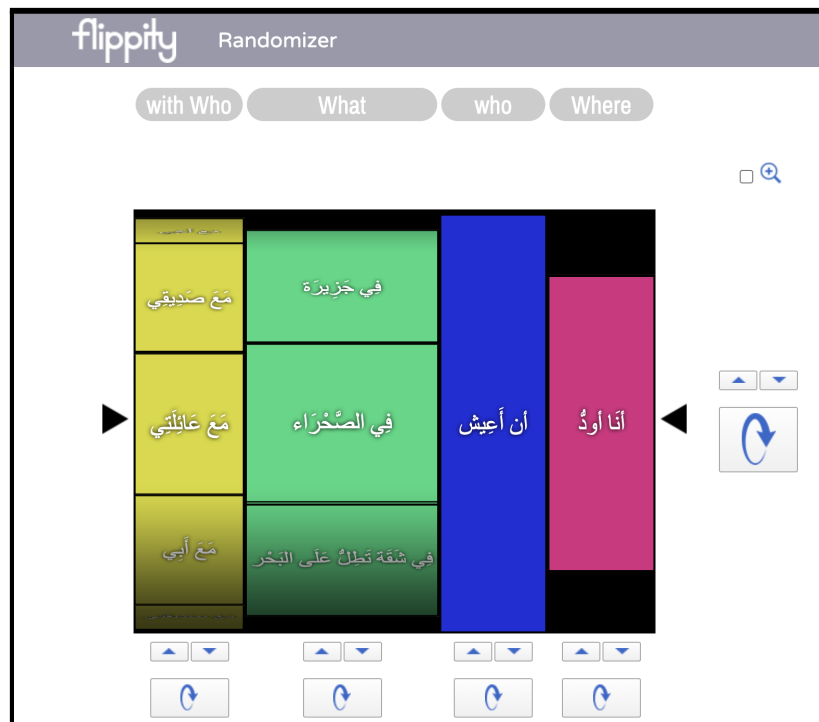
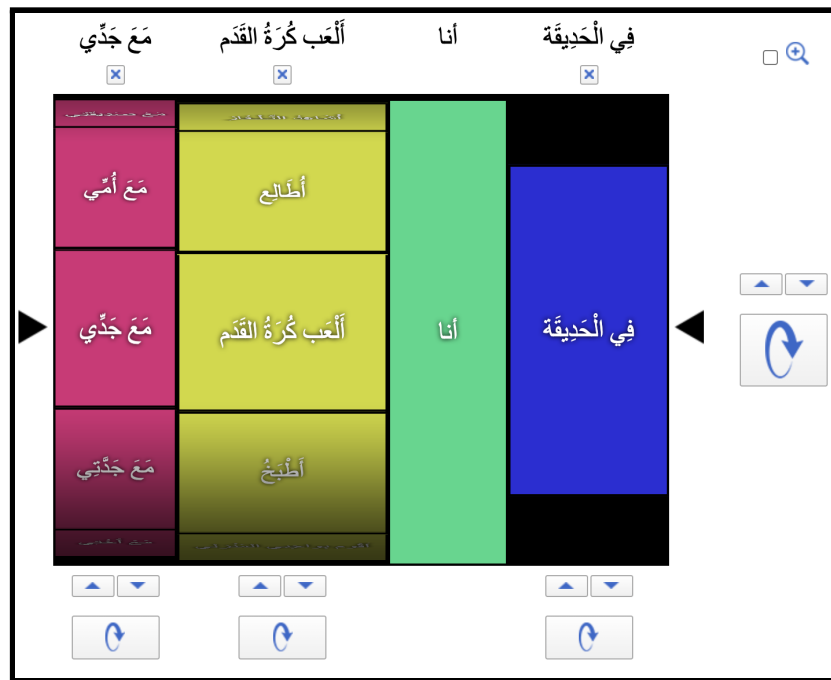
		
<input type="text" value="المدينة"/>	<input type="text" value="العاصمة"/>	<input type="text" value="الغابة"/>
		
<input type="text" value="الصحراء"/>	<input type="text" value="الريف"/>	<input type="text" value="البحر"/>

Choose the correct word to label the house rooms/ areas.



Flippity.net (Randomiser)

I used this activity to promote speaking in a fun and engaging way. I used a chunk of vocabulary that was introduced previously and repeated in different lessons. In this activity, students click on the levers to shuffle the sentences and make an appropriate sentence by choosing words/ sentences from different columns. Luckily our students are provided with chromebooks, therefore they are able to independently access this activity in pairs during the lesson. This activity can also be adapted to all key stages.



Once again to promote independent learning and speaking skills, the activity below was created for my French KS3. I have created this activity by recycling the language that was previously learnt.

flippity randomizer

when who what (activity) with with who?

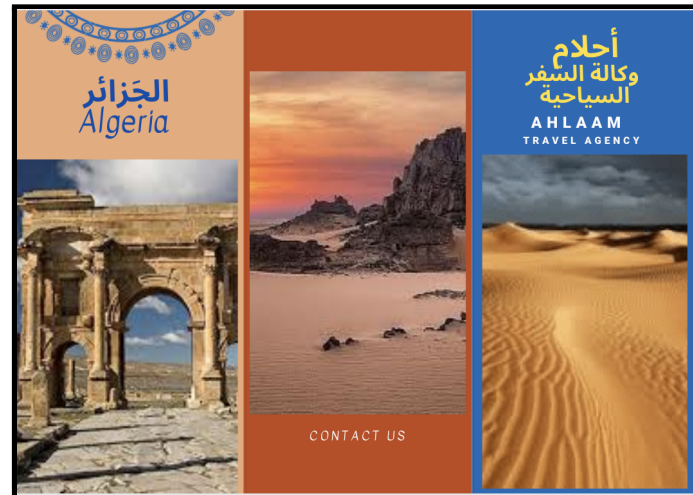
avec

Pendant mes dernières vacances	tu as	visité des musées (visited the museums)	avec	mes amies (my friends)
Pendant les vacances....	j'ai	mangé dans un restaurant. (ate in the restaurant)		mes parents (my parents)
L'automne dernier	elles ont	joué au beach volley (played volleyball)		
		lu des livres		
		fait de l'escalade		

Navigation controls: arrows and refresh buttons for each column.

Intercultural Awareness and Canva.com

In my Year 11 class, we did an activity where we embedded culture into our lessons. In this lesson we had to search for Arab countries' information and facts to create a leaflet for a travel agency. Students had the opportunity to present their findings in different ways, some of them preferred to use Google slides and others preferred to use canva.com.




Wheels of Names and Quickfire translation

My students really enjoy this activity. It is a very effective retrieval practice task and also a very effective task for AfL. Students are divided into two differentiated teams. Their names are placed in the wheel. The wheel randomly picks the pupil's name to translate the sentence that is in the grid below. The adverse team picks the number of the sentence for the pupil to translate.

This activity can be adapted to any language and to all key stages. I used it with my Y11s to practice their speaking. The grid had differentiated speaking questions that students had to answer them in the target language.

Quickfire translation

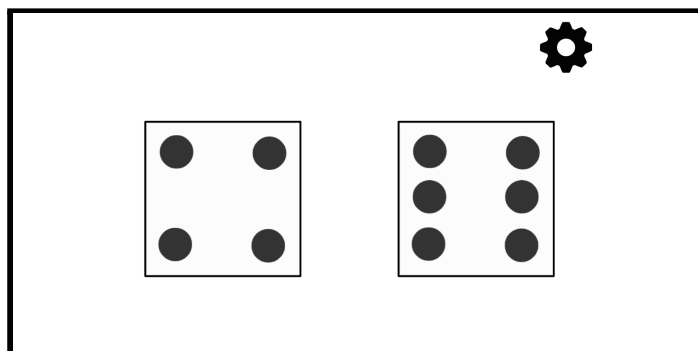
الفريق الأزرق	الفريق الأحمر



الفريق الأزرق	الفريق الأحمر
5	3+3+1+3=10

5 points	3 points	1 points	Quickfire Translation	Assessment time
1	2	3	4	
لَطِيفٌ	رَبْطَةُ عُنُقٍ	أَنَا حَجُولٌ وَ لَكِنْ نَشِيطٌ	هَذِهِ أُخْتِي اسْمُهَا مَرْيَمٌ	
5	6	7	8	
الزَّيُّ الْمَدْرَسِي مُرِيحٌ	حِذَاءٌ أَسْوَدٌ	يُوجَدُ فِي عَائِلَتِي أَرْبَعَةُ أَفْرَادٍ	صَدِيقِي كَسُولٌ	
9	10	11	12	
أُخْتِي	هَذِهِ عَمَّتِي اسْمُهَا فَاطِمَةُ	جَدِّي	فِي رَأْيِي أَنَا مُسْلِي	
13	14	15	16	
الشَّيْءُ الْمُفْضَلُ لَدَيَّ هُوَ الْهَاتِفُ الذَّكِيُّ	أَبِي ذَكِيٌّ وَمُسَاعِدٌ	أَنَا لَسْتُ فَرَنْسِي	الزَّيُّ الْمَدْرَسِي	

The online dice



In the following activity, my kids had to practice their French vocabularies/ sentences on the topic of holidays and free time activities. As shown below, I created a grid of 36 differentiated words/ sentences in French/ English. Students are invited to play this game as follow:

1. The class was divided into two differentiated teams.
2. Teacher/ student rolls the virtual dice.
3. The number that will land on is the square that should be translated.
4. For instance, if the dice fall on (1,6), this corresponds in the grid, to the square (**je vais voyager la semaine prochaine**).
5. I'll invite a pupil to translate this sentence into English. If he/ she gets the translation correct, he/ she will win a point for the team.

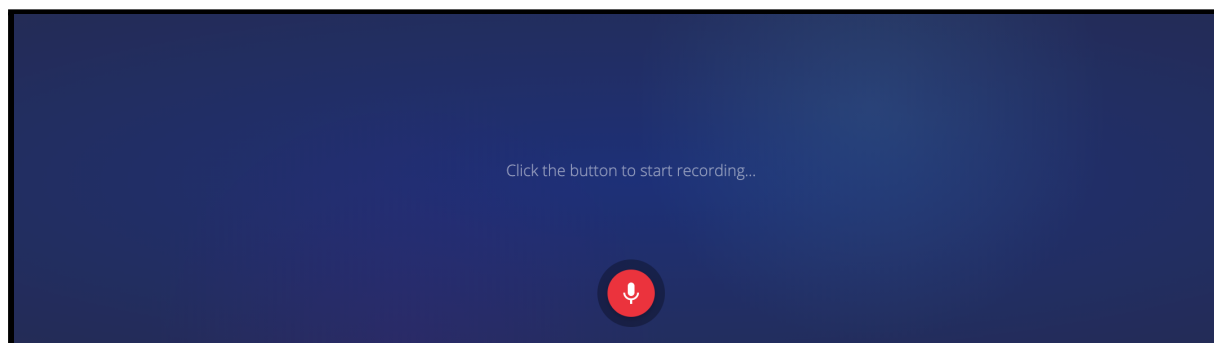
NB: I'll start with the pupils that are more confident to play/ translate, then I'll move on to pupils who are less confident. (it can also be played in pairs)

This activity once again can be adapted to all key stages bearing in mind the complexity of the language used.

left dice						
right dice						
	Je joue au volleyball	hier	Je visite les monuments	Je fais de la natation	je fais du cyclisme	le weekend dernier
	Je traîne avec mes copines	Je vais à la plage	Je regarde la télé	J'ai joué au foot	l'été dernier	il traîne avec ses copains
	Je fais du sport	l'avion	Je joue sur ma Playstation	Je sors avec mes amies	J'ai visité les monuments	ils ont
	Je ne fais rien	j'ai fait du cyclisme	Je lis des livres	ils sont	l'année dernière	ils ont fait des achats
	Je voyage avec ma famille	la voiture	nous sommes	elle voyage avec sa famille	la semaine dernière	elle a fait du sport
(1,6)	je vais voyager la semaine prochaine	Je vais au cinéma	il a fait des achats	elle fait de la natation	Je suis allé au cinéma	J'ai visité les monuments

Online Voice Recorder.com

To promote listening skills, I converted written texts to listening activities by recording my voice using the “Online Voice Recorder” website. I then created differentiated listening tasks/audios by recording different paragraphs to cater for students with different abilities.



Quizlet

I used Quizlet for homework assignments and for classroom learning to practice vocabulary and chunks of sentences learnt in previous lessons. I have also used 'Quizlet Live' to create fun and inspire competition between my students during the lesson. Students play 'Quizlet live' after practicing their vocabularies/ sentences.

Kahoot:

Kahoot is one of my students' favourite games that they enjoy playing. Thus I create meaningful tasks for retrieval practice which enable my students to revise through them while they are having fun.

By N. Benhalima

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Passionate about learning and teaching languages and enthusiastic about transferring this passion to the classroom.