E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012

Incorporating Technology into EFL Teaching: Promoting English Outside of the Classroom,
A Workshop for Teachers of Colleges of St. Petersburg
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This project describes a 4-day face-to-face workshop for English language teachers that will take place in St. Petersburg, Russia on January 21-28, 2013. It will be a part of additional compulsory teacher’s development courses which teachers need to complete every five years. Participants of the workshop will be 25-30 English language teachers of colleges of St. Petersburg. Content of the workshop will also be used as an additional program of teaching for pre-service teachers in two Pedagogical colleges of St. Petersburg. The training content of the workshop comes from the U.S. Department of State E-Teacher Scholarship Program course Methods Course I: Best Practices in TESOL taken at the University of Maryland, Baltimore County (UMBC) in winter 2012 and the E-Teacher Professional Development Workshop 2012 at UMBC, July 21 – August 11, 2012. During the workshop, teachers will acquire knowledge of modern technologies and tools that may be used in their classrooms to help students develop 21st century skills and to help them practice English outside the classroom. Using multimedia tools for classroom activities to extend learning will better meet the expectation of a new generation of students who need to develop not just English language competency but also life skills for success in a 21st century world that is technology and media-driven. The 21st century paradigm for learning is marked by access to an abundance of information; it is not confined to the four walls of a traditional classroom. Rapid changes in technology and technological tools for learning are ripe for collaboration and communication in English on a global scale. Thus, ELLs need to acquire skills for the new millennium that effectively position learners for success inside and outside of the local context. After the workshop, teachers will be able to create and manage a free web-based learning environment on the base of Nicenet, evaluate available Internet resources and organize students’ conferencing. Participants will also know about the role of technology in modern classroom.

Host: State Municipal Petrovsky College of St. Petersburg, Russia

Participants: 30 EFL teachers from colleges of St. Petersburg who have been teaching for more than 10 years

Program: 4-day professional development workshop

Schedule: January 21-28, 2013

Goals: The goals of the workshop are to:

- Introduce trainees to the ideas of necessity to use technology in class;
- Introduce trainees to the latest EFL teaching approaches in using technology in EFL classes; and
- Enhance trainees’ skills of combining technology (i.e. multimedia, Nicenet) into their EFL classes.
**Problem Identification**

In the 21st century, the role of technology in the classroom is much spoken about. Educators mention both advantages and disadvantages of using technology in the classroom but one thing is evident – technology should be used in modern classrooms to support a new teaching paradigm (Prensky, 2008). Evidence of the above thesis comes out of the fact that new generation of students differs from the generation of their teachers, as Prensky says, “today’s students are no longer the people our educational system was designed to teach” (Prensky, 2001).

This means that teachers should be prepared to teach students using new technologies and tools. However, in Russia, one of the problems English language teaching faces is that many teachers, especially those who have been working for more than 10 years, do not have updated knowledge about 21st century approaches to learning and better awareness of how to use modern technologies, tools and internet resources. This problem was not a major issue until recently, when the Ministry of Education of Russia began investing in equipping secondary schools and colleges with modern technology such as internet and multimedia. Schools now have the technology, but teachers are not up-to-speed with how to incorporate technology into their classroom instructional materials. In addition to the challenge of encouraging Russian teachers to utilize modern technology, there are other ELT issues this program will address that will improve classroom practice:

- not enough class time in state schools’ syllabus to provide students with an adequate level of language practice;
- significant interference of the first language that does not allow students to be in the English language environment outside classroom (dubbed films, preferred using of local social networks operating in native language, lack of or high prices on books and newspapers in English);
- lack of motivation among state school students to learn English due to the fact that they do not see themselves using foreign languages in their future lives and due to the fact that there is no compulsory English language exam required by the Educational Standards at the moment.

This workshop should show teachers that they can raise students’ motivation through contextualized language learning that is interesting, authentic, and relevant to the learners. In addition, teachers can develop more efficient classroom time, master skills for using multimedia tools, and advocate the use of English outside of the classroom.

**Contextual Analysis**

The workshop will be conducted at Petrovsky College, one of 80 state colleges of St. Petersburg. The college is managed by the City State Department of Education. There are more than 2000 students, 300 teachers and 4 educational departments; one of them is Department of Modern Technologies. Last year a program of re-equipment of the college was started and it should be finished by the beginning of the academic year 2012-2013.

**Learner Analysis**

Participants of the workshop are 15 English language teachers from Pertovsk College and 15 English teachers from other colleges of St. Petersburg that have been teaching for more than 10 years. Most of them have basic computer skills. However they do not use any technology in their classrooms. There are some reasons for that; one of the reasons is that teachers do not have sufficient information on available technologies, tools and their use as well as are not skilled in this area. Teachers might also have no desire to invest their free time in learning new information. The content, practice and subsequent implementation of new knowledge which will be received in the course of the workshop will be necessary for participants to successfully pass their annual evaluations.

Information about participants was received from the Department of Public Education of St. Petersburg and Petrovsky College Management.

**Content Analysis**

The workshop will enable participants to know how to use some of the most current learning technologies, i.e. multimedia and the internet as a language resource, how to evaluate and select websites, how to
make the most out of common office software, and how to further extend school projects using learning technologies. This knowledge and future implementation in English classrooms will offer teachers and students a novel classroom learning experience, increase interpersonal communication in English among students, and develop proficiency in speaking and writing. The workshop will include resources and materials from the E-Teacher Professional Development Workshop (Summer 2012) at the University of Maryland, Baltimore County E-Teacher Summer Institute.

Handouts and worksheets will be prepared for all participants. Activities will be designed. Tools to practice creating internet classroom on the base of Nicenet and participating in it will be arranged.

**Delivery Analysis**

The trainer will use mini-lectures, presentations, and the experiential approach in order to achieve better results within the timeframe of the workshop. Participants will be involved in online communication and will be asked to do online tasks in Nicenet, an Internet classroom.

Informational background supported by printed handouts will be provided to teachers in the first day of the workshop.

**Project Plan**

The proposed schedule of the workshop is as follows:

**Pre-training stage**

1. Recruiting trainees – by the end of November, 2012. Trainees should inform organizers if they need computer to be provided.
2. Conducting a pre-workshop survey to evaluate the actual level of trainees’ familiarity with technological tools and their expectations of the workshop
4. Preparing handouts, checklists, rubrics that will be used in the course of workshops – by January 17, 2012.
5. Preparing a model to follow which will help teachers to write paragraphs – by January 17, 2012.
6. Selecting internet resources to make a bank of ready-to –use content which will be presented to trainees in the course of workshop – by January 17, 2012.

**Training stage**

1. First workshop January 21, 2013 9 am – 11 am
2. Second workshop January 23, 2013 9 am – 12 am
3. Third workshop January 25, 2013 9 am – 12 am
4. Fourth workshop January 28, 2013 9 am – 12 am

**Design**

The overall purpose of this series of workshops is to equip experienced teachers of secondary schools and colleges with background knowledge about two ways of using technology (multimedia, Nicenet) to continue developing writing and speaking skills among students and to expand the English language classroom.
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<thead>
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<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
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<tr>
<td>1. By the end of the 1st day of workshop trainees should be able to</td>
<td>Using Technology in ESL teaching: why T should be used how T can be used</td>
<td>Mini lecture on using Technology in the English lesson classroom; Group discussion about advantages and disadvantages of using T in English lesson classrooms</td>
<td>Each trainee should present reflective journal on the topic “New generation of students – new ways of teaching”</td>
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<td>recognize the needs of using technology in their classrooms as well as to</td>
<td>advantages and disadvantages of using T in English lesson classrooms</td>
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<td>be aware of its advantages disadvantages.</td>
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<td>2. By the end of the 2nd day trainees should be able to examine and apply</td>
<td>Flipped classroom in modern teaching</td>
<td>Trainer’s presentation of flipped lesson using mini-video film</td>
<td>Group demonstration of flipped lesson based on a mini-film</td>
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<td>“flipped classroom” strategy in teaching grammar and speaking.</td>
<td>Flipped classroom in ELT</td>
<td>Examination of available ready-to-use content on the web (mini-films)</td>
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<td>3. By the end of the 3rd day trainees should be able to set up a class on</td>
<td>Using Nicenet in ELT Writing paragraphs</td>
<td>Experiential activity: trainees set up their own classes on the Internet Classroom Assistant (Nicenet) trainees participate in internet classroom discussion writing one paragraph each for suggested topic</td>
<td>Each trainee should announce a topic in his Internet Classroom based on his institution’s teaching plan and write one paragraph demonstration conferencing</td>
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<td>the Internet Classroom Assistant (Nicenet) and apply it in building</td>
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<td>students’ writing skills by conferencing.</td>
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<td>4. By the end of the 4th day trainees should be able to present what they</td>
<td>Micro-teaching</td>
<td>Presentation of lesson plans and one stage activity Peer and trainer observation</td>
<td>Each trainee should present a mini-lesson on a topic on his Internet Classroom demonstrating application of knowledge gained from workshop</td>
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<td>developed for implementation in their local classroom context.</td>
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**Rationale for Sequence**

These three workshops were created with the purpose of showing teachers who have been teaching English for many years and have great experience but do not use technology in their classrooms, some ways to start using Internet Classroom and mini-films in their teaching practice. Using Technology is impossible without teachers’ understanding of some peculiarities of modern students or the fact that modern students think and process information fundamentally differently from their predecessors. Using mini-films and pre- and after- watching activities will make teachers more familiar with internet resources and ways to use them. After such initial training, using Internet classroom facility (Nicenet) will not be very complicated for trainees.
**Development**

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<th>Description</th>
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<tr>
<td>1. <strong>Gain attention</strong></td>
<td>- Ask a question: “Native Digital or Digital Immigrant – who/what are you?”&lt;br&gt;- Introduce the topic of the workshop and explain what these words mean “Today’s students are no longer the people our educational system was designed to teach” (Prensky, 2001).</td>
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<td>2. <strong>Inform learners of objectives</strong></td>
<td>- Ask participants about their expectations of the workshop&lt;br&gt;- Inform them that by the end of the workshop they should be able to recognize the needs of using technology, such as multimedia and Nicenet, in their classrooms as well as to be aware of its benefits and weak points.</td>
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<td>3. <strong>Stimulate recall of prior learning</strong></td>
<td>- Ask questions on the previous experience of trainees in using modern technology in their professional and family lives, e.g. “What gadgets do you buy for your children?” “Do you know why they spend so much time using gadgets?” “Do you know how to use these technologies?” “Would you like to?”</td>
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<td>4. <strong>Present the content</strong></td>
<td>- Present a mini-lecture based on the articles of Prensky “Digital Natives, Digital Immigrants” and “The role of Technology in Teaching and the Classroom”&lt;br&gt;- Present of a handout of advantages and disadvantages of using technology in modern classroom.</td>
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<td>5. <strong>Guide learning</strong></td>
<td>- Checklists, rubrics, and guidelines for learning expectations to set up group work and to prepare participants for the role play. Trainees of one group think all together about benefits of using multimedia and internet in the classroom, trainees of the other group think about weak points of using technology in the classroom.&lt;br&gt;- Provide template handouts for teachers to record their lists or use poster paper&lt;br&gt;- Lead each small group to report back to the whole group</td>
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<td>6. <strong>Elicit performance (practice)</strong></td>
<td>- Act out a role –play between a teacher that doesn’t use any technology in class and new generation learner on how to teach in the 21 century. Role of the teacher is to defend lessons given without any support of technology; the role of student is to defend the approach of using multimedia and Internet resources in English classroom.</td>
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<td>7. <strong>Provide feedback</strong></td>
<td>- Provide feedback as participants act out their role-play and defend their opinions.</td>
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<td>8. <strong>Assess performance</strong></td>
<td>- Ask trainees to individually write reflective journal “New generation of students – new ways of teaching”.</td>
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<td>9. <strong>Enhance retention and transfer</strong></td>
<td>- Trainer and participants summarize in discussion what has been learned and how it can be transferred to their teaching practice.</td>
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**Implementation Checklist:**

**Items**
- A laptop for trainer
- Computers for participants
- Projector
- Internet connection
- Flipcharts (5)
- Markers
- Cards for participants names
- A4 paper
- Pens

**Tasks**
- Photocopying handouts, templates, checklists
- Checking functioning of equipment and internet
- Preparation a list of all participants names
- Arranging coffee breaks

**Evaluation**
Evaluation of the program includes both formative and summative evaluation:
- two individual assignments and one group demonstration
- micro-teaching sessions
- lesson plan
- White-Program observation of trainees with feedback
- End-of-Program Questionnaire
- Post-Program email survey and feedback from the trainees

The following outcomes of the program should be evaluated by trainer:
- Learning as a result of a program--trainees prepare one group demonstration, a lesson plan and present a mini-lesson
- Changes in behavior of trainees as a result of a program will be evaluated by analysing reflective journals which trainees write individually
- Trainees’ satisfaction with the program will be evaluated by End-of-program Questionnaire
- Possible effects of the program will be evaluated by post-program email interview which will be conducted within 3 months after the workshop (by May 10, 2013)

**References:**
3. Evaluation of web resources – Answer sheet British council. Based on criteria from former British Educational Communications and Technology Agency.
Online tools:
1. www.nicenet.org
2. www.youtube.com
3. www.google.com
4. https://sites.google.com/site/links4materials/