Multimedia in Language Learning Teacher Notes

Seminar 16 | Halis Bereket | BEREKET ELT Archive

Practical classroom guidance for adapting the seminar examples. Choose tasks according to your learners, language aim and available equipment.

Planning the task

Specify the class and level. Write a language aim that can be observed, such as describing a plant with relevant details. Select the media after deciding the task. Plan a response from every learner and decide how to check it.

Picture activity

Aim: describe visible details and support an interpretation. Suggested level: A2 to B1. Show the flower photograph from the supplied picture collection. Give observation time, collect descriptions and then invite guesses about the setting. Support A2 learners with petal, leaf and stem. Extend with a comparison or a short caption.

Listening activity

Aim: understand a suggestion, a time and a responsibility. Suggested level: A2. Read or record the dialogue on slide 11. Keep the transcript hidden for the first listening. Ask what the speakers are planning, when they will do it and who will bring the watering can. Collect responses before showing slide 13.

Answers: water the garden; in the evening; Mina. Follow-up: pairs plan another helpful activity and agree on a time and responsibilities. The PDF contains the dialogue text. Read it aloud or play a separate recording while keeping the transcript hidden.

Video activity

Choose a short appropriate clip with a clear event or action. Give one viewing question. Pause for a learner response and watch again to check a detail. Ask learners to retell the sequence. The seminar explains the routine without embedding an external clip.

Student project

Suggested project: three slides about a plant, place or helpful routine. Students use original photographs and brief captions, with optional narration. Classmates ask one relevant question. Assess whether the language is understandable, the media support the message and the presenters can respond to a question.

A simple assessment rubric

Score each criterion from 1 to 3: language clarity; relevance of media; task completion; response to a question. 1 means substantial support is needed, 2 means the main aim is met with some support, and 3 means the learner meets the aim clearly and independently. Use comments to suggest one improvement. Do not grade expensive equipment or decorative effects.

Access and technical preparation

Test the presentation on the intended device. Check speaker volume and screen readability. Offer a transcript after the listening task. Use captions when they suit the video task. Prepare a printed version and an offline backup. Check whether students can use the resource at home.

Participant workshop

Pairs design an activity for a class they teach. Specify level, aim, media, before/during/after tasks, expected output, checking method and backup. Allow eight minutes to plan and four minutes to share with another pair.

Evaluation checklist

Does the task meet the language aim? Can learners follow the instructions? Do the media help them carry out the task? Is every learner expected to respond? Can learners check or improve their work? What will you change after the first trial?

Using the archive responsibly

The supplied historical materials inform the seminar approach. This new package uses an original listening dialogue and a selected nature photograph instead of reproducing complete coursebook pages. Use your own or appropriately authorised material for future examples. Keep identifiable student information out of publicly shared resources.

Background and presentation use

The PDF presentation and MP4 promotional video use the same generated multimedia background picture. The picture demonstration uses a photograph from the supplied archive. Separate Speaker's Notes accompany the 24-slide PDF presentation. The MP4 video includes an audio track.