

# Enriching language development at all levels with inclusive, global materials

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**Future of English Language  
Teaching Conference** **ONLINE**







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COLLEGE LONDON

# Using video in ELT



**Adam Scott**

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Sensations English

**Enriching language  
development at all levels  
with inclusive,  
global materials**





# Padlet link: [bit.ly/FutureOfELT2021](https://bit.ly/FutureOfELT2021)



teachadam • 1m

## Future of ELT 2021 Adam Scott – Enriching language development at all levels with inclusive, global materials

Made with a curious mind

### Slides



### Activity 1

Watch the video at Elementary and then again at Advanced

What do you notice about the news format's:

- Positive representations
- Inclusive values
- Language content

How could you use this video for critical thinking?

#### Beatboxing Buddhist monk

Elementary video:

<https://sensationsenglish.com/video/1f1pw1c/1>

Advanced video:

<https://sensationsenglish.com/video/1f1pw1c/5>

### Activity 2

What elements of GRADRS and SUL intersect in these 2 videos?

Singapore solar farms:

<https://sensationsenglish.com/video/B5ygN1/2>

Elephants vs avocados:

<https://sensationsenglish.com/video/Uqi5V0/3>

### Activity 3

What would you plan for ... using this news video at B2 level.

**Nigerian ballet school video B2**

Keep in mind what positive representations and inclusive values are embedded in the report.



#### Video Transcript

Read to learn English - 10th August 2020 - 10:10

**Nigerian ballet school**  
Ballet for all in Nigeria - 6th August 2020 ...  
sensationsenglish

### Positive representations

The six main equality areas

**Gender**  
**Race, ethnicity, culture**  
**Age**  
**Disability**  
**Religion or belief**  
**Sexual identity**

Additional areas

**Socio-economic background**  
**Urban and rural realities**  
**Linguistic diversity**

Inclusive values

Key concepts for EDI in ELT

inclusive assessment  
**INCLUSIVE LANGUAGE**  
universal design for learning  
**access and engagement**  
special educational needs  
anticipatory adjustments  
**NEURODIVERSITY**  
LEVEL OF ENGLISH

### What can news do?

News is ...

**Objective** – sensitive representation

**Global** – coverage and voices

**Accessible** – multi-level and multisensory

**Relatable** – person-centred

**The focus of news**

Provides person-centred content  
Offers examples of universals

**The effect of news**

Connects to our life experience  
Encourages developing of schema  
Looks for equivalents from our world view



### Critical thinking

I did the Beatboxing Buddhist Monk story with youngish learners (12 yrs) with the aim of getting their critical thinking going about religion (not their religious views, but religion itself). It went really well. I got to see them as more colourful thinkers - I felt that I had given them a blank sheet to colour with their opinions (as a break from their typical English classes). It also drew my attention to some of students' 'grey' thinking - based on stereotypes. Other students in class even called them up on this, encouraging them to think more colourfully, i.e. to recognise and avoid stereotyping. It definitely gave me more insight into how their minds work!

**Bloom's taxonomy and lower/higher order thinking skills**



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ENGLISH



# Overview

## Introduction

Positive representations

Inclusive values

## News

Integrate equality

Provoke critical thinking

Encourage intersectional approaches





# Overview

## Learning

Ways all learners can develop

Global voices

Sensitive representations

Memorable and empowering development





# Positive representations



**G**ender

**R**ace, ethnicity, culture

**A**ge

**D**isability

**R**eligion or belief

**S**exual identity

**S**ocio-economic background

**U**rban and rural realities

**L**inguistic diversity





# Inclusive values

inclusive assessment

***INCLUSIVE LANGUAGE***

universal design for learning

**access and engagement**

special educational needs

**anticipatory adjustments**

**NEURODIVERSITY**

***LEVEL OF ENGLISH***





# Integrate equality

## News

Objective – sensitive representation

Global – coverage and voices

Accessible – multi-level and multisensory

Relatable – person-centred







# Provoke critical thinking

## The focus of news

Provides person-centred content  
Offers examples of universals



## The effect of news

Connects to our life experience  
Encourages developing of schema  
Looks for equivalents from our world view



# Beatboxing Buddhist monk

Watch the video at Elementary  
Then watch again at Advanced



**What do you notice** about the news format's:

- **Positive representations**
- **Inclusive values**
- **Language content**

How could you use this video for **critical thinking**?









# Beatboxing Buddhist monk

Share a comment in the chat about:

- Observations on the news format
- An idea how to use this video for critical thinking





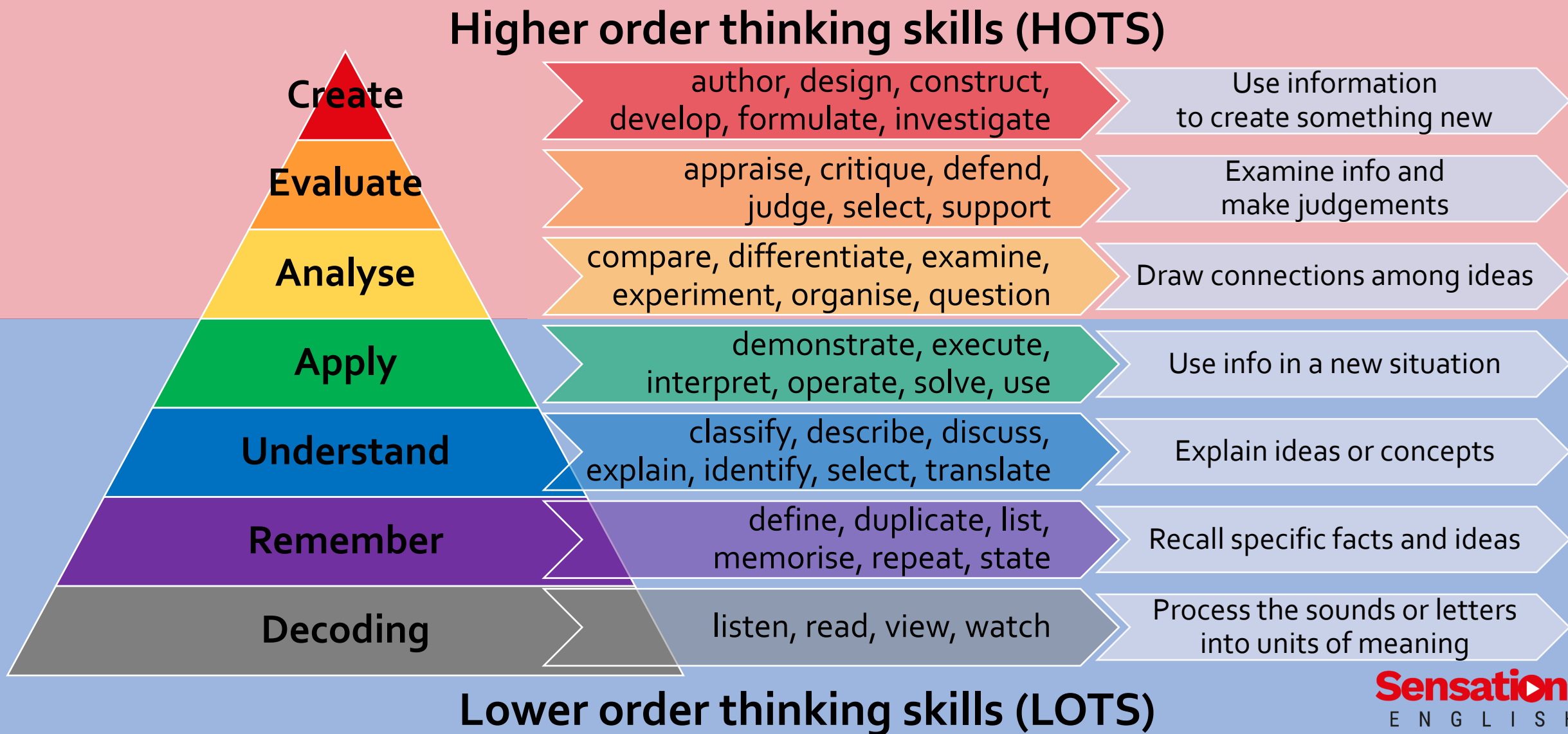
# Critical thinking

I did the Beatboxing Buddhist Monk story with youngish learners (12 yrs) with the aim of **getting their critical thinking going** about religion (not their religious views, but religion itself). It went really well. **I got to see them as more colourful thinkers** - I felt that I had **given them a blank sheet to colour** with their opinions (as a break from their typical English classes). It also drew my attention to some of the students' 'grey' thinking - based on stereotypes. Other students in the class even called them up on this, **encouraging them to think more colourfully**, i.e., **to recognise and avoid stereotyping**. It definitely gave me **more insight into how their minds work!**





# Bloom's reports the news is hot





# Encourage intersectional focuses

Richly contextualised people/places  
Positive representations of lives  
Real world issues



Remember **GRADRS** + **SUL** !

What elements intersect in these two videos?

Connects to learners' experiences, ideas, concerns  
Deals with real world use of language / ideas



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## SINGAPORE SOLAR FARMS

A2 | ENVIRONMENT | 19th March 2021

<https://sensationsenglish.com/video/B5ygN1/2>





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ELEPHANTS VS AVOCADOS  
B1 | ANIMALS | 9th April 2021

<https://sensationsenglish.com/video/Uqi5Vo/3>



# Encourage intersectional focuses

Richly contextualised people/places  
Positive representations of lives  
Real world issues



Remember **GRADRS** + **SUL** !

**Type in the chat**

What elements intersect in these two videos?

Connects to learners' experiences, ideas, concerns

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# Ways all learners can develop

Multisensory content

Accessible at all levels

Scaffolding and differentiation

Receptive skills development

Richly contextualised study of grammar

Focusing on collocations, new lexical items and upgraded language

Pronunciation for listening and decoding

Scaffolded access to global speakers of English







# News video provides us with ...

Springboards for discussions or writing work  
Relatable contexts for project work  
Stimuli for research and mediation  
Opportunities to grow translanguaging skills



Warmers / plenary discussions  
Storytelling  
Flipped learning  
Basis or model for (news) presentations and reports  
Developing confidence listening and speaking



# Embedded, contextualised language

From B1 script of 'Elephant vs avocado'

## Grammatical forms

He **has survived** droughts and illegal ivory hunters **for** almost 50 years.

The popularity of avocados in wealthy countries **has increased** year after year.

Last year, agricultural business KiliAvo Fresh **was given permission** to plant avocados on Kenyan land **which it bought** from the local Maasai people.

The planned farm is close to a national park, **where many elephants live**.

## Thematic, contextualised lexis

wilderness, survive, droughts, illegal ivory hunters, dangerous threat, agricultural business, Maasai people, national park, environmental groups, farm, reproduce.



# Turning input into intake

Using news video for vocabulary and grammar

We put the language from the two [practice] activities on the board and students had to reconstruct the report as much as possible using the language they had learnt. Students seemed to enjoy the activity and **used the language well** in reconstructing the report. They were **engaged with the material** and managed to **use the language well in follow-up activities**.





# What would you plan for ...

## Nigerian ballet school video B2

Think about ways you would use this news video with a B2 class.



Keep in mind what **positive representations** and **inclusive values** are embedded in the report.





# What would you plan for ...

## Nigerian ballet school video B2

Share an idea in the chat box on:

- How you'd use this news video with a B2 class.
- The positive representations and inclusive values that are embedded in the report.







# Global voices

Seeing themselves represented  
Exploring concepts in intelligibility  
Familiarity with varieties and accents  
Relaxing around pronunciation  
Developing decoding and translanguaging  
strategies





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ANTARCTICA IS NEW TOURIST HOTSPOT  
B2 | TRAVEL | 13th DECEMBER 2019



# Global voices

Decoding the stream of speech

Areas of focus for intelligibility

Features of messy spontaneous speech

Richard Cauldwell (2018) A syllabus for listening





# Adam Scott Developing pronunciation awareness with global English speakers

## How many sounds?

Listen and count the sounds you hear.  
Use your fingers! What does it sound like?  
What can you hear? What was said?  
What was the phrase? What happened to it?  
Which vowels/consonants have changed?  
How do **you** say this phrase?  
Hear it again in context. Can you decode it?



## The 'blur gap':

The difference between what is **actually** said and what we **think** we say and hear. In the **stream of speech**, words take many different sound shapes, for **all** speakers



This goes to the heart of intelligibility. Communication is jointly constructed by speaker and listener. These activities help learners explore intelligibility, variety in pronunciation and develop confidence.

## Identify keywords

Listen and find the keywords in their speech.  
How many are there? What are they? Use fingers!  
How did you identify/understand the keywords?  
What is different about their pitch/volume/length?  
Were these words faster/slower? More/less clear?  
Which sound/syllable of each keyword is clearest?  
How much did you understand? How do **you** say it?  
What happened between the keywords?  
Which words were unclear? Why was that?



## What did you notice?

**Discuss, reflect and explore ...**

Which person was easier/more difficult **for you** to understand?  
What made them easier/more difficult **for you** to understand?  
Why do you think they were clearer/less clear **for you**?  
Share your ideas with a partner/open class. Do you have the same ideas?  
What did you each notice about each speaker's pronunciation/ emotions/ character/speaking skills?



## How many words?

Listen and count the words you hear. Use your fingers!  
What does it sound like? Fast? Slow? Clear? Unclear?  
How much can you hear? What was the phrase?  
How was it said? Was there any emotion? How can you tell?  
Which vowels did you notice? Which ones were full/weak?  
What happened to consonant sounds? Were they crushed?  
What happened between the words? Did anything change?  
How do **you** say this phrase? What's different from theirs?

@teachAdam @BLTeachers  
Videos (C) www.sensationsenglish.com 2020

References: Cauldwell, R. (2018). A syllabus for listening. Birmingham: Speech in Action. Sensations English. (2020). SensationsEnglish.com. <https://sensationsenglish.com/>



# Memorable, empowering development

## Graded news video ...



Allows **all** to access real world content/contexts

Brings together **many aspects** of life and identity

Contextualises language **purposefully**

**Develops** language, skills, soft skills and schema





# Any questions?

## Keep in touch!

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## Using video in ELT



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synchronously



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