



# ZOOM TUTORIAL

## 1. Link

<https://www.zoom.us>

## 2. Short description of the tool

**Zoom** is video chat software that allows you to use online voice-chat and/ or video from computers, mobile devices, etc.

Video chat software typically allows you to talk online to either one or a group of other people while a video feed of call participants is displayed to the other. A lot of video chat software also allows you to send messages, files and images to other participants.

**Zoom** allows for audio and video calls, as well as instant messaging and the sharing of files. It is also possible to extend zoom with additional software to add functionality such as screen-sharing, a shared whiteboard, call recording, etc. *Zoom* is among the most popular and dependable audio/ video call software used nowadays, particularly for audio calls.

## 3. Which language competences can be developed with the help of this tool?

- Understanding interaction between other speakers
- Listening to AUDIO media and recordings
- Sustained monologue
- Online conversation and discussion
- Addressing audiences
- Information exchange
- Interaction strategies (turn-taking, cooperating, asking for clarification)
- Sociolinguistic appropriateness
- Mediating – facilitating collaborative interaction with peers
- Plurilingual and pluricultural competence
- Vocabulary range, vocabulary control

## 4. The requirements concerning the tool

**Zoom** is free, downloadable software which can be used on a computer, on tablets and on smartphones. **Zoom** is typically downloaded to your machine/ mobile device to be used and users must create a zoom account but it can also be used in browsers using extensions or add-ons.

## 5. Language of the tool

46 languages (<https://support.zoom.com/en/faq/FA34781/what-languages-are-supported-in-zoom>)

## 6. Suggested language level (A1-C2)

A1☒ A2☒ B1☒ B2☒ C1☒ C2☒

## 7. What competences from DigCompEdu Framework does the tool develop?

- |                          |                                |
|--------------------------|--------------------------------|
| 3. Teaching and Learning | 3.1 Teaching                   |
|                          | 3.2 Guidance                   |
|                          | 3.3 Collaborative learning     |
| 4. Assessment            | 4.3 Feedback and planning      |
| 5. Empowering Learners   | 5.3 Actively engaging learners |

## 8. How can the tool be used by teachers/learners?

Online discussion introduces social interaction and is more engaging for learners, allowing them to retain knowledge more effectively. It can also allow for a sense of community to be built amongst adult learners.

Using video chat software such as **Zoom** to facilitate discussions with and between adult learners can remove many of the barriers associated with arranging discussions face-to-face. Video chat software allows learners to watch, take part in and archive discussions while removing the need for you or learners to arrange and travel to a live space. Participants in the discussion can take part regardless of where they are - all that is needed is a computer, or a mobile device with internet access.

Teachers can:

- Run regular classes, introduce contents, suggest discussion topics
- Show videos, play audio, share documents
- Use a shared whiteboard to illustrate relevant information
- Record and archive the discussions and online classes so that those who could not attend the discussion live can still benefit from it
- Assign tasks
- Arrange pair work and group work when needed

Learners can:

- Discuss in-class subject matter, assignments, class contents, etc.
- Share documents or their screens
- Use shared whiteboards to illustrate relevant information
- Use the recorded classes for further reference and revision
- Work in pairs or groups

**Zoom** has a number of useful resources which can be utilised to facilitate language teaching and learning activities. A useful approach to this may be to consider the traditional face to face activities you might ask learners to do in a classroom and to think about how you could replicate these in an online space like **Zoom**.

**Chat:** **Zoom** allows learners to use their microphones for spoken language, but can also allow them to use the chat area for written (typing) language. You could use the chat area by asking learners to type one word in the taught language instead of looking for learners to turn on their mics. This allows them to respond very quickly to provide written responses, which can be very useful for demonstrating or gathering vocabulary (e.g. “what is to correct word for “dog”?) and/ or quick feedback (e.g. “what is wrong with how this sentence is constructed”)

A key learning activity in most face-to-face language classrooms involves learners working in pairs or groups to apply what they have learned vis-a-vis their spoken language skills (including knowledge of vocabulary, pronunciation, conversational activities, etc). In a physical classroom this may involve asking learners to turn to the person next to them and hold a conversation on a specific topic and/ or to work in groups to converse. Within zoom, it is possible to do this same activity using breakout rooms. These allow you to give learners (in pairs or groups) their own online dedicated space to hold a private conversation. Such activities can be further enhanced through the use of online whiteboards, screen-sharing, etc also available to learners in these spaces.

## 9. Case study – example

One way of using **Zoom** to facilitate discussion is to arrange and/ or promote online group “**study sessions**”. These study sessions could be led by you (as an instructor led) or could be entirely learner-led. Study sessions can be used to review content covered in-class, by discussing content, sharing and going-over files, talk about upcoming assignments by reviewing relevant content, discussing relevant in-class lessons, debating different approaches, etc.

What is beneficial to actualizing these sessions is to agree a **set date** and **time**.

It can also be useful to contextualize these sessions by giving learners a question for each study session (as formative assessment), to promote discussion and formative feedback.

Formative Peer feedback sessions can involve getting learners to show their work/ research/ planned activities to other learners & to have other learners discuss this and offer feedback.

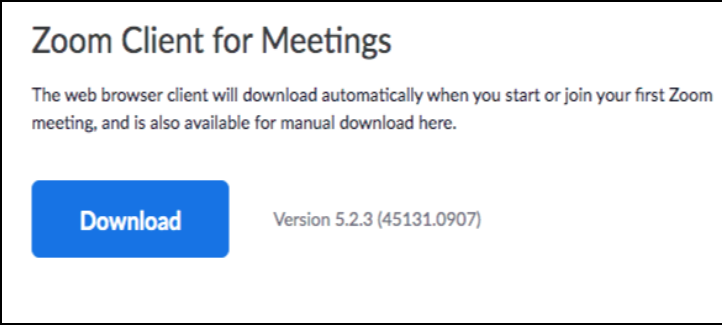
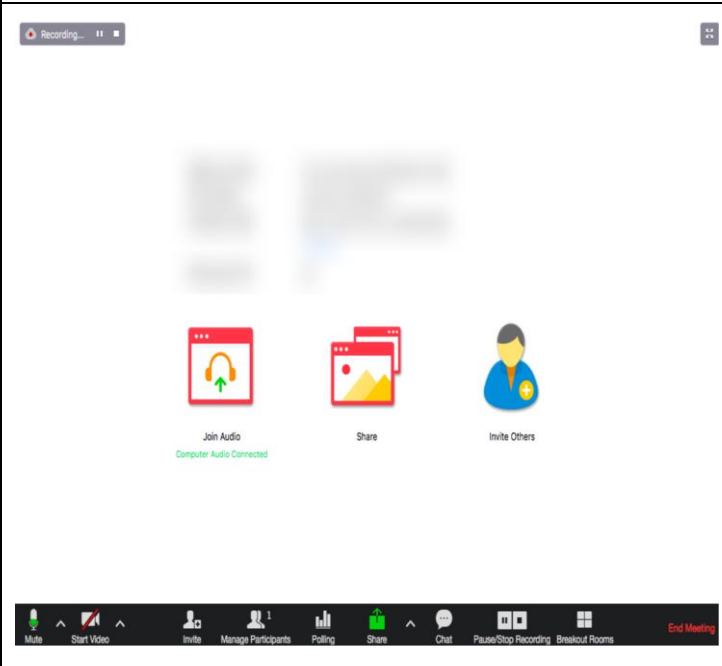
These sessions can be extremely useful for:

- The lead-up to assignment submission, for reviewing drafts of or ideas for assignment submissions
- Post-assignment, for receiving feedback on work submitted

Sessions such as these can:

- Provide learners with relevant feedback to help them improve their performance
- Encourage other learners to think about their own assessment approaches
- Encourage learners to develop critical thinking abilities while reviewing another learner’s work

Another useful opportunity for facilitating discussion using video chat is to involve stakeholders outside of your own learners. This could involve having an industry expert present on some element of industry which you have covered with learners and then discussing this. Alternatively, this could involve getting your learners to form study groups with people covering the same subject matter in different countries, or learners covering analogous subject matter.

<p>1. To use <i>Zoom</i>, simply go to <a href="https://telcit.zoom.us/download">https://telcit.zoom.us/download</a></p>	 <p>The screenshot shows the 'Zoom Client for Meetings' download page. It features a blue 'Download' button and the text 'Version 5.2.3 (45131.0907)'. Above the button, it states: 'The web browser client will download automatically when you start or join your first Zoom meeting, and is also available for manual download here.'</p>
<p>2. Download <i>Zoom Client</i> for Meetings from the Download Center. When the download has completed, follow the onscreen instructions to install the client on your computer.</p>	
<p>3. As host you have a number of options in the <b>Zoom</b> menu which will allow you to control what happens in the room.</p> <p>This is usually available as a series of buttons along the base of zoom which allow you to control what happens in the room.</p>	 <p>The screenshot shows the Zoom meeting interface. At the top, there is a 'Recording...' indicator. Below it, three main control buttons are visible: 'Join Audio' (with a headset icon and 'Computer Audio Connected' text below), 'Share' (with a screen icon), and 'Invite Others' (with a person icon). At the bottom, a toolbar contains various icons for Mute, Start Video, Invite, Manage Participants, Polling, Share, Chat, Pause/Stop Recording, Breakout Rooms, and End Meeting.</p>
<p><b>The key Zoom Menu items are</b></p>	
<p><b>Microphone</b></p>	<p>The microphone option allows you to mute or turn on your microphone.</p>
<p><b>Video</b></p>	<p>The video option allows you to turn on or off your webcam.</p>
<p><b>Invite</b></p>	<p>The invite option allows you to invite individuals to a room via an email or through a URL.</p>
<p><b>Manage Participants</b></p>	<p>The manage participants option allows you to see who is in the room and to add or remove individuals.</p>

	Clicking this button shows another panel with participant information to the side of your Zoom interface (or as a moveable window if sharing your screen).
<b>Polling</b>	The polling option allows you to offer polls to your learners. You can create polls in advance of your sessions and share them during the live class.
<b>Share</b>	The Share option allows you to share your screen or applications with other participants.
<b>Chat</b>	<p>The Chat option allows you to see and make available a chat area for all participants in the room.</p> <p>Clicking this button shows another panel with chat to the side of your <i>Zoom</i> interface (or as a moveable window if sharing your screen).</p> <p>If you like, you can ask learners to ask questions in the Chat feature during your session.</p>
<b>Record</b>	<p>The Record option will allow you to record your live class.</p> <p>When you schedule your session through Canvas, you can choose to record automatically or you can manually record the session using the Record button in Zoom.</p>
<b>Breakout Rooms</b>	<p>The Breakout Room options allows you to break learners up into breakout areas.</p> <p>This feature is useful for replicating short group sessions that you might run during a face to face class.</p>
<b>End Meeting</b>	The End Meeting option allows you to end a meeting for all participants.

## 10. Things you have to bear in mind when using the tool

While most devices, in particular your smartphone, will support the use of *Zoom*, probably the optimal setup for using *Zoom* as effectively as possible would involve using a desktop or laptop computer with a webcam, microphone and speakers/headset. This will allow you to use your desktop or laptop while also providing the best quality sound and visuals. You may, however, use *Zoom* effectively on a smartphone or tablet (but you may find it hard to), and most laptops or desktops.

Remember about:

- **Lighting**

Make sure your face is well lit so that the others can see you. Probably the most common mistake is to have a bright window directly behind your head.

- **Background Noise**

Probably the most common issue in *Zoom* is noise. (traffic, conversation, etc.) or a sensitive microphone picking up coughs and splutters.

- **Etiquette**

If someone is speaking when you join then it's usually polite to wait for a lull before greeting the other participants.

## 11. Similar tools

**BigBlueButton** <https://bigbluebutton.org/>

**Google Meet** (formerly "Google Hangouts") <https://meet.google.com>

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