English and Digital Literacies

Unit 5: The Internet for Language Teachers

Bessie Mitsikopoulou

School of Philosophy

Faculty of English Language and Literature

Using the Internet to support language learning

- Finding information on the Web.

- Using ELT websites:

  – Listening online,

  – Reading online.

- Educational Resources in Broadcast portals,

- Online Lesson Plans,

- Webquests.

Authentic materials and tasks

Two types of authenticity:

1. learners find authentic texts more motivating than pedagogical texts (Little, Devitt & and Singleton 1994),

2. communicative language ability is situation-specific and pedagogical tasks should mirror as much as possible tasks learners will engage in outside the classroom (Bachman & Palmer, 1996).

The Web has potential for both types of authenticity.

Scaffold learning

Scaffolding refers to the ways teachers build their lesson plans and activities.

Definition: "the support that is designed to provide the assistance necessary to enable learners to accomplish tasks that they would not quite be able to manage on their own" (Hammond, 2001: 3).

Sample scaffolding activities

Searching for information on the Web

Scaffolding activities (1/2)

- develop a series of structured activities to help learners acquire the skills to search and navigate the Web by themselves (Mansfield, 2002).

- select websites and categorise them using a learning management system (King Koi, 2002).

Scaffolding activities (2/2)

- design a website for learners to use (Puetter, 2002).

- choose ESL websites where learners can learn the language through structured activities (Blatnik, 2002; Unat, 2002).

Learning new literacies

The Web contains:

- texts that follow the conventions of print-based texts (e.g. narratives, information texts),

- familiar genres with new features,

- new genres, multimodal texts (visual, audio),

- a **hypertextual** environment, rather than a linear one, presenting one more literacy for learners to acquire.

Activities in an EFL class

Finding information on the Web

Activity 1

Print out the results of a Web search on a topic. Have each student choose a different site to investigate. Have students find their site and report back to the class on its usefulness. (Provide a list of criteria for evaluating sites.)

Activity 2

Have students read the URL of the results of a search engine and identify the different domains (edu, gov, mil, com, net and ~ for personal webpages). Discuss with students which they think would be most reliable and why.

Sensitizing students to URLs (1/2)

- **.ac** indicates a university or other academic establishment.

- **.edu** indicates academic establishments, used mainly in the US.

- **.gov** a government-run site.

- **.mil** a site run by the military.

- **.org** used by non-profit organizations.

Sensitizing students to URLs (2/2)

- **.com** the non-country specific version of .co, this is used by companies that want to look like global businesses.

- **.net** used mainly by internet service providers.

- **.com, .org,** and .**net** are considered **global**, so they are not always followed by the country identifier (www.microsoft.com).

Activity 3

Divide the class into three teams. Provide a general topic and specific information students are to find about that topic. Have each team use a different search engine (for example, Google, Yahoo!, Ask Jeeves, AltaVista, MSN Search, Web Wombat,) to find the specific information. Have the whole class evaluate the information found and discuss what criteria each search engine seems to be using. Discuss which would be the most useful criteria for their search.

Activity 4

Have all students go to a specific website. Ask each student to choose one of the links on the site and go to that site. With the whole class, compare the different sites for relevance, level of language, accuracy of information and ease of reading.

Using ELT websites

Using ELT websites (1/2)

EFL/ESL websites offer:

- Teaching materials,

- Lesson plans,

- Games,

- Instructional resources.

Using ELT websites (2/2)

Students of all ages, interests and learning goals can independently choose online instructional materials and activities that meet their specific language learning needs, and access them in their own time and at their own pace.

Models of online ELT sites for students

The Distributive Model

The Tutorial Model

The Cooperative Model

The Distributive Model

Materials or lesson sheets are available for learners to study independently. Students respond to reading or listening passages by completing multiple-choice, gap-filling or other exercises. The software allows students to get immediate feedback on their answers.

The Tutorial Model

Is often found on fee-for-service websites that offer two-way communication between the teacher and the learner using email, chat, telephone or video conferencing.

The Cooperative Model

The cooperative model allows students in a course to communicate with each other as well as with the teacher.

An example of a class using EFL websites (1/2)

- The teacher creates a class website that is password-protected and only accessible by her students.

- She constructs a page of carefully researched links with EFL/ESL websites offering skills development in grammar, speaking, listening, reading, writing, spelling, pronunciation (**distributive**).

An example of a class using EFL websites (2/2)

- These links are regularly updated and reviewed to keep pace with student learning. She begins each day with a lesson (**tutorial**).

- She assigns Web-based learning tasks to the class, many of which require interaction among the students (**cooperative**).

Online listening (1/2)

Teachers may choose good models of spoken English using conversations, reports, interviews, and discussions in differing contexts, in a wide range of dialects, varieties and accents and with a variety of participants, allowing students to hear and identify the features of natural discourse in spoken English.

Online listening (2/2)

Beginner EFL learners:

- EFL sites offer audio and video texts for beginners that are shorter or delivered at a slower pace.

- Some provide transcripts and learners can read as they listen, replay as often as they like, and progress at their own pace.

Advanced EFL learners:

- Advanced learners can choose audio or video on news sites with interviews and reports or discussions that exemplify natural features of authentic spoken discourse.

- These sites may also offer transcripts.

Teaching suggestions for online listening

- **Prepare a list** with the kind of listening texts and activities to include in your teaching before you search the Internet. **It is easy to be distracted by the exciting range of resources**, and a list of specific needs will speed up your search.

- **Prepare a rubric** that includes types of spoken text, topics, language levels, learning activities and other criteria for choosing your online audio and video resources. This rubric will speed up your classification of resources.

The Internet for language teachers   27

Finding listening websites (1/2)

Browse specialist EFL listening sites, **general EFL sites**, and **non-educational sites** in that order. Most ESL listening websites have extensive catalogues and links to their collections, making your research task easier, while many general ESL sites have audio collections as well.

Finding listening websites (2/2)

Access public broadcaster sites, like ABC and BBC. Many of these have excellent English language learning sites and the technical features of their audio and video files are generally more efficient and workable than non-expert sites.

Online Reading

As learners develop their ability to retrieve information from the Web, they will learn to expand their literacy skills from reading print-based texts to reading online texts. When students learn how to read and use information on the Web, they will be able to:

- read homepages critically;
- skim and scan a variety of genres;
- evaluate information presented in a variety of genres; and
- synthesize information from several different sites.

Teaching suggestions for online reading (1/2)

Using printouts of webpages and screens, demonstrate offline the three-column homepage design, embedded windows, scroll bars and links.

Teaching suggestions for online reading (2/2)

Teach skimming skills. Provide students with URLs that take them to a variety of different genres such as narrative and information texts, report and opinion texts. Have learners skim the texts and decide which genre each text is. Have students compare the reliability of the information from each text. Ask students to list the criteria they used to identify the different genres and also to determine the reliability of the information.

Teach skimming & scanning skills (1/2)

Source several websites on the same topic but use websites of differing reliability, for example:

- an advertising site,

- a university site,

- a government site,

- a primary school site.

Teach skimming & scanning skills (2/2)

Print out the texts and have students skim and scan the texts in order to compare the information from each text for reliability. With the class, develop criteria for determining reliability of information on the Web. Be sure to include the URL so students can use the information in the URL to help them decide.

Create online quizzes

Create a variety of web-based exercises or tests without any programming or knowledge of HTML. Users can insert images, texts, sounds, video sequences or Web hyperlinks into all types of questions. They can also personalize numerous parameters. The questionnaire can also be customized by changing its visual theme and adapting messages as needed.

NetQuiz Software

Software   ◀◀ 35 / 53 ▶▶

Netquiz Web
Formative version

Christine Blais, Richard Dumoulin, Lucie Trépanier and Robert Szczech
CCDMD

Netquiz Web is a multilingual, multi-platform, multi-user Web application software that can be used to easily create exercises, formative games, quizzes and formative tests, and publish them online with a simple click. With *Netquiz Web*, you can create 14 different types of questions (*matching, multiple choice, classification, grid, essay, dictation, labelling, ordering, short answer, multiple answer, fill-in-the-blank, true or false, zone identification* and *page*) and parameterize and customize them to suit your needs and add indexes clues, images, texts, sounds and video clips. You can also add a glossary, so that words and expressions appear highlighted in the quiz, allowing respondents to obtain their definitions in the form of text, image, video, sound or links.

See the samples

Netquiz Web Installer   **Download**

[1]

Visit broadcast portals

PBS: Public Broadcasting Service

[2]

PBS Learning Media

[3]

PBS Kids

[4]

BBC News

[5]

BBC Learning English

[6]

Search Online Lesson Plans

TeAch-nology Website

[7]

TeAch-nology.com

Includes the following resources for teachers:

- 46,000 lesson plans,
- 10,200 printable worksheets,
- preformatted rubrics,
- worksheet makers,

- webquests,
- printable generators,
- 257,000 reviewed sites for teachers to search for information related to the subject matter they teach.

Lesson Plans from BBC Learn English website

[8]

Free Online Lesson Planbook for Teachers
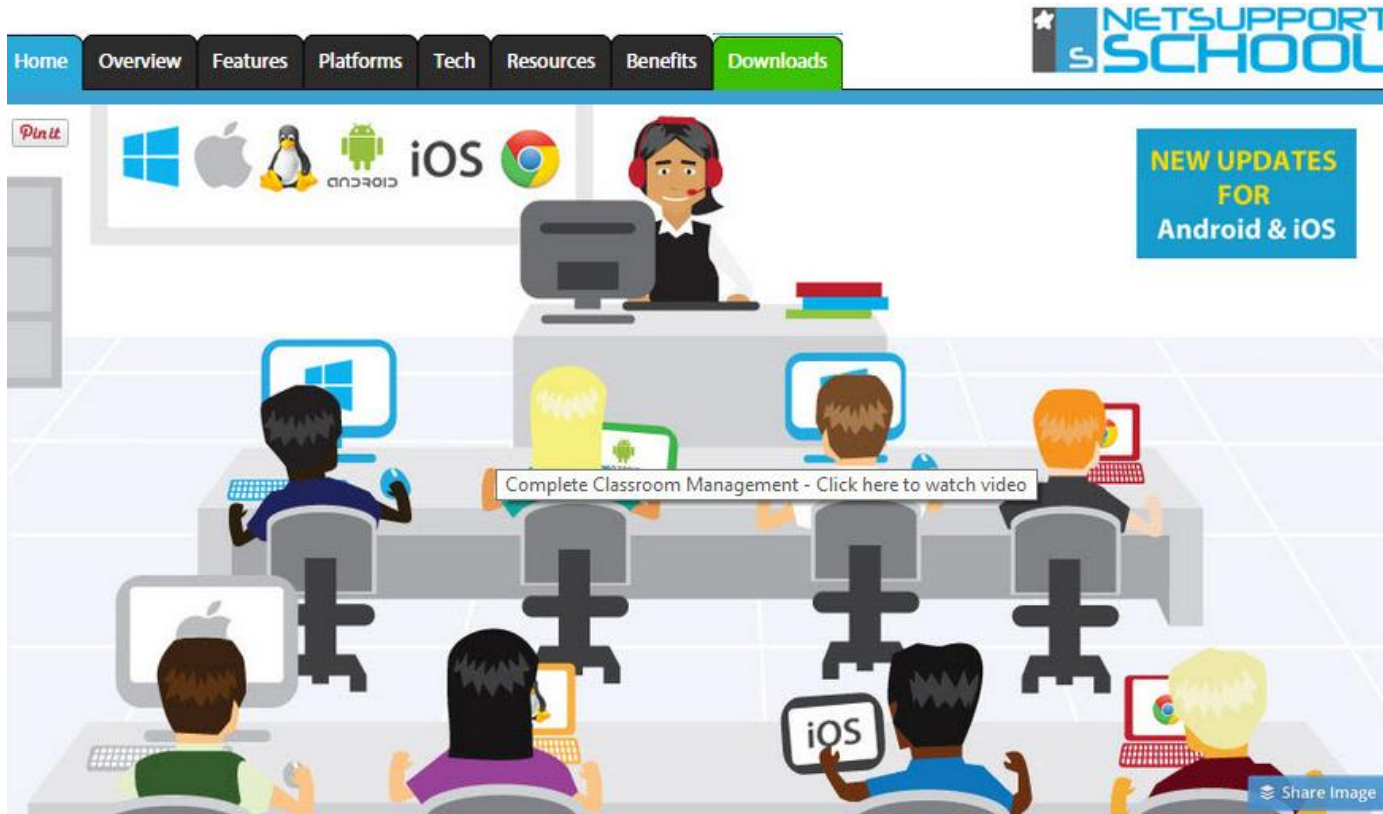
[9]

Lesson planning features in educational platforms

[10]

References (1/2)

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.

Blatnik, B. (2002). *ESL listening resources on the Web. Unpublished action research report*, AMEP Research Centre, Sydney, Australia.

Hammond, J. (Ed.). (2001). *Scaffolding: Teaching and learning in language and literacy education*. Newtown, Australia: Primary English Teaching Association.

King Koi, N. (2002). *Using the Internet in the AMEP classroom with multi-level classes*. Unpublished action research report, AMEP Research Centre, Sydney, Australia.

Little, D., Devitt, S., & Singleton, D. (1994). The communicative approach and authentic texts. *Teaching modern languages*, 43-47.

References (2/2)

Mansfield, S. (2002). *Taming and teaching the Internet in the English language classroom*. Unpublished action research report, AMEP Research Centre, Sydney, Australia.

Murray, D. E., & McPherson, P. (2004). *Using the Web to support language learning*. Sydney: National Centre for English Language Teaching and Research.

Puetter, S. (2002). *Using the Internet in the classroom*. Unpublished action research report, AMEP Research Centre, Sydney, Australia.

Unat, H. (2002). *Using Internet resources in the AMEP: How to utilise ESL websites in the classroom*. Unpublished action research report, AMEP Research Centre, Sydney, Australia.

Financing

- The present educational material has been developed as part of the educational work of the instructor.

- The project "Open Academic Courses of the University of Athens" has only financed the reform of the educational material.

- The project is implemented under the operational program "Education and Lifelong Learning" and funded by the European Union (European Social Fund) and National Resources.

Notes

Note on History of Published Version

The present work is the edition 1.0.

Reference Note

Licensing Note

The current material is available under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license or later International Edition. The individual works of third parties are excluded, e.g. photographs, diagrams etc. They are contained therein and covered under their conditions of use in the section «Use of Third Parties Work Note».

[1] http://creativecommons.org/licenses/by-nc-sa/4.0/

As Non-Commercial is defined the use that:
- Does not involve direct or indirect financial benefits from the use of the work for the distributor of the work and the license holder.
- Does not include financial transaction as a condition for the use or access to the work.
- Does not confer to the distributor and license holder of the work indirect financial benefit (e.g. advertisements) from the viewing of the work on website .

The copyright holder may give to the license holder a separate license to use the work for commercial use, if requested.

Preservation Notices

Any reproduction or adaptation of the material should include:

- the Reference Note,

- the Licensing Note,

- the declaration of Notices Preservation,

- the Use of Third Parties Work Note (if available),

together with the accompanied URLs.

Note of use of third parties work (1/2)

This work makes use of the following works:

Image 1: Screenshot of the NetQuiz Software, MIT License. Copyright Centre collégial de développement de matériel didactique, CCDMD.

Image 2: Screenshot of the PBS Website. Copyright Public Broadcasting Service (PBS). All rights reserved.

Image 3: Screenshot of the PBS Learning Media Website. Copyright PBS & WGBH Educational Foundation. All rights reserved.

Image 4: Screenshot of the PBS Kids Website, Copyright Public Broadcasting Service (PBS). All rights reserved.

Image 5: Screenshot of the BBC News Website. Copyright BBC. All rights reserved.

Note of use of third parties work (2/2)

Image 6: Screenshot of the BBC Learning English Website. Copyright BBC. All rights reserved.

Image 7: Screenshot of the Teachnology Website. Copyright Teachnology, Inc. All rights reserved.

Image 8: Lesson plans from BBC Learn English Archive. Copyright BBC. All rights reserved.

Image 9: Screenshot of PlanbookEdu, Copyright PlanbookEdu, All rights reserved.

Image 9: Screenshot of PlanbookEdu Website, Copyright PlanbookEdu. All rights reserved.

Image 10: Screenshot of NetSupport School Website, Copyright NetSupport. All rights reserved.