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Collaboration - a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task.

Collaboration puts learners into a semi-autonomous situation in which they are faced with a task, question or problem and must use discourse to negotiate each participant's separate learning strategies and make joint decisions about what is (and is not) worth investigating and learning.

The place of collaboration in CALL

Collaboration is an important activity in the classroom because it encourages both social skills and thinking skills and mirrors the way in which learners often need to work in an academic setting and certainly once they leave it.

Types of goal structure

- 1) **Individualistic** - where a learner believes his or her chances of reaching the goal are unrelated to what others do
- 2) **Competitive** - where a learner believes he or she can reach the goal only when others cannot
- 3) **Cooperative** - where a learner believes that he or she can reach the goal only if others can too

Scaffolding describes a situation in which a learner interacts with someone who can guide, support, and shape his or her learning; in CALL the computer can sometimes take on these functions.

Structuring Collaboration

The teacher must structure collaboration at computers through:

1. Establishing students' mixed-ability teams
2. Establishing positive interdependence
3. Insuring individual accountability
4. Teaching cooperative social skills
5. Helping groups process information

Interdependence in collaboration

1 Goal interdependence – stating clearly what each member of the group should know how to complete the task

2 Task interdependence – clearly defining the group goal, and what the team should be able to produce

3 Resource interdependence – specifying parameters, materials, the team's task

4 Role interdependence – reviewing the individual roles for the group members: keyboarder, checker, reporter, summarizer.

Cooperative learning is an activity set by the teacher or is merely a mode of instruction.

Collaborative activities are ones spontaneously set up by the learners or whereby learners have greater control over the design of their learning.

Reasons for people to collaborate *Argyle*

1. For external rewards
2. To form and further relationships
3. To share activities they are involved in

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McConnell suggests that cooperative learning serves to *make public*.

Several dimensions of Making public

- Our learning is public when it is known to others and ourselves
- It is blind when it is known to others but not ourselves
- It is hidden when it is known to ourselves but not to others
- It is unconscious when it is not known to ourselves or to others

Negotiation of meaning differentiates collaboration from more *cooperative situations* - in which a group of learners are expected simply to complete a set of defined tasks with resources to which they have been directed

Grice maxims

- Quality
- Quantity
- Relevance
- Manner

Cook maxims

- Be true (the maxim of quality)
- Be brief (the maxim of quantity)
- Be relevant (the maxim of relevance)
- Be clear (the maxim of manner)

Three non-collaborative strategies

- Unilateral action by the child with the mouse
- Accepting the choice of the most dominant child without supporting reasons
- Drifting together to one or other choice without debating any of the alternatives

Ways of classifying social interactions at the computer/ *Murillo's four categories*

- 1) Copying: repeating what was just read or said
- 2) Repeating: repeating language from the screen
- 3) Managing: dealing with the computer, the program and discussing progress made
- 4) Conferring: offering or discussing solutions

Organizing the CALL classroom

- 1) Lecture classroom - focus is on teacher-led discussion at the front of the room
- 2) U-shaped classroom facing out - the teacher can see, at a glance, what each student is doing
- 3) U-shaped classroom facing in - the learners face the teacher, but also have a good view of each other

Challenges to Collaboration at the Computer

Main problems/challenges

- 1) The general problems of collaboration in a language-learning setting
- 2) The challenges to collaboration when learners work collaboratively at a task at the computer

Other problems

- The lack of input from some collaborative group members
- The inability of some teachers or learners to facilitate
- Teachers' insecurity over unpredictable outcomes

Cognitive strategies is used in collaborative learning

1. Explain with evidence
2. Generalize
3. Offer a concrete example
4. Offer an unstructured idea
5. Organize ideas
6. Present a hypothesis or idea
7. Repeat
8. Repeat with expansion
9. Take a stand

Factors which impact on the opportunities for collaboration

- Learner characteristics may make the collaborating learners incompatible
- The goals/objectives of the program may discourage collaboration
- The content of learning material may discourage collaboration
- The pedagogical model may be overly behaviorist
- The methods of navigating the information may be too obscure

Four general social challenges to collaboration

1. An unwillingness to engage in the activity
2. An unwillingness to accept the collaborative nature of the activity
3. An unwillingness to offer suggestions
4. An unwillingness to offer or accept justifications, clarifications

Additional challenges based on the computer / Technical challenges to collaboration

- the complexity of the program's content
- the navigability of the program's interface
- the difficulty of the program's model of instruction (behaviorist or constructivist)

Discourse analysis - a way of looking at records of spoken or written text to see if they suggest that the surface utterances are representative of underlying thinking and learning processes.

Ways to examine discourse

1. Quantitatively (counting the occurrence of certain phrases)
2. Qualitatively (examining types of expressions)

Transcription Notations/System - The goal of any transcription system is to ensure an accurate portrayal of the language being used to the extent that another researcher using the same conventions and looking at the same data would reach the same conclusions.

Strategies used in collaboration

- **Determine participants' expertise (DE):** determining expertise is classified as a collaborative strategy because it helps to clarify what each partner knows or does not know about a task
- **Explain the text/task/ideas (ET):** explaining the text, the task and the ideas in a collaborative situation helps to provide opportunities for negotiation of meaning
- **Offer suggestions (OS):** offering suggestions is often marked by the phrase I think.
- **Direct attention (DX):** directing attention to text or images on the computer screen
- **Solicit clarification (SC):** soliciting clarification occurs when one partner asks the other for more information on a statement.

Social strategies learners use to avoid collaboration

- **Ignore the test/task (IT)**
- **Interrupt (IR):** interrupting is a strategy that avoids collaboration because it signals that one partner does not value what the other partner wants to say
- **Ignore ideas (II):** ignoring ideas signals that one partner does not value what the other partner wants to say and does not care to discuss it.
- **Offer judgments (OJ):** judgements are statements without qualifying phrases such as I think
- **Offer humour (OH)**

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Hypertext - the links among textual items, indicated on a computer or website by key words set in underlined blue type that, when highlighted by a pointer device and clicked, take the reader to the referent.

Hypermedia - an extension of the term hypertext, is a nonlinear medium of information that includes graphics, audio, video, plain text and hyperlinks. For example, a word or picture might have a link to a sound file giving its pronunciation.

Multimedia - includes non-interactive linear presentations as well as hypermedia. It also refers to any combination of text, graphic art, sound, animation, and video that is delivered by computer.

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Affordances - the visual clues that an object gives to its use as well as what it is capable of doing in terms of both intended and unintended functions. A chair is for sitting on and the size of the seat suggests that it might be comfortable for that purpose, but the chair can also be stood upon or used as a weapon; these are other affordances.

Misaffordances - common in software programs where, for example, flashing words or pictures distract from the purpose of reading.

Interface

In pedagogical terms, an interface is the aspects of a computer that allow the user to have sensory interaction with a program. It can also be mentioned in term of Graphical User Interface (GUI).

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The printed book and CALL

The increased access to information made possible by the book shifted the focus of education from an apprenticeship model of learning towards classroom-based instruction. Books also increased opportunities for autonomous self-directed learning.

From the point of view of the learner, there are three main advantages to hypertext:

1. A hypertext footnote can be traced backwards and forwards to the referent or reference respectively.
2. A hypertext section can be referenced in several places within the text
3. A hypertext reference can be visible at the same time as the text to which it refers

From the point of view of the authors, there are three main advantages to hypertext:

- Ease of creating new references
- The ability to structure information
- Customize documents

Authoring was considered the domain of the professional/ commercial materials developer or the teacher acting as a materials developer.

Database - a corpus of information that is accessible for selection and reorganization by predetermined criteria.

Poor readers and the benefits of Bimodal reading as a type of computer-based learning

Bimodal reading instruction may increase a child's motivation by providing a more successful reading experience for youngsters with disabilities.

Poor readers not only feel more successful with bimodal presentation, but are more successful in terms of comprehending content.

Advantages of hypertext and multimedia

- Promotion of autonomous language learning
- Lower the teacher-centeredness of the classroom
- Assist those young and SL learners who lack dictionary and library search skills.

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Technical Problems

- When they begin a course, students may find themselves unable to view the web pages properly, either because the browser they're using is too old or because they haven't installed the necessary plug-ins.
- Even if students are using the same program, those with earlier releases may not be able to read documents created by more current versions.

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Elements of an Orientation

1. General introduction, including our expectations for online students
2. Requirements for computer equipment and software
3. Computer skills needed
4. Introduction to the course management software
5. A first assignment that requires students to demonstrate some familiarity with the software being used - one of the icebreaking activities

Tips for establishing your presence

- Convey a sense of enthusiasm about teaching the class
- Personalize and provide some touchstones about yourself and encourage students to do the same
- Indicate your availability for questions and communications

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Web-enhanced: A broad category of courses with associated web sites or course management system classrooms that contain materials relevant to the course. Actual online activities may be required or optional.

Blended: Courses in which both online and face-to-face instructional elements are required. A sizeable percentage of content is delivered online, there are required online student activities, and a significant portion of the student's grade is based on online activity.

Tips for Teaching Blended Courses

Many people who are experienced online teachers might tell you that blended courses can actually be more difficult to teach than fully online ones. Two of the biggest errors made by those attempting blended courses are:

- 1) Overloading students with a great deal more work than they would have in either a completely face-to-face or fully online course
- 2) Not giving clear directions about what will be accomplished in each mode and how to coordinate the two.

Preparing for the Blended Course

- Review the face-to-face version of the course
- Review the schedule for your blended class.
- Be prepared to offer an orientation to students
- Define how your blended class operates in the introductory area of your syllabus

Teaching the Blended Course

- Post your syllabus online
- Review the syllabus for the course
- Provide weekly announcements in the online classroom
- Send weekly emails to students
- Send a personal email to provide a friendly reminder to students

The Sloan Consortium definitions of the terms given below are based on the amount of content delivered online.

1. Web Facilitated - as those courses with 1–29 percent of content delivered online
2. Blended - courses as those in which 30–79 percent of the content is delivered online
3. True “Online” - as containing 80 percent or more online content with few or no face- to-face meetings.

Posting Lectures Online

1. Some students learn better by listening and taking notes.
2. Others do better by reading rather than by listening to lectures
3. A third group seems to benefit by doing specific assignments based on the material covered.

In that sense, posting lecture notes online helps some, but not all, students.

A Revised Approach to Lecturing

Admittedly, an instructor who posts lecture notes and reads them aloud in class may be in danger of putting students to sleep. But if the lecturer alters what he or she does in class, relying on the fact that the material is freely available online, then the experience of attending class may have a different meaning.

How to Post Your Lectures Online

- You may post your lectures by uploading PowerPoint
- You may create a PDF version of your word-processed documents
- You may write directly into your course management system content area
- You may also use one of the many Web 2.0 programs

Using a Discussion Board

An alternative approach is to have the students post their initial reactions to a discussion topic online and read the postings on each topic before coming to class. Although this would require more work from the students, it would not increase the instructor’s workload.

An instructor can monitor the comments posted in the discussion groups and use them as the basis of a frequently asked questions (FAQ) page containing general answers to the students’ more noteworthy queries and concerns. This will save the instructor the extra time of having to respond to the same question over and over again, either by email or in one-to-one advising sessions.

Enlisting Technology in Your Favor

You can create a special Facebook group to communicate with students, or ask students to create a limited class profile with appropriate privacy settings for participating in your class.

Guidelines for Counseling Students Online

- Set strict parameters for responding to emails
- Specify which kinds of problems you will respond to
- Insist that you will not respond to any emails whose chief issue isn't clearly identified
- Respond to a problem you perceive as being potentially a question for all

Establishing Virtual Office Hours

Online chat software can be used to conduct virtual office hours.

You may tell your students that you will be available for consultations for an hour or two on certain days. If you're in your office, or even your home, you can open a chat session and establish virtual office hours.

Using the Web as a Student Presentation Medium

Using the Web to present such reports permits students to use a wider range of media to make their points. Students can create videos, narrated slides, blogs, and web pages replete with graphics, sounds, animations, and links.

Web-Based Exercises

Aside from visiting informational web sites, students can participate in global science experiments, perform experiments in online labs, collaborate and communicate with students from another school, state, or nation.

Pointers for incorporating Web resources into your face-to-face on-site class

- Identify each site you want your students to visit by its URL
- Be very clear when defining what you want your students to see
- Avoid wasting time displaying web sites in the on-site class

Team Teaching - a large, lecture-style course requires a great deal of advance planning and preparation. Traditionally, this is done in face-to-face meetings, but using the collaborative tools available on the Web can better the process speeding up the *production* of course materials and easing the task of *approving* them once they are done.

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Three reading-comprehension skills

1. Identify simple facts presented in written text (literal comprehension)
2. Make judgments about the written text's content (evaluative comprehension)
3. Connect the text to other written passages and situations (inferential comprehension)

Natural order in which language activities should be taught *David Harding*

1. Aural comprehension
2. Oral expression
3. Reading comprehension
4. Expression in writing

Reading in Traditional theories

1. A process of comprehending words
2. Then comprehending the relations between the words in a sentence
3. Finally uttering them

Reading in Information theorists

The reader's task is not merely to utter a text, but rather to think or predict what a text may unfold to him. Only then does the reader use his language skills to reduce their uncertainty about the text.

Reading Component Approach

The six suggested skills and areas:

1. Automatic recognition skills;
2. Vocabulary and structural knowledge;
3. Formal discourse structure knowledge;
4. Content/world background knowledge;
5. Synthesis and evaluation skills/strategies;
6. Metacognitive knowledge and skills monitoring

Metaphoric Approach

The third metaphor, the *interactive processing*, can be interpreted as either

- The general interaction between the reader and a text or
- The interaction of many component skills that work together simultaneously in the process of reading.

Reading Strategies

1. Metacognitive

- Reminding oneself about purpose of text
- Deciding whether text relevant to one's purpose
- Evaluating text quality
- Assessing comprehension

2. Cognitive

- Reading slowly and quickly
- Re-reading
- Reading aloud
- Asking questions

3. Social

These are the set of approaches you can use to get students to become active participants in class through interaction with others and sharing of knowledge they have. In other words, social learning strategies get students to learn from others and with others.

4. Affective strategies

Affective strategies deal with emotions, attitudes, motivation and values that have an impact on learners and language learning in an important way, including lowering anxiety, encouraging, taking emotional temperature.

Basic assumptions of Reading strategies

Reader should:

- Think about the purpose before reading
- Look at the title
- Read the introduction and conclusion
- Look for the most important parts to focus on by scanning the text
- Take notes as he reads
- Stop and reread it once more when encounter any problem in understanding
- Retell difficult material in his own words

Skimming techniques include reading the introduction, the headlines, or the first phrase of the paragraph.

Scanning means looking over the whole text quickly in search of specific information.

Advantages of using CALL in the development of reading

- Individualized instruction offered by the computer
- Computers can present the text in a variety of ways apart from a plain printed one
- Computers always provide answers to the questions concerning the text in a task

The Role of the Internet in the Development of Reading Comprehension Skills

- Reading on The Web involves extensive reading, as the reader has to deal with a number of texts.
- It offers a plenty of reading materials for both teachers and learners to choose
- Another advantage of on-line texts is their authenticity.
- The readers can choose Web sites with on-line newspapers offering up-to-date info

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E-reading technology

The hardware and software used to display and interface with digital text.

Hardware includes devices, such as e-readers and tablets, as well as smartphones, laptops, and even desktop computers that display digital text.

Software includes a range of applications and programs that allow readers to interact with the text, either locally on the device or over a network.

Practical Challenges to E-reading Technology Use

- Professional development for teachers
- Systems for upgrading and maintaining technology
- Efficient and secure data systems

5 Technology Tools Used for Developing Reading Skills

1. Booktrack – encompasses articles and quizzes
2. Dogo - encompasses website for kids library of digital books and movies
3. Kahoot! - encompasses creating and playing book-based games
4. Wonderopolis – encompasses facility to discover the books learners love
5. Whooo's Reading – encompasses facility for learners to select audio to go with their text

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Communicative writing - the use of orthography in order to construct grammatically correct sentences which communicate a meaning to the reader. Orthography + lexis + grammar + meaning = Writing

Word Processor and Writing

Word processor is a common kind of software and Microsoft word is a word processing application designed to help you create professional-looking documents such as newsletters, reports and letters.

Facilities MS word possess

- Spelling and Grammar
- Thesaurus - know anything about a word in the text
- Synonyms & antonyms

Revising and Editing

In words processor, you can save your document by giving a file name and you can open the same file, can revise the earlier text and edit the text in various ways. While editing the text, you have the opportunity to;

- Add further explanation
- Develop ideas
- Restructure the text

Facilities Emails possess

- Connect with keepals
- Communicate with tutors
- Communicate with other distant learners
- Develop a collaborative project
- Post a question to a bulletin board

Kinds of dialoguing

1. Teacher to student
2. Student to teacher
3. Student to students

Apps for grammar and spelling

- **Sentence Builder** - It uses a game-like interface to teach students to form grammatically correct simple, compound, and complex sentences.
- **Story Builder** - helps students improve paragraph formation, integration of idea
- **American Wordspeller** - helping students to “find a word by the way it sounds
- **Google Docs** - has all the traditional functionality of *Microsoft Word* but allows for collaboration between students and for easy-to-give and easy-to-receive feedback from teachers.
- **The Interactive Grammar of English**
- **No Red Ink**

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13 Edtech Tools/Apps Every Teacher and Student Should Know About

AutoDraw –uses artificial intelligence to guess what you’re trying to draw and complete your illustration for you. You can save and download your work as a PNG file.

Book Creator - to make, publish, and share your own book, complete with texts, images, audios, and videos.

Creaza - to create presentations that allows users to make mind maps, diagrams, and cartoons, images, audios, and videos in their presentation.

Edmodo - a digital classroom, where teachers, students, and even parents get to be involved

FlipGrid - platform where teachers, students, and users discuss different topics through a short video

Formative - tool for individualized and real-time feedbacking between teacher and student. Teachers can create “formatives” (e.g., lessons, exercises, and assessments) and share them with students.

Illuminations - a place where teachers can find lesson plans, classroom activities, and other resources that will enhance the teaching-learning process

Interactive Whiteboard - can be used to display images, play multimedia files, make interactive presentations, and manipulate elements on the screen.

ProWritingAid - a tool that helps students upgrade the quality of their writing assignments

Quizalize - allows teachers to create quizzes for students to test their subject knowledge.

Smart Typewriter - only connects to Wi-Fi to save files in a cloud drive. Files are saved to the smart typewriter's internal memory when there's no Wi-Fi and automatically backed up in a cloud drive when it connects again.

Write About - offers ways for learners to practice their writing skills by providing prompts and activities.

7 Ways to Use Technology to Improve Your Writing Skill

- 1) Technological Collaboration
- 2) Blog Writing
- 3) Writing via Tablets
- 4) Publishing and Training
- 5) Meeting Threshold
- 6) Supplementary Materials
- 7) Feedback Mechanism via Automated Systems

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Types of Listening

- One-way listening—typically associated with the transfer of information (transactional listening).
- Two-way listening—typically associated with maintaining social relations (interactional listening).

Listening Processes

Bottom up processing - perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic

Top-down Processes - Top-down processes involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts.

Types of Listening and the Role of the Listener

- Appreciative listening - listening for enjoyment to music or television
- Critical listening - an evaluation of what is heard and leading to a judgment
- Discriminative listening - units of meaning must be identified before meaning can be assigned
- Empathetic listening - in which the listener expresses empathy toward the speaker
- Listening for comprehension to obtain information

Advantages of CALL/Computer for Listening

Students:

- Can control delivery
- Can verify their comprehension
- Can view multiple types of input
- Can access more than one input simultaneously

Other advantages are:

Interactivity - In contrast to a tape recorder or VCR, which will continue playing an audio or videotape until the end or until the user pushes a button, a computer can be programmed so that listening/viewing is interactive.

Control - the control bar allows individual users to locate particular points in a listening or viewing passage in order to listen more than once

Self-assessment - The previously mentioned advantages of the computer, interactivity and control, make it possible for learners to assess their listening experience, verifying comprehension

Multiplicity - In contrast, in CALL multiple materials in multiple formats can all be put on a single computer and can be viewed on the same monitor.

Simultaneity - The “linking” feature of computer software means that the computer interface of a listening activity can give students simultaneous access to the multiple types of information

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General approach to listening comprehension

- Making students aware of linguistic knowledge about identifying phonemes, morphemes and word boundaries
- Making students aware of how discourse operates above the sentence level
- Helping students to use natural pauses, stress, and intonation
- Teaching background knowledge related to the culture
- Training students in skills such as recognizing NS prosody

How using Technology can Help Develop Listening Skills?

Radio - Listening to the radio is not an activity that is often used in class time. o Radio listening can only be done only in real time and the scheduling of language classes to catch particular radio program is difficult.

Audio tapes - Audiocassette players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom. Extensive listening practices can also be done.

Language Laboratory - With the advent of tape recorders in the 1950s and the rise of the audio-lingual method of teaching, language laboratories became popular. If students heard and repeated language structures often enough, they would learn the language better.

Video - Video often promotes the motivation to listen; it provides a rich context for authenticity of language use

Speaking & Listening Web 2.0 Tools

Go! Animate

Students can use this tool to create animated videos, using their own voice by recording an MP3 or MP4 and then importing into Go! Animate

VoiceThread + iPad

Teachers can create VoiceThreads, having learners to view and respond through video, voice, or text.

Voki

A fun way to engage students through talking avatars. Students can create their own avatars, designing them to resemble a historical character or a caricature of their own self.

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Improve Speaking Skills by Using Computer

- MyET is like a personal tutor that can help you learn English through speaking practice
- Unique and award-winning technology
- MyET is like a one-on-one tutor
- Gives students the one-on-one feedback they need to improve
- Tells students exactly which word and even which sound (phoneme) that students are having trouble with
- MyET has online English learning communities so students are connected to other learners

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Modern technologies available in education

- Communication lab
- Speech recognition software
- Internet
- TELL (Technology Enhanced Language Learning)
- Pod casting
- Quick Link Pen
- Quicktionary

Literacy in the Digital Age: Nine Great Speaking and Listening Tools

1. BookTrack Classroom
2. VideoNot.es
3. PlayPosit
4. Podcasting
5. ThingLink

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Blackboard Vista - an integrated set of educational tools for developing and delivering courses or course components over the WWW and is now used at universities and colleges all over the world.

Advantages

- Students who learn Blackboard Vista in one course can transfer that learning to another course
- The teacher can track students' progress through and participation in the online material – including the number of minutes spent using the course materials.
- Online quizzes can be timed for release at a specific time for a specific duration then graded for quick student feedback

Collins' points on the shift from traditional to computer-based learning

- A shift from whole class to small-group instruction
- A shift from working with better students to working with weaker ones
- A shift from lecture and recitation to coaching
- A shift from a competitive to a co-operative work structure
- A shift toward more engaged students

Action Research stages

1. Planning
2. Acting
3. Reflecting

Action Learning Model**1) Conceptualization**

- Delineate teaching/ learning process - teacher defines a specific problem concerning the effectiveness of CALL then presents it to a group of learners
- Identify inputs - teacher defines the inputs as the assignment of pairs
- Identify outcomes - teacher expects to see a speedier move along the CALL learning curve

2) Implementation

- Measure outcomes - teacher collects data by informally asking learners how they like the new arrangement
- Identify comparison
- Analyze comparison - teacher analyses the benefits and drawbacks of the changes

3) Interpretation

- Judge effectiveness - teacher finds that many students publicly state that they prefer to work on their own
- Judge cost benefit - teacher tries to assess the extra time involved in managing the change
- Determine action - for the next semester, the teacher decides to repeat the experiment but allow learners a choice of selecting their own partners or working alone.

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