Technology for Teaching English

Prepared by

Dr Nazmi Abdel-Salam Al-Masri

The Islamic University of Gaza
English Department
2012
Technology for Teaching English

Syllabus – 2012

Dr Nazmi Al-Masri

Contact information

Office Hours: SNTW 11 - 14
Office Location: Administration Building, 4th floor, Room B562
Email: nmasri@iugaza.edu.ps
Tel: Direct: 2827 688 - 286 0700 Ext 1094
Homepage: http://site.iugaza.edu.ps/nmasri

Feel free to contact me by email or phone if you have any questions:

Course description

This course will expose pre-service English language teachers to a variety of educational technologies that would develop both their language proficiency and competence as advanced English language learners and their teaching skills and performance as would-be English language school teachers. The course will be taught in a computer lab setting and will require computer use on the students' own time outside of class.

Course objectives

1. To increase participants’ awareness of the importance of using technologies in teaching & learning English.
2. To enable participants to use technologies in enhancing their language skills & teaching competence, leading to ongoing professional self-development.
3. To empower participants in using recent technologies in teaching English language skills & aspects.

Course outcomes

1. Developing positive attitude towards the importance of using ICTs in teaching English.
2. Demonstrating strong understanding & use of the recent technologies in self-development of professional language skills & teaching competences.
3. Demonstrating an ability to use various technologies in teaching and learning English language.
## Course Content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic Principles of Teaching English and Using Technology</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Computer-Assisted Language Learning</td>
<td>2-4</td>
</tr>
<tr>
<td></td>
<td>a. Word keyboard shortcuts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Using Ms Word in Teaching English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Using Power Point Presentations in Teaching English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. CD/tape player+ video player+ Mp3 Player</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Internet resources: professional development</td>
<td>5-6</td>
</tr>
<tr>
<td></td>
<td>a. Online Journals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Online Dictionaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. ELT Publishers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Websites for English language learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Websites for English language teachers</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Internet Applications in TEFL</td>
<td>7-9</td>
</tr>
<tr>
<td></td>
<td>a. Email</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Facebook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Blogs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Wikis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Podcasts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Webquests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. RSS</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Cloud Computing: Google Docs/Drive</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Advanced searching skills for professional purposes</td>
<td>11-13</td>
</tr>
<tr>
<td></td>
<td>1. Google features</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Google advanced searching skill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Google scholar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Google videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Google image</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Google translate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. E-books on the internet</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Mobile learning</td>
<td>14</td>
</tr>
</tbody>
</table>
Required Materials

1. Textbook: no textbook but handouts prepared, compiled & made available on my homepage: http://site.iugaza.edu.ps/nmasri
2. Hardware to achieve the course intended outcomes:
   - Computer or laptop
   - Access to Internet
   - Flash that can take large files
   - Creating an email & sending it to me, to form mailing lists (giving full name & section number) 2

Methodology

1. Experimental course based on doing several assignments
2. Self-learning & learner centered approach
3. Collective & group work
4. Flexibility, independence & creativity
5. Active attendance & participation

Tentative Assessment

1. Lab assessment (Mrs Tahani Foura) - 40%
   - Attendance 10%
   - Assignments 30% (To be detailed later)
2. Using Technology in teaching English 60%
   - Assignments 30% (To be detailed later)
   - Final exam in a lab 30%
3. Five mark bonus for submitting a summary of the key points and skills discussed and practiced in every lecture and lab session

References
For further reading, several specialized references and sources are given at the end of each unit.

Unit (1)

Basic Principles of Teaching English and Using Technology

Objectives

1. To be familiar with key terms related to language teaching and technology.
2. To be more aware of the core components of the process of teaching and learning.
3. To develop strong positive attitude towards the importance of using ICTs in teaching English.
4. To be more aware of practical procedures to overcome challenges facing using ICTs in teaching.

1) In pairs, try to guess what each of the following language and technology-related acronyms stand for.

1. CALL = Computer

CALL is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.

1.1 ICT = Information

ICTs are a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

1.2 HOTS = Higher

HOTS include critical, logical, reflective, meta-cognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas that promote continued growth in these and other intellectual skills.

1.3 LOTS = Lower

Available online: http://www.llas.ac.uk/resources/gpg/61#toc_0


For more details: FJ King, L. Goodson and F. Rohani. Higher Order Thinking Skills. ww.cala.fsu.edu

Dr. Nazmi Al-Masri
nmasri@iugaza.edu.ps

Technology for Teaching English 2012

English Dept - IUG
LOTS are cognitive skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge of subject matter content. Appropriate teaching strategies and learning environments facilitate their growth as do student persistence, self-monitoring, and open-minded, flexible attitudes.4

2) In groups, try to list 3 main purposes for teaching English in Palestine.

2.1

2.2

3) What do English language teachers are generally supposed to teach?

3.1

3.2

3.3

4) In groups of threes, try to list 10 language skills and language aspects that you, as English language teachers, would teach.

4.1 Reading skills

4.2

4.3

4.4

4.5

4.6

4.7

4.8

4.9

4.10

4  For more details: FJ King, L. Goodson and F. Rohani. *Higher Order Thinking Skills.* www.cala.fsu.edu
5) **What is meant by a learner-centered environment? Read, reflect/comment.**

The National Research Council of the U.S. defines learner-centered environments as those that “pay careful attention to **the knowledge, skills, attitudes, and beliefs** that learners bring with them to the classroom.” The impetus for learner-centredness derives from a theory of learning called **constructivism**, which views learning as a process in which individuals “construct” **meaning based on prior knowledge and experience**. Experience enables individuals to build mental models or schemas, which in turn provide meaning and organization to subsequent experience. Thus knowledge is not “out there”, independent of the learner and which the learner passively receives; rather, knowledge is created through an **active process** in which the learner transforms information, constructs hypothesis, and makes decisions using his/her mental models. A form of constructivism called **social constructivism** also emphasizes the role of the teacher, parents, peers and other community members in helping learners to master concepts that they would not be able to understand on their own. For social constructivists, learning must be **active, contextual and social**. It is best done in a **group setting** with the teacher as facilitator or guide. (ICT in Education by Victoria L. Tinio)

**Comments**

6) **How can English be taught? In groups of threes, try to list 10 commonly-used technological tools that can be used to teach some of the language skills and aspects you listed above.**

7) To what extent do you agree or disagree with the following statements about using ICTs in teaching English in Gaza?

7.1 It is important for teachers to become familiar with their own students' level of familiarity with ICTs before teaching English using technologies.

7.2 Most of students would be excited about using ICTs.

7.3 ICTs are going to revolutionise the way English is learnt.

7.4 Using ICTs in teaching English develops active learning.

7.5 Using ICTs in teaching English develops collaborative learning.

7.6 ICTs are only relevant for developing writing and reading skills.

7.7 ICTs can be used to promote creative learning (LOTS & HOTS).

7.8 “ICTs are not a hammer and not every teaching problem is a nail!”

8) In pairs, discuss which 4 of these reasons/advantages for using ICTs/CALL are the most important ones. Why? Try to add 2 more advantages.

8.1 Strengthen affective factors: motivation, interest and attitude.

8.2 Promote cognitive skills: discovery learning, problem-solving,

8.3 provide authentic materials for study,

8.4 provide individualization & student self-pacing

8.5 develop independence from a single source of information,

8.6 Lead to a more learner-centered classroom

8.7 Encourage collaborative work

8.8 Reinforce active learning and better student attention

8.9 Offer diversified teaching methods

8.10 Offer visual stimulation

8.11

8.12
9) In pairs, discuss which 2 of the following challenges (barriers) for using CALL are the most serious ones. Why? Try to add more.

9.1 Financial barriers,
9.2 Availability of computer hardware and software,
9.3 Technical and theoretical knowledge,
9.4 Acceptance of the technology
9.5 Time consuming & time spent learning new technologies
9.6 The need for back-up plans
9.7 Anxiety for teachers
9.8 Technical difficulties: equipment failures
   i. a burnt-out bulb on an OHP
   ii. computer screen freezing during the middle of a PPP
   iii. power on-off
   iv. broken or slow links on websites
   v. wasting time accessing websites containing erroneous or too much detailed information

10) The advantages for using technology often outweigh the disadvantages. Many of the problems with using technology can be overcome by testing equipment beforehand and learning how to properly use each technology. In pairs, discuss which 2 of these techniques can also reduce the negative impact of the challenges facing using technology in teaching. Try to add more.

10.1 In-advanced planning & checking technology tools
10.2 Providing students with time to tinker with new ICTs before they are expected to carry out an assignment using them.
10.3 Introducing the students to netiquette & rules of interaction: explanations & modelling.

11) Taking into consideration the questions discussed above and the proverb below, try to list 2 pedagogical implications related to teaching English using technology.

   “Don’t throw the technology out with the bath water”
Unit (2)

Computer-Assisted Language Learning (CALL)

Objective

By the end of this unit, the participant pre-service teachers should be able to use the following computer functions to enhance teaching English for Palestine.

1. Using computer as a CD player
2. Using computer as a video player
3. Using Ms Word in Teaching English
   a. Word keyboard shortcuts
   b. Drawing tables
   c. Drawing hidden tables
   d. Track changes
4. Using Power Point presentation in Teaching English

1. Using computer as a CD player

The computer by itself has many capabilities for enhancing language learning but combined with other technologies such as internet and LCD, the possibilities are even greater for the English language learner. It is important to remember that however you use computers in your class, they are not a substitute for teaching. They are an extra tool for the teacher and their use needs careful planning and preparation.

The tape recorder & more recently the CD player are perhaps the most common piece of technology that language teachers have access to. Most course books, including English for Palestine 1-12, have several listening activities on CDs.

Lab Task (1)

A) Familiarise yourself with the CD player types and features
B) Auto repeat function
Teaching Task (1)

With loudspeakers, the computer functions as a useful audio player that provides faster access to audio-materials, without the manual fast forward or reverse (which saves time in class). As a Palestinian English language teacher, think and try to list 5 pedagogical functions of using computer as an audio-player for teaching English for Palestine.

1. perception of sounds
2.
3.
4.
5.
6.

2. Using computer as a video player

Lab Task (2)

A) Familiarise yourself with video player types and features
B) Learn how to download, save and play a video from sites like this:
   - YouTube

Teaching Task (2)

With LCD & loudspeakers, the computer functions as a useful video player (audio-visual videos on CD or flashes) which can provide practice in all language skills.

A) As a Palestinian English language teacher, think and try to list 3 pedagogical functions of video player in teaching English for Palestine.

1. 
2. 
3. 
B) Many students enjoy watching TV & videos more than listening to a cassette for various reasons. Which one do you agree most? Why? In pairs, list 2 more reasons.

1. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, provide an important visual stimulus for language production and practice.
2. It is actually easier for learners to understand video material when the face of the speaker is visible.
3. Students are exposed to authentic English in a natural context. Not only is this by exposing them to "real people", but they view real situations too.
4. 
5. 

C) Harmer (2007, 310)\(^6\) suggests a variety of viewing techniques when using films and videos in listening activities, including the following ones. Which ones do you agree with most? Why? In pairs, list 2 more activities.

1. **Silent viewing** (playing the video without the sound)
2. **Freeze framing** (freezing the picture and asking the students what they think will happen next)
3. **Partial viewing** (covering most of the screen with a piece of paper)
4. **Picture or speech** (half the class watches the video while the other half faces away)
5. **Subtitled films** (students see and hear the English language)
6. **Picture-less listening** (listening to the audio before watching the video)

Here are more activities

7. **Comparison and contrast**: You ask the class to think of a scene which they know, let’s say a market, for example, in their country. Then you play a video of the same scene - the market. Then you ask your students to

---

think of one difference and one similarity while they’re watching the scene. Play the video. Always get the similarities first and then find out the differences. At the very end of the session, you can ask your class what you have learned about British or American culture, wherever the video comes from. (Barry Tomalin - Teaching With Technology, Programme 4)

8. **What happens next**: The teacher shows the students a scene and uses the pause control to stop the tape at various points. The students try to predict what is about to happen or what is going to be said.

9. **Observe and write**: Students view a scene then write on what they have witnessed. Pre-viewing and while-viewing tasks allow them to work on new vocabulary, while the post-viewing task gives them plenty of practice on past tenses.

**D) In Pairs**, try to list 2 more criteria for choosing a video for teaching English in Palestinian schools.

   a. Length of the extract (2-3 minute video)

   b. 

   c. 

**Further Reading on using videos**

1. Video and young learners 1: [http://www.teachingenglish.org.uk/articles/video-young-learners-1](http://www.teachingenglish.org.uk/articles/video-young-learners-1)
3. PICS Video guidelines: [http://www.uiowa.edu/~pics/tips.html#Topic%2012](http://www.uiowa.edu/~pics/tips.html#Topic%2012)
3. Using MS Word in Teaching English

Word keyboard shortcuts

Lab Task (3)

A) Using computer keyboard shortcuts can save time and the effort of switching from the keyboard to the mouse to execute simple commands. **How many of these keyboard shortcuts do you know?** Try to practice them in lab and at home.

Word keyboard shortcuts

<table>
<thead>
<tr>
<th>Action</th>
<th>Keystroke</th>
<th>Action</th>
<th>Keystroke</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New file</td>
<td>CTRL+N</td>
<td>1. Bold</td>
<td>CTRL+B</td>
</tr>
<tr>
<td>2. Close a file</td>
<td>CTRL+W</td>
<td>2. Italics</td>
<td>CTRL+I</td>
</tr>
<tr>
<td>3. Save</td>
<td>CTRL+S</td>
<td>3. Underline</td>
<td>CTRL+U</td>
</tr>
<tr>
<td>4. Print</td>
<td>CTRL+P</td>
<td>4. All caps</td>
<td>CTRL+SHIFT+A</td>
</tr>
<tr>
<td>5. Spelling &amp; grammar</td>
<td>F7</td>
<td>5. Change case</td>
<td>SHIFT+F3</td>
</tr>
<tr>
<td>6. Find</td>
<td>CTRL+F</td>
<td>6. Smaller font</td>
<td>CTRL+[-</td>
</tr>
<tr>
<td>7. Replace</td>
<td>CTRL+H</td>
<td>7. Larger font</td>
<td>CTRL+]</td>
</tr>
<tr>
<td>8. Go To</td>
<td>CTRL+G</td>
<td>8. Make web hyperlink</td>
<td>CTRL+K</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cursor movement</th>
<th>Formatting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select all - entire document</td>
<td>CTRL+A</td>
</tr>
<tr>
<td>2. Select from cursor to beginning of line</td>
<td>SHIFT+Home</td>
</tr>
<tr>
<td>3. Select from cursor to end of line</td>
<td>SHIFT+END</td>
</tr>
<tr>
<td>4. Go to beginning of line</td>
<td>HOME</td>
</tr>
<tr>
<td>5. Go to end of line</td>
<td>END</td>
</tr>
<tr>
<td>6. Go to end of document</td>
<td>CTRL+End</td>
</tr>
<tr>
<td>7. Center alignment</td>
<td>CTRL+E</td>
</tr>
<tr>
<td>8. Right alignment</td>
<td>CTRL+R</td>
</tr>
<tr>
<td>9. Justified</td>
<td>CTRL+J</td>
</tr>
<tr>
<td>10. Apply bulleted list</td>
<td>CTRL+SHIFT+L</td>
</tr>
<tr>
<td>11. Page break</td>
<td>CTRL+Enter</td>
</tr>
</tbody>
</table>
B) Use the following text to practice using some of the Word keyboard shortcuts tabulated above.

1. Open new file, Copy the text and past it onto the new file.
2. Title: **bold** and in center
3. *Italicize* the terms in blue colour.
4. How many times is the word *Twitter* mentioned in the text? **Highlight** them all yellow.
5. Font size: 12 and font type: Times New Roman
6. Double space the 1\textsuperscript{st} two paragraphs, single space the 3\textsuperscript{rd} and 4\textsuperscript{th}, and space the last 5\textsuperscript{th} and 6\textsuperscript{th} 1.5.
7. Justify the right side margin.
8. Hyperlink the title using the web address at the bottom of the text.
9. Save the file on E and give it your name.
Twitter

Twitter is an online service that allows you to share updates with other users by answering one simple question: "What are you doing?"

In order to use Twitter, you must first sign up for a free account. Once you have created your account, you can post your own updates and view the updates others have posted. You can search for people to follow or you can let Twitter select random users. Once you have selected a number of users, their most recent posts, or "tweets," will show up on your Twitter home page. Likewise, your own latest tweets will show up on the home pages of people who have decided to follow you.

Twitter limits each tweet to 140 characters, which means there is no room for rambling. Of course, in this era of limited attention spans, 140 characters may be as much as other users want to read anyway. The character limit is also within the 160 character limit of SMS text messages. This is useful, since tweets can be sent to Twitter using mobile phones. To Twitter via your cell phone, you simply need to add your phone number in the "Devices" area of the Twitter Settings page.

Since most people have frequent access to a computer or cell phone, Twitter makes it possible to provide others with frequent updates about your life. Many people also use Twitter to blog about the news, politics, TV shows, or any other hot topic. Some people even use it to share their thoughts on lectures or sermons. So Twitter posts are certainly not limited to answering the question, "What are you doing?"

Twitter has become the next hot trend in social networking. While it is not as functional as Facebook or MySpace, Twitter's appeal lies within its simplicity. It allows friends, family, and complete strangers to stay connected through quick updates that only take a couple of seconds to write. Therefore, if you like to feel connected to others, but have limited time, Twitter might be just be for you.

While "Twitter" is a noun, in can also be used as a verb. For example, "He twitters at least five times a day." To learn more about Twitter or to sign up for an account, visit Twitter.com.

Source: http://www.techterms.com/definition/twitter
C) Drawing tables

1. Draw a table that has 8 column and 4 rows.
2. Number the first column from 1-7.
3. Make the column number narrower.
4. Shade the top row yellow.
5. Write these words in first row cells: No, verb, noun.
6. Add a 5th column to the right of the table.
7. Write the word adjective at the top of the new column.
8. Delete the 7th row.
9. Add new column to the right of the 5th column and then delete it.
10. Merge the first and second cells in bottom row.

D) Drawing hidden tables

1. Tabulate the following exercise in a table.
2. Add this phrase in the top column Odd one out.
3. Hide the table borders

- wind - flood - floor - sandstorm
- Amman - Nablus - Ramallah - Jerusalem
- Boat - ship - train - canoe
- Kettles - apples - bananas - orange

E) Track changes

To use this feature (Track Changes), open the file for Review, then click on Track Changes. Check the relevant boxes in the dialogue box that come up.

Below is a paragraph written by a secondary school student. It has several mistakes. Correct the mistakes using Track Changes feature.

I live in gaza which is located in the south of palestine. I has 4 brothers and 4 sisters. My father is a engineer. He studied in the islamic university of gaza. He works in the ministry of information. The capital of palestine is jerusalem which has al-aqsa mosque.
Teaching Task (3)

The computer is an excellent tool for the teacher not only for the preparation of worksheets, tables, exercises, enrichment materials and exams that make a good impression in the class but also for the easy retrieval, updating and modification of such information.

A) As a Palestinian English language teacher, think and try to list 2 pedagogical functions for each of the following computer keyboard shortcuts in teaching English for Palestine.

1. **bold**
2. *italics*
3. underlining
4. **highlighting**
5. hyper linking
6. colouring font
7. Strike through (abc)

B) As a Palestinian English language teacher, think and try to list 3 pedagogical functions for using tables in teaching English for Palestine.

1. 
2. 
3. 

C) As a Palestinian English language teacher, think and try to list 3 pedagogical functions for using hidden tables in teaching English for Palestine.

1. 
2. 
3. 

D) As a Palestinian English language teacher, think and try to list 3 pedagogical functions for using track changes in teaching English for Palestine.

1. 
2. 
3. 
4. Creating Power Point presentation

Lab Task (4)

1. Open a new PPP file
2. Save the file and give it (your name & Activity 1)
3. Select a suitable design
4. Create 7 slides
5. Include the following the information in the 7 slides

- 1st slide (Title slide): Using Technology to Enhance Student Learning, your name & date.
- 2nd slide: 3 types of educational technologies
- 3rd slide: 3 advantages of using technology in teaching English
- 4th slide: 3 disadvantages of using technology in teaching English
- 5th slide: 2 suggestions to overcome challenges for using technologies
- 6th slide: insert any picture related to educational technologies
- 7th slide make a table (3 columns & 4 rows)

6. Use bullets and numbers for the points above
7. Modify the font size, colour and type.
8. Make sure the layout is well-formatted.

Teaching Task

As a Palestinian English language teacher, think and try to list 3 pedagogical functions for using PPP in teaching English for Palestine.

1.
2.
3.
Unit 3

Internet Resources: Professional Development

Objectives

1. To use internet resources (listed below) to enhance learners' language proficiency
2. To use internet resources (listed below) to enhance pre-service teachers' teaching competence

Content

1. Online journals
2. Online dictionaries
3. Professional Organizations
4. ELT Publishers
5. Mailing & discussion lists Online journals
6. Websites for English language learners
7. Websites for English language teachers

Online journals & newsletters

Home Task (1)

A) Below is a list of 6 free online journals specialized in teaching English. They offer full text articles. Browse only 2-3 of these journals and try to familiarise yourself with these icons/items that you will see on the homepages of most of them.

a. Table of contents
b. Back/Previous/ Past issues = Archives
c. Current issues/ Latest issues (articles)
d. Search by: keyword, issue, author
e. Volume = Vol 12, No 2
f. Subscription (subscribe to)
g. Abstract HTML PDF
h. Full text HTML PDF
7. **Humanising Language Teaching**: [http://www.hltmag.co.uk/index.htm](http://www.hltmag.co.uk/index.htm)

B) **For more free journals, newsletter and magazines, have a look at this link and report what you find in class.**

ELT – JOURNALS: [http://simonmgill.tripod.com/ELTJ.html](http://simonmgill.tripod.com/ELTJ.html)

**Teaching Task (1)**

As a Palestinian English language teacher, think and try to **list 3 pedagogical benefits** for using the above journals in enhancing your English learning competence and English teaching performance. In other words, how can you benefit from these journals in promoting your language skills and teaching competences?
Online dictionaries

Home Task (2)

Here are 4 free online specialized dictionaries out of the many dictionaries offered on the internet. Familiarise yourself with each of them (purpose, features, and how to use them).

2.1 Pronunciation Dictionary: http://www.howjsay.com

  2.1.1 Try to find the pronunciation of these words: cassette, tortoise,
  2.1.2 Try to put these 2 words together (separated by a semi-colon) and check what happens: lever; liver

2.2 Synonyms, antonyms & definition: http://www.synonym.com


Teaching Task (2)

The 4 examples of online dictionaries above can be useful for advanced English learners and for English teachers. Having looked at them one by one, think and try to list 2 pedagogical benefits of each one of them: one benefit for you as a university student specialised in English and another benefit for you as would-be English teacher.


2. Synonyms, antonyms & definition: http://www.synonym.com

Professional Organizations

Home Task (3)

Here are 4 professional organizations offered on the internet. Familiarise yourself with them (purpose, features, and how to use them).

3.1 NCTE (National Council of Teachers of English): http://www.ncte.org/

3.2 IATEFL (International Association of Teachers of English as a Foreign Language: http://www.iatefl.org/

3.3 TESOL (Teachers of English to Speakers of Other Languages): http://www.tesol.org/s_tesol/index.asp

3.4 International Association for Language Learning Technology (homepage of professional organization for those involved in the development, integration, evaluation, and management of instructional technology for the teaching and learning of language, literature and culture)

Teaching Task (3)

The 3 professional organizations above can be useful for advanced English learners and for English teachers. Having looked at them, think and try to list 2 pedagogical benefits of each one of them: one benefit for you as a university student specialised in English and another benefit for you as a would-be English teacher.
ELT Publishers

Home Task (4)

Below is a list of 5 famous ELT Publishers specialized in publishing books about teaching English. Familiarise yourself with only 2-3 of them (purpose, features, and how to use them).

3.1 DELTA Publishing: http://www.deltapublishing.co.uk/

3.2 Macmillan English: http://www.macmillanenglish.com/

3.3 Pearson Longman ELT : http://www.pearsonlongman.com/

3.4 Oxford University Press (OUP)

3.5 Cambridge University Press (CUP)

Teaching Task (4)

The 5 ELT Publishers above can be useful for advanced English learners and for English teachers. Having looked at them, how you can benefit from them in promoting your language skills as a university student specialised in English and your teaching competence as a would-be English teacher.
Mailing & discussion lists

Home Task (5)

A) Below are 3 mailing lists related to teaching English. Familiarise yourself with both and subscribe to one of them. Give evidence (emails you received)

B) FLTeach: http://web.cortland.edu/flteach/

The Foreign Language Teaching Forum is an integrated service for FL teachers, dedicated to encouraging communication, sharing, and collaboration at all levels. Our broad discussion topic is foreign language teaching methods for any level of instruction in all languages. Specific areas of discussion include school/college articulation, training of student teachers, classroom activities, curriculum, and syllabus design. Students in teacher training programs, teachers both new and experienced, administrators, and other professionals interested in any aspect of foreign language teaching are invited to participate in our discussions.

Subscribing to the FLTEACH List by sending an email message to:
listserv@listserv.acsu.buffalo.edu

In the message put only the following: SUBSCRIBE FLTEACH first name last name and the posting address is: FLTEACH@listserv.acsu.buffalo.edu

C) TESL-L mailing list: This is the preeminent electronic list for ESL/EFL teachers. Once you subscribe to TESL-L, you can subscribe to any of its subsidiary lists (such as the TESL Jobs list, the TESL K-12 list, etc.) To subscribe, send an e-mail message with the body text "Subscribe TESL-L FirstName LastName" to: listserv@cunyvm.cuny.edu

D) The LLTI (Language Learning and Technology International) list distributes information about all aspects of the technology used in language teaching. Subscribers post information or questions about language labs, video, computer applications, and any technological questions related to language teaching. LLTI is also a forum where subscribers can discuss the value of products or new trends in the profession.

Look at this link and report in class what you find: http://www.volterre-fr.com/emailteach.html#esl

Teaching Task (5)

Having looked at mailing lists above, how you can benefit from them in promoting your language skills as a university student specialised in English and your teaching competence as a would-be English teacher.
Resources for English language learners

Home Task (6)

Below is a list of sample of websites dedicated to learning English. Familiarise yourself with only 3-4 of them

6.1 Activities for ESL Students: http://a4esl.org/
6.2 American Stories for English Learners: http://www.manythings.org/voa/stories/
6.3 BBC Learning English: http://www.bbc.co.uk/worldservice/learningenglish/
6.4 English video for ESL/EFL students: 
   http://www.englishstudydirect.com/OSAC/mediavideo.htm
6.5 ESLgold.com: http://www.eslgold.com/
6.6 ESL-Lab: http://www.esl-lab.com/
6.7 English Study Direct: http://www.englishstudydirect.com/index.htm
6.8 Interesting things for ESL students: http://www.manythings.org/
6.9 Quizzes: http://ilc2.doshisha.ac.jp/users/kkitao/class/material/quiz/#vocab
6.11 ESL Videos: Category: http://www.manythings.org/b/e/
6.12 VOA: http://www.voanews.com/specialenglish
6.14 Dave’s ESL Café: http://www.eslcafe.com/

Teaching Task (6)

1. List 2 learning benefits that show how you can benefit from the learning websites listed above in promoting your language skills as a university student specialised in English

2. List 2 learning benefits that show how you can benefit from the learning websites listed above in promoting your teaching competence as an in-service teacher.
Resources for English language teachers

Home Task (7)

Below is a list of sample of websites dedicated to teaching English. Familiarise yourself with only 3-4 of them

7.1 Survival Guide for New Teachers:
7.2 Promising Practices: New Ways to Improve Teacher Quality
7.3 A to Z Teacher Stuff
7.4 BC Teaching English
7.5 Teaching ideas
7.6 Lesson planning: The Teachers Net Lesson Bank
7.7 Handwriting for kids: http://www.handwritingforkids.com/
7.9 Stories: http://www.rong-chang.com/qa2/
7.10 Language Games: http://www.world-english.org/games.htm
7.11 Exams & tests: http://www.english-test.net/forum/

Teaching Task (7)

List 2 learning benefits that show how you can benefit from the learning websites listed above in promoting your teaching competence as an in-service teacher.
Reflection

Read, reflect and complete. The internet resources and materials have several benefits (advantages)

1. Teacher professional self-development, for example,
   a.
   b.
   c.

2. Updating language teaching language skills, for example,
   a.
   b.
   c.

3. Finding and using supplementary materials
   a.
   b.
   c.

4. Learning about computer applications in classes
   a.
   b.
   c.

5. Improving searching skills
   a.
   b.
   c.
Unit 4

Internet Applications in TEFL

Objective

To empower pre-service teachers with the skills to use new technologies: Email, Facebook, RSS, Blogs, Wikis, Podcasts & Vodcasts, Webquests, and Mobile

1) Email

Lab Task

Familiarise yourself with the following features of receiving and sending emails:

1. Creating emailing lists
2. Sending CC & BCC emails
3. Attaching a file
4. Creating folders
5. Moving & copying messages into folders

Teaching Task

1. Read and summarise the main points discussed in this Article: Using E-mail in Foreign Language Teaching: Rationale and Suggestions. Available: http://iteslj.org/Techniques/Meloni-Email.html

2. Read and reflect on these email activities in terms of the language skills, learners’ level, etc.)

2.1 Teacher: I have emailed you the course syllabi, course descriptions, announcements, and links for learning English, writing essays and research papers.

2.2 Teacher: In this activity, you are simply going to send me & your colleagues an e-mail message summarizing/expressing your point of view about a story, text, picture, song or poem that we dealt with in class today.

2.3 Teacher: I’d like each one of you to actively participate in expressing his opinion/feelings about a certain current issue, for example, release of Palestinian prisoners, the day of Eid Adha.
2.4 Teacher: In this activity, you are simply going to exchange e-mail messages with one of your colleagues asking (questioning) and giving him/her information about:

- name – nationality, age, address
- family – father’s and mother’s work
- 3 interests (hobbies), hopes and wishes,
- Other information.

2.5 Teacher: I have emailed you good sentences or paragraphs written by some of your colleagues to enhance your writing skills, grammar, punctuation, etc (Learners learn by observing, imitating then creating.)

2.6 Teacher: I’d like each one of you to actively participate in an interactive discussion on a controversial issues, for example, .............(student-student)

2.7 Teacher: Who is birthday today or tomorrow I’d like each one of you to email him/her a message of congratulations. (student-student)

2.8 Teacher: I used email for developing descriptive and narrative writing skills through emailing pictures to learners.

2.9 Teacher: I used email to send learners a topic and some related points in advance to let them prepare for oral discussion or giving a presentation.

2.10 Teacher: I used email to promote learners' cultural awareness.

2.11 The teacher locates a partner classroom of either English native speakers or other students of English who are at approximately the same level and age as the home classroom students.

2.12 The teacher divides the class into 2 teams: one team applies for a job - other team discusses, accepts or rejects, writes letter of reply. Or one team: writes letter of complaint - other team writes a letter of apology in response.
3. Think & write some examples related to how email can be used to develop
   English language skills in relation to these points:

1. Description
   a.
   b.
   c.
2. Narrating events
   a.
   b.
   c.
3. Reporting
   a.
   b.
   c.
4. Direct & indirect speech
   a.
   b.
   c.
5. Prepositions
   a.
   b.
   c.
6. Asking wh-questions
   a.
   b.
   c.

4. E-mail enables teachers to communicate with students faster & easier and can be used
to develop the 4 language skills (reading, writing, listening and speaking), the 4
language sub-skills and literary works (stories, poems and plays) included in *English for Palestine*. Work in groups, think and try to complete this table.
### Email in teaching English

<table>
<thead>
<tr>
<th>Language skill/sub-skill</th>
<th>Learners level</th>
<th>Objective</th>
<th>Illustration/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Work in group and list 2 main challenges Palestinian English teachers may face in using Email in teaching English and 2 suggestions to overcome them.
2) Facebook

Lab Task
1. setting up a new Facebook account
2. discussing the pros and cons of Facebook use
3. exploring security and privacy issues surrounding Facebook
4. adding content to their profiles in order to create a usable social networking space

Teaching Task
1. Facebook Groups: Teachers can create a Facebook group for their class or for a particular class project and ask students to join the group. Students and their teachers can discuss class-related topics on a platform enjoyed by students. Teachers use the walls in their Facebook group pages to provide materials like articles, news clips, videos, and links to pertinent websites. Students can use discussion boards to share their thoughts.

2. Facebook Applications: Facebook provides over 200 education-related applications. These tools allow teachers to provide presentations, tests, and notes for their students. The Study Groups application lets students work together outside of the classroom. They can work on group projects, share notes, and help each other prepare for tests. The Webinaria Screencast Recorder lets teachers make videos to share with their students on Facebook.

3. Teachers can use Facebook to develop the 4 language skills (reading, writing, listening and speaking), the 4 language sub-skills and literary works (stories, poems and plays) included in English for Palestine. Work in groups, think and try to complete this table. (Use the table on landscape page layout)
### Facebook in teaching English

<table>
<thead>
<tr>
<th>Language skill/sub-skill</th>
<th>Learners level</th>
<th>Objective</th>
<th>Illustration/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Work in group and list 2 main challenges Palestinian English teachers may face in using Facebook in teaching English and 2 suggestions to overcome them.
3) Blogs

Preparation Task

Academically, a blog is a website on which teachers and students can post and share their thoughts and ideas. Effectively, it is like a notice board, school magazine and book club, all rolled into one.

There are different types of blogs named for the way content is delivered such as⁷:
- vlog—comprising videos;
- linklog—comprising links;
- sketchblog—comprising sketches;
- photoblog or photo logs (Flogs)—comprising photos

1. One of the useful articles that discuss using blogs in teaching English is Blogging for ELT: www.teachingenglish.org.uk/think/articles/blogging-elt

"This article takes a look at blogging, which is becoming increasingly popular as a language learning tool. It gives an overview of blogging websites, suggests why you might want to use them, and gives some practical advice on setting up blogs for use with your own classes."

Read and summarise the main points discussed in this article. To maximize your benefit from reading this article, try to answer these questions:

1.1 What is the difference between the three types of blogs outlined in the article? Look at the examples to fully understand the differences.
1.2 How many reasons are mentioned for using blogs? What does this mean to you? Are they all related to language learning & teaching?
1.3 How many ideas suggested for activities? Can you add more activities?
1.4 What other points does the article discuss?

---
2. There are many blogs dedicated for teaching English as a foreign language. Fully browse **only 3** of the following blogs that English teacher use with their students and complete the table below.

2.1 Joe Dale's Blog: [http://joedale.typepad.com](http://joedale.typepad.com)
2.2 Teach ESL to Kids: [http://teach-esl-to-kids.com/blog/](http://teach-esl-to-kids.com/blog/)
2.3 Kalinago English: [http://kalinago.blogspot.com/](http://kalinago.blogspot.com/)
2.4 The Daily English Show (vlog): [http://thedailyenglishshow.blogspot.com/](http://thedailyenglishshow.blogspot.com/)
2.5 Amanda Salt's Blog: [http://amandasalt.blogspot.com](http://amandasalt.blogspot.com)
2.7 José Picardo's Blog: Box of Tricks: [http://www.boxoftricks.net](http://www.boxoftricks.net)
2.8 Alice Ayel's Blog: [http://aliceayel.posterous.com](http://aliceayel.posterous.com)
2.9 Nik Peachey's Blog: [http://nikpeachey.blogspot.com](http://nikpeachey.blogspot.com)
2.10 Jame Pearson's Blog: [http://elblogjimmyp.blogspot.com](http://elblogjimmyp.blogspot.com)

<table>
<thead>
<tr>
<th>Blog name</th>
<th>Purpose</th>
<th>Content (text, video, picture, poem, song, audio 'podcast', others)</th>
<th>Learners level</th>
<th>Skills to be developed</th>
<th>Other comments</th>
</tr>
</thead>
</table>

**Lab Task**

1. **Create a teacher blog**, using "the world's most popular education blogging service" called Edublogs ([http://edublogs.org/](http://edublogs.org/)).
2. Manage the blog through mastering these blog features:
   2.1 "Add New": Post a text: story, poem, proverb, joke, etc
   2.2 "Add New": image, a video & audio)
2.3 "Add New": link
2.4 "Add New": user
2.5 "Comments"
2.6 "Access to forums"
2.7 "Appearance"

Teaching Task

1. Here are some general ways to use your Edublog to enhance teaching English in Palestine. What activity can you use your blog for? Think and try to complete this table.

   a. Develop students’ reading skills
   b. Develop students’ question formation skills
   c. Develop students’ communication skills through discussions and debates.
   d. Engage learners in knowledge sharing, interaction, reflection, and debate with peers
   e. Provide a forum for discussion that goes beyond coursework to include culture, politics, and other areas of personal exploration. Students often learn as much from each other as from instructors or textbooks, and blogs offer another mechanism for peer-to-peer knowledge sharing and acquisition.

<table>
<thead>
<tr>
<th>Blogs in teaching English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language skill/ sub-skill</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

2. Work in group and list 2 main challenges Palestinian English teachers may face in using Blogs in teaching English and 2 suggestions to overcome them.
4) Wikis

Preparation Task

Another way of sharing information on the Web or initiating discussions is to set up a wiki. A wiki is a collaborative website that many people can work on or edit. It allows a group of people to freely create and edit web page content i.e. an online resource for which content can be created collectively. Photographs and video recordings can also be embedded in a wiki.

Wikis seem to be an ideal tool for this type of collaboration, as students can read and edit each other's work, make suggestions and learn from each other while working together. Also, the possibility of saving previous versions of the same text means that students - and the teacher - will be able to keep track of the development of the writing process.

Wikipedia is the best known example of a wiki, a collaboratively written encyclopaedia: http://www.wikipedia.org

Advantages

1. Wikis promote student-centered teaching in that students themselves have control over what is written and what stays on the wiki pages. Indeed, Richardson (2006) suggests that, the less control the teacher exerts, the more successful the wiki project is.

2. Another advantage is the flexibility of wikis. Students can incorporate links to other websites or use pictures and other graphics to spruce up what they have written. This is clearly appealing to the digital generation, who are not used to seeing only words on a page.

3. Garza and Hern (2006) suggest too that wikis make writing seem more of a process than a series of static drafts that are tweaked and twiddled.

4. Finally, the negotiation involved in the collaboration on a wiki project necessarily helps students develop successful problem-solving skills. To

facilitate this, many wikis offer an option called “Discussion” or “Comments” in which students can discuss issues with each other, give reasons for changes, and disagree with what someone else has written (Achterman, 2006).

Wiki activities 9

1. Read, think and reflect

1.1 The teacher sets up a wiki for use as the class dictionary. This can consist of one page, or a series of pages. The vocabulary can be organized according to topic or, perhaps more easily, alphabetically. During lessons, the teacher highlights vocabulary items that are important for students to learn. The class can decide as a group what elements need to be put into the dictionary, for example a definition of the word or phrase, a possible translation, an example sentence, information on pronunciation, and so forth. Students are put into small groups, and each group is assigned a period of time when they are responsible for adding class vocabulary to the wiki. The teacher can assign students tasks to be done with the help of the class dictionary, for example Write a story/paragraph using at least ten words from the class dictionary.

1.2 A collaborative activity is one in which ELLs (English Language Learners) create a content-area grammar wiki. For example, the teacher sets up a wiki for use as the class grammar. This can consist of only one page, or probably better a series of pages, one for each topic. During the lesson, the teacher asks the ELLs to write down any grammatical construction (s)he uses that they are unfamiliar with. After a lesson, the teacher and ELLs sit down to look and learn about the particular grammatical constructions that the teacher used while speaking. The ELLs in groups are asked to create an entry in the wiki that will serve as a reference resource for the whole class. The class can decide as a group what elements need to be put into the grammar page, for example the form and use of the grammar point, examples of use, and so forth. ELLs or groups of students can be asked to add points to the grammar

---

in future lessons, and the class as a whole can be asked to edit and revise it. The teacher can use the class grammar as a basis for pop quizzes, homework assignments, and so forth.

2. Browse only 3 of these 6 wiki examples focusing on TEFL and find 5 differences related to purpose, target audience, content, format and other points.

2.1 http://nazmimasri.wikispaces.com/
2.2 http://6thgrade-07.pbworks.com/w/page/1071815/FrontPage
2.3 http://english-9a.wikispaces.com/english-9a
2.4 http://englishplace.wetpaint.com/
2.5 http://englishvg1.wikispaces.com/home
2.6 http://gamingintheenglishclassroom.wikispaces.com/

<table>
<thead>
<tr>
<th>Wiki name</th>
<th>Purpose</th>
<th>Target audience</th>
<th>Content</th>
<th>Format</th>
<th>Other</th>
</tr>
</thead>
</table>

Dr. Nazmi Al-Masri
nmasri@iugaza.edu.ps

Technology for Teaching English 2012
English Dept - IUG
3. How can you "Palestinise" this wiki front page prepared by an English language teacher, Teresa Almeida d'Eça.

Welcome to our "6th Grade" wiki!

http://6thgrade-07.pbworks.com/w/page/1071815/FrontPage

Here you will find exercises or links to exercises based on our textbook, English Train.

I will have several reading comprehension exercises about the texts and dialogues that we have studied so that you can practice looking for information in a text and writing correct answers. I will start with Unit 1.

I will also include vocabulary and grammar exercises with correct answers or feedback/clarifications.

Practice some of these exercises during the Easter vacation/holidays and you will be in better shape (= melhor forma) at the beginning of the 3rd term on Mar 31.

Enjoy! :-) 

Your English teacher

Teresa Almeida d'Eça
4. Think and try to complete this table.

<table>
<thead>
<tr>
<th>Language skill/ sub-skill</th>
<th>Learners level</th>
<th>Objective</th>
<th>Illustration/ examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Work in group and list 2 main challenges Palestinian English teachers may face in using wikis in teaching English and 2 suggestions to overcome them.

Lab Task

1. You can create a wiki, using one of several free wikis such as Wikispaces (www.wikispaces.com/) or Wikidot (http://www.wikidot.com/). For example, you can use Wiki Spaces to create an account with the name of your wiki and your email.

2. Manage your wiki by mastering these key features:

   2.1 Setting permissions for the whole wiki
   2.2 Managing wiki members
   2.3 Changing the look and feel
   2.4 Locking pages so no one can edit them
   2.5 Deleting or renaming files and pages
5) Podcasts

Preparation Task
A podcast is a digital file that is created and posted on the internet and can be played back on a mobile device or on a personal computer at a time convenient to the listener. The prefix *pod* comes from the expression “play on demand.” . . . , you can subscribe to a podcast and the subscriber will receive new content once it has been added and uploaded by the author or creator of the podcast. New content is typically added on a daily, weekly, or sometimes monthly basis. When you subscribe or download a podcast, you can listen to the program when, where, and how you want. . . .

In addition, teachers and students can create podcasts of their own. There is a wealth of podcasts already online; some are specific to language learning and some are designed for native speaking audiences. The important point is that podcasts designed for native speaking audiences provide ELLs with unlimited opportunities to listen to authentic English used in a variety of ways! Podcasts designed for language learning include theme-based conversations, English language hints, grammar tips, culture, vocabulary, idioms, and everyday conversations. Podcasts for native speaking audiences include news, film reviews, education topics, science reports, documentaries, theatre, history, comedy, politics, sports, etc.

Advantages
Already existing podcasts are excellent for English language learners at all levels of language learning. At the preproduction and early production levels, students need to be provided with the opportunity to receive meaningful and comprehensible input. Podcasts can assist teachers in providing students with meaningful and understandable language.

---

In addition, podcasts can be played as many times as needed. Teachers can search the web, podcasts directories, and iTunes for already existing podcasts that accomplish the goal of providing the ELL with language in context. For example, if you are a grade 10 agriscience teacher and you want your ELLs to become familiar with “agriculture-speak,” then go and find a range of podcasts specifically dealing with agriculture. Give them the task of listening to one episode a day and note down new vocabulary that they hear. An online translator is only a click away—have them create a vocabulary journal. After only a few days, the ELLs can have a healthy list of the meanings of many agriculture-specific words that they have listened to in context. The next step is to have them try to use these new words in your classroom.

1. **Read, think and reflect : How to Use Podcasts for Listening in the Classroom**

A tenth-grade English teacher would like to teach a lesson using the poem “The Road Not Taken” by Robert Frost. The teacher would like to present this poem to his/her class and (s)he would like to include technology. Numerous poem readings are available as podcasts. People around the world read these poems, record them as podcasts, and post them online to share. The web page “Great Books ~ A Chapter a Day” posts one poem each week; this resource can be found at [www.greatbooksaudio.com/](http://www.greatbooksaudio.com/). Each poem on this site is accompanied by a short paragraph, the audio file, and a picture interpretation of the poem. The paragraph and the picture provided by the author of the above webpage can act as the warm up for this lesson. The ELL student can read the paragraph and look at the picture that depicts the poem prior to listening to the poem to access background knowledge. These pre-listening activities will help the ELL student prepare for the poem, access previous knowledge that the student has on the topic, and help the student conjure up images in anticipation of the reading of the poem. In addition, the student can listen to the poem as many times as necessary or as desired. After listening to the poem, the class, including the ELL, can engage in a literary analysis. Students form a thesis in relation to the poem and explain and defend their thesis.

In addition to authentic podcasts, there are a plethora of podcasts that focus specifically on language learning. Teachers and students can search the web, the podcasts directories, or iTunes to find podcasts designed specifically for language learning.
One such site is http://www.eslpod.com/website/index_new.html. On this site, podcasts are designed especially for language learning and teaching and use strategies that assist in building listening skills as well as overall language learning. The author of these podcasts takes a topics approach to language learning. English language learners listen to communicative interactions with a real-life application such as shopping for furniture, discussion on Bigfoot, describing distances and giving directions, formatting a document, etc.

2. Browse only 3 of these 8 examples of podcasts created by and for ELLs and find 3 differences related to purpose, target audience, content, format and other points.

2.2 BBC Podcast: http://www.bbc.co.uk/podcasts
2.3 www.podcastsinenglish.com/pages/level1.shtml
2.4 http://a4esl.org/podcasts/
2.5 www.englishfeed.com
2.6 www.englishcaster.com/idiomas
2.7 Level 4 transmitting: http://aprilfoolsday.podomatic.com/
2.8 Absolutely Intercultural: http://www.absolutely-intercultural.com/

<table>
<thead>
<tr>
<th>Podcast name</th>
<th>Purpose</th>
<th>Target audience</th>
<th>Content</th>
<th>Format</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Think and try to complete this table

<table>
<thead>
<tr>
<th>Podcast in teaching English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language skill</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
</tbody>
</table>

4. Work in group and list 2 main challenges Palestinian English teachers may face in using Podcasts in teaching English and 2 suggestions to overcome them.

Lab Task

1. Look at some of the Podcasts above and

   1.1 Search and find 4 audio files related to English for Palestine (Grade 1-12)
   1.2 Upload to your blog 2 audio files suitable to primary school learners.
   1.3 Upload to your blog 2 audio files suitable to secondary school learners.

2. Vodcast is similar to a podcast but, instead of only audio, a vodcast contains video. Vod is an acronym for “video on demand.” Use the advanced Google searching skills you learned before to do the followings:

3. Find 2 famous vocasts related to teaching and learning English and email their links to both your instructor and lab assistant.

4. Upload to your blog 2 vodcast files suitable to school Palestinian learners.
6) Webquests

Preparation & Teaching Task

A webquest is a task-oriented activity in which the learner draws on material from different websites - but other sources may also be consulted - in order to achieve a specific goal, e.g. researching a topic and (i) answering a series of questions posed by the teacher, (ii) creating a presentation or (iii) writing an essay, etc. The skills that are required in a webquest mainly involve reading and listening, but there may also be communicative speaking exercises.

For example

- Find information on the Web about a famous person, city, and event from the target language country and write a profile of them.
- Explore a city site and write a miniguide

1. Go to the WebQuests Homepage for general information and lots of links. The resources page within the http://webquest.org/index.php has lots of helpful links for designing and creating your own WebQuest. This site also provides a lot of resources and information for teachers about designing WebQuests.

2. There are a number of sites available on which you can create and host your own template-based WebQuests, such as Zunal, which is free. Click here (http://zunal.com/webquest.php?user=21401) to go to the WebQuest about WebQuests class activity page.

3. A list of webquests relating to language learning (mainly EFL) can be found at The Consultants-E website: http://www.theconsultants-e.com/webquests/

4. Which of the following reasons for using webquests is the most important one for you?

There are many compelling reasons for using webquests in the classroom, including:

---


Dr. Nazmi Al-Masri
nmasri@iugaza.edu.ps

Technology for Teaching English 2012
English Dept - IUG
• They are an easy way for teachers to begin to incorporate the Internet into the language classroom, on both a short-term and long-term basis - no specialist technical knowledge is needed either to produce or use them.

• More often than not, they are group activities and as a result tend to lend themselves to communication and the sharing of knowledge - two principal goals of language teaching itself.

• They can be used simply as a linguistic tool, but can also be interdisciplinary, allowing for crossover into other departments and subject areas.

• They encourage critical thinking skills, including: comparing, classifying, inducing, deducing, analysing errors, constructing support, abstraction, analysing perspectives, etc. Learners are not able to simply regurgitate information they find, but are guided towards a transformation of that information in order to achieve a given task.

• They can be both motivating and authentic tasks and encourage learners to view the activities they are doing as something 'real' or 'useful'. This inevitably leads to more effort, greater concentration and a real interest in task achievement.

5. For further information and activities on webquests, download, read & reflect on these:

1.1 Download example webquest 84k
1.2 Download teachers' notes 88k

For further information on webquests see:

• WebQuest Generator: A tool for helping teachers create webquests.
• TalenQuest: In Dutch - but many of the links are in other languages.
• LQuest: LanguageQuests: task-based second language acquisition with the help of Internet resources.
• Criteria for LanguageQuests - Assessment Tool: Also available in Dutch and German. For the theoretical underpinnings of webquests tool see: Koenraad & Westhoff (2004). See also Ton Koenraad's Web page at http://www.koenraad.info/CALL.
5. Think and try to complete this table.

<table>
<thead>
<tr>
<th>Language skill</th>
<th>Learners level</th>
<th>objective</th>
<th>Illustration/ examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Work in group and list 2 main challenges Palestinian English teachers may face in using Webquests in teaching English and 2 suggestions to overcome them.

Lab Task

1. Use the advanced Google searching skills you learned before to do the followings:

   1.1 Find 2 webquests related to teaching and learning English.
   1.2 Write 2 similarities and 2 difference between them.


Producing a webquest does not entail any detailed technical knowledge. Whilst all of the examples in the further reading are essentially web-based, it is extremely easy to produce a professional-looking and workable design using any modern word processor. The skill set for producing a webquest might be defined as follows:

- **Research skills**: It is essential to be able to search the Internet and quickly and accurately find resources.
• **Analytical skills**: It is also very important to be able to cast a critical eye over the resources you do find when searching. Make sure to visit any website you are considering using thoroughly before basing any activity around it.

• **Word processing skills**: You will also need to be able to use a word processor to combine text, images and weblinks into a finished document. This particular set of skills can be acquired in approximately ten minutes.

### 7) RSS

**Lab task**

1. How to subscribe to RSS
2. How to open Feeds on the internet explorer

**Teaching task**

Subscribing to RSS (also called web feeds) available on internet useful websites can benefit for learning and teaching English. Subscribe to 3 useful websites for you as an advanced English language learner and 3 other useful websites for you as a teacher.
Unit 5

Cloud computing in TEFL: Google Docs/ Drive

Objective

After being introduced and familiarised with cloud computing, participants should be able to use the following cloud computing features to enhance teaching *English for Palestine*.

Lab Task (1)

Google Drive

a. Creating a document
b. Renaming a document
c. Saving a document
d. Sharing a document
e. Switching from the document to Google Drive
f. Deleting a document
g. Creating a folder within the drive
h. Moving files from/to folders
i. Uploading a file
j. Downloading a file

Teaching Task (1)

Cloud computing is a computing technology that uses the internet to store, share and process files. It can be used in the classroom. For more information, read this article entitled “Applying Cloud Computing in the Classroom”:


As a Palestinian English language teacher, think and try to list 5 pedagogical benefits of cloud computing features related to Google drive you learned in the lab sessions and listed above.
Unit 6

Advanced searching skills for professional purposes

Objective

To empower participants with advanced searching skills for professional learning and teaching purposes

Content

1. Google
   1.1 Google advanced searching skill
   1.2 Google scholar
   1.3 Google videos
   1.4 Google image
   1.5 Google translate

2. E-books on the internet
   2.1 englishtips.org: http://www.englishtips.org/
   2.2 BookFinder http://en.bookfi.org/
   2.3 Free Book Spot http://www.freebookspot.es

Advanced Searching Skills

A) Lab Task (1)

Familiarise yourself with these advanced searching skills to find the items next to each skill. Save all the items you found in a folder on your flash as you may use them later for assignments.

1. Google
   1.1 Google advanced searching skill: find and save a PDF article on using videos or mobiles in teaching English.
   1.2 Google scholar: find and save a PDF article on using email in teaching English.
   1.3 Google videos: find, download and save a video for teachers on how to use songs, story-telling, drama or games in teaching English.
   1.4 Google image: find 5 pictures related to teaching these words (taken from Grade 8 and supposed to be unknown to you).
      1.4.1 Zucchini (Unit 4: p24)
      1.4.2 Giant panda – Seal – whale
1.5 **Translate**: find how the following statements are translated:

1.5.1 *Lend me your ears please*
1.5.2 *Ladies like good manners*
1.5.3 *He gave us a word of honor*

2. **E-books on the internet**

2.2 Free Book Spot [http://www.freebookspot.es](http://www.freebookspot.es) - find and save a recent book on teaching listening and speaking skills

B) **Teaching Task (1)**

As a Palestinian English language teacher, how you can benefit from these searching skills in promoting your language skills and teaching competences. **Think and list 4 pedagogical benefits** for using the above searching skills in enhancing your English learning competence and English teaching performance.
Unit 7
Mobile learning (M-learning)

Teaching Task

Read these 2 articles on m-learning and answer the 3 questions below:


mjal.org/Journal/Mobile%20Phone%20Technology.pdf

1. Mobile has several features that can be used in teaching English. These features include
   1. Camera
   2. Video recording
   3. Audio recording
   4. Downloading
   5. Internet access
   6. Texting – messaging
   7. others

As a Palestinian English language teacher, to what extent can you use the above features to develop the 4 language skills (reading, writing, listening and speaking), the 4 language sub-skills and literary works (stories, poems and plays) included in English for Palestine. Work in groups, think and try to complete this table.
2. Work in group and list 2 main challenges Palestinian English teachers may face in using mobiles in teaching English and 2 suggestions to overcome them.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Language skill/sub-skill</th>
<th>Learner’s level</th>
<th>Objective</th>
<th>Illustration/examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>