Бош илмий-методик марказ

**ФАРҒОНА ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ**

# “ТЕХНОЛОГИЯГА АСОСЛАНГАН ТИЛ ЎҚИТИШ” МОДУЛИ БЎЙИЧА

# ЎҚУВ – УСЛУБИЙ МАЖМУА

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**2021**

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ**
**ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАҲБАР КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ БОШ ИЛМИЙ - МЕТОДИК МАРКАЗИ**

**ФАРҒОНА ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ**

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# МОДУЛИ БЎЙИЧА

## Ў Қ У В – У С Л У Б И Й М А Ж М У А

**Фарғона – 2020**

Модулнинг ўқув-услубий мажмуаси Олий ва ўрта махсус таълим вазирлигининг 2020 йил 7 декабрдаги 648-сонли буйруғи билан тасдиқланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган ва ФарДУ Илмий кенгашининг 2020 йил «28» декабрдаги 2 -сонли қарори билан тасдиқланган.

| | |
|---|---|
| **Тузувчи:** | **Н.Аббасова- ФарДУ катта ўқитувчиси** |
| **Тақризчи:** | **Д.Ғаниева – филология фанлари номзоди** |

## М У Н Д А Р И Ж А

# I. ИШЧИ ЎҚУВ ДАСТУРИ

## КИРИШ

Дастур Ўзбекистон Республикасининг 2020 йил 23 сентябрда тасдиқланган “Таълим тўғрисида”ги Қонуни, Ўзбекистон Республикаси Президентининг 2017 йил 30-июндаги “Ўзбекистон Республикаси Фанлар академияси ҳузурида Ўзбекистоннинг энг янги тарихи бўйича Жамоатчилик кенгаши фаолиятини ташкил этиш тўғрисида”ги ПҚ-3105-сонли Қарори, Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сон, 2019 йил 27 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида”ги ПФ-5789-сон, 2019 йил 8 октябрдаги “Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПФ-5847-сонли Фармонлари ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 23 сентябрдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг малакасини ошириш тизимини янада такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида”ги 797-сонли Қарорида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдек амалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

Ҳозирги даврда **"Технологияга асосланган тил ўқитиш"** модули дунёнинг барча ривожланган мамлакатларида барча таълим йўналишларининг асосий fundamental фанидан бирига айланиб улгурган. Шу сабабли, бу фан бизнинг мамлакатимиз таълим соҳасига киритилишига катта эътибор қаратилмоқда.

Фаннинг ўқув дастурини тузишда дунёнинг ривожланган мамлакатлари университетлари тажрибаси асосида тузилди.

Бундан ташқари машғулотларни олиб боришда ҳозирги пайтда катта аҳамият касб етиб бораётган илғор педагогик технологиялардан фойдаланиш, жумладан кичик гуруҳларда ишлаш, кейс стади, ақлий ҳужум каби усулларни кенг жорий етишга аҳамият қаратилган.

**Модулнинг мақсади ва вазифалари**

**“Технологияга асосланган тил ўқитиш” модулининг мақсади** -Актнинг тил ўрганишда "web-based learning", "e-learning", "blended learning" каби асосий тушунчаларни талабаларга ўргатишдир. Мазкур фан кенг қамровдаги мавзулардан иборат бўлиб, у онлайн ўрганиш жамоасидан то подкастлар,блоглар, викилар ва ижтимоий media каби мавзуларни ўз ичига олади. У шунингдек,електрон манбаларни ва АКТ иловаларини тўғри танлашнинг амалий мисолларини тақдим етиб, талабаларга тил ўрганишда босма китоблар ва internet материалларидан ташқари бошқа имкониятлар борлигини кўрсатиб беради.

**“Технологияга асосланган тил ўқитиш” модулининг вазифалари** тингловчиларни назарий билимлар, тил ўрганиш самарадорлигини оширишда замонавий ахборот технологияларидан фойдаланиш асослари, тил ўрганиш учун Smart-ўқитиш муҳити, електрон ҳужжатлар яратиш ва ишлов бериш воситалари, фаолият доирасида тақдимот яратиш воситалари билан ишлаш, график ахборотларга ишлов беришнинг замонавий воситаларидан фойдаланиш, ўқув анимацион лавҳаларни тайёрлашнинг замонавий воситалари, ўқув audio ва video материалларини яратиш ва ишлов бериш воситалари, таҳлимда WEB-технологиялар усул ва воситаларидан фойдаланиш, On-line ўқув курсларни ишлаб чиқишнинг замонавий воситаларидан фойдаланиш, ўқитишни бошқариш тизимлари билан ишлаш, тил компетенциясини ривожлантиришда Актни ўрни ва моҳияти, ўзлаштиришни назорат қилишда Актни қўллаш усул ва воситалари, CEFR талаблари бўйича матн қийинлик даражасини аниқлаш, e-portfolio яратиш, Тинглаб тушинишга қаратилган ресурслар (audio ва video матерриаллар) билан ишлаш, турли дастурлар асосида талаффуз устида ишлаш, Очиқ таҳлим манбалари, масофавий, virtual, юзма-юз ва масофавий таҳлим интеграцияси, тилга оид маҳлумотларин Internet тармоғидан излаш техникалари, Онлайн ва офлайн

тил ўрганиш манбалари, Онлайн чет тилидаги муҳокамаларни ташкил етиш, mobil ва планшет дастурлар орқали тил ўрганиш бўйича назарий-амалий билимларни узвийлик ва узлуксизликда ўргатишдан иборат.

**Модул бўйича тингловчиларнинг билими, кўникма ва малакаларига қўйиладиган талаблар**

**“Технологияга асосланган тил ўқитиш”**модулини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасидатингловчилар:

- Тил ўрганиш самарадорлигини оширишда замонавий ахборот технологияларидан фойдаланиш усул ва воситаларини билиш;
- Тил ўрганиш учун Smart-ўқитиш турлари ва воситалари;
- Электрон ҳужжатлар яратиш ва ишлов бериш воситалари таснифи;
- Фаолият доирасида тақдимот яратиш воситалари билан ишлаш;
- График ахборотларга ишлов беришнинг замонавий воситалари ҳақида **билиши** керак;
- тил ўқитишга оид илғор тажрибалардан фойдаланиш;
- ахборот технологияларининг замонавий воситаларидан фойдаланиб илмий-тадқиқотларни ўтказиш;
- тил ўрганиш ва ўқитишда Web 2.0 воситаларидан самарали фойдаланиш;
- анъанавий баҳолаш ва CEFRга асосланган тил компетенцияларини баҳолаш тизими ўртасидаги фарқларни аниқлай олиш;
- ўз устида ишлаб, фаннинг янги тадқиқотларини ўқитиш тизимини қўллаш;
- тил ўқитувчилари малакасини оширишда аралаш таълим, замонавий қараш ва ёндашувлардан фойдаланиш;
- педагогик жараёнда мулоқот услубларини тўғри қўллай олиш **кўникмаларига эга бўлиши** зарур.
- тил ва нутқ материалларини танлаш тамойиллари, аутентик манбалар билан ишлаш;
- тил ўқитиш методикаси бўйича ўрганган маълумотларни амалда қўллай олиш;

- тингловчиларнинг билиш қобилиятларини баҳолай олиш;
- ўқув жараёнини режалаштириш, баҳолаш, фидбек механизмларини амалга ошириш;
- тингловчиларнинг ўз-ўзини баҳолашга қаратилган портфолиосини ишлаб чиқиш **малакаларини эгаллаши** лозим.

## Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

**“Технологияга асосланган тил ўқитиш”**модули мазмуни ўқув режадаги дискурс таҳлили ўқув млдули билан узвий боғланган ҳолда педагогларнинг тил кўникмаларини талаб даражасида қўллай олиш малакасини орттиришга хизмат қилади.

## Модулнинг олий таълимдаги ўрни

Модулни ўзлаштириш орқали тингловчилар тил кўникмаларини мос равишда амалда қўллаш малакаси ва касбий салоҳиятларини ривожлантирадилар.

## Модуль бўйича соатлар тақсимоти

| № | Модулмавзулари | Тингловчинингўқув юкламаси, соат | | | |
|---|---|---|---|---|---|
| | | Ҳаммаси | Аудитория ўқув юкламаси | | машғуло |
| | | | а м | жумладан | |

| | | | | Назарий | Амалий машғулот | |
|---|---|---|---|---|---|---|
| 1. | Тил ўқитувчилари учун матн ва тақдимот дастурлари. | **4** | **4** | **2** | **2** | |
| 2. | Мавжуд тижорат ва бепул дастурлар асосида мултимедиа материалларини яратиш ва улардан фойдаланиш хусусиятлари. | **2** | **2** | | **2** | |
| 3. | Подкастлар билан ишлаш, Викилар ва блоглар каби veb-технологияларда ўқиш ва ёзиш тажрибаси. | **4** | **4** | | **4** | |
| 4. | Веб-саҳифалар ва veb-платформаларни яратиш ва улардан самарали фойдаланиш. | **2** | **2** | | **2** | |
| 5. | Тил ўрганиш ва ўқитишда Web 2.0 воситаларидан самарали фойдаланиш. | **2** | **2** | | **2** | |
| | **Жами:** | **14** | **14** | **2** | **12** | |

## НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ

### 1-Мавзу: Тил ўқитувчилари учун матн ва тақдимот дастурлари.

**РЕЖА:**

1. Тил ўқитувчилари учун матн ва тақдимот дастурлари.
2. Матн форматда ишлаш.
3. Ppt. дастурларини яратиш.

## АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ

### 1-Мавзу: Тил ўқитувчилари учун матн ва тақдимот дастурлари.

**РЕЖА:**

1.АКТ нинг бугунги кундаги ўрни ва аҳамияти. Тилларни ўқитишда фойдали бўлган АКТ воситалари таснифи**.**

2.Матн форматда ишлаш.

3.ppt . дастурларини яратиш.

### 2-Мавзу: Мавжуд тижорат ва бепул дастурлар асосида мултимедиа материалларини яратиш ва улардан фойдаланиш хусусиятлари.

**РЕЖА:**

1.Мавжуд тижорат ва бепул дастурлар асосида мултимедиа материалларини яратиш ва улардан фойдаланиш хусусиятлари.

2.Тил корпорасига кириш, мосликни ишлатиш ва матнни таҳлил қилиш дастурларидан аудиторияда қўллаш учун тил материалларини яратиш.

### 3-Мавзу: Подкастлар билан ишлаш, Викилар ва блоглар каби веб-технологияларда ўқиш ва ёзиш тажрибаси.

**РЕЖА:**

1. Подкастлар билан ишлаш.

2.Викилар ва блоглар каби veb-технологияларда ўқиш ва ёзиш тажрибаси.

### 4-Мавзу: Veb-саҳифалар ва Veb -платформаларни яратиш ва улардан самарали фойдаланиш.

**РЕЖА:**

1. Тил ўргатиш ва ўқитишда фойдали бўлган дастурлар, **veb** саҳифалар ва блоглар.

2.Тил ўргатиш ва ўқитишда фойдали бўлган дастурлар, web саҳифаларнинг фарқлари ва аҳамияти.

3. Тил ўргатиш ва ўқитишда фойдали бўлган дастурлар, **veb** саҳифалардан фойдаланиш тартиби.

## 5-Мавзу: Тил ўрганиш ва ўқитишда Web 2.0 воситаларидан самарали фойдаланиш.

**РЕЖА:**

1. Аралаш таълимда машқ, вазифа ва лойиҳалар.
2. Тил ўрганиш ва ўқитишда Web 2.0 воситаларидан самарали фойдаланиш.
3. Улардан фойдаланиш тартиби.

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## II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТРЕФАОЛ ТАЪЛИМ МЕТОДЛАРИ

CALL:

- Computer-assisted language learning (CALL) was the expression agreed upon**A**t the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly (Chapelle, 2001, p. 3).

- Computer Assisted Language Learning (CALL) may be defined as the search for and study of applications of the computer in language teaching and learning (Levy, 1997, p.1).

- Given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language (Beatty, 2003, p. 7).

- CALL has come to encompass issues of materials design, technologies, pedagogical theories and modes of instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials (Beatty, 2003, pp.7).

## Discussion

Discussion as a Teaching Technique Adapted with permission by Helen Davies from (1) Cashin, William E. and McKnight, Philip C. (January, 1986). "Improving Discussions." IDEA #15, Center for Faculty Evaluation & Development, Kansas State University, and (2) Peter J. Frederick (1981). The Dreaded Discussion: Ten Ways to Start, Improving College and University Teaching, 29(3), 109-114.

Used on its own or combined with lectures, discussion is an effective way to facilitate learning. Discussion can provide the instructor with an opportunity to assess student understanding of course material. In addition, by introducing their own observations and questions, students can explore ideas thoroughly. Most importantly, discussions allow students to actively participate in the learning process. Learning is more interesting and students are often more motivated when they are actively involved in using the course material.

## III. НАЗАРИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

**Text and presentations programs for language teachers**

Plan:

1. Introductionof ICT for language teachers
2. Working with textual programs (word)
3. Power Point Presentation

*Key words and expressions: Power Point presentation, slide, oral presentation, software programs, communication technology, ICT, CALL.*

*The introduction of information and communication technology (ICT) to education creates new learning paradigms.* We are dwelling in a world which technology has reduced to a global village and the breakthrough in technology is underpinning pedagogical submissions. It may become imperative therefore to have a rethinking on how to ameliorate the constraints of second language users through the applications of modern technologies. The interactions between new technology and pedagogical submissions have been found to an extent to be addressing the heterogeneous needs of second language learners and any global discovery which aims at minimizing learners' constraints is a welcome development in a rapidly changing world of technology.

The rapid growth in ICT experienced by the technologically advanced nations of the world has helped them to overcome some of the barriers in teaching and learning. Applications of modern day's technologies in the field of teaching and learning can make it possible for teachers, students and others to join communities of people well beyond their immediate environment to critically review, analyze, contribute, criticize and organize issues logically and contextually having professionalism and the transformations of the entire society in view. Now, new technologies such as the reported computer enhancements with new software and networking make it much easier for educators to conquer space and time, with the motive of ameliorating constraints and academic conflicting issues. We can now bring learning to virtually any place on earth anytime for the purpose of achieving the desirable learning outcomes.

*In the past, learning and education simply meant face-to-face lectures, reading books or printed handouts, taking notes and completing assignments generally in the form of answering questions or writing essays.* In short; education, learning and teaching were considered impossible without a teacher, books and chalkboards. Today, education and training have taken on a whole new meaning. Computers are an essential part of every classroom and teachers are using DVDs, CD-ROMs and videos to show pupils how things work and operate. Pupils can *interact with the subject matters through the use of such web based tools and CD-ROMs.* Moreover, each pupil can progress at his/her own pace [1].

*Technology allows distance learning: Perhaps the greatest impact of technology in the field of learning is its ability to help several people learn simultaneously from different locations.* Learners are not required to gather at a predetermined time or place in order to learn and receive instructions and information. All one needs is a computer connected to a modem (or with a CD drive); these tools can literally deliver a 'classroom' in the homes and offices of people.

*Technology allows group Learning: There are naysayers who argue that distance learning of this sort cannot help pupils receive the support of traditional group-based learning.* For proving this theory wrong, technology has helped provide distance learners with online communities, live chat rooms and bulletin boards. All these allow pupils to collaborate and communicate even though they are isolated in their own space.

*Technology allows individual pacing: Multimedia tools, on-line and CD-ROM based training have helped eliminate the need for an instructor-based lesson plans.* Pupils who grasp concepts faster proceed and move along, without being held back by ones who need more time and help for learning. Such individual pacing is beneficial to all.

*Technology helps lower training costs and increases productivity: Another benefit of using technology to reach many pupils in shorter time is lowering training costs.* Corporate and academic Institutions can reduce their costs of delivering lessons to

pupils on a per-pupil basis. Moreover, technology produces quantifiable results and allows pupils to put into practice this information quickly and with better results. Through the use of technology, pupils can considerably save time and increase their productivity. Both these points justify the higher costs of advanced technological tools.

Tools used for disseminating information must be developed with pupils in mind. There are also factors like lack of computer/technology literacy to be considered. Schools and businesses must bear in mind that education technology is simply a tool and its success depends largely on the amount of planning that goes into it. Using education technology can be a right choice as long as all such factors are considered.

*With the development of technology and the boom of digital revolution, foreign language teachers find it necessary to think about effective new ways to create a better foreign language teaching and learning environment that is supported by multimedia technologies.* As a result, Computer Assisted Language Learning, or CALL, has become increasingly popular in the foreign language teaching field.

**Working with textual programs**

Word provides a writing instructor with a wide range of ways to integrate word processing into the classroom. We have included a list of some of the most popular options here, but this list is certainly not exhaustive.

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*Option 1: Developing Close Reading Skills*

Students can work individually or in groups, responding to guided questions about readings, or they can use the formatting and highlighting features of Word to visually 'mark-up' a passage. By taking a passage out of context, students can be forced to look much closer at the rhetorical "clues" provided in the text.

Sample Exercise: Close-Reading Textual Fragments

(CindyLandwehr)

- Read the fragment of the story. Identify all the details or collections details that seem significant, troubling, important, or intriguing to you. These could be images, objects, specific words or phrases, ideas, relations. Mark on the paper as much as you want to—go ahead and underline words and make notes in the margins.
- Now, type out a list of the actual phrases or sentences that you have identified, and one by one reflect on what interests you about the details you have chosen. What is enlightening or puzzling or interesting about them? What do they reveal about the character(s) involved—judging from the passage that you are interpreting, how would you describe each character's state of mind, personality, characteristics, and relationship with the other character(s)? What seems to be happening—plot-wise—in the story at this point?
- You will have the rest of the class period to compose your response. When you are finished, make sure to read over for things you may want to change or make clearer or add to, and of course proofread for typos and mechanical errors. Youwillbeprintingthisoutattheend.

**INTEGRATED OPTION:** Including the passage in the file would allow students to mark up the passage on-line, eliminating the need for retyping phrases.

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### *Option 2: Using Microsoft's "Insert Picture" Feature to Stimulate Discussion and Teach Verbal/Visual Literacy*

Using Word's "Insert Picture" function is an excellent means to encourage close reading as well as to distinguish variations in student initial responses to literary texts is the interpretive pairing of graphic with verbal imagery.

#### SAMPLE EXERCISE: JUDGING BOOKS BY THEIR COVERS?

(Laurie George)

In the following example, a simple Google "Image" search for photographs used by Jon Krakauer in his book *Into the Wild* produced the following self-portrait of the book's protagonist, Christopher McCandless, a photograph that Krakauer reprinted as the first image (notably graphic, not verbal) inside the book's cover.


*One of his last acts was to take a picture of himself, standing near a bus under the high Alaska sky, one hand holding his final note toward the camera lens, the other raised in a brave, beatific farewell. His face is horribly emaciated, almost skeletal. But if he pitied himself in those first difficult hours—because he was so young, because he was alone, because his body had betrayed him and his will had let him down--it's not apparent from the photograph. He is smiling in the picture, and there is no mistaking the look in his eyes. Chris McCandless was at peace, serene as a monk gone to God.*

(Krakauer, Into the Wild, 1996)

Downloading the image into a Word file and then pairing it with some of Krakauer's verbal descriptions of the starving McCandless provide excellent pedagogical means of teaching assorted critical approaches to literature—that is, an instructor can pose questions to students that reveal biographical, cultural, and/or formalist reader predispositions toward the interpretation of literature, questions such as these:

- Why did Krakauer decide to include this picture (rather than the one of McCandless waving at the camera) and how does it complement/contrast with the verbal description he fashions when characterizing McCandless in the final stages of the young man's life, starving to death in the wilderness that he had so idealized?
- Does the photographic self-depiction of McCandless mesh with Krakauer's imagined verbal depiction of the young man's final days, thoughts, and emotions? What matters about any variance in the two depictions—is one less "true" than the other? What does any difference reveal about Krakauer's so-called journalistic objectivity?

Such questions provide an excellent means to start a discussion of any text, as students can be asked to "read" the photo in relation to any number of philosophical/theoretical approaches (Naturalism, Realism, or Romanticism, for examples) and contrast these ideals with the verbal textual representations before writing about them.

Undertaking these interpretive exercises in class, students are introduced to core concepts of visual literacy and reader-response theory and must address core questions:

- Do these graphic depictions enrich readers' (difficult) pleasure by accompanying verbal text, or simply entertain and reproduce cultural stereotypes?
- Do graphic additions rob readers' imaginations, which might otherwise conjure revelatory images of an altogether different kind?

### *Option 3: Using Microsoft's Comment Tool to Annotate Texts*

As much literature can be found online (Amazon.com publishes lengthy excerpts of even the most recent novels in online advertisements), an excellent means of teaching students to read closely and annotate thoughtfully (not just circle and underline) is to copy and paste a portion of any text (poetry, prose, whatever) into a Microsoft Word read-only document, have students make personal copies of the document in class, annotate the excerpt, and then project students' annotated texts for discussions of the text, either in the computer classroom or in the seminar room via the laptop.

### Sample Exercise: Annotating Text with Microsoft Word

(Laurie George)

Note: The collaborative nature and in-class locale of this exercise is important, as students can easily and readily access databases from the English Library Web page (http://www.lib.washington.edu /subject/English/) to provide biographical, etymological, and socio-historical glosses to a variety of terms and allusions in the text. All enrich class discussion and broaden students' horizons about critical approaches to literary interpretation.

On Thursday we'll be spending the first half hour of class annotating an excerpt of "The Lottery," using various databases available to us via the UW Library—specifically, Literature Resource Center (to find biographical information about Jackson), Oxford Reference Online, and English Language Dictionaries.

The goal is not to find critical articles that provide a story interpretation for you, but for you yourself to build an interpretation of Jackson's story by stopping at any word, phrase, or allusion that she chooses to include. Do this remembering that Jackson started with a blank page and was fastidious about the words she used to craft characterizations, setting, mood, conflict, etc.—always remember that she had choices, that she had designs on you as a reader to think and feel a certain way about the cast of

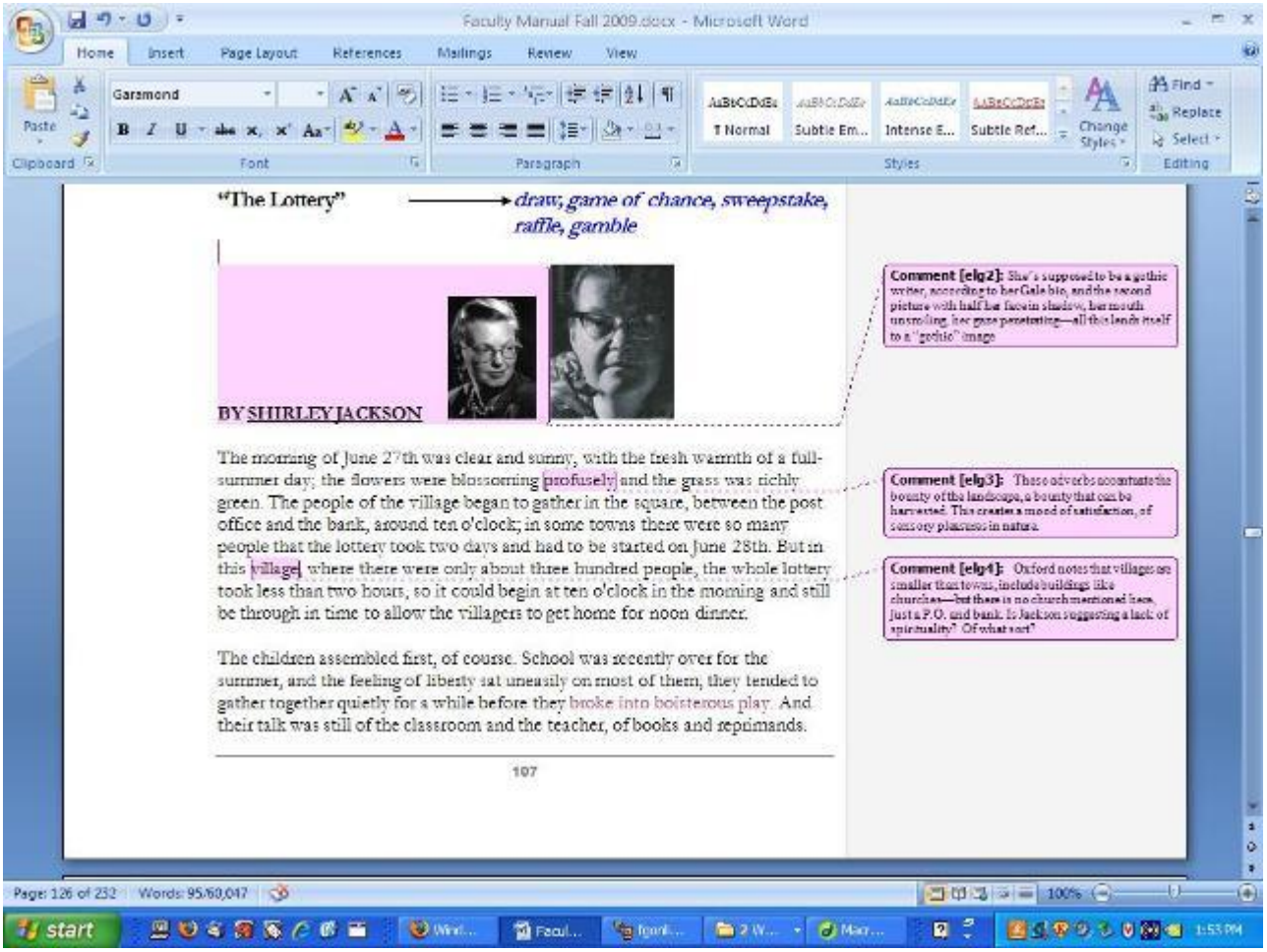
characters and how things play out during the course of the plot. Words are her essential means of gaining your attention, especially through language connotations, denotations, and allusions.

When you find a word, also use the thesaurus feature in Word (in the Tool bar above, select Tools > Language > Thesaurus) to consider how Jackson might have chosen other words that would have attracted/distracted your attention to different character attributes and themes.

Todothis:

- Highlight the word or phrase in Jackson's story that you are researching
- Find the Tool Bar at the top of the page and left click on Insert
- Drop the cursor down to Comment, selecting it
- Keyboard your comment into the pop-up box that appears, briefly noting the information you researched and why you find it useful

Example:




## *Option 4: Using Audio to Facilitate Textual Annotation*

(Definition and sample assignment, Laurie George)

*Human speech is like a cracked kettle on which we tap crude rhythms for bears to dance to, while we long to make music that will melt the stars.*

Gustave Flaubert

Although instructors think most readily of using DVD clips in classrooms, not as frequently do we consider audio without the visual—any number of sites online feature audio clips of poetry, short stories, speeches, and novels read by the authors:

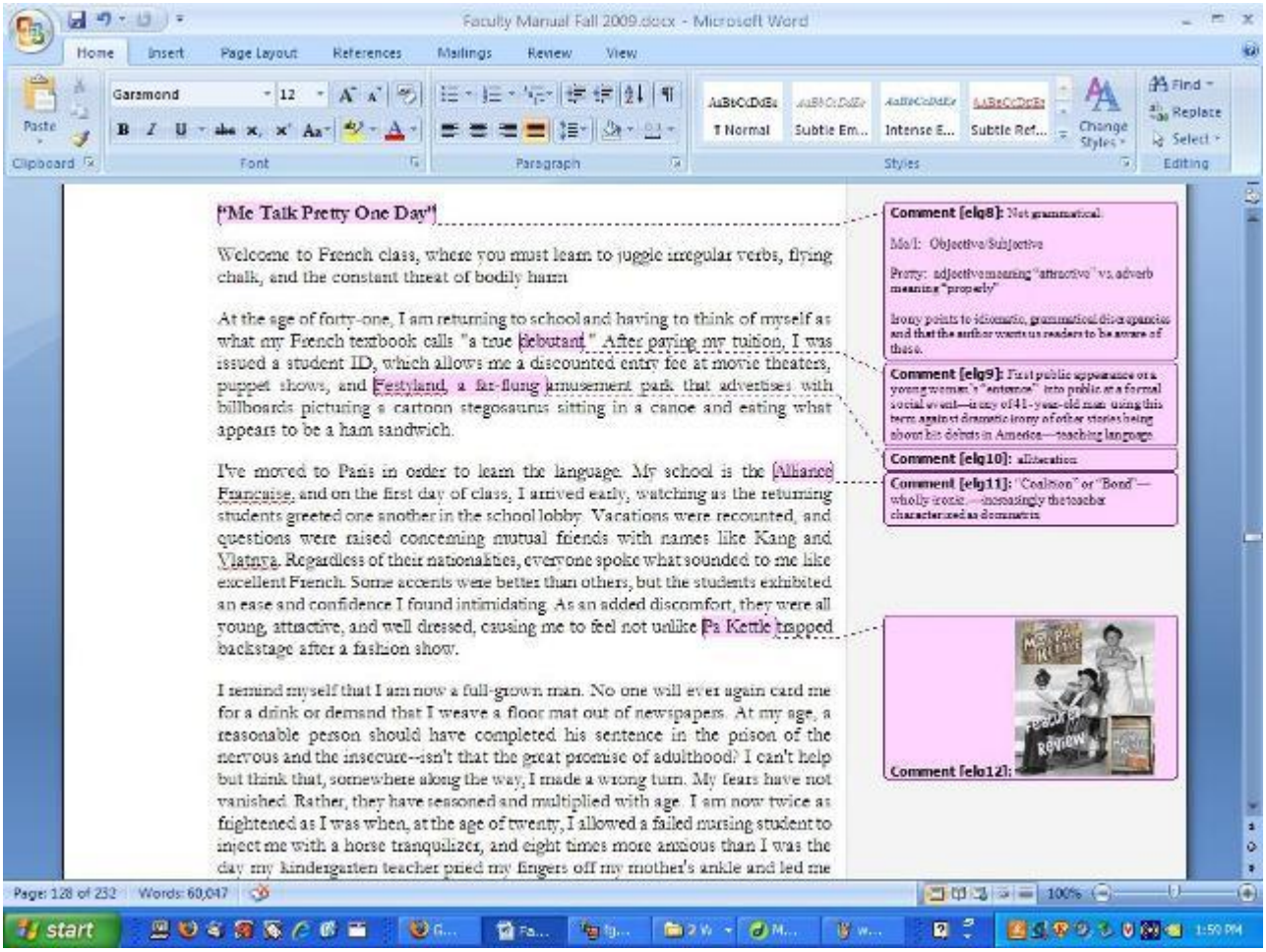
In the following exercise, students are asked in the computer classroom to listen to a writer's oral rendition of their text as the students read the written rendition onscreen, and then respond in writing to their audiovisual reading of authorial voice.

Some background: because it is important in audio sessions to have students focused on listening rather than distracted by other considerations, students arrive at the listening session (such as the one described below) well versed in the differences between indirect and direct modes of literary address, as well as generic differences between memoirs and fiction.

Students are also well aware of the basic plot line of the selected text featured: in the case below, a 41-year-old man describes his class meetings of Alliance Francaise in Paris, a class he enrolled in willingly to learn French despite his fears that the pedagogical model would be less than collaboratively constructive. His fears are realized; his instructor proves to be extraordinarily abusive towards all the students in the class, whatever their race, gender, or ethnicity: discipline and punish is one way of encapsulating the thematic core of this David Sedaris essay.

Plot in mind, students are asked to listen to the text in the computer lab as they read the print text from the screens in front of them, and to insert comments (from the Insert column of the shortcut bar on Microsoft Word) as they read and listen. The exercise works best if the clip is replayed at least once, and better twice.

Here is one annotated edition from listening to the Sedaris reading of the first half of his essay "Me Talk Pretty One Day" (from the book on disk):




## *Option 5: Using Word's Readability Tool to Evaluate Texts*

Microsoft Word also includes a tool for checking a text's readability, whether that "readability" concerns a student essay, a critical essay, a wall graffiti note, a blog entry, a presidential address, a short story, a novel, etc.

This tool is therefore enormously useful for checking the stylistic profile of any professional- or lay-authored text, including the fictional styles of characters and personae penned from whatever actual or virtual source.

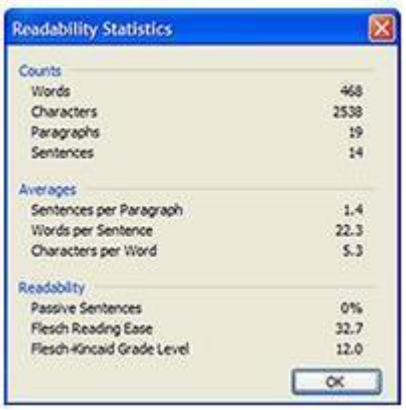
### Sample Exercise: Examining Texts with Word's Readability Tool

(Laurie George)

Any document saved into Microsoft Word can be scanned for certain "readability statistics" by configuring Word in the following ways:

| Word 2003 | Word 2007 |
| --- | --- |
| On the **Tools** menu, click**Options**, and then click the**Spelling& Grammar** tab.<br>Select the **Check** grammar with spelling check box<br>Select the **Show readability statistics** check box, and then click **OK**.<br>On the **Standard** toolbar, click **Spelling and Grammar**. | On the **Review** pane, select **Spelling & Grammar**.<br>Check the **Check grammar box** and click the **Options** button.<br>Select **Proofing** from the list on the left.<br>In the **When correcting spelling and grammar** heading on the right, check the**Show readability statistics** box.<br>Click **OK**. |

Only after a text goes through the keyed-in process of running Spell Check does this program display information about the readability of the document—but it does, finally, and this is what it displays:




The most useful features of the tool relate to a student's editing concerns for their own writing or a student's need to analyze the stylistic features of a professional writer.

Both goals apply to the three headings of "Counts," "Averages," and "Readability" in the following ways:

- In a student draft, does the text include enough words—or too many—slightly fitted or stuffed into paragraphs that match the writer's rhetorical goals for a given reading audience?
- In the professional text, does the variance of word averages indicate a kind of authorial style—for example, the minimalism of a Raymond Carver story? Alternatively, does a high count of words in a page of dialogue reveal verbosity in a certain set of characterizations? How many paragraphs are included in this passage—if there were more or fewer, would the emotional and logical effect on the viewer be different? Would the difference add to credibility in whatever fashion?
- If a character in a fictional work is speaking a piece labeled "readable" in this manner, how reliably literate is this character?
- If the character or the author writes in extremely brief or extensively long sentences, what does the simplicity or complexity of the style reveal about the character, or the author's style or the author's values?
- What about the character's or author's passivity or activity in sentence construction? What does this stylistic attribute reveal about the character or author—is the writer hiding culpability behind passive voice? Is the author implying thematically that a character is unwilling to take agency, the passive voice indicative of that resistance?
- If conventional criteria measure this writing excerpt as "low" in the conventional reading level of "Flesch-Kinkaid" grade levels, then what does this gradation imply about the readers' values or the evaluators' values concerning literacy?

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### *Option 6: Brainstorming and Freewriting*

Brainstorming and freewriting often work best when they are made a regular part of the class routine. Word makes it easy to do this. Some instructors start off every day in the computer classroom with a ten-to-fifteen minute freewrite or with an electronic

journal response. Alternatively, students could be given time in class to brainstorm before a paper is due. Unlike a handwritten freewrite, both the student and the instructor can share the end product. Students can print out a copy or save a copy to disk, and instructors can review the class responses from their offices.

### Working with Power point presentations

PowerPoint is a computer tool for creating on-screen multimedia presentations or overhead transparencies. The program helps prepare an outline, slides, speaker's notes and handouts for the audience. Even though this tool was developed for business presentations, we have found it to be very useful in the language classroom.

We report on two uses of PowerPoint that we have applied in the classroom: one as a presentation tool in an innovative skill integration task, and the other as a novel writing tool. In both cases students can use language actively for speaking, reading, writing and listening.

After observing hundreds of tertiary level EFL students using PowerPoint, we feel this tool allows students to experience a world of real language opportunity. First, students read source materials. Then, they articulate and crystallize their ideas through interaction with their peers and teacher. Finally, they write them on computer slides and share their writing with others. From our observations we learned that students derive great satisfaction from this task and take pride in their creations. With the promise of having something attractive for themselves and to show others, students are motivated to invest time and energy into the quality of their English tasks.

## Software-enhanced Oral Presentations in Language Classes

Even though the main focus of our courses is on the comprehension of authentic academic texts, students are required to do oral presentations. In the past, we did not specify a uniform presentation methodology. We did recommend speaking to the audience rather than reading from paper. Most students chose to use index cards or notes for consultation while speaking, without visuals for the audience, while some used overhead transparencies or other visuals along with their notes. Presentation software

seemed to us a modern alternative to previous presentation modes. We decided to require use of presentation software for students' oral presentations, since we felt this would enhance the language learning that takes place in the process of preparation and presentation. In this paper we report on the use of this innovative tool. We have not attempted an empirical comparison of the two modes.

Both in the past with oral presentations and now with computer presentations, students were informed in advance of the criteria by which their presentations would be evaluated. Typical criteria (relevant for both modes) include organization and coherence, synthesis and personal contribution, quality of introduction and conclusion, reflection of comprehension.

Language learning seems to occur most effectively when students have opportunities to use language for real purposes. Purposeful activities help bridge the gap between the artificial classroom setting and the real world. The process of preparing and giving oral presentations is such a purposeful activity in that it entails finding information, reflecting upon that information, interpreting it and creating something new. The process culminates in the sharing of the created product with others, which serves as a springboard for meaningful interaction.

## Comparison with Purely Oral Presentations

It is not within the scope of this paper to compare use of presentation software with more traditional presentation aids, since in the past, most of our students chose to do purely oral presentations. After using PowerPoint with students for two years, we have found a number of differences both in process and in product between computer presentations and purely oral presentations. In the first place, there is a very important motivational factor when using presentation software. Students can choose the background and foreground colors, texture, design, layout, font and graphics for each slide thereby personalizing their presentations. The lengthy involvement in the integration of content and form adds value to the experiential language learning process. These observations are consistent with the results reported by Phinney (1996) on a study that she and Khouri conducted in 1992. In this study, students were given a choice of

doing an electronic final paper or a "traditional paper." The results showed that students who did the electronic paper enjoyed it very much, spent more time on the project than the others, and seemed to be more involved in their product.

Secondly, when students have to write something that their audience not only hears, but sees, they are much more committed to the quality of their work - both content and form. The spoken word is ephemeral; the written word remains. As a result, students revise their presentations, and it seems this revision and recycling process enhances language learning.

Thirdly, in purely oral presentations, even if the teacher gives organization guidelines, students can easily digress and drift. Because of the limited writing area in each slide, students have to condense the information and limit their lists to salient points. When giving the presentation they expand on them orally. In addition, the screen by screen progression in a slide show induces students to impose organization on their presentations.

In the fourth place, there is a clear difference between the preparation of a purely oral presentation and the production of computer slides. The computer presentation, in which students may include graphics, sound, and even video in addition to textual material is something tangible, a true production of their own.

Finally, students using the computer for their presentations say that it gives them a new way of communicating ideas and expressing themselves. We have observed that students produce in accordance with their learning preferences. For example, some students make very minimal computer presentations and expand on them considerably in their talks. Other students spend a great deal of time and effort decorating their slides and speak less. The flexibility of the medium of presentation allows different types of learners to express themselves in ways they feel comfortable with.

An additional difference is related to the class as an audience. Due to the fact that the listeners can more easily follow their peers' presentations and react to them, there is a better utilization of classroom time.

PowerPoint (© Microsoft Corp.) is a widely used presentation programme that originated in the world of business but has now become commonplace in the world of educational technology. However, its use is far from controversial in this educational context and opinions as to its use range from highly supportive to significantly negative (Szabo& Hastings, 2000; Lowry, 2003). One of the major problems is that its current use is frequently limited to an information transmission mode, often with excessive content, a usage that obscures the wider potential for diverse professional and pedagogically-sound presentations. I have been using PowerPoint to deliver all appropriate classes since 1996, as well as delivering staff development sessions on both the programme and the pedagogy of its use. It is my contention that it is a valuable aid to presentation providing that its use has been carefully considered in terms of pedagogy. This paper examines some of the key issues that must be considered at both an individual and an organisational level.

Part of the difficulty in objectively evaluating the use of PowerPoint in education stems directly from one of its most favourable features, namely the ease of use and the relatively shallow learning-curve required to achieve basic-level usage. This has resulted in, often questionable, practices within educational contexts. It particularly includes poorly thought-out use in lectures where it becomes simply an alternative form of presenting largely text-based material that used to be delivered using 'old technology' (chalk and talk): this makes little use of the new and flexible opportunities offered by use of PowerPoint within the educational field.

This lecture provides an overview of both the benefits and the problems associated with its use and suggests some key pedagogical decisions that should be considered when adopting its use. It will not discuss the nature of the academic content since that will be discipline-specific and must remain an issue for the academic staff alone.

### *Some good reasons to use PowerPoint*

So why should you consider using PowerPoint for your teaching and learning activities? Therearemanyreasonsbutthekeyonesinclude:

- Appropriate use of PowerPoint can enhance the teaching and learning experience for both staff and students
- It provides encouragement and support to staff by facilitating the structuring of a presentation in a professional manner. The templates provided have been designed to default to good presentation criteria such as the number of lines of information per slide and appropriate font sizes and types, etc: using the styles of the default templates can significantly improve the clarity and structuring of a presentation. This helps to avoid the common use of excessive text often found on overhead transparencies.
- By careful mixing of media, a presentation can appeal to a number of different learning styles and be made more stimulating. You are encouraged to incorporate more sophisticated visual and auditory media into presentations although care is required because of the inevitable increase in file sizes and the danger of excessive use. Incorporation can be done, either directly from within the programme or, sometimes more successfully, by appropriate pausing of the PowerPoint presentation and using alternative technology (e.g. tape player or VCR). Note that this does not require switching off either the computer system or the projector system, one of the most common perceptions that restrict use — instead, use the 'B' character toggle switch during a slide presentation to 'blank' the screen temporarily while using other media.
- The electronic file format allows distribution and modification for/by students unable to be present or who have impaired visual or auditory difficulties. PowerPoint comes with a free viewer programme that can be distributed with the files so that the reader is not required to have PowerPoint on their personal system.

However, if they do have it, they are able to perform a greater variety of manipulations on the PowerPoint file provided, such as editing the text, etc before printing it out. Most Virtual Learning Environments (VLEs) are now capable of including PowerPoint presentations if required.

- Editing of each PowerPoint file is very easy with minimal associated reprinting costs. This ease and potential immediacy of revision facilitates reflection upon, and evolution of, teaching materials by staff whilst minimising the consequences of any revision in terms of either workload or time. This was a major reason for my own extensive switch of teaching materials to PowerPoint, even when the end-product was required to be an overhead projection slide. I also find that I can add a new slide whilst in a lecture if so required: I often use this method to present notices or create a record of the outcome when collecting information from the class so that it can subsequently be made available to the entire class.

- The printing of handouts in a variety of formats is facilitated with a number of embedded options to print either the slides themselves (useful if there are graphics involved) or the text from the slides (outlines). The outlines may be saved as .rtf format and opened for further modification within an appropriate word processor. This allows the easy development of more sophisticated handouts based on the PowerPoint presentation but with extra interactive elements such as readings and questions added where appropriate.

- Extra information can be ‘hidden’ within files for answering predicted questions or for providing feedback to students using the file in a distance-learning context. The use of speakers notes as an automated feedback system was described by Mottley (2003) who also describes other ways to use PowerPoint for development of self-study materials

- The portability of the files, especially on compact disks (CDs) with their large capacity, allows presentations to be given wherever the technology is available or

distributed where appropriate. Presentations can also be set up to run automatically if required e.g. as demonstrations/instructions within a laboratory

***Common barriers to its use***

The learning curve for the technology is often perceived to be too steep. There is always a reluctance, particularly among the older and less technology-orientated staff, to adopt the new technologies: the adage that "you can't teach an old dog new tricks" is an appropriate perception for some. However, there is no absolute requirement for all to use this technology, simply an opportunity for those who are so inclined to become involved in this new form of delivery of material. Experience from running staff development sessions aimed at developing appropriate PowerPoint skills, using both hands-on and seminar formats, suggests that it is actually a remarkably easy process compared to learning to use some of the other, commonly used software frequently found on modern computer systems.

There may be a shortage of the key technological elements required, namely computers, the PowerPoint programme and the delivery technology, particularly the computer projector system. This is a significant resource issue for many institutes. Equipping lecture rooms with the technology is becoming increasingly common but it is still a problem for many. However, even using PowerPoint to create transparencies is still an important advance on the common practice of using a word processor for this purpose and allows easy transference to electronic distribution and presentation methods when this becomes available within an organisation.

There are, of course, several risk factors associated with using the technology that make some reluctant to commit to its use, the main ones being:

- Equipment failure: refusal of any component of the system to work as expected. Bulb failure in the projector is rare but possible. The solution here is to have alternative activities, etc prepared.

- File corruption caused by magnetic or physical damage so that the presentation will not run. Best countered by having alternative media files available. CDs are a fairly robust medium, unaffected by magnetic fields, etc.
- Incompatible media: arriving and finding your files are incompatible with the system available. Best solution is to be aware of the systems you plan to use or carry your own laptop.
- Lack of appropriate training in both the programme and the technology.

- The Pedagogical Issues: How should we use it?

The use of PowerPoint has caused much debate since its increasing use has corresponded with a period when attendance at lectures has declined noticeably throughout Higher Education, largely independent of discipline or institution. This has led to some implicating the availability of PowerPoint files to the student population in this decline. However, it is evident from the widespread observations that courses not using PowerPoint have suffered similar declines in attendance to those that do use it, that the problem is not specific to the technology. It is much more closely related to the quality of lectures in general and more general difficulties encountered by the student population such as having to undertake paid term-time employments. Where PowerPoint is considered a negative factor, it is usually as a result of the 'misuse' of the technology through inappropriate pedagogical approaches. So how should it be used? The following is a review of some of the key issues that need to be resolved before PowerPoint can be used optimally within a course/module.

A key issue is 'when' it can be used. 'When' may be a curriculum issue that is discipline dependent or it may be a resource issue in terms of using in computer projection mode. However, its wider adoption for the production of acetate overheads, even when computer projection mode is restricted, would unify the presentations strategy and produce files/materials that are ready for the projection technology once it

becomes available. Even if delivery is by overhead, it would be sensible to produce PowerPoint files as a student resource that can be distributed or adapted for disability requirements. They are normally compatible with VLEs such as BlackBoard and webCT so that an overhead presentation can usefully be provided in PowerPoint format.

In terms of its use within the curriculum, there are many potential options available, limited only by the nature of the subject and the creativity of the user (e.g. Mills 2003). Clearly it is most commonly used in lecture/seminar situations, often largely in information transmission mode. Here the potential improvements in structure and clarity, especially when appropriate graphics are used, are very significant positives although there are dangers too: such presentations can e.g. become gimmicky; overloaded with material and effects; encourage students to be passive during lectures; be delivered too quickly, etc. The linear structuring typical of many lectures can be made more flexible by using hyperlinking options, both within and outwith the PowerPoint presentation, and by using the methods for jumping to particular slides that are not part of the linear sequence. Non-linear use of PowerPoint, however, is mainly a pedagogical issue that PowerPoint can be adapted to provide. There are diverse ways that it can be used, even during lectures and seminars, including:

- delivering automated instructional protocols in laboratory sessions
- gathering the outcomes of discussions and polls during class activities
- providing tests and options for consideration during class sessions
- questionandanswersessions
- interacting with web sites and information
- provision of self-study sessions with feedback after the class activity e.g. Mottley (2003)
- requiring student presentations (group or individual)

- building complex visuals, with or without animation

So familiarisation with the technology provides a whole range of pedagogical options (Forsyth *et al*, 1995: Maier *et al*, 1998) that can be incorporated in the curriculum to facilitate learning by those with different learning styles. It should, if integrated and used properly, encourage and support more professional delivery of teaching and learning materials and thus facilitate student learning.

Perhaps the most significant potential negative effect, especially where 'complete' presentations are made available to students, is the danger of encouraging students to sit passively through the session since they may perceive that they have 'got the notes'. This is a particular risk where PowerPoint presentations are the primary teaching medium in, for example, distance learning situations. It is also true where 'full' handouts are provided for lectures/seminars and in both cases, it represents poor pedagogical practice since all presentations should require some active participation by the students. The development of note-taking skills is a vital transferable skill and careful use of PowerPoint can encourage this by, for example, providing students with only outline structures that require annotation or handouts that are 'interactive' as suggested by Race (1999). There are good reasons to encourage students to listen to a presentation rather than spend all their time writing notes but totally passive behaviour (listening but not taking notes) does not encourage processing and gaining ownership of information: a sensible balance is required. It is correctly argued that a 'chalk and talk' presentation slows the lecturer down, allowing students to catch up with notes and even provides time for students to think, but all of this is equally possible within a pedagogically-sound PowerPoint presentation.

## Creating a successful presentation

There are diverse teaching and learning contexts in which PowerPoint can be used for presentations but the key general requirements are summarised below.

- Plan your presentation structure carefully and according to the general rules of presentations. The key to a successful presentation/lecture is to have a clear structure and generally not more than five key topic areas.
- Know the level at which the presentation is aimed and develop the content for this level
- Do not present too much textual material on each slide and avoid simply reading out what is on the slide: provide mainly structural headings and sub-headings around which the bulk of the verbal presentation takes place so that students still require to be active and take notes of detail, etc
- Make sure that you speak at a normal pace and do not allow the use of PowerPoint to deliver material too quickly: this is one of the most commonly encountered problems when converting to using PowerPoint.
- Utilise the visual and other media opportunities offered to enhance your presentation whenever possible but be careful to avoid excessive use of colour effects, animation effects, transition effects, sound effects, etc.

There are many and varied sources of information on the do's and don'ts of constructing and delivering PowerPoint presentations but one of the most useful is that found at Presenters University where you can also acquire a collection of free templates suitable for many different forms of presentations, including educational. Some key points relating to designing PowerPoint presentations are given below:

- Try to avoid having more than 6 lines of text per slide and make them primarily headings or subheadings.
- Remember that a picture can be worth a thousand words (Beakes, 2003) — use graphics to enhance your presentation. Consider how you will make such diagrams available to the students (time to copy during presentation, handouts, files, etc) but be aware of copyright limitations on non-original material.

- Try to avoid using red and green combinations for emphasis — the most common form of colour blindness prevents separation of reds and greens.
- Consider introducing lines of text one at a time, dimming the previous lines as the new line is introduced: this facilitates concentration on the current item. Putting the full slide up can result in the audience reading ahead and not listening to what is being currently discussed. This facility is accessed with in the customanimationoption.
- Standardise on a form of animated text entry that is straightforward: I use 'wipe right' since I consider that it mimics the normal entry of text in a wordprocessor and feels natural, at least for those from most western countries.
- Use a Sans Serif font such as Arial rather than a Serif font such as Times New Roman: typographical texts recommend this as being easier to read on a poster or presentation slide. If you want a more casual font, Comic Sans is a popular alternative. For reading from paper handouts, etc, a Serif font is recommended.
- Do not use more than two text colours in a presentation unless there are particular reasons for doing so.
- Consider whether to use a dark or a light background for the presentation. Dark backgrounds may not work well if the room is not fairly dark. Remember too that the darker the room has to be, the more likely the audience are to find it hard to stay awake!
- Bear in mind that students with dyslexia often find high contrast between text and background (such as black text on white background) very difficult to read (http://www.essex.ac.uk/psychology/overlays/). Consider standardising on reduced contrast combinations (e.g. yellow text on dark blue background) for that reason.

The mechanics of using the programme are well dealt with both through the help options that are included with the programme and through texts such as that of Wempen (1999)

## The problems with content

The content of a presentation is clearly a very individual and discipline-specific matter beyond the remit of this paper but there are well-accepted general guidelines (e.g. Race 1999; McCarthy & Hatcher); Presenters University) for presentations that are equally valid for PowerPoint usage. Themainonesinclude:

- Use educationally appropriate design templates whenever possible and adopt their predetermined formats unless there is good reason to vary them: sites such as Presenters University provide free collections of such templates. Alternatively, create your own templates but use the design templates as a model. If you have a corporate style template, consider whether it should be used for external presentations only — it can result in very monotonous presentations if the same style is used for all teaching material. I use a customised style for each module that I teach.
- Utilise the options for headers and footers to include at least the name of the presenter/course designation and the slide number on each slide to provide easy navigation by students within their own notes
- Standardize the positions of elements, colours used (keep to a minimum) and font styles within a presentation
- Include only necessary information: use headings and sub-headings mainly to provide a clear structure whilst leaving note-taking tasks to ensure students are active during the session.
- Restrict the number of key topics to no more than 5 per 50 minute presentation.

- Be consistent and minimalist with effects, transitions and animation. Consider focusing attention on the current line by using animated entry followed by use of the dimming option.
- Do not use too many slides. An average of 15 – 20 per 50 minute presentation is a good guideline if using design template rules. You can put extra ones in providing they are mainly illustrative in nature e.g. some photographs purely for illustration and not requiring detailed descriptive support
- Provide good contextual material during the introduction and make sure that you have time to conclude the session appropriately. For largely information transmission sessions, use the adage "Tell them what you are going to tell them, tell them, then tell them what you have told them": it is a well established strategy in a learning context.
- Generally use no more than 6 lines on a slide, excluding a heading, and avoid long sentences
- Use a font and a font size that is appropriate and clear. Arial is recommended for clarity whilst I use Comic Sans in less formal presentations. Do not use gimmicky fonts and do not mix fonts unless it is for a good reason e.g. presenting quotes.
- Do not use capitals except for occasional emphasis — they are harder to read than lower-case letters
- Use graphics where appropriate but do not overuse them. No more than 2 graphics per slide is a good general rule. It is perfectly valid to continue to mix media when using PowerPoint. The projector does not have to be switched off when another device needs to use the same screen: while presenting a slide show, the B key becomes a toggle switch that blanks the screen to allow other media to use it! Appropriategraphicsincludephotographs, screen-shots

## Clipart, WebimagesandDiagrams

- Use sound and video from within PowerPoint very sparingly: sound rarely adds anything and sound effects can become very irritating whilst video clips are very demanding on the storage media. Video is usually better when run from a dedicated video player unless you have a very high-specification system.
- Always remember the requirements of accessibility to disabled students. This is particularly relevant in the areas of font size (needs to be large for visually impaired students) and choice of colours of both the font and background (red-green colour blindness is common and 40% of dyslexics are colour-contrast sensitive). One of the benefits of using PowerPoint is that the files can be used as a resource that is easily adapted for use by disabled students.

## The most common abuses

The most common abuses in PowerPoint use for teaching and learning include:

- Including excessive detail so that students need not be active (or even present if files are made available) during delivery.
- Slides are visually poor and/or boring or even over the top — this is particularly the case when reds and greens dominate
- Too much text is put on a slide detracting from its legibility.
- Excessive use of graphics—just because you can!
- Irritating noises and slide transitions.
- Inappropriate use of multimedia options.
- Content often unmodified from an earlier non-PowerPoint presentation thus failing to make use of the advantages offered — the 50 slides of text-only presentation is doomed to fail

- Tendency to go too fast is common simply because of the ease of delivery of the material
- Not making plans for coping in event of technological failure e.g. backup overheads (expensive) or alternative activities, etc

These negative aspects are easily avoided by training and reflecting upon your approach to teaching and learning. Science subjects still tend to be dominated by the information transmission mode of teaching but this is in need of re-thinking if we are to develop the types of student skills that tertiary education claims to foster e.g. making presentations more interactive and problem-solving orientated.

**Using PowerPoint for producing handouts**

The ease with which the text and graphic material from a PowerPoint presentation can be converted into a handout is both a very positive feature and a problem. The problem stems from the inevitable fact that it is so easy to provide students with the outline or copies of the slides used that there is a serious risk of that being the extent to which handouts are developed. A good handout (e.g. Race 1999) is much more than simply a listing of the PowerPoint presentation: it should include questions, activities, extended notes/recommended reading, etc that will not normally be included in a typical PowerPoint presentation. The PowerPoint file is a good starting point but I would strongly advocate that that it requires both a policy for its educational use (since it is often used to throw the bulk of the cost for its production onto the student) and a strategy for its development. There will always be individual differences of opinion e.g. whether or not one should provide the full slide or just the outline text, with specific graphics where needed, but a degree of consistency will benefit both staff and students in the long term.

The key questions seemtobe

- Do we provide slide or text basis handouts: if slide based, should the full slides be made available or a selected and modified subset to encourage note-taking?

- If text-based, should they be modified as .rtf or .doc word processor files to facilitate student use in extending the notes and adding materials?
- Should text-based notes be developed further to include further information, activities, quiz elements, etc making them active documents, including for use in lecture sessions, etc?
- Who should bear the cost of the handouts?
- Who will adapt the files available to students since they may require modification to remove the problems associated with printing slides in colour: specially formatted, low technical-specification versions will need to be provided to cope with poor specification computers that may be used by students?
- Who will provide the student training needed to make sure that they understand how best to use these handout materials/files for optimal results in terms of both content and cost?

**Student perspective on its use in teaching**

Jackson (1997) described "very substantial increases in student satisfaction" in comparative politics courses as a result of the transition to using PowerPoint but, although many staff have anecdotal evidence of this positive reaction, there are few published studies on the consequences of using PowerPoint from a students perspective. After carrying out internal focus-group studies of the value of PowerPoint with final year Honours Biology students over the last 2 years, I concluded that the following are characteristic responses:

- Generally the structure of lectures was considered improved and was more transparent to students
- Generally the clarity of the presentation was significantly improved although well-prepared overhead transparencies were also acceptable

- The availability of the files before the lectures provided an opportunity for preparation that was valued by many students but ignored by others
- When the files contained **all** of the lecture material in detail, then there was a distinct possibility of many students not feeling the need to attend lectures or students were passive during the lecture.
- It was agreed that the optimal strategy was to provide headings and sub-headings only plus essential graphics, thus encouraging active note-taking based around the outline structural headings.
- PowerPoint tended to cause lecturers to speed up their delivery, often to the point when it was detrimental and difficult to follow
- Ability to use PowerPoint to support learning is very influenced by both staff and students' technical ability and thus training in its use for handouts, note-taking, printing, etc is essential if it is to be the main mode of presentation used.
- The transfer of the cost burden for printing handouts to the student is likely to cause difficulty although this can be significantly reduced by appropriate training and use of reduced specification files, etc

**Using PowerPoint for student presentations**

Many modules now require students to give presentations as a part of the course and generally this results in the use of PowerPoint presentations. Frequently these are requested without giving students the appropriate training and Prescott &Oduyemi (2003) caution that the effort students put in to such presentations may be excessive. The use of PowerPoint presentations by students undoubtedly offers the opportunity for development of a valuable transferable skill but its use in that context remains to be developed in many institutions. Formative strategies are fairly obvious and when used summatively, an element of peer-assessment should be considered.

PowerPoint is an excellent aid to presentations providing each presentation is considered first from a pedagogical viewpoint, bearing in mind the different ways in which students learn and largely trying to avoid the pitfalls of passive knowledge transmission. These problems, of course, are not specifically associated with PowerPoint use but it does have a tendency to make some practitioners feel that the improvements offered by PowerPoint are sufficient to make their presentations more effective. When used appropriately, it does encourage staff, for the sake of a relatively shallow learning-curve, to improve the professionalism and quality of their didactic sessions and facilitates the development and evolution of more interactive and flexible practices. It soon becomes obvious that didactic use represents only a very basic level of practice — PowerPoint is much more powerful and flexible than that and alternative activities can be facilitated by its use, limited only by the creativity of the user. Consider combining media where necessary although you should use multimedia from within PowerPoint cautiously. Use PowerPoint to provide a transparently structured presentation and associated handouts — but don't include too much detail. Encourage annotation of any derived handouts by students. Consider providing access to files in advance of sessions and encourage preparative viewing, reading, and then annotation of handouts by the students during presentations; this should be in the context of learning to prepare before coming to particular classes rather than only reading material afterwards. Emphasise the dictum "Failing to prepare is preparing to fail".

**Questions:**

1. What innovations has occurred in the sphere of education with the development of technologies?
2. What benefits in using textual programs?
3. What benefits in teaching PPP in language teaching?
4. What disadvantages in using PPP?
5. What are the differences between oral presentation and PPP?

## IV.АМАЛИЙ МАШҒУЛОТЛАР МАТЕРИАЛЛАРИ

### 1-PRACTICAL . Word and presentations programs for language teachers

*Plan:*

1. *The place and importance of ICT.*
2. *Teaching the four skills through presentations and text formats*

*Key words and expressions: reading, listening, writing, speaking, skills, presentation, software, slide.*

With the advent of Knowledge Management in our modern economy today, this rapid growth of information transformation is a great symbol of modern civilization. ICT plays a major role in educational system that will equip the students the much needed knowledge, skills they need in modern day competition. As technology combined with modern teaching pedagogies, this makes the learning process more interesting and enjoyable. As educational institutions are now begin to incorporate the

market needs in their course curriculum this pave wave to the role of ICT as combined with other learning resources. As a global practice anywhere and everywhere this trends becomes a great opportunities for the institution to prove that educational pedagogy shift to the modern way of teaching. As educator we must be open to other new pedagogies and tools for learning in order to understand the meaning of learning as ¿a continuous process and not limited to the four corners of the room¿ as the saying goes. The paper discusses the challenges and issues to be face in dealing with ICT in Today's modern education as a catalyst for change and development. As academic institutions worldwide are in the process of ICT to be include in their teaching pedagogy, this learning process will provide the learner (Student) more access to information and digital technology resources. As learning is a continuous process this ICT can make a difference on how the teaching pedagogy in the future will be.

In today's global village, listening, speaking and writing skills in English are essential for communication. As a result, even though our courses focus on reading, we consciously introduce tasks that activate all four language skills. "The fact that the learner will eventually use the knowledge gained only for reading is largely irrelevant. What is of most concern is how the learner can learn that knowledge most effectively. If the effectiveness of the process can be enriched by the use of other skills, then that is what should be done." (Hutchinson & Waters, 1987) The use of presentation software in a friendly, non-threatening classroom atmosphere encourages use of all four language skills.

There are many ICT tools that is useful for education. The way I classify the tools is based on its use and function. I will list many available tools but only comment and focus on 4 ICT tools.

A] Laptop and Computers

- Schools need to provide thems either of this tool
- Students may find resources for themselves

2. Interactive Whiteboard

- as the title say, it is interactive.
- Students can get involve with the whiteboard
- Teacher can control the board from her table
- Other application eg Stopwatch can be used in the class and display for the class.

3. Educational games
    - Students can use it to have a fresh mind before starting the day or after a long day
    - Brain teasing games
    - Media: Computer/laptop, Nitendo DS, etc
4. Intranet:
    - School should create a website
    - Students can get useful information from the website
    - Other useful online tips and website can be display in the website
    - Online Forum by the website- Fun et educational tool
    - Discuss some serious issues in the forum
5. Ebooks
    - Access to resources outside library
    - Useful books in

| Type of ICT tools | Definition | Examples |
|---|---|---|
| Educational Networking | Online learning platforms that connect learners using social networking technologies, exhibiting similar functions to sites like Facebook or MySpace. | Ning, Classroom 2.0, Elgg |
| Web-Based Learning | A set of online applications or services that expand learners' abilities to interact and collaborate with each other in the process of searching, receiving, organizing, and generating educational content | Wiki, blog, podcasting, social bookmarking, virtual worlds |
| Mobile Learning | Mobile devices or technologies used for educational purposes that support different aspects of instruction or make new educational activities available. | Smartphone, PDA, GPS (for augmented reality games), interactive response pads |
| Classroom Equipment | Stand-alone devices that are used in traditional classrooms to facilitate the interaction between teachers and students in different class activities. | Interactive whiteboard, touch-screen computer, Kiosk |

- **Reading** - students first read a number of academic articles on a topic of their choice, knowing that they will have to present their conclusions in class. They analyze the articles critically, compare and contrast the ideas presented, synthesize and evaluate. Finally, they select highlights for inclusion in their presentations. This process is comparable to the process students go through when reading in order to write a paper. In both cases, reading for the purpose of transmitting information requires clarification of ideas and expression of those ideas in such a way that others will understand.
- **Writing** - When composing slides, students have to condense the information they have gathered so as to present only the main points. In this type of 'minimalistic' writing, key concepts and words have to be retained, while the 'chaff' is discarded. This information reduction process is in itself a difficult but very profitable language task. While writing a minimal list of points on the screen, students can organize a suitable sequence for the points and divide the points into slides. At the same time, students need to take into consideration slide layout. A slide cannot be too cluttered, the size of the font has to be large enough, and the location of the

elements on the screen has to be balanced. All this forces students to re-read, re-evaluate and re-write what they have written again and again.

Writing for presenting differs from writing a paper. From our observation, commitment seems to be greater when the final product is to be shown on a large screen and read by a number of readers. This type of situation is similar to that described by Murphy-Judy (1997) when referring to web-chats in which proper usage and spelling are all the more "real" since they no longer "involve just a finicky teacher with a red pen." In addition to commitment, task authenticity has to be considered. Presenting with slides is probably a more authentic task than writing a paper to be read only by the teacher, since academic writing in the real world assumes multiple readers.

- **Speaking** - The material that students have read, organized and summarized now has to be presented orally so as to convey a clear message to an audience of peers. Just as they would in a purely oral presentation, students have to 'rehearse' the pronunciation of difficult words, time themselves, and make sure that they have all the English lexicon needed for their speech. The added value of computer presentations is that the repeated revisions of their slides (to be seen by all of their peers) give students extensive exposure to the content of their 'talk', helping them remember what they want to say and giving them more self-confidence. Many students have had no experience speaking in front of an audience in their native language. The computer mode seems to minimize their tension and feeling of insecurity when having to speak in English.
- **Listening** -The class now listens to the oral presentation. Listening to a non-native speaker is not easy, and visual elements facilitate comprehension. We give the listeners a task requiring them to write down three new facts that they learned about the subject and one question to ask the speaker at the end of the presentation. When listening for a purpose, the listening is focused and thus perhaps easier.

In a sense, we could call the student's task of preparing and giving a computer presentation an "accordion task", as it involves extensive reading, information reduction

for screen writing, and information expansion for the purpose of presenting orally. In this use of presentation software, the role of the computer is that of a tool. The student functions as a researcher, developer and presenter, while the whole class functions as an audience in an academic lecture. The teacher functions as a facilitator, teaching students how to use the tool, guiding them in the choice of topic, providing guidelines for preparing and giving the presentations, selecting and explaining the criteria for evaluating the presentations, guiding students in the process of preparation, and helping them with revision. The teacher also evaluates the presentations and gives a grade.

It is believed that presentation software combined with integrated content based tasks provide opportunities for meaningful communication in the classroom. We have observed real involvement and language use resulting from focus on content rather than on language. While creating esthetic presentations in English, students use the language productively and enjoyably. In short, we have found that this process of turning input into comprehensible output is a total language learning experience

## Presentation Software for Guided Writing: An Innovative Application for an Existing Tool

In the ultimate stage of the reading process, the reader connects the new information to his/her existing cognitive structures. Chamot & O'Malley (1987) claim that relating new information to previous information is one of the most powerful learning strategies, and that writing forces the learner to do this.

When students have to write about what they read, they need to interact more intensively with the written text, thus having to process the text in greater depth. According to Zamel (1992), many people presume that reading is what makes it possible for us to write, and they don't consider writing a means for understanding the text. Zamel claims that one can find one's reactions and responses to text by reflecting on them through w. Hansen (1987, cited in Zamel, 1992) says that writing needs to be recognized as "the foundation of reading" and the "most basic way to learn about reading". "Given the interdependence of reading and writing, the implication is that these two language processes cannot be separated" (Zamel, 1992).

In the second place, English being the language of international communication, it seems that writing skills in English should be fostered in any EFL classroom regardless of the focus of the course. The increasing written communication with other countries made possible by the use of electronic means strengthens the need for writing skills.

The use of PowerPoint for guided writing was experimented. Here we do not refer to guided writing as a step toward oral presentations, but as an activity aimed at improving writing skills in the lower levels. The writing lesson is developed on the computer by preparing a number of pre-set screens, adding graphics (or leaving space for the students to add their own graphics), guidelines, tips and examples for the writing to be done on each screen. Students write and then print out their work.

Power Point has two ways of creating an outline:

1. Outline templates according to type of writing or presentation the user wishes to do - e.g. recommending a strategy, reporting progress, overview of a project, preparing a personal home page, generic, or teacher-inserted outline. The automatic outline helps the student get started by providing ideas and a possible organization. The student is free to follow, modify or ignore the suggested outline. This mode sensitizes students to the importance of hierarchical organization in writing.
2. Students can open a new PowerPoint file and create their own outline. We felt that the flexible and motivating nature of PowerPoint would allow different styles of writers to use it productively. Some writers prefer preparing a formal outline in the preparation stage. This allows them to organize their ideas before beginning to write. Both outlining modes mentioned above are suitable for these students. Since PowerPoint has a "slide sorter" that allows a number of screens to be seen simultaneously and re-ordered after all the slides have been prepared, the student need not adhere to the outline.

   Other writers prefer the free style of putting their ideas into writing and then

imposing some kind of structural organization on them. A student quoted in Zamel's research (1982) asked, "How can I write an outline when my ideas are flying back and forth?" PowerPoint slides can be treated as modules, each of which contains a specific point or idea. These modules can be used by the free-style writer as note cards that can easily be shuffled around and ordered in the slide sorter.

## Comparison to Writing with a Word Processor

The following generalizations apply to an instructional situation in which the writers are learning how to write and can benefit from the structure, guidance and 'protective environment' of presentation software. Proficient writers, on the other hand, may feel more comfortable with a 'blank page' on screen.

Writing with a word processor and writing with presentation software have several advantages over writing by hand. With both kinds of programs, the writing process constitutes a "continuous spiral" (Phinney, 1996) of writing, revising and editing. Much has been written about the importance of revision in the process of writing. "...revision should become the main component of writing instruction" (Zamel, 1982). When using computers to write, on- line revision is easy, and the file can be saved for further revision. Students can easily move information from one place to another for the purpose of re-organization. Both with word processors and with presentation software the student has the possibility of using a spellchecker, which can prove particularly helpful to foreign language learners. Liou (1993) found that "the spelling checker is indeed a very sophisticated and powerful ESL writing tool." With both systems, students can view more than one window at a time, and thus compare versions, imitate a model and even cut and paste from one window to another. In addition, at any stage in the writing process students can easily print out a legible copy of their work for themselves, their peers or their teacher.

Certain characteristics of PowerPoint make it even more suitable than a word processor for learning how to write at the lower levels of EFL. The tool is easy to learn and use. The environment is friendly, attractive and contained: the student sees one slide at a time (i.e. limited writing space). All of these features make using the program a

non-threatening experience. The effect of working in such a secure, contained writing space could be referred to as the "womb effect." PowerPoint is structured in nature: each screen can be devoted to a different aim or general point. To inspire the students, the teacher can add specific graphics, which remain in place and do not move around as they write. In addition, the students' writing task is easier when writing tips and guidelines are available in the exact place where they need them.

The importance should be stressed of easily producing an esthetic piece of writing even at very low levels of language proficiency. The printed page, even without much writing on it, looks like a finished product. Students can print out two or three sentences on one slide, which may have a frame, background decoration, and an illustrative picture, thus filling up the space. The appearance of this printed page in itself can boost the beginning writer's self-confidence.

The implementation of PowerPoint for writing in our reading courses has proven to be very positive. "Just as reading provides 'comprehensible input' for writing, writing can contribute comprehensible input for reading" (Zamel, 1992). Grabe & Kaplan (1996) mention the issue of writing instruction in content-based courses at the tertiary level in which writing is taught as a means to interact with the material and with other students. Students interacted intensively with the text, with their peers in a pre-writing discussion, and with their partners, while writing in pairs. Class discussion preceding writing helps students become familiar with the necessary vocabulary and helps them begin to shape their own ideas on the topic. Zamel (1982) reports that all of the students who participated in her study talked about the importance of classroom discussion related to a particular topic and how these discussions helped them delineate their ideas.

Just as in the first use discussed, in this novel use of PowerPoint for guided writing, the role of the computer is that of a tool. The student functions as writer and editor, developer and presenter. The class can function as peer reviewers and learn in the process. In this unique educational setup, the teacher functions as a provider of real-time feedback and as a sounding board, guiding students as they think and write. When students finally print out their work, the teacher provides additional formative evaluation to be used when revising.

The use of presentation software for guided writing was first tried out. Both students and teachers in the lower level classes felt that the experience was positive. One student, for example, said that for the first time in his life, he too would be able to show his family "something nice in English." On the other hand, the experience in two advanced classes was quite different. In these classes, students were more proficient and had more to say in English, and they felt frustrated by the "contained environment" of the slides as opposed to the "blank page of the word processor."

## Methodological Tips and Conclusion

It is important to point out thain both uses of PowerPoint the student functions as a "doer and creator." The student actively makes decisions and implements them as he pleases. The feedback he gets is from his peers and teacher - human reactions rather than "machine reactions."

Both uses - student presentations and guided writing - can be implemented individually or in pairs. Students were allowed to choose the work mode they prefer, and have found that most students choose to work in pairs. By working with partners, students learn to think through their ideas together. They do this by brainstorming and discussing the ideas they have read until they arrive at agreed-upon conclusions. "Students can produce meaning from a text by working together in pairs or small groups. Team reading in a lab setting holds great potential for encouraging reading as a social production of meaning with the added benefit of promoting oral expression in the target language" (Murphy-Judy, 1997). Writing in pairs also has advantages, "Writing is both a social and a personal process... writers should be encouraged to interact with other writers" (Phinney, 1996).

In the working world, team work and presentation skills are seen as essential. "Collaboration and team effort are the norm rather than the exception." (Phinney, 1996) In the classroom, collaborative techniques have a positive effect on social integration and on the negotiation of meaning, which in turn positively affect learning. The product of a team effort "is always greater than that which any single student could produce" (Phinney, 1996). By allowing students to work in pairs or small groups, we turn the

classroom into a laboratory in which students can prepare for the real world.

Similar techniques are possible at all levels. EFL/ESL teachers may wish to investigate the use of presentation software for skill integration at other levels.

**Tasks:**

1. Group discussion. This is a case when the PPP was used with students. Discuss the benefits of using the PPP in teaching English.
2. Prepare a lesson with usage of PPP and present it to the class.

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## 2 PRACTICAL.CREATING MULTIMEDIA RESOURCES AND THE FEATURES OF USING THEM

**Plan:**

1. Creating multimeadia materials through existing free programs and using them.
2. Creating lesson materials

**Key words and expressions:**multimedia resources, technology, computer based language learning, tool, conference, e-mail, teaching efficiency.

With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Elaborating on the scope of technology, Rana argues, "Educational institutions all across the globe have already started implementing technology in education, there is a need to understand that there's no way to stop the evolution of technology; and rather than working on ways to separate technology from education, we rather need ways to combine them" (12). Thus, technological innovations should go hand in hand with the growth of English and change the way in which we communicate. In fact, the growth of the Internet has facilitated the growth of the English language. In this sense, computers are no longer the exclusive domains of a few individuals, but rather they are available to many.As the English language teaching models change rapidly, there has been a significant growth of literature regarding the use of technology in English language teaching. Such a tendency has emphasized on an essential role of technology in pedagogy in which technology has been dominant over the teachers. As a result, if we ignore technological developments, the teachers will never be able to catch up with thenew trend, irrespective of our discipline or branch. Here, Rana says, "Teachers needto stop following the same old ways of teaching and experiment and acknowledgethat the world is changing and we need education that augments that change" (12).For this reason, it is important for language teachers to be aware of the latest and bestequipments and to have all information of what is available in any given situations.Teachers can use multimedia

technology to create more colorful and stimulating language classes. There are many techniques applicable in various forms to Englishlanguage teaching situations that now threaten "to undermine the classroom completely as a place of study" (Motteram 2). Some are useful for testing and distanceeducation; some for teaching business English, spoken English, reading, listening or interpreting. The principle of teaching should be to appreciate new technologieswithout taking over the role of the teacher and without limiting the functions of traditional teaching methods. There are various reasons why all language teachers andlearners must know how to make use of the new technology. Most importantly, thenew technologies have been discovered and disseminated so quickly that we cannotavoid their attraction and influence on all of us: both teachers and learners, even bothnative and non-native speakers of English.

As the multimedia technology becomes more readily available to all of us, it seemsappropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video and computer-assisted learning strategies. The students are surrounded by technology and thistechnology can provide interesting and new approaches to language teaching because"the use of technology for teaching and learning is moving their institution in the rightdirection" (Healey et. al. 17). In this way, the teachers of English can take full advantageof technology to teach English in the non-native speaking countries. The following aresome of the important advantages of the use of multimedia technology:Motivates Students to Learn English. The traditional teaching methods are unpopular and less effective in the Englishlanguage classrooms. Now, multimedia technology, with the help of audio, visual and animation effects, motivates the students to learn English quickly and effectively. In thisconnection, Rana says, "We also need to take into account that as human beings, we'revery visual beings, that what we see tends to affect our judgement more, and technology helps in bringing that visual aspect to education. Who here would prefer a lectureclass over a presentation?" (12). It makes an easy access to information regarding theculture of the target language. With such features as abundant-information and crossing time and space, multimedia technology creates a real-life or native speaking country context for English language teaching,

which greatly cultivates students' interest andmotivation in learning the language. Develops Students' Communicative Competence.It is hard to achieve the goal of learning English language through the traditionalteaching because it hampers the students' capacity to understand the structure,meaning and function of the language. Such teaching method makes the studentspassive recipients of knowledge. But, now, multimedia technology has been a greathelp to integrate teaching and learning and provides the students greater incentives,carrying for "students' future competitiveness at the workplace" (Healey et. al. 11). The teachers' instructions lead to the students' thought patterns and motivate the students' emotions. To Suleyman Nihat Sad, the utilization of multimedia technology"breaks the monotony of traditional class teaching and is enjoyable and stimulating"(35). For example, the use of PowerPoint template activates students' thinking andthe capacity to comprehend the language. Its audio and visual effects help them totransform English learning into capacity cultivation. It creates a positive environmentfor the classroom activities such as group discussion, subject discussion and debates,which can offer more opportunities for communication among students and betweenteachers and students. For us, multimedia technology encourages students' positivethinking and communication skills in learning the language.Widens Students' Knowledge about the Culture of English the use of multimedia technology, "connected to the target culture" (qtd. in Ren et. al. 235), offers the students with more information than textbooks, and helps themto be familiar with cultural backgrounds and real-life language materials, which canattract the students to learning. The learners not only improve their listening ability,but also learn the culture of the target language. Having the abundant informationthrough the use of multimedia technology, the students can be equipped with knowledge about the culture of the target language. This brings about an informationsharing opportunity among students and makes them actively participate in the classactivities that help the students to learn the language more quickly and effectively.Improves Teaching Effciency.Using multimediatechnology in the language classrooms improves teaching contents and makes the best of class time. It breaks the teacher-centered traditional

teaching method and fundamentally improves the teachers' teaching efficiency and has become "central to language practice" (Motteram 5). For large classes, it is difficult for the students to have speaking communication, but the utilization of multi-media sound laboratory materializes the face-to-face teaching. The traditionalteaching techniques only emphasize on teachers' instruction and provide limitedinformation to the students. But multimedia technology goes beyond time and space,and creates more real-life environment for English teaching. It stimulates students'initiatives and economizes class time, providing more information to the students.Enhances Interaction among Students and between Teachers and StudentsGary Motteram is one the scholars to work on theeffectiveness of technological use in the language classrooms. He says that it is still "the case that most teacherswork in physical classrooms and looking at ways that these spaces can be augmentedwith digital technologies is a very good starting point" (7). In fact, multimedia technology in teaching focuses on the active participation of students, and enhances theimportance of interaction among students and between teachers and students. Oneof the main uses of multimedia technology in the classrooms is to improve students'ability to listen and speak, and thereby develop their communicative competence. Inthis process, the teacher's role as a facilitator is particularly prominent. The utilization of multimedia technology can create a context for the exchange of informationamong students and between teachers and students, emphasizing "student engagement in authentic, meaningful interaction" (Warschauer 2). The opportunity improves on the traditional classroom teaching model. In doing so, the teachers in the classrooms no longer force the students to receive the information passively. Creates a Conducive Teaching Environment in the Classrooms. The use of multimedia technology in the classrooms creates a favorable environment for language teaching. Highlighting the importance of its use, Healey et. al. say, "Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate use of technologyto help learners achieve their goals" (17). This technique makes the language classlively and interesting, motivating the students to participate in the classroom activities. Multimedia

technology has its own features such as visibility and liveliness that produce special effects on the participants. While teaching English languagethrough it, the sounds and pictures can be set together that enhance the active participation of both teachers and students. The teachers can show pictures and images of native speaking situations to enrich the sharing of information effectively. They also imagine different contexts while preparing for the lesson.In the similar way, using the multimedia technology, the students in the classcan receive abundant information about the language clearly. □us, using multimedia technology in English language teaching is effective in cultivating students'interest in learning, improving the teachers' interest in teaching. Provides Opportunities for English Teaching outside the Classrooms

Teaching English with multimedia technology is flexible that focuses on "how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom" (Healey et. al. 2). This means that multimedia technology provides opportunities to have English teaching not only within the classroom situations, but also outside the classroom situations. It creates a multimedia language environment for teaching English. Teaching should be handled by the teachers but it should be student-centered, which is one of the principles of good language teaching. Sometimes, the students' problems are addressed in the classroom teaching, but other times they should be handled outsidethe classroom contexts, which is "usually carried out using asynchronous tools,such as e-mail or conferencing systems" (Warschauer 4). In such circumstances, thestudents can take the advantage of multimedia technology, contacting the teachersthrough internet and having their problems resolved thereby.

There are many disadvantages of using multimedia technology in English language teaching despite it has facilitated the language teachers to improve their efficiency in teaching. The following are some of the disadvantages that this study hasfound in the context of non-native speaking countries:Emphasis on the Supplementary of Effective Teaching. The use of multimedia technology is a supplimentary tool for English languageteaching, not an end in itself as the blackboard is "supplemented by the overheadprojector, another excellent medium for the teacher-

dominated classroom, aswell as by early computer so□ware programs" (Warschauer 2). If the teachers aretotally dependent on multimedia devices during their teaching, they may turn intoslaves to multimedia technology and cannot play the key role as a facilitator to thestudents. In practice, many teachers are active in using multimedia technology, butthey are not proficient enough to handle it properly.If the teachers stand by the computer all the time and students are just concentrating on the screen, the teachers cannot have the direct eye contact with thestudents. □The development of multimedia technology in the language classrooms isconsidered effective and many benefits of the traditional teaching model have beenforgotten. Therefore, the teachers should understand that the multimedia technology should be used as a supplementary instrument rather than a target. For example,"Electronic communication within a single class might be viewed as an artificialsubstitute for face-to-face communication" (Warschauer 4). It should be consideredand used as a tool for effective teaching and learning.

Lack of Communication between Teachers and Students.It is important that there should be a lot of communicative activities in thelanguage classrooms. The teachers should teach the students on how to pronouncecertain words, to comprehend the sentences, to improve thought patterns and toexpress what they have learned. Though the use of multimedia technology in thelanguage classrooms enhances the interest of the students through audio, visualand textual effects upon the students, it lacks interaction among the students andbetween teachers and students. For example, Healey et. al. claim, "teachers usedpen pals before they had access to keypals, print magazines and newspapers beforethey had online news, and work in groups face to face before they collaborated invirtual worlds" (17). In fact, it replaces the teachers' voice by computer sound andteachers' analysis by visual image. Hereby, the students will have a very limitedtime for speaking communication. The sound and image of multimedia technologyaffect the students' initiative to think and speak. The English language class turnsinto a show case and the students are considered only as viewers rather than theactive participants in the classrooms.Lack of Real-Time TeachingLanguage teaching requires lots of discussion formed through questions andanswers between teachers and

students. The teachers ask real-time questions andguide the students to think, and to build up their capacity to give the answers. Forexample, "students need to be given maximum opportunity for authentic socialinteraction" (Warschauer 3). However, the teachers, with the help of multimediatechnology, prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the students become unable to give feedback to their teachers. It ignores the spontaneity in the students' mind that includes students' thinking, strengthening their learning capacity and solving problems. Thus, the cultivation of students' thinking capacity should be the major objective in teaching and using of multimedia technology. The students should be given opportunities for thinking, analyzing and exploring their own world. Loss of Students' Logical thinking

The use of multimedia technology in teaching makes the students understand thecontent easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away. In fact, the process of acquiring knowledge goesthrough perceptual stage and then rational stage, "developing critical thinking andautonomous learning while maximizing beneficial interactions" (Healey et. al. 9). Sothe teachers should understand that knowledge of something from perceptual recognition to rational apprehension is very important in the students' learning process. Soif the students only perceive the images and imagination shown on the screen, theirabstract thinking would be restricted and logical thinking would fade away.Nowadays, the diminishing process of acquiring knowledge has been the majorconcern for today's students. Because textual words are replaced by sound and image, and handwriting is replaced by keyboard input. Here, again, multimedia technology should be used as an assisting tool for language teaching and should notreplace the dominant role of teachers. In addition, it is not a mechanic imitationof teaching rather it integrates the visual, textual display with teachers' experiencefor effecting English language teaching. In this way, keeping in mind the students'process of acquiring knowledge, the teachers can improve the students' listening,speaking, reading and writing skills of the language.

Using multimedia technology in English language teaching is an expensive way ofconducting language classes, which may not be fulfilled (Panthee 39). Keeping this factin mind, the administrators and policy makers should not only help language teachersrealize "the potential benefits of technology, and prompt them to learn to use technology in their teaching," but they should understand "the significant role of technologyso they foster the learning process by providing the necessary structure, support, andinfrastructure" (Healey et. al. 9). Over time, it tends to result in higher expenses thoughit will help create more effective education. The language learning programs start withexpenses that are related to implementing new technologies in education. The expensesusually entail hardware, so, training for at least one networked computer laboratory where teachers and students can come and use it. It is often the case inpoorly-funded language classes that the hardware itself comes in through a one-time

grant, with little funding le! over for software, staff training and maintenance.

## RECOMMENDATIONS

Multimedia technology and language teaching have gone hand to hand for a long time and contributed as teaching tools in the language classrooms. However, multimedia technology is still a source of fears and insecurity for many teachers everywhere around the world despite the latest developments applicable to language teaching such as websites, blogs, online journals, teaching methodology and so on. In thisconnection, Deborah Healey et. al. say, the pace and extent of change in technologyfor teaching, however, have made it difficult for many teachers, teacher educators,and administrators to know how best to employ computers, other forms of digitaltechnology, and the global interaction enabled by the Internet in language teaching"(2). So many countries have tried to modernize their equipments, have spent largeamount in technology and have proved the positive effects of integrating technologyto language teaching. Still, there are many teachers who still have no interest to teachthe language with technologies. Here, Rana suggests, There are many different aspects of technology that hamper education but there are resources that help learning,too" (12). In order to improve the overall situations and make the language

teachersaware of the function of multimedia technology in teaching, the following recommendations have been made: Teachers Should Play the Leading Role in Teaching

The application of multimedia technology to teaching can make improvementsin English language teaching and at the same time has enabled "teachers to re-thinkwhat they are doing" (Motteram 7). However, the teachers should play the leadingrole even if they use multimedia technology. Their position should not be replaced bythe computers and other devices. For example, when each lesson is introduced andspoken English is taught, the students can easily improve their listening and speakingskills which the multimedia technology cannot do. Even, the teachers' interpretationduring the language teaching should not be overlooked. In principle, English shouldbe used frequently in the language classes in order to improve the students' communicative competence. Multimedia technology in spite of its extraordinary effects inteaching should be an assisting tool for the teachers. So the teachers should determine whether to adopt multimedia technology in English language teaching or not.Teachers Should Not Consider the Computer Screen as a Blackboard or WhiteboardIt is wrong to consider the computer screen as the blackboard or whiteboard as some teachers do. They have readymade exercises, questions, answers and teachingplans into their computers and display them in the classrooms. They do not have towrite anything on the blackboard or whiteboard. The teachers are supposed to createa context for teaching and motivate the students to communicate in English. Focusing on the use of both traditional and modern ways of language teaching, DincayKoksal says, "We should kill neither the blackboard or the mockingbird. We needblackboards or whiteboards as visual aids and the sound of the mockingbird forrelaxation" (68). It is, thus, advised to use the blackboard or whiteboard very often inorder to bring the traditional and modern teaching methods together. In addition,the experienced teachers know well that a perfect teaching is in their mind. So theyshould use the blackboard or whiteboard to write questions raised by the students. Inthis way, the teachers can create a real-life context for effective teaching.

Teachers Should Encourage Students to Use their Own Mind and Speak More. One of the features of using multimedia technology is to cause audio and visual

effects that lively display the content of textual materials. Dincay Konsal suggests that "new technologies develop and are disseminated too quickly that we cannot avoid their attraction and influence in any form" (62). This process helps the students to understand the teachers' instruction and information. But only displaying the content of texts through the PowerPoint presentation cannot stimulatethe students thinking. In the English communication situations, the teachers haveto encourage the students to use their own mind and speak more. In order to usethe modernized feature to English language teaching, they should not overuse thetechnology; rather they should actively join in the class practice.

Teachers Should Use All Possible Teaching Aids and TechniquesSome language teachers tend to depend on entirely on multimedia technology in teaching. But the reality is that multimedia technology cannot be replaced by many other teaching methods. In the similar way, it cannot also replace any other forms of teaching methods. The functions of other traditional forms of teaching instruments are equally important in English language teaching though multimedia technology has its unique advantages in teaching. For example, the tape recorder still plays an important role in playing the listening materials. Thus, the language teachers are supposed to choose from the appropriate teaching instruments according to the requirements of the teaching contexts. However, "In the absence ofteachers trained to use technological tools in the classroom, EFL students will beunable to learn English as fast and effectively as they could with technology or asfast and effectively as their fellow students across the globe" (England 399). So, inthe non-native English speaking countries, the teachers should integrate multimedia technology with the traditional teaching tools as they can play an importantpart in the successful English language teaching.

Teachers Should not Overuse Multimedia Technology

Many teachers believe that the more use of multimedia technology may give thebetter performance in language teaching. They think that multimedia technologymay create better class environment, may motivate the students to participate in theclass, and may help students access to the language materials. Young and Bush say,"With no clear

sense of effective technology use, teachers often ignore it altogetheror resort to exposing students simply to whatever current software is most available,with little instructional support or curricular connection" (7). In fact, this is wrong tobelieve that the utilization of multimedia technology would have a magic to Englishlanguage teaching. Although the students feel some interest in learning, they in reality feel inactive all the time because they are just looking on the screen. This kind ofprocess ignores other skills in the language learning.Practically, if the students are interfered during the language class, they acquire less from the language materials. Though there are many advantages of using multimedia technology in teaching, it should be used as a supplementary instrument for thelanguage teachers. It is essential to apply traditional teaching tools to effectively trainthe students' communicative competence in the classrooms. Young and Bush suggestthat teachers should avoid "the temptation to use technologies without understandingthe pedagogical implications of using them" (8). If multimedia technology is utilizedproperly in teaching, without being overused, the students can be able to make full use of listening and speaking materials and develop their overall language skills. So the language teachers should introduce both traditional teaching instruments and multimedia technology to English language teaching so that the students can have the overalltraining on their listening, speaking, reading and writing skills.

## CONCLUSION

The main purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in the English language. In the non-native English speaking context, this can be a practical way to get them involved in the language learning. To achieve this goal, the language teachers should create a favorable environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of English learning should be more student-centered and less time-consuming. The language teachers should maintain the students'

communicative competence through multimedia technology.In conclusion, the utilization of multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and fulfill an effectiveresult of English language teaching. Despite some disadvantages of using multimediatechnology in teaching, multimedia technology can be used effectively in the Englishlanguage teaching classrooms. Overall, the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology.

## 3-PRACTICAL. Using the blogs, podcasts and wikis in language teaching

**Plan:**

1. Introduction
2. Blogs in teaching English
3. Podcasts
4. Wikis

**Key words and expressions:** blog, blogging, postcard, podcast, wiki, ICT, technology, texting, messaging.

(From a teacher's experience) One of the key words regarding technology concerns the 'familiarity' our students have with ICT in their everyday life. Our students are scarily familiar with ICT, new technology, much more than we as teachers are. The new technologies can facilitate real contacts with schools and young people in other countries - by being creative, and developing ways of working interactively and collaboratively. In an age where communication is instantaneous, and where many of us feel the need to constantly be in touch - our students definitely do - is it time that we changed how we teach our students to a certain extent? I'm going to look at how some schools are using blogs, podcasts and wikis to bring MFL teaching into the 21st century, and how it serves to reinvigorate and enthuse students.

Things have moved on enormously, and communication is now the one thing that our students have an overwhelming desire to be able to do. Social networking has become a key part of peoples lives - blogs, texting, messaging are the norm for many, if not most young people.

Students delight in sharing stories, messages, photos, and videos - and there are now an increasing number of teachers and schools who have started to use blogs to harness that desire, and motivate them in all kinds of curriculum areas - including languages.

A key question people often ask is how are we able to relate to the technology they use in our teaching?

The word **blog** comes from a combination of web and log, which is shortened to blog. Blogs are everywhere on the internet these days, from the BBC website to some chap in Kansas who wants to tell you about his cattle farm.

In educational terms, a Blog tends to be used as an online diary, a way of keeping people up to date with the latest news, and especially a method of reaching a wider audience with students' work. Another way of defining it could be to just call it a publishing site - you can publish photos, videos, texts, PowerPoint, word files - all of which can be private or public - it's entirely down to you. It's a way of enabling your students to follow up things that you may have covered in lessons, or it could be a way of extending the learning that has gone on in the classroom.

When your students produce a good piece of work - how many people normally get to see it? Sometimes one - you - if you put it on the wall, maybe a few others will look at it as well. If you publish their work on the internet, however, you open the door for thousands of people to see and share the work of students in languages. If they realise that they are writing for a purpose, and that what they do will be published to a potential audience, it is amazing how much more seriously they can take the work you are trying to do with them.

It is good to publish students' essays in blogs. The students can read them and then suggest ways in which it could be improved. This enabled students to share and contribute to what was good about her work, and to take ideas away for their essays. The constructive criticism and praise Harriet received actually meant more to her than any comments I as her teacher could have made.

The first thing we considered was purpose -why are we actually bothering to do this? What could be gained from setting up a blog?

Do we think that students would take time to read it? Would Parents? Other teachers?

Would we have enough content to make it worthwhile? Or would it just drift along?

A blog can be used effectively in a number of ways. First of all - it can be used as a way of sharing ideas and practice across a department, school or even the world! A good lesson, or an interesting resource can be written about for others to see. It is possible to upload resources onto your blog for students to download at home to work on, you can also leave the notes from a lesson, or write about a fancy piece of software, or just a good idea someone in your department had, which could be useful to others.

There are always really interesting things going on in FL departments - trips, visits, exchanges, some great examples of teaching and of students' work. So you could use your blog to shout about it. As you get people reading about what you do, more will take an interest, and people will find out about what you are doing in your department

Nowadays we can get our students to email back reports of what they've been up to on school trips and exchanges, and you will be surprised at how much attention that attracts whilst the students are away. Friends and family, parents and other pupils log on daily to read the latest bit of news from overseas, and it is a great way to bring home to others the experience of going abroad - it's a lot better than a postcard! Some mobile phones even let you take a picture, write a message, and post it immediately on to the blog. In past years, we've had photos sent from France, stories of Christmas Markets in Germany, and even a tale of what it's like being stranded at Lyon airport in the snow.

As I alluded to before, publishing the work of students is one of the key aspects of using a blog in schools. It's a facility and an opportunity that reaches so far beyond the classroom walls. Students are able to see that their work is read by as wide an audience as possible. But closer to home, publishing students work gives other students the opportunity to share ideas, and to offer suggestions and ways of improving each others performance in languages. This has been evident for us in working on the speaking skills of our students by recording them in different situations and publishing their comments on the blog.

I will come on to podcasts in a bit, but by being able to upload podcasts and other recordings of our students so that others can listen to them, and comment on them, has meant that students take the skill of speaking a lot more seriously than they did. Publishing their work allows the students to hear themselves speak the target language, and more importantly makes them acutely aware that they have a potential audience that will listen to their work, whether it is other students, parents, classmates or, as has happened a listener from the US, France or even Argentina.

I would be lying if I said that there are no problems or difficulties with maintaining a blog for students in MFL. Of course the first difficulty is the whole idea of keeping it up to date. You don't have to add something every day, but likewise, updating it twice a term defeats the object of having a blog for your students. Generally I try to put something new on there twice a week, but sometimes it's more, and equally sometimes - particularly at this time of the academic year, it's less. I've heard it mentioned that only 20% of the blogs in existence are actually regularly updated.

If you don't think that you can cope with the technology, then help is at hand. For me the temptation was there to go all high tech, and at the beginning I may have put the technology over the teaching. It is important to balance the two together. Using a blog is bringing FL teaching up to the level of technology our students are used to in their everyday lives, but it's important to always remember that it is a tool to aid language learning, and that the key still the language, and not necessarily the novelty of the technology.

This is easier than I thought it would be. We put posters up around school with the website address on it, and mentioned it again and again and again to our students. We then sent a letter home to all students with the address on, and had an article written about it in the school magazine. Word then started to spread and students then expected resources and worksheets to be uploaded on to the blog, and many will now go there as their first port of call when they need something for their language work. Of course other students from other schools would also log on, and other teachers would do the same, so in that way the blog started to find a definite audience.

The safety of students is normally one of the first things that people mention when

talk of setting up a blog in school is mooted. We have strict guidelines that students must stick to when using the blog, and a teacher checks all comments and contributions made by students before they are allowed to be published online.

So, to sum up this part, blogging for us has served to promote creativity and imagination amongst our students - why practice tasks in your book, when you can publish your work to the world?

It is really familiar to the students, and although it may be quite scary for us as teachers, by using this technology we are bringing the learning to the level of our students, and making the content of what we teach more relevant and inspiring.

No need to know all the web language - it takes literally 10 minutes to set up, and a couple of hours to master.

It has certainly served to make FL more relevant to our students - they see a point to what they are doing if their work is published, and it gives them a sense of pride in what they do, and makes them want to improve.

Comments are important for the benefit of our students, being assessed by their peers is enjoyable and rewarding, as well as being motivational.

Examples of other FL blogs are to be found on our blog – www.northgatemfl.co.uk - but include:

http://www.edgehillcollege.typepad.com/

http://blogfrancaisdepps.edublogs.org/

http://jensutton.typepad.com/

http://irsdeutsch.typepad.com/weblog/

http://www.nodehillfrench.typepad.com/

**Podcasting**

Podcasting is the term given to being able to record and publish audio material online, which can then be subscribed to by listeners. In FL we can record our students performing in their language of choice, and then, as with blogging, we can publish what the students produce so that their productions reach as wide an audience as possible. Of course we need software and a certain level of technical know-how to produce a

podcast, but again the motivational aspects and creativity far exceeds what we as teachers have been used to.

To record students you can either use an MP3 recorder, such as an iRiver or you can buy a microphone for your laptop or PC. Some teachers have found that using the microphone is easier than the MP3 recorder, but on the other hand I've used the MP3 recorder for recording students outside of the classroom – on trips, visits and exchanges.

Despite the scary looking technology, recording and editing students for a podcast is not as daunting as it looks. There are two programs that most use to make podcasts. If you have a Mac, then Garageband is the program that most use, but for everyone else with a PC - Audacity is the program of choice. Audacity is free to download - just search for it in Google, and by plugging in a microphone you can record the students speaking, and then using the program, can cut and paste the spoken parts, and insert pieces of music, or sound effects to make the whole product sound more authentic. Making the podcast sound authentic is quite easy, as you can find plenty of sound effects and copyright free music online. Our Year 8 students recorded quite simple dialogues in their German lesson on being at the market, and of course to make it sound quite authentic we added music and market like sound effects.

When you have recorded your podcast and are happy with how it sounds, you then need to upload it so that others can download or subscribe to it. Many people use either www.odeo.com or www.jellycast.com to upload their recordings and these are then added to the iTunes library so that you can reach a vast audience. Many of our students are subscribers to the podcasts we upload – at Northgate we've done about 6 – and by entering "Northgate" and "MFL" into the search facility in the iTunes music store you too can listen to what we've produced so far.

The benefits of podcasting are many - the students are really motivated and enjoy the experience - they want to do it again, and the actual recording is for many the fun part. For our podcasts, we tend to record the students in the classroom, in front of their peers, and use that time as an opportunity for peer assessment. The students have learned to be quiet and listen during the recording, and to then give their comments after each recording, and if they don't like it, we just re-record it.

The students, obviously knowing the potential audience they have - take the whole speaking skill more seriously, and will practice and practice getting their pronunciation as good as they can, leading some students to surprise themselves with how good they sound, building both confidence and competence, while those who don't like how they sound will listen to see how they can improve.

In every class there is someone who is reluctant to speak - and when I have recorded podcasts, some students have not been keen to speak in front of the class. But when you explain that the whole world can hear what they are doing, let alone their class, it is amazing how quickly the fear is overcome.

Likewise, if the whole world can hear you, you'd better make it good, and get rid of as many mistakes as you can! So our students are now spending more time than before on working at their speaking skills.

The students have loved getting comments from outside of the classroom, and in the 6 podcasts we have done, we've had praise from other classes at Northgate, from other students in other schools across the country, but also from abroad. The students are always really excited to hear if someone has made a comment on their work.

So how do you start a podcast of your own?

Well you need a bit of imagination - what do you fancy recording. Are your year 10 students practicing dialogues at the railway station? Are Y8 talking about their hobbies? Well that's a start - let your students start recording themselves and then load the sounds on to your computer.

Of course you do actually need to plan what you intend to do - I tend to do podcasts over 2 or 3 lessons. Spend at least a lesson getting the language sorted out - sometimes using sixth formers in lessons giving a helping hand - and then give the students the time to practice and make any final changes to their scripts - and they do need scripts!

Don't let the technology scare you - it is easier than it looks - and the rewards are worth it!

If you have a go, and like it, and if the students like it, then do it again!

Here are a few examples of schools with podcasts for you to listen to:

http://www.stantonbury.org.uk/podcast/podcasthome.htm

http://www.parkstone.poole.sch.uk/languages.shtml

http://www.shirelandclc.co.uk/podcast/Oldbury/German%20/German%20.html

**Wikis**

A wiki is a type of website that allows you to be completely collaborative. You can log in and effectively peer assess each others work, and with all changes being automatically saved, and highlighted in different colours, you can see who has contributed, what they've done, who is making the effort to push on, and who is not. You can also get students to complete homework on it, and see who has not done it before the lesson starts. Ideally it is policed by the students themselves, and so far at Northgate it has been peer pressure that has ensured that everyone has got their homework done on time.

The great things about wikis are how interactive they are – and how they look is less important than the content that is published on them. We have set up a Year 12 and 13 wiki on which our students publish their homework, create collaborative projects, share ideas and vocabulary, and to create a real sense of community for a class. Some of you who are working with smaller GCSE groups, or mixed ability classes might find that creating an online community like a wiki might help some of the weaker students learn from the brighter ones, and for creating coursework plans or speaking test answers it can also be really beneficial.

Examples of MFL Wikis

http://edgehill-spanish.wikispaces.com

http://northgatemfl.wikispaces.com

http://irsdeutsch.wikispaces.com

http://langwitch.wikispaces.com

Students in FL really like to collaborate, and by working together on their wiki, they have created a sense of mutual trust, respect and confidence in each other and in their work. We have had to show students how to work together effectively, and how to share ideas and concepts as opposed to at times just plagarising other student's essays, but now the wiki effectively runs itself. Monitored by teachers, but run by the students.

The teachers and students are equally able to see who participates, and allows for immediate assessment of work and of effort. It is an excellent facility for aiding independent study, by allowing students to be easily creative, and by sharing the ideas and resources of others to aid their own learning.

It has also meant that students can create learning resources for others – http://northgatemfl.wikispaces.com/gavin - students embedding videos and images into their work to broaden knowledge and awareness of a topic. In this years Suffolk Gifted and Talented Linguists programme, the Year 11 students involved have all been working on their projects by using wikis. This has been ideal for the students who are spread from all parts of the county. It has enabled students to add resources, write collaboratively, and share ideas from wherever they are without the need to actually 'see' each other.

Want to start your own blog?

Want to publish your podcast?

Want to create a wonderful wiki?

Check out the following sites to get you started:

www.blogger.com

www.typepad.com

www.wordpress.com

www.odeo.com

www.jellycast.com

www.podmatic.com

www.wikispaces.com

www.pbwiki.com

www.northgatemfl.co.uk

**Tasks:**

1. Group discussion. Discuss the benefits and drawbacks of using blogs, podcasts and wikis.
2. Design the lesson plan using the blogging, podcasting and wikis.

## 3.2. Blogs in teaching English

**Plan:**

1. Introduction to wikis
2. Introduction to blogs

**Key words and expressions:** blog, wiki, facilitation, application, collaborative learning, online learning, web 2.0.

### Introduction to wikis

Wiki applications facilitate collaborative editing supported by revision mechanisms thatallow the monitoring of changes. Wiki technology can be used as a community platform butalso as a personal authoring environment. Wiki was developed in 1994 by WardCunningham. Wiki comes from the Hawaiian word "wiki-wiki" meaning fast."WikiWikiWeb" was created in 1995 by Ward Cunningham as an online manual forsoftware programmers to share knowledge (Taylor, 2005). Jimmy Wales built on this ideaand created Wikipedia, and now everybody is familiar with Wikipedia, which is itself aWiki in the form of an online encyclopedia that can be edited by any user. Educators arenow experiment with using Wikis in pedagogically sound ways. Each user has the ability to modify any part of the Wiki space, analogous to a mini-website. Users create new nodesin the hierarchy each time that they want to elaborate, change or add content. Using Wikiscan allow for a numerous opportunities for collaboration between students, but students donot have to be in the same physical location to meet with each other. These kinds ofprograms "allow for cooperation between the instructor and students or among students byusing different formats of social interaction" (Godwin-Jones, 2003).Evaluating the quality of contributions in such collaborative authoring environments is achallenging task (Korfiatis et al., 2006). However, based on the "wisdom of the crowd"principle, one collects and aggregates enough data until there is a consistently reliableanswer. Oren et al. (2006) acknowledge that wikis are successful for information collection, but point out that they do not fully satisfy the requirements of PKM. A semantic wiki allowsusers to make formal descriptions of resources by annotating the pages that

represent thoseresources. Whereas a regular wiki enables users to describe resources in natural language, asemantic wiki allows users to additionally describe resources in formal language. Semanticwikis augment ordinary wikis by using the metadata annotations, and thus may offer betterinformation retrieval and knowledge reuse.Wikis enable users to collaboratively create and edit web content directly, using a webbrowser. In other words, a wiki is a collaborative web site whose content can be edited byanyone visiting the site, allowing them to easily create and edit web pages (Chao, 2007).Wikis can serve as a source of information and knowledge, as well as a tool for collaborativeauthoring. Wikis allow visitors to engage in dialog and share information amongparticipants in group projects, or to engage in learning with each other by using wikis as acollaborative nvironment in which to construct their knowledge (Boulos et al., 2006).

As defined in Leuf and Cunningham (2001), the proper term "Wiki" is used to refer to theessential concept rather than to any particular implementation, the latter being called simplya "wiki". From a technical standpoint, the Wiki concept rests on the World Wide Web, andthe underlying HTTP protocol defines how the client-server communications occur. At thefunctional level, the essence of Wiki can be summarized as follows:

- a wiki invites any and all users to edit any page or to create new pages within the wikisite, using only a simple web browser without any additional add-ons;
- wiki encourages meaningful topic associations between pages by making the creation ofpage links almost intuitively easy; rather than serving as a carefully crafted site for casual visitors, a wiki seeks to involvethe visitor in an ongoing process of creation and collaboration that constantly changes the web site content;
- semantic wikis extend wikis with formal annotations describing the content and createviews;
- semantic wikis introduce background knowledge;
- semantic wikis for PKM – formal structure gives automated support and flexibility ofwiki gives people freedom.

**Background**

Wiki modifications are easy because the processes of reading and editing are both quitesimple. In essence, a wiki is a simplification of the process of creating HTML web pages.Simply clicking an "edit this page" link allows instant revisions (Lamb, 2004). Wikis areeditable through a browser, and the editing interface is generally simple and easy to use.Wikis provide a mechanism to record every change that occurs over time as a document isrevised. Each time a person makes changes to a wiki page, that revision of the contentbecomes the current version, and an older version is stored. Versions of the document canbe compared side-by-side, and edits can be "rolled back" if necessary. This means that it ispossible to revert a page (if necessary) to any of its previous states.Further, the administrator of the site has control over access, determining which portionsare user-editable. Some wikis restrict editing access, allowing only registered members toedit page content, although anyone may view it. Others allow completely unrestricted access, allowing anyone to both edit and view content (Olson, 2006).Many wiki systems are adding functionalities such as web-based spreadsheets, calendars, documents, photo galleries, private workspaces, hierarchical organization, WYSIWYG (whatyou see is what you get) web editing, importing Word or Excel files, and even integrationwith centralized content management systems (Lamb, 2004). WikiMatrix (2007) provides atool to compare the features of various popular wiki engines.Educational benefits of wikis revolve around the fact that they offer an online space for easyinteraction and collaboration. Both teachers and students can easily create web pages usingwikis without prior knowledge or skill in web development or programming, eliminatingthe extra time necessary to develop these skills. A wiki offers the ability to interact withevolving text over time as well, allowing teachers and learners to see assignments as theyare drafted, rather than commenting only on the final draft. Considering the complications of scheduling after-hours meetings for students, a wiki can also be extremely useful forcommunication within groups. Further, as more organizations adopt wikis for internal andexternal collaboration and information dissemination, interacting with them at theeducational level builds important work skills.

## Introduction to blogs

Blog posts or blogs are primarily textual and can vary widely in their content. They can bedevoted to politics, news and sharing opinions or dedicated to technical developments. Blogentries are usually maintained in chronological order, but are usually displayed in reversechronological order. Nardi et al. (2004) identified five reasons why blogs are used:

1. to update others on activities and whereabouts;
2. to express opinions to influence others;
3. to seek others' opinions and feedback;
4. to "think by writing";
5. to release emotional tension.

Blogging is increasingly finding a home in education (both in school and university), as notonly does the software remove the technical barriers to writing and publishing online – butthe 'journal' format encourages students to keep a record of their thinking over time. Blogsalso of course facilitate critical feedback, by letting readers add comments - which could befrom teachers, peers or a wider audience.

Students use of blogs are far ranging. A single authored blog can be used to provide apersonal space online, to pose questions, publish work in progress, and link to and comment on other web sources. However a blog needn't be limited to a single author - it can mixdifferent kinds of voices, including fellow students, teachers and mentors, or subjectspecialists. Edu-blogging pioneer Will Richardson (author of the main books devoted toBlogs, Wikis and Podcasts) in 2001 used the blog software Manila(http://manila.userland.com) to enable his english literature students to publish a readersguide (http://weblogs.hcrhs.k12.nj.us/bees) to the book The Secret Life of Bees. Richardsonasked the book's author, Sue Monk Kidd, if she would participate by answering questionsand commenting on what the students had written - to which she agreed. The result was atruly democratic learning space.Richardson marked 10 years since his first blog post, a full decade of writing and sharingonline. He defines the education reform: "We don't need better, we need different"(Richardson, 2011).Today's

students are immersed in the digital age, but can our educational system keep up?Best-selling author Will Richardson's comprehensive collection of posts from his acclaimed blog (http://weblogg-ed.com) outlines the educational reform we must achieve to stayahead of the curve:

•Project-based learning

•Student-created media that develops critical thinking

•Extending learning beyond the classroom and school hours

•Cooperative and collaborative learning

•Student empowerment and career readiness

The necessary shift will not magically happen, but experts agree that it must happen now.This compilation will inspire educators and parents to engage in the technology theirchildren already embrace, and to take an active role in transforming education to meet thechallenges of the digital revolution.

**Questions:**

1. Who was a founder of wikis?
2. What does wiki denotes?
3. Who firstly created blogs?

## 4 - PRACTICAL .Creating web sites and web platforms and efficient use of them

**Plan:**

1. Programs, blogs and websites in educational system.
2. Importance and difference of blogs, programs and websites in educational system.
3. The order of using websites in teaching languages.

**Key words and expression:** website, Internet, online, PC, MAC, microphone, speaker, audio, visual.

A LLW is an online environment characterized by offering language learners practice on some or all of the language skills. Materials consist of grammar

explanations, grammar and vocabulary exercises, flashcards, videos, and audio materials. Some of these sites are sometimes organized in the form of an online course with a sequential order of lessons (e.g., pumarosa.com), while some other sites simply offer a wealth of activities and materials without any particular implied sequence of development (e.g., Englishclub.com). From a commercial perspective, these websites are most of the times available for free to any user on the web, although some might have a premium registration to access certain contents. From a technical perspective, there are three kinds of LLWS available on the web. The first group involves sites whose interfaces correspond to Web 1.0 (mostly text centered with little multimedia use); the second one is a hybrid between Web 1.0 and Web 2.0. Within this group users can locate sites such as LEO.com, a site that seems to have been adding elements from Web 2.0 to its initial design built on Web 1.0 infrastructure. To the third group belong sites such as Livemocha, Busuu and Rosetta Stone, which make use of the affordances of Web 2.0 platform such as synchronous text and video chat, and social networking.

The affordances of Web 1.0 and Web 2.0 to a great extent have determined scholarship on LLWS, which can be categorized into two moments. The first moment corresponds to the first generation web (Web 1.0) also called the read-only Web that spun around search engines and the connection of information (Thomas, 2008). By contrast, the second moment, marked by the development of the read/write Web or Web 2.0, focuses on connecting people, different forms of user generated content, participation, collaboration, authorship, and interactivity (O'Reilly, 2005; Warschauer & Grimes, 2007). LLWS designed under the technological constraints of Web 1.0, such as the site I will describe in this study, mostly presented content with little opportunities for interaction between the owner of the site and its users, between users and content, and between users themselves. By contrast, through blogs, Wikis, podcasts, video podcasts, and overall social networking, Web 2.0 enabled users to communicate both synchronically and asynchronically. Eventually, social networking gave rise to social networking sites for language learning (SNSLL) (Álvarez, 2015, 2016; Harrison, 2013; Liu et al., 2013) that adopt design elements from traditional social network sites such as

Facebook and combine them with features of traditional LLWS, including dialogues, flashcards, and grammar and vocabulary exercises.

Most language learning websites originated during the late 90s when the World Wide Web began operating. Smith and Salam conducted one of the first studies on LLWS in 2000. They examined 35 LLWS on criteria that included: course length, equipment required, type of syllabus, access to a teacher, and cost. In a similar vein, Kelly (2000) proposed a set of guidelines for designing websites for esl students, while Susser and Robb (2004) put forward a framework for the "evaluation of ESL/EFL instructional websites." Kartal and Uzun (2010) carried out a study of 28 online foreign LLWS of different languages and, as a result, the authors advocated for standardization and accreditation of language teaching websites as a way to facilitate website usability and language learning.

The rapid development of computer and Web technologies will definitely result in the use of thesetechnologies in all kinds of educational activities and will create information and educational space.The introduction and use of teaching capabilities of theInternet, Web technologies (Web services, educational Web resources, network), software (Microsoft Word, MicrosoftInternet Explorer, Microsoft Power Point, Windows MovieMaker, on-line resource Prezi) in the educational process ofhigher education are priority to develop the information and educational space.It will allow organizing the learning process so that students would work actively, with interest and enthusiasmnot only in the classroom, but also would study on their own,could see the results of their work and were able to evaluatethem. The combination of traditional teaching methods andmultimedia, including computer and using Web resourcescan help to solve this problem. Computer use in theclassroom allows one to make the learning process moremobile, strictly differentiated, individual and interactive.
A modern computer today is a universal tool. It is able tosimulate various language situations, quickly and efficientlyrespond to actions and requests of the student.This method of teaching is also attractive to lecturers. Ithelps to better assess the skills and

knowledge of students,encourages the search for new, innovative forms andmethods of teaching, gives props for creativity. As the Internet grows explosively, search engines play a more andmore important role for users in accessing effectively onlineinformation. Recently, it has been recognized that a query isoften triggered by a search task that the user wants to accomplish. Similarly, many web pages are specificallydesigned to help accomplish a certain task. Therefore,learning hidden tasks behind queries and web pages can helpsearch engines to return the most useful web pages to users by task matching [11]. The use of Web resources can significantly improve the efficiency of learning a foreign language. In particular, itenables students to form and develop linguistic andcommunicative skills, taking into consideration their personal needs and characteristics, and successfullyimplements the ideology of education centered on theindividual.Web resources are an invaluable base to create theinformation and subject environment, education and self-education for students, meet their personal and professionalinterests and needs. However, the mere access to Webresources does not guarantee fast and high-quality language education. These resources should form and develop:

• Communicative competence (linguistic, sociolinguistic,socio-cultural, strategic, discourse, learning and cognitive);

• Communicative and cognitive abilities to carry outsearch and selection, to generalize, classify, analyze andsynthesize the information received;

• Communication skills to present and discuss the resultsof the work done using the Internet;

• Skills to use Web resources for self-education toexplore knowledge in the field of the cultural and historicalheritage of different countries and peoples, as well as to actas a representative of the native culture, country, city;

• Ability to use Web resources to satisfy theirinformational and educational interests and needs.And they should also be analyzed by the lecturer, because most of them are not education - aimed. It is possible toanalyze such resources on the basis of:

• relevance of the information;

• the linguistic complexity of the material;

• source of information (credibility, reliability, validity,etc.);

• the historical complexity of the text (references tohistorical facts, which affect understanding the text);

• psycho-physiological characteristics of the information(matching the age and psychological characteristics,importance for education and development). Didactically the Internet includes two main components:forms of telecommunications and information resources.The most common forms of communications (i.e.,communication through Internet technologies) are e-mail, chat, forum, ICQ, video, web conferencing etc. that can beused for mastering writing skills. For example, today withthe help of the Internet it becomes possible to correspond online in writing, creating an authentic dialogical communication.

In addition, the Internet provides the possibility toimplement a communicative approach to teaching writing.Due to the fact that messages on the Internet become potentially available to all users, it increases theresponsibility in a foreign language use (e.g., Chat,Instagram, WhatsApp, Skype).Originally they were created for people located at adistance from each other to really communicate. Now theyare used for educational purposes in teaching foreignlanguages.Textual, audio and visual materials on various subjectmatters in different languages are available in Webresources. Educational Web resources (IR) are createdexclusively for educational purposes as a means of gettinginformation and access to knowledge.Search engines "WWW" allow lecturers to use authentic audio, video and text materials, introduce works ofoutstanding authors from the country of the target language,experience the cultures, etc.There are five types of Web resources that can be used bystudents to self-educate. The Internet can help to write webquests, which can be used for individual or group work in the classroom:

1. Hotlist is a list of sites with text material on the subjectmatter. To create it, one needs

to enter a key word into asearch engine.For example:

**Topic:** «Christmas traditions in Canada»

**Hotlist:**http://www.crewsnest.vispa.com/journeyusa.htm

http://www.christmasintheusa.com/

http://www.theholidayspot.com/christmas/worldxmas/can

ada.htm

2. Multimedia scrapbook (multimedia draft) is acollection of multimedia resources. In contrast to hotlist,scrapbook contains photos, audio and video clips, graphics,animation, virtual tours. These files can be easilydownloaded by students and used as an informative orillustrative material to study a particular subject matter. For example:

**Topic:** «Christmas traditions in Canada»

**Websites of multimedia of a scrapbookText fails:**https://www.whychristmas.com/cultures/canada.shtml

http://www.reindeerland.org/christmas-traditions/christmastraditions-in-canada.htm

https://www.timeanddate.com/holidays/canada/christmas

**Audio programs:**

https://www.youtube.com/watch?v=6R-8mkXz1Co

https://www.youtube.com/watch?v=ySa_mh3zsDY

**Pictures:**

http://www.theholidayspot.com/christmas/worldxmas/im

ages/christmas-in-canada.jpg

http://radio.weblogs.com/0104723/My%20Pictures/Christma

s%20Stockings%20hung%20with%20care.jpg (Christmasstockings)

3. Treasure hunt, in addition to links to various sites onthe subject matter, contains questions on the content of eachsite. Through these questions, the lecturer can guide thesearch and cognitive activity of students. Finally, one essayquestion is asked. A detailed answer includes the answers tomore detailed questions on each of the sites.For example:

**Hunt for Canada GeographyIntroduction**

For this class, it is required to learn abouttheGeographical Background of Canada:

geographical position, rivers and lakes, mineralresources, relief, climate and weather.

The Web allows you to discover much more than youmay have ever thought possible and is a great complement tothe materials found in the library. Below there is a list ofquestions about the topic of the seminar. Surf the links on this page to find answers to the questions

**Questions**

1) Where is Canada located? What countries does Canadaborder on? 2) What climatic zones can be found in Canada?3) How does Canada relief affect the climate in thecountry?

**The Internet Resources**

http://en.wikipedia.org/wiki/Canada#Geography (CanadaGeography)
http://www.southtravels.com/canada/weather.html
(Climate)
http://www.cdc.noaa.gov/canadaclimate/states.fast.html
(Climate Map)

**The Big Question**

Now that you have learned all this information about Geographical background of Canada, try to explain the reasons of the different population density in various parts of Canada. Why?4. Subject sampler is the next complexity stage compared to treasure hunt. It also includes links to text and multimedia materials on the Internet.Students must not only understand the material but also express and justify their opinions on the subject matter.
For example:

**Topic:** Formation of Canada

**Resources:**

https://en.wikipedia.org/wiki/History_of_Canada
https://prezi.com/ksnapt77ur78/formation-of-canada/
http://www.123independenceday.com/canada/nationalsymbols.html

**Questions:**

1.

2…

5. WebQuest is the most complex type of educational Web resources. This is the plan of project activities on any subject matter using Web resources. It includes all four components of the above materials and assumes carrying out the project.For example:

**Mass Media in Canada WebQuest**

**Introduction**

This webquest is devoted to Mass Media in Canada. Themedia in Canada consists of several different types ofcommunication media: television, radio, newspapers, magazines, and Internet-based Web sites.

**Task**

What types of Mass media are there in Canada? Toanswer this question you will need to work in small groupsand complete tasks and assignments designed by yourinstructor.

**Process**

For the seminar on Mass media in Canada, the wholeclass will be divided into several groups. Each group will getone aspect of Canada Mass Media. Your task will include thefollowing:– study Web-based materials using links suggested; – do additional Internet search for information on thetarget issue, if necessary; – answer the questions;– (equally) divide the material between all team membersfor presentation in class;– prepare your presentations (reports).– report to the whole class what you have learned on thetopic.

**Phase 1 – Background Information.**

For this seminar, the mass media of Canada was dividedinto three parts. Each group will need to study only one partand inform the whole class about its major features andsubjects.**Phase 2 – Roles.**You will be working in teams. It will be up to you to divide roles in each team. For efficiency, thereshould be a team leader, who will

organize the work anddivide the issues within each topic to make sure everything iscovered and there is no overlap.However, all team members are responsible forpresenting information in class, regardless their role in preclass preparation process.

**Phase 3 – Reaching Consensus.**

The most difficult problem is to decide whether the massmedia effects badly or not on young generation. The questionof ranking the mass media as one of the source of gettingknowledge is one of them.Work in your groups. Discuss the questions and be readyto participate in the whole class discussion. You may need todo independent Internet search, if necessary.

**Group 1: Television in**

**Canada:**http://en.wikipedia.org/wiki/Television_in_Canada
http://www.museum.tv/archives/etv/.htm
http://www.fcc.gov/Bureaus/Mass_Media/Factsheets/fact
vchip.html

**Group 2: Radio in Canada:**

http://en.wikipedia.org/wiki/Radio_in_Canada
http://www.psu.edu/dept/inart10_110/inart10/radio.html
http://en.wikipedia.org/wiki/FM_broadcasting_in_Canada

**Group 3: Newspapers in Canada**:

http://en.wikipedia.org/wiki/Newspapers_in_Canada
http://www.theworldpress.com/press/unitedstatesofameri
capress.htm
http://www.today.com/
http://www.news.com/

Each of the five types of educational Web resourcesderives from the preceding one, gradually getting morecomplex and thereby allowing one to accomplish more complex learning tasks. The result of the research is a presentation.

Using Internet in the learning process, lecturers need to determine whether these resources are appropriate, anddecide which goals can be achieved by use of a

particularresource.Educational Web resources can be used in various types of learning processes such as use of authentic Web resourcesfor classes, independent work of students to find thenecessary information on the subject matter when making apresentation of the selected material. Furthermore, when students tell how they have workedon assignments, they at the same time explain how theirknowledge is designed through social and textual practices.

There can be ahighlighted number of didactic tasks in teaching foreign languages. These tasks can be accomplished by independentand practical work using information technologies:

• improvement of reading, writing, speaking, listening skills;

• enriching active and passive vocabulary;

getting cultural knowledge;

• creating a culture of communication;

• creating elements of global thinking;

• creating the sustained motivation of cognitive activity,

• needs to use the foreign language for genuinecommunication;

• creating team-building skills.[15]

III. USE OF SOFTWARE IN RESEARCH PROJECTS

To accomplish these tasks, various computer software are used along with Web resources. Learning designs can be created by teachers or negotiated with learners …. [5]. These computer programs are Microsoft Power Point, Windows Movie Maker, on-line resource Prezi [12], computer-based training program.

When preparing presentations, the students identified the following peculiarities of their work: 1. Suitability (i.e. the suitability of thinking processes tothe development level of students, their perception level, memory, attention, emotional sphere, as well as motives,interests, students' past experience are considered; organizingan appropriate teaching mode for each student; the

use ofvarious methods, forms and teaching aids, taking individual differences between students into account).2. Activity (group work creates psychological andpedagogical environment for the students, and they can be active in creative thinking, simulation and imagination, perception and memory).3. Voluntary participation (conscious desire of a student to achieve results, overcoming difficulties).4. Creativity (demonstrated in the process of self-tasking,problem-solving, adjustment of activities).
5. The absence of the teacher (it can occur either in the absence of the teacher, or with minimal guidance and indirect support).
6. Willingness to communicate in a foreign language (a student, studying any learning material, not just absorbs new information, but tries to include himself in carrying out tasks).
7. Comfortable environment (a favorable emotional climate in the group).Presentations are a powerful tool that helps to send its message in the most effective and visual way. Typically, the Power Point is used to create presentations. It is a part of the Microsoft Office applications.Recently, however, a sufficient number of alternativeshave been created, many of which provide no fewer opportunities.

One of the best examples of such tool is Prezi for Interactive presentations.

1. The main advantage of this web resource is the possibility to easily prepare a nonlinear, multi-level presentations, as Prezi.com is a social service.2. Therefore they can be multi-authored, and thisquality can be used when working on collaborative projects.
3. Work on the presentation in Prezi allows one to explore further the proposed subject matter, to get communicative skills on the Internet, to make some leaps of imagination and develop a creative online product.

It can be concluded that the use of the Internet hasexpanded the range of real communicative situations,increased motivation of students, allowed them to apply theirknowledges and skills, speech skills to accomplish real-life communicative tasks more effectively.Therefore, the relevance and necessity of using Internetin learning a foreign language is not in doubt. Communicative skills play a leading role in the educational process.

Additionally, the use of new information technologies inthe learning process allows the lecturer to implement his/hercreative teaching ideas, to exchange experiences withcolleagues and to receive prompt response. And it gives students the opportunity to choose an individual plan oftraining: the system of training tasks and objectivesdepending on the language proficiency, ways of controllingand correcting knowledge.Thus, the basic requirement of the modern education isimplemented: i.e. development of self-education skills, culture of self-determination, personal development instudents.

Below are some valuable resources for ELL and ESL teachers. With these resources, you can find great ways to communicate more effectively, explore lessons, and be a great ELL teacher.

Culturally Authentic Pictorial Lexicon:

Check out this lexicon that offers images demonstrating the true meaning of the word, making it easier for English language learners to understand.

ManyThings:

On this website, you'll find quizzes, word games, puzzles, and a random sentence generator to help students better grasp English as a second language.

bab.la:

Bab.la is a really fun site for ELL learners, with reference tools like a dictionary and vocabulary, supplemented with quizzes, games, and a community forum.

ESL Basics:

On this site, you'll find free English videos for both students and teachers.

English Pronunciation:

Okanagan College's resource offers 13 different unit lessons for learning and teaching English pronunciation.

BBC Learning English:

In this website from the BBC, students can find help with grammar, vocabulary, and pronunciation, with plenty of references to current events. Plus, you'll find a special section for ELL teachers.

ESL Gold:

ESL Gold is, no joke, golden, with seemingly endless learning resources for English. Students can practice pronunciation, find a book to study, and even talk to someone in English on this site. Plus, teachers can find a job, search for textbooks, discover games, and so much more.

Real English:

Check out this free site for learning English, with loads of videos from real English speakers, plus quizzes and community support.

Repeat After Us:

In this online library, students can get access to a huge collection of English texts and scripted recordings.

Google Translate:

An awesome resource to use for simple translations, Google Translate can help your students see how its done and better understand translations between two or more languages.

**5 PRACTICAL.The efficient use of web 2.0 in learning foreign languages**

**Plan:**

1. Blended learning, e-learning and online learning.

2.Tasks in blended learning

**3.** Efficient use of Web 2.0 tools in teaching and learning.

**Key words and expressions:** mobile phone, web 2.0., ipod, tablet, apps, technology, video-audio, microlearning

Blended learning is a combination of learning at a distance and the traditional on-campus learning (in a classroom). Basically, you will have a (more or less) fixed schedule where you will have to attend a part of the classes on campus. However, most courses will still be online, allowing you do coursework and assignments online.

E-learning typically refers to the online interaction between you as a student and the teacher. Basically, you receive the training through an online medium, even though your teacher may be in the same building. E-learning can be used in a classroom or an online setting. Additionally, it can be used to simulate and intensify work-based learning situations.

Distance learning is understood and is often used as a synonym with online learning. Why the different wording? It's because it was initially introduced to attract students from all over the world. This is how it became possible for students from Europe for instance, to easily attend an American college and become an international student without needing to travel.

Blended and e-learning can broaden teaching and learning by providing additional tools to explain complex issues or retain student attention. These approaches also expand access to quality education by allowing students to learn anywhere and anytime as well as learn from experts from any part of the world.

Online learning can also work as an equalizer, giving people in remote schools, colleges, and universities access to the top teachers and top resources not normally available to them.

Blended learning replaces some traditional classroom time with online interactive content to reduce costs paid for instruction when curricula are more standardized. It has grown strongly in developed countries, and is now gaining traction in developing countries.

For successful BL in universities, both local and global features should be engaged. With regards to local features, the features should be based on students' context while global basis should be in place on understanding common knowledge. These enable students to adopt new learning environment in which they engage in

activities that present effective educational practice. Although there are diverse learning activities in BLEs, the following learning activities seem to dominate the design of BL courses.

Group work and online collaborative learning.

Students learn when they engage, connect, share and communicate with each other through purposeful and planned group work. In a learning context, group work has been defined as an assignment that intends to attract some students with the same interests working together to accomplish specified learning objectives (Bormann & Henquinet, 2000). Group work in BLEs fosters a variety of learning strategies that are needed with current employers and students themselves including team-based learning, problem-based learning, collaborative learning, cooperative learning, collaborative testing, and inter-professional learning" (p. 1422). These strategies are basically to enrich students' skills and knowledge in the 21st century working and learning environments. In this way, group work engages students in thoughtful discourse, immediate emotional connection, active learning and collaborative activities (Hwang, Hsu, Tretiakov, Chou and Lee, 2009). Though,the face-to-face session possibly is complemented by regularly joint group meeting and compilation of group work and submission. As such, group work attracts and motivates students to engage in BL courses because of availability of instructional materials, activities and evaluation. However, online peer assessments help the student to receive feedback from their peer and promote the co-construction of knowledge (Ku et al., 2013), helps learners engage in complex and cognitively challenging discussions which improve the quality teaching and attract authentic learning experiences. Interactions.

In a BL context, interaction means communication of two or more people with the aim of solving the problem, helping each other, teaching or building a social relationship (Hwang et al., 2009). Students learn by directly interacting with diverse people, books, and content of their interest in diverse environments. In BLEs interactions should aim to achieve the following principles: problem-solving, information exchange, promotes appropriate learning and increases student motivation.

According to Archila (2014), interactions allow reciprocal communication among student and student, student and teacher, student and tool interaction under a specific topic (Almasi, Zhu & Machumu, 2018; Saidalvi & Mansor, 2012). Moreover, studies have shown that in BLEs peer interactions should aim to achieve at least five principles of effective learning including problem-solving, information exchange, promotes appropriate learning, and increases student motivation (Hwang et al., 2009). In the face-to-face sessions, interactions focus on tutorial sessions, group discussions, student-self interaction, and student and teacher interaction which involve reflections and analysis of learning process and problem-solving have become more authentic since the inception of Web 2.0 technology (Fleck, 2012). In summary, the creation of meaningful interactions relies on the ability to communicate well, ability to use technologies for successful learning to enhance understanding of the shared information, knowledge and skills for actual meaning construction.

**Assessments**

BL assessments can includ online peer assessments, online quiz, e-test and online group work have been institutionalised in universities (Machumu & Zhu, 2017). These assessments provide the structure of what was learned, what should be improved and what should be redesigned for successful instructional processes. As one of BL activities, assessment should be consistent with assessment criteria and student expectations. For example, the individual assignment should be measured with the well-designed assessment that encourages facilitation and deep understanding of subject contents. Vaughan, Cleveland-Innes and Garrison (2013) upheld that "assessment shapes the quality of learning and the quality of teaching" (p.41). Based on BLEs principles such as facilitation and active participation, group and peer assessment are key aspects of student assessment because based on both online discussion and live face-to-face lecture student will be able to review, critics, and help each other and, in turn, influence deep and meaningful learning. Additionally, online peer assessment provides opportunities for students to rethink and receive critique, correct themselves, and proffer feedback to peers, reviews their work for clarity, engaged in theirs' and

others' understanding of the content and diagnosis of reasons for errors (Lwoga, 2014). BLE provides important features of assessment like discussion forums, wiki, true/false tests, and multiple choice tests which encourages appropriate learning,through a mobile device can be podcast listening, video-clip watching, multiple choice quiz-answers and interaction with education flashcards useful for content memorization.

## What are Web 2.0 tools?

Web 2.0 tools can very broadly be defined as end-user applications that require dynamic interaction, social networking, or user interfacing between people and information. They almost always have accompanying websites and associated apps for smart devices. In a Web 2.0 environment users decide how they want to use, interact with, and create information. This contrasts with earlier Web 1.0 environments where one simply read static information on the Web (Morrison & Lowther, 2005).

In addition, users have the ability to generate and manipulate content from multiple locations in a Web 2.0 environment. Users can add images, videos, or links to other media content. Students have unlimited opportunities to individualize the content they embed in their products, and the ease of use of these tools encourages student creativity. Unlike traditional pen and paper type responses, students are not limited by their own artistic abilities, page-length, or word count limits. Students will often go beyond the basic expectations of an assignment because these tools facilitate students' creative processes.

Familiar examples of Web 2.0 sites and tools include wikis and blogs (**PBworks** and **WordPress**), social networking sites (**Facebook** and **Twitter**), image and video hosting sites (**Flicker** and **YouTube**), and applications to generate Web content for education, business, and social purposes (**Wikipedia**, **Weebly**, and **Instagram**). It is important for teachers to remember that the magic is not necessarily in the tool itself; teachers must first consider their objectives for the lesson as well as the purpose of the student response project. The right tool can help students synthesize their learning, engage more deeply with the content of a lesson, and interact

with other learners in more meaningful ways than traditional response projects or assignments.

## Benefits of Web 2.0 tools

One of the benefits of Web 2.0 tools is their ease of use. Most students find these tools to be intuitive and user-friendly. Because of this, there is little time wasted in learning how to use the programs. The tools facilitate interactive learning and innovative responses to assignments and assessments. Students see their ideas take shape quickly, and they are rewarded with professional-looking results. It is also easy to edit the projects as they are being developed so students tend to take more risks during the creative process. This ease of use combined with the quality of the finished products increases students' self-efficacy, and it motivates students to engage more earnestly and actively in the content of their responses.

Web 2.0 tools also can facilitate authentic interactions with content and with other learners. These tools offer students opportunities to solve real-world problems and to collaborate in meaningful ways with peers in face-to-face or online classrooms. Students have the freedom to customize their responses using multimedia or multiple modalities. Unlike a term paper or more traditional response project, no two projects look exactly alike. Students' individual interpretations and representations of their conceptual understandings can easily be shared with others, thus increasing the learning opportunities for all.

## Choosing and using a tool with students

The right Web 2.0 tool for the task is the one that matches the objectives of the lesson. The tool should not just be an "add-on," but rather it should be a natural extension of the lesson that reinforces the skills or concepts taught. What do you want students to learn or to be able to do as a result of the lesson or unit of study, and what tool will help you achieve that goal?

There are a couple of useful websites that describe a variety of tools according to instructional purposes. One such website is **http://cooltoolsforschools.wikispaces.com/**. Another is **http://webtools4u2use.wikispaces.com/Finding+the+Right+Tool** These websites are organized by the types of tools, such as presentation drawing, video sharing tools, etc., and they provide links to the websites for different tools. Most tools can be adapted for a myriad of instructional or assessment purposes and subject areas. Five examples of specific tools, their applications, and sample student projects are provided below.

**Tasks:**

**Group discussion.**

1. Discuss what kind of features are there in web 2.0 technologies. How should we teach the 4 skills using the smartphones or other technologies?

2.Discuss the article "**The Advantages of Using Social Networking Services in L2 Writing Skills"** and present an information about advantages of Using Socila Network in teaching listening, speaking and reading. Are there any disadvantages in teaching English using the four skills?

3. Define the differences between blended learning, e-learning and online learning. What are advantages and disadvantages of them in our environment?

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## V. ГЛОССАРИЙ

| Термин | Инглиз тилида изоҳи |
|---|---|
| **Application programming interface / API** | set of tools and resources in an operating system in order to create software applications |

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| **Applied linguistics** | branch of linguistics studying language-related real-life problems and solutions in education, psychology, communication research, anthropology, sociology, etc. |
| **Artificial intelligence / AI** | design of machines capable of intelligent behavior, meaning behavior capable of achieving objectives; field originated in the 1960s, and including computational linguistics (originated in the 1950s) |
| **Big data** | data sets that are too complex for standard data-processing application software, for example big data obtained by social media mining from user-generated content on social media sites and apps |
| **CAT** | Computer-assisted translation |
| **Chatbot** | web or mobile interface used by a human being to ask questions through text, sound or video, and retrieve information from hard-coded answers or from a larger content base using machine learning |
| **Cloud database** | database on a cloud computing platform |
| **CMU Pronouncing Dictionary / CMUdict** | open-source pronouncing dictionary originally created by the Speech Group at Carnegie Mellon University (CMU) for use in speech recognition research |
| **Code** | algorithm used to convert information (letter, word, sound, image, gesture) into another form of representationfor communication and storage |

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| **Command-line interface / CLI** | interface with a command in the form of lines of text |
| **Compiled language** | programming language whose implementations are compilers (and not interpreters) |
| **Computational linguistics** | branch of linguistics which processes natural languages using computer science and mathematics for analysis and synthesis of language and speech; originated in the 1950s with machine translation; includes applications such as spell and grammar checkers, speech synthesis, speech recognition, virtual assistants and smart speakers |
| **Computational science** | multidisciplinary field using computing capabilities for science |
| **computer-assisted translation / CAT** | language translation in which a human translator uses specific software to support and facilitate the translation process; includes translation memory, language search engines, terminology management, alignment, interactive machine translation and augmented translation |
| **Computer vision** | theory behind the artificial systems that extract data from digital images or videos in order to process, analyze and understand such data |
| **Content analysis** | process of studying digital media (texts, pictures, audio, video) and communication patterns is a systematic manner |
| **Corpus linguistics** | study of language as expressed in bodies (corpora) of written text; originated in the 1970s to advance discourse analysis |
| **Data analysis** | process of inspecting, cleaning, transforming and |

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| | modeling data to find useful information |
| **Data manipulation** | process of inserting, deleting, modifying and updating data |
| **Data processing** | collecting, storing, visualizing, searching, querying, analyzing, updating, sharing and transferring data |
| **Descriptive linguistics** | branch of linguistics which analyses and describes how natural language is actually used by a group of people |
| **Dictionary** | listing in alphabetical order of the lexicon of a natural language (or two or several natural languages), with definitions, usage, etymologies, pronunciations and translations |
| **Diphone** | adjacent pair of phones; often used for the recording of the transition between two phones, with better resulting sounds in speech synthesis than if combining two phones |
| **Discourse analyses** | study of language use; language can be written language, vocal language and/or sign language |
| **Grammar** | system of rules which allow for the combination of words into sentences; includes morphology (grammar of word forms) and syntax (grammar of sentence structure) |
| **Grapheme** | visual character that is the smallest unit of a writing system in a natural language |
| **HCI** | Human-computer interaction |
| **Information system** | organized system for collecting, storing, classifying and communicating information |

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| **International Phonetic Alphabet / IPA** | alphabetical system of phonetic notation based primarily on the Latin alphabet; created by the International Phonetic Association in the late 19th century to standardize the representation of the sounds of spoken language |
| **Interpreter** | linguist who translates speech into another language; computer program that directly executes instructions written in a programming or scripting language |
| **Knowledge base / KB** | base that stores complex structured and unstructured information used by a computer system |
| **Knowledge management / KM** | process of creating, using, sharing and managing the knowledge (information) of an organization |
| **Lexical resource** | database offering one or several dictionaries (monolingual, bilingual, multilingual) |
| **Lexicon** | practice of compiling, writing and editing general or specialized dictionaries; study of the semantic relationships in the vocabulary (lexicon) of a natural language |
| **Linguistic corpora** | collection of linguistic data, either written text or transcriptions of recorded speech |
| **LSP** | Language for specific purposes |
| **Machine learning** | field that uses statistical techniques for computer systems to learn from data |

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| **Machine translation** | translation of text or speech from one language to another by a computer program |
| **Natural language processing / NLP** | field that uses computer programs to process large amounts of data pertaining to natural language |
| **Natural language understanding / NLU** | subfield of natural language processing for machine reading comprehension; includes search engines optimization, news gathering, text categorization, voice activation, large-scale content analysis, automated customer service and online education |
| **Natural-language user interface** | computer-human interface in which linguistic components (verbs, phrases, etc.) act as UI (user interface) controls for creating, selecting and modifying data in software applications |
| **Open data** | data that are freely available for everyone to use and republish without restrictions from copyrights or patents |
| **Operating system / OS** | system that manages computer hardware and software resources, and provides common services for computer programs |
| **Optical character recognition / OCR** | electronic conversion of scans or photographs of text (printed, typed, handwritten) into machine-encoded text |
| **Paradigm** | set of concepts or thought patterns such as theories, research methods, postulates and standards |
| **Part of speech / POS** | process of marking up a word on a particular part of speech in order to study its use in relationship with adjacent and related words in a phrase, sentence or |

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| | paragraph (or more simply to study its use in context) |
| **Phonology** | study of how sounds are used in natural language to convey meaning; includes for example stress (emphasis on a given syllable or word) and intonation (variations in spoken pitch) |
| **Pragmatics** | study of the way in which context contributes to meaning |
| **Programming language** | set of commands, instructions and other syntax use |
| **Question answering** | system that automatically answers questions asked in a natural language |
| **Script** | program written for a special run-time environment to automate the execution of tasks |
| **Speech recognition** | process that enables the recognition, interpretation and translation of spoken language by computers, for example in the built-in speech recognition software offered by most operating systems; originated in the late 1970s |
| **Speech synthesis** | artificial production of human speech by a computer program, which such software included in operating systems since the early 1990s |
| **Text corpus** | structured set of texts for storage and processing; can be for example a monolingual corpus, a multilingual corpus, a translation corpus (texts and their translations), a parallel corpus (texts alongside their translations), or a comparable corpus (texts covering the same contents) |

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| **Text processing** | creation and manipulation of electronic text, for example reformatting or content change (search and replace, select and move, etc.) |
| **Writing system** | conventional method of visually representing verbal communication by converting spoken language into visual symbols for a wider communication across space and time |

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