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English for Academic Purposes: Learning English through the Web

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INTRODUCTION

As teachers of ESP at Universitat Politècnica de Catalunya, we have always been concerned with exploring new approaches to the teaching of English. Thus, the teachers that make up Secció d'Anglès have always developed new materials that could meet our students' specific needs. Within this context, we cannot ignore the spread of ICT (Information and Communication Technology) in the field of teaching and learning that has taken place over the last few years. Since ICT is an everyday tool for our technical students, we have always tried to incorporate it into our teaching practice. This has led us to explore the use of technology in language learning, alongside with our research into learner development, course design and materials writing. One important aspect of our work is the use of the Internet as a language learning tool, for what it can offer to university students. Our enthusiasm has led us to gradually incorporate Internet resources into our courses, to design web-based self-access materials, and to take a further step with this new project in which the classroom is a virtual world. A virtual world that can go beyond our university and open a new window to other students who also need to learn English in order to succeed in academic and professional contexts. Based on this need and on our previous work in the field of technology and language learning, we have designed the course English for Academic Purposes: Learning English through the Web.

This material has been developed for the first edition of a virtual elective course offered through the Intercampus program during the spring term of 2001. This course is specifically addressed to university students for whom learning English is a basic academic need. It is not related to a particular degree program (e.g. engineering, biology, law, etc.) but it aims to help students develop their language learning skills and at the same time to foster extensive practice in language use, with the Internet as the basic learning tool. Therefore, this instrumental course is essentially practical and emphasizes communication skills rather than language study. It differs from a traditional language course in that it has been designed basically as a tool to help students learn to learn English. That is to say, the syllabus is not based on specific language content graded in terms of difficulty, but it is composed of a series of practical activities to encourage students to learn English effectively and independently, by choosing materials suited to their level of English and to their learning style. For this reason, this course can be taken by students with different levels of proficiency as long as they are familiar with the basic structures of the language and able to communicate in English.

Although this material has been designed for a specific course, it is flexible enough to be used either for self-study or in conjunction with other course materials. The following course description intends to provide some guidelines to help teachers and learners make the most of this material.

OBJECTIVES

The course assumes that students are familiar with the basic structures of English and aims to provide them with tools for improving their knowledge of the language proper to their fields of study. This course also aims to help them read academic texts fluently and effectively as well as write short texts in academic and professional contexts (like reports, essays, letters, etc.). Specifically, we will focus on the following objectives:

- a) to help students become autonomous learners,
- b) to make them aware of different aspects of the language learning process (assessing needs, establishing learning objectives, identifying weaknesses and difficulties, correcting errors, etc.),
- c) to help them evaluate and learn to use different types of language learning resources (reference and practice books, software, etc.) with special emphasis on exploring Internet tools specially designed for language learners,
- d) to develop students' reading and writing skills.

CONTENTS

The course is divided into the following modules, each of which is devoted to a particular area of language learning. In turn, each module is accompanied by a Study Guide which includes a general description of the module and a detailed description of each activity, the main points that students should concentrate on, as well as some guidelines to help students work through the module.

Module 1. Learning to learn English

- Introduction to the virtual campus and the Internet.
- Some basic aspects of autonomous language learning.
- Using the Internet for language learning: an introduction to the search for and evaluation of web-based tools.
- On-line learning: some basic concepts and guidelines for students in virtual environments.

Module 2. Language skills

- Exploring and using the Internet, paying special attention to those resources designed to develop the four basic skills (reading, writing, listening and speaking).
- Practice in the skills of reading and writing by using activities specially designed for university students.

Module 3. Language work

- Focusing on linguistic aspects that may be difficult for foreign language learners (grammar, vocabulary, pronunciation, textual features, etc.).

Module 4. Communication

- Introducing students to the use of on-line communication resources for language learning (MOOs, chats, newsgroups, discussion lists, forums).

Module 5. Academic and non-academic English web resources

- Resources dealing with different topics: introducing students to resources that use English as a vehicle of communication but that are not designed for language learning.
 - Resources of general interest to university students
 - Resources related to students' specialist disciplines

METHODOLOGY

This is a practical course in which students are encouraged to use English as a communication tool. Therefore, the emphasis is placed on practice, rather than on the study of language. This is why the course is organised in terms of different aspects of the language learning process, instead of being based on grammatical content. Students are required to actively contribute to the course and to communicate with the instructors and classmates by taking part in different types of activities which fall into three main areas according to the objectives of the course:

- i. **Learning to learn.** These tasks include choosing and evaluating different resources. They involve developing and using different strategies for language learning.
- ii. **Language improvement.** Students are provided with reading and writing activities which will help them develop their language skills and cope with academic texts.
- iii. **Communicating in English.** The activities in this area involve authentic communication in English by means of e-mail messages to the instructors and classmates, participation in class debates and the use of Internet communication resources like MOOs, chats, forums, newsgroups, etc.

Although all these activities have been designed to take place in a virtual environment, they can easily be adapted to other learning situations. Students are not expected to work systematically through all the activities in each module, but to choose those that best suit their needs. However, the more activities students do, the more they will improve their language skills. It is also very important that they use English as much as possible outside the course (TV, radio, the Internet, magazines, newspapers, etc.) since this will greatly increase their learning opportunities. As this course focuses mainly on reading comprehension, we especially suggest that students read extensively in English.

This is a distance course, which requires students to work independently, using all the resources available. Because of the instrumental nature of the course, students are expected to be able to use English as a vehicle of communication and to become responsible for their own learning process, rather than study and memorize a lot of language points. Therefore, these materials provide a variety of activities and guidelines that encourage students to analyze their learning needs, establish objectives, find appropriate resources, and assess their own performance

STUDY PLAN

One of the key elements of independent learning is the study plan. Students who do not attend regular classes need to organize their own learning path by setting goals, choosing appropriate activities, managing time, and carrying out assessment. To help students in this task, we have created a study guide for each module, consisting of an introduction at the beginning of the module and some guidelines which accompany each activity. Each guide also contains a personal record sheet to enable students to keep track of their learning process.

The course contains a variety of activities which fall into the following categories:

Practice tasks:

These are intended to help students work through the course in a systematic way. They also include reference materials. Students are expected to concentrate on those aspects which they find especially difficult. These activities will help them towards the Internet activity at the end of each module. In a traditional course, they would more or less be equivalent to "classroom work".

Classroom discussions:

Each module consists of a series of topics for discussion, usually based on some set reading. These activities are intended to engage students in meaningful communication in English, and at the same time to make them reflect on topics of their interest.

Language improvement:

Language improvement activities focus on reading and/or writing and have been specifically designed to meet university students' needs. They can also help students assess their performance and identify further learning needs.

Internet activities:

At the end of each module there is an Internet activity focusing on exploring, searching for and evaluating different web-based tools. This activity builds on the practice tasks done throughout the module.

Although its modular structure makes this course very flexible, this is our suggested timing:

| Modules | Contents | Dates |
|----------|---|-------------|
| Module 1 | Learning to learn English | Weeks 1-3 |
| Module 2 | Language skills | Weeks 4-5 |
| Module 3 | Language work | Weeks 6-7 |
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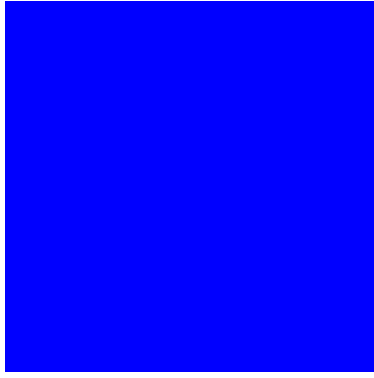
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LEARNING TO LEARN ENGLISH

STUDY GUIDE**MODULE 1****Learning to learn English****DESCRIPTION**

This module is intended to help you use the virtual campus and to introduce some of the most common Internet tools like the World Wide Web, e-mail applications, search engines, gopher, etc. You will use these tools to find materials designed for language learning. Since we are in a virtual environment, you will have to learn to work autonomously. For this reason, the introductory module will equip you for autonomous work. On the one hand, it contains activities that will encourage you to test your level of English, to find out about your needs, or to establish learning objectives as well as to search for and use reference material like grammars and dictionaries. On the other hand, you will also familiarize yourselves with some of the principles of autonomous learning in a virtual environment, and more specifically with those aspects related to foreign language learning.

OBJECTIVES

After completing module 1 you should:

- a) be familiar with the classroom intranet,
- b) be able to use web browsers, e-mail applications, search engines and some of the most common Internet tools fairly confidently,
- c) have developed some competence in selecting and using web-based tools to assess and improve your level of English, and
- d) be able to reflect on and discuss aspects related to autonomous learning and virtual learning environments.

PREREQUISITES

Students should already possess some basic computer and Internet skills.

RELATIONSHIP TO OTHER MODULES

This introductory module will help you acquire the basic skills that you will need to work through the rest of the modules that make up the course.

ASSIGNMENTS

Please note that all the modules will consist of the same type of assignments:

- a) send three contributions to the classroom debate section based on your readings,
- b) do the three language activities proposed by the instructors and send them to the teacher's mailbox, and
- c) do the Internet activity at the end of the module.

TASK SEQUENCE**Introductory note**

The *personal record sheet* contains all the tasks that make up the module. It will serve as a reminder of the tasks you do over the next three weeks and it will also help you keep track of the progress you have done. For this reason, you should fill in the table with the following information:

- your learning objectives for the module
- a record of the tasks you have done, along with your evaluation of each
- the time you have spent on each task
- your achievement at the end of the module (objectives attained, self-assessment, your evaluation of the module)

This *personal record sheet* will help you get information about your progress and focus on your specific needs. Remember to keep a copy of all the record sheets since you will need them to complete the *course project*.

Personal record sheet - Module 1

BEFORE YOU START:

What would you like to learn in this module?

| Week | Task | Done? | Difficulty | Time spent | Did you like the task? | Your comments |
|--------|--|-------|------------|------------|------------------------|---------------|
| Week 1 | 1. An introduction to the virtual campus (<i>practice task</i>) | | | | | |
| | 2. What is online learning? (<i>classroom discussion</i>) | | | | | |
| | 3. Learning to use the Internet (Part I) (<i>practice task</i>) | | | | | |
| | 4. Reading comprehension: The World Wide Web (<i>language improvement</i>) | | | | | |
| Week 2 | 5. Learning to use the Internet (Part II) (<i>practice task</i>) | | | | | |
| | 6. The Internet and language learning (<i>classroom discussion</i>) | | | | | |
| | 7. Placement test (<i>practice task</i>) | | | | | |
| | 8. Reading comprehension: "Taxicology" (<i>language improvement</i>) | | | | | |
| Week 3 | 9. Exploring language learning resources (<i>practice task</i>) | | | | | |
| | 10. "What makes a good language learner?" (<i>classroom discussion</i>) | | | | | |
| | 11. Reading comprehension: "Learning Languages" (<i>language improvement</i>) | | | | | |
| | 12. Exploring and evaluating some learning resources (<i>Internet activity</i>) | | | | | |

WRAPPING UP:

What have you learnt in this module?

Is it what you expected?

Summary of the most important points:

MODULE 1**STUDY GUIDE****Activity 1**

| | |
|-------------------------|--|
| Estimated time | 1h 30' |
| Type of activity | Practice task |
| Deadline | Discovery activity – An introduction to the virtual campus Week 1 |

General description**1. Introduction**

This activity will allow you to discover the intranet we are going to use for this course.

2. Specific objectives

- Familiarizing yourself with the different sections of the classroom intranet
- Learning how to use the spaces in order to be able to do the different course activities
- Familiarizing yourself with the different communication tools (e.g. classroom debates, teacher's mailbox)

3. Previous knowledge

- Basic computer and navigation skills
- Intermediate level of English

4. Related activities

This activity is an introduction to the basic tools to be used in the course.

Expected results

- You will learn to use effectively the different tools of the virtual classroom.
- The basic navigation skills you will acquire will help you towards the successful completion of the different tasks in the module.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Exploring the sections of the intranet | 30' |
| 2 | Browsing documents and websites provided by the instructors | 1h |

Summary

Note that this is an enabling activity that will provide you with the basic tools to work in the virtual classroom. You can use it throughout the course.

MODULE 1

ACTIVITY 1
Practice task

An introduction to the virtual campus

Step 1. The sections of the virtual classroom

Familiarize yourself with the different sections of the intranet (*Schedule, Activities, Projects, Documents, Debates, Mailbox*, etc.). Make sure that you understand what can be done in each of them and, more importantly, how they will be used in our course.

Step 2. Browsing documents and websites

Browse through the different documents and websites posted in some of the spaces.

Treballs

Assignments that count towards your mark for continuous assessment.

Documentació

A collection of texts and language learning materials classified into different categories. In this section you will also find all the documents related to the course.

- a) Visit different sites and do some of the exercises in them. Keep a record of the activities you have done (you can use the *activity worksheet* provided).
- b) Write a message to your teacher's mailbox with your comments.

Debats

In this section we will share and discuss a variety of materials and topics. It is the space where we will have our weekly "classroom discussions".

- a) Visit some of the websites in this section. If you are interested in a particular topic, make a search and find a related link.
- b) Send a contribution to *Debats* with your comments on a site you have found interesting and add a new link to a related topic.

MODULE 1

STUDY GUIDE

Activity 2

| | |
|------------------|--|
| Estimated time | 1:35 h |
| Type of activity | Assignment - Classroom discussion |
| | What is online learning? |
| Deadline | Week 1 |

General description

1. Introduction

In this activity you will read about online learning and share your views with the rest of the participants.

2. Specific objectives

- Developing reading skills: extensive reading
- Reflecting on the main features of learning in a virtual environment
- Learning to take part in an online discussion
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Basic reading and writing skills

4. Related activities

- This activity will help you towards other classroom discussions.
- This activity is also related to language improvement activities focusing on reading and writing.

Expected results

- You should be able to read the text concentrating on the general ideas (i.e. do not worry about the meaning of every word).
- Since you have to look for the main points, it is not necessary that you read the whole text.
- You will also have to be able to participate in classroom discussions. It is important that you learn to express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the article "Online learning: an overview" | 30' |
| 2 | Taking some notes of the points that most interest you | 15' |
| 3 | Reading previous contributions on the topic | 15' |
| 4 | Deciding on your point of view and planning your contribution | 15' |
| 5 | Writing your contribution to the classroom discussion | 20' |

Summary

The text and the discussion will introduce you to the main aspects of online learning programs. Since this is a communicative activity, try to express your ideas in English even if you make mistakes.

MODULE 1

ACTIVITY 2 Assignment - Classroom discussion

What is online learning?

Read the article you will find by clicking on the link below, then read the following guiding questions and the messages in *Debats* and send a substantial contribution giving your opinion.

Online learning: an overview

<http://illinois.online.uillinois.edu/IONresources/onlineoverview/index.html>

- What exactly is online learning?
- What are the main characteristics of virtual students?
- What can contribute to successful online learning?
- How has this type of activity changed traditional roles and patterns of behaviour?



Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 1**STUDY GUIDE****Activity 3**

| | |
|-------------------------|---|
| Estimated time | 2 h |
| Type of activity | Practice task |
| | Exploring the Web - Learning to use the Internet (Part I) |
| Deadline | Week 1 |

General description**1. Introduction**

This activity will introduce you to some of the most common Internet applications. You will learn about e-mail writing and will get some practice in using your web browser.

2. Specific objectives

- Brushing up your navigation skills
- Learning about some basic Internet concepts (WWW, e-mail, URL, etc.)
- Using English to complete the different activities
- Communicating in English

3. Previous knowledge

- Basic computer skills
- Reading skills

4. Related activities

- This is the first part of a two-session activity called "Learning to use the Internet". Activity 3 is an introduction to Activity 5.
- It will also help you towards the Internet activities on exploring language resources on the Web.

Expected results

After doing the activity you should be able to use Internet tools fairly confidently.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Checking what you know about the Internet | 30' |
| 2 | Learning more about the Internet | 30' |
| 3 | Learning some basic aspects of e-mail communication | 30' |
| 4 | Exploring the capabilities of your web browser | 30' |

Summary

This activity will give you some insights into some basic Internet aspects and will provide you with the necessary tools to use your web browser and e-mail confidently and effectively.

MODULE 1

ACTIVITY 3
Practice task

Learning to use the Internet (Part I)

Step 1. What do you know about the Internet?

- a) Do you often navigate the Internet? What applications do you use most (e.g. e-mail, WWW, etc)? What kind of information do you usually search for on the Web?
- b) Based on your answers to the question above, try to explain what you understand by the following concepts:
- the World Wide Web
 - e-mail
 - web browser
 - search engine
 - link
 - URL
 - Bookmarks
- c) Now test your knowledge!

Test Your Net IQ

<http://www.learnthenet.com/english/quiz/01quiz.htm>

Test Your NetSmarts

<http://www.learnthenet.com/english/html/100crossword.htm>

Learning some basics

If you want to learn some basics about the Internet, you can try the following sites:

The HelpWeb

<http://www.imaginarylandscape.com/helpweb/>

Go to the site below for a graphic presentation which touches on some of the most important aspects of the Internet.

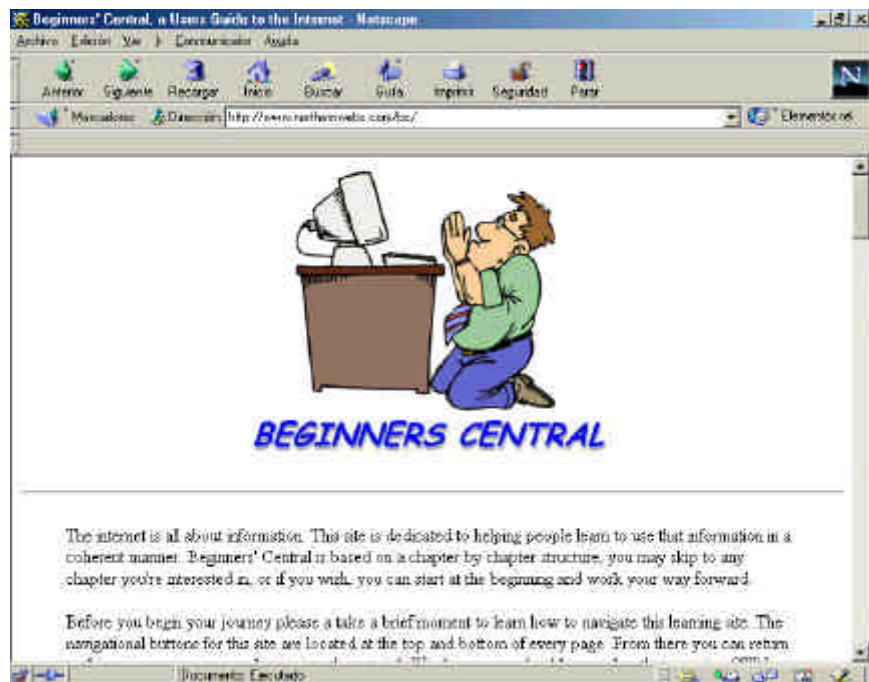
The Internet for Beginners

<http://school.discovery.com/schrockguide/begin97/sld001.html>



Beginners' central

<http://www.northernwebs.com/bc/>

**Step 2. An introduction to e-mail writing**

Read the document about e-mail writing, especially the sections: *Why is e-mail different*, *Context* and *Layout*. You can practise e-mail writing by sending some messages to your classmates and instructors.

A Beginner's Guide to Effective Email

<http://enterprise.powerup.com.au/htmlxp/pu/emailhow.htm>

Step 3. What can you do with a web browser?

Have you ever explored the capabilities of your web browser? The following tutorials will show you what your web browser can do.

Tutorial on Internet Explorer (Activity 5)

<http://library.albany.edu/internet/ie5.html>

Netscape Basics

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/NetscapeBasics.html>

MODULE 1

STUDY GUIDE

Activity 4

| | |
|------------------|---|
| Estimated time | 1h 30' |
| Type of activity | Assignment - Language improvement |
| Deadline | Reading comprehension: The World Wide Web Week 1 |

General description

1. Introduction

This activity will provide you with some reading practice. Specifically, it focuses on different reading skills at the different stages of the reading process (pre-reading, while-reading, and post-reading).

2. Specific objectives

- Developing fluency in reading
- Practice in specific reading skills: using previous knowledge to predict the contents of a text, scanning (identifying details in a text), getting the main ideas of a text, and note-taking
- Guided writing practice (i.e. summarizing)
- Text organization (expository writing)

3. Previous knowledge

- Basic knowledge about the Internet and the World Wide Web
- Basic writing skills

4. Related activities

- Activity 3 and Activity 5: "Learning to use the Internet (1 and 2)"
- Activity 8: Reading comprehension

Expected results

At the end of the activity you will be able to:

- read a long text quite fluently, getting the main ideas of the text
- locate information in a text
- identify the main ideas of a text and express them in the form of a summary

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Pre-reading: Thinking about the topic (the Internet) | 10' |
| 2 | Pre-reading: Predicting the meaning of some terms and scanning the text. | 5' |
| 3 | Reading the text quickly. | 15' |
| 4 | Reading and completing a framework of notes. | 20' |
| 5 | Checking the understanding of basic concepts in the text. | 15' |
| 6 | Writing a summary based on the notes. | 25' |

Summary

The main aim of this activity is language improvement, and it is intended to help you develop your reading skills. Note that you should not try to understand every word in the text, but grasp the main ideas. Similarly, in the summary writing task you should try to reflect the main points contained in the text, without worrying about mistakes.

MODULE 1**ACTIVITY 4**
Assignment - Language improvement**Reading comprehension: The World Wide Web**

1. Before reading the text below, think about the following questions: What do you know about the Internet? And the World Wide Web? How do you use the Internet? What applications do you think are the most useful for users? How has the Web affected the fields of teaching and learning?
2. All the terms below are related to the history of the Internet. Do you know what they refer to? Scan the text to check your answers.

ARPANET:

gateways:

JANET:

NSFNET:

HTML:

What is the World Wide Web?

The World Wide Web (also called the WWW, W3, or simply "the Web") is a huge global database of information, which is stored and distributed by the millions of linked computers that make up the Internet. Using the Web, you can access information from all over the world, and can display it in the form of documents called "Web pages" on your own desktop computer.

Many different types of information are available on the Web. In addition to plain text, Web pages can also contain pictures, video clips and sounds, and they can even be programmed to "interact" with the person viewing them. This ability to provide multi-media information content means that the Web is now an extremely powerful educational tool. The ability to use the Web is rapidly becoming a fundamental academic skill.

Why is it called the World Wide Web?

The really distinctive feature of the Web is the way in which documents are "linked" to one another. Most Web pages contain links to other, related documents located at other sites around the world. This global, web-like structure of interlinked documents is the reason for the name "World Wide Web". Using a mouse (or a keyboard) you can "follow links" from one document to the next, exploring and assessing the information as you go. This is a potentially endless activity, sometimes dismissively referred to as "surfing".

Who is in charge of the Web?

Nobody "owns" the Web, and no central authority is responsible for organising or regulating the availability of information on it. This is both a major strength (because it allows uncensored freedom of information) and a disadvantage (since it can be hard to locate the information that you require). Despite this de-regulated structure, you should remember that the actual content of any information provided on the Web is, in most cases, the intellectual property of whoever originally created it, and is therefore subject to copyright law in the same way as any other form of publication.

What can I find on the Web?

The short answer to this is "almost anything". Tens of millions of documents are currently available on the Web, covering a huge range of topics. Some of the most useful for academic users include:

- **Teaching resources:** lecture notes, interactive tutorials, discussion articles
- **Research:** project descriptions, databases, conference proceedings, grants
- **Computing:** software archives, tutorials, manuals, discussions
- **Administration:** staff lists, course details, minutes of meetings
- **Government:** legislation, political parties, United Nations, European Union
- **Environment:** conservation, climate change, wildlife, pollution
- **Career:** vacancy listings, career agencies, on-line newspapers
- **Travel:** tourist guides, accommodation, timetables, weather
- **Culture:** art galleries, music, cinema, literature, religion
- **Recreation:** sport, recipes, TV listings, magazines, personal home-pages

It may help to imagine the Web as a huge de-centralised library. If you need information about, for example, cinema in France, forest destruction in South America, or job vacancies in Ireland, then all of that information is probably available somewhere on the Web.

The history of the Internet and the Web

It is useful to know about the historical development of the Internet and the Web, since this can help you to understand how they work, and why they exist in their current forms. It also helps to highlight the difference between the Internet and the World Wide Web. People often mistakenly refer to the Web as "the Internet", and fail to realise that the Web is only one recently-invented way of *using* the Internet.

How was the Internet invented?

The Internet is actually more of a historical accident than an invention. The original concept was developed during the Cold War, as a way of defending America's communication channels against nuclear attack. The RAND Corporation, a U.S. think-tank, was given the task of devising a communications system that could still function, even if a substantial portion of it were to be destroyed.

Such a structure obviously had to be de-centralised, since a large central control site would be too obvious a target. For this reason, it was decided to use a **network** of interlinked computers, each of which had equal authority to send, pass and receive messages. The messages themselves would be split up into "packets" (small units of data) each of which would be "addressed" to the recipient computer. But the exact route that each packet took through the network would be unimportant. If part of the network were destroyed, the packets would simply take another route to their destination, using the remaining network links.

An early network of four computers, operating on these principles, was established in 1969, and was called ARPANET. By 1972, this had grown to 37 computers, as scientists and researchers began to appreciate the advantages of rapid communication. Through the '70s, additional networks were developed, linked to one another by

computers called "**gateways**". Newsgroups and mailing lists were set up to facilitate communications between users. The introduction of the Joint Academic Network (**JANET**) in the UK in 1984, and the National Science Foundation Network (NSFNET) in 1986 laid the foundations of what we now know as the Internet - a loose coalition of networks, all linked together by means of gateways, supporting millions of users world-wide.

Where does the Web fit into the story?

The World Wide Web is a more recent development. The concept was devised in 1989 by Tim Berners-Lee, a communications specialist at the European Particle Physics Laboratory, 'CERN' in Geneva. He wanted to design an information system by which researchers could share their results as rapidly as possible, over the Internet. In order to navigate through this information, he chose to use a system of "**hypertext**", which allows documents to be linked, using key words, to other similar documents elsewhere on the Internet. The language in which Berners-Lee's Web documents were authored, and in which the hypertext links were defined, became known as Hypertext Markup Language (**HTML**).

At first, the Web was used only as an experimental tool for exchanging text-based information. However, the development of more advanced, graphical Web-viewing programs (also called "**browsers**") such as **Mosaic** and **Netscape**, in 1993-94 enabled people to publish and view Web documents which contained pictures. More recently, these capabilities have been extended to include sound and video content. These recent developments have led to a dramatic increase in the popularity of the Web, which is today the most high-profile application of Internet technology.

What practical use is the Web to me?

Learning how to use the Web, and how to publish your own information on it, is not prohibitively difficult. However, it does require an investment of both time and patience. Before making this investment, it is sensible to consider what uses might be made of the Web in a University context, and what motivations an educator might have for wishing to learn about this technology.

There is no doubt that Web is already changing the ways in which people present information to one another. Increasingly, educators are realising the potential of this new technology for developing learning resources that are both more **interactive** and contain more **multimedia** content than traditional lecture and text-book approaches. By combining video and sound clips with static pictures and text, it is possible to make information both clearer and more interesting to use. By incorporating form-based "multiple choice"-type quizzes into Web pages, it is possible to test whether the user has understood the material fully.

In addition, the use of **hypertext** on the Web means that documents can be logically linked to one another. Information can therefore be presented in a non-linear format, and material can be linked to other related resources elsewhere on the Internet. The accessibility of the Web increases the potential for "distance-learning" and "asynchronous learning", i.e. freeing the students to choose their own times and places for study, and to progress through the material at their own rate.

Source: **What is the World Wide Web?**, The University of Aberdeen,
<http://www.abdn.ac.uk/diss/webpack/>

3. COMPREHENSION QUESTIONS

1. What is the World Wide Web?
2. What does it contain?
3. How do we access information on the Web?
4. Comment on the advantages and disadvantages of the Web.
5. What is the difference between the WWW and the Internet?
6. When was the Internet invented? Why?
7. How did the ARPANET evolve into today's Internet?
8. When was the WWW invented? Why?
9. What is the most distinctive feature of the Web?
10. How did the Web evolve?
11. How has the Web changed the way we exchange information?
12. What is the relationship between the Web and learning?
13. What is "asynchronous learning"?

4. SUMMARY WRITING. Write a summary of the text based on your answers to the questions above.



If you want to learn more...

... visit this site for a humorous view of the history of the Internet.

The InterWHAT??? An annotated history of the Internet

<http://www.angelfire.com/la/internettutorial/chapter1.html>



MODULE 1**STUDY GUIDE****Activity 5**

| | |
|-------------------------|--|
| Estimated time | 3h 20' |
| Type of activity | Practice task |
| Deadline | Exploring the Web - Learning to use the Internet (Part II) Week 2 |

General description**1. Introduction**

In this activity you will continue to learn about some of the most common Internet applications that you began to see in Activity 3. You will get some practice in exploring the web and in using some of the most common search tools.

2. Specific objectives

- Learning more about the Internet
- Getting some practice in surfing the Web
- Learning some techniques for effective searching
- Getting some practice in extensive reading
- Using English to complete the different tutorials and activities

3. Previous knowledge

- Basic computer skills
- Reading skills

4. Related activities

Activity 5 is the second part of a two-session activity called "Learning to use the Internet". Activity 3 was an introduction to Activity 5.

Expected results

- You will learn to use effectively different search tools.
- The basic searching skills you will acquire will help you towards the successful completion of different tasks throughout the course.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Extending your knowledge of the Internet by reading the introductions provided | 40' |
| 2 | Exploring "Treasure hunts" | 35' |
| 3 | Surfing the Internet | 35' |
| 4 | Learning about the search tools available on the Web | 30' |
| 5 | Doing some basic Internet searching | 30' |
| 6 | Doing some advanced Internet searching | 30' |

Summary

This activity will provide you with some guided practice on exploring the Web, which will be essential to help you with Internet search. The main aspects practised in this activity will be very useful in order to complete some of the activities and assignments given in this course.

MODULE 1

ACTIVITY 5
Practice task

Learning to use the Internet (Part II)

Step 1. Learning more about the Internet

If you are now confident in using the web tools presented in *Activity 3*, you may want to learn more about the Internet. These skills will help you make the most of this course and will certainly make your navigation more enjoyable. Try the following sites for useful introductions to the Internet:

Using the Web

<http://www.abdn.ac.uk/diss/webpack/#using>

What is the Internet, the WWW, and Netscape? An Introduction.

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/WhatIs.html>

The Internet

<http://libsun1.jr2.ox.ac.uk/training/internet.html>

**If you want to learn more...**

... about the Internet, visit the following site:

Entering the World Wide Web: A guide to cyberspace

by Kevin Hughes.

<http://www.maths.tcd.ie/pub/guide/guide.toc.html>

Step 2. "Treasure hunts"

These activities, called "treasure hunts" or "scavenger hunts", are intended to help you search for information on the Net.

- a) Visit the following site and do some of the activities proposed in the first column. Take some notes and discuss your answers with a partner:

Internet Treasure Hunts for ESL Students

<http://www.aitech.ac.jp/~iteslj/th>

- b) Go back to the "Treasure hunt" page (<http://www.aitech.ac.jp/~iteslj/th/>) and click on the links under the heading "If you want more, try these", where you'll find two links with the same name, "A World Wide Web Scavenger Hunt":

- Click on the first link, "A World Wide Web Scavenger Hunt" (Doug Mills) and answer the questions.
- Now try the second activity, "A World Wide Web Scavenger Hunt (Karla Frizler), which focuses on language learning resources.

Now, you can start surfing the Internet on your own. Visit the following site and search for information on a topic that interests you by using the collections and search engines on that page.

LinguaCenter Search Page

<http://deil.lang.uiuc.edu/web/pages/lcsearch.html>



Take some notes and write a brief report on your findings.
You can send it to the classroom forum.

Step 3. Using search tools

- a) What kinds of search tools are available on the Web? How can you perform a search?
Read the introduction below.

Important Things to Know Before You Begin Searching the Web

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/ThingsToKnow.html>

What are the differences between the following search tools?

| | |
|--|--|
| Search engines | |
| Subject directories | |
| Directories of Searchable Databases | |
| Directories of Gateway Pages | |
| Meta-Search Engines | |

The following site will help complete the table above:

Tables: Five types of Recommended Search Tools

<http://www.lib.berkeley.edu/cgi-bin/imagemap/TopNav?228,3>

- b) In Activity 3 you learnt about some of the most common search engines available on the Web (Yahoo!, Altavista, etc.). Below are two tutorials for getting started with Internet searching. They summarize the main features of different search engines, give you a few tips on how to use them and explain different techniques for effective searching. Do the exercises provided in the tutorials to practise what you have learnt.

Basic Internet Searching

<http://www.lib.montana.edu/~notess/li/basicsearch.html>

Advanced Internet Searching

<http://www.lib.montana.edu/~notess/li/advancedsearch.html>

**If you want to learn more...**

... tips to carry out an effective search, try the following sites:

Search Engine Showdown

<http://www.notess.com/search/>

Search Engine Watch

<http://searchenginewatch.internet.com/>

Boolean Searching on the Internet

<http://www.albany.edu/library/internet/boolean.html>

Web Searching Tips

<http://searchenginewatch.internet.com/facts/index.html>



MODULE 1**STUDY GUIDE****Activity 6**

| | |
|-------------------------|--|
| Estimated time | 1h 45' |
| Type of activity | Assignment - Classroom discussion |
| Deadline | The Internet and language learning |
| | Week 2 |

General description**1. Introduction**

In this activity you will explore some resources for language learning and share your views with other course participants.

2. Specific objectives

- Developing reading skills: extensive reading
- Reflecting on the main features of learning a language through the Internet
- Learning to take part in an online discussion
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Basic reading and writing skills

4. Related activities

This activity is related to language improvement activities focusing on reading and writing.

Expected results

- You will have to explore the sites provided for students of different languages and discover in what way they can help you learn a language.
- Since you have to check as many sites as possible, it is not necessary that you read all the information provided on each site.
- You will also have to be able to participate in a classroom discussion, so it is important that you express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Browsing the site: "For students of languages" | 40' |
| 2 | Taking some notes of the points that most interest you | 15' |
| 3 | Reading previous contributions on the topic | 15' |
| 4 | Deciding on your point of view and planning your contribution | 15' |
| 5 | Writing your contribution to the classroom discussion | 20' |

Summary

The site and the discussion will give you some insights into how to learn a language through the Internet. Remember that this is a communicative activity. Try to express your ideas in English even if you make mistakes.

MODULE 1

ACTIVITY 6
Assignment - Classroom discussion

The Internet and language learning

In this module you have learnt how to use the Internet and you have also been introduced to the main features of online learning. In this classroom discussion we would like to focus on the relationship between the Internet and language learning.

Here are a few guiding questions for you to think about:

- In what ways do you think the Internet can be used for learning a foreign language?
- What are the advantages of the Web for language learning? And its disadvantages?
- What kind of resources do you think can be more effective?

You can check the following website which contains a variety of resources for learners of different languages (including Spanish).

For Students of Languages

<http://www.oberoi-net.com/language.html>



D'où est-ce
que tu viens?

Yakında Görüşürüz



ขอขอบคุณ

Bayramınız
Kutlu Olsun

Wie bitte?

Per favore,
dov'è la galleria
degli Uffizi?

Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 1**STUDY GUIDE****Activity 7**

| | |
|-------------------------|---|
| Estimated time | 1h 10' |
| Type of activity | Practice task |
| Deadline | Activating your language knowledge - Placement test Week 2 |

General description**1. Introduction**

This placement test will provide you with some information about your actual level of English and will help you identify your strong and weak areas. The feedback you get on your answers will also be useful to assess your learning needs and to establish specific objectives.

2. Specific objectives

- Introducing placement tests in language learning
- Assessing your level of English and identifying your strong and weak areas
- Getting specific information which can help you make decisions about learning objectives

3. Previous knowledge

- Language knowledge
- Basic Internet skills

4. Related activities

- Activity 6: "The Internet and language learning"
- Activities 9 and 12: Exploring Internet resources for language learning

Expected results

At the end of the activity you should be able to find out about your level of English and get feedback on your strong and weak areas. This feedback should enable you to make decisions about what learning actions to take.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Doing the placement test | 45' |
| 2 | Analyzing the feedback obtained | 10' |
| 3 | Identifying your weak and strong points | 10' |
| 4 | Determining a learning objective based on your analysis | 5' |
| 5 | Taking a learning action towards your objective | (post-task) |

Summary

This activity is intended to help you assess your level of English and to provide you with the tools to analyze the feedback you get and make learning decisions based on it.

MODULE 1

ACTIVITY 7
Practice task**Placement test**

What's your level of English? If you want to find out, do the following placement test.

1. This test will tell you your present level of English on a scale ranging from beginner to advanced. Placement tests are normally used at the beginning of a course to diagnose students' strong and weak points. For this particular test you will get an e-mail message with your score and specific feedback on wrong answers.

Test your English

<http://www.edunet.com/english/practice/test-ces.html>

2. Once you have done the test, look at the feedback message. How well did you do? What specific comments did you get? Can you identify your weak and strong points? If you want to take some further learning action, write a statement identifying your weakest area (e.g. verb tenses, conditional sentences, etc.) and search the Web for a learning resource focusing on it. You can use the table below:

| My weakest area is... | Web resource that can help me work on it: |
|-----------------------|---|
| | |

MODULE 1

STUDY GUIDE

Activity 8

| | |
|------------------|--|
| Estimated time | 1h 15' |
| Type of activity | Assignment - Language improvement |
| | Reading Comprehension: "Taxicology" |
| Deadline | Week 2 |

General description

1. Introduction

This is another language improvement activity to help you develop your fluency in reading. It focuses on some specific reading skills and strategies. It also aims at providing you with tools to cope with difficulties in understanding authentic texts.

2. Specific objectives

- Developing fluency in reading
- Practice in specific reading skills and strategies: skimming (i.e. quick reading of a text to get the gist), making guesses, identifying the main ideas of a text, deriving the meaning of new vocabulary by using context clues, and identifying the expressions that serve to link the different parts of a text (i.e. cohesive devices)

3. Previous knowledge

- Basic reading skills
- Previous knowledge of the structure of journalistic texts
- Identifying specific cohesive devices, mainly pronouns

4. Related activities

- Activity 4: Reading comprehension

Expected results

At the end of the activity you will be able to:

- read a long text quite fluently, getting the main ideas of the text
- use your own strategies to deal with unknown vocabulary
- identify the elements that tie a text together

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Pre-reading: Making guesses about the main idea of the text | 5' |
| 2 | Reading the text quickly | 10' |
| 3 | Reading the text in detail and checking comprehension of main points (i.e. answering comprehension questions) | 30' |
| 4 | Vocabulary task | 15' |
| 5 | Text organization task (contextual reference) | 15' |

Summary

The main aim of this activity is language improvement, and it is intended to help you develop your reading skills, along with some strategies that will help you cope with authentic reading texts.

MODULE 1

ACTIVITY 8
Assignment - Language improvement

Reading comprehension: "Taxicology"

Preview:

"Taxicology"

Why do you think the writer has chosen this particular title for the text? Skim the text and make your hypothesis.

Taxicology

London taxi drivers pride themselves on their knowledge of their city's streets. So much so, indeed, that they spell the word with a capital "K". And well they might. For, unlike taxi drivers in most other cities around the world, they have to pass an exam to get their badges. The Knowledge—of where the streets in central London are, and of the quickest way from one to another—is the most important part of that exam.

Such proven mastery of spatial information makes them ideal subjects for a study of how the brain learns to navigate. In the current edition of *Proceedings of the National Academy of Science*, Eleanor Maguire of University College London, and her colleagues have published the results of such a study. Besides confirming where in the brain navigational skills are stored, this research is the first to show how an adult, human brain can remodel its basic anatomy in response to the needs of its owner.

Deep inside each half of the brain lies a structure called the hippocampus. It is, in evolutionary terms, one of the oldest parts of the vertebrate brain, and neurologists have known for a long time that it plays a critical role in the formation of memories. But a combination of studies, and others of healthy individuals whose hippocampi have been examined by brain-scanning, has shown that it is particularly involved in learning how to navigate, and that this skill is concentrated in the back of the structure.

Since London taxi drivers are navigators par excellence, Dr Maguire and her colleagues decided to examine their hippocampi to see if they differed from those of ordinary Londoners who do not necessarily know the best way to get to Bermondsey by way of Bethnal Green. The technique they used is called magnetic-resonance imaging. It works by stimulating hydrogen atoms to give off a radio signal. Since different sorts of living tissue contain different amounts of hydrogen, the application of sufficient computing power to the signal can turn it into a clear image of the body's interior.

The first task was to establish that it was indeed the hippocampus in which changes were taking place. To do this, Dr Maguire needed a "reference" brain to act as a standard. All brains differ slightly; big people, for example, tend to have big brains. So she constructed her reference by averaging the scans from 50 right-handed men (since the drivers in her sample were all men and dexterous). That established an average size and shape for the whole brain. Then she compared the brains of her drivers with those of "ordinary" folk (again, a group of right-handed men). In each case, the image produced was transformed so that its overall size and shape matched the standardised reference brain. That enabled her to compare the components of the brains of the two groups.

She looked for differences in all of the brain's main components, but the only ones she could find were in the hippocampi. In taxi drivers, the back of the hippocampus was larger than it was

in average men. A more detailed study that focused directly on the hippocampus showed that the front was smaller in taxi drivers, too.

The second task was to find out whether having an unusual hippocampus makes you more likely to become a taxi driver, or whether becoming a taxi driver causes your hippocampus to become unusual. To answer that question, Dr Maguire plotted the differences in the size of the structure against the amount of time that an individual had been driving a cab. She found that taxi drivers' hippocampi do, indeed, become more unusual with time: their back parts grow and their front parts shrink.

That is an important result, for it shows that adult brains are more plastic than conventional neurological wisdom had supposed. But it also suggests that the back of the hippocampus is growing at the expense of the front. This raises the possibility that cab drivers are paying to acquire the Knowledge in some as yet unknown way. Whether the loss of frontal tissue has any relationship with the robust political opinions for which London cabbies are renowned is an area that remains mercifully uninvestigated.

Source: *The Economist*, 1999

READING COMPREHENSION TASKS

Comprehension questions:

1. What does the writer mean by the expression "they [taxi drivers] spell the word with a capital K"?
2. Why did Dr Maguire's study focus on London taxi drivers?
3. How do scientists know that navigational skills are situated in the back of the hippocampus?
4. What technique did Dr Maguire use to examine the subjects' hippocampi? How does it work?
5. What were the two objectives of the study? And the results?
6. One of the results has led the researchers to draw two important conclusions. What are they?
7. What further research question does the study raise?

Vocabulary. Find words or expressions in the text which are similar in meaning to the following (the numbers in brackets indicate the paragraph where each of the words is to be found):

| | |
|------------------------------|--|
| Licenses (p. 1) | Calculating the mean (p. 5) |
| Excellence in a skill (p. 2) | Corresponded (p. 5) |
| Corroborating (p. 2) | Allowed (p. 5) |
| Reshape, make changes (p. 2) | Become smaller (p. 7) |
| Emit (p. 4) | Popular knowledge (p. 8) |
| Convert, transform (p. 4) | Suffering as a consequence of something (p. 8) |

Contextual reference. Decide what the following expressions refer to in the text.

For example: ...they spell... (line 3) : London taxi drivers

...they have to pass an exam... (line 5):

...the needs of **its** owner... (line 19):

...**it** plays a critical role... (lines 23-4):

To do **this**, Dr Maguire... (line 45):

...was larger than **it** was... (line 62):

To answer **that question**... (line 70):

their back parts grow... (line 74):

This raises the possibility...(line 80):

MODULE 1**STUDY GUIDE****Activity 9**

| | |
|-------------------------|--|
| Estimated time | 2 h |
| Type of activity | Practice task |
| | Discovery activity - Exploring language learning resources |
| Deadline | Week 3 |

General description**1. Introduction**

This activity will allow you to explore different language learning resources. You will learn to classify them according to the areas they focus on.

2. Specific objectives

- Familiarizing yourself with different online language learning resources
- Learning to identify and categorize the different resources according to their content
- Discovering in what ways the different resources can be useful for language learning

3. Previous knowledge

- Reading skills
- Notions of basic concepts related to language learning

4. Related activities

This activity is related to activity 6, the discussion on the Internet and language learning, in which you had to explore a website to see how the Web can help you towards language learning.

Expected results

- You will learn to identify and classify different types of resources related to language learning.
- You will be able to tell how some of these resources can help a student learn a foreign language.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Exploring the different resources provided in the site: "For Students of Languages" | 45' |
| 2 | Classifying some of the resources into different categories | 30' |
| 3 | Examining in detail a resource of a language you master | 15' |
| 4 | Writing down your thoughts on how that resource can help a learner of the language | 30' |

Summary

This activity will allow you to get some insights into the ways the Web can help you learn a language.

MODULE 1

ACTIVITY 9
Practice task**Exploring language learning resources****Step 1. A classification of learning resources**

In Activity 6 (the discussion on the Internet and language learning), you explored the following collection of sites for students of languages:

For students of languages

<http://www.oberoi-net.com/language.html>

Now, have a closer look at some of the sites and fill in the following classification:

| Category | Example 1 | Example 2 |
|-------------------------------------|-----------|-----------|
| Media | | |
| Vocabulary | | |
| Literature | | |
| Languages for professional purposes | | |
| Information about language courses | | |
| Listening | | |

Step 2. Examining language resources

Now go to one of the languages you master (you can choose Spanish or any other language) and examine some of the resources. Imagine that you have to teach that language to foreign learners, choose the two sites that you think can help them most and

- give them some advice on how to use the resources
- tell them why these resources are particularly helpful

MODULE 1

STUDY GUIDE

Activity 10

| | |
|------------------|--|
| Estimated time | 2 h |
| Type of activity | Assignment - Classroom discussion |
| | What makes a good language learner? |
| Deadline | Week 3 |

General description

1. Introduction

In this activity you will read about good language learning and share your views with the rest of the participants.

2. Specific objectives

- Developing reading skills: extensive reading
- Reflecting on the main features of good language learning
- Thinking about the way you learn
- Learning to improve your language learning
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Basic reading and writing skills

4. Related activities

- This activity will help you towards other classroom discussions.
- It is also related to language improvement activities focusing on reading and writing.
- This activity introduces the topic of good language learning which will be further developed in activity 11.

Expected results

- You should be able to read the text concentrating on the general ideas (i.e. do not worry about the meaning of every word).
- Since you have to look for the main points, you don't need to read the whole text, focus on the points that interest you.
- You will also have to be able to participate in classroom discussions. It is important that you learn to express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the article "Key to Good Language Learning" | 30' |
| 2 | Taking some notes of the points that most interest you | 20' |
| 3 | Reading previous contributions on the topic | 20' |
| 4 | Deciding on your point of view and planning your contribution | 20' |
| 5 | Writing your contribution to the classroom discussion | 30' |

Summary

The text and the discussion will introduce you to the main aspects of good language learning. Specifically, the text will make you think about the way you learn. It will help you improve your language learning and make the most of language learning resources. Remember that this is a communicative activity; therefore, try to express your ideas in English even if you make mistakes.

MODULE 1

ACTIVITY 10 Assignment - Classroom discussion

What makes a good language learner?

Read the article you will find by clicking on the link below, together with the following guiding questions and the messages in *Debats*. Then, send a substantial contribution giving your opinion.

- What exactly is good language learning?
- What can contribute to successful language learning?
- What are the main characteristics of a good language learner?
- What resources can help you become an autonomous language learner?

University of Southampton. Language learning centre.
<http://www.lang.soton.ac.uk/students/keylang/cont.htm>



Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 1

STUDY GUIDE

Activity 11

| | |
|------------------|---|
| Estimated time | 1h 30' |
| Type of activity | Assignment - Language improvement Reading comprehension: "Learning languages" |
| Deadline | Week 3 |

General description

1. Introduction

This task focuses on specific language features. It consists of two parts: (i) a short reading text for general reading comprehension and vocabulary work, and (ii) intensive language focus on morphological and syntactic features. The aim of the task is, therefore, twofold: enhancing students' reading skills and helping them review a range of grammatical structures.

2. Specific objectives

- Developing fluency in reading
- Study and practice of linguistic features of the text: morphology and lexis
- Identifying parts of speech
- Focus on syntax and discourse: linking clauses and sentences

3. Previous knowledge

- Reading skills
- Previous knowledge of morphological and syntactic features of English
- Use of linguistic markers in texts

4. Related activities

- Activities 4 and 8: Reading and writing
- Activity 6: Concepts related to language learning

Expected results

After completing activity 11, you will be able to:

- understand the main ideas of a text
- expand your vocabulary by using context clues and morphological changes (i.e. prefixes and suffixes)
- identify parts of speech
- construct a variety of sentences by using different connectors

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Reading the text | 10' |
| 2 | Answering the comprehension questions | 20' |
| 3 | Finding synonyms in the text and identifying parts of speech | 20' |
| 4 | Reviewing parts of speech (PowerPoint presentation) | 10' |
| 5 | Practice in word building | 15' |
| 6 | Linking sentences using different connectors | 15' |

Summary

This task is intended to provide you with further reading practice in a topic that has been dealt with in previous activities, and at the same time, to review a variety of grammatical features that will help you in writing.

MODULE 1**ACTIVITY 11**
Assignment - Language improvement**Reading comprehension: "Learning languages"****Language Learning Tips**

Whether you're new to language learning or not, there are always new ideas to consider that can make a difference to how well you cope and how successful you are. Motivation is key. Why do you want to learn?

Being aware of your reasons for learning and reminding yourself of these from time to time can help you keep focused and keep going when things get tough. Previous experience of language learning helps. If you've already learned one language, you will have picked up some techniques which you can apply to a new language. If you studied languages at school some time ago, you'll find that current approaches are a bit different.

Nowadays, you need to learn how to really listen to the language without always seeing it written down. This can be hard at first but it really pays off when you come to speak it. You won't always be trying to pronounce it like English. And you'll find there is much less focus now on structure and grammar and more on understanding. Once you understand the message, the structure is more easily made sense of. Generally, people are pleased to hear you trying to speak their language and will make allowances if you don't exactly get it right. Don't be afraid of trying out different approaches, e.g. to learning vocabulary, then take a step back and see which worked best for you. Set aside a regular time each day or each week - say 2-4 hours per week - to study your language.

Keep a check on your progress. At the end of six months, you should really begin to see some progress. Once you have a basic vocabulary of about 2,000 words, you'll find that picking up more becomes easier. If you have a good memory, remembering your new language is easier, but there are lots of things you can do to help yourself, such as making lists, labelling objects, and so on.

Learning a language can develop your communication skills in general, making you more confident about speaking to a group, helping you to let go of your inhibitions. If you have an interest in languages in themselves, including English, you'll make a good language learner. Don't be afraid to have a go and try out your new language at every opportunity. This is a way of reinforcing your learning. And remember that language is a part of people's identity and culture,

so speaking the language opens up the culture and begins to break down cultural barriers that exist when no-one understands each other's language. Of course lots of foreigners speak English and may well be keen to try their English out on you. But we don't agree with the notion that the British are no good at languages - it's simply that we have less exposure to foreign languages in our day-to-day lives and fewer opportunities to speak them.

Source: BBC Education - Languages, 2000
<http://www.bbc.co.uk/education/languages/learn/success.shtml>

1. READING COMPREHENSION

After reading the article, answer the questions below.

- What is 'motivation' in foreign language learning?
- How can previous language learning experience help?
- "If you studied languages at school some time ago, you'll find that current approaches are a bit different" (paragraph 2). Name the two differences between traditional and current approaches mentioned in the text.
- What tips does the writer suggest for effective language learning?
- The text mentions two advantages of foreign language learning. What are they?
- What readers do you think this text is addressed to? How do we know (i.e. what references can we find in the text)?

2. VOCABULARY WORK

Find words or expressions in the text that are similar in meaning to the ones below. Also indicate the part of speech each word is (e.g. noun, verb, etc.). For more information on parts of speech, you can use the PowerPoint presentation on "The Parts of Speech" that you will find at the following address.

Guide to Grammar and Writing (Power Point Presentations)

<http://ccc.commnet.edu/grammar/powerpoint.stm>

The numbers in brackets indicate where each word is to be found. Note that the words in the text may appear in a slightly different form (e.g. plural noun, different verb form, etc.).

Example: **manage** (1) **cope** (verb)

- know (2) _____
- be successful (3) _____
- excuse, deal with something less severely (3) _____
- reserve (3) _____
- acquire (3) _____
- demolish (4) _____
- want to, be willing to (4) _____

3. LANGUAGE WORK

- WORD BUILDING.** Fill in the following extract with appropriate forms of the words in brackets.
 What makes a language (0. LEARN) **learner** an effective (1. ACQUISITION) _____ of a foreign language? What methods and approaches do they use that enable them to become (2. FLUENCY) _____ more (3. QUICK) _____ than the average language learner?

Many language students, if they don't know the correct word or phrase for what they wish to (4. COMMUNICATION)_____, simply avoid the subject (5.COMplete)_____. The good language learner, (6. POSSESS)_____ such a strong desire to communicate, is willing to try out (7. DIFFERENCE) _____ ways in order to get their message across. They even resort to (8. ACT)_____ if necessary! They are willing to try almost anything, even to appear (9. FOOL)_____ if necessary, in order to communicate.

- b) **SENTENCE WRITING.** Rewrite the sentences below using the structures in brackets. If you need some help, you can visit the following sites:

Guide to Grammar and Writing

<http://ccc.commnet.edu/grammar/>

The Online English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Example:

Many language learners do not pay attention to the communication process. However, the good language learner tries to note how his speech is received by listeners. (*Although*)

***Although** many language learners do not pay attention to the communication process, the good language learner tries to note how his speech is received by listeners.*

- a) Because poor language learners are afraid of making mistakes, they say nothing until they are sure that they can say it absolutely correctly. (*so...that...*)
- b) Analytical learners love grammar rules. Relational learners, on the other hand, prefer to use their intuition. (*whereas*)
- c) One of the most common strategies for learning vocabulary is using pictures. They can help you remember words. (*which*)
- d) Motivation is an important topic in language learning since the motivated learner will always surpass the unmotivated learner in performance and outcome. (*For this reason,*)
- e) Lifelong learners are always exploring with an insatiable curiosity. They tend to be high achievers in the foreign language. (*who*)

MODULE 1

STUDY GUIDE

Activity 12

| | |
|------------------|---|
| Estimated time | 1h 45' |
| Type of activity | Assignment - Internet activity (end of Module 1) |
| | Exploring and evaluating some learning resources |
| Deadline | Week 3 |

General description

1. Introduction

This assignment is the last activity in module 1 and, as such, it will require you to apply what you have learnt from the different tasks in order to use and evaluate a variety of Internet language learning resources. The ultimate goal is to help you become responsible for your own learning process and develop an analytical and critical attitude towards learning materials.

2. Specific objectives

- Identifying and exploring learning materials which focus on different skills and areas of language
- Practice in using web materials for language learning
- Developing a critical attitude towards learning materials
- Assessing your learning needs and style and finding materials that suit them
- Choosing materials and giving a reasoned argument for a particular choice

3. Previous knowledge

- The skills and strategies practised throughout the module

4. Related activities

This activity is related to the rest of activities in the module.

Expected results

As it is the last activity in the module, this assignment should enable you to use the skills and strategies dealt with in previous activities. You should be able to use a variety of learning resources and analyze them critically, choosing the ones that best suit your needs.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Exploring and doing the activities proposed on different learning websites. | 45' |
| 2 | Rating the sites and writing evaluative comments on them. | 15' |
| 3 | Exploring the web to find new resources and choosing one of them to complete the table. | 30' |
| 4 | Choosing the best of the seven resources in the table and providing a reasoned explanation for that choice. | 15' |

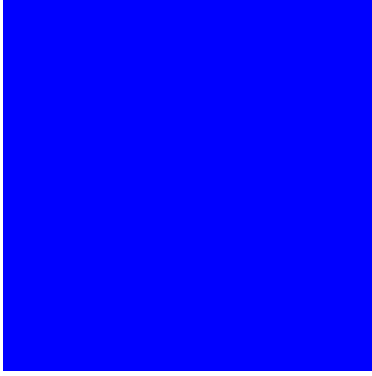
Summary

This is the closing activity for the first module. In this activity you should be able to apply the knowledge acquired throughout the module in order to evaluate different Internet activities in a critical way.

MODULE 1**ACTIVITY 12**
Assignment - Internet activity**Exploring and evaluating some learning resources****Internet resources for language learning**

Complete the following table with your opinion of the following sites. First of all, rate them from 1 to 10 and then comment on them. Say whether you find them useful, interesting, user-friendly, etc. Finally, choose the one that you like the most and explain the reasons why you chose it.

| Sites | Rating | Comments |
|--|--------|----------|
| Resources for students of English for Academic Purposes http://www.uefap.co.uk/ | | |
| Collins Cobuild (Vocabulary) http://titania.cobuild.collins.co.uk/index.html | | |
| English Club. Executive Seminar (Communication in the workplace) http://www.englishclub.net/business/xs.htm | | |
| Tips for Writing http://www2.actden.com/writ_den/tips/contents.htm | | |
| A Guide to Grammar and Writing http://webster.commnet.edu/grammar/index.htm | | |
| English page (Language resources) http://www.englishpage.com/ | | |
| Add a new link and comment on it! | | |



LANGUAGE SKILLS

STUDY GUIDE**MODULE 2****Language skills****DESCRIPTION**

This module deals with the four basic skills in language learning: reading, listening, writing, and speaking. The activities proposed are intended to provide you with extensive practice in all the skills so that you can communicate fluently in English. Therefore, the main aim of the module is twofold: on the one hand, you will work towards skills development, and on the other, you will learn to apply these skills in different academic and professional situations. As an essential part of your work, you will be required to analyze your own performance and to monitor your progress so that you can design your own learning plan for each skill. This learning action will, in turn, help you establish some learning objectives for the language work that you will do in Module 3.

OBJECTIVES

After completing module 2 you should:

- a) be fairly fluent in the four skills,
- b) be able to evaluate and choose appropriate learning materials,
- c) be able to assess your performance in all four skills and to take some further learning action based on it,
- d) be familiar with some strategies and techniques that can help you manage your own learning,
- e) have learnt how to apply effective strategies to succeed in each skill, and
- f) be able to use the different skills in a variety of situations.

PREREQUISITES

Students should be familiar with the four basic skills and with some strategies for autonomous learning.

RELATIONSHIP TO OTHER MODULES

This module builds on the basic strategies for language learning dealt with in Module 1 and will serve as guidance for the language work in Module 3.

ASSIGNMENTS

Please note that all the modules will consist of the same type of Assignments:

- a) send two contributions to the classroom debate section based on your readings,
- b) do the two language activities proposed by the instructors and send them to the teacher's mailbox, and
- c) do the Internet activity at the end of the module.

TASK SEQUENCE

Introductory note

The *personal record sheet* contains all the tasks that make up the module. It will serve as a reminder of the tasks you do over the next three weeks and it will also help you keep track of the progress you have done. For this reason, you should fill in the table with the following information:

- your learning objectives for the module
- a record of the tasks you have done, along with your evaluation of each
- the time you have spent on each task
- your achievement at the end of the module (objectives attained, self-assessment, your evaluation of the module)

This *personal record sheet* will help you get information about your progress and focus on your specific needs. Remember to keep a copy of all the record sheets since you will need them to complete the *course project*.

BEFORE YOU START:

What would you like to learn in this module?

| Week | Task | Done? | Difficulty | Time spent | Did you like the task? | Your comments |
|--------|---|-------|------------|------------|------------------------|---------------|
| Week 4 | 1. Analyzing your reading comprehension (<i>practice task</i>) | | | | | |
| | 2. "The gender gap in technology" (<i>classroom discussion</i>) | | | | | |
| | 3. Applying reading strategies to an academic text (<i>language improvement</i>) | | | | | |
| | 4. Approaching listening (<i>practice task</i>) | | | | | |
| | 5. Creative writing (<i>practice task</i>) | | | | | |
| | 6. Self-access learning plan for writing (<i>practice task</i>) | | | | | |
| Week 5 | 7. "Time management at university" (<i>classroom discussion</i>) | | | | | |
| | 8. Academic writing (<i>practice task</i>) | | | | | |
| | 9. Writing a document (<i>language improvement</i>) | | | | | |
| | 10. Listening and speaking in academic settings (<i>practice task</i>) | | | | | |
| | 11. General self-access learning plan (<i>Internet activity</i>) | | | | | |

WRAPPING UP:

What have you learnt in this module?

Is it what you expected?

Summary of the most important points:

MODULE 2**STUDY GUIDE****Activity 1**

| | |
|-------------------------|--|
| Estimated time | 2h 40' |
| Type of activity | Practice task |
| Deadline | Analyzing your reading comprehension Week 4 |

General description**1. Introduction**

This activity will allow you to read extensively as well as to analyze and assess your reading comprehension performance.

2. Specific objectives

- Getting practice in extensive reading.
- Looking at and evaluating different types of reading comprehension activities
- Analyzing and assessing your reading skills

3. Previous knowledge

- Reading comprehension skills
- Language skills

4. Related activities

- All those activities which involve extensive reading in English
- Other reading comprehension tasks

Expected results

You will be able to:

- take an effective approach to different types of texts.
- read with a purpose and find the information required in the different reading comprehension tasks.
- analyze and assess your own reading comprehension performance.
- evaluate different types of reading sites and activities.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Doing "The Evil Landlady" action maze | 20' |
| 2 | Doing some of the reading tasks on "Fluency Through Fables" and analyzing your own performance | 40' |
| 3 | Assessing your own performance with different types of reading tasks | 60' |
| 4 | Analyzing how newspapers can help you improve your reading skills | 40' |

Summary

This activity will provide you with extensive practice in reading comprehension and will help you develop your reading skills.

MODULE 2

ACTIVITY 1
Practice task

Analyzing your reading comprehension

Step 1. An action maze

The Evil Landlady Action Maze

<http://www.tuj.ac.jp/cite/landlady/llady1.htm>



Read the problem and then choose one of the options provided to go on with the story. How does the story end?

Step 2. Assessing your own performance

a) Go to the following site:

Fluency Through Fables

<http://www.comenius.com/fables>

- Do the exercises
- Print out the feedback page and analyze it carefully.

How well did you do?

Why are the wrong answers wrong?

- b) If you want to get some more practice in reading you can do the same with the readings on the following sites. Try some of the reading comprehension tasks provided and analyze your own performance.

| Sites | Performance |
|--|-------------|
| Story of the week http://literacynet.org/cnnsf/week.html | |
| South China Morning Post: Reading Comprehension Texts http://vlc.polyu.edu.hk/comp/ReadComp.htm | |
| Reading comprehension http://www.tm.net.my/edu/tmsol/spm/bi/compre.htm | |
| CNN Interactive http://www.cnn.com/ CNN's News Quiz http://www.cnn.com/SEARCH/quiz | |
| Reading Resources for ESL /EFL Students http://auc-acs.eun.eg/www/eli/read.html | |

Step 3. Analyzing reading activities

Look at the following online newspaper:

The New York Times Learning Network
<http://www.nytimes.com/learning/students/>

Now, have a look at the different sections of *The New York Times* and decide how this site can help you improve your reading skills. If you need advice to deal with these questions, the following site will provide you with useful information.

How do you become a better reader?
<http://lc.ust.hk/~sac/advice/R1.htm>

MODULE 2

STUDY GUIDE

Activity 2

| | |
|------------------|--|
| Estimated time | 2 h |
| Type of activity | Assignment - Classroom discussion "The gender gap in technology" |
| Deadline | Week 4 |

General description

1. Introduction

In this activity you will read an article about differences in the use of computers between men and women. After doing some reading comprehension tasks, you are expected to share your views with the rest of the participants.

2. Specific objectives

- Developing reading skills: intensive reading
- Developing language skills: text organization and vocabulary
- Becoming familiar with news reports
- Practice in online discussions
- Integrating skills: listening and reading
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Basic reading and writing skills
- Participation in previous classroom discussions

4. Related activities

- This activity will help you towards other classroom discussions.
- This activity is also related to language improvement activities focusing on reading and writing.

Expected results

- You should be able to read the text concentrating on the general ideas, getting the gist of the text.
- You should pay attention to the organization of the text and use audiovisual and textual information to understand the main points.
- You will also have to be able to participate in classroom discussions. It is important that you learn to express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Reading the article "Computers and Girls" | 10' |
| 2 | Doing the comprehension tasks and watch/listen to the clip | 25' |
| 3 | Taking some notes of the points that most interest you | 15' |
| 4 | Reading previous contributions on the topic. | 20' |
| 5 | Deciding on your point of view and plan your contribution | 20' |
| 6 | Writing your contribution to the classroom discussion | 30' |

Summary

- The text and the discussion will help you practice your reading skills in a real context, by combining written and audiovisual information.
- This is a communicative activity. Try to express your ideas in English even if you make mistakes.

MODULE 2

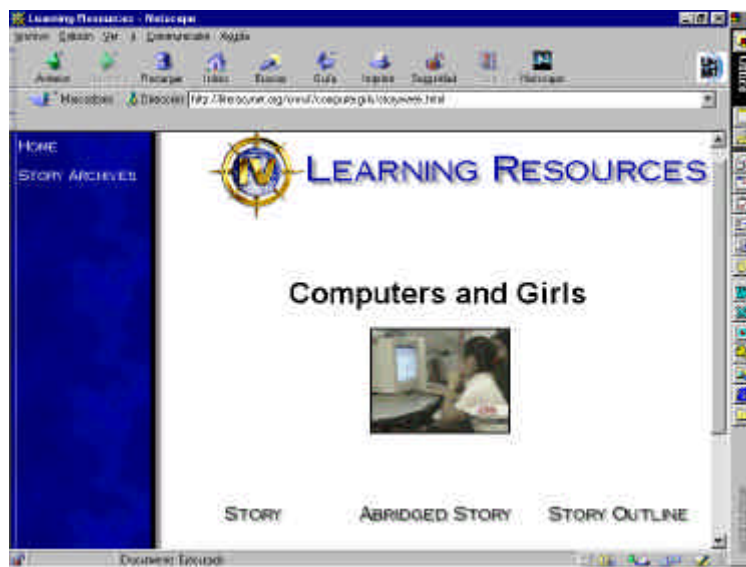
ACTIVITY 2 Assignment – Classroom discussion

"The gender gap in technology"

Visit the following website, where you will find a news story which reports on some research into the gender gap in computer studies.

Cable News Network, Inc. Western/Pacific Literacy Network: Learning resources

<http://literacynet.org/cnnsf/computergirls/storyweek.html>



The story is accompanied by a video and an audio clip as well as by some reading comprehension tasks. Read the article, do some of the tasks, watch and /or listen to the audio version of the story, and after reading other participants' contributions, send a message to the classroom discussion. The following guiding questions may be useful:

- What do you think about the gender gap in technology?
- Can you think of any ways of encouraging girls to become more interested in computers?
- What do you think are the main reasons why few women choose technical studies?
- What is your experience in this respect?

Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 2

STUDY GUIDE

Activity 3

| | |
|------------------|---|
| Estimated time | 1h 40' – 1h 50' |
| Type of activity | Assignment - Language improvement Applying reading strategies to an academic text |
| Deadline | Week 4 |

General description

1. Introduction

This activity is intended to help you perform better in one of your basic jobs as a university student: the effective reading of long academic texts. This activity includes a PowerPoint presentation with some guidelines on active reading: a process which involves thinking about what you are going to read and using the information you obtain from texts to achieve a particular purpose. In sum, being able to apply appropriate strategies at the different stages of the reading process (pre-reading, while-reading, and post-reading) can help you become a more effective reader.

2. Specific objectives

- Becoming familiar with strategies for effective reading
- Being able to apply appropriate strategies to a long academic text
- Reading with a purpose
- Learning to read academic texts effectively
- Relating language learning objectives to the overall context of your university studies

3. Previous knowledge

- Language skills
- Reading comprehension skills

4. Related activities

- Other reading comprehension tasks in the course
- All those tasks that involve extensive reading in the foreign language (like the set readings for classroom discussions and practice tasks)

Expected results

At the end of the activity you will be able to:

- identify and apply different types of strategies for effective reading
- approach long academic texts
- use information from texts to perform other academic tasks (e.g. summarizing, note-taking, etc)

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Viewing the PowerPoint presentation | 20' |
| 2 | Noting the basic strategies proposed for effective reading | 15' |
| 3 | Choosing a text from your field of study | 20-30' |
| 4 | Applying the strategies to the text | 30' |
| 5 | Completing the chart which is part of your assignment | 15' |

Summary

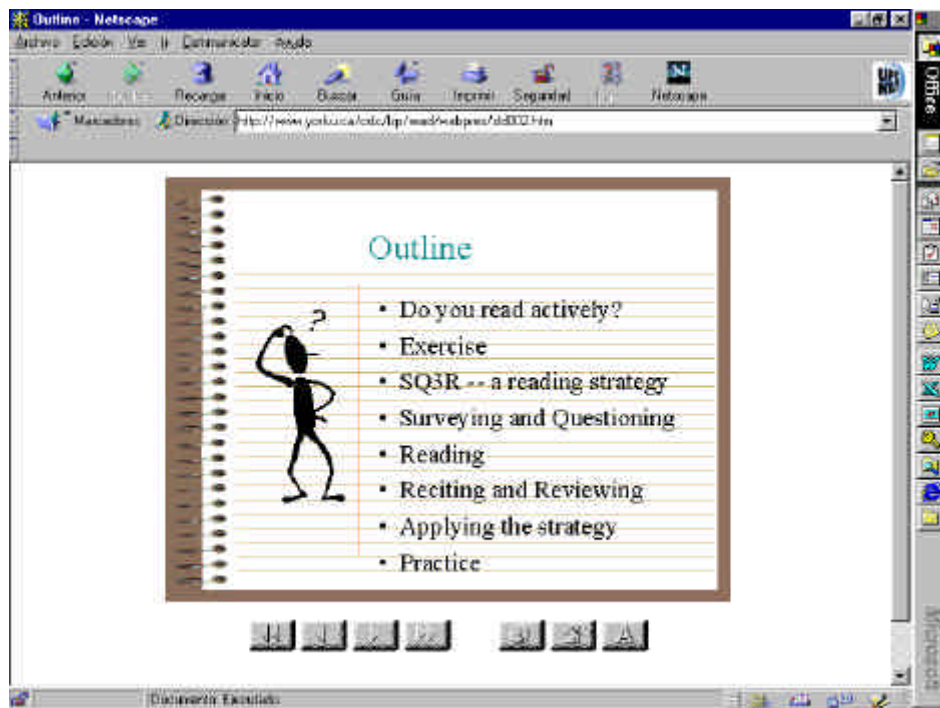
The main aim of this activity is language improvement, and it is intended to help you develop your reading skills so that you can approach academic texts written in English and use them for study purposes. As effective reading is one of the most important tasks in your studies, it is important that you learn to read extensively and relate the information you obtain from texts.

MODULE 2**ACTIVITY 3**
Assignment - Language improvement**Applying reading strategies to an academic text*****What makes effective reading?***

The PowerPoint presentation you will find at the address below is intended to introduce you to some strategies for effective reading. The key to effective reading is active reading, a process which involves thinking about what you are going to read, having a clear purpose for reading, and doing something with the text you have read (e.g. taking notes, or writing a summary).

Reading at University

<http://www.yorku.ca/cdc/lsp/read/webpres/sld001.htm>



The presentation highlights a set of strategies which can be especially useful for effective reading: *Surveying-Questioning-Reading-Reciting-Reviewing* (SQ3R). In this activity you have to apply these strategies to a text of your choice taken from the readings for your university studies (not a text from an English language textbook).

Steps:

- a) Choose a long text (like a chapter of a book) of about 3,000 words.
- b) Apply the strategies discussed in the presentation at the different stages of the reading process (e.g. survey the text before reading it).
- c) Copy the following chart into a Word document, use it to complete the task and send it to the instructors as an attached file.
- d) Remember to attach a copy of the original text, citing the source!

- **Survey** (look at the title, headings, summary, conclusion, etc.)
Write what the text is about:
- **Guiding Questions**
Write some questions that you think can be answered by the information contained in the text:
- **Reading**
Write down a set of notes which includes main ideas and supporting details
- **Reciting & Reviewing**
Write a paragraph (100-150 words) paraphrasing either the main ideas of the text or the part that most interests you. It is important that you use your own words (i.e. do not copy extracts from the text).

**If you want to learn more...**

...the following site offers a comprehensive guide to effective reading for university students:

Reading Skills for University

<http://www.yorku.ca/cdc/lsp/read/read.htm>

MODULE 2**STUDY GUIDE****Activity 4**

| | |
|-------------------------|-----------------------|
| Estimated time | 2h 20' |
| Type of activity | Practice task |
| | Approaching listening |
| Deadline | Week 4 |

General description**1. Introduction**

This activity will introduce you to different types of listening tasks and will allow you to do extensive listening practice. You will also learn some listening strategies for effective listening.

2. Specific objectives

- Approaching listening activities
- Analyzing different types of listening tasks
- Learning about listening strategies
- Applying listening strategies to different types of listening tasks
- Doing extensive practice in listening
- Analyzing your performance in listening tasks
- Developing listening skills

3. Previous knowledge

- Some basic listening skills
- The strategies you learned for effective reading

4. Related activities

This activity is an introduction to activity 10, which deals with academic listening.

Expected results

You should be able to:

- apply strategies for effective listening to different kinds of listening tasks
- analyze and evaluate different listening materials
- assess your own performance in listening tasks

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Reflecting on your own listening skills | 10' |
| 2 | Analyzing different types of listening materials | 40' |
| 3 | Learning about listening strategies | 30' |
| 4 | Doing extensive practice in listening and analysing your own performance | 60' |

Summary

Note that this activity will help you develop some strategies for effective listening. You will also get extensive practice in listening and you will learn to evaluate different listening resources.

MODULE 2

ACTIVITY 4
Practice task

Approaching listening

Step 1. Approaching listening tasks

Answer the following questions:

- Do you find listening difficult? Why (not)?
- Do you like doing listening tasks?
- What kind of listening tasks do you do?
- Do you get any listening practice (e.g. TV, radio, cinema, etc.)?
- What types of texts do you find the most difficult?

Listen to some of the news reports on the following site:

BBC World Service

<http://www.bbc.co.uk/worldservice/index.shtml>

Now, try those on the following site (and follow the instructions provided).

Interactive Listening Comprehension Practice

<http://deil.lang.uiuc.edu/lcra/>

- Which did you find the most difficult to understand? Why?
- What helped you understand the news on the “easiest” site?
- How can you make the “difficult” news reports easier to understand?

If you can think of any useful strategies for coping with “difficult” listening tasks, you can share them with us by sending a message to the classroom forum.

Step 2. Learning about listening strategies

If you want to learn about which strategies you can apply for effective listening, you can try the following sites:

Some strategies for effective listening

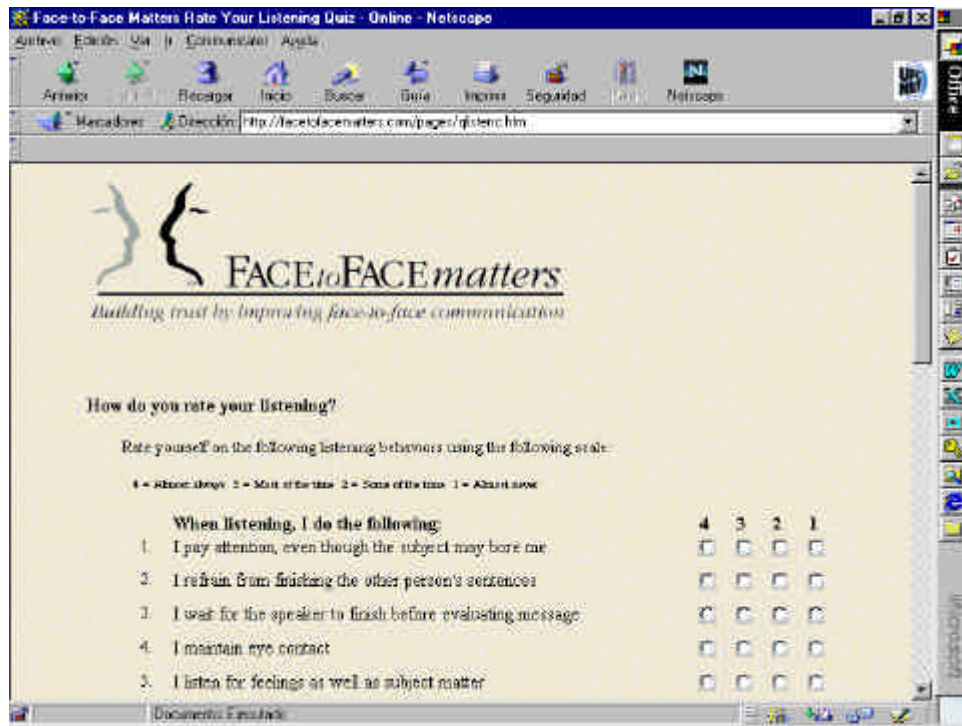
<http://lc.ust.hk/~sac/advice/L1.htm>



Tip: The strategies you learned for active reading also apply to active listening.

Face-to-face matters: Listening strategies

<http://facetofacematters.com/pages/qlistenc.htm>



Step 3. Extensive listening

If you want some further practice in listening you can go to the following sites:

CNN News reports with videos

<http://www.cnn.com/videoselect/>

Some guided listening comprehension activities

<http://www.esl-lab.com/>

Listen to English

<http://eleaston.com/listen.html>

Internet resources for English learning: Listening

<http://lc.ust.hk/~learn/englisten.html>

Randall's ESL Cyber Listening Lab offers you a great variety of listening tasks classified according to level of difficulty, length and content.

Randall's ESL Cyber Listening Lab

<http://www.esl-lab.com/>

MODULE 2**STUDY GUIDE****Activity 5**

| | |
|-------------------------|--|
| Estimated time | 1h 30' |
| Type of activity | Practice task Creative writing |
| Deadline | Week 4 |

General description**1. Introduction**

This is the first activity in the module aimed at the development of writing skills. As an introductory task, it will provide you with some necessary practice in creative writing, which will help you both brush up your writing skills and explore different forms of written communication, before moving on to a systematic treatment of academic writing.

2. Specific objectives

- Getting some practice in free writing
- Developing fluency in writing, by communicating with others in written form
- Exploring different ways of writing and different styles
- Comparing and analyzing writing samples produced by other students
- Learning to work collaboratively and sharing your work with other writers (both in the classroom and outside)

3. Previous knowledge

- Language skills
- Writing skills

4. Related activities

Activity 5 is an introduction to the rest of the writing activities in the module (activities 6, 8 and 9).

Expected results

- This type of activity will help you practise different types of writing, increasing your fluency.
- The practice you will get will boost your confidence in writing.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Exploring some creative writing sites and looking at texts produced by other learners | 30' |
| 2 | Writing and text and sharing it with other writers | 30' |
| 3 | Contributing a text to a chain story | 30' |

Summary

This activity will provide you with some basic tools to help you start writing. It should give you the practice and confidence that you need to complete some of the writing activities and assignments in this module.

MODULE 2

ACTIVITY 5
Practice task

Creative writing

Step 1. An introduction to creative writing

Go to the following addresses and look at some of the texts posted by students:

PIZZAZ (Creative writing)
<http://darkwing.uoregon.edu/~leslieob>

Exchange (Publishing your own texts!)
<http://deil2.lang.uiuc.edu/ExChange3/cw.html>

Then, write a text of your own and send it for publication (if you wish). You can also send your text to our classroom forum.

Step 2. The collective writing of a story

Here's another creative writing activity that you're strongly encouraged to do: A "chain" story in the classroom.

This is the beginning of a story, which you'll find posted in our forum.

As long as the power is on, Peter Smith is never alone in his apartment. Yesterday, when he walked through his door, the curtains opened, the lights went on, the VCR played a movie, and a computer-synthesized voice greeted him: "Good afternoon, Peter. What is on the schedule for today?". It seemed a typical day in Peter's life, but all of a sudden,...

Read it and write the next sequence. Please make sure that you read all the messages and that you write the sequence for the **last message** you find there.

Tip: Try to include twists in your story to make it more interesting and challenging.

MODULE 2**STUDY GUIDE****Activity 6**

| | |
|-------------------------|---------------------------------------|
| Estimated time | 2h 45' |
| Type of activity | Practice task |
| | Self-access learning plan for writing |
| Deadline | Week 4 |

General description**1. Introduction**

In this activity you will develop your own self-access learning plan for writing in order to organize and monitor your own learning process. You will also do extensive practice in writing and will learn about some basic writing concerns.

2. Specific objectives

- Developing a self-access learning plan for writing
- Analyzing your needs
- Assessing your writing performance looking for strengths and weaknesses
- Establishing learning objectives
- Becoming aware of some basic writing concerns

3. Previous knowledge

- Some basic writing skills
- Some language skills

4. Related activities

This activity is related to activity 5 (the first activity aimed at the development of writing skills) and also to activities 8 (which deals with academic writing) and 9 (which focuses on writing different types of documents).

Expected results

- You will be able to analyze your writing needs, assess your own writing performance and establish some learning objectives.
- You should have learnt some basic writing concerns.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Reading the information on developing a self-access learning plan for writing | 30' |
| 2 | Taking some notes to help you design your own plan | 15' |
| 3 | Developing your own self-access learning plan | 60' |
| 4 | Reading about some basic aspects of academic writing and taking notes | 40' |
| 5 | Answering the questions on some basic writing concerns and the writing process | 20' |

Summary

This activity will enable you to take actions on your own writing learning process. You can also apply what you learn about designing learning plans to the other skills (reading, writing, and speaking).

MODULE 2

ACTIVITY 6
Practice task

Self-access learning plan for writing

Step 1. Developing a self-access learning plan for writing

If you want to learn autonomously, you should be able to organize and monitor your own learning process. This activity is intended to help you organize and assess your own learning by constructing a personalized learning plan based on your level, needs, and expectations.

Use the information you'll find on the following site to write your own self-access learning plan:

Improving your writing skills W1

<http://lc.ust.hk/~sac/advice/W1.htm>

See also <http://lc.ust.hk/~sac/advice/W2.htm> and <http://lc.ust.hk/~sac/advice/W7.htm>

This plan can help you work through the different writing tasks in this course.

Self-access learning plan for writing

Needs analysis

Decide what kinds of writing you would like to learn or improve. Evaluate the strengths and weaknesses of your own writing and the outcomes you expect.

Constructing plan

Decide what teaching materials you need/have, what learning methods you would like to follow and how you can manage your time.

Getting started

Begin taking actions and keeping track of what you've done.

Evaluation of plan

Evaluate your self-access learning plan and your performance and commitment. Also assess your learning outcomes and revise the plan if necessary.

Assessment

Take samples of your writing and analyze them looking for strengths and weaknesses. This assessment should help you decide on some learning objectives.

Learning objectives

Decide some learning objectives to take further learning actions.

Tip: Why don't you write a learning plan for other skills (reading, writing and speaking)?

Step 2. Some basic writing concerns

The following task will introduce you to the most basic aspects of academic writing. You will learn about text organization, the writing process and factors contributing to effective writing.

The site below will provide you with information and practice activities about several aspects of academic writing (e.g. text organization, paragraph development, etc.)

The Academic Writer

<http://vlc.polyu.edu.hk/academicwriter/>

This site contains useful instructional material on a variety of aspects of the writing process as well as some very good tutorials on producing specific types of documents (like CVs and letters).

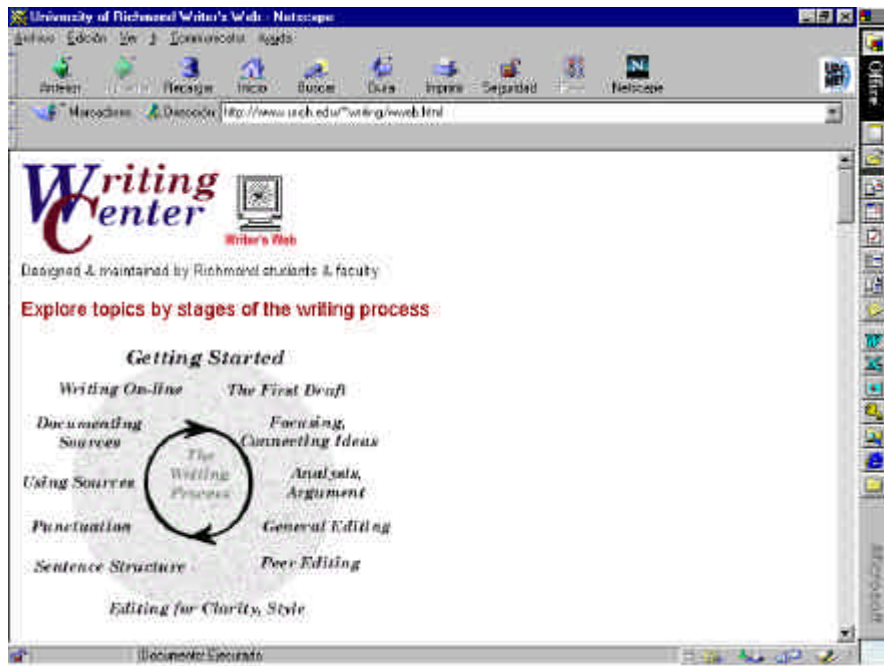
The Purdue University Online Writing Lab

<http://owl.english.purdue.edu/>

This site analyzes the different stages of the learning process.

Writer's Web

<http://www.urich.edu/~writing/wweb.html>



Questions:

- Can you list some aspects to take into account for effective writing? What factors contribute to strong, well-organized writing?
- How do you frame your argument? How can you organize the information?
- What stages do you have to go through when writing any type of document? What steps make up the writing process?



If you want to learn more...

... about the writing process, visit the following sites:

Paradigm Online Writing assistant

<http://www.powa.org/>

The Elements of Style

<http://www.bartleby.com/141/>

MODULE 2

STUDY GUIDE

Activity 7

| | |
|------------------|--|
| Estimated time | 1:45 h |
| Type of activity | Assignment - Classroom discussion |
| | "Time management at university" |
| Deadline | Week 5 |

General description

1. Introduction

In this activity you will learn some strategies for managing time effectively at university and you will share your views on the topic with other course participants.

2. Specific objectives

- Developing reading skills
- Reflecting on strategies for managing your own time effectively
- Practice in online discussions
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Basic reading and writing skills
- Participation in previous classroom discussions

4. Related activities

- This activity will help you towards other classroom discussions.
- This activity is related to language improvement activities focusing on reading and writing.

Expected results

- You should be able to read this PowerPoint presentation concentrating on the main points and analysing your own time management.
- You should be able to draw your own conclusions about how to apply the strategies learnt in order to manage your time in a more effective way.
- You will also have to be able to participate in a classroom discussion, so it is important that you express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the presentation: "Time management at university" | 15' |
| 2 | Doing the activities proposed in the presentation | 15' |
| 3 | Analyzing your own time management | 15' |
| 4 | Deciding on your point of view and planning your contribution | 15' |
| 5 | Reading previous contributions on the topic | 15' |
| 6 | Writing your contribution to the classroom discussion | 30' |

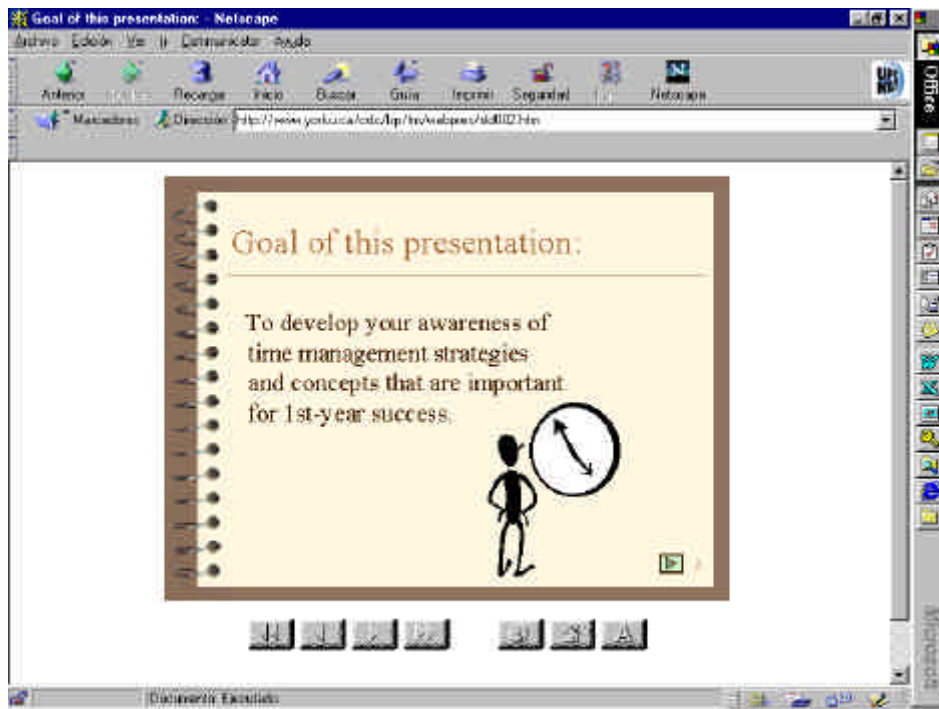
Summary

The presentation and the discussion will give you some insights into how you spend your time and how you can manage it more effectively. Remember that this is a communicative activity. Try to express your ideas in English even if you make mistakes.

MODULE 2**ACTIVITY 7**
Assignment - Classroom discussion**"Time management at university"**

Read the PowerPoint presentation on the following site to learn about time management strategies:

Time Management at University
<http://www.yorku.ca/cdc/lsp/tm/webpres/sld001.htm>



Think about the questions formulated in the presentation and analyze your own situation:

- Where does your time go?
- Where do you want your time to go?
- How can you get it to go there?

Now evaluate your effectiveness in managing time:

- Are you good at managing your time or not? Why?
- How do you spend your time?
- How can you make the most of your time?

Send a contribution to the classroom forum explaining your thoughts.

Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 2

STUDY GUIDE

Activity 8

| | |
|-------------------------|--|
| Estimated time | 2h 35' |
| Type of activity | Practice task Academic writing |
| Deadline | Week 5 |

General description

1. Introduction

This task will introduce you to the most basic aspects of academic writing. You will learn about the writing process, the most common patterns of text organization, and the conventions for essay writing. You will also look at ways of reporting information from other sources (e.g. summarizing).

2. Specific objectives

- Looking at the writing process and learning to develop your writing through it
- Studying different patterns of text organization
- Comparing and analyzing different types of texts (both professional and student writing)
- Analyzing textual features
- Constructing paragraphs and using signalling words
- Summary writing

3. Previous knowledge

- Language skills
- Writing skills and strategies
- Knowledge of different types of texts
- Summarizing and reporting

4. Related activities

Activity 8 is a preparatory activity for the assignment in activity 9.

Expected results

At the end of the activity you should be able to:

- recognize and apply different organization patterns
- follow a series of stages to produce a carefully planned academic text
- summarize texts
- construct paragraphs to develop your ideas.
- link different ideas by means of signalling words

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Learning about the process of writing an academic essay | 30' |
| 2 | Looking at basic aspects of text organization | 25' |
| 3 | Comparing texts | 20' |
| 4 | Doing a tutorial on paragraph writing | 30' |
| 5 | Looking at the process of summary writing | 20' |
| 6 | Doing exercises on summary writing | 30' |

Summary

This activity will provide you with basic information and extensive practice in areas such as academic writing conventions, text organization, processes, paragraph development, and summary writing. This material will serve as useful guidance when you have to write academic texts--be they long essays or short summaries.

MODULE 2

ACTIVITY 8 Practice task

Academic writing

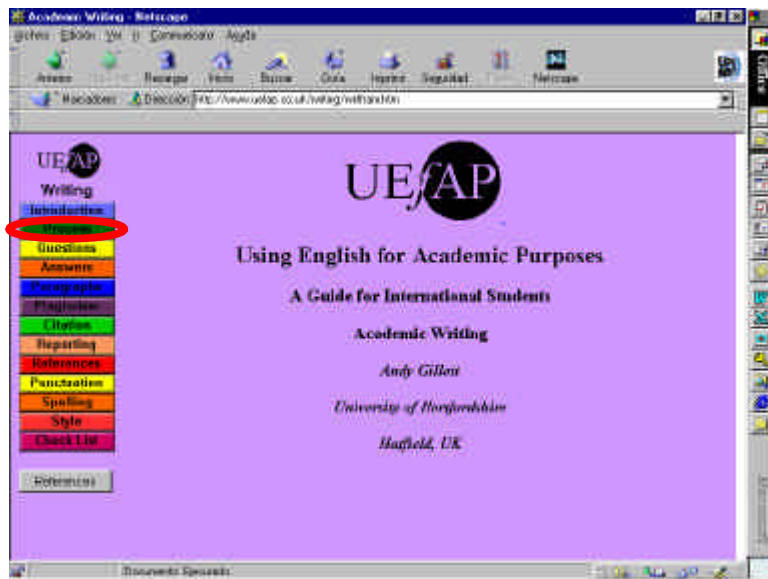
Step 1. Writing an academic essay

a) The writing process

Producing an academic essay is the result of a process which involves different stages like thinking about what you are going to write, outlining, preparing a draft, revising your text , etc.

The following site offers a comprehensive guidance on the process of writing an academic text. Go to <http://www.uefap.co.uk/>, click on "Writing" and then on "Process" (see the figure below):

Follow the steps in the chart (Question, etc.) Read the advice and do some of the practice exercises.



If you want to learn more...

...about writing essays, visit this online tutorial, which will guide you through the different stages of essay writing.

Guide to Writing a Basic Essay

<http://members.tripod.com/~lklivingston/essay/index.html>

This tutorial is interactive as you are prompted to write an essay by going through the process of writing.

Essay Punch

<http://www.essaypunch.com/>

b) Organizing your text

At the same address (<http://www.uefap.co.uk/writing/writfram.htm>), click on “Answers” where you will find some information about how to organize an essay as well as some examples of different organization patterns.

Now go to the following website, which contains texts exemplifying different patterns of essay organization. There are samples of both professional texts and students’ compositions. Look at some of them and note the expressions used by writers to show the organization of the text.

Advanced Composition for Non-Native Speakers of English

<http://www.eslbee.com/>

Can you note any differences between professional and student-produced texts?

Step 2. Writing paragraphs

Do the following tutorial on paragraph writing. It deals with the organization of information in a paragraph (the flow of information) and “signalling words” (connecting words).

Go to <http://www.uefap.co.uk/writing/writfram.htm> and click on “Paragraphs” (from the menu on the left). Look at the explanations and do some of the exercises.

Step 3. Summary writing**a) What is summary writing?**

Go to this address <http://www.uefap.co.uk/writing/writfram.htm> and then to “Reporting” where you’ll find information on “paraphrase” “summary” and “synthesis”.

What are the differences between these three ways of reporting what others have said?

Look at the explanatory notes and complete the following definitions:

Paraphrasing is

A summary is

A synthesis is

What should you try to avoid?

b) The process of writing a summary

Now take a closer look at the notes on summary writing. List the seven stages involved in the process of writing a summary:

Steps in summary writing

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

c) Some practice in summary writing

At the same address, click on the link to “Exercises” (or type <http://www.uefap.co.uk/exercise/exwrirep.htm>) for some practice in summary writing. Here you’ll find a variety of texts to summarize together with some suggested answers.



MODULE 2**STUDY GUIDE****Activity 9**

| | |
|-------------------------|--|
| Estimated time | 2h 30' |
| Type of activity | Assignment - Language improvement |
| | Writing a document |
| Deadline | Week 5 |

General description**1. Introduction**

This language improvement activity has been designed to help you develop your writing skills. Based on the practice task in activity 8, this assignment focuses on different types of texts that you may need to produce in academic and/or professional contexts. You are offered a variety of options so that you can choose the text that best suits your needs and language level.

2. Specific objectives

- Getting some practice in writing a specific type of text
- Helping you relate effective writing to your university studies

3. Previous knowledge

- Language skills
- Writing skills
- Adequate strategies for planning and developing an effective document
- Previous knowledge of patterns of text organization, paragraph development, etc.
- Knowledge of the structure and layout of certain types of texts (correspondence, notes, essays, and summaries)

4. Related activities

- Activity 5: Creative writing
- Activity 8: Academic writing

Expected results

This assignment should help you:

- plan and develop an effective document
- write appropriate and correct texts
- produce a variety of academic and/or professional texts which conform to certain conventions

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Analyzing the task: Deciding the type of text that you want to write | 15' |
| 2 | Planning the text | 30' |
| 3 | Writing drafts (and sending them to your instructors for feedback) | 45' |
| 4 | Revising your writing | 30' |
| 5 | Writing the final version | 30' |

Summary

The main aim of this activity is language improvement, and it is intended to help you write an academic and/or professional text appropriately and effectively. The activity also offers you different choices so that you can focus on the text that best suits your needs and your level of English.

MODULE 2

ACTIVITY 9
Assignment - Language improvement

Writing a document

Writing task: Choose **ONE activity** from the following list according to your needs, interests, and level of English.

Activity A. Summarizing

Choose an authentic text and write a short summary of it (100-150 words).
Use what you have learnt from activity 8.

Activity B. Writing a résumé (CV) and a cover (application) letter

Use the information you will find at the addresses below to write your own CV and a cover letter to go with it.

- A tutorial on resume and letter writing:
On-line Writing Lab: Business Writing Resources
<http://owl.english.purdue.edu/handouts/pw/index.html>
- Visit the following address and click on "Application letter" and "Résumé". Do some of the exercises in those sections:
Language Centre: Job Application Skills Resources
<http://lc.ust.hk/~learn/jobseek/index.html>

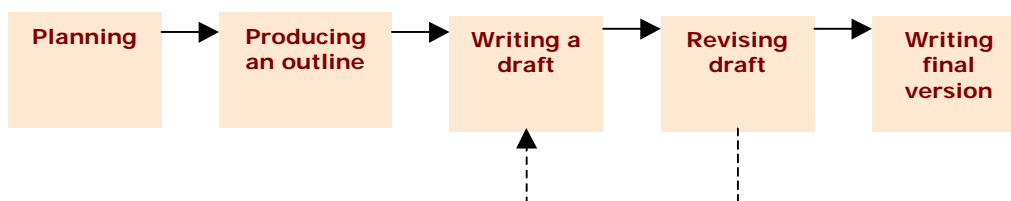
Activity C. Essay writing

Think of an essay question related to your field of study (go to the following address <http://www.uefap.co.uk/>, click on "Writing" and look at the section on questions first!) and send it to the instructors.

The following website may also be particularly useful:

Paradigm Online Writing Assistant
<http://www.powa.org/>

Then plan and write your essay. The diagram below summarizes some basic steps in essay writing. When you write a draft, send it to the instructors for feedback.



Activity D. Note-taking

Choose a long text (3000 words at least) and take notes using both what you've learnt in the reading section of this module and the information you will find at the following address:

Learning Skills Program: Note-taking

<http://www.yorku.ca/cdc/lsp/lsp/home.html>

(On-line information and PowerPoint presentation)

Although this instructional material focuses on note-taking from lectures, you can apply the same strategies to note-taking from written texts.

*Your notes should reflect both the **STRUCTURE** and the **MAIN POINTS** of the text.*



If you want to learn more...

... about note-taking, visit the following site. Go to the handouts section which contains more information on and examples of different note-taking systems

Learning Skills Program — Note Making

<http://www.coun.uvic.ca/learn/notemake.html>



MODULE 2

STUDY GUIDE

Activity 10

| | |
|-------------------------|---|
| Estimated time | 2h 15' |
| Type of activity | Practice task |
| | Listening and speaking in academic settings |
| Deadline | Week 5 |

General description

1. Introduction

This activity will provide you with different types of academic listening materials so that you can get some practice and advice to improve your skills. You will also learn about how to plan an effective oral presentation.

2. Specific objectives

- Practice in academic listening
- Listening with a purpose
- Learning strategies for effective oral presentations
- Discussing and deciding some guidelines for designing better presentations

3. Previous knowledge

- The strategies you learned for effective listening.
- Practice in previous listening activities.

4. Related activities

This activity is related to Activity 6, which is an introduction to listening.

Expected results

- You should be familiar with listening in academic settings.
- You should know the basics to design good oral presentations.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Doing some academic listening tasks | 60' |
| 2 | Doing the interactive quiz on oral presentations | 10' |
| 3 | Reading some tutorials on oral presentations | 40' |
| 4 | Noting some characteristics of good oral presentations | 10' |
| 5 | Writing some guidelines for designing effective presentations | 15' |

Summary

This activity will provide you with some practice in academic listening and with some guidelines for effective oral presentations.

MODULE 2

ACTIVITY 10
Practice task

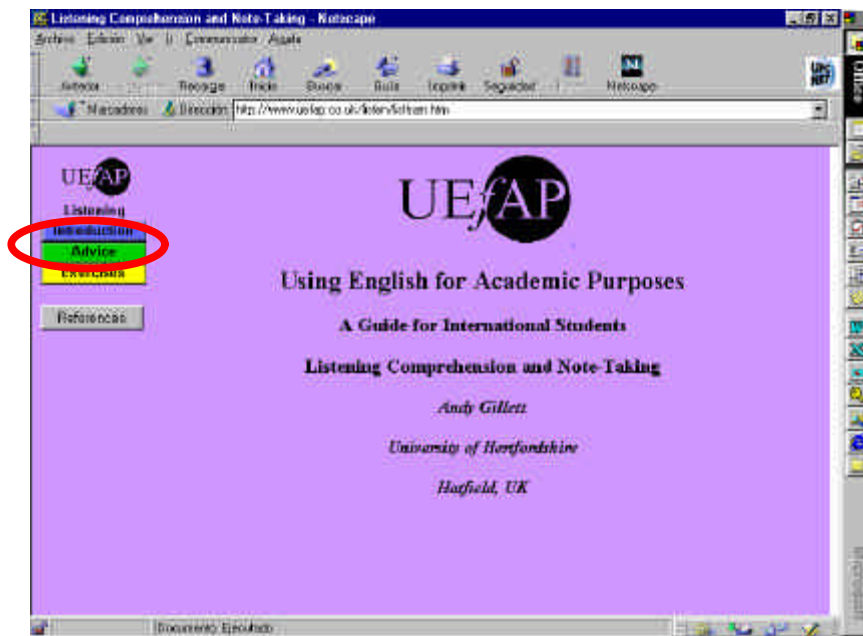
Listening and speaking in academic settings

Step 1. Listening practice

The following site provides different types of academic listening exercises and also some advice on how to improve listening skills. Try some of the activities.

Using English for Academic Purposes: Listening

<http://www.uefap.co.uk/listen/listfram.htm>

**If you want to learn more...**

You can use the following standard listening exercise with any listening piece (e.g. lecture, video, report, etc.)

Listening comprehension and note-taking

<http://www.uefap.co.uk/exercise/listen/listex.htm>

Step 2. Designing professional presentations

a) What do you know about oral presentations?

Go to the address below for an interactive quiz:

<http://www.jaist.ac.jp/~mark/quiz.html>

b) Learning about effective oral presentations

Now try the following tutorials, which will help you design better presentations.

Oral Presentations and Public Speaking

<http://www.englishclub.net/presentations/index.htm>



Virtual Presentation Assistant

<http://www.ukans.edu/cwis/units/coms2/vpa/vpa.htm>

Real Life English: English Presentation Skills

<http://www.real-life.english-at-home.com/presentation1.php3>

c) What makes a good oral presentation?

Using what you have learnt in the previous section, write down the five most important characteristics of a good oral presentation.

When designing a good oral presentation, it is important to...

1.

2.

3.

4.

5.

Send your ideas to the classroom forum, so that we can all come up with thorough guidelines which can help us design better presentations.



If you want to learn more...

... about professional presentations, you can check the following sites:

On-Line Guide to Scientific Presentation

<http://www.jaist.ac.jp/~mark/ScientificPresentation.html>

Strategic Communications

<http://www.strategiccomm.com/>

The Key Steps to an Effective Presentation

<http://www.the-eggman.com/writings/keystep1.html>

Overcoming Speaking Anxiety in Meetings & Presentations

<http://www.all-biz.com/articles/anxiety.htm>

Lenny Laskowski's advice on how to combat anxiety

Tips For Dealing With Nervousness

<http://www.indiana.edu/~ucstm/edminute/jparment1.html>

Excellent article by Julie Parmenter on how to overcome nervousness

Did the cat get your tongue?

<http://www.cuhk.hk/eltu/ELH/doc4.html>

Entertaining article on how to improve spoken English

MODULE 2

STUDY GUIDE

Activity 11

| | |
|------------------|---|
| Estimated time | 2h 20' |
| Type of activity | Assignment - Internet activity (end of Module 2) |
| | General self-access learning plan |
| Deadline | Week 5 |

General description

1. Introduction

This assignment is the last activity in module 2 and, as such, it will require you to apply what you have learnt from the different tasks. You will have to design your own self-access learning plan for the skills that you have practised in this module, which will help you become responsible for your own learning process and develop an analytical and critical attitude towards learning materials.

2. Specific objectives

- Assessing your learning needs and style and finding materials that suit them
- Identifying strengths and weaknesses in your performance (i.e. reading, writing, listening and speaking)
- Establishing some learning objectives
- Exploring learning materials which focus on the four skills dealt with in this module
- Choosing those materials that may help you improve your skills
- Developing a critical attitude towards learning materials
- Becoming responsible of your own learning process

3. Previous knowledge

- The skills and strategies practised throughout the module.

4. Related activities

This activity is related to the rest of activities in the module.

Expected results

As it is the last activity in the module, this assignment should enable you to use the skills and strategies dealt with in previous activities. You should be able to design your own self-access learning plan, i.e., identify strengths and weaknesses in your performance, and choose from a variety of learning resources those that best suit your needs.

Map of the activity

| Steps | Tasks | Timing |
|-------|--|--------|
| | Constructing your learning plan | |
| 1 | Doing a needs analysis | 15' |
| 2 | Analyzing the activities done in the module and assessing your performance | 30' |
| 3 | Finding learning materials that may suit your needs. | 50' |
| 4 | Establishing learning objectives | 15' |
| 5 | Evaluating your learning plan for the four skills | 15' |
| 6 | Modifying those aspects which may improve your plan | 15' |

Summary

This is the closing activity for the second module. In this activity you should be able to apply the knowledge acquired throughout the module in order to design your own self-access learning plan.

MODULE 2

ACTIVITY 11
Assignment - Internet activity

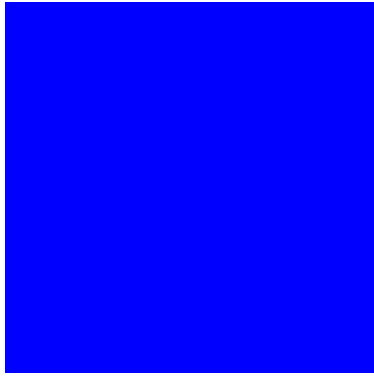
General self-access learning plan

Developing a general self-access learning plan

Complete the following learning plan for the skills that you have practised in this module, with special emphasis on the web resources that can help you improve them. Fill in the **materials section** with a review of some of the most interesting web material you have dealt with, as well as of any new resources that you can find. Also fill in the **assessment section** with the language strengths and weaknesses you can identify in your performance (i.e. reading, writing, listening and speaking). This assessment section will help you establish your **learning objectives** for different language areas (grammar, vocabulary, pronunciation, etc.). These will serve as the basis to start work on module 3.

General self-access learning plan

| | Reading | Writing | Listening | Speaking |
|--|---------|---------|-----------|----------|
| Needs analysis | | | | |
| Constructing plan | | | | |
| Learning materials (web resources for each skill and comments) | | | | |
| Getting started | | | | |
| Evaluation of plan | | | | |
| Assessment | | | | |
| Language learning objectives | | | | |



LANGUAGE WORK

STUDY GUIDE**MODULE 3****Language work****DESCRIPTION**

In this module, you will work through the language areas in which you need further practice. After having identified your weak points through the self-access learning plan developed in Module 2, you can establish your objectives for this module. Thus, these activities are intended to provide you with extensive practice in different language areas (vocabulary, grammar, pronunciation, etc.) so that you can communicate more accurately in English. Because of the wide range of language points that we touch upon, you are not expected to work through all the activities in a systematic fashion, rather you are encouraged to focus on those areas which you find especially difficult. The prompting questions at the beginning of most activities will help you decide whether you have any particular problems in that area and explore it if necessary.

OBJECTIVES

After completing module 2 you should be able:

- a) to establish clear learning objectives,
- b) to use and evaluate different types of reference materials (especially grammars and dictionaries),
- c) to assess your performance in different language areas,
- d) to correct your own mistakes and find your own explanations for language use, and
- e) to use English more accurately in a variety of situations.

PREREQUISITES

Students should be aware of their main difficulties and have a clear idea of the language areas they need to work on.

RELATIONSHIP TO OTHER MODULES

This module builds on the learning needs established in Module 2. It will also help you express your ideas more precisely in English, which will be very useful towards the communication resources in Module 4.

ASSIGNMENTS

Please note that all the modules will consist of the same type of assignments:

- a) send two contributions to the classroom debate section based on your readings,
- b) do the two language activities proposed by the instructors and send them to the teacher's mailbox, and
- c) do the Internet activity at the end of the module.

TASK SEQUENCE

Introductory note

The *personal record sheet* contains all the tasks that make up the module. It will serve as a reminder of the tasks you do over the next three weeks and it will also help you keep track of the progress you have done. For this reason, you should fill in the table with the following information:

- your learning objectives for the module
- a record of the tasks you have done, along with your evaluation of each
- the time you have spent on each task
- your achievement at the end of the module (objectives attained, self-assessment, your evaluation of the module)

This *personal record sheet* will help you get information about your progress and focus on your specific needs. Remember to keep a copy of all the record sheets since you will need them to complete the *course project*.

Personal record sheet - Module 3

BEFORE YOU START:

What would you like to learn in this module?

| Week | Task | Done? | Difficulty | Time spent | Did you like the task? | Your comments |
|--------|--|-------|------------|------------|------------------------|---------------|
| Week 6 | 1. A review of grammar and vocabulary (<i>practice task</i>) | | | | | |
| | 2. Academic stress management (<i>classroom discussion</i>) | | | | | |
| | 3. Exploring grammars and dictionaries (<i>practice task</i>) | | | | | |
| | 4. Correcting grammar mistakes (<i>language improvement</i>) | | | | | |
| | 5. Brushing up your grammar (<i>practice task</i>) | | | | | |
| Week 7 | 6. Making sentences and texts (<i>practice task</i>) | | | | | |
| | 7. Writing and editing texts (<i>language improvement</i>) | | | | | |
| | 8. Spoken language (<i>practice task</i>) | | | | | |
| | 9. "Can computers learn languages?" (<i>classroom discussion</i>) | | | | | |
| | 10. Confusable words (<i>practice task</i>) | | | | | |
| | 11. Grammar Safari (<i>Internet activity</i>) | | | | | |

WRAPPING UP:

What have you learnt in this module?

Is it what you expected?

Summary of the most important points:

MODULE 3**STUDY GUIDE****Activity 1**

| | |
|-------------------------|--|
| Estimated time | 1h 15' |
| Type of activity | Practice task A review of grammar and vocabulary |
| Deadline | Week 6 |

General description**1. Introduction**

This first activity will help you review some areas of grammar and vocabulary that you may have worked on during your language courses. As it offers an overview of a variety of language points, you can choose those that you find most useful. It is important that you keep track of the activities you've done and note the level and the areas that you should be working on. This information (together with the learning plan you developed at the end of Module 2) will help you decide which areas you should concentrate on when working through this module.

2. Specific objectives

- Reviewing the language structures and vocabulary you already know
- Diagnosing your learning needs
- Establishing learning objectives and working towards achieving them
- Improving your knowledge of grammar and vocabulary

3. Previous knowledge

- General knowledge of grammar and vocabulary
- Learning needs identified in the self-access learning plan for Module 2

4. Related activities

- Self-access learning plan (Module 2)
- The rest of language activities in this module, especially activities 3,4,5,6, and 7

Expected results

- This activity should help you test and review some important language items.
- This language practice should prepare you to cope with the rest of activities in the module.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Refreshing your memory: some basic grammar concepts | 15' |
| 2 | Doing language quizzes | 30' |
| 3 | Further language practice: some interactive activities | 30' |

Summary

This activity will provide you with some resources to help you review any language points that you find especially difficult. It will be the basis for a more systematic focus on language work, which is the object of this module.

MODULE 3

ACTIVITY 1
Practice task

A review of grammar and vocabulary

Step 1. You can start with some easy self-correcting quizzes

The quizzes in this activity will help you test your general knowledge of grammar and vocabulary.

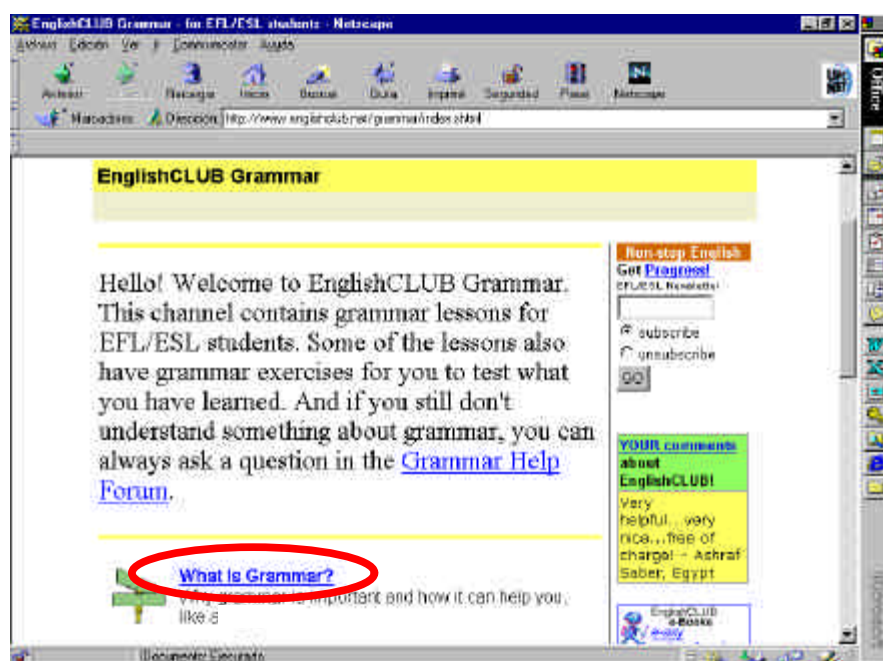
- a) Before doing the quizzes, look at the following page which tells you what 'grammar' is and then introduces some important grammatical terms:

EnglishClub Grammar

<http://www.englishclub.net/grammar/index.shtml>

Go to "What is grammar?". After reading this page, how would you answer the question: "Do we need to study grammar to learn a language? Why (not)?"

Complete the following metaphor: "*Grammar is like a s_____ or a m_____.*"



Now look at the *glossary of grammatical terms* and the section on *parts of speech*.

Can you ...

...tell the difference between a **sentence**, a **clause**, and a **phrase**?

...tell the difference between an **adjective** and an **adverb** and provide an example of each?

- b) The following site contains some exercises focusing on different aspects of grammar; they'll help you in your review:

The Internet TESL Journal: Grammar Quizzes
<http://www.aitech.ac.jp/~iteslj/quizzes/grammar.html>

Why don't you try some other exercises?

Visit the following address <http://www.english-forum.com/interactive/> and then go to "Interactive exercises on grammar and vocabulary"

You can also try the exercises on the following site:

Grammar Help: Interactive exercises
http://www.ruthvilmi.net/hut/help/grammar_help/

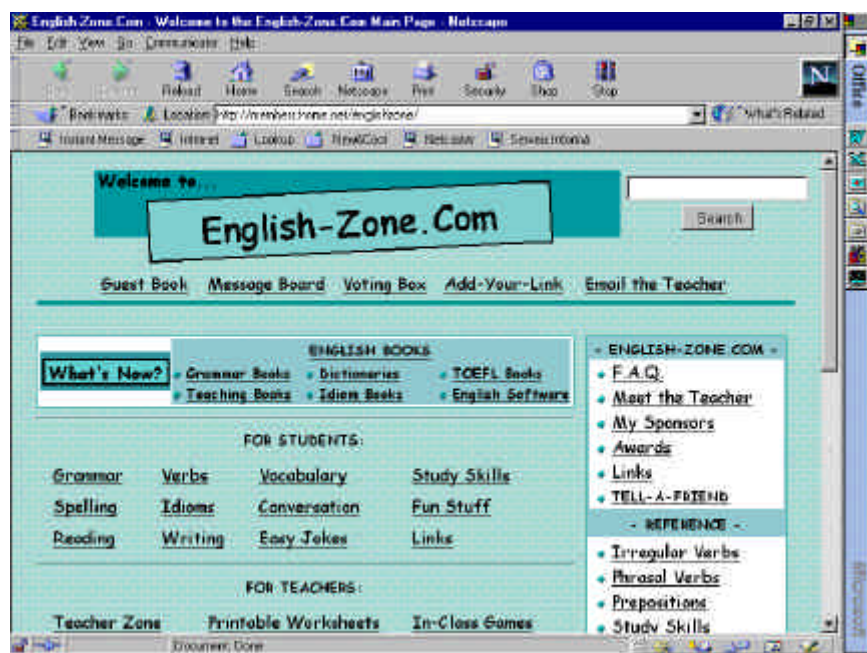
Step 2. Extensive practice through interactive activities

The following exercises, based on CNN news reports, focus on different aspects of grammar and vocabulary. Choose those areas that you wish to focus on.

CNN Newsroom and Worldview for ESL
http://lc.byuh.edu/CNN_N/CNN-N.html

Now, visit the website below and try some of the activities under the heading "for students", where you'll find some practice in grammar, idioms, verbs, reading, etc:

English-Zone.com
<http://members.home.net/englishzone/>



MODULE 3

STUDY GUIDE

Activity 2

| | |
|------------------|--|
| Estimated time | 1h 45' |
| Type of activity | Assignment - Classroom discussion |
| | "Academic stress management" |
| Deadline | Week 6 |

General description

1. Introduction

In this activity you will learn some strategies for managing your own stress and you will share your views on the topic with other course participants.

2. Specific objectives

- Developing reading skills
- Reflecting on strategies for managing stress
- Practice in online discussions
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Basic reading and writing skills
- Participation in previous classroom discussions

4. Related activities

- This activity will help you towards other classroom discussions.
- This activity is related to language improvement activities focusing on reading and writing.

Expected results

- You should be able to read this PowerPoint presentation concentrating on the main points and analysing your own situation.
- You should be able to draw your own conclusions about how to apply the strategies learnt to manage your own stress.
- You will also have to be able to participate in a classroom discussion, so it is important that you express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the presentation: "Academic stress management " | 15' |
| 2 | Answering the questions proposed in the presentation | 15' |
| 3 | Analyzing your own stress situation | 15' |
| 4 | Deciding on your point of view and planning your contribution | 15' |
| 5 | Reading previous contributions on the topic | 15' |
| 6 | Writing your contribution to the classroom discussion | 30' |

Summary

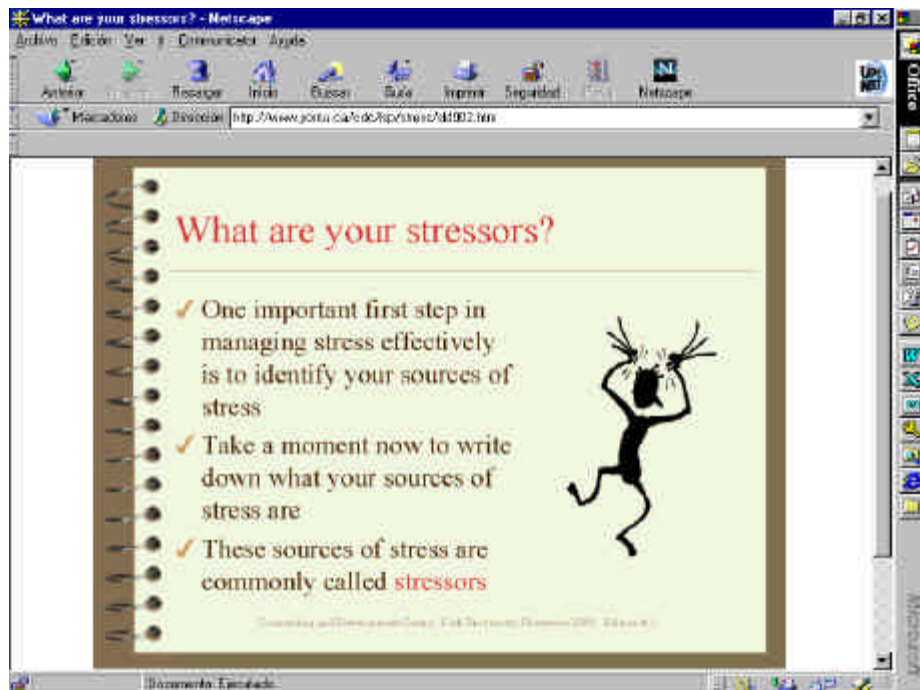
The presentation and the discussion will give you some insights into how to deal with academic stress. Remember that this is a communicative activity. Try to express your ideas in English even if you make mistakes.

MODULE 3

ACTIVITY 2
Assignment - Classroom discussion
"Academic stress management"

Read the PowerPoint presentation on the following site to learn about strategies for managing academic stress:

Academic Stress Management
<http://www.yorku.ca/cdc/lsp/stress/sld001.htm>



Think about the questions formulated in the presentation and analyze your own situation:

- What are your stressors?
- What are your stress symptoms?
- What kind of stress are you feeling? Low stress? Optimum stress? Distress?
- How can you reduce your stress?
- Can you think of any situation in which you managed to overcome stress?

Send a contribution to the classroom forum explaining your thoughts.

Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 3**STUDY GUIDE****Activity 3**

| | |
|-------------------------|---|
| Estimated time | 2h 10' |
| Type of activity | Practice task |
| Deadline | Exploring grammars and dictionaries Week 6 |

General description**1. Introduction**

This activity will allow you to explore and search for different types of grammars and dictionaries in order to find those which are more appropriate to your needs.

2. Specific objectives

- Exploring different grammars and dictionaries
- Comparing and evaluating different reference materials
- Looking for specific resources
- Learning to use reference material

3. Previous knowledge

- Language skills
- Some knowledge of basic language reference material

4. Related activities

- Activity 1: Grammar and vocabulary review
- Activity 4: Correcting grammar mistakes
- Activity 5: Brushing up your grammar

Expected results

- You will learn to approach different types of reference material.
- You will be able to explore reference material with a purpose.
- You will be able to analyze and compare different types of grammars and dictionaries.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Comparing and evaluating different resources | 40' |
| 2 | Analyzing different types of grammars | 20' |
| 3 | Looking for specific grammars | 25' |
| 4 | Analyzing dictionaries | 20' |
| 5 | Looking for specific dictionaries | 25' |

Summary

This activity will provide you with extensive practice in exploring and analyzing different types of reference materials, which will allow you to discover by yourself those materials that best suit your needs.

MODULE 3**ACTIVITY 3**
Practice task**Exploring grammars and dictionaries****Step 1. Comparing and evaluating different resources**

Have a look at the following reference materials:

On-Line English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Englishpage.com

<http://www.englishpage.com/>

Collins Cobuild

<http://titania.cobuild.collins.co.uk/index.html>

Wordsmyth.net: The Educational Dictionary-Thesaurus

<http://www.wordsmyth.net/>

The New Newbury House Online Dictionary

<http://nhd.heinle.com/nhd-bin/searchNHD.pl>

- What are the similarities or differences of these reference materials?
- Are they elementary or advanced reference materials?
- How can they help you deal with language questions?
- Do you find them useful?

Step 2. Analyzing different types of grammars and dictionaries

In this section you will analyze different types of dictionaries and grammars so that you can choose among those that you find most useful in each situation.

a) At the following address you will find a wide variety of grammars:

Language Links: English / ESL

<http://www.languages-on-the-web.com/links/link-english.htm>

YourDictionary.com: Grammars

<http://www.yourdictionary.com/grammars.html>

Now find a grammar which contains:

- exercises or tests based on the explanations given
- explanations illustrated by examples of language use
- on-line help
- supplementary resources (like PowerPoint presentations, search tools or links to other addresses)
- explanations aimed at elementary students
- explanations aimed at advanced students
- explanations specially addressed to Spanish speakers
- any materials that you find especially useful

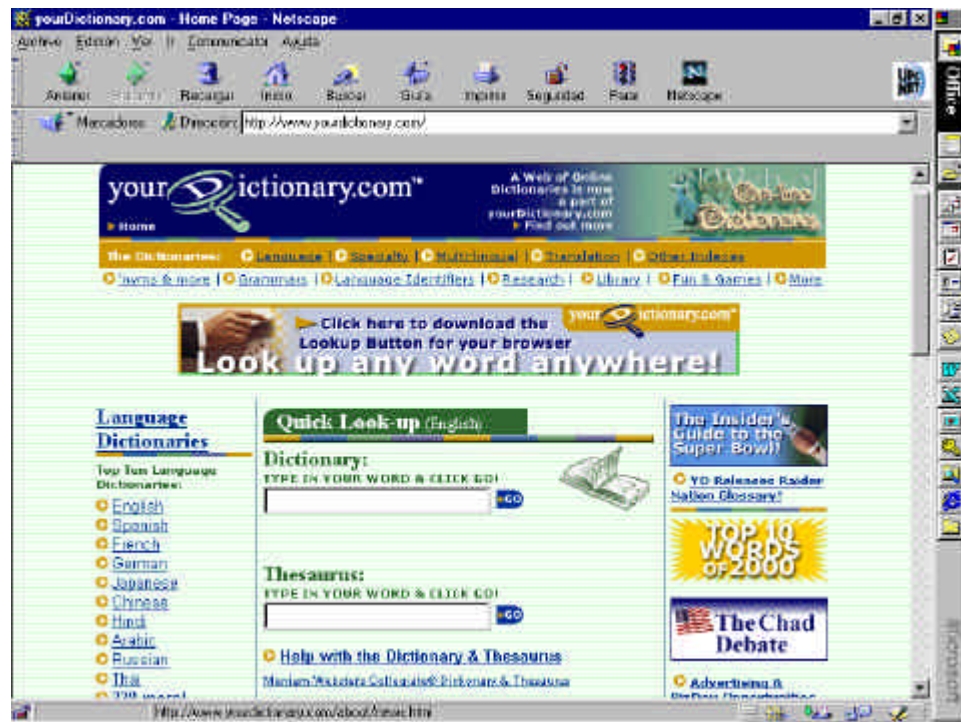
b) On the websites below you will find many different types of dictionaries:

Language Links: English / ESL

<http://www.languages-on-the-web.com/links/link-english.htm>

YourDictionary.com: Dictionaries

<http://www.yourdictionary.com/>



Now using the resources available on these websites find:

- a monolingual dictionary (in English!)
- a dictionary which is related to your field of study
- a multilingual dictionary
- a thesaurus
- an encyclopaedia
- a dictionary of idioms and slang
- a dictionary which includes differences between American and British English
- a dictionary where you can listen to the pronunciation of words
- a dictionary which includes expressions containing the word you have looked up (e.g. you type "book" and you also find "phone book" "by the book" etc.)
- a dictionary which includes other resources (like exercises or quizzes, pictures, etc.)
- a dictionary that you particularly like

MODULE 3

STUDY GUIDE

Activity 4

| | |
|------------------|--|
| Estimated time | 1h 45' |
| Type of activity | Assignment - Language improvement |
| | Correcting grammar mistakes |
| Deadline | Week 6 |

General description

1. Introduction

This language improvement activity is intended to help you identify and correct your own grammar mistakes. Based on some of the most common mistakes students make, this task tries, on the one hand, to provide you with resources that will enable you to deal with your own mistakes effectively and independently, and on the other, to encourage you to use reference material.

2. Specific objectives

- Learning to identify and correct mistakes
- Learning to work independently and monitor your progress
- Learning to use reference material

3. Previous knowledge

- Language skills
- Autonomous learning skills
- Adequate strategies for making an effective use of reference material

4. Related activities

- Activity 1: Grammar and vocabulary review
- Activity 3: Using reference material
- Activity 5: Brushing up your grammar

Expected results

This assignment should help you:

- learn to identify and correct some of the most common grammar mistakes
- develop adequate strategies to deal with self-assessment and correction of your own texts
- deal with reference material more confidently

Map of the activity

| Steps | Tasks | Timing |
|-------|--|--------|
| 1 | Reading the sentences, trying to identify mistakes | 15' |
| 2 | Analyzing the sentences carefully | 30' |
| 3 | Correcting mistakes and finding appropriate explanations | 45' |
| 4 | Revising your work | 15' |

Summary

As a language improvement activity, this task aims to help you identify and correct mistakes, encouraging you to develop strategies and resources that will enable you to revise your written work systematically and independently, with the effective use of reference material.

MODULE 3

ACTIVITY 4
Assignment - Language improvement
Correcting grammar mistakes

In this activity you will have to identify and correct different types of mistakes. The on-line resources from the previous activities may help you in doing so.

Identify and correct the mistake in each of the following sentences (use the table below).

1. This is going to be the most difficult exam of your college career, so you had better start studying for it immediately.
2. He said that the news were very good.
3. When he got back home, he excused himself and promised that he wouldn't be late again.
4. I am agree with the proposal that was made at the meeting.
5. Although being a good engineer, he couldn't get a job.
6. All the people have to work for a living.
7. A drill is a tool with which are made holes.
8. He asked me whether would I be able to complete the project on time.
9. If everyone spoke English, there didn't any communication problems.
10. Now is very easy to get a computer virus because everybody uses pirated software.

| Mistakes | Correction | Explanation |
|---|--|---|
| Example After you will leave , we will write to you every day. | After you leave , we will write to you every day. | After is followed by the present simple or the present perfect for future reference. |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Tip: You can use a table like this throughout the course to keep a record of your mistakes.

MODULE 3**STUDY GUIDE****Activity 5**

| | |
|-------------------------|--|
| Estimated time | 1h 55' – 2h 15' |
| Type of activity | Practice task Brushing up your grammar |
| Deadline | Week 6 |

General description**1. Introduction**

This practice task aims to encourage you to explore and learn more about a few grammar topics. This activity contains a huge range of materials. We do not expect you to cover them all, rather you should choose to concentrate on those materials that best suit your needs. We hope that the exercises and questions proposed will lead you to review structures that you have already met and to get extensive practice in your weaker areas, so that you can improve and become a more confident language user.

2. Specific objectives

- Reviewing structures that you've already met
- Learning more about grammar
- Identifying weak areas to focus on
- Assessing your own learning

3. Previous knowledge

- Grammar knowledge
- Being able to identify your learning needs by evaluating your own work

4. Related activities

Activity 5 is related to activity 1 (A review of grammar and vocabulary).

Expected results

- The wide range of resources offered in this activity should allow you to choose those materials that best suit your needs.
- The practice you will get from this activity should help you improve your mastery of those structures that you find particularly difficult.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Doing a grammar quiz. | 15' |
| 2 | Browsing the exercises. Choosing materials to work on | 15' |
| 3 | Working through the exercises | 30'-50' |
| 4 | Using reference materials | 30' |
| 5 | Completing the questions in the worksheet | 25' |

Summary

This activity is intended to provide you with a comprehensive list of resources on a variety of grammar points that are often difficult for foreign language learners. We aim to provide you with some prompts in the form of open questions that encourage you to explore these resources in more detail and find answers to your questions.

MODULE 3

ACTIVITY 5
Practice task

Brushing up your grammar

Step 1. Testing your grammar knowledge

Before doing the following grammar tasks, try some of the tests at the following address:

The DEN Online Test Centre (you need to register, but it is free)
<http://www.edunet.com/test/>

Step 2. Grammar practice

Now use the sites we've explored in previous activities to answer the following questions, which deal with a variety of grammar topics:

On-line English Grammar
<http://www.edunet.com/english/grammar/index.cfm>

A Guide to Grammar and Writing
<http://webster.commnet.edu/HP/pages/darling/original.htm>

English@home: Grammar reference
<http://www.grammar.english-at-home.com/>

HyperGrammar
<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/>

1. The use of the articles in English.

- a) Look at the following sentences

*I prefer **the French** wine.*
*I prefer **French** wine.*

Do you think that these sentences are correct? Look at the grammar reference and find a rule which explains these examples. Can you think of a context for each sentence? Are there any differences in meaning?

Now do the same with the following pair of sentences:

*I went **to school**.*
*I went **to the school**.*

- b) Can you explain the use of the article in the examples below?

*When I got an Internet connection, I became **an** on-line shopper.*
***The** on-line shopper has got many resources at her disposal.*

- c) Can you "correct" the following sentences?

*Ring **bell** and wait.*
*Europe selects **landing site** for Mars probe.*

Can you think of any contexts in which the use of these sentences would be justified? Try to provide more examples in which articles are usually omitted.

**If you want to learn more...**

...you can try the following exercises

http://lc.byuh.edu/cnn_n/grammar.html#Articles

2. Verb tenses

Complete the letter on the following site:

http://www.englishclub.net/cv/tests/ps-pp_gap.htm

From your answers, can you work out any rules for the use of the past simple and the present perfect?

Do some of the exercises you will find at the address below and note any wrong answers that you get. Can you explain why they are wrong?

http://lc.byuh.edu/CNN_N/grammar.html#VTenses

You'll also find some interesting materials at the following address:

<http://www.englishpage.com/>

3. The use of the passive voice

a) Try some of the following exercises:

http://lc.byuh.edu/CNN_N/grammar.html#Passivity

If you need more materials on the passive voice, you can visit the sites below:

http://owl.english.purdue.edu/handouts/grammar/g_actpass.html

<http://members.home.net/englishzone/verbs/1passive.html>

<http://webster.commnet.edu/grammar/passive.htm>

b) Do you know the difference between the following sentences?

I refurbished my house.

I had my house refurbished.

The following address may help you answer the question:

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/caus.htm>

4. Prepositions

Do you find prepositions difficult? Try the preposition quizzes you will find at the following address:

<http://www.pacificnet.net/~sperling/quiz/#grammar>

How well did you do?

Here's a thorough introduction to prepositions and prepositional phrases. The link below will take you to a very good explanation which focuses on two important points:

- The use of prepositions to express time and space relationships
- The use of prepositions in combination with nouns, verbs, and adjectives (e.g. worry about, apologize for)

You can also do the quizzes you'll find at the bottom of the page.

<http://ccc.commnet.edu/grammar/prepositions.htm>



If you want to learn more...

...about prepositions, you can visit the following site:

<http://owl.english.purdue.edu/handouts/grammar/index.html>

and then go to the section on "Prepositions" (at the bottom part of the page).

5. Infinitive or gerund?

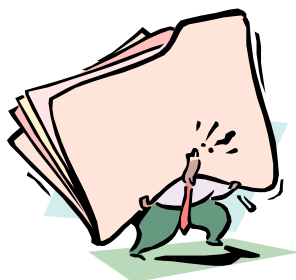
Can you divide the following verbs into two groups according to whether they are followed by an infinitive or a gerund?

Forget, avoid, want, choose, postpone, intend, expect, deny, stop, try, consider, decide, ...

| Infinitive | Gerund |
|------------|--------|
| | |

Do the self-correcting tests you'll find on the following website, which will help you complete the chart:

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/gerinf.htm>



MODULE 3

STUDY GUIDE

Activity 6

| | |
|-------------------------|----------------------------|
| Estimated time | 3h 5' – 3h 40' |
| Type of activity | Practice task |
| | Making sentences and texts |
| Deadline | Week 7 |

General description

1. Introduction

This activity focuses on different aspects of parts of speech, sentences and clauses and aims to provide you with the basic tools to construct sentences and texts. The different sections contain a lot of materials, but we do not expect you to cover them all. Choose those that best suit your needs and concentrate on those points with which you've got problems.

2. Specific objectives

- Reviewing parts of speech, sentences and clauses
- Learning more about coordination and subordination
- Learning about common writing mistakes
- Learning some basic characteristics of coherent paragraphs
- Identifying weak areas to focus on
- Assessing your own learning

3. Previous knowledge

- Grammar knowledge
- Some autonomous language learning strategies

4. Related activities

Activity 6 is related to activity 7 (A language improvement activity on correcting writing mistakes).

Expected results

- You should be able to identify the basic parts of a sentence, and distinguish between phrases, clauses and sentences.
- You should be able to link clauses and sentences.
- You should be able to avoid some common writing mistakes.
- You should know how to organize the information in a paragraph effectively.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Learning about some basic aspects of clauses and sentences | 30'-45' |
| 2 | Testing your knowledge of linking sentences | 15' |
| 3 | Using reference materials about connectors | 30' |
| 4 | Browsing some sites dealing with punctuation | 30'-40' |
| 5 | Learning about some common writing mistakes | 40'-50' |
| 6 | Reading and reflecting on writing effective paragraphs | 40' |

Summary

This activity aims to provide you with a wide range of materials related to building sentences and texts. You should be able to choose those materials that best suit your needs and find answers to some basic writing questions.

MODULE 3

ACTIVITY 6
Practice task

Making sentences and texts

Step 1. Diagramming sentences

Go to the addresses below for an introduction to the elements that we use to make sentences (parts of speech, phrases, and clauses). On the first site you will find a series of quizzes that will allow you to choose the areas that you need to focus on:

Pop-up grammar

<http://www.brownlee.org/durk/grammar/quizpage.html>

Definitions of Basic Sentence Parts: Word Functions & Usage Notes

<http://ccc.commnet.edu/grammar/definitions.htm#conjunction>

You can also download a Power Point presentation on *Diagramming sentences* from the site below, which will help you picture the structure of a sentence.

PowerPoint presentations: Diagramming sentences

<http://ccc.commnet.edu/grammar/powerpoint.stm>

- Which are the eight parts of speech according to traditional grammar?
- Which are the basic parts of a sentence?

Step 2. Clauses, sentences and texts

In this section you will find information that will help you construct sentences and texts, i.e., information on sentence structure, connectors and subordinators and punctuation.

- a) Go to the site below for a graphic presentation on some of the most important aspects of clauses and sentences.

PowerPoint presentations: Clauses and sentences

<http://ccc.commnet.edu/grammar/powerpoint.stm>

You can also read the information at the following address:

Clauses: the Essential Building-Blocks

<http://ccc.commnet.edu/grammar/clauses.htm>

- What is the difference between a sentence, a clause and a phrase? Can you provide some examples?
- Can you name different types of phrases and provide some examples of them?
- How can we combine sentences and clauses?

- b) How good are you at linking clauses and sentences? Try the following test. **Only one** option is right.

TEST

1. He is the scientist _____ I saw yesterday. *Which one is WRONG?*
a) that b) Ø c) who d) which
2. A new virtual building system was being tested _____ I was studying at the University.
a) while b) as soon as c) whenever d) where
3. The number of accidents at sea will increase _____ safety is given more importance than commercial practices.
a) so long as b) unless c) on condition that d) only if
4. The costs of production turned out to be much higher than predicted previously. _____ we had to reduce our outcome.
a) Therefore b) Because c) This is because of d) Nevertheless
5. The system did not work _____ a failure in one of the components.
a) because b) since c) as a result d) because of
6. The first satellites were seen as a way of communicating with people who lived in isolated areas of the world. _____, earth stations began to appear in the remotest parts of the globe. *Which one CANNOT be used here?*
a) Nevertheless b) As a result c) Hence d) Thereby
7. Metal detectors, _____ their technical complexity, are based on a few very simple principles.
a) despite b) although c) because of d) however
8. Reduce the pressure immediately _____ fracture.
a) in case b) in the event of c) unless d) as though
9. The material _____ properties damage human skin is going to be eliminated from our products.
a) which b) that c) in which d) whose
10. _____ more departments offer more and new proposals on Final Projects, many students will not be able to finish their studies on time.
a) If b) Unless c) Only if d) Provided that

If you had problems answering the test and want to practice a bit more the use of connectors go to the following addresses:

CNN's Newsroom and Worldview for ESL

http://lc.byuh.edu/CNN_N/CNN-N.html

(do some of the exercises in each of the following sections: "Clauses: Noun, Relative, Subordinate" and "Connectors")

Linking words and phrases

<http://web2.uvcs.uvic.ca/elc/OLCourse/Handouts/linking.htm>

Transition words and phrases

<http://www-english.tamu.edu/wcenter/handouts/transition.html>

Relative clauses

http://www.go-ed.com/english/practice/rside/G_rel1q.html

Defining vs. Non-defining relative clauses

http://www.go-ed.com/english/practice/rside/G_rel2q.html

(Information on relative pronouns)

Self-Test Quiz Linking: Result, Cause

<http://www.eltc.umist.ac.uk/webproj/Quizes/RESULT1.HTM>

c) Punctuation

Punctuation marks separate units that are in a simple linear relation to each other or a unit that is inserted within some larger unit. On the other hand, punctuation also specifies a grammatical, semantic or pragmatic function. Check the sites below for some explanations on the different punctuation marks and do the quizzes that accompany them.

Punctuation between two independent clauses

http://webster.commnet.edu/grammar/indep_clauses.htm

Punctuation Marks

<http://webster.commnet.edu/grammar/marks/marks.htm>

Punctuation

<http://owl.english.purdue.edu/handouts/grammar/index.html>

Step 3. Avoiding some common writing mistakes

There are some points related to grammar and usage which may cause some problems in writing. Some of these are: *subject-verb agreement*, *pronoun-antecedent agreement*, *dangling modifiers*, *run-on sentences*, *sentence fragments* and *parallel structures*. The exercises in this section will help you avoid this sort of writing mistakes.

On the following site you will find explanations on the different types of mistakes mentioned above. Read the explanations and do some of the quizzes to get some practice on avoiding them (you will also find some PowerPoint presentations that may help you deal with these questions).

Guide to grammar and writing

<http://ccc.commnet.edu/grammar/index.htm>

**If you want to learn more...**

...about different types of common errors in English, you can go to the following site:

Common Errors in English

<http://www.wsu.edu/~brians/errors/errors.html>

Step 4. Paragraphs

This section includes some basic points about paragraphs. You will analyze the characteristics of effective paragraphs and will learn about methods to write them. On the site below you will find a useful introduction to the paragraph:

PowerPoint presentations: The paragraph

<http://ccc.commnet.edu/grammar/powerpoint.stm>

Now do the following tutorial on paragraph writing. It deals with the organization of information in a paragraph (the flow of information) and “signalling words” (connecting words). Click on “Paragraphs” (from the menu on the left), look at the explanations and do some of the exercises.

Using English for Academic Purposes

<http://www.uefap.co.uk/writing/writfram.htm>

If you want to learn more about paragraph writing go to the following sites:

Academic writer: paragraphs

<http://vlc.polyu.edu.hk/academicwriter/Frames/framesParagraphs.htm>

Guide to grammar and writing: Paragraph development and topic sentences

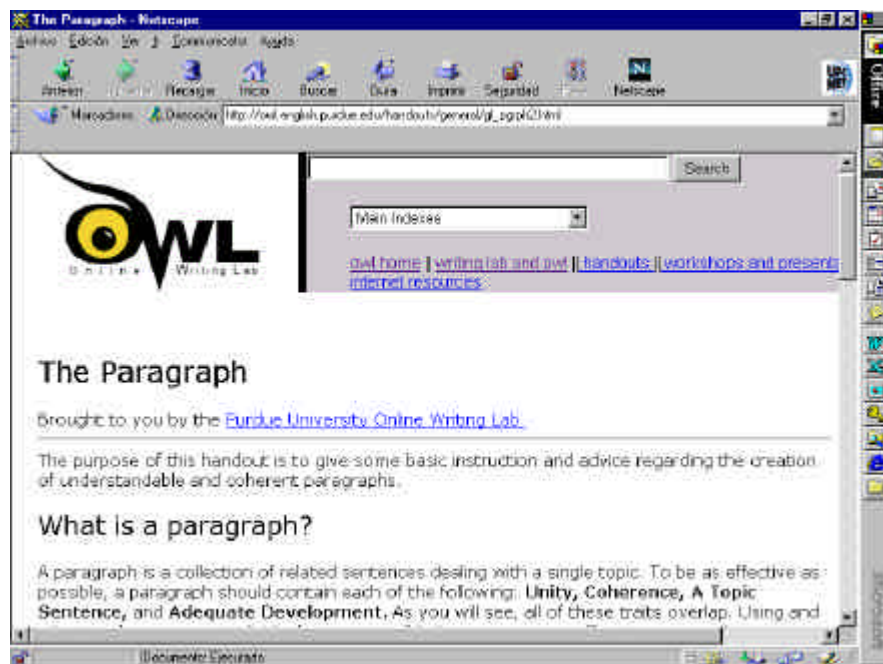
<http://webster.commnet.edu/grammar/paragraphs.htm>

Guide to grammar and writing: Coherence: Transitions between ideas

<http://webster.commnet.edu/grammar/transitions.htm>

OWL: The paragraph

http://owl.english.purdue.edu/handouts/general/gl_pgrph2.html



Question: What characteristics should a paragraph have to be effective?
Can you explain them briefly?

MODULE 3

STUDY GUIDE

Activity 7

| | |
|------------------|--|
| Estimated time | 1h 35' |
| Type of activity | Assignment - Language improvement |
| | Writing and editing texts |
| Deadline | Week 7 |

General description

1. Introduction

This language improvement activity contains two different tasks. In the first one, you will have to identify and correct some writing mistakes and, in the second one, you will have to apply what you have learnt about how to organize information into paragraphs to make a coherent text.

2. Specific objectives

- Identifying and correcting writing mistakes
- Organizing sentences into paragraphs
- Organizing paragraphs into coherent texts

3. Previous knowledge

- Language skills
- Common writing mistakes
- Use of connectors and transitions
- Basic aspects of paragraphs
- Some general writing concerns

4. Related activities

- Activity 6: Making sentences and texts

Expected results

This assignment should help you:

- identify and correct some common writing mistakes
- organize information into paragraphs and texts

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Identifying and correcting the mistakes in the first task | 30' |
| 2 | Reorganizing sentences into paragraphs in task 2 | 30' |
| 3 | Reorganizing paragraphs into a coherent text | 20' |
| 4 | Revising your work | 15' |

Summary

In this task you will have to identify and correct writing mistakes and reorganize information in a text in a coherent way.

MODULE 3

ACTIVITY 7
Assignment - Language improvement
Writing and editing texts
Step 1. Correcting writing mistakes

Decide whether the following sentences are correct or not. If they are not, decide what type of mistake each sentence contains. Tick the correct option.

1. The Conference begins at 9:30, make sure you're there before 9:15.

☐ Correct
 ☐ Incorrect (run-on sentence)
 ☐ Incorrect (sentence fragment)
 ☐ Incorrect (parallelism)
 ☐ Incorrect (Dangling modifier)

2. Right after the Christmas holidays and during those three weeks before class begins in January.

☐ Correct
 ☐ Incorrect (run-on sentence)
 ☐ Incorrect (sentence fragment)
 ☐ Incorrect (parallelism)
 ☐ Incorrect (Dangling modifier)

3. Perplexed by the rising rates of inflation and alarmed by the decline in major construction projects, he decided not to carry on with the project.

☐ Correct
 ☐ Incorrect (run-on sentence)
 ☐ Incorrect (sentence fragment)
 ☐ Incorrect (parallelism)
 ☐ Incorrect (Dangling modifier)

4. The college has space for a new computer lab but not a faculty lounge.

☐ Correct
 ☐ Incorrect (run-on sentence)
 ☐ Incorrect (sentence fragment)
 ☐ Incorrect (parallelism)
 ☐ Incorrect (Dangling modifier)

5. To be considered for the job, a test must be taken.

☐ Correct
 ☐ Incorrect (run-on sentence)
 ☐ Incorrect (sentence fragment)
 ☐ Incorrect (parallelism)
 ☐ Incorrect (Dangling modifier)

6. We tried running the program, however, the effort was unsuccessful.

☐ Correct
 ☐ Incorrect (run-on sentence)
 ☐ Incorrect (sentence fragment)
 ☐ Incorrect (parallelism)
 ☐ Incorrect (Dangling modifier)

7. Technology creates products that operate faster, are priced cheaper, are often of better quality, or are wholly new.

☐ Correct
 ☐ Incorrect (run-on sentence)
 ☐ Incorrect (sentence fragment)
 ☐ Incorrect (parallelism)
 ☐ Incorrect (Dangling modifier)

8. The financial analysts presented statistics to their clients that showed the net margins of the company.

☐ Correct ☐ Incorrect (run-on sentence) ☐ Incorrect (sentence fragment) ☐ Incorrect (parallelism) ☐ Incorrect (Dangling modifier)

9. Naive computer users who may think that computers are magic boxes capable of solving all kinds of problems that they are really unable to handle.

☐ Correct ☐ Incorrect (run-on sentence) ☐ Incorrect (sentence fragment) ☐ Incorrect (parallelism) ☐ Incorrect (Dangling modifier)

10. A good university student should be a critical reader and analyze problems carefully.

☐ Correct ☐ Incorrect (run-on sentence) ☐ Incorrect (sentence fragment) ☐ Incorrect (parallelism) ☐ Incorrect (Dangling modifier)

Step 2. Organizing information in a text

Reorganize the following sentences and paragraphs to make a coherent text.



Desktop publishing

Paragraph A

1. It also allows you to create and select graphic images.
2. The process allows you to create publications that are of almost professional quality.
3. *Desktop publishing* is the process of using a microcomputer, laser printer, and necessary software to mix text and graphics.
4. The software enables you to select a variety of type styles, just like those that commercial printers use.
5. The laser printer produces a higher-quality printed result than is possible with other microcomputer printers.

Paragraph B

1. When you present a report prepared on a word-processing program, you are basically concerned with content; the appearance is secondary.
2. How would you like to generate a report that combined text and graphics and *really* impressed people with its looks?
3. When you do that same report with a desktop publishing program the looks can be outstanding.
4. Would you like to create a report that looked like an article in a newsmagazine?

Paragraph C

1. The desktop publishing program allows you to integrate all of these and to look at your work on the display screen as one page.
2. You could use a word processing program to type the text.
3. Or you might use graphics that have already been created from a Macintosh graphics program.
4. You could then use other software to create graphics.
5. For instance, imagine you are a marketing manager working for an airplane manufacturer and you are preparing a presentation on a new aircraft.
6. You can even get photographs that have been copied into a computer by a special scanning device.
7. Desktop publishing lets you place various kinds of text and graphics together in a publication designed almost any way you want.

Paragraph D

1. Examples are newsletters, forms, catalogues, brochures, posters, menus, and advertisements. These are all candidates for desktop publishing.
2. They use equipment that often costs several thousands of dollars.
3. Travel agent may use it for advertisements, architects for proposals, and government officials for presentations.
4. Many publications—most books and magazines, for instance—are created by professionals trained in graphic arts and typesetting.
5. However, there are may publication where such experience and expense are not necessary.
6. Real estate agents may use desktop publishing for sales sheets.

(Text adapted from: O'Leary T.J. , Williams B.K. and O'Leary L.I. *Computing Essentials*. McGraw-Hill. pp. 195-196)

Paragraph 1:

Order of sentences:

Paragraph 2:

Order of sentences:

Paragraph 3:

Order of sentences:

Paragraph 4:

Order of sentences:

MODULE 3

STUDY GUIDE

Activity 8

| | |
|-------------------------|---|
| Estimated time | 2 h |
| Type of activity | Practice task Spoken language |
| Deadline | Week 7 |

General description

1. Introduction

This activity, which deals with spoken language, is divided into two sections. First, there are a few pronunciation resources with some basic guidelines to help you pronounce English better. The rest of the activity is devoted to the practice of expressions that can help you perform a variety of functions in different contexts, both conversational and work-related.

2. Specific objectives

- Introducing basic aspects of English pronunciation
- Familiarizing yourselves with phonetic transcription as a tool for dictionary use
- Dealing with pronunciation difficulties
- Learning to interact in a variety of situations

3. Previous knowledge

- Language knowledge
- Familiarity with specific academic and professional contexts

4. Related activities

- Activities 1 and 5, which deal with general language topics

Expected results

This activity should help you pay attention to basic aspects of pronunciation. You should be able to search for and use Internet resources that focus on pronunciation, with materials that are useful to:

- learn to distinguish different sounds
- closely observe how different sounds are produced
- learn how to produce different sounds and patterns

After completing the task you should be more familiar with different expressions that you can use to perform a wide range of functions that will allow you to interact in different situations.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Pronunciation guidelines and practice | 25' |
| 2 | Using an electronic textbook to learn more about pronunciation | 20' |
| 3 | Looking at different expressions to use in a variety of situations | 30' |
| 4 | Interaction in professional situations | 20' |
| 5 | Practice in conversational language | 25' |

Summary

This activity focuses on two main aspects of spoken language: pronunciation and expressions used in different situations. It aims to provide students with useful guidelines to help them improve their pronunciation and with the language needed to participate effectively in common situations.

MODULE 3

ACTIVITY 8
Practice task

Spoken language

Step 1. Pronunciation

- Try to pronounce these **pairs of words**. Do you notice any **differences**?

bin-been those-doze then-den lose-loose complaint-complained

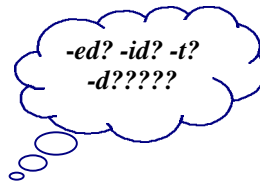
Visit the following website if you want to learn more about English pronunciation.

English pronunciation

<http://www.faceweb.okanagan.bc.ca/pron/>

- How would you pronounce the **simple past** of the following **regular verbs**?

master
shape
paint
need
open
live



Can you divide these verbs into three groups according to their pronunciation?

| 1 | 2 | 3 |
|---------------|--------------|---|
| <i>master</i> | <i>shape</i> | |

Can you add any other verbs to each group? Can you work out any patterns from the examples above? This website can be useful to you:

American English pronunciation

<http://eleaston.com/pronunciation/>

- How would you pronounce the **following words**?
Can you find any regular **patterns**?



- **Proper nouns** are always tricky. How would you pronounce the following?

Rotherham **Birmingham**

You'll find the answers to these questions and more tips on the following page:

Pronunciation: Tip of the day

<http://www.phon.ucl.ac.uk/home/johnm/eptotd/tiphome.htm>

- **American or British English?**

The following materials focus on differences between British and American pronunciation:

<http://www.clta.on.ca/what07.htm>

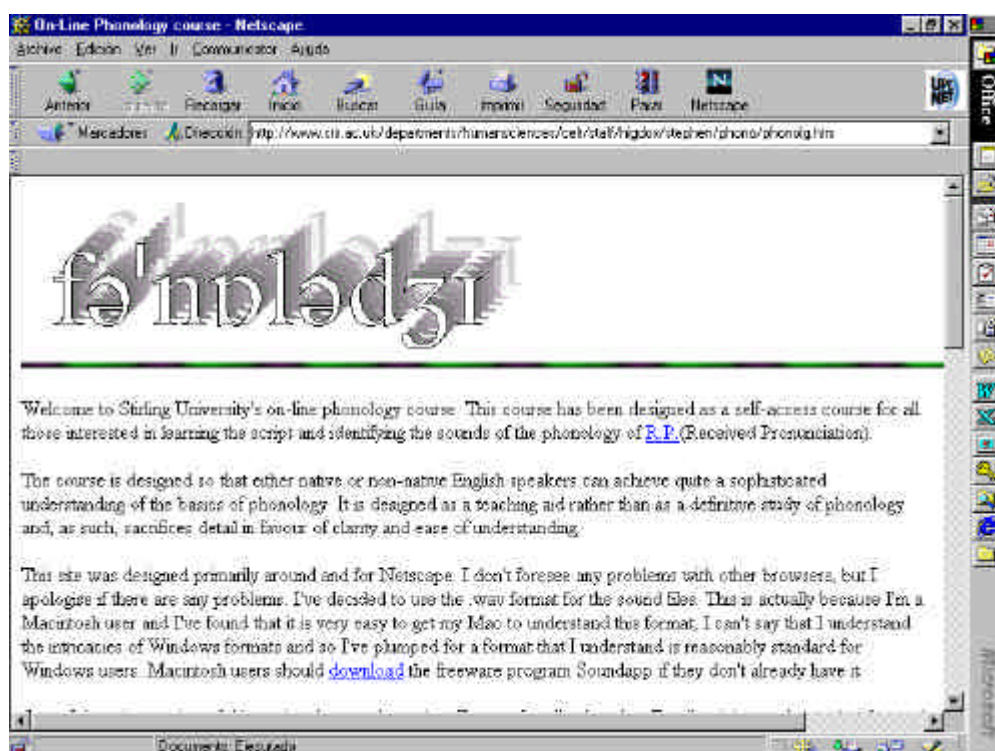
<http://www.clta.on.ca/what08.htm>

The website below offers samples of different varieties of English.

http://www.alt-usage-english.org/archive/audio_archive.shtml#Accent

This online textbook contains a very thorough review of the main aspects of English pronunciation. It also includes self-correcting tasks.

<http://www.stir.ac.uk/departments/humansciences/celt/staff/higdox/stephen/phono/phonolg.htm>



Step 2. Speak English!

a) Using English in different situations

The resources below will provide you with useful expressions that will help you speak confidently in a variety of situations:

On the telephone
Asking for / giving directions in English
Giving opinions
Making predictions
Making and responding to offers...
... and many more!

English@home: Speak better English

<http://www.speaking.english-at-home.com/>

b) Communicating in academic and professional contexts

At this address you will also find materials that will help you communicate effectively in professional and academic contexts (giving presentations, taking part in meetings, etc.)

<http://www.real-life.english-at-home.com/>

Through this interactive maze you can take part in a virtual meeting.

<http://www.stir.ac.uk/departments/humansciences/celt/staff/higdox/Vallance/Diss/fp1.htm>

c) Conversational English

This electronic book (*Learning Oral English Online*) includes examples of conversations which exemplify some of the functions dealt with in previous resources. Together with each conversation you will find two sections on "New Words and Expressions" and "Drills". We also suggest that you listen to the conversations and pay attention to pronunciation and intonation patterns.

Learning Oral English Online

<http://www.rong-chang.com/book/index.html>



If you want to learn more...

...here are some tips on:

improving your spoken English by watching TV

Learn English with television

<http://www.real-life.english-at-home.com/tv1.php3>

how to become a better speaker

Speaking English confidently

<http://www.speaking.english-at-home.com/speak-tips.php3>

MODULE 3

STUDY GUIDE

Activity 9

| | |
|------------------|---|
| Estimated time | 2h 5' |
| Type of activity | Assignment - Classroom discussion |
| Deadline | Can computers learn languages? Week 7 |

General description

1. Introduction

In this activity you will look at different aspects of machine translation (MT), that is, translation done by computers. You will explore and evaluate some web resources that provide instant translations. It also includes some texts presenting some principles of MT. Using the information in this task, share your views with other course participants.

2. Specific objectives

- Developing reading skills: extensive reading
- Reflecting on some aspects of translation, with a special focus on computer-related translation
- Taking part in an online discussion about an academic topic
- Developing writing skills
- Learning some basic translation and editing skills

3. Previous knowledge

- Reading and writing skills
- General language knowledge
- Dictionary skills

4. Related activities

This activity is related to language improvement activities focusing on reading and writing.

Expected results

- You should explore and learn to use online translation resources critically.
- You will learn to pinpoint contrasting points of different languages.
- You will learn about some basic aspects related to MT.
- You will get some more practice in participating in a discussion on a specific academic topic, so it is important that you gather information and express your ideas clearly.
- In this type of activity, trying to communicate is much more important than achieving accuracy.

Map of the activity

| Steps | Tasks | Timing |
|-------|---|--------|
| 1 | Exploring online translation resources | 25' |
| 2 | Analyzing the guiding questions and reading about the topic | 30' |
| 3 | Reading previous contributions on the topic | 20' |
| 4 | Deciding on your point of view and planning your contribution | 20' |
| 5 | Writing your contribution to the classroom discussion | 30' |

Summary

This activity is intended to help you analyze some basic aspects of MT from an informed and critical perspective. By exploring a few online translation resources and reading about some basic aspects of MT, you should be able to contribute to an online discussion on the topic, sharing your ideas and opinions with other participants.

MODULE 3

ACTIVITY 9

Assignment - Classroom discussion

Can computers learn languages?



**Can computers translate from one language into another?
What do you think?**

Using the information in this task, send a contribution to the classroom forum giving your opinion.

We all know that the Internet contains lots of websites which offer translation capabilities.

Guess where this text appeared:

"FreeTranslation.com es un fácil al sitio del uso para las traducciones rápidas donde usted puede obtiene el "gist" de texto extranjero de idioma y páginas de telaraña."

(It's the Spanish translation of the brief introduction to one of those websites:

FreeTranslation.com is an easy-to-use site for rapid translations where you can get the "gist" of foreign language text and web pages.)

Free Translation

<http://www.freetranslation.com/>

Eurodicautom

<http://eurodic.ip.lu/cgi-bin/edicbin/EuroDicWWW.pl>

Obviously, these are very rudimentary tools that are not likely to do a very good job. But what happens with the huge amounts of translation work that need to be done every day with the aid of sophisticated machine translation (MT) programs (like weather reports, news stories, etc.)? Very often, professionals working in businesses and the media have to rely on MT or computer-assisted translation. This type of translation may raise a number of questions:

- How can a computer be made to "learn a language"?
- What are the main difficulties an MT program may have to cope with?
- What kind of language points do you think are the most difficult for a machine to translate?
- And what about different types of texts (e.g. literary, technical, journalistic, etc.)? Which of them, if any, are appropriate for MT? Why (or why not)?
- Do you think human translators may disappear?



If you need some information on MT, you can visit the addresses below for two excerpts from an electronic book on this subject:

Popular Conceptions and Misconceptions about MT:

<http://clwww.essex.ac.uk/~doug/book/node6.html#SECTION00330000000000000000la>

Problems of Ambiguity:

<http://clwww.essex.ac.uk/~doug/book/node53.html#SECTION00820000000000000000>



If you want to learn more...

You can practise your writing by correcting the following text, which was produced by "FreeTranslation.com" as a translation of a composition written in Spanish. This type of exercise will raise your awareness of the differences between Spanish and English and will also remind you of the risks of literal translation (something that learners tend to do when writing compositions in a foreign language).

-- Translation Results by Transparent Language --

Expect hopefully the end of week. It pleases me to do a lot distinct things, as going to the movies or to leave to stroll with the friends. However, when Sunday arrives in the afternoon, lament that the end of week have passed so quick and think that the Monday in the morning will have to raise me at six o'clock.

----- Your Original Text -----

Espero con ilusión los fines de semana. Me gusta hacer muchas cosas distintas, como ir al cine o salir a pasear con los amigos. Sin embargo, cuando llega el domingo por la tarde, lamento que el fin de semana haya pasado tan rápido y pienso que el lunes por la mañana tendré que levantarme a las seis.

You can try the same exercise with a composition of your own—i.e. by translating it from Spanish into English.

Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**



MODULE 3

STUDY GUIDE

Activity 10

| | |
|-------------------------|----------------------|
| Estimated time | 1h 40' |
| Type of activity | Practice task |
| | Confusable words |
| Deadline | Week 7 |

General description

1. Introduction

This practice task offers you resources on vocabulary, idioms and phrasal verbs. You are encouraged to do as many exercises as possible in order to assess and improve your current knowledge of vocabulary and idiomatic expressions.

2. Specific objectives

- Reviewing some confusable words
- Learning idioms
- Using phrasal verbs
- Identifying weak areas to focus on
- Assessing your own learning

3. Previous knowledge

- Vocabulary knowledge
- Autonomous learning skills

4. Related activities

Activity 10 is related to Activity 1 “A review of grammar and vocabulary”.

Expected results

- The practice you will get from this activity should help you improve your knowledge of vocabulary, idioms and phrasal verbs.
- You should be able to analyze your weak points and choose those activities that best suit your needs.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reviewing confusable words | 25' |
| 2 | Doing some exercises on idioms | 30' |
| 3 | Assessing your knowledge of phrasal verbs | 15' |
| 4 | Reading about phrasal verbs and doing some additional exercises | 30' |

Summary

This activity will provide you with a list of resources on vocabulary areas that are often difficult for foreign language learners. You should be able to assess your performance and concentrate on those materials that best suit your needs.

MODULE 3

ACTIVITY 10

Practice task

Confusable words

Step 1. Vocabulary: Words often confused

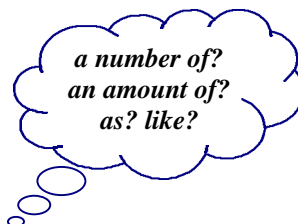
What is the difference between the following pairs of words?

Advice- advise

between-among

continual-continuous

I've got books.
He works.....engineer



The following site will help you with some common confusable words:

Confusable words

<http://webster.commnet.edu/grammar/notorious.htm>

Step 2. Idioms

What's the meaning of the expressions below?

- **I'm all thumbs** today! I tripped and fell, and I broke my favourite coffee cup.
- She's been **giving me the cold shoulder** for a week now
- It's **a piece of cake**.
- I didn't like that salesman; **he seemed a little fishy to me**.

Check your answers by going to the following address:

<http://members.home.net/kayem/idioms/idioms.html>

Now, fill in the appropriate idiom for each of the situations below. The expressions in brackets will give you a clue:

- I saw *a very bad* movie last night: _____ (Food idiom)
- I am very cold*. I wish I'd brought my coat to school! _____ (Food idiom)
- They can barely pay their rent*. _____ (Body idiom)
- Jack has good common sense*. _____ (Animal idiom)

Try some of the quizzes you'll find at the following address:

<http://www.aitech.ac.jp/%7Eiteslj/quizzes/idioms.html>

The following site contains a comprehensive collection of idioms. You may find it useful for future reference.

The Idiom Connection

<http://www.geocities.com/Athens/Aegean/6720/>

Step 3. Phrasal verbs

- Which of the sentences in the table below are incorrect? Why?
- From these examples, can you work out any rules to distinguish phrasal from prepositional verbs?
- What are the main differences between them?

| Phrasal verbs | Prepositional verbs |
|--------------------------------|-------------------------------|
| <i>He turned off the radio</i> | <i>He looked for his book</i> |
| Turn off the radio | He looked for his book |
| Turn the radio off | He looked his book for |
| Turn it off | He looked it for |
| Turn off it | He looked for it |

The following site contains information which may help you answer the questions above:

Phrasal verbs

<http://webster.commnet.edu/grammar/verbs.htm#phrasal>

Visit the following sites for some further practice on phrasal verbs:

Phrasal verbs with “up” and “on”

http://www.go-ed.com/english/practice/rside/PV_onq.html

English as 2nd language: Vocabulary-Phrasal verbs

<http://esl.about.com/homework/esl/blvocab.htm>

MODULE 3

STUDY GUIDE

Activity 11

| | |
|------------------|---|
| Estimated time | 2h 55' |
| Type of activity | Assignment - Internet activity (end of Module 3) |
| | Grammar Safari |
| Deadline | Week 7 |

General description

1. Introduction

This activity requires you to explore texts posted on the Web to learn more about specific language points. After having worked on a variety of structures throughout the module, in this activity you have to choose a specific point you want to focus on and find examples of that point in different texts. You are encouraged to go on with your learning by exploring how language is used in real situations.

2. Specific objectives

- Establishing specific learning objectives
- Planning and carrying out a learning action
- Investigating how a specific language point works
- Analyzing real language samples to work out patterns and rules
- Synthesizing the information learnt from your research and reaching conclusions
- Acquiring and applying independent learning skills

3. Previous knowledge

- Language knowledge
- Language points dealt with in the module
- Computer skills (word processing and using web browsers)

4. Related activities

It is related to all the activities in the module.

Expected results

In this activity, which you do at the end of the module, you should be able to apply what you have learnt in previous activities. You should choose a specific language point you want to learn more about and investigate how it is used in real texts. The analysis of the contexts in which such structure is used should help you learn more about it. This activity is expected to provide you with tools that can help you learn independently by going beyond the grammar book.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Becoming familiar with the "Grammar Safari" task | 15' |
| 2 | Learning about the mechanics of the task | 15' |
| 3 | Choosing your learning objective and checking with your instructor | 20' |
| 4 | Searching for samples of your structure in texts | 45' |
| 5 | Editing and analyzing your samples | 50' |
| 6 | Completing a report of your results (assignment) | 30' |

Summary

This activity builds on the rest of the activities in Module 3 and requires you to apply some research skills to learn more about language by analyzing real language samples (as opposed to teaching materials). You are expected to develop your learning and analytical skills so that you can learn from your experience with real language use.

MODULE 3**ACTIVITY 11**
Assignment - Internet activity**Grammar Safari****What is a Grammar Safari?**

This Internet activity is intended to help you learn how English works by going beyond the grammar book. In this activity you will focus on structures you want to learn about by exploring and analyzing samples from real texts—i.e. texts that have not been written for language learners. That is to say, you will have to collect examples of specific words and structures from authentic documents and discover how they are used in different contexts in order to learn their use and function.

Click here to learn more about what a Grammar Safari is:

<http://deil.lang.uiuc.edu/web.pages/GrammarSafari.html>

Now, you can start your activity. Make sure that at some stage you visit the following site, which offers some suggestions on how to embark on your grammar hunt:

http://deil.lang.uiuc.edu/web.pages/grammarsafari/safari_nextstep.html

What do we need for this kind of activity?

- Your word processor should be ready. You will need to open a new document which will include your examples and analyses and you will have to use the "Find" function in the Edit menu on the toolbar. Click below for advice on how to hunt structures using "Find":
http://deil.lang.uiuc.edu/web.pages/grammarsafari/safari_find.html
- The "search" function of your web browser will help you look for less common structures. Click here for advice on how to hunt structures using "Search":
http://deil.lang.uiuc.edu/web.pages/grammarsafari/safari_search.html
- You should have access to collections of electronic texts in which you'll search for a particular structure. Here are two examples of electronic texts, but electronic books, newspapers, magazines, and encyclopaedias will provide you with an interesting corpus to work on:
<http://deil.lang.uiuc.edu/web.pages/readinglist.html>
<http://www.ipl.org/index.text.html>
- Are you familiar with the mechanics of the exercise?
http://deil.lang.uiuc.edu/web.pages/grammarsafari/safari_index.html



Steps

1. Open your word processor.
2. Get an electronic text.
3. Choose the structure you would like to focus on. You can visit the "**Grammar Journal Assignments**" page for suggestions.
4. Check with your instructors.
5. Find examples of your structure (**key words**).
6. Paste your examples into your document. Important notice: Copy the source of your text, or the URL.
7. Edit your document so that you can analyze your examples later (margins, fonts, boldface for your key words, etc.).
8. Analyze your examples (e.g. What do the key words mean? In what contexts are they used? Can you identify any syntactic patterns? etc.).
9. Look for more examples of the structure (try using different documents).
10. Complete your assignment.



COMMUNICATION

STUDY GUIDE**MODULE 4****Communication****DESCRIPTION**

This module will introduce you to some resources for communicating through the Internet. You will familiarize yourself with newsgroups, discussion lists, bulletin boards, chats and MOOs and will get some practice in using them. These resources will allow you to communicate with other Internet users, share your views on different topics and deal with specific language learning related questions. You will also learn about some special characteristics of electronic communication (e.g. netiquette) that make it different from other types of communication and that you should take into account when communicating on the Net. At the end of the module you are expected to use all these communication resources effectively, as tool to help you make the most of your learning.

OBJECTIVES

After completing module 4 you should:

- a) have learnt some basic principles of electronic communication,
- b) be able to use Internet communication tools (newsgroups, discussion lists, bulletin boards, chats and MOOs) fairly confidently,
- c) have developed some competence in evaluating different types of communication resources to see how they can help you improve your language skills,
- d) be able to reflect on and discuss aspects related to the usefulness of Internet communication resources, and
- e) be able to use on-line communication resources to answer specific language questions and to share your views on a topic.

PREREQUISITES

Students already possess some basic on-line communication skills. They should also be aware of their main language difficulties in order to take further learning actions using Internet communication resources.

RELATIONSHIP TO OTHER MODULES

This module builds on the basic Internet skills you acquired in Module 1 and will allow you to continue working on the learning needs identified in Module 2.

ASSIGNMENTS

Please note that all the modules will consist of the same type of assignments:

- a) send two contributions to the classroom debate section based on your readings,
- b) do the two language activities proposed by the instructors and send them to the teacher's mailbox, and
- c) do the Internet activity at the end of the module.

TASK SEQUENCE

Introductory note

The *personal record sheet* contains all the tasks that make up the module. It will serve as a reminder of the tasks you do over the next three weeks and it will also help you keep track of the progress you have done. For this reason, you should fill in the table with the following information:

- your learning objectives for the module
- a record of the tasks you have done, along with your evaluation of each
- the time you have spent on each task
- your achievement at the end of the module (objectives attained, self-assessment, your evaluation of the module)

This *personal record sheet* will help you get information about your progress and focus on your specific needs. Remember to keep a copy of all the record sheets since you will need them to complete the *course project*.

BEFORE YOU START:

What would you like to learn in this module?

| Week | Task | Done? | Difficulty | Time spent | Did you like the task? | Your comments |
|---------------|---|--------------|-------------------|-------------------|-------------------------------|----------------------|
| Week 8 | 1. Communicating on the Net (<i>practice task</i>) | | | | | |
| | 2. E-mail, newsgroups and bulletin boards (<i>practice task</i>) | | | | | |
| | 3. Subscribing to discussion lists (<i>practice task</i>) | | | | | |
| | 4. MP3 files and language learning (<i>classroom discussion</i>) | | | | | |
| | 5. Reading and taking part in a forum (<i>language improvement</i>) | | | | | |
| Week 9 | 6. Learning to MOO (<i>practice task</i>) | | | | | |
| | 7. Creating my first web page (<i>practice task</i>) | | | | | |
| | 8. Using chats (<i>practice task</i>) | | | | | |
| | 9. Communication resources: are they really useful for learning English? (<i>classroom discussion</i>) | | | | | |
| | 10. Using communication resources to improve your language skills (<i>language improvement</i>) | | | | | |
| | 11. Evaluating Internet communication resources (<i>Internet activity</i>) | | | | | |

WRAPPING UP:

What have you learnt in this module?

Is it what you expected?

Summary of the most important points:

MODULE 4**STUDY GUIDE****Activity 1**

| | |
|-------------------------|--------------------------|
| Estimated time | 1h 15' |
| Type of activity | Practice task |
| | Communicating on the Net |
| Deadline | Week 8 |

General description**Introduction**

This first activity will introduce you to some basic resources for communicating through the Internet. They will be extensively used throughout the module. It is important that you learn about the basic differences between these resources as you will be expected to use them as a tool to help you make the most of your learning.

Specific objectives

- Familiarizing yourself with basic communication resources
- Learning about their distinctive characteristics and norms of use
- Thinking about possible applications of these resources for language learning

Previous knowledge

- Internet skills
- Communication skills
- Familiarity with different forms of communication

Related activities

- An introduction to the Internet (Module 1)
- The rest of activities in this module

Expected results

- This activity should help you distinguish different types of communication resources.
- It should also prepare you for effective communication with Internet users worldwide.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Activating your previous knowledge of Internet communication resources | 15' |
| 2 | Browsing through different documents | 30' |
| 3 | Filling in the chart with a definition of each term | 25' |
| 4 | Testing and reviewing your knowledge of some of these terms | 10' |

Summary

You will find this activity especially useful as it will introduce you to some of the commonest resources that allow us to interact with Internet users outside the classroom. You will be expected to learn about the different forms of communication that are appropriate for each resource, as well as the possibilities of each. The rest of this module is based on the effective use of these resources as an aid to language learning.

MODULE 4

ACTIVITY 1
Practice task

Communicating on the Net

The Internet offers you the opportunity not only to access an abundance of information, but also to meet and interact with millions of other users from around the world. The different ways to communicate on the Net include:

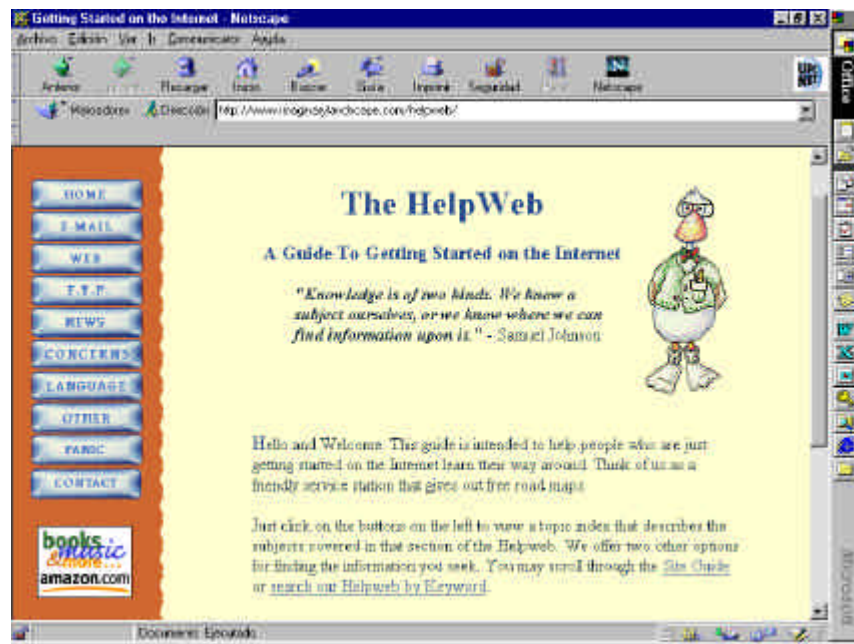
- E-mail
- Discussion lists
- Newsgroups
- Web discussion boards
- Chats
- MOOs

In this activity we'll have a look at all these communication resources. What do you know about them? What applications do you use most?

Browse through the sites below and find information about all these communication resources:

The HelpWeb

<http://www.imaginarylandscape.com/helpweb/>

**Internet & Networking: Internet Mailing Lists Guides and Resources**

<http://www.ifla.org/l/training/listserv/lists.htm>

GLOSSARIES**Internet Terms**

<http://www.matisse.net/files/glossary.html>

Web Searching and Netscape Jargon

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Glossary.html>

Now, with the information from the sites above, write a definition for each concept:

| Communication resources |
|-------------------------|
| E-mail |
| Discussion lists |
| Newsgroups |
| Web discussion boards |
| Chats |
| MOOs |

At the address below you'll find a test on Internet terms.

Test your knowledge (Internet Terms)

<http://www.geocities.com/Athens/Olympus/4038/testknow.html>



You can also visit the site below for some animations on how e-mail and other communication resources work.

The Animated Internet

<http://www.learnthenet.com/english/animate/animate.htm>

MODULE 4

STUDY GUIDE

Activity 2

| | |
|-------------------------|--|
| Estimated time | 1h 55' |
| Type of activity | Practice task |
| | E-mail, newsgroups and bulletin boards |
| Deadline | Week 8 |

General description
1. Introduction

In this activity you will explore three communication resources: electronic mail, newsgroups and bulletin boards. You will learn about the differences between electronic communication and other forms of communication, with special emphasis on netiquette. You will also browse through different types of newsgroups and bulletin boards and will use some of them.

2. Specific objectives

- Learning about the principles of electronic communication
- Learning about netiquette
- Getting some practice in using different types of forums (newsgroups and bulletin boards)
- Familiarizing yourself with different styles of messages

3. Previous knowledge

- Communication skills
- Navigation skills
- Knowledge of different types of communication resources

4. Related activities

- Activity 1 (introductory activity)
- Activities 5 and 10 (language improvement tasks based on communication resources)

Expected results

After doing this activity you should:

- be able to use e-mail effectively
- know more about newsgroups and bulletin boards
- be able to communicate with other Internet users through different types of resources
- be able to find the most appropriate communication resource for your needs

Map of the activity

| Steps | Tasks | Timing |
|--------------|---------------------------------------|---------------|
| 1 | Introduction to e-mail | 20' |
| 2 | Exploring different bulletin boards | 25' |
| 3 | Sending a message to a bulletin board | 25' |
| 4 | Exploring newsgroups | 20' |
| 5 | Analyzing different types of messages | 25' |

Summary

This activity should help you use e-mail, newsgroups, and bulletin boards more effectively. You will familiarize yourself with different types of resources and use them appropriately to meet your specific communication needs.

MODULE 4

ACTIVITY 2 Practice task

E-mail, newsgroups and bulletin boards

Step 1. Using e-mail

Electronic mail is the most popular communication tool on the Internet and is usually the first application new users learn, so it is highly probable that you know how to use e-mail by now. Nevertheless, the guide below will remind you of some of the basic differences between traditional letter writing and e-mail.

A Beginner's Guide to Effective Email (version 2.0)

<http://www.webfoot.com/advice/email.top.html>

Here you've also got some advice on Internet etiquette, or Netiquette, as it is called in Cyberspace. Be careful when communicating over the Net and avoid being rude. The rules below will help you get off to a good start.

REMEMBER !

1. Don't forget to be nice when communicating on the Net.
2. Remember that writing is different from speech; you cannot rely on gestures and tone of voice, so avoid irony and be as clear and concise as possible.
3. When replying to a message, only quote the most essential part of the original message.
4. Include a clear subject in all your messages. This is especially important when people reply to previous messages (*threading*).
5. Add your name or, better, your signature or personal card at the end of a message.
6. Carefully revise the correctness and style of your message. It's a good idea to use a spell checker.
7. Don't **spam**, that is, do not send the same message to multiple discussion lists or newsgroups.
8. Be careful with chain messages, **hoaxes**, and false virus alerts. These have usually been created to jam web servers, or even worse, they're sometimes **Trojan horses**.
9. Even though you're writing on a computer, there's always a person on the other side. Remember to be respectful and try to avoid online arguments (or **flaming**).
10. We try to capture some of the non-verbal components of communication by means of simple signs called **emoticons** (☺ ☹). By the same token, USING CAPITAL LETTERS means **shouting** and is irritating and hard to read.
11. **Lurk before you leap!** This means that you should spend some time getting used to a discussion list or newsgroup before you start sending your messages.
12. In case of doubt, do not hesitate to ask other users and, above all...
13. ... **use common sense!**



If you want to learn more...

...about Netiquette, visit the following sites:

Netiquette Homepage

<http://wise.fau.edu/netiquette/net/netiquette.html>

E-Mail Etiquette

<http://www.eeicommunications.com/eye/utw/98may.html>

Netiquette

<http://www.learnthenet.com/english/html/09netigt.htm>

Step 2. Bulletin boards

Web boards or bulletin boards allow you to easily read and post messages directly onto a web page from your web browser. The following boards are devoted exclusively to English language students and teachers:

ESL Help Center

<http://www.eslcafe.com/help/index.cgi>

This site provides help (24 hours a day!) to ESL students from an international team of ESL /EFL teachers from around the world.

ESL Discussion Center

<http://eslcafe.com/discussion/>

Student discussion boards on Current Events, Learning English, Movies, etc.

ESL Message Exchange

<http://www.eslcafe.com/mx/>

Discuss numerous topics with ESL / EFL students and teachers from around the world.

Language Impact

<http://languageimpact.community.everyone.net/community/scripts/directory.pl>

A bulletin board with a chat facility to discuss topics related to language learning.

StudyCom's EFI (English For Internet)

<http://www.study.com/>

This site offers you access to a variety of resources, like subscribing to a newsletter, asking and answering questions about English, taking part in chats, or sending (and/or listening to) voice messages.

Grammar Clinic

<http://www.edunet.com/learning/> (and click on Grammar Clinic)

Ask and answer questions about English grammar.

Task

- a) Browse through the bulletin boards above and choose one on a topic of your interest.
- b) Read the postings on that particular bulletin board.
- c) Decide on a posting for that group (ask any question or suggest any topic you are interested in).
- d) Plan your posting.
- e) Write a draft.
- f) Decide on a final version.
- g) Send your posting.

What answers did you get?

Step 3. Newsgroups

Like bulletin boards, newsgroups enable you to read and post messages which are shared with other users. In newsgroups, instead of accessing messages directly through a webpage you have to use a newsreader program (most web browsers have got a newsreader built into them). Newsgroups cover a wide variety of topics which often fall into one of the categories below:

- **Comp** computer-related topics
- **News** USENET information
- **biz** business
- **rec** recreational activities and hobbies
- **sci** science
- **soc** cultures and current events
- **talk** debates and discussions
- **misc** discussion on topics that do not fit into other categories
- **alt** alternative expressions of various subjects
- **clari** a subscription service for commercial wire-service stories

Most of the newsgroups related to English language learning are intended for teachers of English; however, you may find some of the discussions interesting.

alt.usage.english

English grammar, word usages, and related topics

uk.culture.language.english

English language use and abuse

can.english

About the English-speaking population (in English)

misc.writing

Discussion of writing in all of its forms

sci.lang

Natural languages, communication, etc.

Task

- a) Subscribe to the first newsgroup: alt.usage.english (at least)
- b) Follow the conversations for several days to see the types of messages posted and answer the following questions:
- what is the purpose of the newsgroup?
 - which type of audience are the messages directed to?
- c) Now evaluate the different types of postings and find:
- a message from a native speaker of English
 - a message from a non-native
 - a message from an English language learner
 - a message from a teacher of English

Can you mention any differences between the four postings? What are some of the distinguishing characteristics of each posting?



If you want to learn more...

If you want to find a particular newsgroup, the following sites can help you narrow down your search:

Reference.com

<http://www.reference.com/>

Tile.net News

<http://tile.net/news/>

Liszt

<http://www.liszt.com/>

Newsgroups in UK

<http://www.usenet.org.uk/newsgroups.html>

MODULE 4

STUDY GUIDE

Activity 3

| | |
|-------------------------|---------------------------------|
| Estimated time | 2h 20' |
| Type of activity | Practice task |
| | Subscribing to discussion lists |
| Deadline | Week 8 |

General description

1. Introduction

This activity will introduce you to discussion lists, which allow different users to share their ideas about topics of their interest. You will particularly look at lists intended for students of English. Each of you will subscribe to a few lists and with the rest of the members of your group, you will share your impressions.

2. Specific objectives

- Familiarizing yourself with discussion lists
- Learning about different lists intended for students of English
- Identifying communication needs related to your language learning experience
- Communicating with other Internet users through discussion lists
- Working in groups to share your views on different lists
- Evaluating discussion lists

3. Previous knowledge

- Communication skills
- Principles of electronic communication
- Group work skills

4. Related activities

- Activity 1 (introductory activity)
- Activity 2 (netiquette and principles of electronic communication)

Expected results

After doing this activity you should:

- be familiar with common lists related to language learning
- know more about how discussion lists work
- have gained some experience in using discussion lists
- be able to evaluate and identify the discussion lists that best suit your needs
- be able to work collaboratively with other students

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Exploring some discussion lists | 15' |
| 2 | Planning group work: deciding on the lists you will subscribe to | 15' |
| 3 | Subscribing to a discussion list and learning about its norms of use | 25' |
| 4 | Participating in the lists | 30' |
| 5 | Evaluating the lists | 15' |
| 6 | Sharing your evaluation with the rest of the group | 20' |
| 7 | Working in groups: Completing the evaluation table and sending it to the classroom forum | 20' |

Summary

This activity will help you become more competent in electronic communication. You will learn to use and evaluate discussion lists. You will also work with other students to share your views and together you will decide which resources best suit your academic needs.

MODULE 4

ACTIVITY 3 Practice task

Subscribing to discussion lists

A discussion list joins users interested in sharing ideas about a particular topic. There are thousands of electronic discussions on many different topics, among which you may find some related to English language learning (i.e., learning new vocabulary, communicating with teachers and learners of English, discussing grammar points, etc.).

Here you've got some student lists

- **explore-l**
ESL discussion list.
Mail the command information **explore-l** to **listproc@hawaii.edu**
- **Word.A.Day**
You'll be sent an English word and its definition each day. To subscribe, send an e-mail to **wsmith@wordsmith.org**, and on the Subject line, put **subscribe** (your full name here).
- **SL-LISTS**
Sl-lists: international EFL/ESL email student discussion lists
<http://www.latrobe.edu.au/www/education/sl/sl.html>
This site is maintained by La Trobe University in Australia and includes the following lists on different topics for English language learners:

| | |
|-------------|--|
| INTRO-SL | Discussion list for new members |
| CHAT-SL | General discussion list (low level) |
| DISCUSS-SL | General discussion list (high level) |
| BUSINESS-SL | Discussion list on business and economics |
| ENGL-SL | Discussion list on learning English |
| EVENT-SL | Discussion list on current events |
| MOVIE-SL | Discussion list on the cinema |
| MUSIC-SL | Discussion list on music |
| SPORT-SL | Discussion list on sports |
| SCITECH-SL | Discussion list on science, technology and computers |

Task

- a) Get into groups. Each participant should subscribe to three discussion lists (you can use the ones above). Remember that in order to subscribe to a mailing list, you should put all commands in the body of the message and you should leave the subject of the message blank, unless otherwise specified.
- b) Follow the instructions provided by the moderators of the list and **remember what you learned about Netiquette** in Activity 2.
- c) Follow the conversation for some days and then post your own messages (***lurk before you leap***).
- d) Now share your views about the different discussion lists with your group.
- e) Agree on the best three discussion lists and complete the following table.
- f) Finally, each group should send a completed table to the classroom forum.

| Discussion list→ | | | |
|---|--|--|--|
| Description ↓ | | | |
| List main function | | | |
| Type of audience | | | |
| Type of messages posted | | | |
| Distinguishing characteristics | | | |
| Degree of usefulness for learning English | | | |

Now you are ready to post your own messages!

MODULE 4

STUDY GUIDE

Activity 4

| | |
|------------------|--|
| Estimated time | 1h 50' |
| Type of activity | Assignment - Classroom discussion |
| Deadline | MP3 files and language learning Week 8 |

General description

1. Introduction

In this activity you will read an article on MP3 files and their possible application in language learning. Reflecting on your own learning experience and recent technological advances, you will share your views with other course participants.

2. Specific objectives

- Developing reading skills: extensive reading
- Thinking about different learning styles and analyzing your own learner profile
- Arousing your interest in getting extensive language practice in your everyday life
- Sharing your views on learning with other class participants
- Reflecting on the use of technology in language learning
- Developing fluency: communicating in English

3. Previous knowledge

- Communication skills
- Familiarity with different learning styles and needs
- Some knowledge of and/or interest in recent technological advances (especially MP3)

4. Related activities

This activity is related to Activity 9, both in terms of topic (relationship between technology and language learning) and format (classroom discussion).

Expected results

- You will get extensive practice in reading academic texts (in this case, an article of interest to learners of English).
- You will learn about applications of technology in language learning.
- You will analyze and reflect upon your own learning experience.
- This activity will allow you to share your views on learning with other class participants.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Thinking about the topic: activating your previous knowledge | 15' |
| 2 | Reading the article | 25' |
| 3 | Thinking about your own experience | 15' |
| 4 | Reading previous contributions | 15' |
| 5 | Planning your contribution | 20' |
| 6 | Writing and sending your contribution to the classroom discussion | 20' |

Summary

Reading this article and your classmates' contributions will encourage you to think about how technological advances can help you learn English. Your experience will be greatly enriched by sharing your views with other learners. Remember that, like other classroom discussions, this is a communicative activity. Try to express your ideas in English even if you make mistakes.

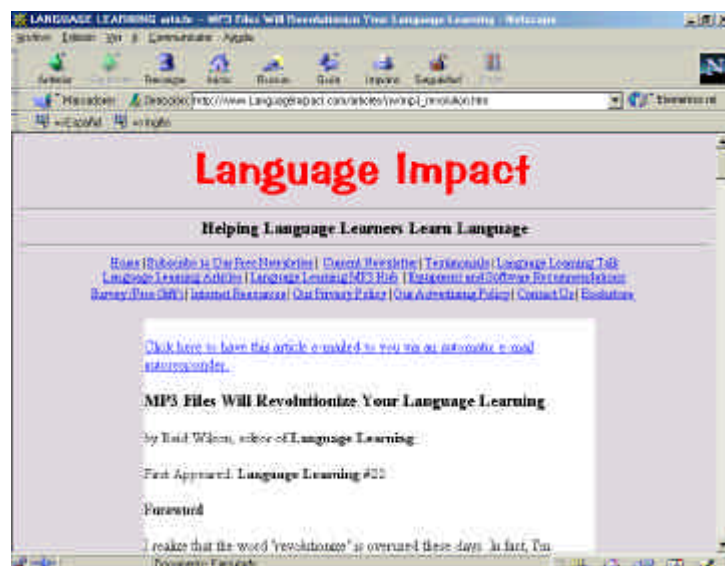
MODULE 4

ACTIVITY 4
Assignment - Classroom discussion
MP3 files and language learning

Technology advances in leaps and bounds. The Internet has made it possible for users worldwide to exchange information almost instantly. A lot of this information, which until recently was restricted to texts and graphics, is now converted into audiovisual files. These technological developments will certainly open up new perspectives for language learning.

The article below deals with MP3 files and their possible use as language learning resources.

MP3 Files Will Revolutionize Your Language Learning
http://www.LanguageImpact.com/articles/rw/mp3_revolution.htm



After explaining what MP3 files are, the author suggests a possible application in language learning. He does so by describing how different language learners with different needs can use them.

Read the article and visit some of the related links. Then, send your thoughts to the classroom forum. The following questions may help you plan your contribution.

- Do you really think that MP3 files will “revolutionize” language learning? Why (or why not)?
- The article describes learners with different learning profiles. How can this type of resource fit in with your own learning profile?
- Can you think of other technological advances that can contribute to more effective learning?
- What kind of media resources would you like to see in a language course delivered through computers?

MODULE 4

STUDY GUIDE

Activity 5

| | |
|------------------|--|
| Estimated time | 1h 35' |
| Type of activity | Assignment - Language improvement |
| | Reading and taking part in a forum |
| Deadline | Week 8 |

General description

1. Introduction

This language improvement activity has been designed to help you develop your fluency in reading and writing as well as communicate with other Internet users. After reading an article and checking your comprehension, you will send a contribution to the bulletin board of the site.

2. Specific objectives

- Improving your reading and writing skills
- Testing your language and reading skills
- Communicating in a real situation with other Internet users
- Getting further practice in the use of electronic communication

3. Previous knowledge

- Reading and writing skills
- Previous experience in using Internet communication resources

4. Related activities

In this activity you will apply what you have learnt about electronic communication in previous activities of this module.

Expected results

- This activity will help you practise and develop your reading and writing skills.
- You will have the opportunity of communicating with other users by means of a public bulletin board.
- You will get extensive practice in using Internet communication resources, which is the focus of this module.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Choosing and reading the text | 15' |
| 2 | Completing the language and reading activities | 20' |
| 3 | Thinking about your reaction to the topic discussed in the text | 15' |
| 4 | Planning and writing your contribution to the site's forum | 30' |
| 5 | Completing the chart with your results and sending it to the instructors | 15' |

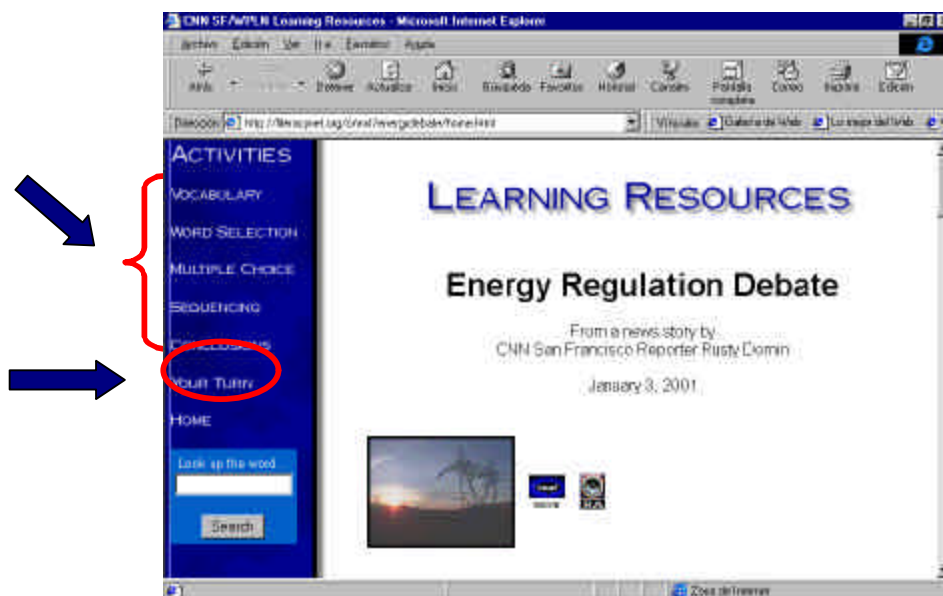
Summary

The main aim of this activity is language improvement, and it is intended to help you develop your reading and writing skills. You will also be able to evaluate your results on the language tasks by means of immediate feedback. You will participate in an online discussion with other Internet users by sending a contribution to the site's forum.

MODULE 4**ACTIVITY 5**
Assignment - Language improvement**Reading and taking part in a forum**

Choose one of the stories on the following site (which you already visited in Module 2) and do the reading comprehension activities from the menu on the left. Note your scores and fill in the table below. Then, take part in the forum by clicking on "Your turn" and sending a contribution on the topic discussed in the article. Include the link to your contribution in the table below, which you will send to your instructors.

CNN SF/WPLN Learning Resources
<http://literacynet.org/cnnsf/archives.html>



Name of the story:

| Exercises | Score (e.g. 7/10) |
|-----------------|--|
| Vocabulary | |
| Word selection | |
| Multiple choice | |
| Sequencing | |
| Conclusions | |
| Your turn | <http:// here goes the link to your contribution!> |

MODULE 4

STUDY GUIDE

Activity 6

| | |
|-------------------------|---|
| Estimated time | 2h 45' – 3h 15' |
| Type of activity | Practice task Learning to MOO |
| Deadline | Week 9 |

General description

1. Introduction

In this activity you will learn about MOOs, text-based virtual spaces which allow users to interact in real-time. You will analyze two different types of MOOs, those dealing with English language learning and those dealing with other educational areas.

2. Specific objectives

- Learning about educational MOOs
- Learning to move in these text-based virtual spaces
- Learning to interact with other MOO users
- Reflecting on how MOOs can help you develop your language skills
- Finding out about educational MOOs related to your field of studies

3. Previous knowledge

- Reading and writing skills
- Communication skills
- Knowledge of netiquette

4. Related activities

This activity is related to the rest of the activities in the module which imply authentic communication, and especially to Activity 8, which also deals with real-time communication.

Expected results

After completing the task, you should be familiar with the basics of MOO environments. Learning to move and interact with other users in MOOs will extend your possibilities of practising English.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Visiting <i>SchMOOze University</i> homepage | 20' |
| 2 | Learning some basic MOO commands | 20' |
| 3 | Entering and moving around <i>SchMOOze University</i> | 40' |
| 4 | Visiting <i>SchMOOze University</i> several times to practise the different commands | 30'-60' |
| 5 | Interacting with other users (don't forget about netiquette!) | 25' |
| 6 | Writing thorough descriptions of your character and room | 45' |
| 7 | Browsing sites containing descriptions of different types of educational MOOs | 30' |
| 8 | Finding an educational MOO related to your field of studies | 15' |

Summary

In this activity you will learn about different types of educational MOOs, those related to English language learning and to other disciplines. This will allow you to extend your possibilities of communicating in English, and, therefore, develop your language skills.

MODULE 4

ACTIVITY 6
Practice task

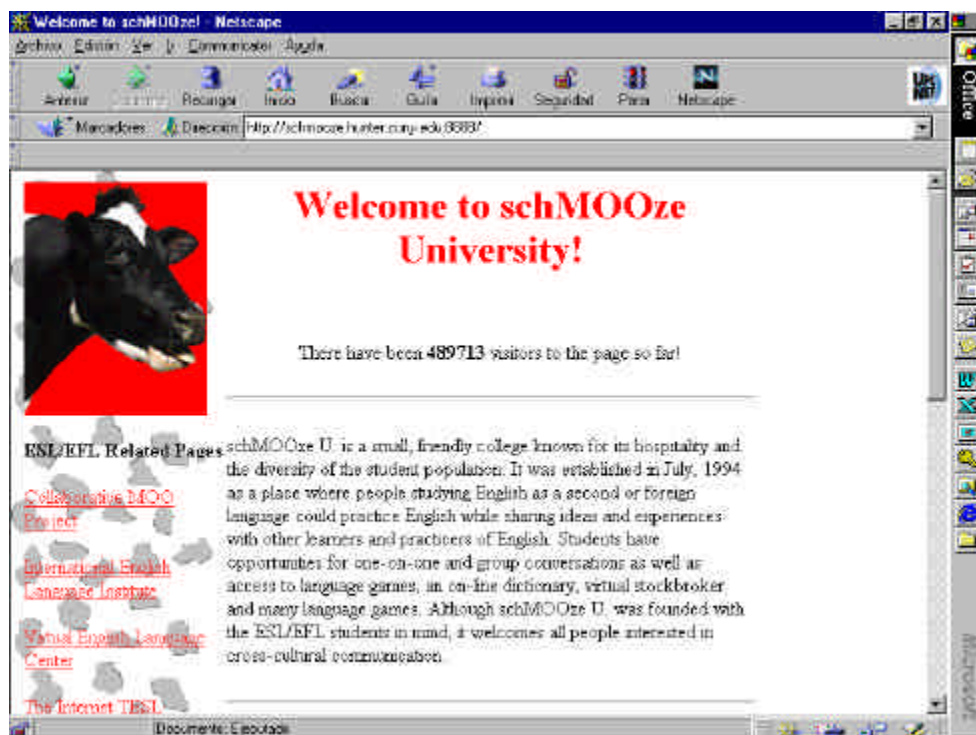
Learning to MOO

MOOs (Mud Object Oriented) are text-based virtual spaces which allow users to interact in real-time with other users or with the textual environment. Real time means that the transfer of messages is almost instantaneous, which resembles face-to-face conversation. However, sometimes there is a considerable time lag, which makes it difficult for the user to have a real conversation. MOOs can be seen in opposition to e-mail and newsgroup messages, which are asynchronous.

Step 1. Visiting SchMOOze University

One of the best MOOs for learning English is Julie Falsetti's creation called **schMOOze University**, which can be accessed through you web browser:

Welcome to schMOOze University
<http://schmooze.hunter.cuny.edu:8888>



Visit the site and learn about SchMOOze University. Then, do the task below:

Task

- a) Learn to MOO. The links under the heading "MOO Reference Documents and Articles" on the homepage of **schMOOze University** may be useful to acquire some basic skills in order to get started:
 - Basic MOO Commands
 - Programmer's Manual
 - Programmer Tutorial
 - Quick Reference Guide
 - Lost Library of the MOO
 - Yoshi's Introduction to schMOOze University
- b) Visit schMOOze University. Follow the instructions to enter as a guest. Then type **@help** or **go classroom** to get some help. **It is important not to forget about Netiquette!** (Go back to Activity 2 and re-read some of the basics on the subject).
- c) Visit the site several times to learn to move around and to meet other learners and teachers. Then, you will be ready to request your own character.
- d) Discover how to create your own description and a description of a room of your own in the dorm at schMOOze University.
- e) Write a first draft of both descriptions (character and room). Revise your draft.
- f) Write a final version of the descriptions and send them to schMOOze University.

Step 2. Exploring MOOs

The following sites offer an extensive list of Educational MOOs where you can find descriptions of different MOOs related to the field of education:

Jeff Cooper's List of Educational MOOs

<http://www.linguistic-funland.com/edmoolist.html>

Connections

<http://web.nwe.ufl.edu/~tari/connections/>

Browse through the sites above, try some of the MOOs and find one related to your studies. Write a brief description of the MOO with your impressions and send it to the classroom forum.

MODULE 4

STUDY GUIDE

Activity 7

| | |
|-------------------------|----------------------------|
| Estimated time | 2h 05' |
| Type of activity | Practice task |
| | Creating my first web page |
| Deadline | Week 9 |

General description

1. Introduction

This activity is intended to familiarize you with the basics of hypertext writing and to help you create texts that can be adapted to this format.

2. Specific objectives

- Learning some basics of HTML edition
- Reading to find specific information
- Learning to organize information into a hypertext format
- Learning to create and post a web page

3. Previous knowledge

- Some writing and reading skills
- Some knowledge of textual organization

4. Related activities

This activity is related to all those activities which deal with developing writing skills and with organizing information within a text.

Expected results

At the end of the activity you should:

- be familiar with the basics of hypertext writing
- be able to design your own hypertext document including either academic or personal information

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Answering some questions on HTML edition | 20' |
| 2 | Reading a PowerPoint presentation called "Introduction to Basic HTML" | 20' |
| 3 | Learning to organize information into a hypertext format | 30' |
| 4 | Creating your own hypertext document | 30' |
| 5 | Learning to create and post a web page | 25' |

Summary

In this activity you will learn to organize the information in a hypertext document. This will allow you to create and post your own web pages if you want to do so.

MODULE 4

ACTIVITY 7

Practice task

Creating my first web page

Nowadays, more and more users are present on the World Wide Web by means of web pages. You don't need to be an expert to create a simple web page that can be posted on the Web. There's a lot of software which can help you easily edit your page and even word processors include web editing capabilities. However, learning some HTML (HyperText Markup Language), the language in which web pages are written, can be of help.

This activity is intended to help you through the process of web page design. Obviously, there's no need to create a "real web page", but you are expected to be familiar with the basics of hypertext reading (i.e. navigation) and, consequently, to be able to create texts that can be adapted to this format.

Step 1. Some basics of HTML edition

Browse the site below and answer the following questions:

Authoring for the Web

<http://www.abdn.ac.uk/diss/webpack/#author>

Questions:

- Do you need any specific training in HTML in order to create web pages?
- What are “tags”?
- What is the overall structure of a basic HTML document?
- How can you insert images and hypertext links into an HTML document?
- What kinds of tools can help you create your own web pages?
- How can you create a page background?

On the following site, you will find PowerPoint presentations on a variety of topics related to the Internet. Scroll down until you find a presentation called "Introduction to Basic HTML" and download it; alternatively, you can use the Adobe Acrobat version (PDF format).

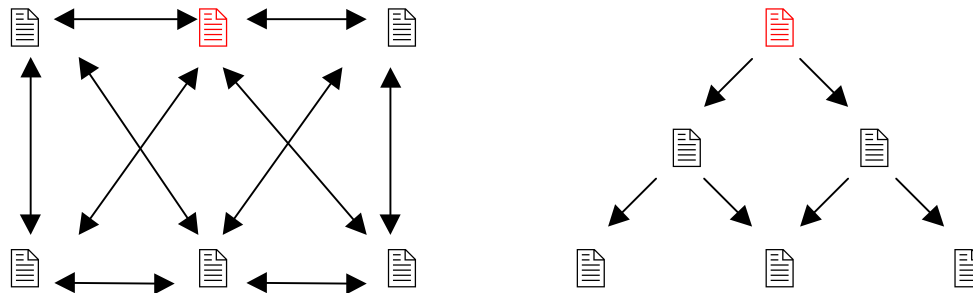
Kathy Schrock's Guide for Educators

<http://school.discovery.com/schrockguide/shows.html>



Step 2. Organizing and writing the text of your web page

Now that you have been introduced to the basics of web page format, we'll look at some principles to help you organize the information in this specific type of document. Remember that because of the hypertext structure of the WWW, your document shouldn't follow a linear format, but it should contain separate pages, each dealing with a specific section. These pages, called nodes, will be connected in such a way that the visitor to your web page will be able to navigate from one to the other.



Possible contents:

- **An academic web page**, with information on a topic related to your discipline and links to interesting resources
- **A personal web page**, containing personal and academic data, your CV and information on your personal interests

Visit the address below for information on how to organize the information on your page:

The Basics of WEB Design

<http://www.iss.stthomas.edu/studyguides/design.htm>

Writing effective web pages

http://www.iss.stthomas.edu/studyguides/writing_content.htm

Basics of understanding, evaluating, & developing Web Sites

(and go to "Developing Websites Powerpoint")

<http://www.iss.stthomas.edu/studyguides/Webtruth.htm>

Step 3. Creating and posting your web page

Now that you've got the basic elements of your web page, why don't you put them all together by linking the texts and adding graphics in order to create a "real page"? On the websites you've looked at in previous steps and at the address below you'll find useful information.

The Yale C/AIM Web Style Guide

<http://info.med.yale.edu/caim/manual/contents.html>

Tip: If your web page looks good, you can go to <http://www.GeoCities.com/> and post it there!



MODULE 4

STUDY GUIDE

Activity 8

| | |
|-------------------------|----------------------|
| Estimated time | 2 h |
| Type of activity | Practice task |
| | Using chats |
| Deadline | Week 9 |

General description

1. Introduction

In this activity you will learn about chats, real-time discussion channels which allow users to interact in real-time. You will try some of them to see how they can help you improve your language skills and you will analyze the main differences between chats and MOOs.

2. Specific objectives

- Learning to use educational chats
- Learning to interact with other chat users
- Reflecting on how chats can help you develop your language skills
- Analyzing the main differences between chats and MOOs

3. Previous knowledge

- Writing skills
- Communication skills
- Knowledge of netiquette

4. Related activities

This activity is related to the rest of the activities in the module which imply authentic communication, and especially to Activity 6, which also deals with real-time communication.

Expected results

At the end of the activity you should be familiar with the dynamics of chats. Learning to move and interact with other users in chats will extend your possibilities of practising the language.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Reading the chat HELP instructions | 20' |
| 2 | Entering the chat and participating in the conversation (don't forget about netiquette!) | 30' |
| 3 | Taking some notes to evaluate your experience | 15' |
| 4 | Reflecting on the usefulness of chats for learning English | 15' |
| 5 | Comparing chats and MOOs | 25' |
| 6 | Writing down your impressions and sending them to the classroom forum | 15' |

Summary

In this activity you will learn about different types of educational chats related to English language learning. This will allow you to extend your possibilities of communicating in English, and, therefore, develop your language skills.

MODULE 4

ACTIVITY 8
Practice task

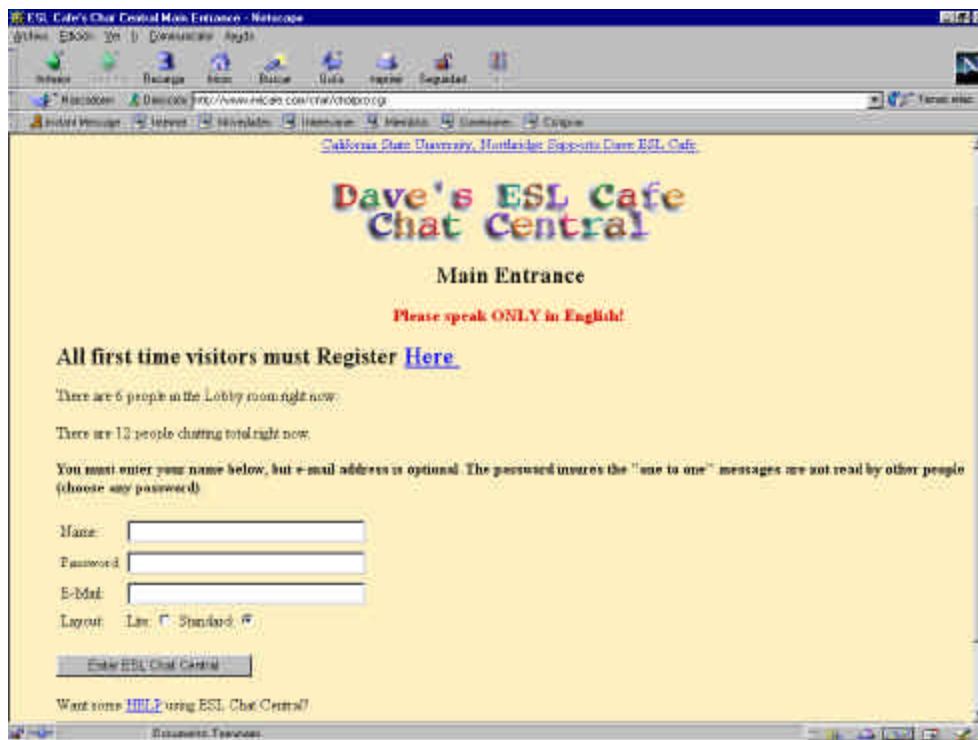
Using chats

Chats allow users from around the world to participate on topic-centred, real-time discussion channels. As in MOOs, the transfer of messages is almost instantaneous, although sometimes there may be some time lag problems.

a) Register to one of the following chats:

Dave's ESL Cafe Chat Central

<http://www.eslcafe.com/chat/chatpro.cgi>



English as a 2nd Language

<http://esl.about.com/homework/esl/mpchat.htm>

Read the HELP instructions before entering the chats!

- b) Enter the chat and participate in the conversation.
- c) Evaluate your experience:
- What type of language do participants use?
 - How useful do you think a chat is for learning English?
 - Can you mention some differences between chats and MOOs?

Send your impressions to the classroom forum.

MODULE 4

STUDY GUIDE

Activity 9

| | |
|------------------|---|
| Estimated time | 1h 20' |
| Type of activity | Assignment - Classroom discussion Communication resources: are they really useful for learning English? |
| Deadline | Week 9 |

General description

1. Introduction

In this activity you will reflect on the usefulness of communication resources for language learning and you will share your views with the rest of the course participants.

2. Specific objectives

- Reflecting on the usefulness of communication resources for learning English
- Developing a critical attitude
- Practice in online discussions
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Knowledge of the different types of Internet communication resources
- Basic reading and writing skills
- Participation in previous classroom discussions

4. Related activities

- This activity will help you towards other classroom discussions.
- This activity is related to the rest of activities in the module dealing with communication resources.

Expected results

- You should be able to draw your own conclusions about the usefulness of Internet resources for language learning.
- You will also have to be able to participate in a classroom discussion, so it is important that you express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the introduction | 5' |
| 2 | Answering the prompting questions | 15' |
| 4 | Deciding on your point of view and planning your contribution | 15' |
| 5 | Reading previous contributions on the topic | 15' |
| 6 | Writing your contribution to the classroom discussion | 30' |

Summary

In this activity you will reflect on the feasibility of practising and improving your language skills by using Internet communication resources. Remember that this is a communicative activity, so try to express your ideas in English even if you make mistakes.

MODULE 4**ACTIVITY 9**
Assignment - Classroom discussion**Communication resources:
are they really useful for learning English?**

In this module we have dealt with different types of online communication resources (newsgroups, bulletin boards, discussion lists, MOOs, and chats). Now, it is time to critically evaluate their usefulness for learning English. The following prompting questions may help you develop your contribution:

- In what ways can the different communication resources be used for learning English? What is the main function of each of them?
- What do you think of the language used in the different communication resources? Is it easy /difficult to understand? Is it appropriate for language learners?
- Do you think that these communication resources offer good opportunities for language learning? What have you learnt by using them?
- What are the resources that you find most useful for developing your language skills? And the least useful? Why?
- What advice would you give to somebody who has just discovered them?
- What new possibilities does the introduction of voice messages and voice chats offer to language learners?

Send a contribution to the classroom forum explaining your thoughts.



Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 4

STUDY GUIDE

Activity 10

| | |
|------------------|---|
| Estimated time | 2 h |
| Type of activity | Assignment - Language improvement Using communication resources to improve your language skills |
| Deadline | Week 9 |

General description

1. Introduction

This activity will allow you to see the different ways in which you can use Internet communication resources to improve your language skills.

2. Specific objectives

- Identifying weaknesses in your performance
- Exploring communication resources
- Using communication resources to solve some of your weaknesses
- Becoming responsible for your own learning process
- Responding to other people's doubts

3. Previous knowledge

- Reading and writing skills
- Previous participation in newsgroups, discussion lists, etc.

4. Related activities

This activity is related to the rest of the activities in the module dealing with communication resources and to those activities aimed at assessing needs.

Expected results

At the end of the activity, you should be able to:

- identify some of your language weaknesses
- solve some of your language doubts by using communication resources
- expand your knowledge of the language
- evaluate how the different communication resources can help you improve your language skills

Map of the activity

| Steps | Tasks | Timing |
|-------|--|--------|
| 1 | Noting language weaknesses identified in previous activities | 20' |
| 2 | Using communication resources to solve some of these weaknesses | 20' |
| 3 | Solving doubts by reading other people's postings | 20' |
| 4 | Acquiring new knowledge by reading other people's postings | 20' |
| 5 | Answering other people's questions | 20' |
| 6 | Evaluating the usefulness of using communication resources for solving specific language questions | 20' |

Summary

This task is intended to provide you with some insights into how to use Internet communication resources to solve specific language questions and improve your language skills.

MODULE 4**ACTIVITY 10**
Assignment - Language improvement**Using communication resources
to improve your language skills**

Internet communication resources offer new possibilities to language learners to develop their language skills. In this language improvement activity you will analyze the different ways in which you can use these resources to improve your language skills. Complete the chart below with the information required:

| | |
|---|--|
| Language weaknesses identified in previous activities | |
| Communication resources used to solve any of the weaknesses above <ul style="list-style-type: none"> ▪ what was your message? ▪ did you get any replies? If so, were they useful? | |
| Doubts solved by reading other people's postings? <ul style="list-style-type: none"> ▪ what doubt(s) have you solved? | |
| New knowledge acquired by reading other people's postings <ul style="list-style-type: none"> ▪ what did you learn that you didn't know? ▪ why did you find this knowledge particularly useful? | |
| Replies to other people's questions <ul style="list-style-type: none"> ▪ what doubts have you solved? ▪ what were your replies? | |
| Usefulness of Internet communication resources to solve specific language questions and improve language skills | |

MODULE 4

STUDY GUIDE

Activity 11

| | |
|------------------|---|
| Estimated time | 1h 45' |
| Type of activity | Assignment - Internet activity (end of Module 4) |
| | Evaluating Internet communication resources |
| Deadline | Week 9 |

General description

1. Introduction

This assignment is the last activity in module 4; therefore, it will require you to apply what you have learnt from previous tasks. You will have to evaluate the different communication resources seen in this module, placing special emphasis on how useful they are for learning English.

2. Specific objectives

- Analyzing and evaluating communication resources
- Developing a critical attitude towards communication resources
- Working cooperatively
- Agreeing on a final conclusion with the rest of the group

3. Previous knowledge

- The knowledge acquired throughout the module

4. Related activities

This activity is related to the rest of activities in the module.

Expected results

As it is the last activity in the module, this assignment should enable you to:

- use the knowledge acquired in previous activities
- critically evaluate communication resources and their usefulness for practising and improving language skills

Map of the activity

| Steps | Tasks | Timing |
|-------|--|--------|
| 1 | Individually, analyzing three of the communication resources seen in this module | 20' |
| 2 | Filling in the relevant sections of the chart with your analysis of each resource | 15' |
| 3 | Sharing your views on the usefulness of these resources for learning English with the rest of the members of the group | 25' |
| 4 | Deciding on a final conclusion | 15' |
| 5 | Completing one chart per group | 30' |

Summary

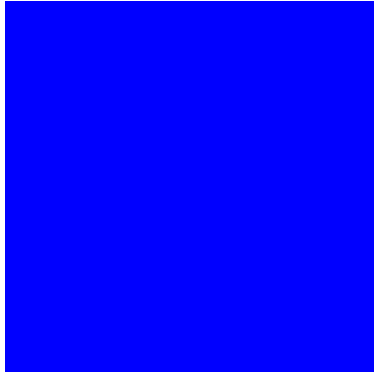
This is the closing activity of Module 4. In this activity you should be able to apply the knowledge acquired throughout the module in order to evaluate Internet communication resources.

MODULE 4**ACTIVITY 11**
Assignment - Internet activity**Evaluating Internet communication resources**

In this activity you will evaluate the different communication resources seen in this module, putting special emphasis on how they can help you develop your language skills. Since this is a group work activity, you will have to share your views on the topic with the rest of the group, agree on a final conclusion and send just one version of the chart below to the classroom forum.

- a) Get into groups. Each participant should choose three communication resources of the types below.
- b) Then, analyze their purpose and audience and decide on their usefulness for learning English.
- c) Fill in the relevant sections of the chart with your analysis of each resource.
- d) Share your views on how the different communication resources seen in this module can be used for learning English.
- e) Each group should complete a chart with the information contributed by all the participants.

| | Description | Function | Audience | Usefulness |
|------------------|-------------|----------|----------|------------|
| Newsgroups | | | | |
| Bulletin boards | | | | |
| Discussion lists | | | | |
| MOOs | | | | |
| Chats | | | | |



ACADEMIC AND NON-ACADEMIC ENGLISH WEB RESOURCES

STUDY GUIDE**MODULE 5****Academic and non-academic
English web resources****DESCRIPTION**

This module will introduce you to some web resources of interest to university students. These resources have not been specifically designed for language learners but, since they use English as the vehicle of communication, they can help you practise all your language skills. The activities proposed will allow you to explore some general interest resources to assess their quality and relevance for language learning. You will also search for and evaluate different academic resources in order to, on the one hand, learn about topics not related to your field of studies and, on the other, learn more about subjects that are part of your own studies. At the same time, you will analyze how different types of educational materials can help you improve your language skills. Finally, since the focus of the module is on the use of web resources not designed for language learners, but that can be used for that purpose, you will be required to choose a web resource of interest for university students and design an activity for language learning applying all what we have seen throughout the course.

OBJECTIVES

After completing module 4 you should:

- a) be able to use general interest web resources to practise your language skills,
- b) be able to explore and analyze different academic resources in order to find those that best suit your academic needs,
- c) have discovered ways in which authentic materials can help you improve your language skills,
- d) have extended the range of materials that you can use for language learning,
- e) have familiarized yourself with research articles, and
- f) be able to reflect on your learning experience.

PREREQUISITES

Students should be aware of their needs and interests and should be familiar with some basic language learning strategies.

RELATIONSHIP TO OTHER MODULES

As this is the last module of the course, it builds on all what we have seen in the previous modules. It will also help you extend the range of materials you can use for language learning.

ASSIGNMENTS

Please note that all the modules will consist of the same type of assignments:

- a) send two contributions to the classroom debate section based on your readings,
- b) do the two language activities proposed by the instructors and send them to the teacher's mailbox, and
- c) do the Internet activity at the end of the module.

TASK SEQUENCE**Introductory note**

The *personal record sheet* contains all the tasks that make up the module. It will serve as a reminder of the tasks you do over the next three weeks and it will also help you keep track of the progress you have done. For this reason, you should fill in the table with the following information:

- your learning objectives for the module
- a record of the tasks you have done, along with your evaluation of each
- the time you have spent on each task
- your achievement at the end of the module (objectives attained, self-assessment, your evaluation of the module)

This *personal record sheet* will help you get information about your progress and focus on your specific needs. Remember to keep a copy of all the record sheets since you will need them to complete the *course project*.

BEFORE YOU START:

What would you like to learn in this module?

| <i>Week</i> | <i>Task</i> | <i>Done?</i> | <i>Difficulty</i> | <i>Time spent</i> | <i>Did you like the task?</i> | <i>Your comments</i> |
|----------------|--|--------------|-------------------|-------------------|-------------------------------|----------------------|
| Week 10 | 1. Exploring general interest resources (<i>practice task</i>) | | | | | |
| | 2. Exploring online media (<i>practice task</i>) | | | | | |
| | 3. Some academic resources (<i>practice task</i>) | | | | | |
| | 4. (Un)ethical actions? (<i>classroom discussion</i>) | | | | | |
| | 5. Working on genres: the research article (<i>language improvement</i>) | | | | | |
| Week 11 | 6. Using authentic materials for language learning (<i>practice task</i>) | | | | | |
| | 7. Working with different types of resources (<i>practice task</i>) | | | | | |
| | 8. Studying abroad (<i>classroom discussion</i>) | | | | | |
| | 9. The language of articles (<i>language improvement</i>) | | | | | |
| Week 12 | 10. Studying and working abroad (<i>practice task</i>) | | | | | |
| | 11. Do you want to learn more about language? (<i>practice task</i>) | | | | | |
| | 12. What have you learnt in this course? (<i>classroom discussion</i>) | | | | | |
| | 13. Language in context (<i>language improvement</i>) | | | | | |
| | 14. Designing a lesson plan (<i>Internet activity</i>) | | | | | |

WRAPPING UP:

What have you learnt in this module?

Is it what you expected?

Summary of the most important points:

MODULE 5**STUDY GUIDE****Activity 1**

| | |
|-------------------------|--------------------------------------|
| Estimated time | 1h 50' |
| Type of activity | Practice task |
| | Exploring general interest resources |
| Deadline | Week 10 |

General description**1. Introduction**

This first activity will introduce you to some Internet resources of interest to university students. Although they have not been designed specifically for language learners, they use English as the vehicle of communication and you will find them useful to practise all your language skills while you search for information that interests you.

2. Specific objectives

- Familiarizing yourself with Internet resources that can help you practise your language skills
- Searching for and identifying resources related to your academic interests
- Using authentic resources in English to help you find information that interests you
- Communicating in English in real contexts
- Increasing the presence of English in your everyday life
- Assessing the quality and relevance of different types of resources

3. Previous knowledge

- Internet skills
- Language skills
- Awareness of your needs and interests as a university student

4. Related activities

As an introductory activity, it is related to the rest of activities in the module.

Expected results

- This activity will provide you with some essential tools to help you find and use resources related to your personal interests and studies.
- You will find out about different ways of improving your language skills by using authentic materials.
- You will get extensive practice in the use of English in real situations.
- You should be able to evaluate different types of resources.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Exploring general sites and finding resources | 30' |
| 2 | Evaluating resources | 20' |
| 3 | Visiting different museums sites and rating them | 25' |
| 4 | Visiting some selected sites and evaluating them | 35' |

Summary

This activity is intended to encourage you to use the potential of good Internet resources of general interest to help you practise and improve your English. You will also learn to explore collections of resources, evaluate different sites, and identify those that best suit your needs.

MODULE 5

ACTIVITY 1
Practice task

Exploring general interest resources

Step 1. Exploring collections of documents and encyclopaedias

Visit the following sites and find resources that you find useful for:

- learning English
- your degree course
- your personal interests

Library of Congress

<http://lcweb.loc.gov/>

Encyclopaedia Britannica

<http://www.eb.com/>

Encarta Encyclopedia

<http://encarta.msn.com/>

Eric

<http://www.accesseric.org/home.html>

Internet Public Library

<http://www.ipl.org/index.text.html>

Project Gutenberg

<http://promo.net/pg/index.html>



Then, fill in the table below with a description of each site and the resources on it that you've found particularly useful. For each resource, add one of the following labels:

EN

... if it is useful for learning English

ST

... if it is useful for your studies

PI

... if it is useful for your personal interests

| Sites | Description | Resources |
|-------------------------|-------------|-----------|
| Library of Congress | | |
| Encyclopedia Britannica | | |
| Encarta | | |
| Eric | | |
| Internet Public Library | | |
| Project Gutenberg | | |

Step 2. A virtual tour through different museums

Visit the following sites:

Directories of museums

Virtual Library Museums Pages

<http://vlmp.museophile.com/>

Russian Museums

<http://www.museum.ru>



Museum Computer Network

<http://www.mcn.edu/>

Rate each of the sites (1-10) according to the criteria below (you can add more criteria of your own)

| | User-friendly? | Design? | Interesting content? | Resources it contains? | Add a new criterion | Add a new criterion | Your comments |
|------------------------------|----------------|---------|----------------------|------------------------|---------------------|---------------------|---------------|
| Virtual Library Museum Pages | | | | | | | |
| Museum Computer Network | | | | | | | |
| Russian Museums | | | | | | | |

Some selected sites

Visit these museums and write a brief review of each.

Exploratorium

<http://www.exploratorium.edu/>

| Review | Rating |
|--------|--------|
| | |

The British Museum

<http://www.thebritishmuseum.ac.uk/>

| Review | Rating |
|--------|--------|
| | |

New York Hall of Science

<http://www.nyhallsci.org/>

| Review | Rating |
|--------|--------|
| | |

The State Hermitage Museum

http://www.hermitagemuseum.org/html_En/index.html

| Review | Rating |
|--------|--------|
| | |

**If you want to learn more...**

... you can visit the following site:

American Museum of Natural History

<http://www.amnh.org/>

and go to the webcasts section, where you can listen to real lectures about current exhibitions.

MODULE 5**STUDY GUIDE****Activity 2**

| | |
|-------------------------|-----------------------------------|
| Estimated time | 3h 15' |
| Type of activity | Practice task |
| Deadline | Exploring online media Week 10 |

General description**1. Introduction**

In this activity you will explore online media and you will analyze how current events are treated in the different types of media.

2. Specific objectives

- Exploring and analyzing different types of online media
- Searching for specific information
- Comparing the treatment of current events in different online media

3. Previous knowledge

- Reading skills
- Basic knowledge of the main characteristics of different types of media

4. Related activities

This activity is related to those activities which require extensive reading and searching skills.

Expected results

- You will be able to search online media for specific information.
- You will learn to evaluate different types of online media.
- You will be able to compare and analyze the treatment of current events in different online media.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Exploring collections of media searching for specific information | 40' |
| 2 | Choosing a current event | 10' |
| 3 | Individually, comparing the treatment of this event in the different written media | 25' |
| 4 | Writing an individual report with your conclusions | 20' |
| 5 | With the rest of the group, writing a paragraph summarizing your findings | 30' |
| 6 | Individually, comparing the treatment of the current event chosen in audiovisual media | 25' |
| 7 | Noting the main differences between the audiovisual and the written version | 15' |
| 8 | With the rest of the group, writing a paragraph contrasting the differences between written and spoken reports. | 30' |

Summary

This activity will provide you with extensive practice in exploring and analyzing different types of online media and will allow you to discover how current events are treated in the different types of online media.

MODULE 5

ACTIVITY 2

Practice task

Exploring online media

Step 1. Collections of media

Using the collections of media on these sites, find the answers to the questions that follow:

E&P Media Links

<http://emedial1.mediainfo.com/emedial/eurm.htm>

Metagrid

<http://www.metagrid.com/>

Crayon: News links

<http://crayon.net/using/links.html>

- What are the contents of the language section of the educational magazine *Spotlight Online*?
- What is the official newspaper of the University of Arkansas called?
- Can you find a science radio series offering daily broadcasts on popular science subjects?
- What is the title of the article in the *Time Magazine* on January 16th 1995 that discusses "stupid things you can do on the Internet"?
- Does *The Irish Times* have any section in Gaelic?
- What type of interactive tools does *U.S. News Online* include?

Step 2. Newspapers and magazines

Browse the sites of these newspapers and magazines:

The Washington Post

<http://www.washingtonpost.com/>

The New York Times

<http://www.nytimes.com/>

The Economist

<http://www.economist.com/>

The Times

<http://www.the-times.co.uk/>

Individually, each member of the group chooses one of them. With the rest of the members of the group, think of a current event and compare how it is treated in the different media. The questions below may help you:

- Does it appear on the front page?
- Is it accompanied by any graphics?
- Compare the headlines. Any comments?
- What about the length of the article?
- Read the articles carefully. Can you identify the sources the reporter used?
- Do you think the article is biased in some way? Provide evidence from the text to support your answer.

After analyzing those media and contrasting the reports made by each of you, jointly write a paragraph comparing the style, layout, language, resources, etc of each. Which resource do you like most?

Step 3. Audiovisual media

Again, using the current event you used in Step 2, each of you should listen to how it is treated in one of the following audiovisual media. Note the main differences between this version and the written version you analyzed in Step 2. Send your notes to the rest of the members of the group, and decide on a final text contrasting the main differences between written and spoken news reports.

CNN.com Video Select

<http://www.cnn.com/videoselect/#>

BBC Online

<http://www.bbc.co.uk/>

RadioTower.com

<http://www.radiotower.com/>



If you want to learn more...

... you can explore some specialist media.

Byte

<http://www.Byte.com/>

Science Daily

<http://www.sciencedaily.com/>

I.T.

<http://www.it.fairfax.com.au/>

TechWeb Today

<http://media.cmpnet.com/twtoday/techwebtoday.ram>

MODULE 5**STUDY GUIDE****Activity 3**

| | |
|-------------------------|-------------------------|
| Estimated time | 1h 45' |
| Type of activity | Practice task |
| | Some academic resources |
| Deadline | Week 10 |

General description**1. Introduction**

In this activity you will have the opportunity to explore and evaluate resources in English that are of special interest to university students. You will identify those that most interest you (either because they relate to your field of study or because you are interested in learning more about a particular topic). You will also work in groups to evaluate different resources and recommend some good ones to the rest of class participants. Then, you will surf the Web for other resources related to your field of study.

2. Specific objectives

- Practising English by exploring different resources
- Arousing your interest and curiosity in topics related to fields of study other than your own
- Evaluating web resources
- Working in groups to produce an evaluation of resources that can be useful to other class participants
- Learning to search the Web to find resources that interest you
- Noticing the relevance of this course to your university studies
- Using web resources in English to learn more about subjects that are part of your studies

3. Previous knowledge

- Internet skills
- Language skills
- Awareness of your needs and interests as a university student

4. Related activities

It is especially related to activities 1, 6 and 7.

Expected results

After doing this activity you should be able to:

- explore and evaluate different academic resources
- find resources suited to your academic needs
- work with other students on the search for useful academic material

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Browsing through different types of academic resources | 20' |
| 2 | Evaluating some academic resources | 15' |
| 3 | Working in groups to decide on the best resources | 25' |
| 4 | Searching for resources related to your field of study | 25' |
| 5 | Analyzing some selected resources | 20' |

Summary

This activity is intended to provide you with some tools to help you search for and evaluate web resources in English which can be especially useful in the context of your university studies. Our aim is that you can make the most of them in order to learn about the subjects that interest you.

MODULE 5**ACTIVITY 3**
Practice task**Some academic resources****Step 1. Resources related to different disciplines**

Look at some of the following resources:

SCIENCE AND TECHNOLOGY**Webopedia**

<http://www.webopedia.com/>

The PC Technology Guide

<http://www.pctechguide.com/>

Questacon

<http://www.questacon.edu.au/>

Access Excellence-Genentech

<http://www.gene.com/ae/>

The Biology Project

<http://www.biology.arizona.edu/>

Tech Museum: The Satellite Site

www.thetech.org/hyper/satellite

Solar Views

<http://www.solarviews.com/eng/homepage.htm>

National Geographic

<http://magma.nationalgeographic.com/education/index.cfm>

4000 Years of Women in Science

<http://crux.astr.ua.edu/4000WS/4000WS.html>

ARTS AND HUMANITIES**Mr William Shakespeare and the Internet**

<http://daphne.palomar.edu/shakespeare/>

The Labyrinth: Resources for Medieval Studies

<http://data.georgetown.edu/labyrinth/>

The Classical Archives

<http://www.prs.net/midi.html>

Perseus Digital Library

<http://www.perseus.tufts.edu/>

Art History Resources on the Web

<http://witcombe.sbc.edu/ARTHLinks.html>

SOCIAL SCIENCES**The History Channel**

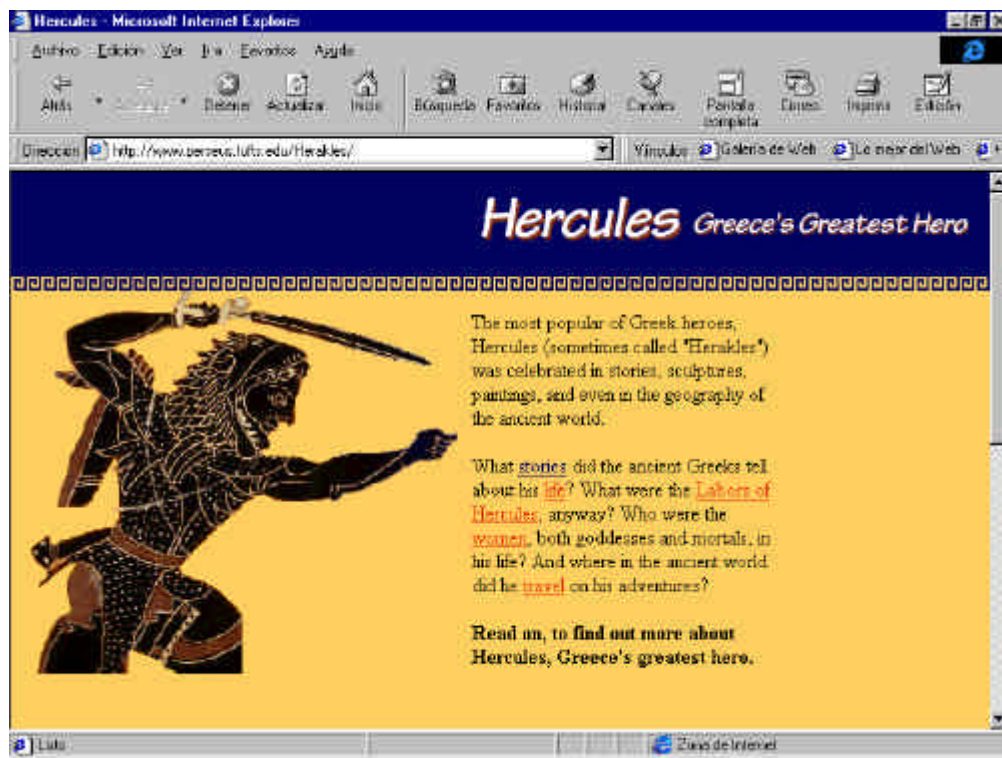
<http://www.historychannel.com/>

EconEdLink

<http://www.econedlink.org/>

World Atlas

<http://www.worldatlas.com/aatlas/world.htm>



Find a resource that interests you and comment on it. Rate it (1-10) and specify the criteria on which you base your rating. Share your resource with the rest of the members of the group. Each group should decide on the “Top Four” resources and send a brief report with your reviews to the classroom forum.

Step 2. Searching for resources related to your field of study

Now explore the web for a few good resources related to your field of study. The following directories may help you:

Voice of the Shuttle

<http://vos.ucsb.edu/>

Study Web. Links for Learning

<http://www.studyweb.com/>

European Schoolnet

<http://www.es.eun.org/eun.org2/eun/en/index.html>

For each resource decide...

- what specific area it concentrates on
- the audience it is addressed to (e.g. experts, university students, lay people,...)
- the type of resource it is (e.g. a collection of documents, a tutorial, the site of a professional organization, an electronic journal, a forum, ...)
- its level of difficulty in terms of
 - subject matter
 - the language used

MODULE 5**STUDY GUIDE****Activity 4**

| | |
|-------------------------|--|
| Estimated time | 1h 20' |
| Type of activity | Assignment - Classroom discussion |
| | (Un)ethical actions? |
| Deadline | Week 10 |

General description**1. Introduction**

In this classroom discussion you will be presented with two situations of fraudulent use of technical resources by two university graduates. After reading about the circumstances of each case, you will have to decide whether these extreme actions can be justified from an ethical point of view.

2. Specific objectives

- Analyzing and judging cases
- Presenting arguments in a convincing way
- Contrasting opinions
- Taking part in an online debate
- Communicating in English

3. Previous knowledge

- Communication skills
- Language related to presenting arguments

4. Related activities

This activity is related to activities 8 and 12 (classroom discussions).

Expected results

- You will get extensive practice in using English to communicate with other class participants.
- You will analyze some cases and make a judgement based on them.
- You will present reasoned arguments and discuss your opinions with other participants.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading and analyzing the cases | 10' |
| 2 | Thinking about your point of view | 15' |
| 3 | Constructing your argument | 10' |
| 4 | Reading previous contributions | 15' |
| 5 | Planning your contribution | 10' |
| 6 | Writing and sending your contribution to the classroom discussion | 20' |

Summary

This activity presents two cases for you to analyze and evaluate. You should think about your position and present your argument in a convincing way. Be prepared to exchange views and confront opinions with other class participants.

MODULE 5

ACTIVITY 4
Assignment - Classroom discussion

(Un)ethical actions?

Read the following cases. Do you think that these actions could be justified in some way?

"Ann Thology is a young student who is doing her M. A. in Modern Literature. She has successfully completed all her courses with excellent grades, and now she should start work on her thesis. Her problem is that as a single mother, she has to take care of her one-year-old baby on her own and hasn't got the time to write her thesis. Moreover, she has to finish it within a year, otherwise, she will lose her scholarship, which is her only source of income. If she gets her MA, she will have access to a good job. She is so desperate that she has decided to buy a thesis through the Internet."

"Gwyn Zipp is a computer engineer who has been working for the same company for some years. She is very competent and has been offered promotion. The problem is that when she got her present job, she lied to her employers about her degree. In fact, she is not a qualified engineer as she failed one of her courses. Now that she has to provide evidence of her degree, she fears that the truth will be exposed. If her employers learn about her situation, she will not be promoted and she may even lose her present job. In desperation, she has decided to use her computer skills to enter the university network and change her mark in order to get her degree."

- What do you think about these situations?
- What are the reasons why these people find themselves in these situations?
- What has gone wrong?
- Do they have any other choice?
- What would you advise them to do?

Send your contributions to the classroom forum.

Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 5

STUDY GUIDE

Activity 5

| | |
|------------------|---|
| Estimated time | 1h 45' |
| Type of activity | Assignment - Language improvement |
| Deadline | Working on genres: the research article Week 10 |

General description

1. Introduction

In this activity we will analyze one of the most common types of text in academic writing, the research article.

2. Specific objectives

- Familiarizing with research articles
- Identifying the structure of research articles
- Locating specific information within a research article
- Identifying the function of some specific information

3. Previous knowledge

- Reading skills
- Some knowledge of academic writing

4. Related activities

This activity is an introduction to Activity 9 (The language of research articles).

Expected results

- You will learn to identify the structure of research articles.
- You will be able to locate specific information within a research article.
- You will be able to specify the function of the information contained in the different sections.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the introduction to research articles | 10' |
| 2 | Looking for specific information | 25' |
| 3 | Analyzing the structure of a research article | 20' |
| 4 | Matching some extracts to the sections they correspond to | 20' |
| 5 | Deciding on the function of different extracts | 30' |

Summary

This activity will give you some insights into the overall structure of research articles. You need to familiarize yourself with this type of genre if you want to read about recent developments in your field, since it is the most common type of writing for this purpose in the academic context.

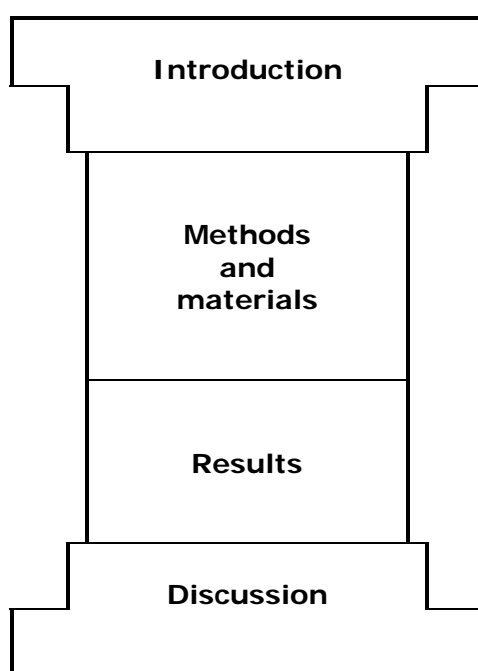
MODULE 5**ACTIVITY 5****Assignment - language improvement****Working on genres: the research article**

In academic writing, the research article is probably the most common type of text, as it is widely used by scholars to disseminate their work. Therefore, as specialists in a discipline, if you want to keep abreast of recent developments, you will need to read this type of document.

This activity will introduce you to the main patterns of organization of research articles in English. It will allow you to familiarize yourselves with their basic structure, so that you can make the most of your reading.

The link at the end of this section will take you to a sample article from the field of language teaching. It follows a very common structure, known as IMRD (Introduction, Methods and materials, Results and Discussion). In this pattern, information is organized first from general to specific (starting with a general review of the state of the art and moving on to the object of study), and then from specific to general (drawing conclusions and making generalisations from the results of the study).

Most research articles are preceded by an abstract and consist of these parts (sometimes with different headings), following the pattern illustrated in this diagram:



The purpose of this activity is to help you identify the structure of research articles and locate specific information. The article used here is provided as an example of this structure; it is not intended for reading comprehension.

Computer Generated Error Feedback and Writing Process: A Link

<http://www.kyoto-su.ac.jp/information/tesl-ej/ej07/a1.html>

Step 1. Analyzing the structure of a research article

- a) Answer these questions and identify the section of the article in which you found the answer.
1. Why did the author carry out the study?
 2. Which is most common grammar checker used in the studies reviewed? What is the main advantage of this program as mentioned in the article?
 3. How were the subjects selected? How many teachers participated in the study?
 4. How does the author explain the variation among students in the test group?
 5. What question does the author leave unanswered?
 6. What kind of information is necessary to improve CALL programs?
 7. What are the benefits of personalized feedback?
 8. What question does the author pose for future research?
- b) Does this article follow the pattern presented above? List its main sections and give the main type of information included in each.

| Main sections | Type of information included |
|---------------|------------------------------|
| | |
| | |
| | |
| | |

Step 2. Identifying the parts of an article

Can you match the sentences below to the sections of an article? Write **I**, **M**, **R**, **D**, as appropriate.

1. The think-aloud protocols were tape recorded. Immediately upon completing the think-aloud, subjects were asked to listen to their protocols.
2. While it is impossible to look at anything more than trends with the limited number of subjects used in this study, these expressed strategies appear to fall into two different categories.
3. The gender, age, length of time in the US, age at which English was first studied and most recent TOEFL score are given below in Table 1 and Table 2 for each subject in both groups.
4. Several studies have shown that translation, using the first language as a means for understanding and/or producing the second language, is not an uncommon cognitive strategy for high school and adult language learners (Block, 1986; Chamot, Kupper, & Impink-Hernandez, 1988a; Chamot, Kupper, & Impink-Hernandez, 1988b; Chamot, O'Malley, Kupper, & Impink-Hernandez, 1987).
5. The contribution that this study makes, however, is the observation that the ESL subjects—given instructions to express their thoughts in the language in which they were thinking—used their L1 by far the majority of the time.

6. Clearly, the cross-linguistic influences of the first language and second language is of major interest in the field of SLA; as noted by Selinker (1992), “the principled role of the NL [native language] in the SLA [second language acquisition] process is one that...has become once again central to SLA (p. 171).
7. As was expected, an analysis of the strategies used by the L2 readers, as indicated by the think-aloud protocols and categorized by Block’s (1986) coding system, showed that the ESL group relied more on local, text-based strategies to attempt to gain understanding of the text they were reading—using these types of strategies the majority of the time.
8. First of all, the mean number of strategies expressed by the two L2 proficiency groups was almost equal.
9. Less proficient ESL readers rely to a great extent on their L1 to help them determine word and text meaning, as well as to check their comprehension. More proficient language readers revert less frequently to their L1 as a comprehension strategy.
10. This subject’s apparently exclusive use of English in his comprehension process is illustrated by the following excerpt:
11. While specific strategies used by subjects were noted, of greater interest was the reported language (L1 or L2) in which the strategy was employed, if applicable.
12. The primary distinctions between these two groups were with their length of residence in the US and their TOEFL scores.

Extracts from: ‘First and Second Language Use in Reading Comprehension Strategies of Japanese Students’, by Thomas A. Upton, published in TESL-EJ, Vol. 3 Nº1, A-3, November 1997
uptonta@uwec.edu

Now, decide on the function of each extract. Choose from the box below.

*Reviewing previous studies * Referring to visual illustrations * Describing subjects * Describing analytical procedures * Describing data collection procedures * Explaining the relevance of the study in the field * Expressing a premise on which the study is based * Confirming a hypothesis * Reporting results * Drawing conclusions*

MODULE 5**STUDY GUIDE****Activity 6**

| | |
|-------------------------|--|
| Estimated time | 2h 35' |
| Type of activity | Practice task |
| Deadline | Using authentic materials for language learning Week 11 |

General description**1. Introduction**

In this activity you will discover how to use educational materials designed for English-speaking learners to develop your language skills.

2. Specific objectives

- Exploring different types of educational materials (not intended for foreign language learners)
- Doing some hands-on activities
- Analyzing the possibilities of these materials for language learning
- Finding similar resources

3. Previous knowledge

- Reading skills
- Some general knowledge of different disciplines

4. Related activities

This activity is related to the rest of practice tasks in the module, especially, Activities 1, 2, 3, 7 and 10, which deal with different types of authentic materials.

Expected results

- You should be able to find out how authentic educational materials can help you improve your language skills.
- This activity should help you towards extending the range of materials that you can use for language learning.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Visiting educational exhibits | 20' |
| 2 | Trying some hands-on activities | 30' |
| 3 | Individually, analyzing the opportunities that these sites offer for practising the language | 20' |
| 4 | Sharing your views with the rest of the members of the group | 20' |
| 5 | Preparing a joint report | 20' |
| 6 | Individually, looking for a similar site | 30' |
| 7 | Sending your review of the new site to the classroom forum | 15' |

Summary

The main aim of the activity is to help you find out how authentic materials can be used for language learning.

MODULE 5

ACTIVITY 6
Practice task

Using authentic materials for language learning

Step 1. Visiting educational exhibits

Go to the Annenberg/CPB site, which contains a variety of exhibits and visit some of those that most interest you (incidentally, if you visit the Middle Ages exhibit, you'll find references to Catalonia!)

Annenberg Exhibits

<http://www.learner.org/exhibits/>



Try some of the hands-on activities as well. Evaluate the exhibits: How good, difficult/easy, interesting, useful, user-friendly, informative, ... are they?

Although this resource has not been designed with foreign language learners in mind, to what extent do you think it is a valuable resource for learning English as a foreign language?

After navigating through the exhibits and doing the hands-on activities proposed in them, answer the following questions:

- What opportunities does the site offer you to practise/study the language?
- What skills can you practise?
- What techniques have you used to work on the resource?
- As a learner of English, how have you used/would you use this resource to make the most of it?

Share your answers with the rest of the members of the group and prepare a report that you will send to the classroom forum.

Step 2. Searching for educational resources

The Annenberg/CPB Exhibits have a clear pedagogic focus (they have been designed for English-speaking learners of different subjects). How can the design/structure of the site help you develop your language skills?

Now try to find a site which is similar to the Annenberg/CPB exhibits and comment on it. You can send your reviews to the classroom forum.



If you want to learn more...

... you can explore the following sites:

Teachers' Lab

<http://www.learner.org/teacherslab/>

Eduweb: Adventures

<http://www.eduweb.com/adventure.html>

MODULE 5**STUDY GUIDE****Activity 7**

| | |
|-------------------------|---|
| Estimated time | 1h 50' – 2h |
| Type of activity | Practice task |
| | Working with different types of resources |
| Deadline | Week 11 |

General description**1. Introduction**

The aim of this activity is to provide you with a series of academic resources that use a variety of formats. You should browse through all of them (regardless of the field of study they are related to) and analyze their formats. You should then decide on the format that you prefer and try to find a resource which is related to your field of study and comes in a similar format.

2. Specific objectives

- Using English in real situations
- Analyzing different activity formats
- Evaluating the teaching value of each format
- Searching for and evaluating academic web resources
- Learning to relate this English course to your university studies

3. Previous knowledge

- Familiarity with different academic resources examined in previous activities
- Internet skills
- Knowledge of different types of activities

4. Related activities

This activity builds on the practice task in Activity 3.

Expected results

At the end of the activity you should be able to:

- use and evaluate different formats
- analyze the usefulness and learning value of different types of resources
- find appropriate web resources that can help you in your studies

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Exploring different academic resources | 50' |
| 2 | Analyzing and evaluating them | 20' |
| 3 | Deciding on the format(s) that you prefer | 10' |
| 4 | Searching the Web for interesting academic resources | 30'-40' |

Summary

This activity contains a list of academic resources that have been chosen in terms of the variety of formats that they exemplify. Using and analyzing them should help you decide on the types of resources that best suit your needs as well as encourage you to search the Web for resources of your interest.

MODULE 5

ACTIVITY 7
Practice task

Working with different types of resources

Step 1. Exploring different formats

Below are some sites related to a wide variety of topics. Explore some of them and comment on their format and teaching value (bearing in mind that most of them relate to subjects other than those in your field of study).

| Sites | Format | Usefulness | Comments |
|--|--------|------------|----------|
| Anthology of Middle English Literature http://www.luminarium.org/medlit/ | | | |
| History of the World http://www.hyperhistory.com/online_n2/History_n2/a.html | | | |
| JURIST: The Legal Education Network http://jurist.law.pitt.edu/ | | | |
| Interactive Trauma http://www.trauma.org/resus/moulage/moulage.html | | | |
| Student BMJ http://www.studentbmj.com/ | | | |
| Web ProForum http://www.iec.org/tutorials/ | | | |
| What's Engineering? http://www.jhu.edu/~virtlab/virtlab.html | | | |

Step 2. Searching for new academic resources

Now, considering the activity formats that you prefer, try to find new useful academic resources on subjects that do interest you.

| New resource | Format | Reasons for my choice |
|--------------|--------|-----------------------|
| | | |

MODULE 5

STUDY GUIDE

Activity 8

| | |
|------------------|--|
| Estimated time | 1h 20' |
| Type of activity | Assignment - Classroom discussion |
| Deadline | Studying abroad Week 11 |

General description

1. Introduction

Most universities offer programs which allow their students to study abroad for a semester or a whole academic year. In this activity you will discuss whether participation in such programs should be compulsory and the consequences that this would have.

2. Specific objectives

- Reflecting on the impact of compulsory stays abroad for graduation
- Reflecting on the possibility of teaching some content courses in a foreign language
- Practice in online discussions
- Developing writing skills
- Developing fluency: communicating in English

3. Previous knowledge

- Basic reading and writing skills
- Participation in previous classroom discussions

4. Related activities

- This activity will help you towards other classroom discussions.
- This activity is related to Activity 10 (Studying and working abroad).

Expected results

- You should be able to draw your own conclusions about the possible impact of compulsory stays abroad for graduation.
- You will also have to be able to participate in a classroom discussion, so it is important that you express your ideas clearly.
- In this type of activity, trying to communicate is much more important than accuracy. Do not worry if you make mistakes; during the course we will do language improvement activities to solve specific language problems.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the introduction | 5' |
| 2 | Answering the prompting questions | 15' |
| 4 | Deciding on your point of view and planning your contribution | 15' |
| 5 | Reading previous contributions on the topic | 15' |
| 6 | Writing your contribution to the classroom discussion | 30' |

Summary

The discussion will give you some insights into the benefits and practical problems of introducing compulsory stays abroad for graduation. You will also reflect on different possibilities of introducing foreign languages in your university studies. Remember that this is a communicative activity, so try to express your ideas in English even if you make mistakes.

MODULE 5

ACTIVITY 8
Assignment - Classroom discussion

Studying abroad

Studying abroad

Most universities offer programs that allow students to do part of their studies in a foreign university. However, relatively few students enjoy them. The benefits of studying abroad are obvious, but the question is whether participation in such programs should be compulsory for graduation. In that case, there would be some practical problems to solve:



- Should funding be provided for all students? Is that realistic? How could the budget problem be solved?
- In some cases, students who go abroad take courses which are not really relevant to their studies. How could the choice of courses be more efficiently managed?
- Another problem students encounter is the lack of knowledge of a foreign language. How could this problem be solved? Would you be in favour of introducing compulsory language courses at university level? Should any content courses (e.g. biology, law, engineering, etc.) be taught in a foreign language? Should students be offered the option of studying more than one language? If so, how could language instruction fit into the present curriculum?
- Finally, do you think that all students would be willing to spend a semester or a year abroad?

Send a contribution to the classroom forum explaining your thoughts.

Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 5

STUDY GUIDE

Activity 9

| | |
|------------------|--|
| Estimated time | 1h 20' |
| Type of activity | Assignment - Language improvement |
| | The language of articles |
| Deadline | Week 11 |

General description

1. Introduction

In this language improvement activity we will look at the language features that are commonly used in research articles. It is important that you pay attention to these language conventions as you will find them useful to understand this type of text. This activity is divided into three parts. First, we will look at specific words and expressions used to connect ideas and mark the transition between its different parts. Second, we will focus on the words and phrases used by the writer to express different shades of meaning (which is extremely important in research reports, as information has to be very accurate). Third, we will practise some aspects of language usage and terminology.

2. Specific objectives

- Identifying the specific language features of articles as an aid to better comprehension
- Being able to analyze the meaning of connecting expressions
- Identifying different shades of meaning
- Learning about the use of specific verb tenses as used in research reports
- Learning about the use of specialist terminology

3. Previous knowledge

- Language: connecting expressions, verb tenses, modality
- Being familiar with the use of terminology
- The structure of articles

4. Related activities

This activity builds on what you learnt in Activity 5 about the structure of research articles.

Expected results

- This activity will introduce you to specific language features of research articles, which will help you understand complex meanings when you have to read specialist texts related to your discipline.
- You will get some practice in advanced grammar and textual features.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Analyzing the meaning of the connecting expressions | 15' |
| 2 | Identifying the expressions that convey nuances of meaning (certainty and emphasis) | 20' |
| 3 | Working out the rules for the use of verb tenses | 15' |
| 4 | Completing the passage with appropriate tenses | 15' |
| 5 | Doing the task on terminology | 15' |

Summary

This language improvement activity will help you focus on the language used in articles. You will work on some of its most prominent features (connecting ideas, expressing shades of meaning, usage, and terminology) as a tool to help you read this type of academic texts.

MODULE 5

ACTIVITY 9 Assignment - Language improvement

The language of articles

In Activity 5 we looked at research articles from the point of view of their structure, and you were asked to analyze their parts. Now, we will focus on important language aspects of articles: the ways in which different ideas are connected, the degree of certainty of statements, as well as the grammar and vocabulary of specialist writing.

Step 1. Connecting ideas

Look at the extracts below and decide on the meaning that the boldface words or expressions convey:

1. Such a similar decline in both groups runs counter to previous QBL Tools studies that used intact and separated classes as control and test groups. **Overall**, each specific error type followed a downward trend through the three assignments.
2. The ESL subjects used their L1 to help themselves guess or piece together word meaning. **On the other hand**, the academic subjects did not seem to need to wrestle with confusing vocabulary in their L1.
3. In the first example above, the word “ok” gives the impression that the reader understood what she had read. **However**, it is clear from the feedback that she gave in the retrospective interview that her thoughts were much more complex.
4. One last common application of the L1 and the L2 that became apparent through the think-aloud protocols and the retrospective interviews was the paraphrasing, in either L1 or L2, of what was read or understood. **In other words**, the readers frequently rephrased or translated—some in the L1 and some in the L2—what they had read as a means of checking their comprehension.
5. **To summarize**, it appears from this think-aloud data that there are three basic trends.
6. **As outlined above**, the think-aloud protocols were analyzed using Block’s (1986) coding system for categorizing strategies used and the language in which these strategies were conducted.
7. There appear to be three generalizations that can be made about how the ESL and academic subjects in this study used their L1 and L2 in their attempt to comprehend the L2 text. **First of all**, subjects at the two proficiency levels used to different extents their L1 and L2 when wrestling with vocabulary difficulties. **Second**, subjects at the two proficiency levels used to different extents their L1 and L2 when wrestling with conceptual problems. **And third**, subjects at the two proficiency levels used to different extents the L1 and L2 when confirming their comprehension of the text.

Step 2. Expressing certainty

In the following extracts, the author expresses different degrees of certainty (i.e. whether the writer believes that something is true or not) or emphasis. Identify the specific words or phrases in each statement that indicate (un)certainty or emphasis. Some examples are given below.

Examples:

However, several recent studies **do** provide some intriguing insights. (*emphasis*)

It is clear from this limited overview of relevant studies **that** reading in a second language is not a monolingual event. (*certainty*)

The ESL subjects **seem to** focus more on local, linguistic aspects of a text as they read. (*uncertainty*)

1. Several comments should be made at this point. Most notably, the number of subjects in this study is relatively small and any conclusions and generalizations can only be tentatively made.
2. It seems that one key function that a reader's L1 serves in comprehending an L2 passage is to help the reader to confirm an L2 vocabulary word or to help the reader reason through or guess the meaning of the L2 word.
3. What is of particular interest to this study is that little research has been conducted in determining what role the second language readers' L1 and L2 play in reading strategy use, other than the fact that readers sometimes use "translation" as a reading strategy.
4. Interestingly, there were also a few examples of paraphrases that were done generally in the L1, except for a couple of words that subjects indicated they understood but could not automatically put into their L1.
5. It appears that the ESL subjects frequently switched to their L1 when reading an L2 text.
6. One key point that needs to be raised here is that these three generalizations refer to instances when L2 subjects are "reporting verbally during the reading of an L2 text". It must be remembered that subjects are performing a task that is different in some respects from "normal" reading when they think-aloud as they read.
7. The trends from the data in this study would suggest that readers with different levels of L2 proficiency make use of their first and second languages to different extents in their attempts to make sense of a text they are reading.

STEP 3. Language usage and terminology

VERB TENSES: PRESENT SIMPLE, PRESENT PERFECT, PAST SIMPLE

In research reports we use different verb tenses to convey specific types of information

- a) Look at the following extracts from the article you used in Activity 5 (Computer Generated Error Feedback and Writing Process: A Link) and work out the functions of the different tenses used.

Liou (1991, 1992, 1993, 1994) *has performed* a number of experiments using Grammatik as well as custom-designed software to find their impact on EFL students in Taiwan. Although the studies usually *include* a small number of subjects, the results *tend* to be positive in showing that groups using CALL *perform* somewhat better than those not using it.

When grammar-oriented CALL *was applied* in a process-oriented class setting, Liou (1993) *found* that the CALL group *was* able to rectify more of their errors during redraft and *made* fewer errors than the non-CALL group.

All teaching material *was unified*, and assignment topics, scheduling, and other class characteristics *were agreed upon* before the semester *began*. Numerous assignments *were completed* over the

semester, with three requiring students to use their QBL program disks. Each assignment *required* a minimum of 150 words in the body of the letter, with no restriction over 150. The first assignment *was not* a business letter but geared towards familiarizing students with the computer system and the correct format of a business letter.

What *is* most striking about this decline *is* that it *is* equally *exhibited* by both the control and test groups. Such a similar decline in both groups *runs counter* to previous QBL Tools studies that *used* intact and separated classes as control and test groups. Overall, each specific error type *followed* a downward trend through the three assignments. Between the first and third assignments, the control group *was* able to statistically significantly reduce eight of its error types, while the test group *was* able to reduce fifteen (two error types *showed* a significant increase). Table 5 clearly *shows* that both groups were reducing a range of error types.

- b) Now, complete the following paragraph with the correct forms of the verbs in brackets (present simple, present perfect, past simple). Also decide whether they should be in the active or passive voice.

Data elicitation and analysis

There _____ (be) two stages to the data collection in this study. In order to get the best picture of the role of language in the L2 reading process, both think-aloud verbal protocols and retrospective interviews on the think-aloud protocols _____ (use) as a means for looking at how subjects _____ (use) their L1 and their L2 during the actual act of reading. Think-aloud protocols _____ (have) the advantage of giving a more direct view of how readers _____ (process) a text as they _____ (indicate) what they are doing at the moment they are doing it. Retrospective interviews, in turn, _____ (provide) an opportunity for investigators to ask directed questions to gain clarification of what _____ (report) during the think-aloud. Pressley and Afflerbach (1995), Matsumoto (1993) and Cohen (1987) _____ (carry out) studies which _____ (show) the value and validity of using verbal protocols to investigate the conscious processes of reading in general and reading in a second language in particular, which will not be reviewed here.

TERMINOLOGY

When talking about vocabulary, we normally distinguish between two types of specialist terminology:

- **academic/professional vocabulary (specialist terms that are used across disciplines), e.g., *test group, control group, statistically significant, etc.***
- **jargon (which is restricted to a specific discipline), e.g., (in the field of language teaching) *L1, SLA, communication strategies, etc.***

Both types of terminology are usually found in combination in research articles. The use of terminology is one of the factors that make this type of text accessible only to specialists. That is to say, unless you have been trained in a specific discipline, it will be very difficult for you to understand those texts.

In the passage below, underline the specialist terminology used (whether it is common to different disciplines or specific to language teaching).

Less proficient L2 readers tend to focus more on bottom-up strategies while more proficient readers tend to use a greater mix of bottom-up and top-down strategies. Kern (1994) found that the use of translation to aid comprehension decreased as proficiency increased, while Bernhardt and Kamil (1995) observed that L2 proficiency was the more powerful predictor of L2 reading ability. Lastly, as noted previously, Sarig (1987) and Anderson (1991), as well as Eskey (1988), have pointed to the individual differences in the reading process that are clearly apparent in this study. While the number of subjects in this study is small, the data do reflect trends that have been observed in previous studies. With this in mind, a more careful analysis of the think-aloud data in the lights of the retrospective interviews provides some interesting insights into more specifically when and how second language readers use their L1 and L2 when reading an L2 text.

Extracts from: Computer Generated Error Feedback and Writing Process: A Link, by Judy F. Chen, published in TESL-EJ, Vol. 2 N°3, A-1, January 1997 (jfc@rs1.occc.edu.tw)

MODULE 5

STUDY GUIDE

Activity 10

| | |
|-------------------------|--|
| Estimated time | 1h 30' |
| Type of activity | Practice task |
| Deadline | Studying and working abroad Week 12 |

General description

1. Introduction

This activity will allow you to explore different sites which offer you several options to study abroad. You will analyze them in order to find the program that best suits your needs.

2. Specific objectives

- Exploring sites containing official information about scholarships and foreign university programs
- Analyzing your own needs and possibilities
- Comparing and evaluating different options for studying abroad
- Looking for specific information
- Reading with a purpose
- Giving a reasoned argument for your choice

3. Previous knowledge

- Reading skills
- General knowledge about universities and study programs

4. Related activities

This activity is related to Activity 8 (Classroom discussion on studying abroad).

Expected results

- You will be able to explore web materials with a purpose.
- You should be able to analyze your own situation and choose the best option to spend a semester abroad.
-

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Exploring <i>The European Union</i> site | 20' |
| 2 | Looking for specific information | 25' |
| 3 | Finding information about a foreign university | 30' |
| 4 | Completing the chart provided | 15' |

Summary

This activity will provide you with extensive practice in exploring and analyzing different types of scholarships and foreign university programs, which will allow you to discover by yourself the options to study abroad that best suit your needs.

MODULE 5

ACTIVITY 10

Practice task

Studying and working abroad

Step 1. "Treasure hunt": Applying for a grant

As a university student, you're aware of the importance of studying and working abroad. Because your English is quite good, you decide to consider different options. Explore the following site and find the information you need.

The European Union site

<http://europa.eu.int/index-en.htm>

- You're interested in a traineeship abroad. Find an application form in English.
- Find some information about the *eLearning* initiative.
- You want to spend a semester in a European university as part of your studies. What grant would you apply for? Why?
- What is *Lingua*? Can you specify its main objectives?

Step 2. Finding information about foreign universities

You've finally decided to take a semester abroad and you've been awarded a grant. Bearing in mind your degree course, find a suitable university where you can finish your studies. Visit the following website and find the information you need to complete the chart below.

International Education Information Centre

<http://www.interedu.com/>

- **Name of the university?**
- **Admission requirements? Any specific requirements for foreign students?**
- **The academic year runs from _____ to _____**
- **What subjects will you choose?**
- **What kind of qualification will you get on completing your studies (in the foreign country)?**
- **Main facts about the city**
- **Main facts about the country**



If you want to learn more...

UNESCO

<http://www.unesco.org/>

Eurydice

<http://www.eurydice.org/>

MODULE 5

STUDY GUIDE

Activity 11

| | |
|-------------------------|---|
| Estimated time | 1h 20' – 1h 50' |
| Type of activity | Practice task |
| | Do you want to learn more about language? |
| Deadline | Week 12 |

General description

1. Introduction

This activity is intended to help you think about language and learning. It consists of an online coursebook which encourages users to explore different aspects of the language (like the role of grammar or the features of spoken language, for example). It also has interesting chapters on the nature of language learning and contains interactive activities to help you in this task. You are not expected to work systematically through the book, but to choose those aspects that most interest you.

2. Specific objectives

- Arousing your curiosity about language
- Encouraging you to keep on learning
- Helping you become a more effective learner
- Increasing your proficiency in English

3. Previous knowledge

- All that you have learnt in the course

4. Related activities

- As the last practice task in the course, it is intended to help you use and learn more about all the materials that have been covered during the course.
- The completion of this task should help you towards Activity 14 (Designing a lesson plan).

Expected results

- This activity should help you review what you know about language learning.
- After doing this task, you should become more curious about language and learning.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Browsing through the online coursebook | 20' |
| 2 | Working on unit 1 | 20' |
| 3 | Working on selected aspects from different units | 20'-50' |
| 4 | Working on unit 6 | 20' |

Summary

This activity is based on an online material intended to help you pay attention to and learn more about a variety of questions related to language and learning.

MODULE 5

ACTIVITY 11
Practice task

Do you want to learn more about language?

Throughout the course, you've been encouraged to think about how people learn languages, what strategies a good language learner uses, what it means to learn a language, and the role of grammar in language learning, among other related questions.

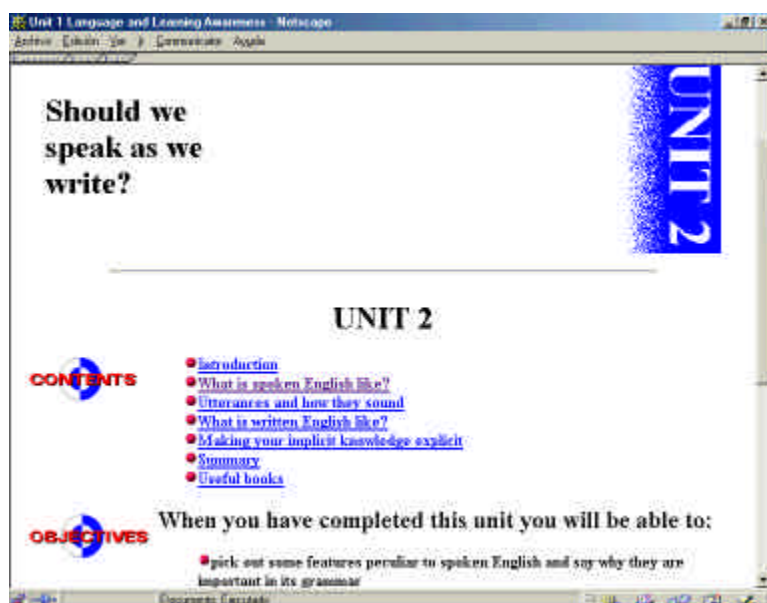
To wrap up a bit, you could ask yourself: What do I know about language? How can I learn more about language? And ultimately: How can I become more proficient in English?

The site below contains an on-line coursebook about language and learning which can be especially useful for those interested in languages. It is not a traditional language course, but a material that aims to arouse your interest and curiosity about language.

Language and Learning Awareness

<http://www.edunet.com/nec/index.html>

This coursebook is divided into six independent units. Because of its hypertext format, you can work on the units of your choice. You are not expected to do all the activities in the book, just browse through the different topics. However, we do recommend that at least you read the introduction, work systematically through unit 1 (which introduces the topic of language and language learning) and do unit 6 (which deals with effective language learning).



If you want to learn more...

... about language, visit the following site:

The World of Language

<http://www.worldoflanguage.com/>

MODULE 5

STUDY GUIDE

Activity 12

| | |
|------------------|--|
| Estimated time | 1h 20' |
| Type of activity | Assignment - Classroom discussion |
| Deadline | What have you learnt in this course? Week 12 |

General description

1. Introduction

As this is the last classroom discussion in the course, you can wrap up a bit and reflect on your own experience as a language learner. Throughout the modules that make up this course, you have worked towards becoming a better language learner (by exploring and evaluating learning materials, assessing your own performance, reading about and discussing ideas about learning, etc.). In this discussion, you are expected to reflect on what you have learnt and try to pave the way for future learning actions outside the course.

2. Specific objectives

- Reflecting on your learning experience
- Analyzing your learning profile
- Thinking about how to improve your English beyond the course
- Becoming interested in learning more
- Sharing your views with other participants and learning from them

3. Previous knowledge

- Communication skills
- All that you have learnt during the course

4. Related activities

As a wrap up activity, this discussion is related to all the rest of activities in the course.

Expected results

This activity will provide you with the opportunity to think about what you have learnt in this course and to share your views with other class participants.

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Reading the guiding questions | 10' |
| 2 | Thinking about what you have learnt in the course | 15' |
| 3 | Reading previous contributions | 15' |
| 4 | Planning your contribution | 20' |
| 5 | Writing and sending your contribution to the classroom discussion | 20' |

Summary

This activity is the last classroom discussion in the course and, as such, it is intended to make you think about the tools that you have acquired during the course, which will (hopefully) help you become a more effective language learner.

MODULE 5**ACTIVITY 12**
Assignment - Classroom discussion**What have you learnt in this course?**

In this last classroom discussion, we'd like you to share your views on the main aspects that we've dealt with in the course. We've put special emphasis on learning to learn English, so we'd like you to think about your experience as learners of the language. You can use the following prompting questions:

- What have you learnt in this course? Do you think it has helped you improve your English? Have the course materials helped you become a more effective learner?
- In your view, what makes a good learner? Think about your own learner profile: What characteristics of a good language learner do you already have? Which haven't you fully developed yet?
- Now that you've become quite "an expert" in language learning, what advice would you give to a friend of yours who has just started to learn a foreign language?

In your comments, you can refer to specific aspects of the course.

Send your contributions to the classroom forum.



Tip: Write your contribution in a Word document and paste it into the body of your email message. This way you can work offline and you don't need to connect until you send the message. **DO NOT SEND ATTACHED FILES.**

MODULE 5

STUDY GUIDE

Activity 13

| | |
|------------------|--|
| Estimated time | 1h 05' |
| Type of activity | Assignment - Language improvement |
| Deadline | Language in context Week 12 |

General description

1. Introduction

This activity will help you identify the features that make language change according to the context. Therefore, we will focus on the differences between speech and writing, formal and informal language, and the purpose and audience of texts.

2. Specific objectives

- Familiarizing with language in different situations
- Identifying the characteristic features of language in different contexts
- Reflecting on language in context
- Analyzing purpose, source, language, audience and style

3. Previous knowledge

- Reading skills
- Some basic knowledge of language features in different contexts

4. Related activities

This activity is related to all those which make you reflect on how we use language in different contexts.

Expected results

You will learn to distinguish the language features of samples produced in different contexts. This will show you how to adjust your own language to different situations in order to avoid misunderstandings.

Map of the activity

| Steps | Tasks | Timing |
|--------------|--|---------------|
| 1 | Reading the introduction to the activity | 5' |
| 2 | Reading the different samples | 20' |
| 3 | Analyzing the characteristic features of each sample | 20' |
| 4 | Deciding on the context of each sample | 10' |
| 5 | Answering the questions relative to each pair of samples | 10' |

Summary

This activity will give you some insights into how language varies according to the situation and will make you reflect on the purpose, audience and style of language in different contexts.

MODULE 5**ACTIVITY 13**
Assignment - language improvement**Language in context****Language in context**

You all know that language varies depending on the situation. We use different forms in different contexts. For instance, you do not speak to an employer or teacher in the same way as to a friend. The forms that we use in speech are also different from those used in writing. Language also varies depending on the audience the message is addressed to (e.g. think about the difference between a journal for medical experts, a textbook for medical students, and a newspaper article on medical issues for the general public).

As speakers or writers, what specific language features do we use to adjust our message to different situations? What effect does the use of an inappropriate form have on the receiver? Think about a teacher reading aloud from the textbook in front of a class, or about a participant giving an informal speech in front of an international committee, for instance.

This task is intended to help you identify the features that make language forms change according to the context. Answer the questions below by analyzing the samples given. You should reason your answers by referring to specific parts of the samples.

a) Is this spoken or written English?**SAMPLE 1**

That's what bees do. They don't know how fast it's they're going. They don't know how far it's where they are from the ground. What they do is maintain a constant distance and speed from the ground so that by the time they actually land, they're almost at a complete stop already. So how can the way bees land help us design aircrafts? Well if you think about the possibility of automating flight, not necessarily for a big passenger aircraft, but for miniature unmanned flying machines that could work on surveillance or a in weather monitoring, that sort of thing, landing is the trickiest part of unmanned flight. So if you use the visual cues that you learned from the honeybee and program that into the computer running the unmanned aircraft...

SAMPLE 2

Grace Hopper was the driver for modern US computer technology. Modern computer history began when Lt (JG) Hopper was assigned to work for Howard Aiken at Harvard in the late 1940s. She spent her career working for the US Navy. At her retirement she was the oldest person on active duty with the US Navy. She coined the term 'computer bug' during her work with with first electronic computers when she found the moth that had shorted out two tubes. She invented the modern subroutine. She built the first A-O compiler which went live on November 4, 1952 on the UNIVAC I to predict the Eisenhower win after 7% vote returns. The Navy and the computer industry felt her work and contributions so valuable that they kept returning her to active duty after retirement. She invented the language APT and verified the language COBOL.

b) Where do these texts come from? Who wrote them? Who are they addressed to?

SAMPLE 3

volcano plural VOLCANOES, OR VOLCANOS, any vent in the crust of the Earth or other planet or satellite (e.g., Jupiter's Io), from which molten rock, pyroclastic debris, and steam issue. Volcanoes are commonly divided into two broad types: fissure and central. Each type is associated with a different mode of eruption and surface structure.

Fissure volcanoes are much more common than those of the central type. They occur along fractures in the crust and may extend for many kilometres. Lava, usually of basaltic composition, is ejected relatively quietly and continuously from the fissures and forms enormous plains or plateaus of volcanic rock. Submarine fissure eruptions are common along the crests of mid-ocean ridges and are pivotal in seafloor spreading (see *seafloor spreading hypothesis*). When molten rock is extruded under water, pillow lava--piles of sack-shaped rock masses measuring up to several metres in diameter--are often formed.

SAMPLE 4

Needle Chest Decompression

I have tried needle decompression of tension pneumothorax pre hospital with a large bore cannula and found it to be of limited value. I have heard of a technique used by the military in combat where an incision at the site of a chest tube insertion ie 5th intercostal mid axillary with a finger stuck in and removed will do a better job removing air and blood if a formal tube is not available as is sometimes the case in situations where docs are not available and a last ditch effort is made. This is then covered by a three sided dressing. In some cases this is done bilaterally. This is taught to combat medics and special forces I understand – would civilian paramedics not be able to use this technique? and does anyone on the list know of its efficacy? Comments welcome.

c) Are these extracts samples of formal or informal language? Can you think of a suitable context for each of them?

SAMPLE 5

Extracting DNA from a kiwi fruit

Almost everything you eat contains some DNA, and you don't have to be a research scientist to extract it. This activity shows you how to extract, see and touch the genetic material from a kiwi fruit, which you can buy at the local store.

But first, a little background information:

Deoxyribonucleic acid (DNA) is the genetic material present in all organisms, from bacteria to humans. A single subunit of DNA is called a nucleotide. Hundreds of thousands of nucleotides are hooked together to form a chain, and two chains are paired together and twisted into a double helix -- the famous shape often referred to when talking about the DNA molecule.

SAMPLE 6

This doctrine is associated with "legal positivism." It is endorsed by Jeremy Bentham, John Austin, Herbert Hart and many other so-called "positivists." But the doctrine is in fact much more widely accepted. Thomas Aquinas is classified as a "natural lawyer," but he begins a lengthy passage by asserting that "Laws framed by man are either just or unjust" and goes on to discuss various ways in which laws can be unjust and implications of the injustice of laws for the morality of conduct.

MODULE 5**STUDY GUIDE****Activity 14**

| | |
|-------------------------|---|
| Estimated time | 2h 25' – 2h 45' |
| Type of activity | Assignment - Internet activity (end of Module 5) |
| | Designing a lesson plan |
| Deadline | Week 12 |

General description**1. Introduction**

This assignment is the last activity in the course and, consequently, it will require you to apply what you have learnt so far—especially from the tasks in this module. As you know, the focus of this module is on the use of Internet resources that have not been specifically designed for language learning, but that can be used for that purpose. This is precisely what you have to do in this Internet activity. Working in groups, you will find a good web resource of interest to university students and will prepare a task based on it. You will then share your task with other groups. You will also be asked to give feedback on other students' tasks.

2. Specific objectives

- Searching for interesting web materials
- Analyzing the teaching potential of those materials
- Exchanging your views with other members of the group to reach a decision
- Identifying learning needs and objectives
- Developing a critical attitude towards learning materials
- Developing a more reflective attitude towards learning

3. Previous knowledge

- All the skills and materials that have been covered during the course, especially those in Module 5

4. Related activities

It is related to the rest of activities in the module.

Expected results

This activity should help you put into practice some of the most important skills that you have learnt so far:

- finding interesting web materials that have not been designed for language learning but that can be used for that purpose
- analyzing those materials from a language learning perspective
- analyzing learning needs and objectives
- working with other classmates to help each other become more effective learners

Map of the activity

| Steps | Tasks | Timing |
|--------------|---|---------------|
| 1 | Finding a resource that is appropriate for language learning | 20'-40' |
| 2 | Working in groups to prepare a draft task to be sent to the instructors | 50' |
| 3 | Revising your draft in the light of the feedback received | 45' |
| 4 | Preparing a final version using the template provided and sending it to the classroom forum | 15' |
| 5 | Completing a task prepared by another group | 15' |
| 6 | Writing a message to the forum with your comments on that task | 15' |

Summary

In this Internet activity you will have to apply what you have learnt in Module 5: to use web resources that have not been designed for language learners as a tool to help you improve your English. This activity requires you to systematize this ability by preparing a task to exploit the language learning potential of a good resource. In groups, you will be expected to think of aspects to learn and ways of learning. You will also be asked to provide feedback on other students' tasks.

MODULE 5**ACTIVITY 14**
Assignment - Internet activity**Designing a lesson plan**

So far you have explored different types of Internet resources that have not been designed for language learning, but that can be used for that purpose. You have also seen ways in which those resources can be exploited. In the last activity of the module you will work in groups on the design of a language learning task derived from a resource of your choice. Besides, as this is the last activity in the course, you will have a chance to apply what you have learnt about autonomous language learning. You should bear in mind that, from now on, you will have to continue with the learning process on your own, although we expect that this course will have equipped you with the necessary tools to help you succeed in this endeavour.

Below is an activity description template to assist you in the process of developing your language task. If you fill in the fields in the template (which is like all the descriptions you've seen in the study guides) and follow the steps below, you will see that it's not that difficult.

STEPS

1. Each member of the group should find a resource that can be particularly useful for a learner of English at your level. Remember that you should choose a resource THAT HAS BEEN DESIGNED FOR A PURPOSE OTHER THAN LANGUAGE LEARNING.
2. Share your resource with the rest of the members of the group. Everyone looks at all the resources. Choose the resource that you think is the most appropriate for this activity.
3. Individually, each of you has to identify the language aspects that you can work on: What areas can you learn about (e.g. grammar, vocabulary, pronunciation, etc.)? What skills (e.g. listening, reading) can you practise? Share your list with the rest of the members of your group and come up with a single (agreed) list.
4. Decide on the approach you will take to the task: How can you effectively exploit the resource?
5. Establish the objectives of your learning task.
6. Discuss your task proposals until you agree on a final one. Your group should prepare a set of notes including a link to the resource and the proposal.
7. Each group should send their notes to the instructors for feedback.
8. Revise your task based on the feedback you have received.
9. Each group should write a final version of the task using the template provided and send it to the class forum.
10. Individually, each of you should choose a task designed by another group and do it (as a student). Send a message to the forum with your comments on it.

MODULE 5**Your names go here!****Activity 14**

Estimated time

Type of activity

Internet activity - [Write the name of your activity](#)

Deadline

General description**1. Introduction****2. Specific objectives**

-
-
-
-
-
-

3. Previous knowledge

-
-
-

4. Related activities

-
-

Expected results

-
-

Map of the activity

| Steps | Tasks | Timing |
|--------------|--------------|---------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Summary