 CHAPTER 5 WEB PAGE MATERIAL

Web page activity 5.1

‘Language teaching coursebooks have failed to enter the digital age.’

- Conduct some online research looking at ELT publishers’ web sites (some are given below), and decide whether you agree with this statement.

**Oxford University Press** Portal, for sites for *New Headway, New English File* and other Oxford University Press coursebooks:

http://elt.oup.com/?cc=global&selLanguage=en

**Cambridge University Press** Portal, for sites for *face2face, Touchstone, English in Use* and other Cambridge University Press coursebooks:

http://www.cambridge.org/ie/elt/catalogue/subjects/item382365/Adult-courses/?site_locale=en_IE

**Pearson ELT** portal for *Speakout, Top Notch* and other Pearson coursebooks:

http://www.pearsonelt.com/

Web page activity 5.2

The organisation EUROCALL (the European Association for Computer-Assisted Language Learning) provides a focus for research and practice relating to the use of technology for language learning: http://www.eurocall-languages.org
It hosts a discussion list (among other social media) which can be joined by non-members and which is an extremely useful and vibrant forum for pooling ideas, research and information: http://www.eurocall-languages.org/about/discussion-list

Consider joining it to open discussions about technology and language materials and/or other issues that you feel this chapter raises.

**Web page activity 5.3**

We are very aware that websites date and change rapidly. Here we list some well-established ones offering authoring tools (software which allows users to design and generate their own materials):

- Cartoon generator www.goanimate.com
- Comic-strip generator www.makebeliefscomix.com
- Mind maps www.prezi.com (presentation tool)
- News lessons creation www.lingleonline.com
- Quiz generator puzzlemaker.school.discovery.com
- WebQuests www.webquest.org
- Website creation www.weebly.com
  www.google.com/sites
- Wikis creation www.wikispaces.com
- Word-cloud generator www.wordle.net
Web page activity 5.4

The BACKBONE corpus, which builds on the work of SACODEYL, is available at http://projects.ael.uni-tuebingen.de/backbone/moodle

Web page activity 5.5

The website http://corpus.byu.edu hosts open access corpora such as the BNC and COCA which have built-in software such as concordancers.

The website http://www.laurenceanthony.net/antconc_index.html contains freeware suitable for DDL purposes.

Web page activity 5.6

Vocabulary development @Twitter

<table>
<thead>
<tr>
<th>Task goal</th>
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<tbody>
<tr>
<td>Contribution/Sharing: Creation</td>
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<tr>
<td>Networking: Peer interaction and support</td>
</tr>
<tr>
<td>Problem-solving: Writing word definitions within constraints of Twitter (140 characters)</td>
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<tr>
<td>Language focus: Vocabulary: developing definitions for new lexis encountered in class activities</td>
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Proficiency level

CEFR level A2 or higher

Tools/device/environment

Environment: Class VLE/wiki, Twitter
Device: Mobile phone
Application: Wiki, Twitter

**Task set-up and procedure**

**Task set-up:** Teacher sets up Twitter account e.g. @classdefinitions

Useful resource: [http://mashable.com/2012/06/05/twitter-for-beginners](http://mashable.com/2012/06/05/twitter-for-beginners)

**Task procedure:** Students set up own account (if not already on Twitter) and become ‘friends’ with the teacher and with peers so they can ‘follow’ each other

Class agrees on vocabulary focus, e.g. lexis occurring in coursebook or other materials used in class, and on number of definitions each student to devise (e.g. five per week)

Students tweet their definitions (using # to indicate word being defined); peers/teacher read then maybe refine each other’s definitions, and tweet these

Link the Twitter feed to class VLE or Wiki if available, so tweets form a glossary.

**Interaction patterns**

Individual, class

**Timescale**

Course/programme

**Teacher role**

Evaluation, feedback, language focus

**Projected learning outcomes**

Vocabulary development, networking, empowerment

**Post-task evaluation and reflection**

Evaluate goal achievement and language/vocabulary development

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*Figure 5.10 Parameters for the design of materials using digital media: a worked example*
Web page activity 5.7

Two recommended online journals and a relevant project on designing materials for IWBs can be found at:

- *Language Learning & Technology*: llt.msu.edu
- *ReCALL*: www.eurocall-languages.org/publications/recall
- The *ITILT* (Interactive Technologies in Language Teaching) project:
  https://www.academia.edu/2983386/Designing_IWB_Resources_for_Language_Teaching_The_ITILT_Project

Web page activity 5.8

Look through the table of contents of the special issue of *Language Teaching & Technology* on MALL (mobile assisted language learning) for one or more ideas that you consider would be doable/adaptable for your own teaching context:

http://llt.msu.edu/issues/october2013/index.html