

MATSDA 14  
28th-29th June

Liverpool

# Electronic & Pedagogical learning in the ESP Classroom

**Dr. Soraya García**

# Introduction

This presentation proposes a reflection on  
teaching ESP using electronic and  
Pedagogical learning resources  
in the ESP (Teacher training) Classroom

# Index

1. Literature review
2. Description of a didactic experience using digital resources
3. Evaluation
4. Results & discussion
5. Conclusions



# Literature review

## *Principles proposed for language acquisition*

- 0 *Learner needs to be motivated, relaxed, positive and engaged*
- 0 *Language experience needs to be contextualized and comprehensible*
- 0 *Language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered*
- 0 *Learner needs to achieve deep and multi-dimensional processing of the language*

Tomlinson (2008:4)

# Literature review

*Opportunities for **SLA** can be offered at the computer (**with technology & digital resources**) as learners are exposed to new language and when learners are prompted to engage in collaboration that promotes negotiation of meaning.*

Beatty (2003:79)

# Literature review

✧ **Motivation** is a crucial factor in successful language learning (Ur, 1996, p.10)

✧ Students are not always internally motivated; they sometimes need **situated motivation**, which is found in environmental conditions that the teacher creates

(Gardner & Lambert, 1972 and Dörnyei, 1994, 2006).

# Literature review

*The acquisition of a FL implies training in real contexts  
(Web 2.0) & social interaction*

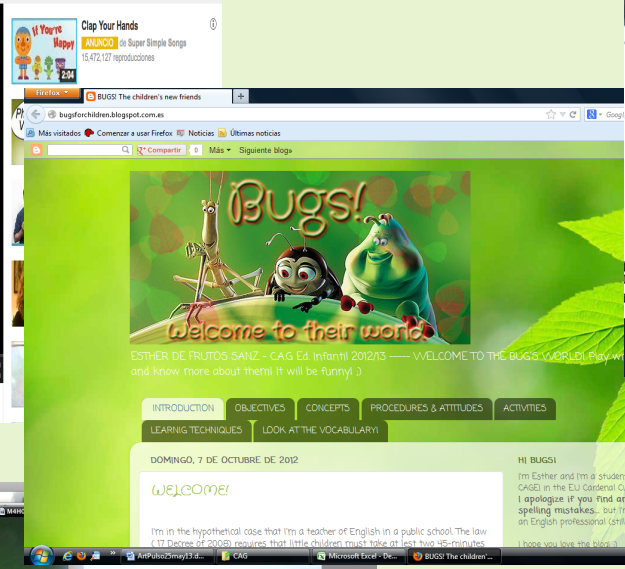
Dudenev & Hockey, (2007, 2013)

This project reviews the use of digital technology:  
(Blogs, Blackboard and Youtube)

As motivating resources to promote opportunities for  
SLA and language learning



# 2. Description of a didactic experience



# Procedure

- Action designed to reinforce subject contents of the subject “*English as a Foreign Language* (B.A in Primary Education)
- Study carried out outside class time with 32 participants in 12 ECTS contact hours

# Aims

- To provide SLA through the development of student's skills through motivating digital resources
- **Teach how to teach ESL** following some pedagogical principles
- Develop the professional student profile (Teacher training)

# Description of a didactic experience

Development of ESP tasks using  
**Internet + virtual platform + web 2.0 + multimedia**

- a) Internet (Web):** access to specialized ESP resources
- b) Virtual Platform (blackboard):** to manage and organize the subject & contents
- c) Multimedia (video, audio, ©programs, ppt.):** to create and present didactic presentations
- d) Web 2.0 (Blogs & Youtube):** to look for information & present personal projects ensuring a collaborative approach (information related to a specific topic of interest, listening & visualization of presentations...)

# a) Internet

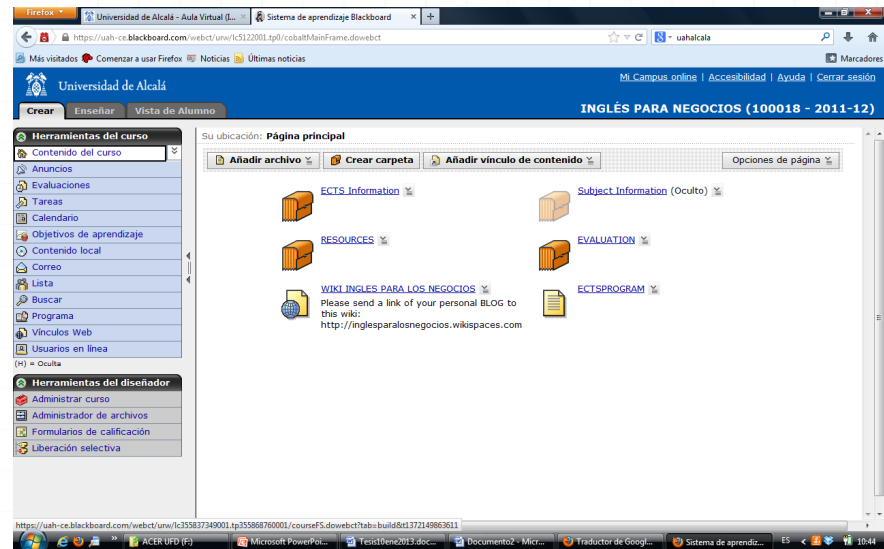
- Access to TEFL resources (**onestopenglish, BBC, BC...**)
- Language teaching sites (**EFL / TESOL**) with discussion forums or interactive exercises on grammar, etc.
- Websites that allow teachers' lesson plans or creating interactive exercises (**using authoring software: Hot Potatoes, Quia, EdiLim...**)
- Audio applications with text transcription (**Youtube, RealPlayer...**)

# b) Virtual platform (Blackboard)

■ To create, manage & organize content

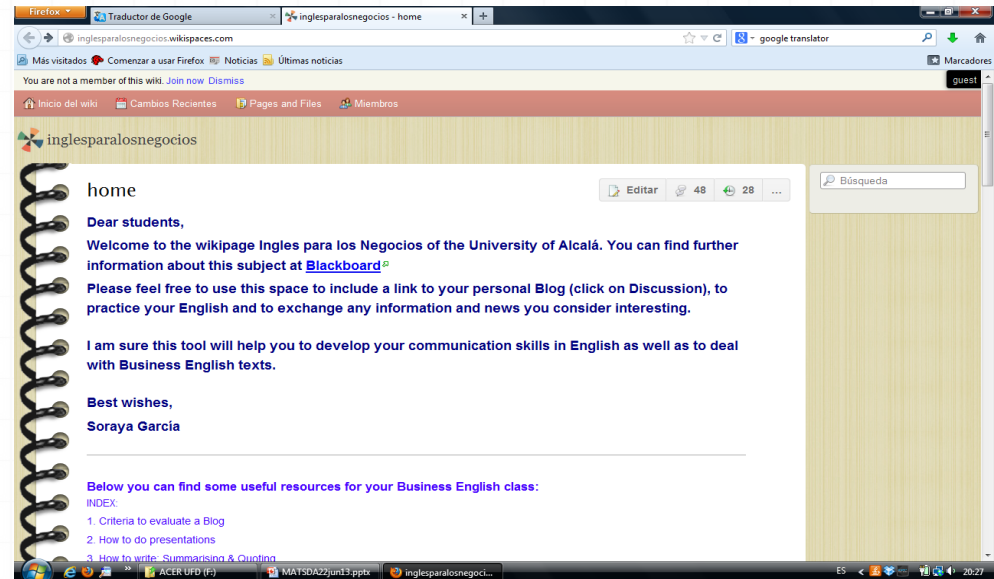
■ To include printable:

- student guide
- teaching plan
- Activities
- References
- Chat, forum & e-mail
- links to other sites & resources

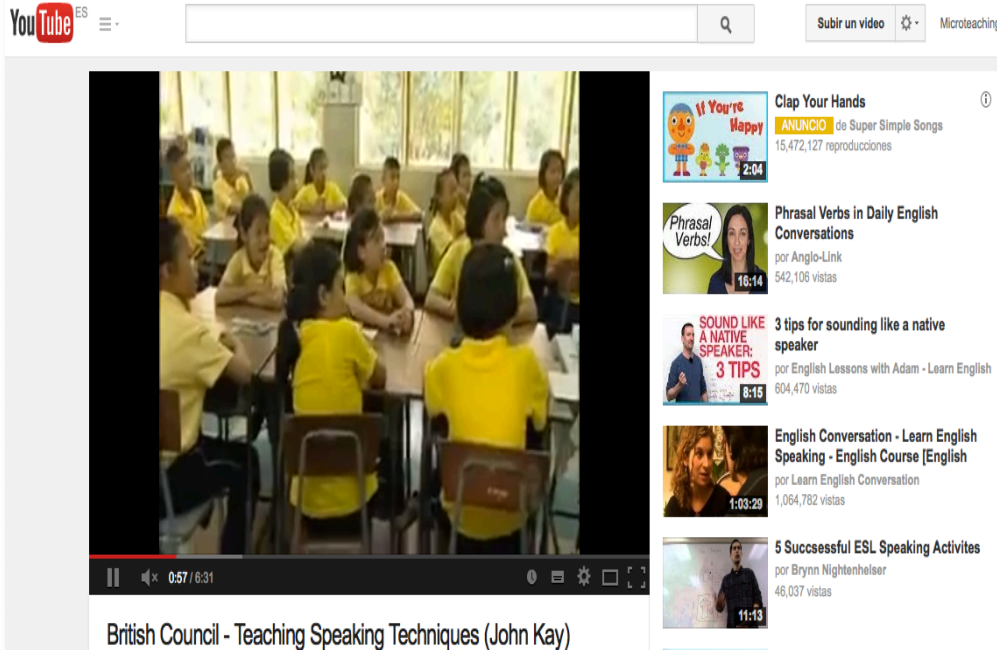


# c) Web 2.0

- Practice of ESP topics/practices
- Grammar and vocabulary practice in EFLT sites
- Reading & Writing
- Audio & Speaking



## e.g. Web 2.0: Youtube (listening & speaking)



The screenshot shows a YouTube interface. The main video player displays a classroom with students in yellow shirts. Below the player, the video title is "British Council - Teaching Speaking Techniques (John Kay)". To the right of the player is a list of suggested videos:

- Clap Your Hands** (ANUNCIO) de Super Simple Songs, 15,472,127 reproducciones, 2:04
- Phrasal Verbs in Daily English Conversations** por Anglo-Link, 542,106 vistas, 16:14
- 3 tips for sounding like a native speaker** por English Lessons with Adam - Learn English, 604,470 vistas, 8:15
- English Conversation - Learn English Speaking - English Course [English]** por Learn English Conversation, 1,064,782 vistas, 1:03:29
- 5 Successful ESL Speaking Activites** por Brynn Nighthenhiser, 46,037 vistas, 11:13

**Activity:** Listen to this video: (British Council - Teaching Speaking Techniques, by John Kay) and explain which are the main techniques. (5%)

- Listening & discussion of didactic contents
- Pronunciation practice



# Web 2.0: Blogs (Reading)



The screenshot shows a blog page with a blue header and a white main content area. The title 'Teaching English' is in large blue font. Below the title is a navigation bar with 'Home', 'My ICT blog', and 'About me'. A filter bar shows 'Showing posts with label Primary Education. Show all posts'. The main post is dated 'March 22, 2012' and titled 'Book reports'. The text discusses the challenges of teaching English to older students and the use of Google Docs for book reports. A 'Tags' sidebar lists various educational topics, and a 'Followers' section at the bottom offers a 'Join this site' button.

## Teaching English

Home My ICT blog About me

Showing posts with label Primary Education. Show all posts

March 22, 2012

### Book reports

My older students are required to read one book in English per school term and I find that checking this task is quite a difficult job for the teacher, up to now I asked them to talk about their books during a break but I realized that it was better to make them write a report because they will take the task more seriously.

Within the School 2.0 framework I have decided to design a **book report** using forms in Google Docs, the students can access to the form in the Moodle courses and fill it with the information required. The form application in Google Docs is very useful since it helps to **keep a record** of their works and the books read by each of them and it even allows you prepare some **graphs** for the educational end-of-course report.

Apart from the compulsory reading, they can voluntarily read more books what will be taken into account to assess them. It is also interesting to have a **reading log** poster to display in the classroom for

Tags

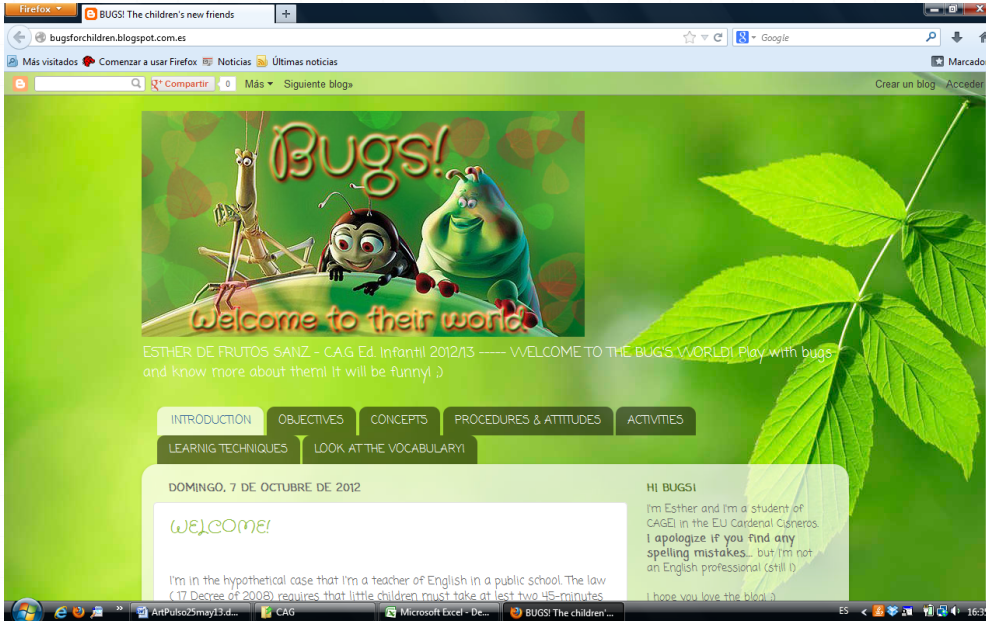
- Abalar
- Art
- CLIL
- Escuela 2.0
- ICT
- Infant Education
- LIM
- Maths
- MobileLearning
- Primary Education
- Science
- Teacher training

Followers

Join this site  
with Google Friend Connect

- Activity: Read this blog (TESL by Isabel Perez) and explain 1 topic for teaching listening & reading Include:**
1. Topic, student's age & timetable
  2. Activities
  3. Resources
  4. Methods & learning techniques
  5. Objectives

# Web 2.0: Blogs. Writing & Reading



Activity: Design of a Didactic Unit in Blog format

- Reading and writing content is produced and selected by students
- Involves participation & collaboration (reading & commenting partner's)

# d) Audiovisuals & multimedia

Multimedia and virtual activities integrate the different language skills with tasks that comprise:

➤ Writing and oral texts & activities

(ex EdiLim)

➤ Videos made by the students

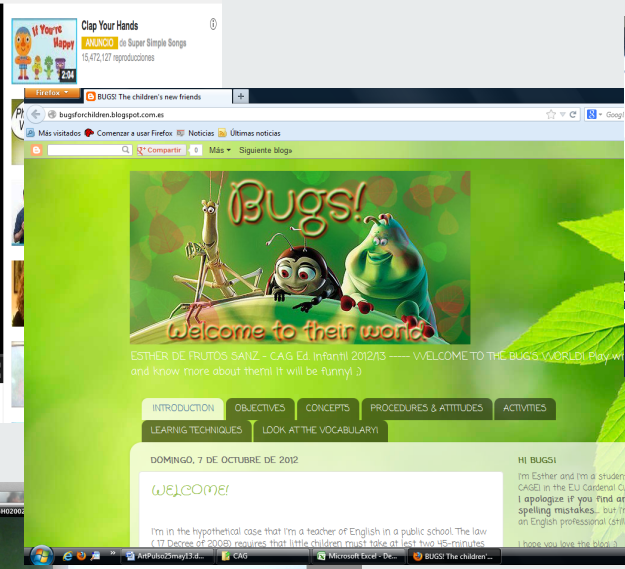
(ex. vimeo)

➤ Listening & written interventions

(ex. recorded songs)



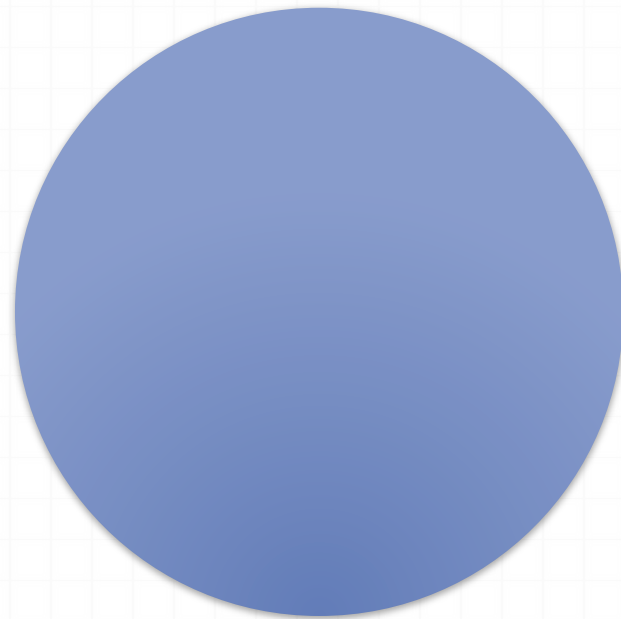
# 3. Evaluation



# Evaluation

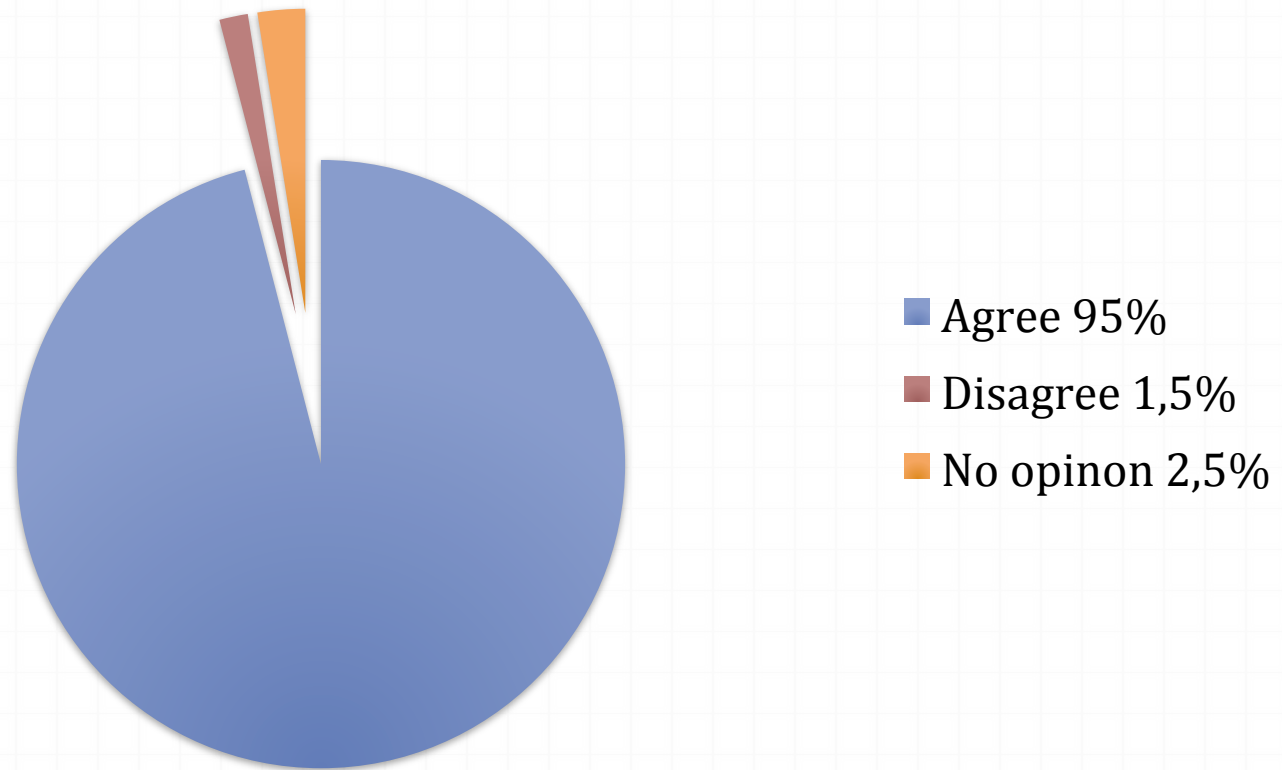
- **Quantitative data** → Questionnaire related to the use of interaction, ICTs & ESPs (Teacher training)
- **Qualitative data** → open question: rationalization of their experience & proposals for improvement.
- Interviews to foster student's critical thinking about their own teaching-learning experience and language acquisition  
according to Tomlison's (2008) principles for language acquisition

# 1. Technology enables learning in a motivated, relaxed, positive and engaged manner

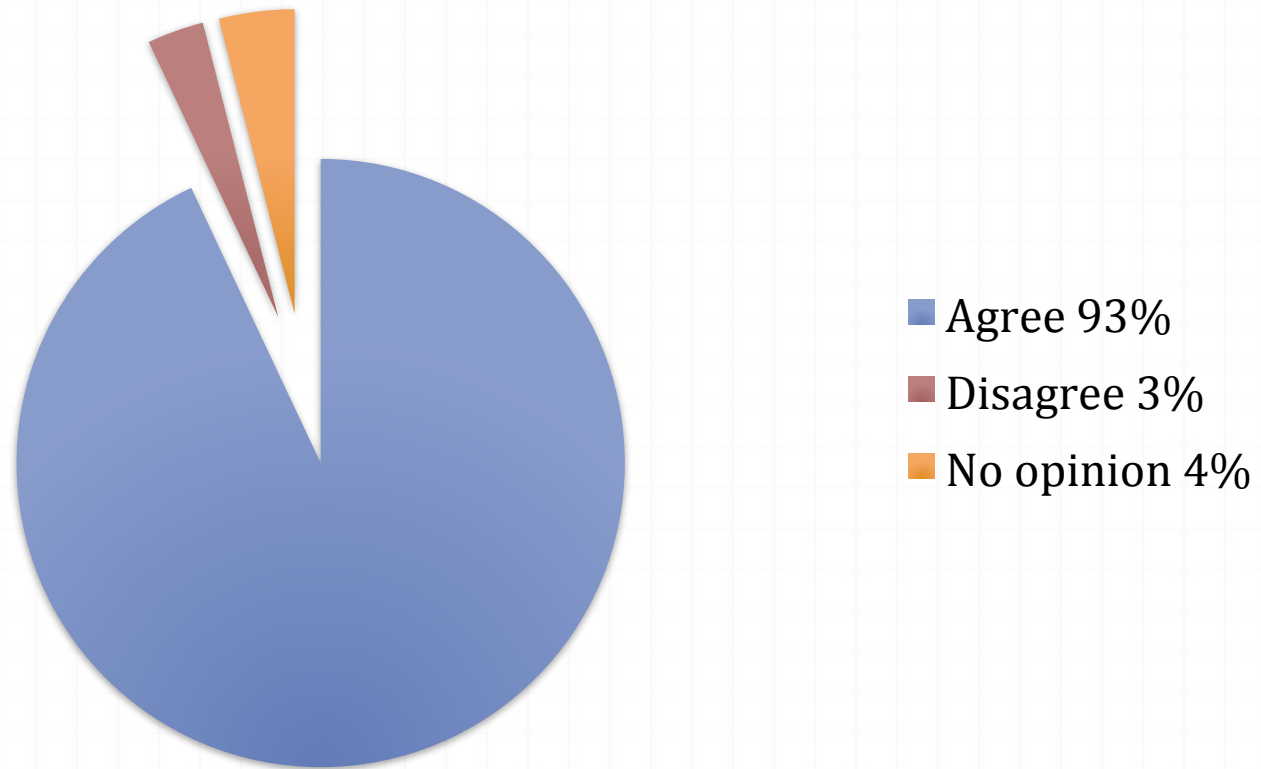


- Agree 100%
- No opinion 0%
- Disagree 0%

## 2. Technology facilitates contextualized and comprehensible language

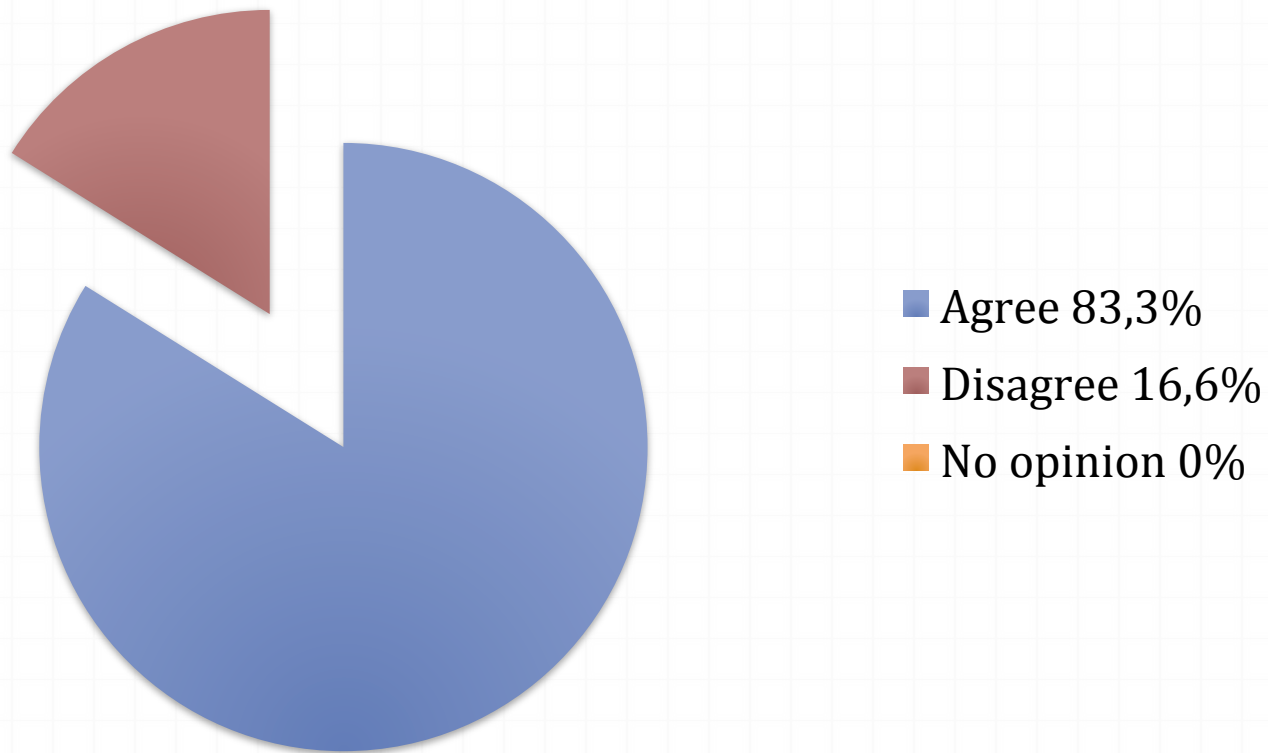


### 3. Technology allows language to be salient, meaningful, and frequently encountered (interaction and communication)

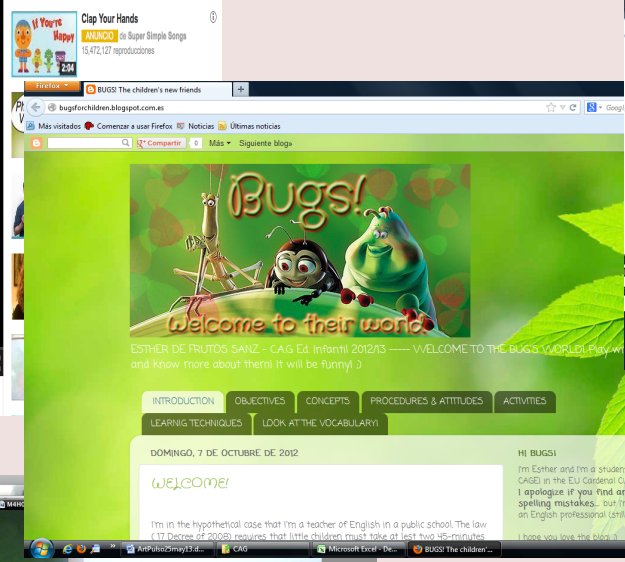




### 3. Technology facilitates the integration of the different language (listening, reading, writing, speaking)



# 2. Discussion



# Results

## Learning BE with technological resources

Ensures language acquisition (Tomlison, 2008, 2012):

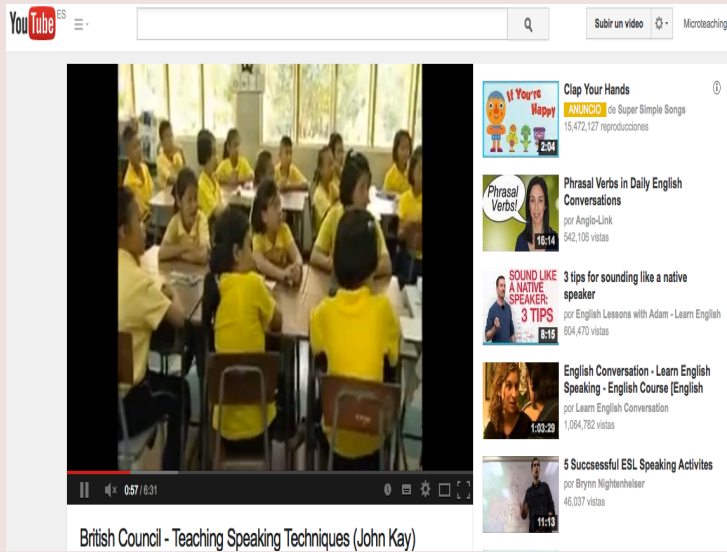
- 0 Student learns **motivated**, relaxed, positive and engaged
- 0 Language is contextualized and comprehensible
- 0 Language and discourse features are salient, meaningful and frequently encountered
- 0 Learner achieves wider & multi-dimensional processing of the language



Student learns  
**motivated,**  
relaxed, positive  
& engaged

## ✓ Learning ESP with digital resources

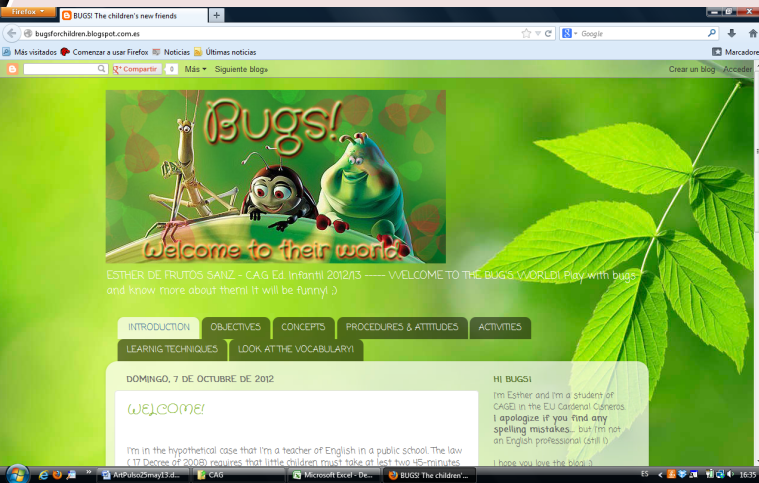
- Promotes intrinsic motivation with varied multimedia & audio, etc. resources that facilitate students' interaction
- Includes motivating IT tools that allow independent actions, make decisions and monitor own progress\_
- Constructive Teaching: active participation in the decision of selecting resources for their own learning
- Foster autonomous learning (task fulfillment in a stated time)



Language is  
contextualized and  
comprehensible

## ✓ Learning ESP with digital resources

- Encourages the practice & acquisition of EFL & ESP
- Ensures control, responsibility & reflection for own learning (ex. watching and commenting didactic videos)



Language and discourse  
features are salient,  
meaningful & frequently  
encountered



## Learning ESP with ICT

- Develops collaborative learning and social constructivism (Blogs, virtual assignments...)
- Facilitate interaction / real communication (virtual readings, posts...)



Learner achieves  
wider  
& multi-dimensional  
processing of the  
language



- Learning ESP with digital resources
- Enables the technical integration of the different language skills
- Access to audio/text processing (blogs, multimedia videos,...) with updated ESP information
- Sociocognitive-communicative approach: acquisition of knowledge through different means

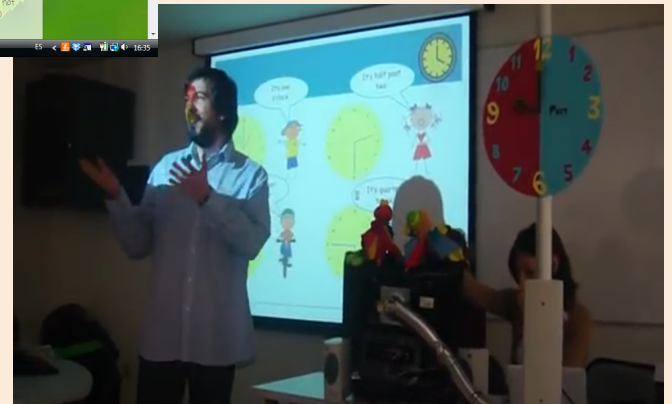
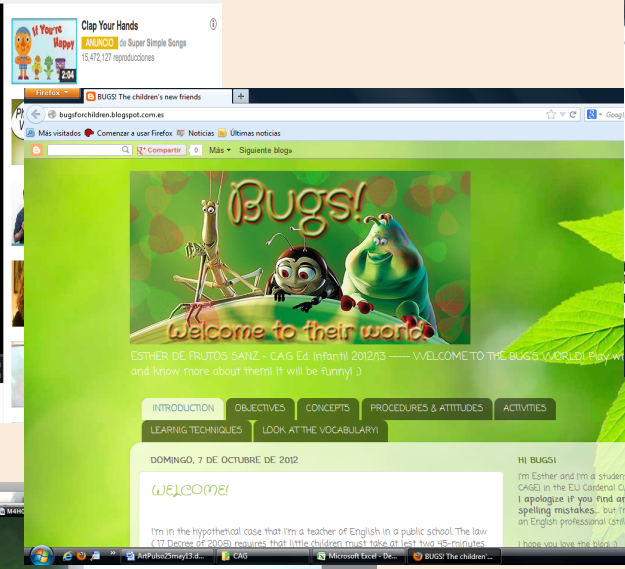


## ✘ Learning ESP with technological resources

- Does not solve problems of face to face oral communication
- ICT doesn't include all grammar/syntax correction functions
- Does not develop oral proficiency in all its effects (accuracy)



# 5. Conclusions



# Conclusion

## Learning ESP with digital resources

- ❖ Enables the technical integration of the different language skills
- ❖ Enables access to audio/text processing with updated ESP information
- ❖ Sociocognitive-communicative approach: acquisition of knowledge through different means

# Conclusions

## Digital resources...

- ❖ Develop collaborative learning and social constructivism (web 2.0, virtual assignments...)
- ❖ Facilitate interaction / real communication (e-mail, youtube, blog posts, chats...)

# Conclusion

## However although

Digital resources do not solve problems of f2f oral communication

They can

Provide motivating situations that ensure  
language acquisition & ESP learning & teaching  
following some pedagogical principles

# Proposals

- To include speaking tasks with social media tools
- To promote didactic situations that ensure language acquisition with digital resources
- To encourage authentic communication in real contexts (i.e. virtual collaboration)
- To present contexts that satisfy students' specific needs
- To adapt the type, level and amount of content to the student
- To provide a personalized assessment with suggestions for improvement

# References

- 0 Beatty, K. (2003). *Teaching and Researching Computer Assisted Language Learning*. London: Pearson Education, Longman.
- 0 Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: CUP
- 0 Dudley-Evans, T. y St John, M.J. (1996). "Report on Business English: A Review of Research and Published Teaching Materials", *TOEIC Research Report N° 2*, July 1992. The Chauncey Group International
- 0 Thornbury, S. (2006) *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Oxford, UK.: Macmillan Education.
- 0 Robinson, P. (1980). *ESP English for Specific Purposes*. Oxford: Pergamon Institute of English.
- 0 Tomlinson, B. (2008). Language acquisition and language learning materials. In B. Tomlinson (Ed.), *English language teaching materials* (pp. 3-14). London, UK: Continuum.
- 0 Ur, P. (1996). *A course in English Language Teaching*. Cambridge: CUP

# Thank you

for your attention

Dr. Soraya García

[soraya.garciae@uah.es](mailto:soraya.garciae@uah.es)



Universidad de Alcalá (Spain)