Universidad de Alcalá

Centro Universitario Cardenal Cisneros

Electronic & Pedagogical learning in the ESP Classroom

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Introduction

This presentation proposes a reflection on

teaching ESP using electronic and

Pedagogical learning resources

in the ESP (Teacher training) Classroom

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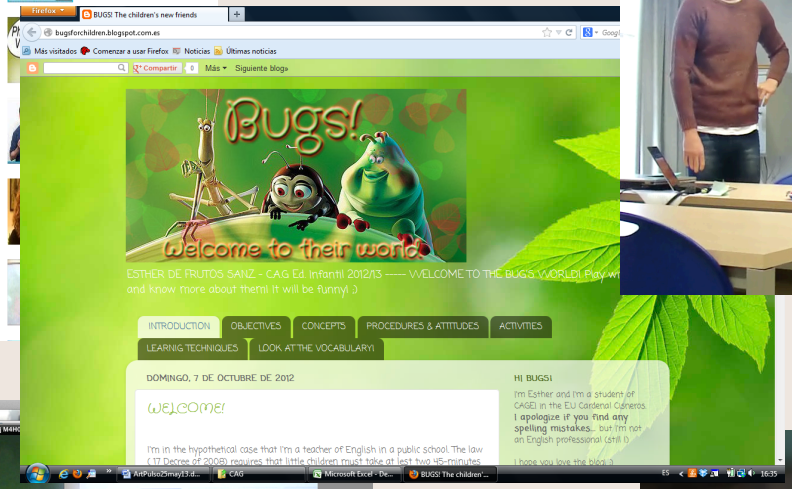
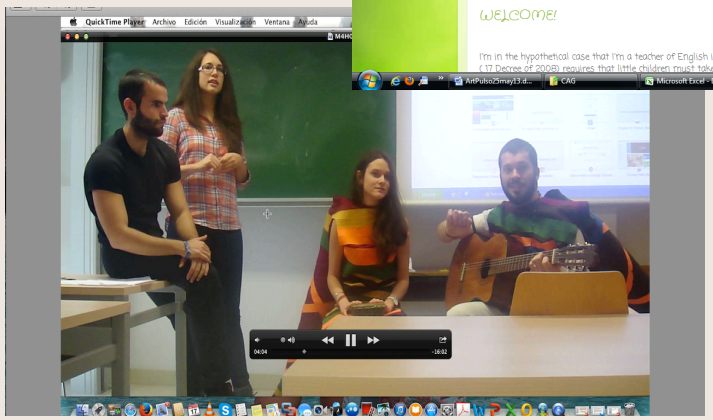
1. Literature review





Literature review

*Principles proposed for **language acquisition***

- *Learner needs to be* motivated, *relaxed, positive and engaged*
- *Language experience needs to be contextualized and comprehensible*
- *Language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered*
- *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

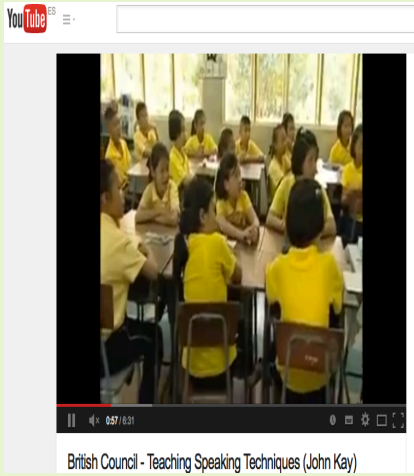
Dudeney & Hockey, (2007, 2013)

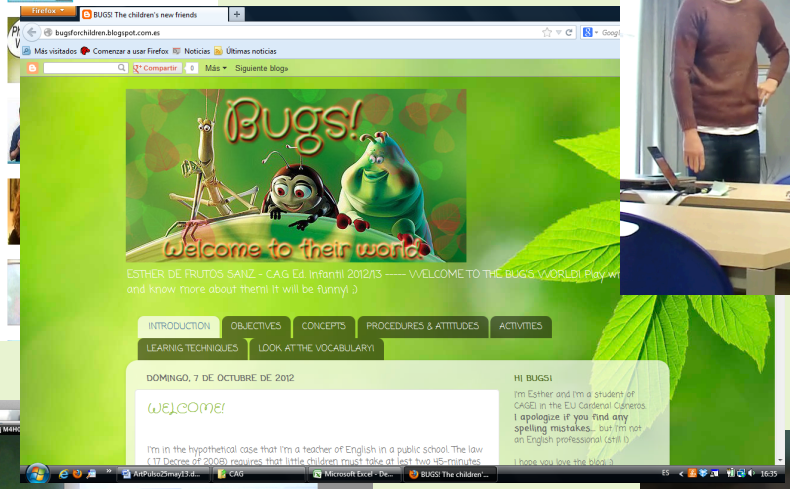
This project reviews the use of digital technology:

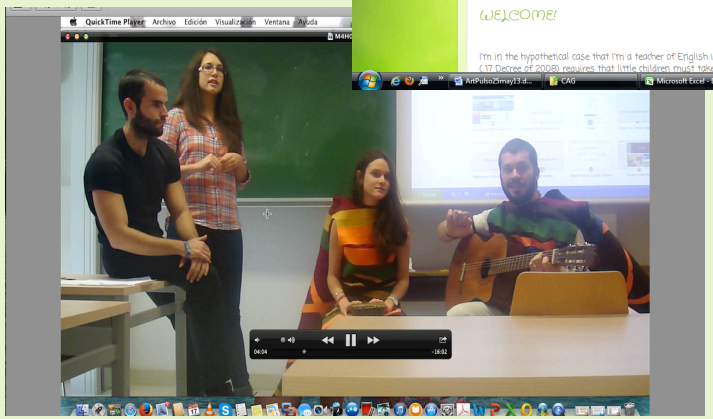
(Blogs, Blackboard and Youtube)

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…)

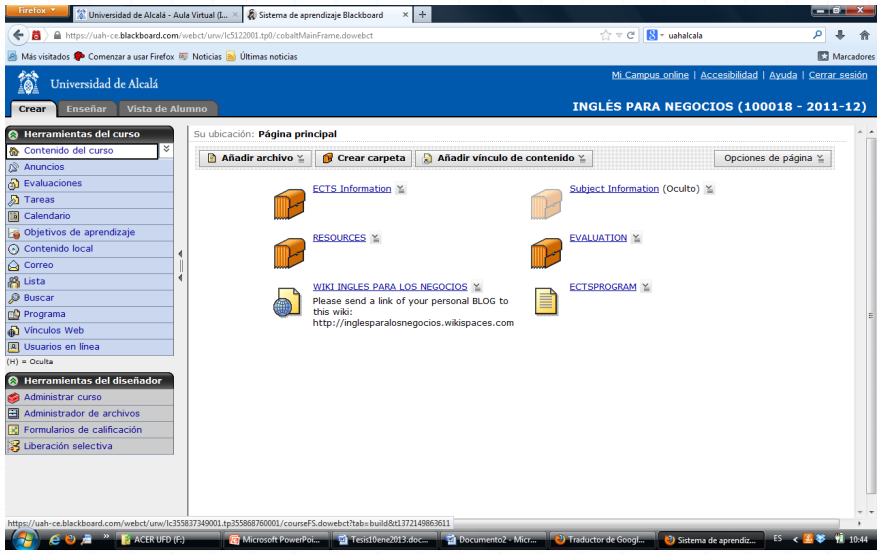
a) Internet

- 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)

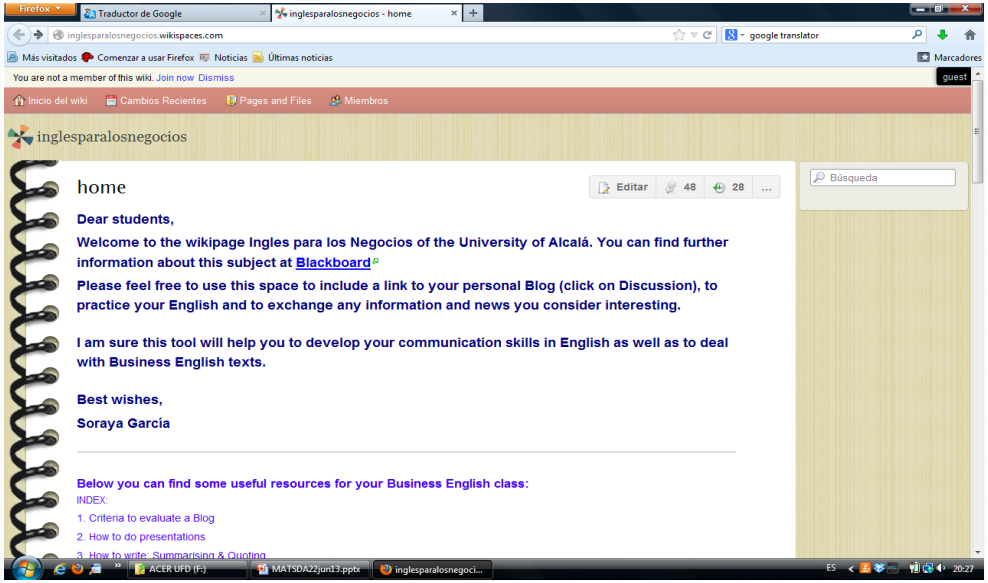
- To create, manage & organice content

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

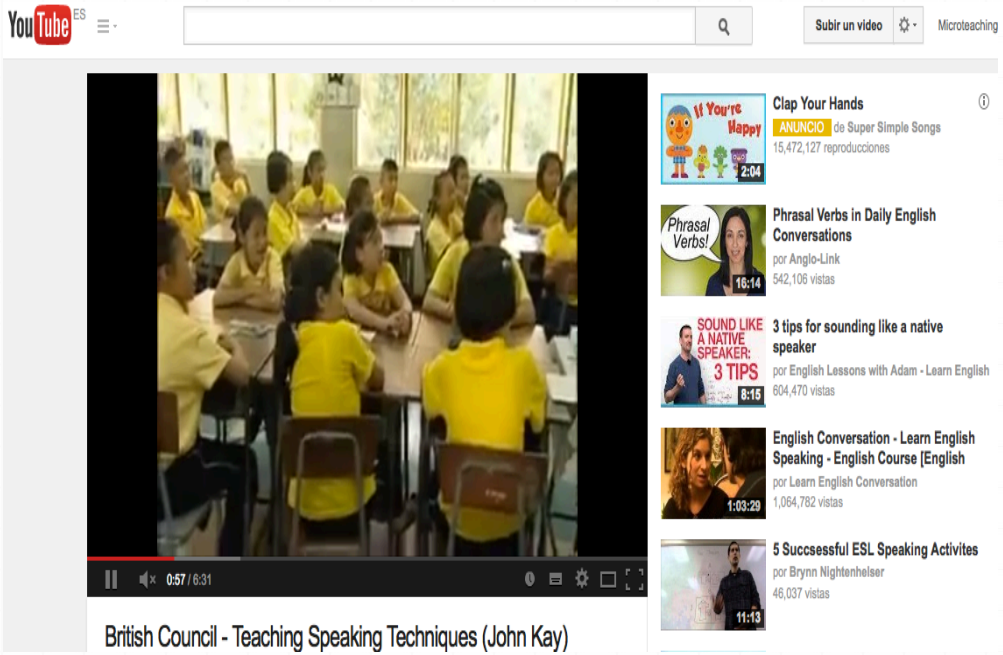


c) Web 2.0

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



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



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

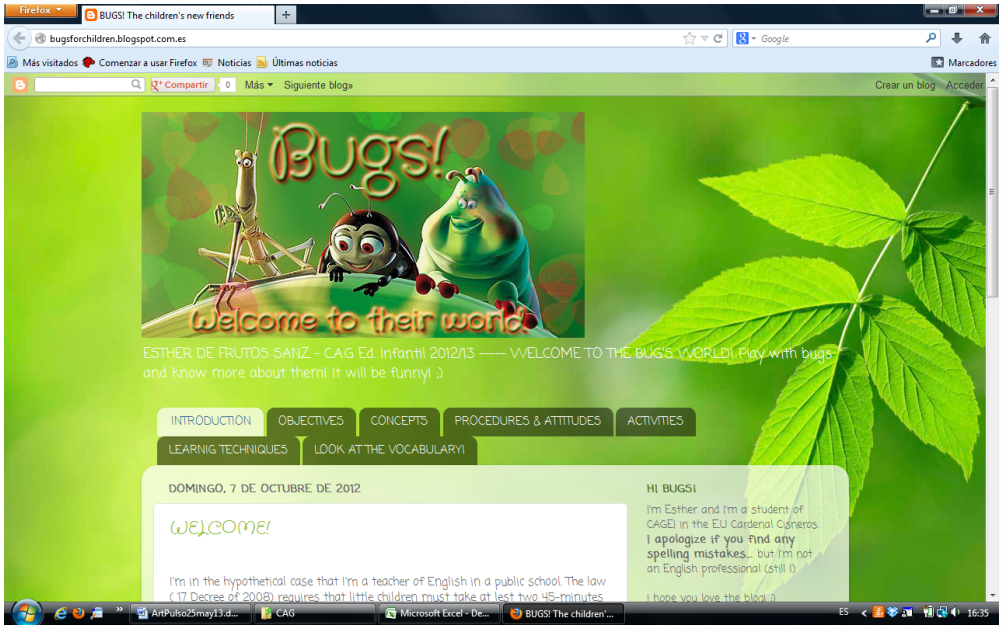
- Listening & discussion of didactic contents
- Pronunciation practice

Web 2.0: Blogs (Reading)

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)

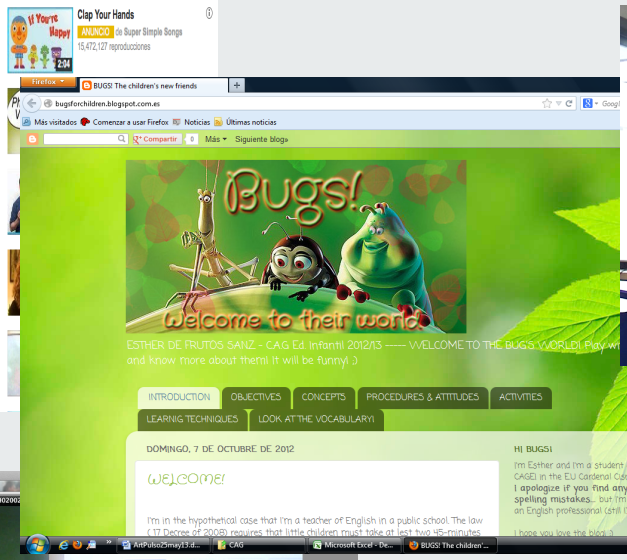
- Videos made by the students

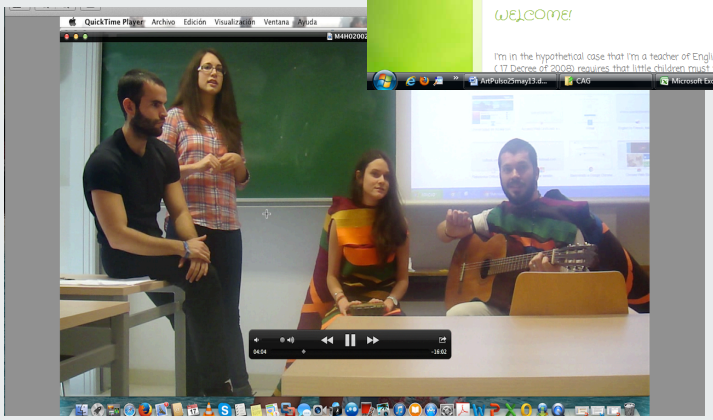
(ex. vimeo)

- Listening & written interventions

(ex. recorded songs)

3. Evaluation



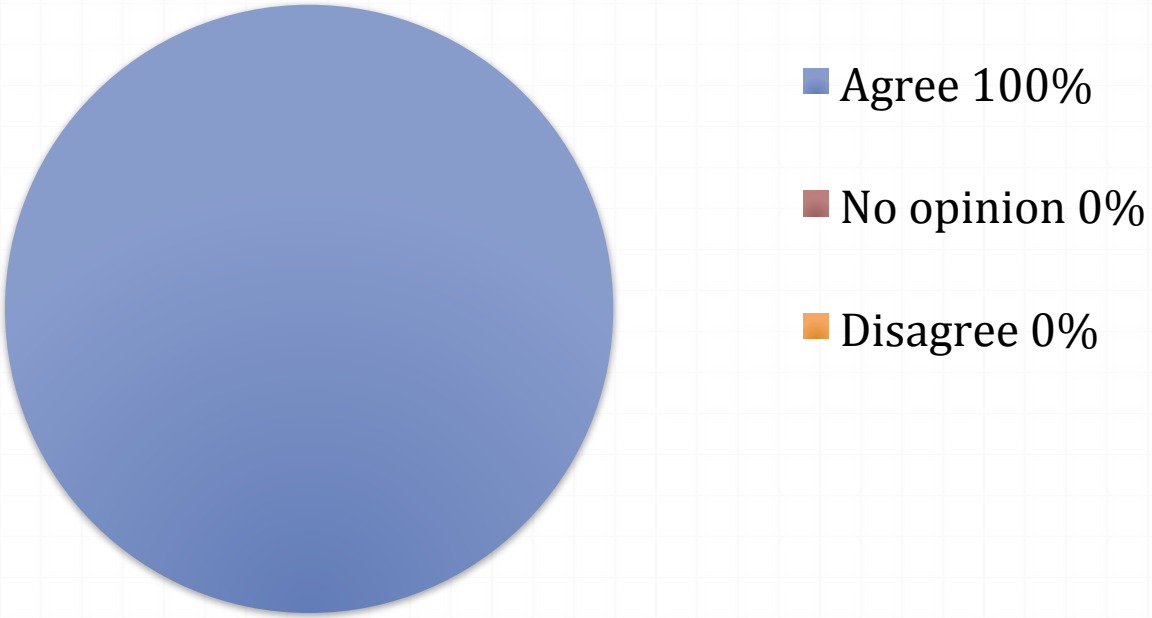


Evaluation

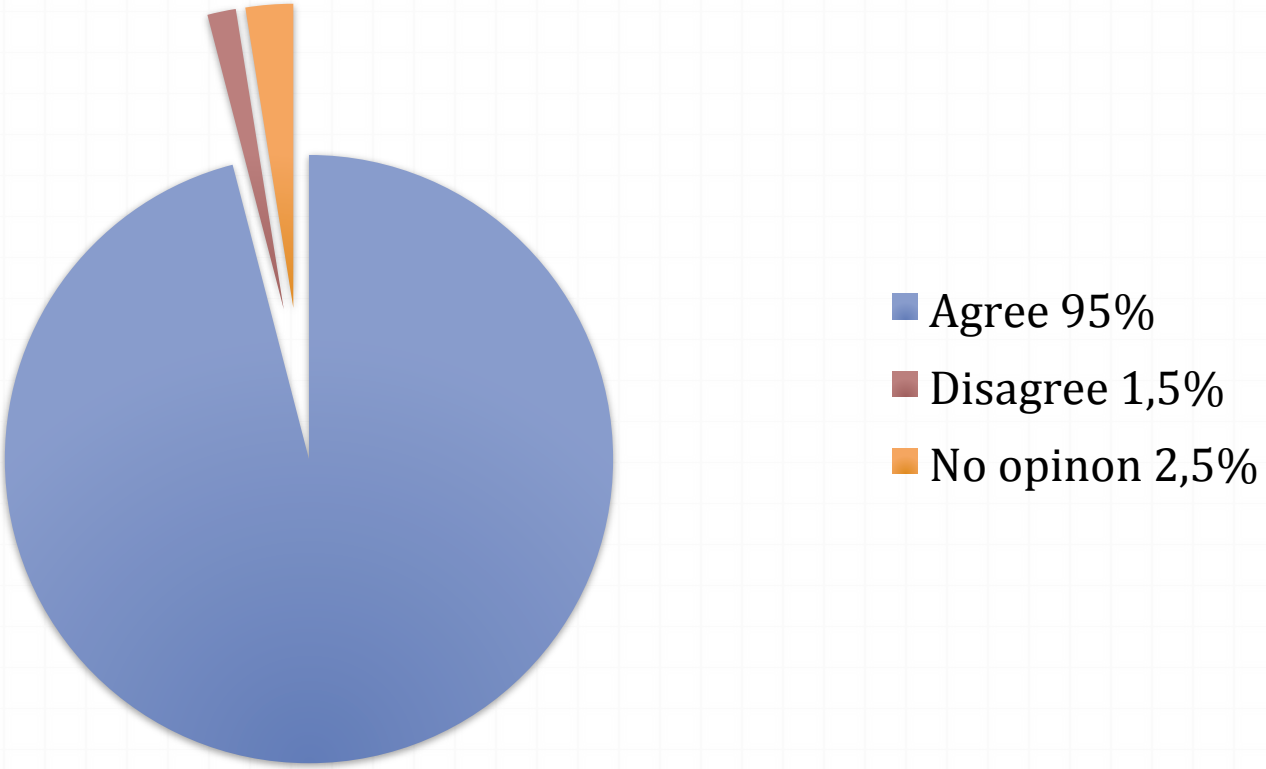
- Quantitative data→ Questionnaire related to the use of interaction, ICTs & ESPs (Teacher training)
- Qualitative data→ open question: rationalization of their experience & proposals for improvement.
- Interviews to foster student´s critical thinking about their own teaching-learning experience and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

  according to Tomlison´s (2008) principles for language acquistion

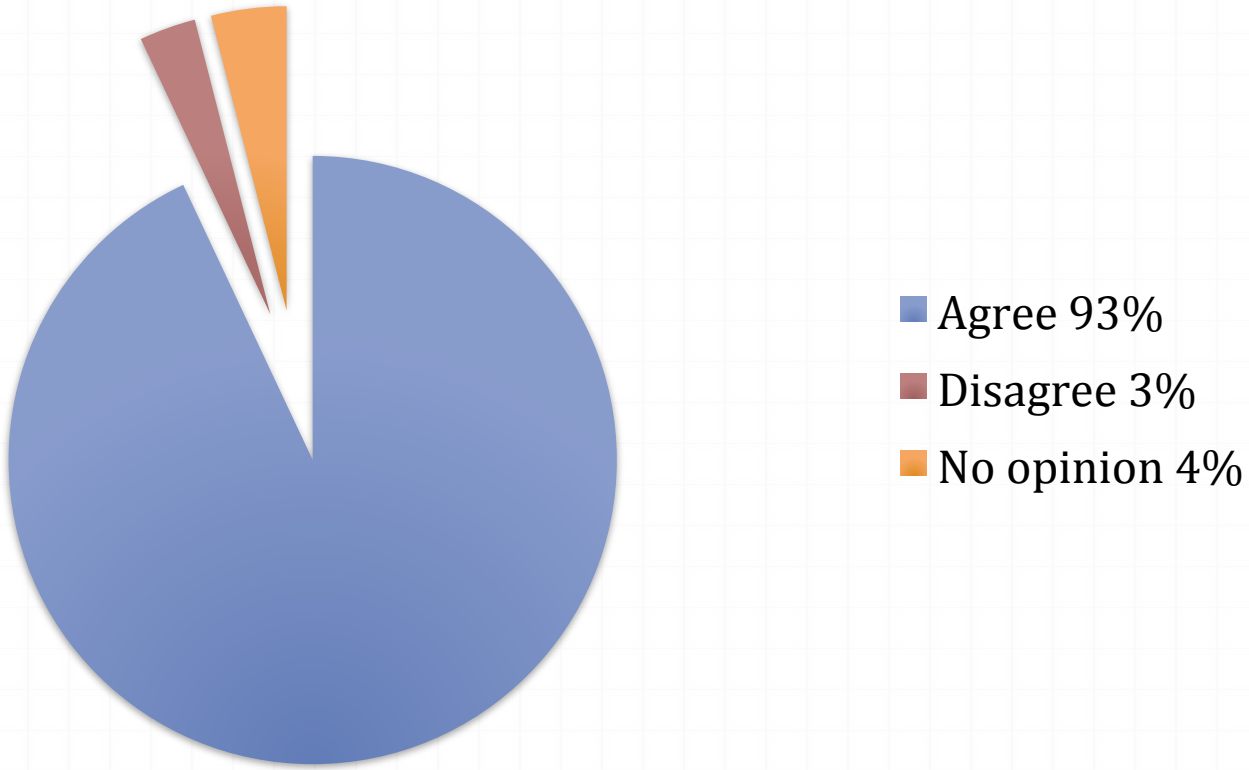
1. Technology enables learning in a motivated, relaxed, positive and engaged manner



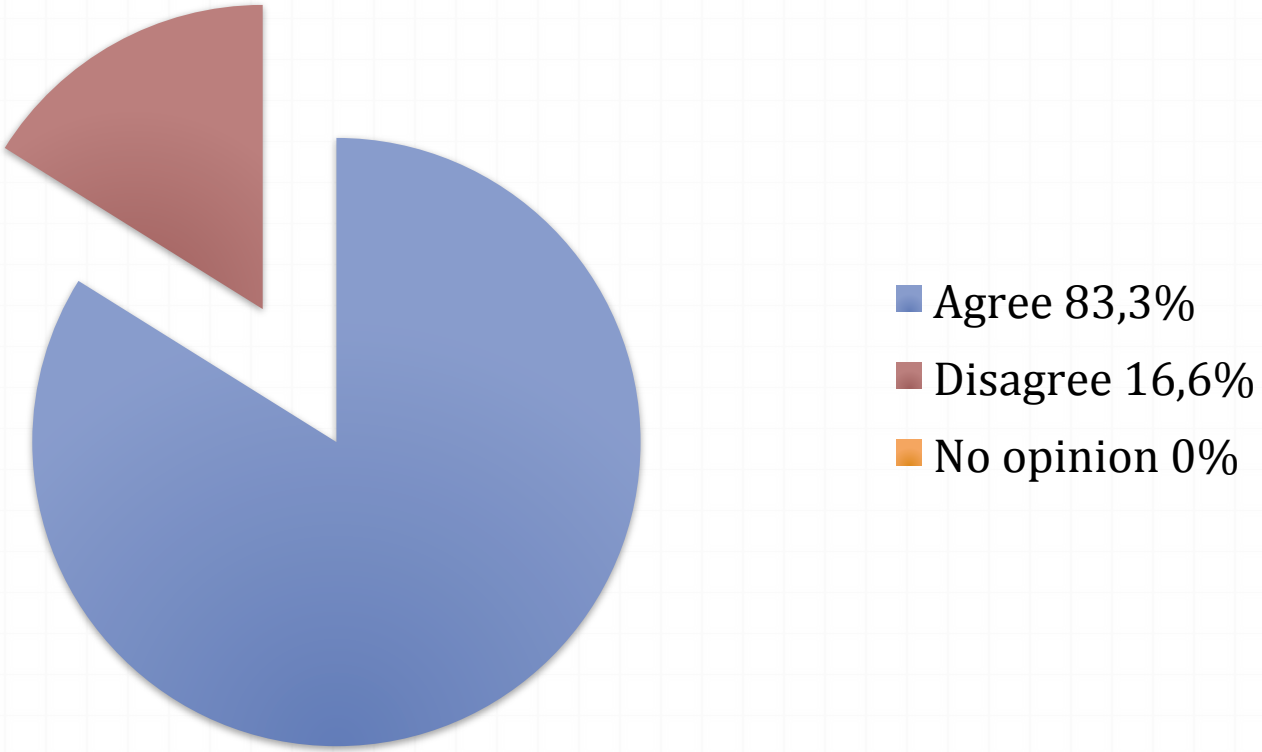
2. Technology facilitates contextualized and comprehensible language



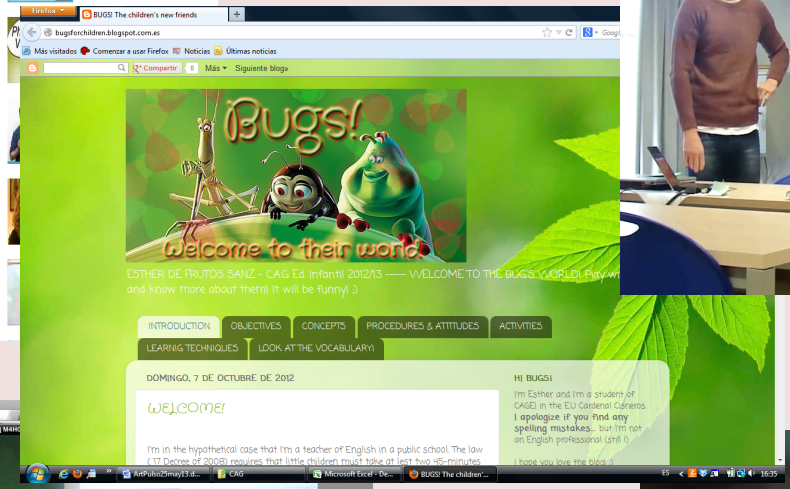
3. Technology allows language to be salient, meaningful, and frequently encountered (interaction and communication)

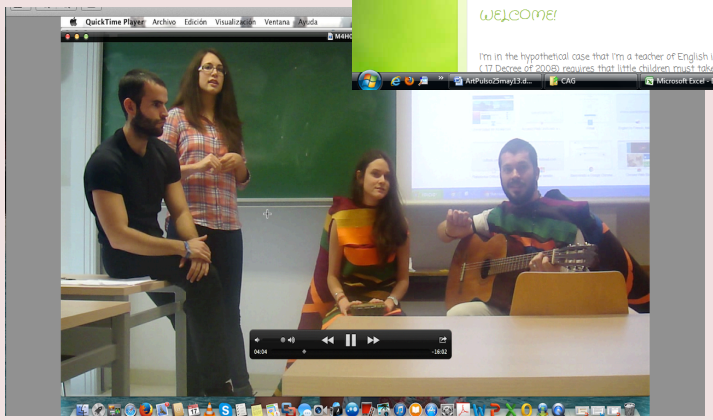


3. Technology facilitates the integration of the different language (listening, reading, writing, speaking)



2. Discussion





Results

Learning BE with technological resources

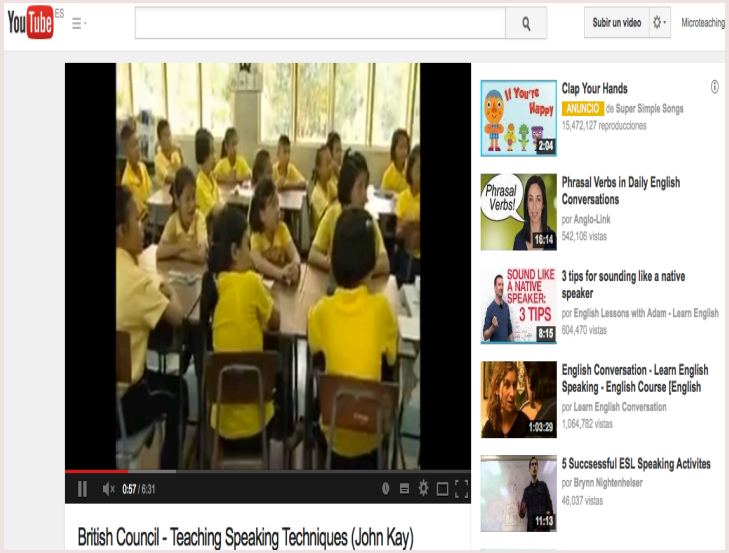
Ensures language acquisition (Tomlison, 2008, 2012):

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

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

Learning ESP with digital resources

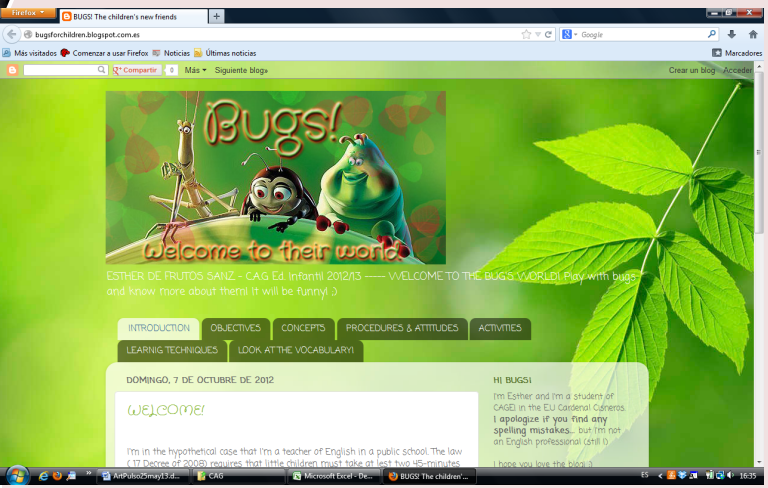
- Promotes intrinsic motivation with varied multimedia & audio, etc. resources that facilitate students´ interaction
- Includes motivating IT tools that allow independent actions, make decisions and monitor own progress_
- Constructive Teaching: active participation in the decision of selecting resources 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

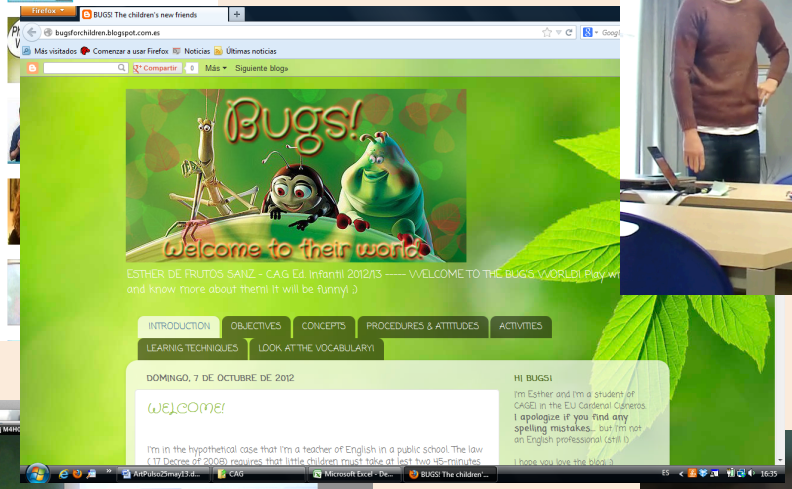
Learning ESP with digital resources

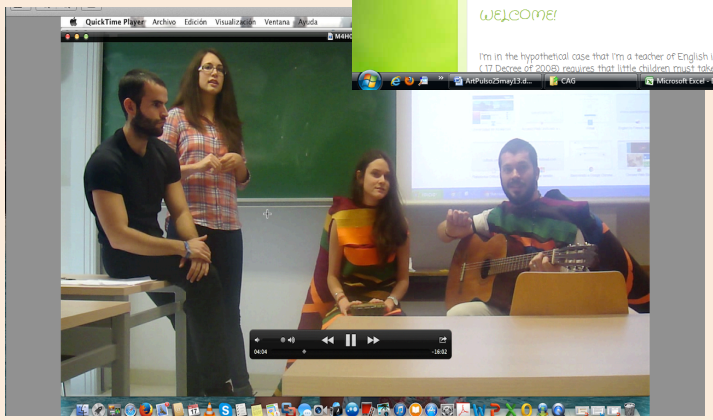
- Enables the technical integration of the different language skills
- Access to audio/text processing (blogs, multimedia videos,...) with updated ESP information
- Sociocognitive-communicative approach: acquisition of knowledge through different means

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

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Thank you

for your attention

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