

Technology *NOT* just for Technology's Sake



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Computer Guide

(Excerpt from Stand Out: Standards-based English)

WHY USE COMPUTERS?

Computers are an increasingly large part of American society. Computer literacy is needed to write letters, send E-mails, make purchases on the Internet, function in many jobs, and even vote. Computer programs provide organizational tools as well. These tools can help students study and keep track of information. Spreadsheets can calculate work in seconds that would take hours to do with pencil and paper or even with a calculator. Computer programs also provide literacy hints and help with spelling and grammar. Computer programs can store, sort, and manipulate with ease.

Although the principle purpose of ESL classes is not to teach technology, using computers can enhance the English learning process while giving students experience with technology that they will encounter in the real world as well as provide opportunities to develop needed critical thinking and academic skills.

Computers can be used in the following places:

Computer Enhanced Classrooms: Several computers are available in the classroom where traditional instruction also occurs.

Computer Lab: Computer labs can be accessed for short periods of time by the traditional classroom.

Classrooms with one computer and a projection system: The suggestions can be used more as presentations and whole class activities. Spreadsheets and some word processing programs allow you to create charts and graphs in various ways.

WHAT TYPES OF PROGRAMS ARE BEST TO USE?

The standard *Microsoft® Suite* (*Word, Excel, Publisher, Access*) are all useful tools. Any word processing program like *Word* provides a place for students to record information, write sentences, paragraphs or extended essays, and to create graphs, charts, and items such as brochures or other interesting products. Most spreadsheet programs like *Excel* are also great for manipulating information and storing data. Publishing programs like *Publisher* are merely word processing programs with more frills and database programs like *Access* take data like the spreadsheet programs and provide a more appealing presentation.

For the purpose of this guide and since using publishing and database programs require more expertise, we will limit our suggestions to word processing and spreadsheet examples.

HOW CAN ONE ORGANIZE COMPUTER ACTIVITIES?

We would suggest a basic framework that follows the *Stand Out Approach*. That is, within an established context, prepare students to be successful in meaningful tasks and allow them to apply the new skill to their own lives.

A general guideline might be:

- 1) **Establish a context:** This would probably be done throughout the *Stand Out* lesson.
 - 2) **Present the building blocks:** Give students vocabulary, grammar, pronunciation and other skills they will need to be successful.
 - 3) **Meaningful Task:** Prepare students to do the task on the computer by doing similar activities on paper first or give them the opportunity to plan what they will do.
 - 4) **Clearly show students how to do the task:** This stage becomes less and less important as students learn to use the word processing and spreadsheet programs. The first times may take time and planning. Try to identify students who know the programs and pair them up with students who may need more personal help.
 - 5) **Ask students in groups or pairs to do the activity:** Often the group aspect provides speaking opportunities as well as peer mentoring or coaching through the technology.
- Note:** The activity is more about discovery and language practice than about using technology. *Never lose sight of the lesson objective!*

BASIC COMPUTER OPERATIONS

You may choose to teach students how to turn on and off computers, open folders, find folders, search for files, etc. as part of an introduction to the computer. Another approach would be to teach one or two operations at a time. For example, you might ask students to turn on the computers and turn them off as part of the computer activity that will follow, but you will open the program where they will work or find the template they will fill in yourself. The next time you use computers to enhance instruction, you might teach them to open a program, and so on.

The following suggestions are designed as a type of continuum. Students will learn basic operations and in every unit will build on what they already know. The assumption in the progression that we offer is that students at the beginning of class know very little about computers. If this is not the case, we would suggest you create your own continuum based on student expertise. We have provided a worksheet at the end of this guide for that purpose.

TEACHING HINTS FOR COMPUTER USE

- ❑ Let students have control of the keyboard. Fight the temptation of doing the work for them to save time. Students learn better by doing and making attempts. If you must model using a student's keyboard, be sure to delete what you have done so the student can try for him- or herself.
- ❑ Have students work in teams and pairs to stimulate discussion, to support one another, and for peer mentoring purposes.
- ❑ Allow students to make mistakes. They will learn from the mistakes.
- ❑ Help students learn to solve their own problems and to help one another.

USING THE TEMPLATES

In the case of a lab or computer enhanced classroom, put a copy of the template on each computer. A convenient way to do this would be to copy the computer folder from the Activity Bank CD ROM to the computer desktop. Make sure all the files are "Read Only" by right clicking on each and choosing *properties* or *information* on a Macintosh. The "Read Only" feature will force students to save their work to another file name as would be done with "Save as".

Schedules

Complete the schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>Morning</i> 6-8am							
8-12 am							
<i>Afternoon</i> 12-1 pm							
1-5 pm							
<i>Evening</i> 5-9 pm							

A. Copy and Paste.

Save-a-lot Drugs

Open 7 days



shampoo
\$3.99

aspirin
\$6.89



scissors
\$1.99

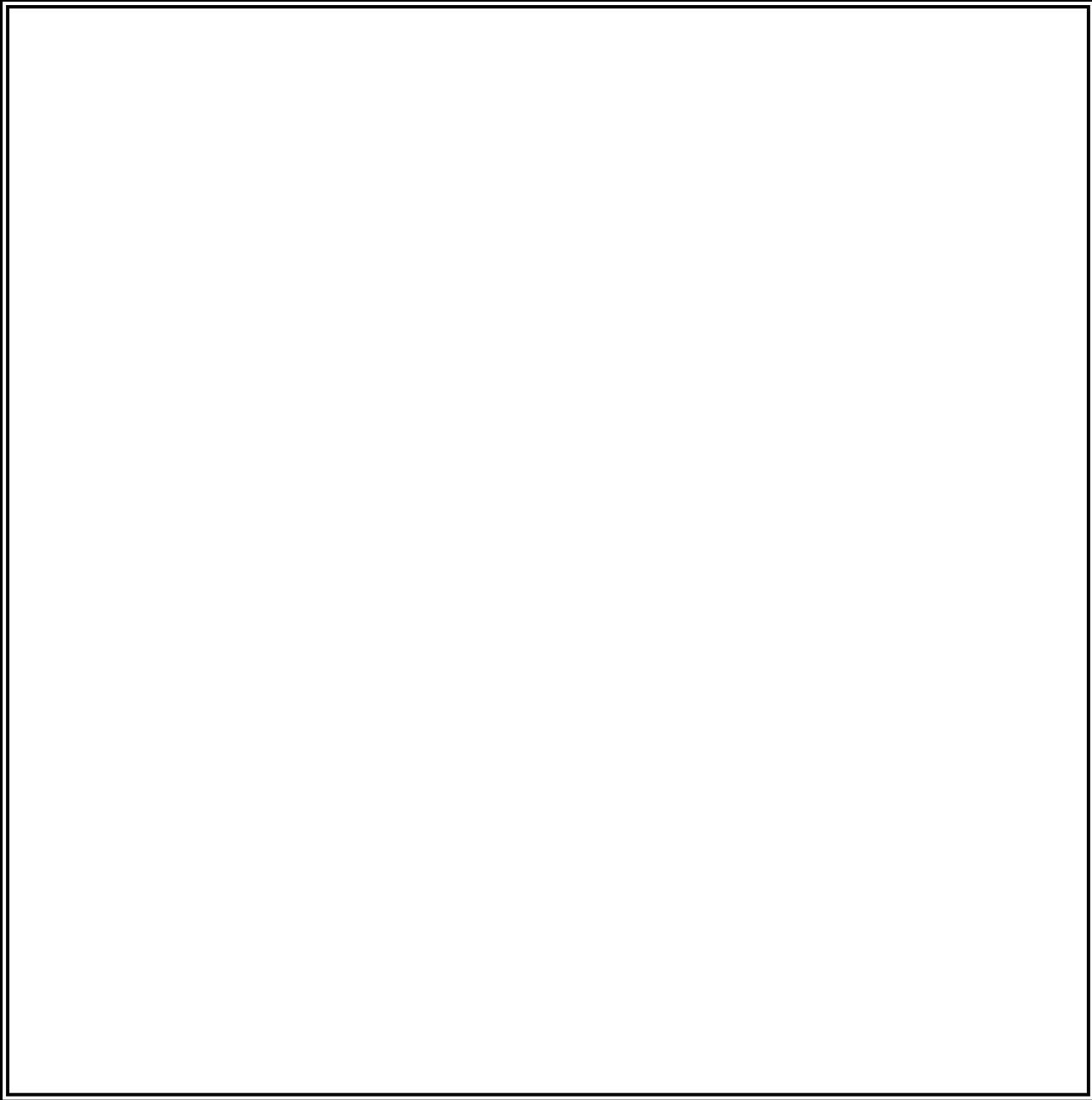
bottled water
\$2.99/12-pack



Save-a-lot Drugs

Open 7 days

B. Make your own advertisement.

A large, empty rectangular box with a double-line border, intended for students to create their own advertisement. The box is centered on the page and occupies most of the middle section.

Internet Guide

(Excerpt from *Stand Out: Standards-based English*)

WHY USE THE INTERNET?

The Internet is an ideal way to bring the real world into the classroom. Authentic forms and activities can bring great depth to a classroom experience. The suggestions below might be used to enhance the lesson or may serve as an application to one or more lessons. Consider using Internet activities in:

Computer Enhanced Classrooms: Several computers are available in the classroom where traditional instruction also occurs.

Computer Lab: Computer labs can be accessed for short periods of time by the traditional classroom.

Classrooms with one computer and projection system: The suggestions can be used more as presentations and whole class activities.

Classrooms with no computers: The information and authentic materials can be downloaded and duplicated for classroom use.

WHAT TYPES OF ACTIVITIES ARE BEST TO USE?

There are sites on the Internet that allow students to work independently. These sites range from full programs and curriculum to small completion exercises. However, our purpose in the suggestions below is to provide ideas on how to use *authentic* sites in a classroom and/or group setting that native English language learners might use and that would be useful for ESL students in their own personal lives.

HOW CAN ONE ORGANIZE INTERNET ACTIVITIES?

We would suggest a basic framework that follows the *Stand Out Approach*. That is, within an established context, prepare students to be successful in meaningful tasks and allow them to apply the new skill to their own lives.

A general guideline might be:

1) Establish a context: This would probably be done throughout the *Stand Out* lesson.

2) Present the building blocks: Give students vocabulary, grammar, pronunciation and other skills they will need to be successful.

3) Meaningful Task: Print out examples of the site, the forms, key pages, etc. and design an activity around it *or* provide a worksheet where students predict what they might discover on the Internet site that you will send them to.

4) Clearly show students how to manage the website: This stage becomes less and less important as students learn to navigate for themselves. At the beginning it may involve students or the instructor making a list of each step in the process on the board.

5) Ask students in groups or pairs to do the activity: Often the group aspect provides speaking opportunities as well as peer mentoring or coaching through the technology.

Note: The activity is more about discovery and language practice than about using technology. *Never lose sight of the lesson objective!*

Technical Considerations: When looking up key phrases use quotes with most search engines. This will limit the search and help your search be more productive. Quotes locks in the phrase so the words are not searched for individually. Remove the quotes to expand the search. Another way to speed up a search might be at times to use an image search. The key words and phrases have been tested. You will note that some sites that you find will be set up for members. You can often enter as a guest.

We do not list specific sites because they change regularly and there may be local agencies that would be more meaningful to your particular students. For example, many local newspapers are online and have classified ads, so a newspaper from the east coast may not be as applicable to students who live on the west coast as one from their region.

Housing

Internet Address: _____

A. List the information.

Address	Number of Bedrooms and Bathrooms	Price	Contact Information

B. What other features are important to you?

Tenant Rights

Internet Address: _____

A. Make a list of tenant rights. Write examples of what might be a violation of the rights.

Tenant Right	Example of a Problem

B. Discuss any problems you and your classmates have had with tenant rights and make a list.

Weather Lesson
Beginning ESL

Warm-up	Ask students about the weather today. Is it hot or cold? Make gestures to help them understand hot and cold. If you have a world map point to places on the map and ask opinions about whether it is hot or cold in different countries.
Introduction	Write the word <i>weather</i> on the board. Today we are going to talk about weather and find out about weather in our countries.
Presentation	<p>Open the Smartboard lesson to page 1. Drill the students briefly on the six vocabulary words. Point to each picture and ask them “How’s the weather?” Make sure that students pronounce each word correctly. Write “How’s the weather?” on the board. Show the class how to drag the appropriate words to the pictures. Ask individuals to drag pictures. Go to the second page and teach <i>high</i> and <i>low</i>. Ask individual students to drag the appropriate pictures into the chart. Pass out the handout with the weather in various places around the world. (The handout for Beginning low has the information while the handout for Beginning high is blank for dictation).</p> <p>Write the following dialog on the board and prepare students for the first practice.</p> <p>A: How’s the weather in Tokyo, Japan? B: It’s sunny and 80 degrees.</p>
Practice 1	For Beginning High: Give the students a blank chart and dictate information to put in and then have them practice the dialog. For Beginning Low, ask students in pairs to practice the dialog using the information from the handout.
Evaluation 1	Observe
Presentation 2	Show the students how to navigate <i>Yahoo Weather</i> by opening it on the Smartboard: weather.yahoo.com . Find the current weather for the city in which the school resides and with the students complete the info for the city on the handout.
Practice 2	<p>Assign each group in the class one city (on the handout) and ask them to find the weather and the highs and lows on the Smartboard or on computers around the room.</p> <p>Ask the students to repeat practice 1 with the new information in pairs.</p>
Evaluation	Observe and help
Application	Ask groups to predict the weather in their countries and then check to see what it really is on the Internet.

weather.yahoo.com

A: How's the weather in Tokyo, Japan?

B: It's sunny and 80 degrees.

PLACE	WEATHER	TEMPERATURE (degrees)
Tokyo, Japan	<i>sunny</i>	<i>80 degrees</i>
Moscow, Russia	<i>snowy</i>	<i>28 degrees</i>
Lima, Peru	<i>cloudy</i>	<i>61 degrees</i>
Chicago, Illinois	<i>windy</i>	<i>72 degrees</i>
London, England	<i>foggy</i>	<i>65 degrees</i>
New York, New York	<i>rainy</i>	<i>77 degrees</i>

PLACE	WEATHER	HIGH	LOW
Santa Ana, California			

PLACE	WEATHER	HIGH	LOW
San Francisco, California			
Los Angeles, California			
Miami, Florida			
Seoul, Korea			
Paris, France			
Jerusalem, Israel			

Your Country

Date: _____

PLACE	WEATHER	HIGH	LOW

weather.yahoo.com

A. Listen to the teacher. Write the information.

PLACE	WEATHER	HIGH	LOW
Tokyo, Japan	sunny	85	68
Moscow, Russia	rainy	75	60
Lima, Peru	foggy	80	76
Chicago, Illinois	windy	99	88
London, England	rainy	60	54
New York, New York	cloudy	72	58

PLACE	WEATHER	HIGH	LOW
Santa Ana, California			

B. Find the information on the Internet.

PLACE	WEATHER	HIGH	LOW
San Francisco, California			
Los Angeles, California			
Miami, Florida			
Seoul, Korea			
Paris, France			
Jerusalem, Israel			

Your Country

Date: _____

PLACE	WEATHER	HIGH	LOW

VIDEO IDEAS

Technique: Normal Viewing

At first glance, watching a video with both the sound and the picture on does not seem to fit the label of “video technique.” It qualifies, however, as a technique in an educational sense: you, the teacher, are choosing to show the video in this fashion in order to give your students the visual and audio information they need to complete a task.

Because the combination of both the visual and audio tracks supplies an overpowering amount of information, it is best to show very short sequences to your class – one to two minutes of tape generally works best with students.

You will also want to create very structured tasks for your class if **Normal Viewing** is used as an initial viewing. While you can’t expect detailed comprehension from your students, you can create activities that focus on sequence of events, checking off things that they see (or do not see), listening for paraphrases, and gaining impressions that can lead into writing assignments.

The most common use of this technique, however, is on a second or third viewing of a tape segment, after students have a general impression of the content gained through silent viewing. Now they can concentrate on activities that require recall of specific vocabulary or language exchanges.

ACTIVITY:

Look for answers to the following questions as you watch.

- 1) Whose home is it?
- 2) Who is visiting?
- 3) What does Victor do after they all look at the pictures on the table?
- 4) Why does Naomi, Miriam, and Victor laugh when they look at the album?

Technique: Back-to-Back

Jigsaw Viewing

This technique is based on the idea that student partners will each know different, but incomplete, versions of a story. In order to recreate the original story, they will need to share their information. While creating materials imprint on or on audiotape to use with this technique is an arduous task, video, with its separate visual and sound tracks, adapts quite easily.

The “classic” mode for **Jigsaw Viewing** requires the ability to send half of the class out of the room for a few minutes. The remaining students watch the video with the sound off. The students then switch places, with the students who just watched the video without sound leave the room and the remainder listen with the picture off. (If you have a second room available, you can make an audiotape copy of the sound track for the listeners so that both groups can work simultaneously.) You will want to create a viewing and listening task sheet for the students to complete separately. Then they will come back together to share their information.

An easier, quicker way is to rearrange the students’ seats so that half of the class face the screen and can see and watch the video; their counterparts sit with their backs to the screen and can only listen. This creates an information gap –the listeners lack vital information and must question their counterparts about the setting, the characters, and the characters’ actions.

As the students watch, those who can see may describe what is happening. Or you may tell the students to wait until the sequence is finished; then the listeners can question the watchers.

One word of warning: choose a sequence of no more than two minutes in length –the listeners get very jealous of the watchers!

ACTIVITY

- 1) Student A watches the video. Student B does not.
- 2) Student A tells the story as it goes on. (The instructor may sometimes stop the video).
- 3) Pairs form group of four.
- 4) Student B tells the story to another Student A (not his/her partner).
- 5) Group of four writes the story (if time permits).
- 6) Group writes story on the board.
- 7) Class watches video with sound.

Technique: Video Summary Strips

Directions: Please put the strips in order

#	Hector finds vegetables, cheese, and eggs.
#	Hector finds a cake and wants it for breakfast.
#	Hector wants pizza and potato chips for breakfast.
#	Hector's stomach growls.
#	Miriam and Victor tell Hector that pizza is not a good breakfast.
#	Miriam makes an omelet.
#	Miriam offers to make breakfast.
#	Miriam serves breakfast.
#	Victor suggests an omelet.
#	Victor tells Hector to eat breakfast.

Technique: Prediction

The instructor stops the video several times. Discuss the predictions as a class.

Who is Naomi calling?

What does Naomi's expression mean?

What is the man posting?

What will Naomi do next after looking at the new advertisement?

Word Bank

polite	annoyed	poor listener
rushed	sleazy	focused

Use the word bank to describe each character.

Naomi	Agent	2 nd Man

Technique: Listening without Viewing

While Silent Viewing involves getting information through our eyes, **Sound Only** involves listening for aural clues to the action. These include sound effects such as ambulance sirens and car horns, animal sounds, doors slamming, a baby crying, a telephone ringing, and so forth. To use this technique, turn the brightness control until the television screen goes dark. (If this is awkward, or if you still see some of the picture, cover the screen with a newspaper or cloth.)

What is left is, in effect, an audiotape. Students listen to the sounds and the accompanying conversation and make predictions about what is happening: Who and where the people are and what they are doing. They can also try to describe a character from listening to his/her voice: Is he/she tall or short? Old, middle-aged or a teenager? Friendly or unfriendly?

Sound Only may also be the chosen technique when you want students to pay particular attention to a small piece of dialogue, while avoiding the distraction of the activity on the screen. This is particularly interesting when body language and verbal language are contradictory; focusing on each separately can lead to interesting student observations.

The major advantage of this method over audiotape is that students can positively confirm their guesses (or laugh at their mistakes) immediately upon viewing.

- 1) Listen first.
- 2) Read the dialog for lower levels.
- 3) Act out the scene by reading the dialog with gestures or role play for higher levels.
- 4) Watch the video with sound.

Technique: Silent Viewing

Think about how much information we get through our eyes: we make judgments about a person's age, physical appearance, economic status, and mood. We know the time of day and the season of the year. When two people are talking, we infer much about their relationship and personalities from their body language. If we observe small details, as we can through video close-ups, we can find out additional information: whether a person is married (Is she wearing a wedding ring?); relaxed or tense (Is he smiling broadly or grinding his teeth?); or concerned about appearance (are his shoes shined or dirty?). All of this information is readily available for class discussion if you use the technique of **Silent Viewing**.

In addition, video scenes usually present many unobvious clues to their content. (In fact, if you ask your students to tell you about what they have just seen silently – both the sequence of events and the content of the characters' conversations – most students will give surprisingly accurate descriptions.) By watching a scene with the sound off, students gain two major benefits: 1) time in which to absorb the content of a sequence without the anxiety of having to understand the language and 2) a chance to fit the language that they hear on a second viewing into a context. Not surprisingly, their level of comprehension in the second viewing is greatly superior to that of a "cold" first viewing that includes both sound and picture.

To use this technique, turn the volume control to its lowest setting so that the soundtrack is inaudible.

Silent Viewing is excellent for stimulating speaking and writing: students want to communicate their interpretations of the people and actions they have seen on the screen.

Watch and answer the questions:

- 1) Who has the problem?
- 2) Who helps?
- 3) What specifically is the problem?
- 4) What is the solution to the problem?

Discuss your answers in a group.

Discuss your answers in the class.

Technique: Freeze Frame

This technique is simple. Press the *Pause* or *Still* button on the video recorder so that the picture “freezes” on the screen. You’ll need a video cassette recorder (VCR) or DVD in which the image stands still and clear for about a minute.

What you will now have is a picture. (Think of a video as being made up of millions of pictures.) All of the activities you do with pictures in the classroom are still valid: describing the people or scene, introducing new vocabulary, making inferences about the characters’ habits, livelihood, or economic status from their clothing or physical shape, and so on.

The magic of video, however, is that the characters move and speak. Use Freeze Frame just at the point when a character is about to respond to a question, at a crucial moment when he/she must make a statement or reaction, or when he/she has an interesting expression on his/her face. Ask the students to guess what he/she will say or do. Then release the pause on the VCR, and let them compare their answers with what actually happens.

Freeze Frame is useful, too, for pronunciation and grammar practice. Stop the tape when a character has used an intonation pattern, grammatical structure, or idiom that you want the students to practice. Rewind slightly so that they can hear the utterance again, and repeat it, either along with or following the character’s voice.

Answer the questions when the teacher stops the video.

1. Describe the scene at the beginning
2. What does “never mind that” mean?
3. Why does Mr. Patel make quotes in the air?
4. Will Hector get the job?