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**Developing speaking skills through urban culture and the
use of videoconferencing tools.**

A workshop for pre-service teachers.

TRABAJO DE TITULACIÓN

Para optar al grado de Licenciado en Educación y al Título de Profesor de Inglés

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And to my teacher, for believing in me and in this project.

Abstract

Despite the fact that Chilean teachers should be prepared to use technology in their lessons, and the potential that using Computer-Mediated Communication for developing language skills has, in Chile the focus for teaching ESL is given mainly to traditional approaches.

The focus of this graduation project is to teach pre-service teachers to use videoconferencing tools for developing the students' speaking skills through the exchange of information on urban culture with native speakers of English using planned speech.

Key words: speaking, videoconferencing tools, urban culture, EFL



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Introduction

Chilean teachers should be prepared to use technology in the classroom. The standards for English language teaching (ELT) programs state that future teachers should recognize the importance of ICT and should use it not only to help their students to develop their skills, but also to enhance their own knowledge (MINEDUC, 2014). Familiarity with technology plays an important role, since in those classes where the teacher is not utterly familiar with technology, the students present more difficulties adjusting to the technology-based lessons (Brade, 2007).

Traditionally, speaking in a second language has been taught in different ways. From the grammar-translation method, which did not consider speaking or communication as a main goal, to the communicative approach, where speaking is used for filling information gaps between the speakers (Zainuddin, Eileen, Morales-Jones & Noorchaya, 2011). Different strategies such as the use of drilling, chants, and milling activities, reading aloud, and practicing dialogues (Thornbury, 2007) have been used. Nowadays, technology has become a tool for learning and one way of helping students to practice their speaking skills is through videoconferencing tools, a form of Computer-Mediated Communication (CMC) defined as tools used to create situations where participants involved in the communication are online at the same time and communication takes place virtually in real-time through a combination of visual and auditory input (Stockwell, 2010). According to this definition, the communication is possible as if they were meeting in real life. This means that the process of communication allows the interaction needed for speaking purposes.

Even though in countries such as Japan (Edasawa & Kabata, 2011) and Italy (Elia, 2006) the idea of using CMC for developing speaking skills has been developed, the focus is given mainly to learn vocabulary through incidental learning and practice to improve the students' fluency and pronunciation. Despite the potential that using CMC in the classroom has, the instances in Chile where it is used are informal education programs that allow language learners to contact native teachers of English through videoconferencing tools in order to learn English through normal lessons. However, those programs do not add anything new to the format of traditional classes apart from the online component; that is to say, the communicative process is

focused on form instead of meaning. Also, those programs work with adults looking for broadening their curriculum, but not with high school students. The use of information and communication technology (ICT) in Chilean schools is more focused on developing reading, grammar and listening skills through the use of online tools (MINEDUC, 2012).

Learning about urban culture would benefit from CMC settings, since culture of English speaking countries is generally taught following a functional approach which “forecloses the possibility for students to gain an understanding of what it means to be a citizen of a globalized world, of accessing *different* experiences through the new language” (Glas & Cárdenas-Claros, 2013; 26). In Chile, the deepest that students are involved in cultural topics is in *Inglés cultural literario*, a course that is part of the humanistic-scientific program for third and fourth year of high school, where students learn cultural aspects through reading texts of different lengths written by people from different English speaking countries (MINEDUC, 2002). For the other grades of high school, the proposal from MINEDUC is either teaching about the students’ country using English, which supports Mc Kay’s (2003 as cited in Glas, 2013) idea that one primary aim of learning English as an international language is to use English to explain one’s own culture to others, or learning about specific cultural aspects such as food, health, places, among others, which does not take the students to further knowledge about new topics and may also lead to reinforce the stereotypes that have been created on the Anglo-Saxon culture. Intercultural L2 education moves the students towards authentic interaction with experts of the language who share with them cultural aspects, making them aware of the differences and similarities between both cultures (Thorne, 2008).

This graduation project seeks to help pre-service teachers to scaffold their high school students in the improvement of their speaking skills through the use of videoconferencing tools, by learning about topics that can be learned directly from people who live in a specific place, that is, urban culture of an English-speaking country. The sessions will lead the students to express ideas through planned speech and learn about the urban culture of an English speaking country in authentic conversational situations with native speakers of English.

The structure of this graduation project is divided into two main sections. In the first section, the theoretical framework will cover the main aspects of speaking, CMC, and task-based

language teaching. In the second part, the pedagogical proposal is introduced, which is divided into four units. In units one and two, the human and technological aspects needed for setting up the project are covered. In the third unit, the hands-on part is presented, where the future teachers are going to carry out a sample project, create oral presentations and assess their own and their classmates' work. This proposal includes the syllabus design and sample activities.

Theoretical framework

The following theoretical framework is divided into three parts. In the first part some important features of speaking are covered. The second part describes Computer-Mediated Communication and the use of videoconferencing tools in the classroom, specifically for speaking activities. Finally, the third part covers task-based language teaching.

1. Speaking

Speaking, according to Hughes (2002) is regarded as:

the primary form of language upon which other skills are dependent. That is why all humans who do not suffer from a disability, naturally develop their speaking skill first and, in those societies that require it, the writing skill is developed afterwards. (p. 13).

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Interaction, the influence of intonation and prosody, and turn-taking are features that relate to one another in a process of communication that is unique to spoken mode (Hughes, 2002).

Thornbury (2007) affirms that speaking does not consist of the learning of grammar accurately pronounced, but the interaction that results from it. Some of its characteristics are its spontaneity and its real-time processing, which take us to the concepts of fluency and planned speech.

1.1 Fluency and accuracy

Fluency, according to Thornbury (2007), involves not only the speed in which a person speaks, but also the pauses made by the speaker. Every speaker needs to pause their speech at some time; it does not matter if the speaker is the most proficient one. The difference between a beginner and an expert is the frequency and the placement of the pauses. The more natural the

speech sounds, the more fluent it is considered. In order to be perceived as a fluent speaker, production strategies such as repetition and pause fillers are used by the speaker.

Accuracy, on the other hand, involves using the correct words and the correct grammar but, as Thornbury (2007) asserts, “this does not mean that the grammar of speech is identical to the grammar of written texts”.

As this proposal involves developing speaking through a videoconferencing tool, it gives more importance to fluency rather than to accuracy.

1.2 Unplanned and planned speech

Unplanned speech is a “discourse that lacks fore thought and organizational preparation” (Ochs, 1979). It is impromptu, thought during the delivery of the speech, so as a consequence the speaker may make some mistakes.

Planned speech, in contrast, is a “discourse that has been thought out and organized (designed) prior to its expression” (Ochs, 1979) This means that the speaker takes time before the speech to decide and prepare not only what is going to be said, but also how it is going to be said. According to Verderber & Verderber (2003), preparing the speech will help the speakers to have more confidence in their abilities and reduce the anxiety levels.

2. Computer-Mediated Communication (CMC)

CMC is a system where the participants communicate with each other through computers. CMC can be synchronous (SCMC), which means that the participants involved in the communication are online at the same time and communication takes place virtually in real-time, or asynchronous (ACMC), which means that the participant do not have to be online at the same time and can respond to messages in their own time A videoconferencing tool is a form of SCMC that includes an audiovisual component, which creates virtual face-to-face communication (Stockwell, 2010).

In Chile, even though the use of ICT in the classroom is higher than in other sudamerican countries, (Light, Manso & Rodríguez, 2010) computers in language learning has taken place in some universities, such as Universidad de La Frontera, where Computer Assisted Language Learning (CALL) has been used to develop reading and speaking skills, with positive results (Gonzalez & González, 2012). No study, however, has been reported on the use of videoconferencing tools.

Using videoconferencing tools for language learning enhances autonomous learning (Van den Branden, 2007) and, depending on the context in which videoconferencing tools are used, the language production complexity can either increase or decrease. This depends on how students perceive where the emphasis is. (Collentine, 2010) In most of the cases, videoconferencing tools lead students to provide their interlocutors with a more meaning-focused output. (Stockwell, 2010).

One of the disadvantages is that videoconferencing gives the students less time to answer and give opinions than in a text-based conversation. This makes some students feel more anxious, since they feel that they do not have time enough to provide their interlocutor with an appropriate answer (Thomas & Reinders, 2010). Also, the time pressure often results in less complex and less accurate output (Stockwell, 2010).

Thorne (2008) states that integrating technology to encourage intercultural L2 education

“...takes learners away from the traditional simulated classroom-based context and moves them towards genuine real-time interaction with expert speakers of the language they are studying. Moreover, by sharing cultural aspects and noticing the differences between their own and the one they are studying, gives them the opportunities to collaboratively forge a heightened awareness of self and other that is fueled by the contestations and confusions that arise during communication.” (p.427).

Considering what has been just mentioned, the pre-service teachers taking part into this elective workshop will use videoconferencing tools to help their students learn about urban culture.

For this project I will use Skype (version 7.6), which is a software product that allows free communication through audio, video and text between two or more people. This software can be used in desktop computers, tablets, and other mobile devices. The requirements for using this program are internet connection and a device with camera and microphone. The speed of the internet connection will play an important role, since it will determine how fluent the communication will be. This software was selected mainly because it is free of charge and the minimum hardware requirements allow using both new and not-so-new devices, so funds should not be a problem. Also, according to the needs analysis survey, Skype is the most well-known videoconferencing tool, so it should be more familiar to the participants of the workshop.

3. Task-based language teaching

According to Van den Branden (2006), a task is a goal-oriented activity that necessitates the use of language for its performance. This means that even though some goals that the learner wants to achieve may not be linguistic, the task needs language to be fulfilled.

“...using language is a means to an end: by understanding language input and by producing language output i.e. by interacting with other people in real-life situations through the use of language, the goals that the learner has in mind can be (better) achieved.” (p. 4)

Tasks can be focused or unfocused, depending on how students use the language in the tasks. Focused tasks guide students implicitly to use specific language features, while unfocused tasks give the students the freedom to use language in general communicatively (Ellis, 2009).

Task-based language teaching (TBLT) involves the use of tasks as the principal component of a lesson. There are three phases in a task. The first one is the ‘pre-task’ phase, which includes the activities designed to prepare students to perform the main task. The second phase is the ‘during task’, which has as a center the task itself. The third phase is the ‘post-task’,

phase that includes procedures for following-up on the task performance. The only obligatory phase is the second one, the 'during task'. However, although the first one and the third one are non-obligatory, they can serve a crucial role to achieve a high efficiency (Ellis, 2006).

The syllabus of this workshop is task-based since its purpose is to prepare pre-service teachers to guide their future students to learn cultural aspects through language exchange. The authentic communicative situations will be the main focus and the most meaningful task.

Pedagogical proposal

Course syllabus

Name of the course	: Developing speaking skills through video conferencing tools and urban culture
Type of course	: Elective workshop
Length of the course	: 17 sessions (90 minutes each)
Total number of hours	: 24 hours
Audience	: Pre-service teachers of English
Number of students	: 12 students
Teacher	: María Soledad Torres Torreblanca
Mail	: ma.soledad.torres.t@gmail.com

Course description

The proposed course is a 17-sessions elective course for pre-service teachers of English who want to help their future high school students to improve their speaking skills while exchanging information about urban culture through videoconferences with native speakers of English. For this project, Skype (version 7.6) is the proposed videoconferencing tool, as the needs analysis (see appendix 1) showed that it is the videoconferencing tool most familiar in general. Regardless of this, by the end of the second unit, each student-teacher from this course will be able to select any videoconferencing tool that fits better their students' context and the resource availability of the school.

The lessons of this proposed course will take place in a computer laboratory equipped with either notebooks with integrated speakers, webcam and microphone or desktop computers with speakers, a webcam and a microphone connected. The computer laboratory should also have an internet connection that supports videoconferences held in parallel.

The course will give the future teachers the tools needed to guide their students to develop their speaking skills through conversations held using a videoconferencing tool with students who are in high school as well, and who want to improve their speaking skills in Spanish. The topics covered are related to urban culture, since it allows students to exchange important information that is not available in books. The differences between both cultures will be spotted spontaneously, as well as the similarities, which will lead the students to comprehend in a more familiar way their partner's culture.

This proposal is aligned to the standards for the English Language Teaching (ELT) Chilean programs designed by MINEDUC on 2014.. The design of this course syllabus is a mixture of content-based and task-based, since in some lessons the importance is given to topics and in others tasks are the main focus of the lesson, which allows pre-service teachers to practice what they learn class by class.

In unit one, students will cover the aspects related to the people who will participate in the exchange. The characteristics of tandem learning, the in-house group and the group abroad will be covered. This information is highly relevant, since it creates the basis for what comes next.

In unit two, the technological considerations are covered. Student-teachers will discuss the advantages and disadvantages of using videoconferencing tools in the classroom. Also, they will establish criteria for selecting the software they are going to work with taking into consideration what was covered in unit one. Finally, they will learn the basics of Skype, the selected software for recording audio and Brainshark.

In unit three, the students will experience what is like to prepare a planned speech on an assigned topic related to urban culture with the objective of exchanging information with a partner through a videoconferencing tool. They will work with useful language that will help them –and their students– to succeed in the communication process. In this unit the students will also prepare an oral presentation using Brainshark about the results of the exchange, and will establish the criteria to evaluate their own and their classmates' presentations.

In unit four, the students will prepare a sample project using the information from the logs in their portfolio. This project will be presented orally through Brainshark as well.

Objectives

General objective

By the end of the workshop, pre-service teachers will be equipped with the required tools to guide and assess learners in the development of their speaking skills through the use of videoconferencing tools.

Specific objectives

Units	Objectives. <i>At the end of the unit students will be able to...</i>
Unit 1: Planning your project: Human considerations.	-Define the main aspects of e-tandem for language learning. -Identify the characteristics of the in-house group.(Demographic information, language experience, resources availability.) -Identify the characteristics of the group abroad.
Unit 2: Planning your project: Technological considerations.	-Discuss pros and cons of using videoconferencing tools. -Establish criteria for video conferencing tool selection. -Establish criteria for an audio recording device selection. -Use Brainshark as a tool for giving oral presentations. -Select a platform to keep track of their students' work through a

	portfolio.
Unit 3: Experience it yourself!	<ul style="list-style-type: none"> -Identify different aspects of urban culture in English speaking countries. -Reflect on urban culture subtopics that could be selected for both the in-house and abroad groups, taking into account their contexts. -Generate questions for different language levels. -Select and exchange information on topics connected to urban culture. -Use an application for creating a recorded oral blog. -Solve common problems at hardware, software and network levels. -Use Brainshark for preparing an oral presentation. -Establish criteria for assessing oral presentations. -Assess their own and their classmates' presentations.
Unit 4: Show what you have learned.	<ul style="list-style-type: none"> -Prepare a sample project to be presented orally through Brainshark, using the information from their portfolio. -Assess their classmates' presentations.

Assessment

Portfolio (30%)	Written and recorded reflections made after each class, plus the different assignments done throughout the course.
Project 1 (20%) <ul style="list-style-type: none">• Peer-evaluation (40%)• Teacher's (60%)	An oral presentation on the cultural topic learned from the learner's peer through the use of a videoconferencing tool.
Project 2 (40%) <ul style="list-style-type: none">• Peer-evaluation (30%)• Teacher's (70%)	The oral presentation on their sample project using the information from their portfolio.
Self-evaluation (10%) <ul style="list-style-type: none">• Project 1 (50%)• Project 2 (50%)	The participation of the students during the course.

Sample lessons

The following sample lessons correspond to the third unit of the pedagogical proposal. The lessons from this unit cover the process which will lead to an oral presentation about a topic related to urban culture. Peer and self-evaluation will help the learners to measure the essential aspects that they should consider in the future when assessing their students' work.

In the previous unit, the students selected a program to record their audio logs in the final part of each lesson. Also, they created a portfolio where those logs are stored.

Unit 3

Experience it yourself!

Unit 3: Experience it yourself!

Lesson 2: Collecting information online through search engines

Objectives:

- Use Google effectively as a searching tool.
- Collect information on a topic connected to urban culture.

Part I: How to google efficiently?

Google is a search engine that helps you to search for information on the Internet. Using it is as simple as writing on the search box what you want to know, but what most people do not know is that there are ways to do effective searches through Google. Below, you will find some tips that will help you with your searches in the future.

To search for an exact phrase with the same words in the same order	Place quotation marks (") around the phrase you'd like to search for Ex: "to be, or not to be"
To exclude results that include a particular word or site when searching words with multiple meanings	Place a dash (-) before the word or site you want to omit Ex: phoenix -arizona
To search for a phrase with missing words	Place an asterisk (*) within the search as a placeholder for any unknown terms Ex: if you give a * a *

Taken from <http://www.digitaltrends.com/>

The advanced search functions of Google will also help you to find more specific information considering, for example, date, language and region.

Part II: What will I search for?

For the following activities of this unit, your assigned topic will be *cultural signs*. Your context will be the city of *Valparaíso*.

Remember to work with classmates who have a different topic, since the exchange of information will be with the only person in the class who has the same topic as you.



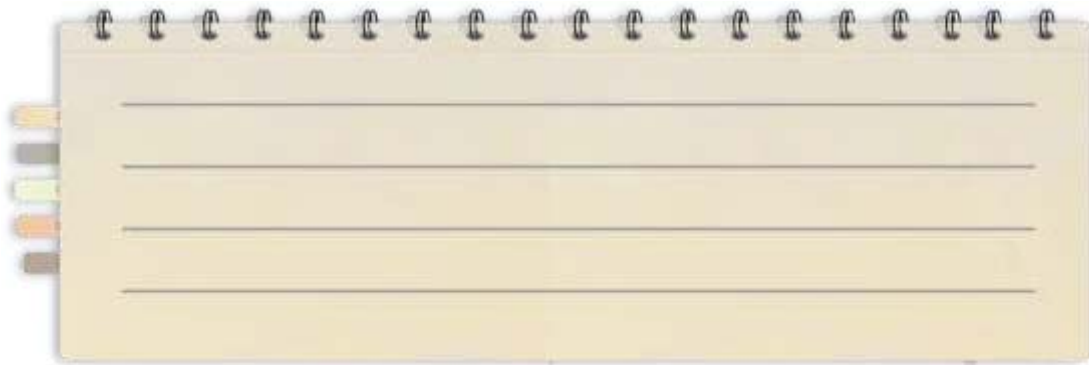
Cultural signs are implicit and explicit symbols that inform us about ownership, status, group affiliation, goods and services, proper behavior and many other things that help us to navigate and function in the city.

Think of 3 elements related to your topic and order them according to your interests. Write them below.

- _____
- _____
- _____

Why 3 elements?
Having different options to work with will help you to save time in case you cannot find enough information about your first option.

Now that you have a general idea about what to search, what aspects of your topic do you want to focus on? Briefly, write them below.



Part III: It's googling time!



1. Use a search engine to look for information on your topic.



2. Collect all the data you think is relevant.
3. Copy and paste your findings on a text processor (such as *Microsoft Word* or *Google Drive*). Remember to use reliable sources.

* Do not forget to add a copy of your document to the portfolio you created in unit 2*



Reflection

1. Think of what you learned today about using Google for doing searches.
 - Did you find all the information you thought at first that you would find? Did you find new information that you had not considered at first? Tell us about your experience.
 - What criteria did you use to discriminate between relevant and irrelevant information?
 - What is the relevance of doing effective searches? Think of both your own and your students' context.
2. Sketch an outline with the main ideas of your answers.
3. Describe your outline orally and record your audio log N° 4.



Lesson 3: Selecting and organizing your information

Objectives:

- Establish criteria for information selection.
- Organizing information

Part I: Selecting information.

If you have a quick look at all the information you collected in the previous lesson, you will probably see a lot of unnecessary information, since the idea was just collecting data. How can we establish what is necessary and what is not?

Depending on what you need the information for, you can find different standards for information selection. Some of them are stricter than others.

1. Click on the following link. It will lead you to the [Office of Research Services \(ORS\) of the NIH's selection criteria.](#)
2. Read the criteria and select the 4 points that you consider are the most important to take into account.



3. Why did you choose them? In groups of 3, share your ideas and get to an agreement on the 6 most important criteria of the whole list used by the ORS.



4. As a group, share your answers with the class.

5. Use the selected criteria for choosing the unnecessary information from the data you collected in the previous lesson and delete it.

Part II: Organizing your information.

Now that your data includes information that has gone through a selection process, you should organize it so that it is easy to understand.

1. First of all, choose the main points of your topic. Those points will help you to give a structure to what you are going to say.



2. Order your main points accordingly to their logical relationships (time, cause and effect, order, contrast, etc.)

3. Reorganize your information following the result you got in number 2.

4. Write a very short introduction for your main points. This should be a short idea that summarizes what you are going to talk about. Remember to include a short piece of information about the context of your topic. Place this idea before your main points.



**Individual
work**

Reflection

1. Think of what you learned today in the lesson and answer the following questions.
 - Why is it important to select just some information from the collected data?
 - Why is it important to organize the data that has been selected?
 - What problems can appear if one of those processes does not take place properly?
2. Sketch an outline with the main ideas of your answers.
3. Describe your outline orally and record your audio log N°5.



Lesson 4: Clarifying ideas and asking for further information.

Objectives:

- Recall and use expressions for clarifying ideas.
- Classify types of questions according to their language complexity level.

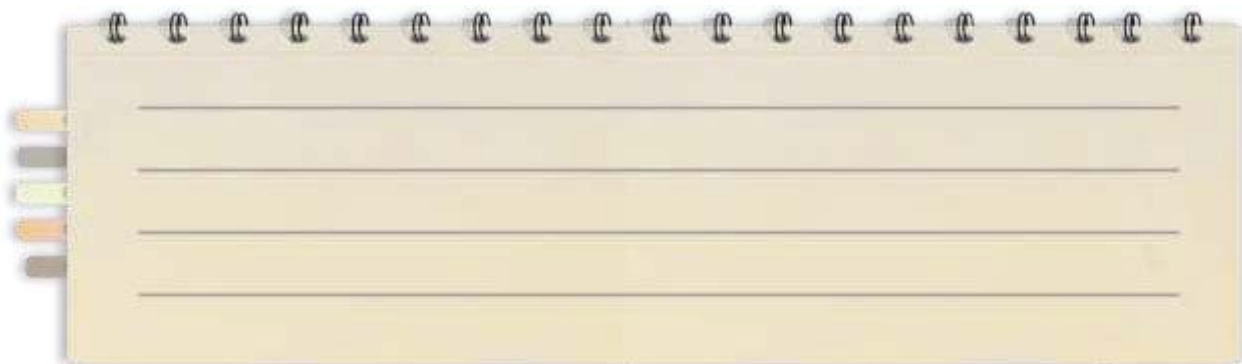
Part I: Clarifying ideas.

1. What expressions can you use when asking for clarification of an idea? Think of some and write them on the table.

<i>Could you say that again, please?</i>	



2. In groups of four, share your answers. Add the new information below.





With your partner, discuss the following questions:

- Which questions can be used in formal situations? Which ones are more informal?

Formal	Informal

- How many types of questions can you identify in both lists? How would you classify them, according to their structure?

- Are there other types of questions (in general) that are not present in your lists? What types of questions are they?

Part II: Different questions for different levels.

When somebody is telling us something about a topic we are not very familiar with, asking questions to clarify ideas will not be enough if we want to understand their ideas better. Probably you will want to ask more questions about the topic you are being exposed to. This is why it is important for you to know what kind of questions you can make to your interlocutor.

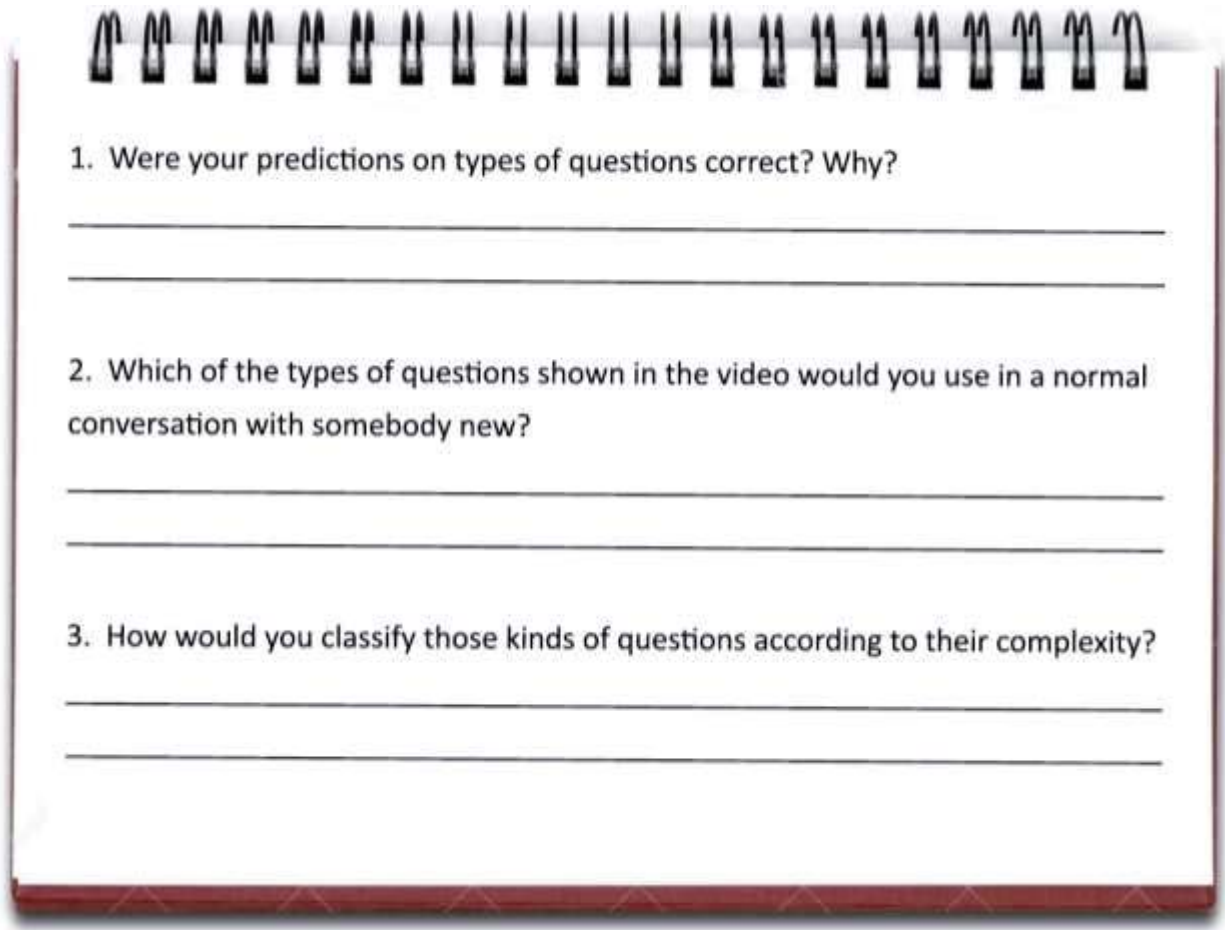
Types of questions.



Let's watch a video! Follow the link and watch the video about types of questions.

https://www.youtube.com/watch?v=0Ba_um-Z76I

A) Once you finished watching the video, answer the following questions.



1. Were your predictions on types of questions correct? Why?

2. Which of the types of questions shown in the video would you use in a normal conversation with somebody new?

3. How would you classify those kinds of questions according to their complexity?



Share your answers with the class.

B) Think of the topic you did your research on last class and answer the following questions.

1. What questions could a person who *is not* familiarized with your topic ask? Write 2.

- ✓ _____
- ✓ _____

2. What questions could a person who *is* familiarized with your topic but in other culture ask?

Write 2.

- ✓ _____
- ✓ _____

3. What would you answer if your interlocutor asked any those questions? Answer briefly.

✓ _____
✓ _____
✓ _____
✓ _____

3. Is it important to consider possible questions when preparing a presentation about a topic? Why?



Share your answers with a partner.

Part III: Be prepared to answer.



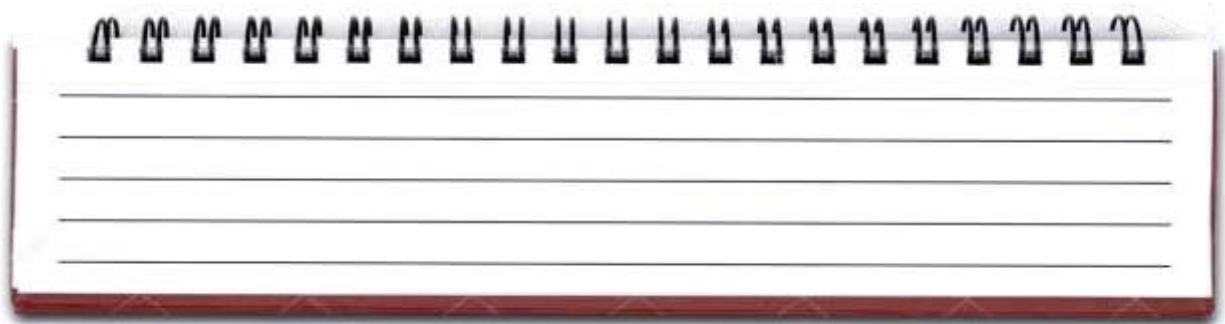
1. Ask at least two partners who are working with a different topic to tell you the questions that come to their mind when thinking about your topic. Take notes of the ones you did not consider in part II.

A spiral-bound notebook with a yellow cover and a white page. The page has four horizontal lines for writing. On the left side, there are four green checkmarks, each next to a line. The notebook is shown from a slightly elevated perspective.

2. Select the questions that are directly related to the information you are going to share and classify them according to their relevance.

- _____
- _____
- _____

3. Write a brief, but precise answer for each question. If you cannot answer them with the information you already have, search for the answer on the Internet using a search engine. Remember that you can also ask in forums if the information you need is more detailed, but make sure to be prepared to answer by next class.



Reflection

1. Think of one of the classes you have/had your practicum with and answer the following questions.

- Did they use some expressions to clarify ideas during the lessons? If they did, name 3 and refer to the context in which they were used. If they did not, how could you teach them some and which ones would you choose so teach them? Why?
- What type(s) of questions would you encourage them to use according to their language proficiency level?
- How would considering possible questions beforehand save you and your students' time when exchanging information? What may happen if possible questions are not considered?

2. Sketch an outline with the main ideas of your answers.

3. Describe your outline orally and record your audio log N° 6.



Lesson 5: Exchanging information

Objectives:

-Exchanging information through Skype.

Part I: Getting ready for the exchange

1. Open the document where the organized information about your topic is. **Highlight** the ideas that you think you shouldn't forget.



2. Make sure you have a notebook and a pen to take notes.

Part II: Exchanging information about a common topic

1. Open Skype and sign in with the account you created in Unit 2.



2. Add your partner's account writing the username in the search box and clicking on

Search Skype



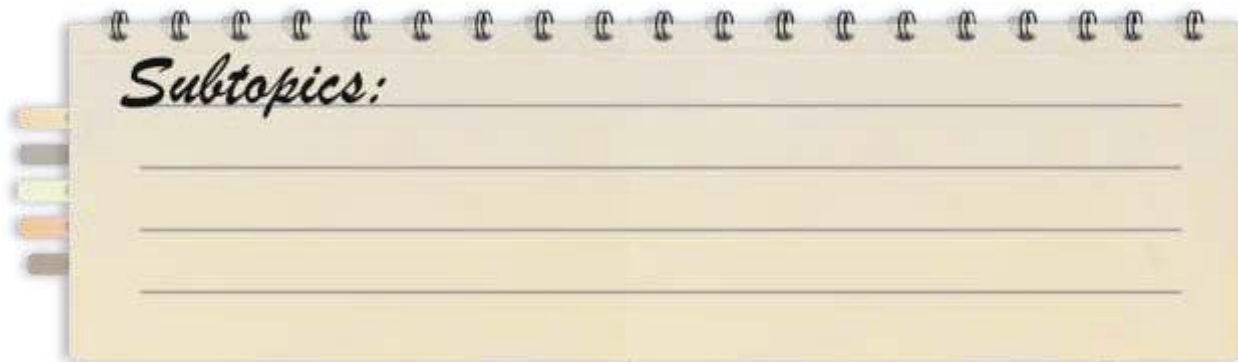
3. Wait for your partner to accept the friend request.

4. Once your partner is on your contact list, start the call as you did in unit 2, clicking on the blue button with a camera.



5. Wait for the connection to establish. Make sure you and your partner can see and listen to each other.

6. With your partner, take 2 minutes to decide 2 subtopics you both did research on. If you both based your research on different subtopics, select the ones that are more closely related.



7. Decide the time given for each subtopic. You will have minutes in total, so make sure to have enough time to cover them all. Write the time in minutes next to each subtopic in the list above.

8. Start talking about the first topic (or the first two related topics). Be polite when turn taking. If you need help, you can use the useful language for turn taking chart as a guide. Remember to make brief notes on your partner's ideas on your notebook.

Useful language for turn taking

Interrupting

- Before you go on,...
- Before you move on,...
- Can I/ Could I (just) say something?
- Sorry to interrupt, but...

Keeping your turn

- Can I just finish this point?
- I have just one more point to make.

Offering other people the chance to speak

- Now I'd be (very) interested to hear your views (on...)
- Now I'd like to hear what you think (about...)

Signalling the end of your turn

- I think I've made my point.
- (I think) you get the idea.

Taken from <http://www.usingenglish.com>

20

30

9. After the 20-minute talk, discuss the main differences between both contexts, according to what was said. Write them down below.



10. Finish the call clicking on the red button.



Reflection

1. Think of your experience sharing information through Skype and answer the following questions.

- How long did you talk about each topic?
- Do you think you covered everything you should? Why?
- How was your experience? Was the conversation fluent? What could you improve in the future?
- Did you have any hardware/ connection problem? If yes, were you able to solve it? If not, how positive this was? Do you think you will be able to help your students to make things work if something goes wrong?

2. Sketch an outline with the main ideas of your answers.

3. Describe your outline orally and record your audio log N° 6 - A

4. Describe orally your notes made on your partner's ideas and the differences between both contexts and record your audio logs N° 6 - B



Unit 4

Show what you have learned

Unit 4: Show what you have learned.

Lesson 1: From your portfolio to Brainshark.

Objective:

-Prepare a sample project to be presented orally through Brainshark, using the information from their portfolio.

Part I: A sample project.

It is time to show what you have learned in this course. How will you do that? Through a sample project. It may seem long and hard work, but actually the most difficult part has already been done. You did it.

At this moment you should have ten audio logs and three written logs, where you have been recording your reflections and considerations on the questions that appear at the end of each lesson. They will be the main sources of information for what comes next.



A. Open a text processor and do the following.

1. Select the main ideas from your logs that are related to the sample group you are going to focus on.
2. Organize the ideas according to the criteria you selected in unit 3. Remember to keep the coherence using transitional expressions (see *Useful language for presentations*, on page 33)
3. Select key concepts of each idea.

B. Open Ms. Power Point and do the following.

1. Write the key concepts from your selection. Remember to use concepts that help you to remember the main idea behind them.



2. Add pictures or drawings that relate to the concepts of your presentation.

3. Save your presentation.



C. Work with a partner.

1. Exchange the ideas of your presentations following the organization principles that you selected in unit 3. Assess your partner's speech following these simple criteria.

Are the ideas clear?
Are the ideas logically organized?
Does the speech feel fluent?

If any of those answers is not, discuss with your classmate how the problem can be solved.

Useful language for presentations

To start:
I'm going to talk about ...
I'd like to talk about ...
The main focus of this presentation is...

To order your ideas:
First of all, ...
Then, ...
Secondly, ...
Next, ...
Finally, ...
To sum up, ...
In conclusion, ...

To add more ideas from the same point of view:
In addition, ...
Also, ...
Added to this, ...

To introduce the opposite point of view:
However, ...
On the other hand, ...

Taken from <http://britishcouncil.org>



D. In your text processor document, make the necessary changes according to the feedback that you received from your partner.

E. Practice the presentation a few times before recording your voice in Brainshark using the step-by-step handout from unit 2.

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Appendix

APPENDIX A: NEEDS ANALYSIS

Participants

This needs analysis was conducted within a group of 12 Chilean pre-service teachers of English who were in their third, fourth, or fifth year of their program. This group was selected to make sure that they already have some experience in the classroom.

The survey

The instrument used for this analysis was a survey made online through Google Forms. The survey consisted of three parts; in the first one, the students declared their year of study in the program. In the second one, the students referred to their opinion and experience about some topics. Finally, in the third one, the future teachers referred to their experience with five different videoconferencing tools. The aim of this needs analysis was to gather information about the experience and the opinion of pre-service teachers who have experience in the Chilean classrooms regarding the use of Computer-Mediated Technology in the Classroom, as well as their own experience with videoconferencing tools.

The main format of the questions of the survey was multiple-choice questions, but it also included open questions and yes/no questions.

Results

Based on the information collected through the survey, the results will be displayed using 5 different graphics that show the most relevant aspects for this project.

In relation to topics of interest, in the question “As a part of the cultural topics covered in your classes, your high school students would probably like to learn about...”, a 91,7% of the students answered that high school students probably would like to learn about urban culture. The options proposed were topics that commonly are not covered in lessons.

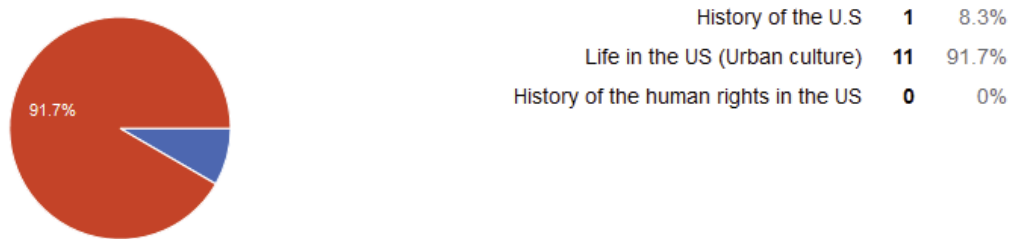


Figure 1

In the question “Do you think that the way cultural topics are covered generally lead to stereotypes?”, an 83,3% of the students said that they consider that they lead to stereotypes.



Figure 2

In relation to school students' skills, in the question "Which one of the four skills needs more improvement in the Chilean classroom?", an 83,3% of the pre-service teachers consider that speaking needs to be improved.



Figure 3

Regarding the use of technology in the classroom, an 83.3% of the students declare to feel comfortable with technology, but they do not know how to use it efficiently in their lessons. The other 16.7% already uses technology efficiently in the classroom.

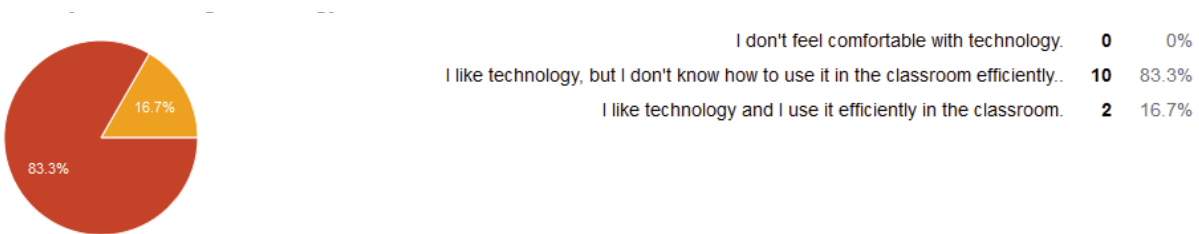


Figure 4

Finally, when taking into consideration the experience that the pre-service teachers have with different videoconferencing tools, Skype was the most familiar one. 100% of the students knew what it is and a 91.7% of the students had used it before.



Figure 5

Based on the results of the needs analysis, high school students need to develop their speaking skills. To achieve that goal, the topics used should be related to urban culture. Also, using technology in the classroom will be welcome of the teachers are taught how to use it efficiently. Finally, the most familiar videoconferencing tool is Skype, so working with it could not be a problem.

APPENDIX B: SURVEY



Survey

The objectives of this survey are the following:

- a) To find out the pre-service teachers' interests about the use of CMC in the classroom.
- b) To know about the pre-service teachers' experience with technology and videoconferencing tools.

* Required

Year of study *

- 3rd year
- 4th year
- 5th year

Continue »

I. Please, select the most suitable option according to you opinion and/or experience.

As a part of the cultural topics covered in your classes, your high school students would probably like to learn about_ *

- History of the U.S
- Life in the US (Urban culture)
- History of the human rights in the US

Why? *

Do you think that the way cultural topics are covered generally lead to stereotypes? *

- Yes
- No

Which one of the four skills needs more improvement in the Chilean classroom? *

- Reading
- Listening
- Speaking
- Writing

How comfortable do you feel using technology in the classroom? *

- I don't feel comfortable with technology.
- I like technology, but I don't know how to use it in the classroom efficiently..
- I like technology and I use it efficiently in the classroom.

Have you ever used Computer-Mediated Communication in your lessons? *

- Yes
- No

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Continue »

II. Please, select the best option according to your experience.

What is your experience with the following videoconferencing tools? (In any context) *

	I don't know what it is.	I know what it is.	I have used it before.
Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook videocalls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oovoo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google + Hangout / Talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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