

Lesson Plan: Learning English with Technology (CLB 1- 2)

These activities are also available online: <https://avenue.ca/classroom/course/view.php?id=2685>

Theme: Education, Blended Learning, digital access, technology use (computers, laptops, tablets, smartphones)

Background: Technology-Enhanced Language Learning (TELL) has become an integral part of education in Canada. Students need to perform online form-filling tasks more than ever as many resources and services are moving online. Participation in online surveys is now the only way for newcomer voices to be heard. In the activities of this lesson plan, students share past technology experiences in preparation of completing an online survey about technology and online learning. The survey results are collected by New Language Solutions for the Avenue-LearnIT2teach project. The survey is anonymous. Results may be used for technology planning and blended learning implementation at your program.

CLB Outcome Level(s): (Stage I: Beginner)

Learner Profile: LINC 1, LINC 2

Task: Students learn terminology for digital technology and how to complete web-based forms, in groups they share information about using technologies and provide feedback in an online survey.

Materials: Activity handouts, computers, laptops, or tablets with Internet access or smartphones in programs with a BYOD policy*, and link and QR code to access an online survey.

Topic: Learn about terms related to the use of the Internet, computers and mobile devices; learn about web-based survey formats similar to online forms used in online applications and services.

Technology: Students perform well-defined digital tasks and use web-based interfaces to complete web-based forms using multi-step procedures, including form-filling and web-based navigation in a browser or app.

* BYOD policies allow the use of wifi and personal devices for learning such as smartphones, tablets, and laptops.

Competencies and Indicators of Ability (CLB 1-2)

By the end of this topic, learners will be able to ...

Listening/Comprehending Instructions

CLB 1 Understand very short, simple instructions (a few words)

CLB 2 understand sort simple, common instructions

This is skill-building: directed assistance in completing the online form, instructors adjust complexity of instruction to fit level vis a vis negative/positive commands, use of connectors, location terms. Learners will not have the level of reading comprehension to complete the online form unassisted.

Language focus – screen, mouse search bar, [left]click, type, scroll

Example: Look for the search bar. Move the mouse to the search bar. Click. Type _____.

- Understand short instructions (supported by visual clues)
- Responds with action

The additional Listening focus (below) ties with the Speaking activity – skill-building and skill-using Classroom Q&A activity with a chart for learners to complete. Instructors can choose question/answer structure (Yes/No or Wh-). Instructors may choose to have learners ask about time and write answers in chart cells.

Listening/Comprehending Information

CLB 1 Understand very simple information about highly familiar, concrete topics. (a few words)

CLB 2 understand simple information about familiar concrete topics.

Listen to classmates give description of previous technology use

- CLB 1: Identifies a few key words.
- CLB 2: Identifies specific factual details, such as numbers, letters, time, place, key words and expressions.

Speaking/Sharing information

Describe personal experiences using devices.

Instructors may choose to use the activity to produce a skill-using artefact by outlining criteria expectations for production of questions and answers.

- CLB 1: Uses a few words in response to one- or two- word questions (supported by pictures). Uses pictures to ask one- or two- word questions.
 - CLB 2: Answers simple questions about personal information Expresses likes and dislikes. Expresses basic ability or inability.
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Reading/Getting Things Done

Read a business/service notice

The activity is designed as a skill-building activity. Instructors may alter the plan in order to use the reading for skill-using or assessment purposes.

CLB 1: Identifies dates and a key word.

CLB 2: Scans text to find specific details: who completes the survey/locate time period for survey and deadline for the survey.

Writing/Sharing Information

Describe personal experiences using devices.

Instructors may choose to use the activity to produce a skill-using artefact by outlining criteria expectations for production of questions and answers.

CLB 1: Completes a short, guided writing activity by filling in the blanks.

CLB 2: Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. [Texts to complete are about 5 to 7 sentences.] Writes personal details in response to a few short questions. Follows some spelling and punctuation conventions. Writes legibly.

Language and culture focus for the learning activities: Language focus should be simple and concrete: high frequency words, simple sentence structure, common digital vocabulary

Grammar: Yes/No questions, Wh-questions,

Vocabulary: Terms related to technology, names of devices, terms related to surveys

Culture: Learning English online, navigation skills, web-based forms

Teacher resources and classroom materials needed:

- Learning Activities: Warm-up Activity 1, L/S Activity 1, W Activity 2, R Activity 3-4, Activity 4, Activity 5
- Topic CLB 1-2 of Avenue LET Courseware
- Learning English with Technology survey link: <https://www.surveymonkey.com/r/AvenueLET>
- Learning English with Technology QR code:



After you have used this lesson plan, the activity sheets and/or the online activities with your students, please let us know what you think of this of this module by responding to the course feedback survey.

<https://www.surveymonkey.com/r/AvenueLETfeedback>

Learning Activities

Warm-up (10 minutes)

- Learners brainstorm about computers, laptops, tablets, and smartphones used by learners. When and what are learners using them for? (Warm-up Activity 1 flashcards provided for general technology terms, navigation features of Avenue, and the online survey in Activity 4) LO1A Internet Vocabulary Glossary,

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Activity 1 – Listening/Speaking/Reading Task (20-30 minutes)

- Review/introduce terminology used in activities and survey LO1B Vocabulary: Navigating the Internet Quiz, LO1C Vocabulary Warm Up 1 H5P, LO1D Vocabulary Warm Up 2 H5P
- Hand out Activity 1 Chart. Review terminology (computer, laptop, tablet, smartphone, internet, websites, online, connect, access, services). Yes/No or Wh- question focus with past tense. Elicit questions and answers. Model correct question/answer formation. For CLB 1, fold chart in half to help students complete their answers before continuing to group activity.
- Divide class into groups of 4. Student A (with support from C) interviews Student B (with support from D). Student C (with support from A) interviews Student D (with support from B). Then reverse – B and D asks the questions, A and C answer. Each student will only have answers for one other student. LO1E Ask a Classmate Questions CLB 1-2 Questionnaire

This activity could be presented as a skill-using speaking activity. The instructor can circulate and give feedback to individual learners. A class feedback may be conducted on completion and a review of question/answer formation and past tense may be included.

Warm-up (20 minutes)

- Review of simple sentence structure, negative statements and past tense (with reference to Activity 1).

Activity 2 - Writing Task – Learners (30 minutes):

- Learners use Activity 2 handout to write about their past computer experiences. Depending on previous lesson plans, this could be a skill-using or assessment task. LO2A Complete the Sentences CLB 1, Quiz LO2B Answer the Questions CLB 2 Quiz
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Warm-up – Reading Task (10 minutes)

- Share your screen in the BBB room, project or hand out Activity 3 notice inviting participation in a workshop, presentation or survey.
- Elicit what information do readers want to find (WH- questions), brainstorm main idea and interpretation of graphics. Depending on level, review WH- answers to get main idea, gist and purpose of message.

Activity 3 – Speaking Task (20 minutes)

- Learners work with a partner to answer questions about participation in an online survey. LO3A Read a Poster CLB 1 Quiz, LO3B Read a Poster CLB2 Quiz
- Partners then compare answers with another group.
- Take up and elicit past survey experiences: Did learners participate in surveys in their first country and if so, what for? Have learners been asked to complete surveys in Canada? If so, what for and did they participate? Why/why not? What do learners think a survey about using technology for learning English will be used for? Do they think this survey will help teachers and students?

Activity 4 – Reading/Writing Task (10-30 minutes)

- CLB 1/CLB 2 – Learners can scan each question for words learned during the entire lesson and choose.
- Instructor elicits then reads each question for learners. Learners choose their answers. LO4 Questionnaire: using the Internet
- CLB 3/CLB 4 - Learners work with a partner to read questions or work independently to answer questions. LO4 Questionnaire: using the Internet

Activity 5 – Reading Task (40 minutes)

- Follow up with introduction to the online survey. Review the types of information that will be asked (Reference Activity 1 and 2). Students can use desktop computers, laptops, tablets, or smartphones in the classroom or desktop computers in a computer lab. LO5 Learning English with Technology Survey URL
 - Learners click on the survey link to access the online survey or use the QR code.
 - Learners complete the online survey
 - Arrange seating by first language if possible, to enable learners to check their comprehension of instructions and the explanations of choices. Encourage learners to ask for help when they don't understand choices.
 - Learners guided through instructions. Learners or Instructor read questions. Learners click on best answer.
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