

Lesson Plan: Learning English with Modern Technology (CLB 5-6)

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): 5/6 (Stage II: Intermediate)

Learner Profile: LINC 5, LINC 6

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, they write a short informational piece on using technology.

Materials: Activity handouts, computers, laptops, or tablets with Internet access or smartphones in programs with a BYOD policy*, and link and QR code to 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 5)

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

Listening II Comprehending Instructions

Understand simple to moderately complex directions and instructions for relevant procedures (about 8 steps, with up to 10 details.)

- Follows a range of basic cohesive devices indicating order and sequence.
- Seeks clarification and confirmation if required.
- Responds with actions to directions and instructions.

Listening I Interacting with others

Understand the gist and some details in moderately complex social exchanges

- Identifies specific factual details and implied meanings.
- Identifies language functions.
- Identifies emotional state from tone and intonation.
- Interprets feelings such as interest, likes/dislikes, preferences.
- Understands language that is concrete and includes mostly common vocabulary

Speaking IV Sharing Information

Agree, disagree and give opinions in small group discussions (3-5 people)

- Provides necessary information.
- Asks relevant questions.
- Repeats information and ideas to confirm understanding.
- Expresses opinions and feelings.
- Agrees and disagrees appropriately
- Thanks others for their contributions and information.
- Participates adequately in interactions with some support from others.

Reading II Comprehending Instructions

Understand simple to moderately complex, step by step instructions for multistep procedures related to everyday situations.

- Follows instructions and directions by responding with actions as required to complete task.
- With mostly common and some abstract or specialized vocabulary and occasional high-frequency idioms

Reading IV Comprehending Information

Interpret information contained in formatted texts (such as website navigation menus)

- Identifies purpose, main details and important details
- Uses a bilingual dictionary regularly

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Writing IV Sharing Information

Write a paragraph to relate a description of a routine.

- Addresses the purpose of the task.
- Expresses a main idea and supports it with details.
- Provides introduction, development, and conclusion in an adequate paragraph structure.
- Provides accurate descriptions
- Provides adequate explanations where necessary.
- Uses appropriate connective words
- Adequate range of vocabulary for most everyday texts
- Good control of simple structures
- Adequate control of spelling, punctuation and format

Grammatical Knowledge:

- Expanded range of concrete, abstract and technical language relating to opinions, ideas, and basic concepts and applications relating to technology.
- Ability to use moderately complex grammar and syntax structures (such as perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clauses, passive and active voice, infinitives and gerunds) to convey meaning effectively and precisely

Sociolinguistic Knowledge

- Recognition of paralinguistic signals (such as loudness, pitch, speech rate, body language and other visual clues)

Functional Knowledge

- Ability to use interactional and interpersonal communication skills for conversation management

Strategic Competence

Ability to use:

- Different reading techniques according to the purpose of the task (such as scanning to locate detailed information)
- Information search skills (including dictionary use) and computer/Internet literacy skills

Teacher resources and classroom materials needed:

- Learning Activities handouts: Vocabulary SB Task Activity 2, W SB Task Activity 3, S SU Task Activity 4, R/W SB Task Activity 5 (includes survey link and QR code below), Writing SU Task Activity 6
- Learning English with Technology survey link: <https://www.surveymonkey.com/r/AvenueLET>
- Learning English with Technology survey 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>

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Learning Activities

Activity 1: Warm-up – (10 minutes)

- Give students a large piece of paper to brainstorm in groups of 4-5, or use the whiteboard, flip chart or SMART board to take notes when you brainstorm as a class. In the middle of the paper/board write: Computers, laptops, tablets, smartphones. Ask when and what the learners are using these for?
- Or ask students to respond to Online activity LO1 Forum: Brainstorm

Activity 2: Vocabulary SB Task - (10-20 minutes)

- Introduce some of the terminology used in the activities and survey. Learners work in pairs to complete the *Navigating the Internet and Learning Online* activity; the teacher is available to clarify terms.
- Answers:
 1. Address Bar
 2. Breadcrumbs
 3. Log in
 4. Check boxes
 5. Drop down menu
 6. Text box
 7. Search
 8. Blocks
 9. Radio buttons
 10. QR code

Or ask students to complete online activity LO2 Vocabulary: Navigating the Internet.

Activity 3: Vocabulary & Writing SB Task – (30-50 minutes):

- Learners work in pairs reviewing the *Glossary* related to digital devices, navigating the Internet, and web-based forms. They classify the words as verbs or nouns and may look up the meaning of any new words. Then they use some of these words in sentences (fill in the blanks). Finally, they write five sentences on their own. Using the words in sentences will prepare them for the speaking task. The teacher is available to clarify terms. The vocabulary may be enhanced using visuals if needed.
- As part of a blended class, this activity may also be completed before the next class to prepare for the speaking activity. The Glossary is available online as LO3A Glossary: Internet Vocabulary
- Answers:
 1. digital devices
 2. facetime
 3. LinkedIn
 4. podcast
 5. progress bar
 6. Google Drive
 7. message alert
 8. hyperlink

Or ask students to complete LO3B Vocabulary Fill in the Blanks.

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Activity 4: Speaking SU Task – (40-60 minutes):

- In groups of 4-5 learners discuss their experiences with technology. Give students the handout *Using Technology and the Internet*. For each group you assign a time keeper, note taker and chair. The chair chooses a question from the lists to discuss. Switch roles after 5-10 minutes, depending on the size of the group. The new chair chooses another question they want to talk about. Each group records the main discussion points. The teacher is available to assign roles and clarify the activity. Students complete a self assessment for participating in the discussion to get a Skill Using Artefact.
- Complete this activity online in a BBB room, using break out spaces. Students can complete the self assessment using LO4 Using Technology and the Internet.

Activity 5: Reading & Writing SB Task – (30-40 minutes):

- Learners click a survey link or use the QR code in the *Learning English with Modern Technology Survey* activity handout to complete the survey online; the teacher is available to support students navigating the web-based forms.
- As part of blended class, this activity can also be completed as a follow up after class using LO5 Learning English with Technology Survey.

Activity 6: Writing SU Task (30-60 minutes)

- Learners choose one or two questions from Activity 4: Speaking SU Task *Using Technology and the Internet* to write a response to, incorporating their experiences from the discussion group and answering the online survey. Ask them to write an informative piece about different ways that you can use technology. Their work should be about three paragraphs and have a clear beginning, middle and end.
- When finished, students can ask a peer to complete an evaluation checklist to receive a Skill Using artefact.
- As part of a blended class, students can submit their work online through Assignment LO6A Using Technology and the Internet, and completing a self assessment using LO6B Self-Assessment: Using Technology and the Internet.

Extension Activity: Learners may choose to present the results of their group discussions in PowerPoint presentations.