Lesson Plan: Learning English with Technology (CLB 7-8)

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): 7 (Stage II: Intermediate)	Learner Profile: LINC 7, LINC 8
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 7)

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

Listening II Comprehending Instructions
Understand moderately complex directions and instructions for technical or non-technical tasks (about 12 steps, with up to 15 details.)
- Follows sequence markers, cohesive devices or other linguistic clues to infer order of steps.
- Seeks clarification and confirmation if required.
- Responds with actions to directions and instructions.

Listening I Interacting with others
Understand moderately complex social exchanges
- Identifies implied meanings and stated and unspecified details.
- Understands the intent of the expressions and the responses.
- Identifies emotional state, mood and attitude from tone and intonation.
- Understands language that is concrete or abstract and sometimes specialized, with an expanded range of vocabulary.
- Related to relevant topics, general knowledge and life experience.

Speaking IV Sharing Information
Give detailed information, express and qualify opinions and feelings in small group discussions.
- Provides necessary information.
- Asks and addresses relevant questions.
- Summarizes information and ideas to clarify and confirm understanding.
- Holds the floor, shares the floor, and thanks others for their contributions and information.
- Participates effectively in interactions with little support from others.

Reading II Comprehending Instructions
Understand moderately complex instructions for multistep procedures related to familiar tasks, which may be specialized or technical.
- Follows instructions as required to complete the task.
- With concrete, abstract or specialized vocabulary, and some idioms

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Reading IV Comprehending Information
Interpret information contained in moderately complex formatted texts
- Follows the sequence of a process.
- Identifies purpose, specific details and implied meanings
- Often guesses the meaning of unknown terms

Writing IV Sharing Information
Write 2 or 3 connected paragraphs to provide a detailed description of a routine.
- Addresses the purpose of the task.
- Expresses main ideas and supports them with details.
- Presents text as a coherent, connected whole with good use of appropriate connective words and phrases.
- Provides accurate and detailed descriptions and explanations in a clear sequence.
- Good range of vocabulary for moderately complex texts
- Adequate control of complex structures
- Good 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 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

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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. OR 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 these words to write ten sentences. 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. The Glossary is available online as LO3 Glossary: Internet Vocabulary

● As part of a blended class, this activity may also be completed before the next class to prepare for the speaking activity.

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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 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.