Keys to Selecting and Using Multimedia Websites For Language Learning

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Purpose

- **Part I**: Discuss the procedures (challenges and benefits) for learning online

- **Part II**: Identify Internet resources for helping English learners improve their listening comprehension skills.

- **Part III**: Suggest ways of blending sound pedagogy with technology for effective learning.

Part I: Procedures for Using Online Listening Resources

A) Identify learning objectives and outcomes
B) Never underestimate the complexity of the Internet
C) Install needed media applications
D) Test the Web Sites yourself for content appropriateness and usability
E) Develop tasks that build critical-skills
F) Determine the longevity of the sites

Identify Learning Objectives and Outcomes

What are your expectations on how online learning can benefit your students?

Andy Rooney once noted:

"Computers make it easier to do a lot of things, but most of things they make easier to do don't need to be done."

Just because you CAN do it doesn't mean it SHOULD be done.

Identify Learning Objectives and Outcomes

"We're all familiar with the extravagant promises of technology: It will make our students smarter -- and it will do it faster and cheaper than ever before.
Moreover, the promise suggests, this miracle will occur almost by osmosis. We need only place a computer in a room, stand back, and watch the magic take place. If only life were that simple and learning that easy!"

Lynne Schrum,
Past president of the International Society for Technology in Education (ISTE)

The promise of interactive web pages and technology

Plenty of online multimedia resources, **however** . . .

- Blending useful technology and sound pedagogy is the challenge.
- Sites contain a limited number and variety of learning activities, particularly in building problem-solving and reasoning skills.
- Students need practice speaking about what they hear -- *transferability*.

Part II: General Technical Considerations

- Media prepared for high-speed connections at a school will stream like molasses through a straw on dial-up connections at home.
- Some media formats are proprietary and thus require specific players for each.
- Network permissions can restrict access to online media in school labs.
- Short segments of audio/video tend to be more "digestible" for students.

Part II: Website Selection Criteria

- Potential relevance to students and teachers and within their linguistic reach
- Ease of use (design) – LESS IS MORE
- Mixture of both scripted and spontaneous language content at various levels
- Format and encoding rate of audio/video (fast for slow connections?)
- Accompanying transcript and/or exercises for enhancing language skills
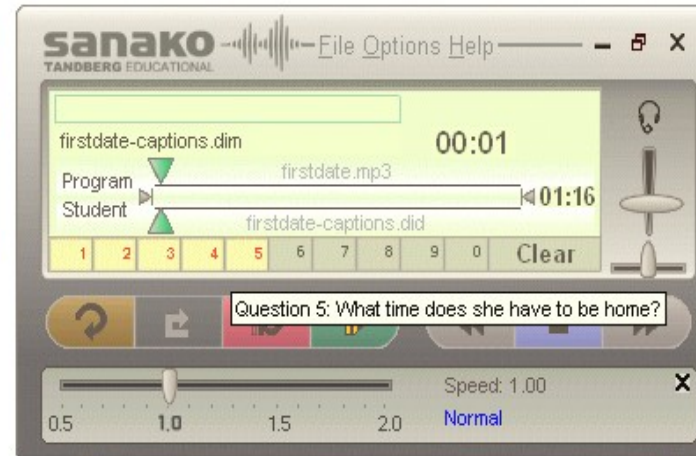- Cost

Never Underestimate the Complexity of the Internet

- Give students clear instructions on what they are expected to do and how they will be evaluated.

Media Applications

Windows Media Player

File   View   Play   Tools   Help

sanako TANDBERG EDUCATIONAL — File Options Help

firstdate-captions.dim   00:01

Program   firstdate.mp3
Student   firstdate-captions.did   01:16

1   2   3   4   5   6   7   8   9   0   Clear

Question 5: What time does she have to be home?

Speed: 1.00
0.5   1.0   1.5   2.0   Normal

Conversation between daughter and father . . .

realPlayer   File   Edit   »

Homestay? Is it Right for You? - Ra   0:00 / 1:28

Real Guide   Music & My Library

Music Guide Home

View
Music Store
Music Guide
Radio
CD / DVD
My Library

real   Mus

First Date

Why MP3?

- MP3 is a form of compression - **MPEG-1 Audio Layer III**, developed by the **Moving Picture Experts' Group (MPEG)**

- Encoding process compresses audio by filtering out all noise not detectable to the human ear.

- Media standard is not proprietary in nature (i.e., can be played on media players including RealPlayer and Windows Media Player.

Sanako Media Assistant™

- Handles all major media types including .rm, MP3, and .wma
- Displays captions or other text
- Bookmarks files for easy review
- Controls speed of media files
- Records/saves files in various formats including MP3 and .wma

Yeah. Mom met Dirk yesterday.
[Dirk!?] He's sooo cool.
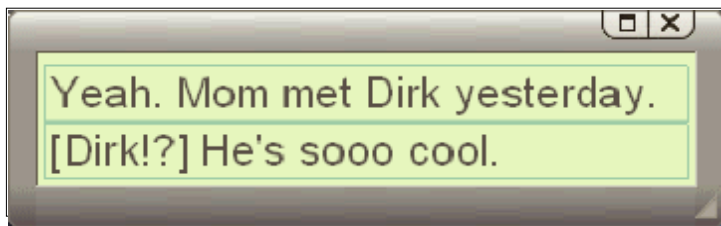
Designed specifically for language learning. Commercial stand-alone or lab product.

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➜ *Prepare in advance, nothing by chance*

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G) Determine the longevity of the sites

Critical-Thinking Skills

◆ Progress from finding the gist of the conversation, to main ideas, to critical-thinking skills where students construct meaning on their own.

Clarifying

Comparing - Contrasting

Discussing Cause -Effect Relationships

Hypothesizing

Inferring

Dispelling Illogical Reasoning

www.esl-lab.com
Randall's ESL Cyber Listening Lab

• Windows Media / RealMedia
• Everyday conversational topics
• Listening and speaking activities

Activities:

• What can we infer about the condition of the car and the dealer's sales policies?

Internet Explorer

| Text Completion Quiz]

Home

A Great Car Deal
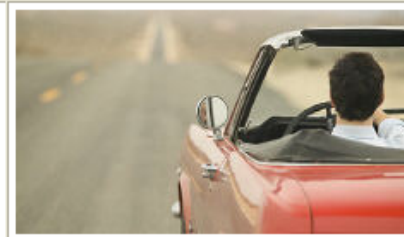
I. Pre-Listening Exercises
II. Listening Exercises
III. Post-Listening Exercises

Level:	Topic:	Type:	Speakers:	Length:
difficult	used cars	conversation	man - woman	02:08

I. Pre-Listening Exercises [Top]

What points should you consider when looking for a used car? Rank these points in order of importance and discuss them. Do you have any reservations about buying a secondhand car (used car)?

► HELPFUL TIP: Consider taking a used car to an independent mechanic for a complete check before you buy it. You can discover ential problems before you buy it.

Listening Exercises [Top]

sten to the conversation by pressing the "Play" button and wer the questions. Press the "Final Score" button to check your

ds-2006/car/~temp00.htm#post

► IDIOMS!

"lemon" = a car that doesn't work right or is defective

"The used car she bought turned out to be a real lemon."

"a steal" = something that is very cheap

"I bought the car because it was a real steal, and I knew I wouldn't be able to find the same deal anywhere else."

Okay. The out-of-town rate. Let's see. Okay, here we fuel line, that'll be $100 . . . No, no, That's the local rate for the pre-screening check, $150 for parts, plus or 0, and $75 an hour for labor. Oh, oh yeah. Today's a labor is actually $50 more per hour.

r: Huh? Those prices are outrageous, and what holida

DEFINITION:
outrageous
very expensive

Oh, it's the local pun

r: Ah, come on. I can't believe this. Of all my luck, my

Possible Activities:

1. Jigsaw Listening: Mix up the frames and put them in order
2. Structured Practice: Complete with sentences for each frame using an adverb clause.
3. Problem Solving: After you return home, you notice a number of additional problems with the car including the understated mileage, missing spare tire, and severely worn brakes. Return to the used car lot and renegotiate with the salesperson on a new price . . . or else.

You can trust me because _____.

Before I take this car for a test ride, _____

Well, assuming that you cover the rust hole in the floorboard, _____.

In case you don't take my word for it, _____.

Although the minivan has a few dings here and there _____.

While the car might not look like much, _____,

Hey! The door is in better shape than it was yesterday, but if it gets stuck, _____.

Select table row

I'll buy the car provided that _____.

My 6'7", 260 lb., body-building husband is going to come here unless _____.

As long as you don't drive over 20 mph, you _____.

In the event that the car _____, _____.

I treat all customers as if _____.

The car runs like _____.

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Other TESOL Presentations

- *Digital Voice Recordings. Basics and Beyond*. Electronic Village, Wednesday, 2:00-3:00 p.m.

- *Creating Listening Activities That Work,* Friday, 9:30-10:15 a.m.

- *The ABCs of Authoring Online Listening Activities* (Poster Session), Friday, 12:30-1:45 p.m.