

# ICT in Language Learning

Anette Wulff



Hanne Wachter  
Kjærgaard

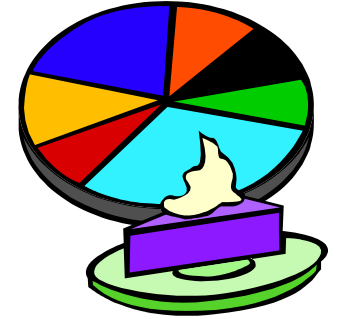


# Main requirements for the use of ICT

- *ICT is to be used*
  - *for written and oral **presentations***
  - *for seeking **information** and*
  - *developing and testing **linguistic competences**.*
  - *It is to be used in the teaching **when appropriate***

(UVM: Fagbilag 11, engelsk A, HHX og HTX)

# ... the slicing of the cake



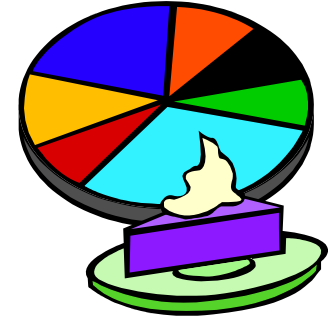
- No one way, but (at least) three:

## 1. The 4 basic skills:

- Receptive: listening and reading
- Productive: speaking and writing

Discrete skills, but integration needed!

# ... the slicing of the cake



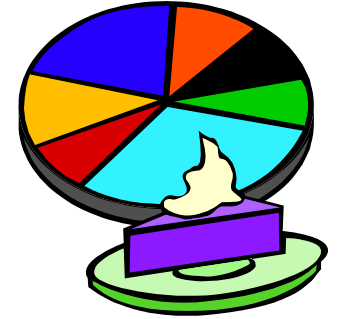
- No one way, but (at least) three:

## 2. Communicative competence categories:

- Linguistic (grammar, vocabulary, phonetics, spelling etc)
- Pragmatic ("what to say to whom when")
- Strategic (focus of today)
- Discourse (the structure of a "text")
- Intercultural (sociocultural)

Separate, but strongly connected competence areas

# ... the slicing of the cake

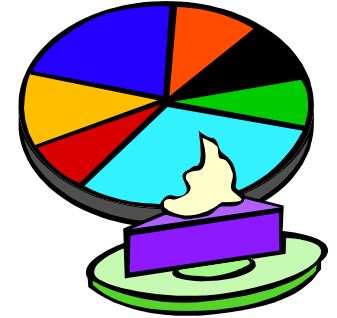


- No one way, but (at least) three:

## 3. The ministerial aims

- Understand varied, authentic English (formal, informal, spoken, written)
- Use appropriate reading strategies and language learning strategies
- Use a broad and varied vocabulary & confident use of basic grammar rules (formal, informal, spoken, written)

# ... the slicing of the cake



- No one way, but (at least) three:

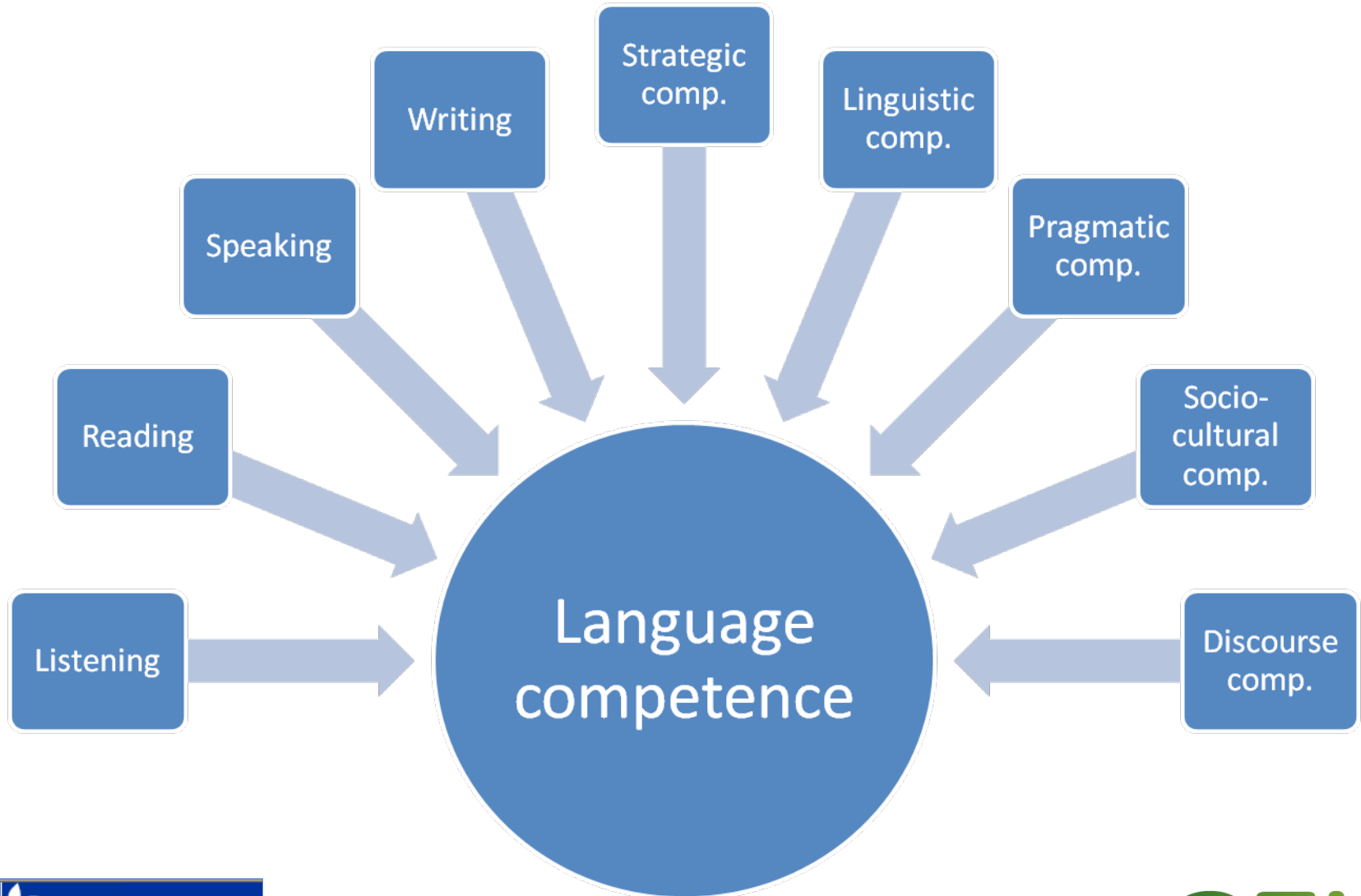
## 3. The ministerial aims

- Use basic knowledge of syntax and grammar
- Use appropriate tools, including ICT, for oral and written presentation
- Participate in conversations in English about everyday, social, literary, technological/business and science topics

# Teacher's role...

- Facilitator of the students' acquisition of these skills and competences.
- Focus today: ICT as an additional help and facilitator for students (and teachers) in the building of these
- The other categories cannot be disregarded
  - Implicit in the aims for students' language competences

# External and internal criteria....





# Focal areas today:

- Strategic competence in relation to the ministerial aims
- Must include the other categories
- Interconnection, interrelation
- Strategic "filter"

# Example:

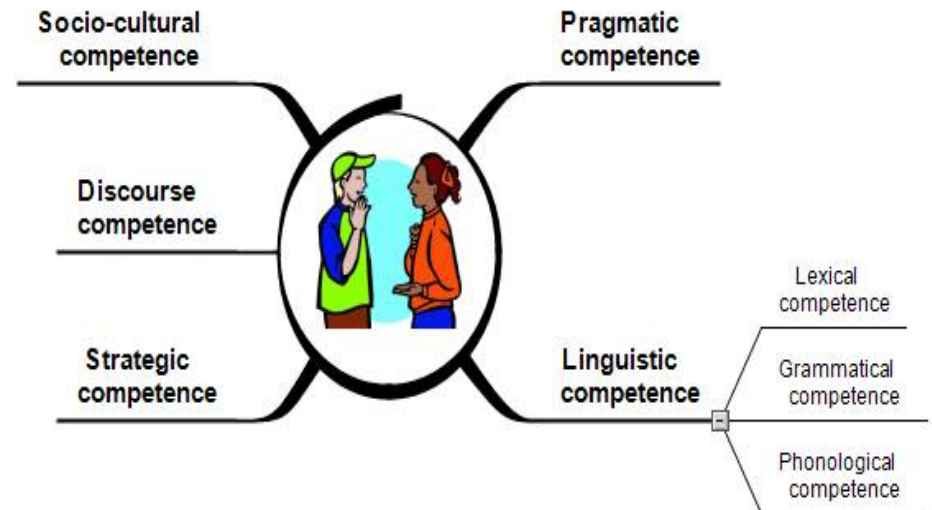
- The four skills:
  - Reception and production
    - Listening & reading strategies
    - Speaking and writing strategies
- Depend on:
  - Vocabulary (lexical competence)
  - Grammatical competence
  - Discourse competence
  - Etc...

# Main focus:

- Strategies and ICT for linguistic competences



## Communicative Competence



# Strategic competence in general

- Strategic competence is an important part of communicative competence in that it allows for language learning and success in communication

# ICT in general

We know that ICT enhances the possibilities of

- Differentiated teaching and learning
- Increased student motivation
- Personalized learning processes (one-on-one learning and training)
- Integration of different subject areas
- Reduction of the constraints of time and place
- Increased student cooperation and active involvement
- Authenticity in language learning and teaching

# Reception

- Listening
  - Depending on context, genre, medium etc:
    - Listening for main content
    - Listening for specific detail
    - Listening for known elements to guess unknown ones
    - Training the ear – production linked to reception
    - Building flexibility towards unfamiliar dialects and sociolects

# Reception

- Reading strategies
    - Depending on context, genre, medium etc:
      - Skimming
      - Scanning
      - Guessing from context
      - Flexibility
- NB: aim of reading? (Meaning or vocabulary – or combo?)

Critical mass necessary for transfer!

# Production

- Speaking strategies
  - Achievement strategies
    - Hypernyms and hyponyms
    - Circumlocutions
    - Body language/gestures
    - Anglicizing
    - L1/L2-based
  - Reduction strategies





# Production

- Writing strategies involve awareness of
  - Format
  - Genre
  - Aim
  - Receiver
  - Discourse
  - Expectations

# Linguistic competence

- At the heart of the above four skills
- Comprises
  - Lexical competence
  - Grammatical competence
  - Phonological competence

(depending on definitions)

# ICT and lexical competence

- Vocabulary
  - Acquisition
  - Retention
  - Recall
- Word webs/semantic webs crucial
  - Tools:
    - Alternative dictionaries ([www.visualthesaurus.com](http://www.visualthesaurus.com))
    - Mindmapping programs
      - Visual detail
      - Personalized/thematic dictionaries
      - Categories/synonyms/hypernyms/hyponyms

# ICT and lexical competence

## – Collocations:

(Tell me who your friends are ...)

- Google!
- Modern dictionaries (online or DVD)
  - Also vocabulary trainers (what does it take to know a word?)
  - Mobile learning

## – Idioms:

- Dictionaries
- Culturally dependent

Important stepping stones!

- Other tools:
  - BBC Learning English  
<http://www.bbc.co.uk/worldservice/learningenglish/>
  - Discovery and Puzzlemaker (  
<http://puzzlemaker.discoveryeducation.com/>)
  - British Council  
(<http://learnenglish.britishcouncil.org/>)
  - Skolekom
  - SkoDa
  - Gale
  - Britannica Online

# ICT and grammatical competence

- Noticing (Lightbown/Spada)
  - Reading
  - Enhanced texts
  - Easy access to different genres & varying grammatical complexity

Tools:

- VISL – training (games), awareness, quizzes – bottom-up

# ICT and grammatical competence

Bottom-up: VISL tools:

- From lexical knowledge to wordclasses
  - [Fundamentals](#)
  - [Word classes](#)
  - [Match Form](#)
  - [Paintbox Game](#)
  - [WordFall](#)
  - [Shooting Gallery](#)
  - [Labyrinth](#)

# ICT and grammatical competence

Top-down: VISL tools:

- text characterization (parsing by color)  
<http://beta.visl.sdu.dk/visl/en/parsing/automatic/parse.php>

Others:

- Hot potatoes (using own work/classes) – combine vocab and grammar
  - Prepositions <http://visl.sdu.dk/visl/en/edutainment/quizzes/prepquiz.htm>
  - Word formation  
<http://beta.visl.sdu.dk/visl/en/edutainment/quizzes/wordformquiz.htm>



# ICT and phonological competence

- NB: productive and receptive skills!
- [http://cambridgeenglishonline.com/Phonetics\\_Focus/](http://cambridgeenglishonline.com/Phonetics_Focus/)
- Speech Accent Archive:  
<http://accent.gmu.edu/>
- Tongue Twisters:  
<http://www.uebersetzung.at/twister/>  
<http://www.freerepublic.com/focus/chat/818470/posts>  
<http://www.esl4kids.net/tongue.html>
- Dictionaries for training

# ICT and phonological competence

- Variety of sound sources

HHX sentences (HTX sentences – no sound, yet)

[http://](http://beta.visl.sdu.dk/visl/en/parsing/nonautomatic/treebank.php?auto)

[beta.visl.sdu.dk/visl/en/parsing/nonautomatic/treebank.php?auto](http://beta.visl.sdu.dk/visl/en/parsing/nonautomatic/treebank.php?auto)

- Routes of English

<http://www.bbc.co.uk/radio4/routesofenglish/index.shtml>

- Recordings

- Podcasts

- Digital sound

- Papers

- Radio

- Newscasts etc.

# ICT and response-giving

- Written:
  - Word tools (comments, track changes)
  - Correctifix  
<http://beta.visl.sdu.dk/correctifix/>
  - Stifikseren  
[www.stifikseren.dk](http://www.stifikseren.dk)
  - Differentiation
  - Mindmaps and the writing process

# ICT and response-giving

- Oral:
  - Recordings
  - Podcasts
  - Vodcasts
  - Radio shows

# Diagnostic tests (screening)

- Ministerial requirements
- VISL: tests for training translation (part of the written exam)
- Why use diagnostic tests?
  - Differentiated teaching
  - Student awareness of own abilities
  - <http://beta.visl.sdu.dk/tools/stest/>
- DIALANG: tests for writing, reading, grammar, listening, and vocabulary  
<http://www.lancs.ac.uk/researchenterprise/dialang/about>

# Developed by

- Anette Wulff: [wulff@language.sdu.dk](mailto:wulff@language.sdu.dk)
- Hanne Wachter Kjærgaard: [hwk@viauc.dk](mailto:hwk@viauc.dk)