Web-Based Tools for Teachers

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Productivity Tools
1. Edmodo
Edmodo— www.edmodo.com .
2. EduBlog: https://edublogs.org
3. Glogster— https://edu.glogster.com/
4. Googledrive— https://drive.google.com
5. https://www.slideshare.net/
6. https://hotpot.uvic.ca/

Resource Providers
1. **Podcasts –** www.eslcafe.org
https://www.podcastsinenglish.com/
https://learnenglish.britishcouncil.org/
learnenglish-podcasts
2.TED-Ed – https://ed.ted.com/
3. Teacher Planet: http://
www.teacherplanet.com.
4. Web Poster Wizard: http://
poster.4teachers.org
5. Merlot: http://www.merlot.org
6. Annenberg Learner: http://learner.org
7. Twitter— https://twitter.com/
ESLlibrary
Search for #ESLlibrary, #ESOL, #ELT,
#learnenglish
8. https://www.edutopia.org/

Storage web sites
1. Scribd: https://www.scribd.com/
2. www.scrible.com

Instructions
Browse and finally select five tools
(collectively from the three categories given
above) and give details.
1. What have you found out about the web
    sites?
2. How can you use them for your
    classroom teaching? Present your
    method of using them in the teaching
    and learning process.

NOTE:
*1. This handout was given as part of
worksheets given to the participants of a
couple of workshops recently organized /
supported by ELTAI. It was felt that the
community of teachers of English at
various levels should benefit from
exploring these resources and tools so that
they may select appropriate ones for their
students.*

*2. The readers of our journal are
encouraged to answer the questions given
at the end and send their responses as an
email attachment to the author. Your
responses will be used for planning future
teacher development programmes on the
use of such resources.*

Professional Development of Teachers of English
Questionnaire

P N Ramani, ELTAI

1. ARE YOU A PROFESSIONAL?

A 'professional' . . .

a) has specialized knowledge and skills after an extended period of special education and training

b) uses a special 'jargon' with colleagues

c) does an essentially intellectual job

d) develops through in-service training

e) follows the profession as life's career

f) is a member of an association or organization that is professionally "exclusive" and recognized

g) has a sense of altruistic (or selfless) idealism and commitment to the profession which he/she values more than financial gain

h) has a sense of solidarity assured by a structured professional organization

i) makes important contribution to the well-being and development of the society

j) enjoys autonomy

k) enjoys a high status in society

l) sets up own standards of performance along with those of the association or organization

1A. By these criteria, is yours an occupation or a profession? Support your answer with examples or specific details.

1B. Assuming that you want to become a 'professional', what are the opportunities available to you to become a 'professional'?

2. (a) What makes a good teacher of English? List at least five attributes.

(b) Write out your responses:

(i) My main roles as a teacher of English:

(ii) My preferred roles:

(iii) My priorities for development (i.e.: What areas of development would **you** like to focus on?)

3. Name the **three** most important concerns/difficulties affecting teacher development, in your own experience.

NOTE:

1. These questions were given as part of a worksheet given to the participants of a couple of workshops recently organized / supported by ELTAI. It was felt that the community of teachers of English at various levels should reflect on these questions and benefit from those reflections.

2. The readers of our journal are encouraged to answer these questions as part of a reflective activity and send the completed questionnaire with their responses as an email attachment to the Editor at: ramanipn@gmail.com. Your responses will be kept confidential and will be used only for a qualitative analysis and for planning future teacher development programmes.

Learner Autonomy - What, Why & How

P N Ramani, ELTAI

TASK: Study the following quotes on learner autonomy and underline the key words/ phrases/ideas. What do you understand from them about:

a) What autonomy really means?

b) Why we should encourage our learners to be autonomous?

c) Who autonomous learners are?

d) How we could make them autonomous learners?

☆ Holec (1981): Autonomy is "the ability to take charge of one's own learning"

☆ Dickinson (1987:11): "a situation in which the learner is totally responsible for all of the decisions concerned with his [or her] learning and the implementation of those decisions."

☆ Dam et al. (1990:102): Learner autonomy is a "readiness to take charge of one's own learning."

☆ Dam at al. (1990: 102): The autonomous learner is "an active participant in the social processes of classroom learning . . . an active interpreter of new information in terms of what she/he already and uniquely knows . . . [someone who] knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/his life."

☆ Little (1990: 7): Learner autonomy is "essentially a matter of the learner's psychological relation to the process and content of learning."

☆ Kenny (1993: 436): Autonomy is not only the freedom to learn but also "the opportunity to become a person."

☆ McGarry (1995:1): "Students who are encouraged to take responsibility for their own work, by being given some control over what, how and when they learn, are more likely to be able to set realistic goals, plan programmes of work, develop strategies for coping with new and unforeseen situations, evaluate and assess their own work and, generally, to learn how to learn from their own successes and failures in ways which will help them to be more efficient learners in the future."

☆ Miller (1996: vii): Autonomous learners are those who "initiate the planning and implementation of their own learning program."

☆ Benson (1997: 29): Learner autonomy represents a "recognition of the rights of learners within educational systems" and, within the context of teaching EFL, as a "recognition of the rights of the 'non-native speaker' in relation to the 'native speaker' within the global order of English.

- ✰ Nunan (1997:193): "it may well be that the fully autonomous learner is an ideal, rather than a reality."

- ✰ Boud (1998:17): As well as being an educational goal, autonomy is "an approach to educational practice."

- ✰ Benson (2003:290): Autonomy "is perhaps best described as a capacity... because various kinds of abilities can be involved in control over learning . . . the most important abilities are those that allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes."

Promoting Learner Autonomy in the Classroom

Table 1 – Techniques for promoting independence in the classroom

Technique	Description
Self-monitoring	Learners keep a record of their language learning and perhaps rate themselves.
Self-correction	Correcting or checking one's work: this may most easily be done in writing, but can also be applied to the other skills also.
Variable pacing	Learners work at their own pace during a lesson.
Group work	Learners work in groups of 3 or 4 to complete a task.
Project-work	An extended piece of work where learners co-operate to gather and organize information; this may then be presented orally or as a written report.
Trouble-shooting sessions	Learners are encouraged to talk about their language learning problems.
Extensive reading and listening	Learners are encouraged to read novels or extended texts for pleasure; they may also be exposed to TV or radio programmes.
Choice of activities	Learners have the freedom to choose which activities to do. Can be related to homework tasks or voluntary attendance at an English club, for example.
Use of pupil teachers	Learners may be encouraged to teach each other.
Sharing objectives	Teachers involve the learners in helping to plan or order the teaching objectives for a period of study.

Source: 'Table 2.4. Techniques for promoting independence in the classroom'. **In** Gardner, D. & Miller, L. (1999). *Establishing self-access: From theory to practice*, Cambridge. UK: Cambridge University Press, p.44.

Promoting Learner Autonomy through Self-Access Resources

Table 2 – Elements of Self-Access

Element	Function
Resources	To provide:· ● Learning materials· ● Authentic materials· ● Activities · ● Technology· ● Access to authentic language users· ● Access to other language learners.
People	**Teachers** to perform the roles of:· ● Information provider· ● Counsellor· ● Authentic language user· ● Manager· ● Materials writer· ● Assessor· ● Evaluator· ● Administrator· Organiser.**Learners** to perform the roles of:· ● Planner· ● Organiser· ● Administrator (record keeping)· ● Thinker (about learning)· ● Evaluator of SALL· ● Self-assessor· ● Self-motivator **Other learners** to perform the rules of:· ● Partners· ● Peer-assessors.
Management	To provide:· ● Organization·

	● Overseeing of the system· ● Coordination· ● Decision-making· ● Interfacing with the institution.
System	To organize SALL facilities in a way or ways that best support the needs of the learners.
Individualization	To acknowledge individual differences in:· ● Learning styles· ● Learning strategies· ● Time and place of learning· ● Quantity of time spent learning· ● Learning level· ● Content of learning· ● Commitment to learning.
Needs/wants analysis	● To identify learning goals.· ● To facilitate the creation of study plans.
Learner reflection	To consider:· ● Language ability· ● Progress in language learning· ● Suitability of SALL for self· ● Goal setting.
Counselling	To provide:· ● Advice on language ability· ● Advice on learning methods· ● Negotiations of study plans.
Learner training	● To enhance understanding of SALL· ● To experience a variety of methods· ● To increase effectiveness in learning.
Staff training	● To enhance understanding of SALL· ● To increase effectiveness of services.
Assessment	**Kinds** of assessments:· ● Self-assessment· ● Peer-assessment· ● External assessment **Purposes** of assessment:· ● Self-monitoring· ● Certification· ● Evaluation of SALL.
Evaluation	● To decide suitability of SALL for self· ● To provide feedback about SALL to teachers/manager.
Materials development	● To support individualisation · ● To improve learning opportunities.

Source: 'Table 1.1. Elements of self-access' **in** Gardner, D. & Miller, L. (1999). *Establishing self-access: From theory to practice*, Cambridge, UK: Cambridge University Press, pp.9-10.

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The Use of Digital Tools for Learner Autonomy

Revathi Viswanathan

Questions for Reflection:

1. How do your Secord and Foreign Language (SFL) learners appropriate digital tools and spaces for SFL learning?

2. What and how does leaner autonomy contribute to SFL learning?

3. What will be the impact of researching learner autonomy in digital environments?

4. What examples of autonomous learning behaviours do your students believe they practise?

5. Can your students be encouraged to become more autonomous by participating in study activities that promote autonomous learning?

6. What kinds of out-of-class activities are popular with students and do they see them as being useful ways of studying / learning English?

7. What have you noticed about technology use by your students?

8. What are some of the positive and negative effects of your students' tech-heavy lifestyle?

9. How are your students using technology to learn in and outside the classroom setting?

10. Are some of these pressures beginning to affect how you feel about the continuity of your language programme or even the security of your own employment?

11. Do you think there are ways to help our students benefit from these new emphases on accountability, performance and learning outcomes?

12. To what extent are you already making some of the adjustments equated with the reconceptualization of our role as teachers?

13. What can teachers do to encourage their students to take more responsibility for and ownership of their own learning?

14. How might students be able to use social networking tools, such as Facebook, Twitter and WhatsApp, to enhance their language learning?

15. What are some of the online resources you most often recommend to your students?

16. What are some kinds of resources you might advise your students to avoid?

17. Do you model the use of online resources in class, hoping students will explore them further on their own?