

Alternative Approaches to English Language Learning and Teaching

A review of e-learning and social media approaches to English Language Learning and Teaching

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Structure of the keynote address

- Abstract and context
- Research
- Learner management systems
- Internet sources
- How conventional courses are responding
- Social media and apps
- Affordances of modes and media
- Conclusions

A review of e-learning and social media approaches to English Language Learning and Teaching

- The last twenty-five years have seen considerable developments in the learning and teaching of English, as a first, second or additional language. Since the arrival of the internet learners and teachers have sought a balance between digital and online resources on the one hand, and conventional print and classroom activities on the other. The first phase of this development was to see how *digital and online* resources could *support* conventional teaching. The second phase established *e-learning* as an *alternative* to traditional classroom teaching. The third phase has addressed how *social media* might be used in language learning, both to *enhance* and possibly *replace* conventional approaches. The lecture looks back at these developments as well as considering what might take place over the next ten years.

Three main phases

Decade		
1990s	How could digital and online resources <i>support</i> conventional teaching?	No longer a deficit view of bi- or multi-lingualism
2000s	E-learning as an alternative to conventional face-to-face teaching	Rise of four main world languages
2010s	Social media to enhance and possibly replace conventional approaches	Increasing fragmentation of society at local levels; individualism; in an uncertain world, a retreat into certainty/security

Context

- Emergence of world languages
- International migration
- Economic globalization
- Incorporation of Internet and digital technologies
- Modes and media
- Much hype about new technologies: the 'impact' of x on y
- No longer a deficit view of bilingualism
- The word for teaching is learning

Further issues to consider

- E-learning facilitates:
 - Student-centred learning and autonomy
 - Anytime-any place learning
 - Student interaction with course content
 - Networking and a community of learning
 - Worldwide dimension to learning
- Note emphasis on *learning* rather than on teaching...
- ...and on e-learning *pedagogy* rather than technology
- Learning is individualized but also has a social dimension

Research

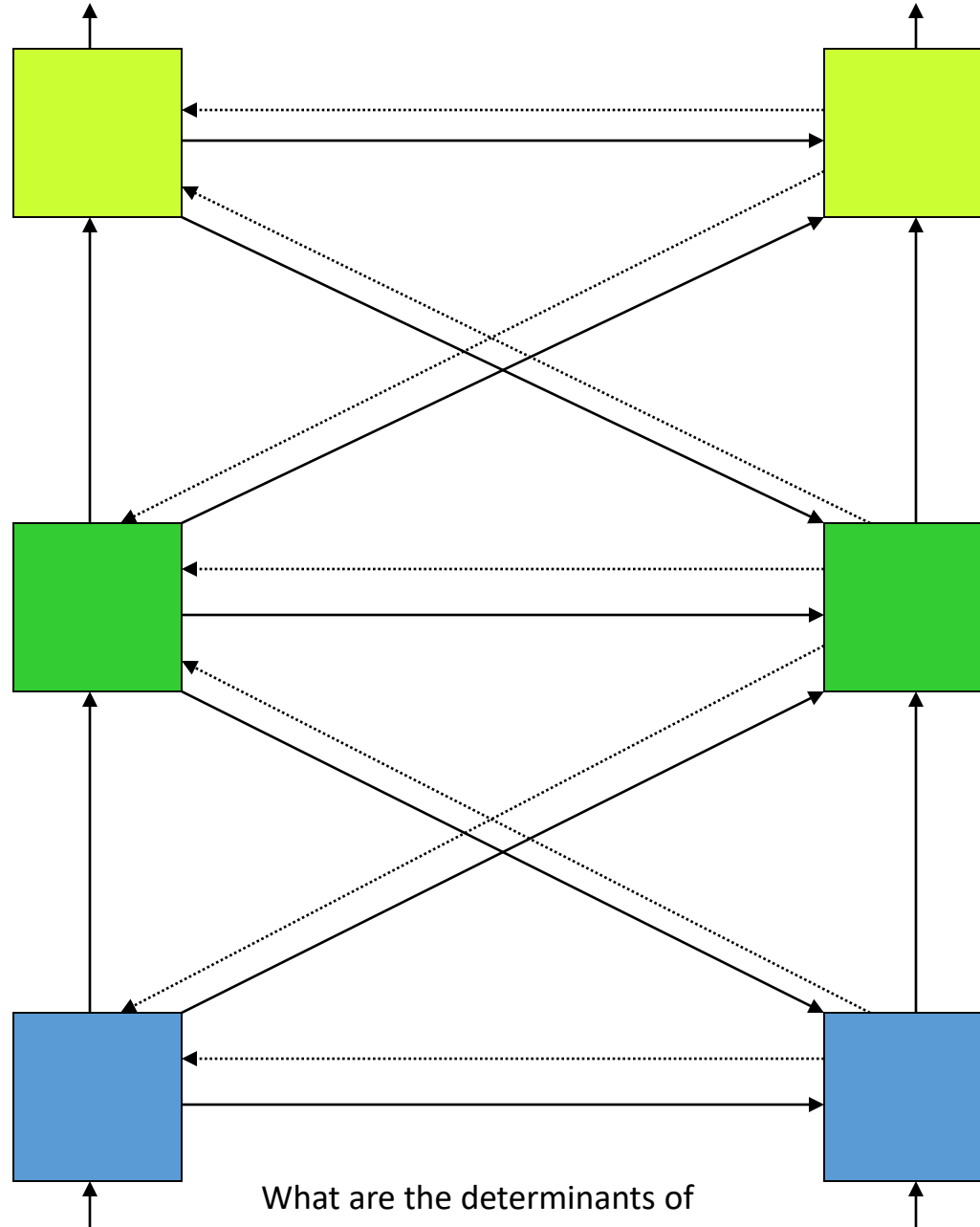
- Research suggests there is more focus on reading and writing, less on speaking and listening
- Experimental studies with control groups are not the way forward
- Research has also assumed a one-way causal impact. There are not enough empirical studies, and particularly so for younger learners
- We need a better model of the relationship between e-learning and second language learning/ELT/English Language Learning...
- ...one of reciprocal co-evolution

Information and communication technologies 3

What factors affect the development of ICT?

What kinds of e-communities are created and how are they sustained?

Information and communication technologies 1



English language learning 3

What factors affect learning development, irrespective of ICT?

How do individuals relate to communities of learning (family, school, street, clubs, societies, e-learning networks etc)?

English language learning 1

What are the determinants of longitudinal growth in learning?

Adapted from Andrews & Haythornthwaite 2007

Research summary

- Learners can gain some second language practice in online communication
- Negotiation of meaning and of form have been observed in online communication, but may not compare favourably with f2f
- Learners have been observed developing syntactic, pragmatic and intercultural competence online
- The function of online communication is not a limited tool; it is potentially transformative for a learner who can construct an identity as a user of the second language

(Chapelle 2007, p385)

Learning management systems and the internet

- Blackboard
 - Enables distribution of course information
 - Provision of e-resources
 - Student-teacher and student-student interaction
 - Online management of assignments, feedback etc.
- A range and variety of spoken and written language on the Net
- Opportunities to engage with other first-language as well as second-language speakers and learners
- Any time, any place connectivity
- Not just a digital divide, but a spectrum of access and use

NEWS

Rectangular Snip

Tusk: Special place in hell for no-plan Brexiteers

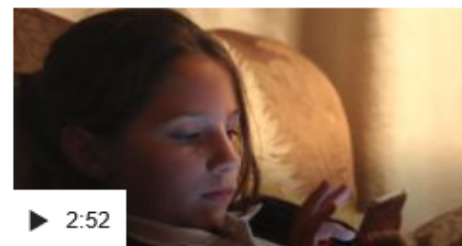
The European Council president sparks a backlash from Brexit-backing MPs after his comments.

🕒 20m | UK Politics | 💬 6919

- Kuenssberg: Tusk's planned outburst
- PM in Belfast for Brexit talks
- New ideas for the 'backstop'



00:57



Who owns your data when you die?

The parents of Molly Russell hope to gain access to her social media data to help understand her suicide.

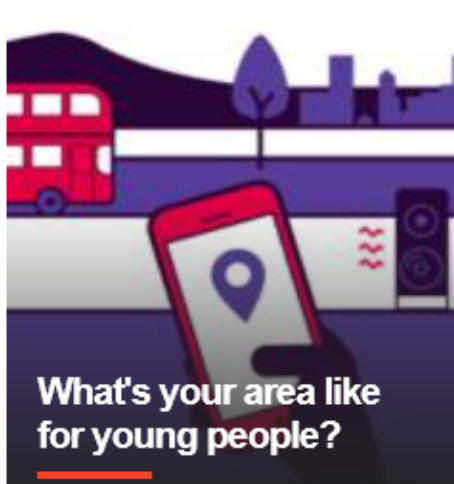
🕒 1m | Tech



Students protest over rape chat probe

Hundreds of demonstrators marched at Warwick University in response to its handling of rape threats.

🕒 1m | News



What's your area like for young people?

🕒 1m | News



World headed for warmest period on record

The world is in the middle of what is likely to be the warmest 10 years since records began in 1850 say scientists.

🕒 1h | Science & Environment | 💬 113



Son's 200-mile journey beats ambulance

Mark Clements reached his mother's Exmouth home before paramedics arrived to treat her broken hip.

🕒 1m

Stansted 15 protesters spared jail

🕒 1h | Essex

Katie Price considers residential care for son

🕒 2h | UK

Hotel booking sites to end 'misleading' sales

🕒 8h | Business

Rolf Harris school incident investigated

🕒 10m | Berkshire

Rail strikes halted amid 'breakthrough'

🕒 11m | Manchester

Nantes demand Sala fee from Cardiff

🕒 1h | BBC Sport

Crash driver 'swerved to avoid octopus'

🕒 1m

NEWS

Home

UK

World

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Tech

Science

Health

Family & Education

Entertainment & Arts

Stories

More ▾

Rectangular Sr

Get the news in your language

Switch list to English

Africa

Oduu Afaan Oromootiin

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L'actualité en Français

Labarai da Hausa

Akụkọ n'Igbo

Amakuru mu Kinyarwanda/ Kirundi

News in Pidgin

War Af Soomaali ah

Habari kwa Kiswahili

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Asia (Central)

Кыргыз тилиндеги жаңылыктар

Ўзбек тилидаги янгиликлар

Asia (Pacific)

မြန်မာဝေတင်္ဂးဗျား

中文新闻

Berita Indonesia

日本語ニュース

한국어

ข่าวภาษาไทย

BBC英伦网

Tin Tiếng Việt

Asia (South)

বাংলা খবর

ગુજરાતીમાં સમાચાર

हिन्दी समाचार

मराठीत बातम्या

नेपाली समाचार

پښتو نړیوال خبرونه

ਪੰਜਾਬੀ ਖ਼ਬਰਾਂ

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தமிழில் செய்திகள்

తెలుగు వార్తలు

**MA TESOL -
TEACHING
ENGLISH TO
SPEAKERS OF
OTHER
LANGUAGES**



**LEARN TO TEACH ENGLISH TO
SPEAKERS OF OTHER LANGUAGES
AND HELP PEOPLE AROUND
THE WORLD OPEN DOORS,
UNLOCK THEIR POTENTIAL AND
COMMUNICATE ACROSS BORDERS.**

UK TOP 5
3RD FOR EDUCATION
GUARDIAN LEAGUE TABLE 2019

UK TOP 15
TIMES AND SUNDAY TIMES GOOD UNIVERSITY GUIDE 2018
COMPLETE UNIVERSITY GUIDE 2019

WORLD TOP 200
TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS 2018

This MA programme is an intensive academic course designed to meet the changing needs of today's English language teachers. You will gain an in-depth expertise in your field and graduate ready to contribute to the teaching of English worldwide, as a teacher, policy-maker, or academic researcher.

COURSE HIGHLIGHTS

With more and more people learning English, the demand for high quality English language teaching is only set to grow. Across the year you will:

- Cultivate a breadth of knowledge about teaching English to speakers of other languages
- Study with top professors and highly qualified lecturers in the fields of applied linguistics, language education and English education
- Develop critical awareness of both current practice in language teaching and the latest research in UK and international contexts
- Become expert in matters of professional responsibility, integrity and ethics
- Build your academic and linguistic skills, including transferable skills such as independent study, critical thinking, and effective oral and written communication.

PROGRAMME STRUCTURE

The programme consists of core and optional modules: 180 credits in total.

You can choose to focus on taught modules, or combine taught modules with a dissertation, focusing on a research topic of your own choosing.

YOUR MODULES

You will begin by building a firm foundation in your subject with two core specialist modules:

- Critical Reading
- Principles and Practice in Second Language Education.

You will then choose from a range of optional modules, enabling you to explore the areas that interest you most, as well as tailoring your studies to your career aspirations.

Choose from options such as:

- Language Learning in Context
- Language Assessment
- Teaching Language through Literature
- Teaching with Information Technologies (IT)
- Introducing Innovation and Change
- Observed Practice (equivalent to a practicum).

You will also be able to choose optional modules focused on global intercultural communication, such as:

- Intercultural Communication in Practice
- Intercultural Education and Training
- Language Issues in a Global Multilingual Context.

If you decide to take the dissertation route, you will take the Research Methods module in the first semester, where you will explore a range of research methodologies, discovering how to apply them and learning how to design and implement your own empirical research.

In the second semester you will complete the dissertation. The dissertation is excellent preparation if you wish to go on to doctoral study.



AFTER THE COURSE

You will graduate ready to teach English to speakers of other languages at a very high level.

You could work as a language teacher in schools, colleges or universities, or specialist language schools worldwide.

You could also work as a private teacher or tutor, or for multinational companies and organisations. Or you could go on to work as a translator.

Alternatively you might use your language teaching expertise to work in policy in governments or other organisations.

Or you may wish to go on to further study and enrol on a professional language teaching course.

ENTRY REQUIREMENTS

You should have at least a 2:1 undergraduate degree or equivalent from a recognised higher education institution, in English, Literature and Linguistics, or a Modern Language or a social science or humanities subject.

MA TESOL: teaching with new technologies

- Whereas studies up to the mid-2000s had assumed that ICT has a one-way impact on literacy development via ‘interventions’, the understanding now is that language learning and new technologies develop alongside each other in a reciprocal co-evolutionary way. Teaching with IT has also developed pedagogically, with the use of electronic networks and resources, largely to complement traditional face-to-face approaches. This module looks specifically at the use of new technologies in second language learning, and also at how English, as a world language, has an extra dimension of influence and impact on local and national communities via the easy access to it on mobile phones and via other media.

An example: corpus linguistics

- On the new MA, we are appointing lecturers with expertise in online corpus linguistics
- Large selections (corpora) of machine-readable texts: words, phrases, sentences, whole texts, both in speech and writing
- Main aim is not the corpora themselves, but the analysis of them
- See, for example, Huang (2011) 'Corpus-aided language learning'

Learning English through literature

- The Cambridge School Shakespeare series
- Publication of fourteen titles through Beijing Language and Culture University Press in 2019
- Annotated edition
- Our principles:
 - Treating the text as script
 - Lifting language off the page
 - Physically trying out the language
 - International diversity

To be, or not to be, that is the question –
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing, end them. To die, to sleep –
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to – 'tis a consummation
Devoutly to be wished. To die, to sleep –
To sleep, perchance to dream. Ay, there's the rub
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life...

Act 3, Scene 1, lines 56-69

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List of characters 人物表

The island 岛上

PROSPERO /'prɒspərəʊ/ the rightful Duke of Milan (普饶斯普柔：
米兰合法的公爵)

MIRANDA /mɪ'rændə/ Prospero's daughter (蜜兰姐：普饶斯普柔的女儿)

ARIEL /'eəriəl/ an airy spirit (艾瑞尔：空气般的精灵)

CALIBAN /'kælibæn/ a savage and deformed slave (凯力般：一个野蛮、相貌丑陋的奴隶)

SPIRITS in Prospero's service (精灵：受普饶斯普柔差使)

IRIS /'aɪrɪs/ (爱蕊丝[Juno的使者，女性])

CERES /'sɪəri:z/ (塞蕊丝[谷神，女性])

JUNO /'dʒu:nəʊ/ (朱娜[众神之王Jupiter之妻])

NYMPHS (仙女)

REAPERS (收割者)

} characters in the masque
假面舞会中的角色

The shipwrecked royal court 遭受海难的宫廷人员

ALONSO /ə'lɒnzəʊ/ King of Naples (额朗佐：那不勒斯国王)

FERDINAND /'fɜ:drɪnænd/ Alonso's son (法迪南：额朗佐的儿子)

SEBASTIAN /sə'bi:stɪən/ Alonso's brother (塞巴斯田：额朗佐的弟弟)

ANTONIO /æn'təʊniəʊ/ Prospero's brother, the usurping Duke of Milan
(安托纽：普饶斯普柔的弟弟，篡夺了米兰公爵之位)

GONZALO /gɒn'zɑ:ləʊ/ an honest old councillor (冈扎娄：一位忠诚的年长资政)

ADRIAN /'ædrɪən/ (艾颀) } lords

FRANCISCO /frɑ:m'sɪskəʊ/ (伏让希斯寇) } 众大臣

STEPHANO /ste'fɑ:məʊ/ a drunken butler (斯迪法诺：喝醉酒的管家)

TRINCULO /trɪŋ'kjʊləʊ/ a jester (淳丘娄：弄臣)

The ship's crew 船员

MASTER the captain (船长)

BOATSWAIN /'bəʊs(ə)n/ (水手长)

MARINERS (水手)

The play takes place on a ship and an island. (本剧发生在一艘船和一个岛上。)

Explore Shakespeare apps aim to give people new ways into Macbeth and Romeo and Juliet



▲ Romeo and Juliet and Macbeth are the first two plays to get the Explore Shakespeare treatment on iPad

Cambridge University Press and developer Agant have teamed up to launch two [iPad](#) apps providing an interactive spin on two of Shakespeare's most famous plays: Macbeth and Romeo and Juliet.

Both apps - [Romeo and Juliet: Explore Shakespeare](#) and [Macbeth: Explore Shakespeare](#) - include the full texts of the plays, along with audio performances, photographs of professional productions, glossary definitions, plot summaries, notes and articles by experts.

They also offer interactive word clouds for individual scenes and characters, diagrams (or "circles") showing the relationships between characters in any given scene, and "themelines" to show how key themes wind their way through the texts.



CELTA (Certificate in Teaching English to Speakers of Other Languages)

Teaching qualifications and courses

CELTA

About the course

Ways to take CELTA

Funding available for CELTA candidates

CELTA is now eligible for funding under the Advanced Learner Loans scheme.

Find out more

Employers ask for CELTA

See the results of our

The essential TEFL qualification that's trusted by employers, language schools and governments around the world.

Start your CELTA

Employers around the world ask for *CELTA*. It's the practical English language teaching qualification that gives you the essential knowledge, hands-on teaching experience and classroom confidence to qualify as a teacher of English as a Second Language (ESL).

CELTA is great for recent graduates, people who are changing career, or teachers who want to gain a formal qualification and may want to progress to qualifications such as [Delta](#).

CELTA is at Foundation to Developing stages on the Cambridge English Teaching Framework

Key facts

Format: Face-to-face or online, with teaching practice

Assessment: Written assignments and assessed teaching practice

Social media and apps for language learning

- See www.babbel.com
- <https://www.memrise.com/>
- <https://www.duolingo.com/>
- Duolingo, for example, has 13 million users in the UK
- Since the start of 2017, 38% rise in UK users learning French; 34% in learners of German
- Web 2.0 probably the biggest turning point in English as a Foreign Language learning: interactivity
- Web 3.0 signalled the rise of social media and apps

[Cambridge English](#) > [Learning English](#) > [Parents and children](#) > [Information for par...](#) > [Tips and advice](#) > [Learn English through social media](#)

Learn English through social media

Tips and advice

Learn English through
social media

Tips for parents



Sign up for free tips,

Social media is a way to write about ourselves and interact with others.

There are lots of different types of social media: social networking sites, online forums, sharing photos and videos, writing reviews, blogs and vlogs.

Parents often feel unsure about their child using mobile phones and computers. You may like to read our [Frequently Asked Questions: How to use technology for learning](#).

Blogs and vlogs

Blogs are a bit like an online journal. Your child can write about their interests, ideas, wishes, humour and anything else they think about.

Research suggests that [blogging helps schoolchildren practise writing](#). Students tend to write more in blogs – they are writing for a real audience and a real purpose.

Using Netflix to learn languages

- James Tapper, 'No habla Espanol? How Netflix could transform the way we learn languages', London: *The Observer*, 2 March 2019
- [Language Learning With Netflix](https://languagelearningwithnetflix.com/) (LLN), a tool that allows viewers to watch foreign language shows with subtitles both in the original language and English, and pauses automatically to allow the learner to absorb what they have just heard, has been downloaded by tens of thousands of people since its launch in December. See <https://languagelearningwithnetflix.com/>
- So far, there are programmes in 26 languages in 190 countries, and Netflix aims to have 100 non-English language series in production by this year.
- <https://storage.googleapis.com/lln-catalogue/intro.mp4>

What are the affordances of different modes and media of communication in learning?

- Mode = means of communication (e.g. speech, listening, writing, still and moving image)
- Media = hardware (phones, tablets, laptops, screens, printed books etc)
- Blog as an example: can be synchronous, can be non-synchronous; can involve speech and/or writing; provides a record of the interaction
- Email: can be a good mode for interviews, in that the questioner and respondent have time to consider their next moves
- Multi-panelled high definition conference technology: almost as good as face-to-face meeting and perhaps even better in that you have to listen to contributions and wait to interject
- Webinars, e.g. zoom.us

Disadvantages...

- ...could be that participants in some form of synchronous online or offline conversations could give less attention to the accuracy of the language used than to progressing the flow of the interaction.
- That happens in face-to-face interaction too, in that the grammar of speech is different from the grammar of writing (and there are many variations in grammar within each of those major modes)
- So, if new technologies favour a more speech-like interaction, they have to operate via the grammars of speech.

Advantages

- Corrections with alternatives suggested by automated software
- Blogging facilitates emergent knowledge of the interpersonal function of text
- Drafting and editing
- Emphasis on writing as well as on reading. Since Web2.0 (mid 2000s) there is much more emphasis on composition, production, curating of sites, active blogging etc.
- Fewer research studies on speaking and listening, though the potential (as yet, still not fully realized) for speech recognition software advances

Conclusions

- The old technologies do not disappear, but find their place in a new economy of communication
- Mobility continues to increase, and with it, learning on the move
- Continued rise of four main world languages
- Other languages become national or regional or localized
- Groundswell movements in news
- A balance is to be found between classroom-based interaction, instruction, correction and its physical co-presence; and individualized, often media-based interaction

The future

Decade		
1990s	How could digital and online resources <i>support</i> conventional teaching?	No longer a deficit view of bi- or multi-lingualism
2000s	E-learning as an alternative to conventional face-to-face teaching	Rise of four main world languages
2010s	Social media to enhance and possibly replace conventional approaches	Increasing fragmentation of society at local levels; individualism; in an uncertain world, a retreat into certainty/security
2020s	Increasing disaffection with social media and increasing personal choice in communication preferences	Return to a more socially-informed basis for language learning, grounded in places and people

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