



More RECIPES FOR THE WIRELESS CLASSROOM

Mobile Learning Activities



LPHA PUBLISHING
 Pursuit of Innovation
 MORE RECIPES FOR THE WIRELESS CLASSROOM
 Mobile Learning Activities

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 Pursuit of innovation

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 جامعة زايد
 ZAYED UNIVERSITY

E-Learning



strategy

imagination



research



plan



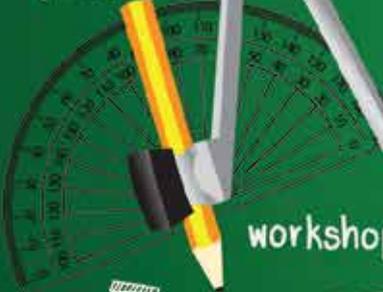
motivation



solution



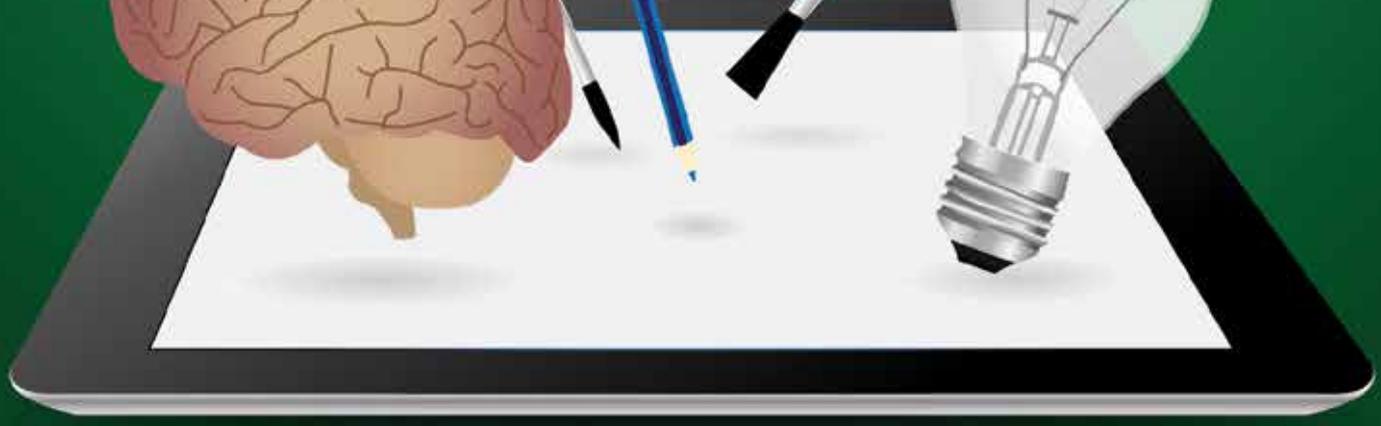
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ACTIVITY 22

Using the British National Corpus to Teach Academic Writing

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Level of English Proficiency	This activity is for students at B1 CEFR level of English proficiency.
Course Area	This activity was designed for a writing lesson in an Academic English course.
Target Skill(s)	Writing
Timeframe	The estimated timeframe for this activity is around 100 minutes.
Apps/Software needed	<ul style="list-style-type: none">● British National Corpus (BNC)● Showbie
Materials	Copies of worksheets 1 & 2 for the whole class (see Appendices A & B).
Overview	This activity is designed for academic writing (e.g., IELTS Writing Task 2). Using the British National Corpus (BNC), students generate specific collocations in preparation for writing an academic essay.
Aims of the Activity	By the end of the activity, learners will be able to: <ul style="list-style-type: none">● use target collocations to write an academic essay;● understand the connotations of the target collocations; and● use the BNC and read concordance lines.
Prerequisites	The teacher and students should create an account on BNC before the class. Students should already be familiar with how to use the BNC and how to read concordance lines.

<p>Preparation</p>	<p>The teacher should:</p> <ul style="list-style-type: none"> ● prepare a gap fill worksheet with a list of the collocations students will be using in their writing (see Appendix A); ● make sure every student has an account on BNC; and ● prepare an essay topic (see Appendix B) and a shared folder on Showbie.
<p>Process</p>	<p>Step 1: Using BNC (20 minutes)</p> <ul style="list-style-type: none"> ● The teacher splits the class into groups of three. ● The teacher projects on the screen Worksheet 1 (see Appendix A) and explains to students that these are concordance lines from the BNC corpus with the corresponding nouns blanked out. ● Students are asked to pick the noun/s that go with each verb. ● Students then check whether their answers are right or wrong by using BNC. <p>Step 2: Understanding Connotations using BNC (20 minutes)</p> <ul style="list-style-type: none"> ● The teacher asks the students to go on BNC, read a few concordance lines for each collocation, and then decide whether the collocation is used in positive or negative contexts (i.e. connotations). ● Students do the task in their groups followed by whole class discussion. <p>Step 3: Writing an essay (60 minutes)</p> <ul style="list-style-type: none"> ● The teacher gives the class the essay topic (see Appendix B) and together with students brainstorms ideas for their essays. ● Each student writes the first draft of their essay and uploads it to the shared folder on Showbie. ● Students are involved in peer marking for: 1) correct target collocations (i.e. noun-verb); 2) correct context evoking contextually-appropriate connotations. This is followed by peer discussion of the marking they did for each other.
<p>Variations</p>	<p>The teacher could start with a model essay and have the nouns for the target collocations blanked out. Students guess what the missing nouns are and then check their hypotheses using BNC. Using the context of the essay, students are involved in whole class discussion of the connotations of each target collocation. Following the discussion, students write their own essays.</p>
<p>Links</p>	<p>British National Corpus (BNC) <www.natcorp.ox.ac.uk></p> <p>Showbie <www.showbie.com></p>

Appendix A.

Complete each of the following lines with a suitable noun. Some nouns may be used more than once:

1. Halfway through anyway, so we'll have and if there's any sort of questions feel free to ask.
2. Take of our special offer between now and Oct 30th this year.
3. Mia shot to international fame playing the starring.....in the black magic chiller Rosemary's Baby.
4. Unfortunately even water which is perfectly clear may pose a
5. Her father had spoken sadly about his ultimate failure to manipulate to his own ends.
6. I tried waving an arm to attract but only a weak flap of a hand was achieved.
7. I'm sure ideas are not chosen casually and they do serve in attracting possible markets.
8. I found it incredible that he could make..... doing that.
9. The company claims its publicity campaigns aim to raise of social and environmental issues.
10. The effect was to suggest that what mattered most was the urgent need to communicate rather than the need to construct a polished work of musical art.

Appendix B.

Sample Essay topic:

Social media has a positive impact on teenagers. Do you agree or disagree with the following statement? Give reasons for your answer.

Contributors

Adam Arra is a 20 year ESL-career teacher with experience across Asia, Europe and the Middle East. His areas of research include teaching with technology, game-based research and metaphor.

Anastasia Balla is a postgraduate student from the Department of English Language and Literature of the Aristotle University of Thessaloniki. She aspires to complete her postgraduate studies on the Master program of “Language, Literature and Digital Media in Education” at the same University. Her working experience as an English teacher and her involvement in multiple research projects have solidified her scientific pursuits regarding foreign language acquisition and development. Her research interests which focus on the revolutionization of the lesson through the implementation of educational technology, ICT techniques and digital media in the learning and teaching process have led her to take part in major international conferences as a speaker.



Anastasia Papadopoulou has been an English teacher for 16 years. She has been working at Anatolia Elementary School in Thessaloniki, Greece since 2007 where she usually teaches first, second and third grade students. She studied English at the University of Aberdeen, Scotland and completed her MA in Translation with Language Technology at the University of Wales, Swansea in 2003. She is currently working on her thesis on her second MA in Language, Literature and Digital Media in Education at Aristotle University of Thessaloniki. Her academic interests lie on Educational Technology and Gamification in Education.

Anna Kokkinidou is a PhD candidate in Legal Translation (Democritus University of Thrace), holds an MA in Translation (Ionian University), a Bachelor of Laws, a BA in English Philology, as well as a BA in French Philology (Aristotle University of Thessaloniki). She currently works as a translator for the Greek Unit of the Directorate General for Translation of the European Parliament in Luxembourg, while she has also worked for the DG for Translation of the European Commission. During the years 2003 to 2018 she worked as a state EFL teacher in Greece and mainly as a research associate / EU project manager for the Centre for the Greek Language of the Hellenic Ministry of Education (2018-2006).

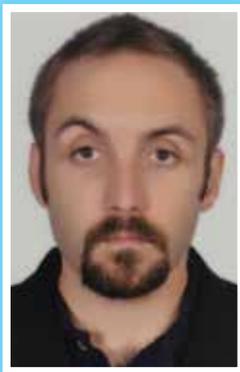


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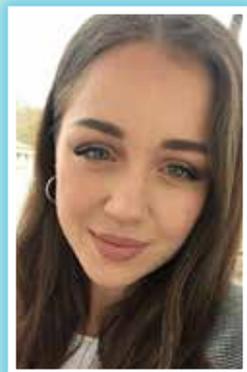
Avra Papanastasiou is an EFL teacher at a private English Language School. She holds a BA in English Language and Literature and is currently completing a MA course in Language, Literature and Digital Media in Education. Her MA thesis aims at examining the relationship between Digital Fairy Tales and the Development of Writing Skills, reflecting her teaching interests, namely Computer-assisted Language Learning (CALL) and Content and Language Integrated Learning (CLIL). Her teaching is structured around the axis of increasing student engagement and creating a dyslexia-friendly classroom.

Christina Gitsaki is the Research Coordinator at the Center for Educational Innovation at Zayed University, UAE. She previously served as the UNESCO Chair in Applied Research in Education in the UAE where she fostered partnerships with the wider academic community to strengthen national capacity to offer quality education to Emiratis. She is the Secretary General of the International Association of Applied Linguistics and the past President of the Gulf Comparative Education Society. Prof. Gitsaki has published extensively in the area of second language pedagogy, the use of technology in language education, curriculum design and implementation, and educational program evaluation.



Christopher Freeman is an English instructor at the Gulf University of Science and Technology (GUST) in Kuwait. He has taught English to university students for the past nine years, with a focus on using technology in the classroom and on assessment. He received a MA in TESOL from the Indiana University of Pennsylvania (IUP) and has recently presented at the Fifth Asian Conference on Technology in the Classroom in Kobe, Japan, the IAFOR international Conference in Honolulu, Hawaii, and the GEN TEFL international conference in Indonesia.

Chrysi Tsalgini is an English language teacher and a postgraduate student at the Aristotle University of Thessaloniki, pursuing a Master's Degree in Language, Literature and Digital Media in Education and she holds an undergraduate degree of English Language and Literature from the same university. During her Erasmus placement she has worked on several research projects in the University of Limerick in Ireland and this experience shaped her research interests, which concern foreign language acquisition, focusing on the incorporation of educational technology and digital aspects in the language, in order to make learning more effortless, fun and successful.



Chryssa Laskaridou is an English language teacher and was an EFL state school advisor in Greece for four years. She holds an M.A. in Tesol and her dissertation focused on the cultural awareness of English language teachers in Greek primary schools. Ms. Laskaridou took part in European projects “Oxymoron” and “Hola” which produced materials for the training of foreign language teachers in primary schools. She implemented the CLIL approach for the subjects of Geography and PE at the 3rd Experimental Primary School in Evosmos, Thessaloniki, Greece. She has published articles on teaching cultural awareness, teaching young learners and more recently teaching CLIL. She has presented papers at both local and international conferences.



Eleni Alexiou is a Nutritionist with an extended teaching and research experience in the Secondary and the Higher Education Sector. She has previously worked in nutrition education interventions as a Scientific Assistant, to organize and coordinate the implementation of public awareness actions. As a lifelong learner, Eleni was recently awarded with a BSc in Communication studies and her future plans focus on getting involved with projects promoting healthy and active lifestyle. Being an authentic nature-lover, she enjoys photography and travelling and is interested in digital storytelling and wellness tourism.

Fani Miniadou is an EFL teacher at a private English Language School in Greece since 2004 and in Summer Schools in the UK since 2013. She is currently completing an MA course in Language, Literature and Digital Media in Education. Her MA thesis aims at examining the Linguistic Aspects of “Harry Potter and the Philosopher’s Stone” film and its impact on EFL development, reflecting her teaching interests, namely Computer-assisted Language Learning (CALL), Literature and Project Based Learning (PBL). She specializes in designing and coordinating hands-on activities that promote students’ critical thinking skills as well as implementing technology in the EFL classroom.



Fatma Abdelrahman is a Teacher of English to Speakers of Other Languages at Nile University, Egypt. She has earned her MA degree in TESOL from the School of Humanities and Social Sciences at the American University in Cairo (AUC- 2017). Previously, she has worked at the English Language Institute at AUC, October University for Modern Sciences and Arts (MSA), STEM Schools, Nile Egyptian Schools, and Berlitz Language Centers. Fatma has also participated and presented at many international conferences, such as NileTESOL (Egypt), TESOL Arabia and the Applied Linguistics and Language Teaching Conference (Dubai).

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Helene Demirci is a faculty member in the General Academic Requirements Division at Abu Dhabi Men's College, UAE. She has taught EFL at primary, secondary and tertiary levels over the last 22 years in England, Turkey, and the UAE. Her interests lie in researching L2 reading motivation, engaging students in extensive reading and technology integration in the classroom. Dr Demirci is a member of the Applied Linguistics and Language Teaching international conference organizing team and she is currently serving as a Board Member on the Extensive Reading Foundation.

Jennifer Benaggoun has been an English lecturer and coordinator at Abu Dhabi Polytechnic, UAE, since early 2014. Before that she worked in higher education in the US where she also completed her studies (BA in English, MS in Writing, and CELTA). She is currently a student in the Educational Technology doctoral program at Central Michigan University. Having already published in the field of second language pedagogy, Jennifer will focus on language learning through the use of technology in her future studies.



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Lina Ahmad holds a Masters from the Architectural Association, London. She has over 10 years of professional experience working as an architect. Within academia, her work has been awarded and exhibited, including contributions for the National Pavilion UAE at the 14th Venice Architecture Biennale. Ahmad is the recipient of the Architecture + Cityscape Award "Designing for a new world" under the category of 'Aspiring Architect'. Ahmad holds an Associate Professor position at Zayed University, Abu Dhabi. In 2015, Ahmad published a book titled; Cellular 'Network' City, presenting an investigation into the realm of algorithmic architectural design. She currently holds an Interior Design Assistant Professor position at Zayed University, Abu Dhabi.

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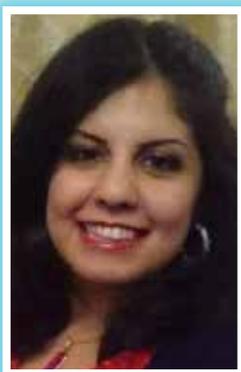


Rana Khan holds a Master's degree in English Literature and Business Administration besides a teacher's certificate in CELTA and IELTS TTT from British Council. She has extensive teaching experience besides active industrial experience at various management positions. She has taught at Kuwait University, Arab Open University and American University of Kuwait. Currently, she works as English and Business Instructor at Algonquin College, Kuwait. Rana is incoming chair to the Conferences Professional Council, TESOL International Association. She has presented at various conferences and has several papers to her credit. Her main research interests are learning management systems, CALL and blended learning.

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