

# TEACHING ENGLISH

## USING INTERNET TECHNOLOGIES

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*English Addicts: a unique learning tool developed by EDULANG*

-

*A user manual for teachers*

Authored by:

**businessclass**<sup>®</sup>  
*language solutions*

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provider of blended-learning training.



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## TEACHING ENGLISH USING INTERNET TECHNOLOGIES

### Part 1: Using modern technology to enhance language learning

#### 1. Books & CDs versus Internet technologies

##### 1.1 Book and CDs geared to grammar and vocabulary

All of us are familiar with the teaching materials developed for adult learners who are either studying in further or higher education, taking company training or working on their English autonomously. Have you ever noticed how old-fashioned these books seem after only about three years? References to events, technological devices or procedures in these manuals quickly become out of date. The reading texts on debatable topics, which normally should lead to an animated discussion, often seem passé. The audio resources found on the CD provide needed samples of voices other than the teacher's. However, although they can be excellent and very well focused on a grammar point or topical vocabulary, they remain studio recordings of professional speakers using excellent accents and acceptable styles.

##### 1.2 Radio broadcasts give worldwide news and fresh feature articles.

Adults are generally curious about what's happening in the world today, whether it be politics and society or feature articles dealing with science and interesting people. It would probably be safe to say that many adults wish they had more time to read the paper or listen to radio reports. When they see they can do so in English, and in an English which is understandable and not too "journalistic" in style, they are enthused: "Hey, I can work on my English AND pick up some good information !"

##### 1.3 Instant access to up-to-date content and flexibility of use

Internet is, of course, what makes it possible. Most people have a broad-band connection and enjoy surfing on the Net, choosing content according to their mood at the moment. Anyone wishing to improve his English has a plethora of on-line newspapers, radio broadcasts, podcasts and chat forums he can access, and a good number of these have special pages for English learners. He can spend five minutes or half an hour (or more). He can exercise his reading skills, look up words in a dictionary, practice listening with or without reading along, and draft and submit prose on a forum. With a multi-media e-learning tool, he can do all of the above and even record his voice and take part in an improvised dialogue.

##### 1.4 On the spot corrections

Another advantage of using Internet tools is that the learner feels motivated because he himself can choose the content. And, in the case of inter-active exercises, he can check his answers immediately, rather than waiting for feedback from a human teacher. Being able to clear the answers and redo the exercise in the hope of a better score is definitely an advantage over the traditional workbook. It is gratifying for the learner to see his successes instantly and we may hope that the learner will be tempted to a visit to a more academic resource, such as an on-line dictionary or grammar compilation to satisfy his curiosity. English Addicts is designed to display corrections and comments for every item and even provides hints if the learner is unsure of the answer.

## **2. Need to develop all four skills : reading, writing, speaking and listening**

### 2.1 English Addicts – a complete package

Working on one's oral expression is probably the most effective way to progress in English. But producing authentic language is often made difficult by problems comprehending the interlocutor, feeling incapable and even blocked, worrying about syntax, and searching for words. Investing time and energy in Edulang's "English Addicts" e-learning program is a good way to address all of these issues, and spend a pleasant, entertaining half hour doing so. It's a well-known fact that having fun can enhance the learning process!

### 2.2 Listening skills, in particular by listening to reporters and interviewees

For most learners, listening requires more effort than reading. For most teachers, it's also harder to teach! Not only does the learner have to identify the actual words being used, but he also hears a "melody" of the English language which is different from his own. Word stress and sentence intonation can also hinder oral comprehension. And there is another problem: in a classical student / teacher context, the learner gets accustomed to the speech style and accent of his teacher. Once he finds himself in a conversation, meeting or phone call, he feels handicapped because the people speak differently! Many learners lose the thread of what is being said when they try to understand every word and realize that they have missed a word or chunks of words. Difficulties in understanding can be due to the following reasons:

- the country or regional accent
- the speed of speech
- the use of 'discourse markers' such as 'like' 'you know' 'see what I mean'
- the slurring of sounds
- the poor sound quality, if it's a conference call
- poor articulation
- the use of colloquialisms

Working with audio resources provided by a book publisher will, of course, broaden the learner's horizons. He will gradually understand English spoken at a quicker rate, learn how two words may be pronounced as one, slurred together, or, on the contrary, how a word may exist but is almost inaudible.

The best way, however, is to listen to radio reporters and interviewees: English Addicts takes 3 – 4 minute extracts from Voice of America, a radio broadcast via Internet, and provides a daily lesson complete with exercises. Here, the learner is exposed to a variety of accents and speaking styles, and colloquialisms are not taboo. Also, non-scripted audio samples, unlike CD audio recordings, help the listener to become acquainted to 'normal' speech, including all the difficulties mentioned above. In some of the interviews, we hear the younger generation speaking « street English » with a very casual, informal manner. With practice and exposure, one learns how to anticipate the vocabulary which will be used and, in addition, reconstruct the sentence, even without hearing every word clearly. English Addicts users testify that using the tool twice a week enables them to understand others better, even on the phone.

### 2.3 Reading skills, in particular, by working with new and existing vocabulary

Reading is typically the quickest skill to acquire -- it is often preferred by learners! They can take the time they need to understand; they can re-read, underline, check dictionaries, etc. All of these are impossible when listening, which requires instant understanding.

The written word reveals its secrets to the learner: root forms which resemble the word in the learner's native language, recognizable prefixes and suffixes, punctuation which elucidates the construction of the sentence, etc. Regarding the acquisition of vocabulary, the challenge is to move the vocabulary word, which the learner perhaps knew of before reading it now, from his passive memory to his active memory. Writing the word down in a notebook may help. English Addict authors use lots of ingenuity and imagination in devising ways to learn, and manipulate, vocabulary. Vocabulary items which are chosen are most likely to be high frequency words or key words for understanding the audio. All the exercises are designed to reinforce the vocabulary focused on in the lesson.

As regards consolidating grammar foundations, a proven method is to observe the language, analyze it and take mental note, rather than just reading along passively. Even if the reader is intrigued by the content, he needs take the time to observe the sentence structure, the word combinations and the use of linking words. In an English Addicts lesson, the quiz and game activities are fun, but they also provide lots of good English usage which deserves the learner's attention.

Reading the entire report, in part 9, is of course a satisfying experience, after having heard it. Finally, the learner can go through the Glossary, see what certain words mean in the report, and refer to the Dictionary to see if the word has other meanings and uses.

#### *2.4 Writing skills, in particular, by doing dictation exercises*

It's frustrating calling a person and not being able to catch what he's saying, and equally so, receiving an email which contains spelling mistakes and neglects to communicate the actual intention of the sender. To improve writing skills, good habits need to be formed : for example, systematically observing good English syntax and imitating it; practicing forming questions; paying attention to word endings; conjugating verbs properly; and, making sure you spell correctly.

English Addicts offers a very useful exercise: mini dictations, where the user can listen as many times as necessary to get it right. These will obviously help him with his spelling, and also with punctuation. Gradually, he will start anticipating and predicting the logical language to be used. All the work on vocabulary will also improve the richness of his writing. English Addicts users have testified that regular study on the website allows them to use a more diversified vocabulary in their speech and writing.

#### *2.5 Speaking, if the learner has contact with a teacher*

The ultimate test of language proficiency is speaking. This involves producing and, usually, comprehending and interacting. Nevertheless, in a classroom situation, learners often complain that discussing a topic with other learners is not helpful because they make, and hear, mistakes, which are not always corrected. One-on-one discussions with a teacher are of course ideal, especially if the teacher remarks on redundant and/or major errors and difficulties. However, getting a student to talk is not always easy! He needs a few lexical items to speak intelligently on a topic, plus some understanding of verb tenses, and a good measure of self-confidence.

Preparing a topic in advance can be a good method. The English Addicts tool is an excellent one to use just prior to a class or a face-to-face course. The topics are fresh and of current interest. The vocabulary work is already done, and the student is probably eager to try out some of the new words. He has manipulated the language in a number of ways on his computer screen and is ready to take part in an informed discussion.

### 3. What equipment is necessary?

English Addicts can be accessed via the Web and also on mobile phones using a 3G+ smartphone equipped with Windows mobile 6.0.

#### 3.1 A personal computer, a high-speed internet connection, loudspeakers or a headset.

Using a headset has the advantage of enhancing the quality of the sound, and has a beneficial effect on concentration.

#### 3.2 A multi-media room or space.

Further education establishments often have IT equipped rooms for student research and study. Headsets are necessary in this context.

## Part 2: Edulang's « English Addicts »

### 1. Edulang and the authors

#### 1.1 A dynamic team and a founder with vision.

Edulang was founded in 1992 in Morlaix, France (Brittany) by Michel Nizon, formerly of IBM and Lexmark. The goal: bring computer software to the service of English language teaching by developing and distributing innovative language-teaching materials. Their motto: "One World, One Shared Language." Edulang's pedagogical staff has developed, among other things, the "Packlang", comprised of Gramster I and II, Videoster and Vocabster. Over 6,000 teachers and 600 companies use Edulang's software and tools all over the world.

The screenshot displays the English Addicts website interface. At the top, there is a navigation bar with the logo 'English Addicts' and the tagline 'E-Training solution'. Below the logo are links for 'Lessons', 'Lessons (condensed)', 'Podcast', and 'Help'. The main content area is divided into several sections. On the left, there is a search sidebar with a 'Login' and 'Password' field, a 'Register' and 'Lost password?' link, and a '1013 lessons selected' indicator. Below this is a 'Search' section with a 'Keyword' input field and a 'Category' list with checkboxes for 'Business and financial matters', 'Entertainment', 'Environment', 'Health and medicine', 'Science and technology', 'Society', and 'World political issues'. There is also a 'Level' section with checkboxes for 'easy', 'average', 'tricky', and 'difficult'. At the bottom of the sidebar is an 'Advanced Search' button. The main content area features a 'Free lesson!' section with a 'Wombat-Generated Paper an Attraction in Tasmania' article, dated Friday 15 May 2009, with a 'Free!' tag. Below this is an 'All lessons...' section with two articles: 'Visiting Endangered Places Around the World - part 1' dated Wednesday 20 May 2009, and 'Big Election Victory for India's Congress Party' dated Tuesday 19 May 2009. Each article includes a small image, a 'More info' link, a 'Preview' link, and a 'Download' link.

## 1.2 "English Addicts" and Voice of America

English Addicts belongs to a suite of tools, Gramster, Videoster, Vocabster, and is the latest addition and the most innovative. It's an on-line web program originally called "Audioster", and specifically designed to improve oral comprehension. Every day, a new "lesson", based on a 3-4 minute radio report taken from the international broadcasting service Voice of America, is posted on the English Addicts website. Voice of America has been on the air since 1942 and broadcasts approximately 1,500 hours of news, information, educational, and cultural programming every week to an estimated worldwide audience of 134 million people. Edulang teaching specialists, using expertise gained after years in the classroom, create a series of inter-active exercises around the report. These exercises develop the user's reading and writing skills. All in all, users are exposed to, and are manipulating, typical up-to-date spoken English.

## 2. The methodology and the organization of a lesson

*Two ultimate goals for English Addicts users:*

English Addicts lessons focus on a specific topic, and aim to enable the learner to speak intelligently about that topic later. This involves building up a vocabulary bank composed of words, and word combinations, which one (a) understands when hearing them, and (b) can reproduce in a spoken sentence. The other goal, of course, is a better percentage of oral comprehension during a conversation or a meeting.

Today's language-learning market is driven by a demand for "digestible" amounts of material which can easily fit into a day's work or study. The computer generation, including those with a modest level of literacy, are attracted by the various e-learning solutions, especially if they are user-friendly and quick to access. English Addicts is untraditional, and pleasant to use: there are no heavy images or superfluous flash generated images, no technological gadgets, and the program does not use speech recognition technology (for pedagogical reasons). A session lasts between 25 and 45 minutes.

The following is a step-by-step presentation of a typical English Addicts lesson.

### 2.1 "Before you listen" Part 1

**English Addicts**

Friday 15 May 2009  
**Wombat Generated Paper an Attraction in Tasmania**  
 Level: *average*  
 Category: Business and financial matters

1 2 3 4 5 6 7 8 9 10 ▶

### Before you listen

On each line below there are several words used in the report. The words at the top are categories. The group of words in each line corresponds to one of the categories. Drag the correct category to the gap after each group of words.

animals in general	appearance	body waste	herbivores
marsupials	production processes	tourists	
destinations / souvenir / trip	-	?	
kangaroo / koalas / wombat	-	?	
diets / fiber / plant	-	?	
boiling / rinsed / sterilized	-	?	
creatures / species / wildlife	-	?	
playful / sturdy / waddle	-	?	
droppings / dung / poo / feces	-	?	
animals in general	appearance	body waste	herbivores
marsupials	production processes	tourists	

OK

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In the case of a second language context, it's good to anticipate the words linked to a subject prior to listening. It helps prepare the listener and increases his chance of understanding. Listening to the audio can be discouraging, though for an advanced student, this could be a way of challenging them (It is possible to listen to the whole audio without seeing the script in part 9).

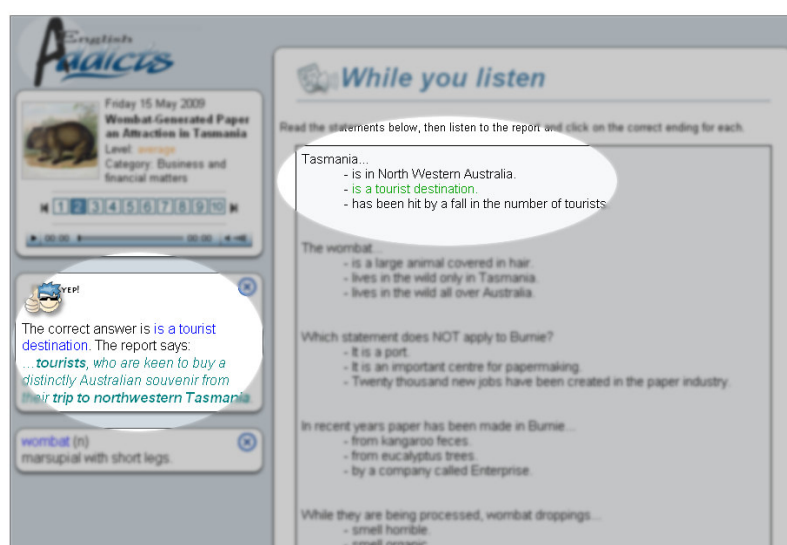
The first exercise starts with a preparatory part focusing on key words and phrases, somewhat like the "teasing" technique used in advertising. Types of exercises: word squares, matching, sentences with gaps.

In Parts 1 and 3, the authors have included small pieces of information, called "hints", by clicking on the question mark ? next to the item, to assist the user with a response. Reading the hints can be a little game in itself. Below is an example of the hint function.



## 2.2 "While you listen" Part 2

The next step of the process is to come to grips with the background and the issues relating to this topic. When the learner reads, in Exercise 2, ten or so questions with multiple choice answers, he begins to get interested, intellectually, and he almost forgets he's reading in English! After this, he is ready to hear the report. The speaking style may vary, the accents might be strange, but he will strain to understand because he wants to find out. And when he chooses the right answer (the result is given immediately) – what a sense of achievement!



### 2.3 "After you have listened" Part 3

Research has shown that manipulating language actively, just after learning it, consolidates that acquisition and helps to retain it, for future use. Part 3 involves finding adjectives or synonyms of words used in the report, grouping words into themes, matching various elements, or touching on a grammar point. As in other exercises, the learner has access to various hints (often amusing, always instructive), instant feedback, an integrated Dictionary and a lesson-related Glossary.

The screenshot shows the 'After you have listened' section of the English Addicts software. On the left, there is a sidebar with the date 'Friday 15 May 2009' and the title 'Wombat-Generated Paper an Attraction in Tasmania'. Below this is a navigation bar with numbers 1-10 and a search icon. A tooltip for the word 'droppings (n)' is shown, with the definition 'solid animal body waste.' and a close button. The main content area is titled 'After you have listened' and contains a text passage with several gaps marked with question marks. To the right of the passage is a list of words: 'boiling', 'coming', 'doing', 'droppings', 'endearing', 'enterprising', 'experimenting', 'making', 'popping', and 'showing'. The text passage includes sentences like 'Recently in Tasmania an \_\_\_\_\_ company has discovered a new product.' and 'Creative Paper has been \_\_\_\_\_ with unusual materials for \_\_\_\_\_ paper.'

### 2.4 "Listen and write" Parts 4, 5, 6, 7 and 8

The mini-dictations are certainly one of the most original aspects of "English Addicts". The learner clicks on "play" and listens carefully to ONE sentence from the report and tries to type it as fast as possible. He can repeat the process as many times as he needs to get it perfect, capital letters and contractions included.

The screenshot shows the 'Listen and write' section of the English Addicts software. On the left, there is a sidebar with the date 'Friday 15 May 2009' and the title 'Wombat-Generated Paper an Attraction in Tasmania'. Below this is a navigation bar with numbers 1-10 and a search icon. A media player is visible with a progress bar. The main content area is titled 'Listen and write' and contains a text passage with several gaps marked with question marks. Below the passage is a large text box containing the sentence 'The novelty paper was been a hit with tourists'. Below the text box is a key with the following categories: 'Correct word', 'Correct word, misplaced', 'Nearly correct word', 'Nearly correct word, misplaced', and 'Wrong word'. The software is powered by EDU LANG and has a copyright notice for 2004-2009.

How many of us complain how hard it is to take notes during a class, a meeting or a talk ? You must remember what was said, long enough to write it down! Also, we hear elongated words and don't realize it's really words slurred together. Or people make no effort of clear pronunciation or articulation. These dictation exercises are useful for this. Moreover, the software is particularly character-sensitive, which makes the exercise fun.

### 2.5 "Listen and look" Part 9

Here, the learner can see the transcript – at last! His level of motivation is still high, to see what certain words were and how others were spelled. At this point he will most likely want to write down in a personal notebook words that he would like to remember and use in the future – common words which he had perhaps learned years previously and had forgotten, maybe a turn of phrase, maybe an adjective from a noun he already knew. Probably he will remember these words couched in the context of the radio report, and this connection will serve as a handle for him. Note: he can also hide the text and listen to the report once again, this ultimate listening activity allows the learner to review the entire lesson.


### 2.6 "Glossary" Part 10

Accessible at any point during the session, the Glossary explains words or whole phrases as they are used in the current text and are tailor-made for each lesson. The glossary entries appear automatically when your mouse is passed over the headwords. Typically, a glossary contains 50-80 words and aims at aiding comprehension rather than explaining the headword in general terms. It is therefore more useful as a comprehension tool than the integrated dictionary. Reading the list in its entirety gives another opportunity to go over the vocabulary and select words to enter in a personal notebook.

In the example below of a 'After you have listened' exercise, the glossary definition of the headword 'creative' appears on the left.

The screenshot shows a web-based exercise interface. At the top left, there is a logo for 'English Addicts' and a date 'Friday 15 May 2009'. Below this is a small image of a wombat and the text 'Wombat Generated Paper an Attraction in Tasmania'. The level is 'average' and the category is 'Business and financial matters'. A navigation bar shows numbers 1 through 10. The main section is titled 'After you have listened'. It contains a paragraph of text with several words ending in '-ING' highlighted in red: boiling, coming, doing, droppings, endearing, enterprising, experimenting, making, popping, and showing. Below the text are several sentences with gaps and question marks, indicating where the words should be inserted. A glossary entry for 'creative' is shown on the left, with a mouse cursor hovering over it. The glossary entry for 'creative' is: 'creative, originate [adjectives] having the ability or power to create; "a creative imagination" creative [adjectives] promoting construction or creation, "creative work"'. The interface also includes a search bar and a 'Validate' button.

The headword 'creative' can be found in the Glossary list. When the mouse is passed over a word in the list a question mark appears. By clicking the ?, a dictionary definition is displayed.



Friday 15 May 2009  
**Wombat-Generated Paper  
an Attraction in Tasmania**  
Level: average  
Category: Business and  
financial matters

◀ 1 2 3 4 5 6 7 8 9 10

 **Glossary**

---

**protected species** (phrase)  
animals which cannot be killed.

**a single animal** (phrase)  
just one animal.

**beleaguered** (adj)  
here, unfortunate.

**boiling** (v)  
"boiling it" - heating it in water.

**coming through** (phrasal verb)  
here, visiting our shop.

**creative** (adj)  
having the ability or power to create; "a creative imagination".

**creatures** (n)  
animals.

### 3. A wide range of features

#### 3.1 Target audience

English Addicts is designed for people who would like to be informed about world events and eager to improve their English. They are busy, with perhaps one hour per week liberated for studying English (and this time slot is not necessarily the same every week.) They are curious and ready to open their eyes to a world of people, societies, trends, and events. They are eager to improve their English, motivated by professional or personal reasons. Age and level of education is practically immaterial, as the reports deal with easy-to-understand issues as well as technically complex ones. The reporters speak clearly and present their topic in a well-constructed progression of facts and opinions. The report title and small photo are attractive to a wide audience.

#### 3.2 Range of report topics, speaking styles, accents and levels of difficulty

English Addicts offers a remarkable range of topics; everybody should be able to find his "cup of tea", especially since a new lesson is posted every day! At the time of writing, around 1000 lessons are available. There are many ways of sorting the lessons using the search functions.

- **SEARCH BY TOPIC**

Titles are presented in seven categories and the learner can search one or several categories. In the case below, the learner has selected ' Science and technology' and 117 lessons have been found.

117 lessons selected

Search

**Keyword**

**Category**

Business and financial matters

Entertainment

Environment

Health and medicine

Science and technology

Society

World political issues

**Level**

easy

average

tricky

difficult

To demonstrate the range of topics, here is a sample title from each category:

- Business and financial matters : « World Markets Stable Despite Further Job Losses »
- Entertainment : « 'The Simpsons' Turn 20 »
- Environment : « Eating Less Red Meat Could Cut Climate-Changing Emissions »
- Health and medicine : « Teens, Television and Depression »
- Science and technology : « Self-Repairing Rubber »
- Society : « Pets in America and Their Owners »
- World political issues : « Iran Marks the 30th Anniversary of its Islamic Revolution »

- **SEARCH BY LEVEL**

The reports are classified into four levels of difficulty: easy, average, tricky and difficult.

126 lessons selected

Search

**Keyword**

**Category**

Business and financial matters

Entertainment

Environment

Health and medicine

Science and technology

Society

World political issues

**Level**

easy

average

tricky

difficult

- **SEARCH BY KEY WORD**

The example shows that there are 15 lessons in which the word 'work' appears in the title.

15 lessons selected

**Search**

**Keyword**  
work

**Category**

- Business and financial matters
- Entertainment
- Environment
- Health and medicine
- Science and technology
- Society
- World political issues

**Level**

- easy
- average
- tricky
- difficult

- **SEARCH BY ACCENT**

A difficulty for many learners is the huge variety of accents, of native speakers and non-native speakers of English. Thanks to the search function, it is possible to select a lesson in order to become familiar with a specific accent.

English Addicts offers samples of English with the following accents (a partial list): native North American / British / Australian, etc., Indian subcontinent, China and Korea, German-speaking countries, Latin America. A person wishing to concentrate on a particular accent can choose a report accordingly, using the « Advanced Search » engine.

**Advanced Search**

**Accent**

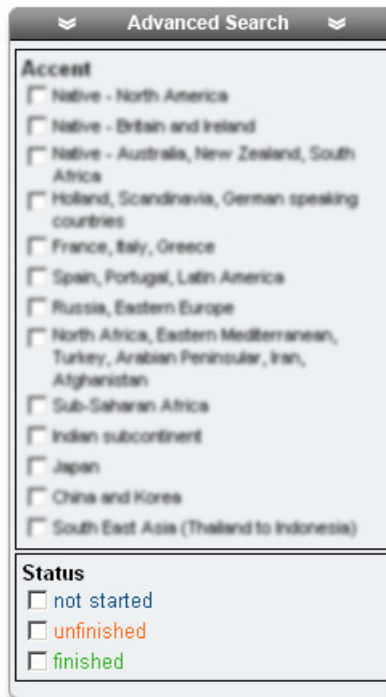
- Native - North America
- Native - Britain and Ireland
- Native - Australia, New Zealand, South Africa
- Holland, Scandinavia, German speaking countries
- France, Italy, Greece
- Spain, Portugal, Latin America
- Russia, Eastern Europe
- North Africa, Eastern Mediterranean, Turkey, Arabian Peninsular, Iran, Afghanistan
- Sub-Saharan Africa
- Indian subcontinent
- Japan
- China and Korea
- South East Asia (Thailand to Indonesia)

**Status**

- not started
- unfinished
- finished

- **SEARCH BY STATUS**

In the Advanced Search window, a user can also sort by 'status'. He can see his work in progress by checking the boxes to see as in the example below, lessons, that are Not started/Unfinished/finished



### 3.3 Other Functionalities:

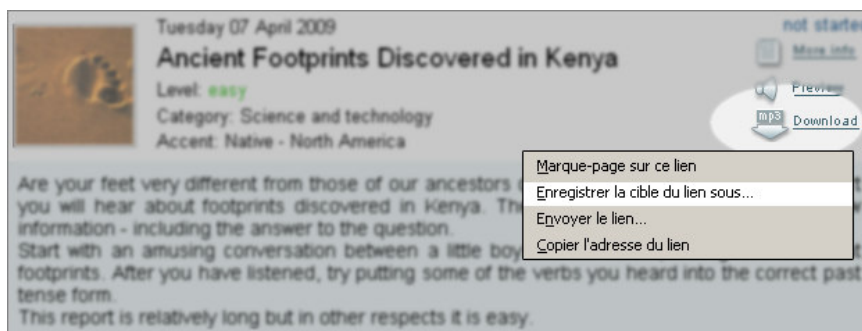
On the right hand side of the screen on the learner's home page:

**MORE INFO:** click here to read a short summary of the report

**PREVIEW:** click here to hear an extract

The image shows a screenshot of a lesson card. At the top left, there is a small image of a footprint. To its right, the text reads: 'Tuesday 07 April 2009', 'Ancient Footprints Discovered in Kenya', 'Level: easy', 'Category: Science and technology', and 'Accent: Native - North America'. On the right side of the card, there are three buttons: 'not started' (with a document icon), 'Preview' (with a speaker icon), and 'Download' (with a download icon). Below the buttons, there is a paragraph of text: 'Are your feet very different from those of our ancestors over a million years ago? In this report you will hear about footprints discovered in Kenya. They have given scientists a lot of new information - including the answer to the question. Start with an amusing conversation between a little boy and his father, talking about ancient footprints. After you have listened, try putting some of the verbs you heard into the correct past tense form. This report is relatively long but in other respects it is easy.'

**DOWNLOAD:** a left click will enable you to save the audio file.



The tabs in the banner, under the English Addicts logo:



**LESSONS:** a list of the lessons in detail

**LESSONS (condensed):** a list of titles, dates and difficulties

**PODCASTS:** The audio files in mp3 format are an appealing feature of English Addicts and can be downloaded as well as the transcripts. For people using a portable mp3 player, this means they can listen to English Addicts in the car on a long commute, or while taking public transport.

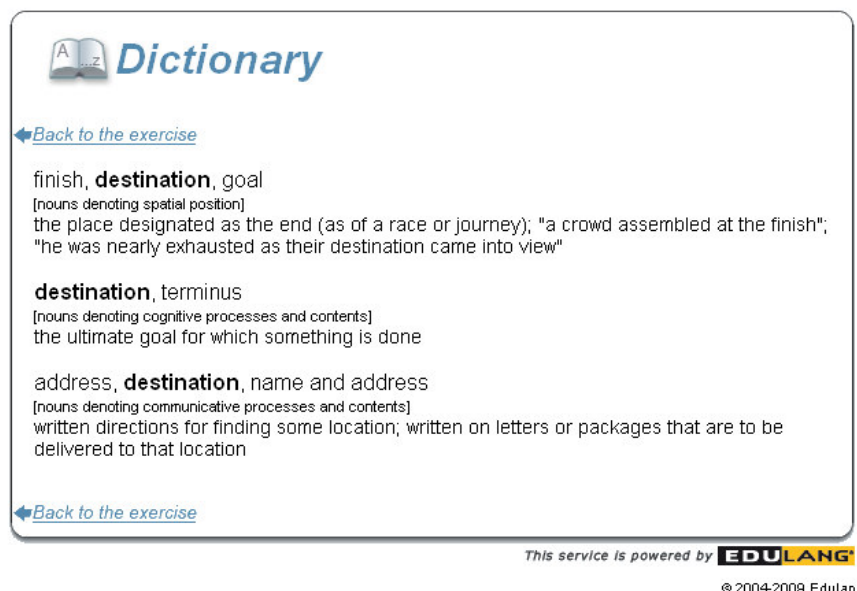
**HELP:** this section is useful for learners to consult either the first time they use English Addicts or if they are in doubt.

**MY SCORES:** a record of all lessons done and the scores of the exercises.

Peter's results											# sessions
	1	2	3	4	5	6	7	8	TIME		
Thursday 28 May 2009 - Visiting Endangered Places Around the World - part 2	10/10	10/10	2/11	12/17	7/9	19/22	16/18	13/18	36:59	1	
▶ 29 May 09 09:34	10/10	10/10	2/11	12/17	7/9	19/22	16/18	13/18	36:59		
Monday 25 May 2009 - Saving the 'World's Most Holy River'	5/9	10/10	8/9	11/21	8/21	20/21	10/16	17/21	45:51	1	
▶ 25 May 09 10:47	5/9	10/10	8/9	11/21	8/21	20/21	10/16	17/21	45:51		
Friday 22 May 2009 - A Straw that Prevents Disease and Saves Lives	11/11	5/10	2/11	7/15	12/20	14/29	15/17	9/21	40:52	1	
▶ 29 May 09 14:17	11/11	5/10	2/11	7/15	12/20	14/29	15/17	9/21	40:52		
Wednesday 20 May 2009 - Visiting Endangered Places Around the World - part 1	12/12	9/9	10/10	11/18	10/11	8/9	9/13		28:58	1	
▶ 27 May 09 12:42	12/12	9/9	10/10	11/18	10/11	8/9	9/13		28:58		
Monday 11 May 2009 - How to Avoid Being Accused of Plagiarism	10/10	8/8	9/9	10/15	14/17	11/16	11/16	21/21	57:08	3	
Wednesday 29 April 2009 - Hopeful Women Live Longer	13/13	5/9	2/10	10/13	8/14	11/13	15/20	8/16	59:18	4	
Tuesday 21 April 2009 - Washington Restaurant Is a 'Green' Business	16/16	7/8	8/8	6/9	8/17	5/8	13/20	13/25	58:43	2	
Thursday 16 April 2009 - Women Less and Less Represented in Politics	5/8	8/8	3/8	8/12	8/15	17/20	9/17	12/15	33:09	1	
Friday 03 April 2009 - All About Washington, D.C.	11/13	9/9	5/9	8/13	11/18	11/20	9/18	7/9	57:49	2	
Wednesday 01 April 2009 - Not All Carrots Are Orange	13/13	11/11	4/10	7/9	9/16	4/12	6/9	7/9	30:32	3	
Tuesday 24 March 2009 - Global Recession Hits the Developing World	10/10	8/8	9/11	10/15	13/16	18/22	9/9	9/14	51:58	5	
Tuesday 10 March 2009 - About Twittering and Tweets	6/10	9/9	9/10	17/19	11/16	10/13	15/17	12/18	1:00:48	3	
Friday 06 March 2009 - Teens, Television, and Depression	9/1	9/9	5/10	18/21	16/20	18/19	9/14	13/13	32:05	2	
Wednesday 04 March 2009 - Pets in America - and Their Owners	8/8	10/9	7/10	12/13	12/14	14/16	17/21	14/20	19:22	1	
Tuesday 03 March 2009 - World Markets End Difficult Week on Down Note	14/15	11/11	3/8	9/12	12/18	5/20	4/9	8/16	43:02	2	

## DICTIONARY:

A powerful Dictionary is accessible at any point of the lesson. The Dictionary, developed by Princeton University, provides all the definitions of a word as well as synonyms, word combinations and other word forms (adjectives, verbs, etc.)



The screenshot shows a dictionary interface with the following content:

- Dictionary** (with an icon of an open book)
- [← Back to the exercise](#)
- finish, **destination**, goal  
[nouns denoting spatial position]  
the place designated as the end (as of a race or journey); "a crowd assembled at the finish"; "he was nearly exhausted as their destination came into view"
- destination**, terminus  
[nouns denoting cognitive processes and contents]  
the ultimate goal for which something is done
- address, **destination**, name and address  
[nouns denoting communicative processes and contents]  
written directions for finding some location; written on letters or packages that are to be delivered to that location
- [← Back to the exercise](#)

At the bottom right of the interface, it says: "This service is powered by **EDU LANG**" and "© 2004-2009 Edulang".

### 3.4 Duration of a session and frequency of use

On the average, a learner will take about 30 or 45 minutes to complete the full lesson if he or she is working alone without teacher involvement. The audio report itself only lasts 3 or 4 minutes. Choosing a low level of difficulty would of course reduce this time. Some learners prefer to move forward quickly, and others take the time to look at the "hints", go to the glossary to check the meaning of a word, listen to the report two or three times during Part 2, etc. The learner may also be interrupted midstream, and have to abandon the session momentarily. In the end, the duration of a session will be up to the learner. As for the frequency of use, this also is his choice, but experience proves that two completely executed lessons per week can bring fairly good results. Three or four would be even better!

### 3.5 Student tracking

#### **The learner -**

To see an overview of his work in progress, lesson by lesson, including his result scores, the learner can click on the " My Scores" button (Illustration on page 14). This will send him to his "Personal Student Tracking" presentation. A lot of detail is included, even the number of minutes spent during each Internet connection, the date and the hour.

#### **The teacher -**

The teacher also has special access rights to the Student Tracking on the English Addict Teacher interface, allowing him to see which articles each user has worked on, how many minutes he spent, and even where he got wrong answers in the exercises. For a detailed explanation of the tracking feature, please click on "Help" at the top of the Teacher's home page.

The screenshot shows the 'English Addicts Teacher' interface with a 'Student Tracking' section. The table displays student progress across various lessons (08-06) and includes columns for 'total', '1st access', 'last access', and 'total time spent'. A magnifying glass highlights the row for 'delphine.h', specifically the cell containing '4' under lesson '02' and '1' under lesson '03', with a label '4. One exemple' pointing to it.

name	08	09	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	02	03	05	06	total	1st access	last access	total time spent
audrey.g																										
bruno.l					4				1						5			3					13	15 Oct 07 14:48	05 Nov 07 08:37	1:34:11
christian.l				4		4					2												10	23 Oct 07 14:36	30 Oct 07 09:43	1:21:46
christophe.m	4								2								3						9	15 Oct 07 16:35	05 Nov 07 17:15	2:22:33
christophe.s	5								3								8						16			
christophe.s									5														5	06 Nov 07 14:37	06 Nov 07 14:37	43:52
claudio.s									5														0	05 Nov 07 19:21	05 Nov 07 19:21	0:22
delphine.h	3				4													4	1			12	28 Oct 07 19:16	04 Nov 07 21:25	2:07:14	
delphine.h	8					8												8	3			27				
francois.c																							0	09 Oct 07 18:32	09 Oct 07 18:32	
gilles.j								2							6								8			
gilles.j								3							8								11	26 Oct 07 13:20	29 Oct 07 15:55	1:06:16
gilles.p									5														5	15 Oct 07 14:30	06 Nov 07 12:15	53:32

## Part 3: Integrating « English Addicts » in an English Course

### 1. Incorporating « English Addicts » into an English course

#### 1.1 Blended learning (on-line study and teacher guidance)

Blended learning refers to the combination of the learner's independent study using an e-learning resource and his time spent in direct contact with a teacher who knows how to use that resource. Experience shows that when the learner has a tutor, his interest level remains high and he does not drop out of the course. The human contact keeps the motivation going.

Secondly, although English Addicts does improve the learner's oral comprehension, reading and writing skills, it does not ask him to speak during the lesson. So, contact with a teacher puts into practice two things: the improved listening proficiency, of course, and oral expression.

#### 1.2 Using English Addicts with a group of learners either in a company or a further education context.

A teacher with a large group of students might have the opportunity of getting English Addicts subscriptions for all of them, particularly during the year preceding the TOEFL® or TOEIC® examination.

In a "stand-alone" program, the students could work independently, at their own pace, when they want (one of the advantages of using an e-learning tool!). The teacher could use the Student Tracking feature on the English Addicts website to monitor:

- The frequency of use
- The number of minutes spent at each session, on the average
- The difficulty of the lessons chosen, over time
- The nature of the mistakes repeatedly made (to be addressed in class later)
- The degree of progress made

### 1.3 Suggestions of how to integrate English Addicts in a course

#### **Low level learners -**

- Much more preparation is needed before listening to the audio report. One suggestion is to have this level of student read and study the transcript prior to the listening. In this way, they will be more familiar with the topic so that the listening activity will not only boost their comprehension but also their confidence.
- After initial contextualization, the dictation activities can be done as a self-access activity at this level.
- The teacher might feel it necessary to pre-teach the grammar point that is addressed in the lesson, so that class time is more effectively used for speaking practice.

#### **Intermediate level learners -**

- Assign a particular English Addicts lesson to everybody in the group, to be prepared in advance. In class, a discussion could take place, about the topic in the report itself, or the way the journalist conducts his interviews, or what everybody personally thinks about the topic.
- Let each person choose an English Addicts lesson. In this case, each learner could stand up and present the article to the others and then ask for questions and elicit his classmates' opinions, acting as a moderator.

#### **Upper-intermediate level learners -**

- Role play interviews between the journalist and the interviewee.
- Two English Addicts subjects could be chosen either for their complementarity or for their different angles. The class is divided into two groups and each group has one of the subjects to prepare for a debate.

#### **All levels -**

- Set up a blog or a forum to encourage written exchanges between the students using English Addict topics as discussion threads. The teacher could moderate the discussions, intervening when necessary to progress the debate or suggest improvements in style, vocabulary and provide grammar corrections

### 1.4 Step by step lesson plan

Here we will present a teacher-led class of an English Addicts lesson. The length of a class in a further education context can vary considerably, and a lot will depend on the size of the class and the level of language competence. Let's say for the sake of this example, that we have a class of 15 intermediate students for 2 hours. In this example, we are in a classroom equipped with individual workstations, each student has access to his account and the teacher is guiding the entire class through one lesson.

#### **Learning objectives:**

At the end of the lesson, students should be able to speak about the subject using target vocabulary and language structures.

##### 1. Introduction to the topic

- Encourage students to share their knowledge of the topic orally and what they expect to learn.

- Preview vocabulary in the 'Before you Listen' section and other vocabulary items the teacher may feel appropriate to focus on
2. Students complete the 'Before you listen' exercise (individually)
  3. Listening: Teacher advises students to listen twice
    - First listening for general comprehension
    - Second listening for note taking. Note taking is a particularly useful exercise to help students listen attentively. Their notes can be compared with the transcript later.
  4. Teacher focuses on salient points and provides explanations.

Students are then able to complete exercises 'While you listen' and 'After you have listened'
  5. Transfer exercises using the grammar or language

Some suggestions are:

- Writing sentences using the target language
  - Gap-fill (using the transcript)
  - Translations from LV1 to English
  - Paragraph jumble: students must put the paragraphs back in the right order
6. Oral practice:

In pairs, students are asked to compose 4 open questions (questions that require more than a 'yes' or 'no' answer). Students change pairs and practice asking and answering each others' questions.
  7. Homework:

A piece of writing, for example:

- A 100-word summary
- A letter to the journalist with counter arguments
- A personal experience related to the topic

### 1.5 One-on-one: A telephone lesson plan

Telephone lessons usually last 30 to 45 minutes. Here, no paralinguistic features are possible! This is a one-on-one situation, where neither the teacher nor the student has any time to take a walk, mentally. Every minute counts, every word counts. The session is very intense.

Ideally, the learner should inform the teacher of the title of the report he would like to discuss. When he calls, he is either sitting in front of a PC with a connection to the English Addicts website, or he has printed out the tape script and the glossary beforehand.

In our example, the student has chosen the lesson called 'TV series teaches children to read around the world' on March 30, 2009. Level: Easy, Category: Entertainment. He has spent at least 30 minutes prior to the call, and has completed at least the first 3 parts.

- **Practice telephone etiquette and introductory small talk**

Teacher and student have a short 2-3 minute conversation to warm up. Ask student if they are ready for the call, if they have prepared the lesson and generally put them at ease to be able to begin talking. Ask why the student chose this topic. Ask if student had any particular difficulties with the lesson.

- **Have the learner summarize orally the English Addicts lesson report.**

Preparation for this activity is essential and the student should be able to speak for a minute on the topic. If the student has not studied the lesson, then the call will not be effective. The teacher should be attentive to mistakes and misunderstandings, taking notes for correction purposes. Did the student understand the main points of the report?

- **Explore the topic on a factual basis**

*The teacher asks questions related to the report to check comprehension. For example:*

- What is an Emmy award?
- What information in the report proves that the series is popular?
- Where did the idea for the series come from?
- What actually is the technique used, in terms of animation?
- Who funds the show?
- What animals are mentioned in the report?

- **Share opinions about that topic.**

The teacher can perhaps be the devil's advocate and challenge the student's opinion. If the student thinks that watching TV is good for children, the teacher could suggest that TV is often used as a 'baby-sitter' and that it is better for parents to spend time with their children playing or reading to them. Also, ask students to describe the animation sequences in the report. Or, talk about a TV programme they used to watch as a child, or a show that their own children watch now.

- **Evaluate the effectiveness of the journalist's delivery and interviewing**

What type of report is this? Is it biased or descriptive, amusing or dry, for or against? Is it effective? Does the report make you curious to see the show?

- **Read the report out loud to work on pronunciation.**

Listening to the student via the telephone medium can help the student realize the importance of clear pronunciation and intonation. If the teacher finds it a strain to understand, imagine what might happen in a 'normal' call.

- **Choose words in the Glossary to retain and start using**

The choice here may well depend on the student's interest and needs. For example, focus on words like 'computer-generated, screen, animated, three-dimensional, morph, viewers, entertainment, scare. Include at least one phrasal verb, e.g. "turn into", because phrasal verbs are always an issue for learners.

- **Focus on a grammar point touched upon in the English Addicts lesson**

In this lesson, hyphen-connected word groups are studied. Ask student to provide some examples in the text, then ask if they know any others. If the student is unfamiliar with word groups, the teacher may need to suggest a supplementary activity as a follow-up exercise after the call.

- **Focus on major errors made repeatedly during this call or a previous one**

Although it is not always easy, the teacher should take notes of the student's difficulties throughout the call. This way, error treatment can be done whenever the time seems right.

- **Put into practice, immediately, newly-learned vocabulary.**

The student is asked to select vocabulary from the report that he thinks will be useful to him. Encourage student to use these words between appointments, so that they can be truly acquired.

- **Set up the next appointment**

Asking for the other person's availabilities and deciding on a future time slot are useful skills, so this occupation should be factored in to the lesson plan. Advice on what the student should focus on can be given here, and remedial exercises may be necessary.

- **After the lesson**

If appropriate, the learner could be asked to write an essay or a summary of the radio report.

It is clear that during a telephone call the learner will have to make himself understood without using body language. He will need to use “thinking words”, or discourse markers, to fill up those silent moments which are so embarrassing during a phone or conference call. Indeed, the telephone medium is probably the most challenging one to learners, and regular phone classes are quite beneficial. It’s not surprising this blended learning telephone offer is in such high demand by Human Resources training department managers.

## **2. Learning processes and strategies**

### 2.1 Is there only one way of learning?

We all have different ways of learning. Some of us have deliberate strategies for memorizing vocabulary and grammar rules. Most of us are unaware of how we learn. One of the roles of a teacher is to make the learner aware of his learning strategies and how to optimize his efforts. For example, is it efficient to copy every new word in a notebook? Is it enough to write a vocabulary item without its context? What works, and what could work better?

### 2.2 How much time and effort is the teacher willing to invest?

There is a lot of content in an English Addict lesson, and using it wisely can really help a learner progress. For example, it’s useful to observe how sentences are constructed, or how a word is used, even if it’s a word one knows well. On the contrary, getting through the exercises without giving them much thought, seems to be a wasted opportunity.

Learning a language takes time: committing to memory and creating reflexes requires practice and guidance. Few people have the staying power to continue diligently using any e-training tool or self-study method. For this reason, we believe that the potential that English Addicts offers is multiplied when there is teacher contact. Motivation is higher, time and effort are optimized, and, learning English becomes a pleasurable activity.

## **3. Identifying the learner’s needs and focusing on them**

### 3.1 Has the learner decided what his short- and long-term goals are?

Experience shows that an individual who has consciously selected, out of a list of many goals, two or three, to be achieved after 3 or 6 months of work, will focus on those goals and apply himself in a more “professional” way. This choice should be made at the outset of the training cycle. Thereafter, both teacher and learner can focus on the acquisition and practice of those language elements which specifically enable the speaker to reach his goals...and leave the rest for another time.

### 3.2 How teachers can support the learner

In a one-to-one situation, during a telephone call for example, the teacher can more easily focus on the individual difficulties of the learner. In any case, an experienced teacher will be able to diagnose the problems and give advice and guidance, targeted exercises, and, more importantly, support and encouragement. Learners easily become discouraged if they have set their objectives too high, if their memory fails them, if they repeatedly make the same mistake. A learner has to accept that making mistakes is an important part of learning, and a teacher must adopt a positive attitude, too. A relationship built on confidence and respect between a teacher and a learner is crucial in the learning process. How many of us liked a subject at school because we liked the teacher! Helping a learner to tackle his difficulties, create his own strategies, reach his objectives to become an independent speaker of English is one of the very satisfying aspects of being a teacher.

*We hope that this manual has helped you the reader to understand the benefits of using English Addicts.*

*We hope that our enthusiasm is contagious and that you will have lots of happy hours of teaching using it.*



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