

# Pathways to Collaborative Learning: Using Web 2.0 in Teaching Grammar

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# Presentation outline



# Defining the context

- **Collaboration**  
= engaging in joint construction of meaning through participation in common projects (Bradley et al., 2010)
- **Engagement**  
= a state of openness, of emotional and intellectual arousal, the presence of eager anticipation and interest (Harmer, 2006)
- **constructing shared understandings** in a lg classroom (Freeman in Nunan, 1992)

# Sustaining engagement

## Crucial factors in sustaining engagement (Harmer, 2006)

Students need to:

- ✓ **enjoy** the lessons
- ✓ feel **involved**
- ✓ discern both the **short- and long term outcomes** of what they are doing
- ✓ be **given some kind of agency**

# What kind of tasks?

## Guidelines for sociocollaborative learning tasks

(Meskill, 1999 in Min Jung Jee, 2010)

- ✓ motivate participation and interaction by having **no one single answer** to employ in accomplishing it
- ✓ offer some form of **problem-solving**
- ✓ **designate roles** for individual learners and teams
- ✓ situate learners within **a community of participants**
- ✓ include a motivated **awareness of lg** used

# Engwiki Project

- Univ. of Zagreb
- **Team:** A.K., G. Bubaš, A. Ćorić ...
- 2 undergraduate ESP courses
- intermediate to upper-intermediate level
- ✓ **1<sup>st</sup> stage:** Students' e-tivities in wiki  
(2006/07, 2007/08, 2008/09...)
- ✓ **2<sup>nd</sup> stage:** Web 2.0 grammar e-tivities  
(2009/10): pilot

# Engwiki Project

## Pedagogical format for ICT:

- **e-tivities** (Salmon, 2002)
- ✓ adding variety & personalization to hybrid courses
- ✓ supplement the teaching methods and materials outside / along with the LMS

## Technological format for collaboration:

- **focus on wikis:** 'Wikis: a collective approach to language production' (Lund, 2006)

# Meaningful associations between topics

## How I became a Wikipedian

a short little story by

G14 (aka PAXcoder)

On 12.28.2006 I've created my account on [Croatian Wikipedia](#). I already had practice in writing articles (I signed my IP address). I have been using Wikipedia for quite some time before I registered. I can't recall another site to collect data from. But it was somehow different. I have noticed that most of the information is on the [Wikipedia](#)'s site. So I started using it more. "More" turned into "a lot", and today – I use it most in my browser, Wikipedia would probably rank 3rd, that is - after [Google](#) and [YouTube](#). Sometimes even higher. That it can be reached through some browsers directly, because you can add Wikipedia's search to your browser. To find out more about one, you can simply copy paste it into the search box, and hit enter. The results

## My first encounter with Wikipedia

I can't recall the first article I've ever read on Wikipedia, or even the information I was looking for, but however I can recall my first encounter with Wikipedia was a result of having to complete a school paper on some unbearably interesting topic. My computer and for most assignments that was my starting point filled with well-presented information. I tried to avoid mistakes - in the past I always tried to have multiple sources for whatever I was working on as to assure the topic

“I **clicked the link** (...) I was especially interested in all the **blue colored text which seemed to be links**, and that is the point at which **I started loving Wikipedia**. (...) I think the real first encounter came when I realized that Wikipedia held articles and nearly any thing I could think of, and every article had **a lot of blue colored text that linked to some other amazing things ...**”


# Focus on form e-tivities

## Two episodes from PC history

### Episode 1: The (first) IBM PC

Until 1981 computers were usually clunky objects that inhabited sterile-looking labs or classrooms. IBM introduced the first generation of personal computers (to be referred to as PCs in future), a contrast to the mainframe era. Nevertheless, IBM sold 25,000 that year, and millions more soon after.

The PC used Intel's microprocessor and enabled users to run other programs through an operating system.



### Translation to Croatian

Dvije epizode iz povijesti osobnih računala

### 1.epizoda: (Prvi)IBM-ov PC

Do 1981. računala su obično bila nezgrapni predmeti koje ste mogli vidjeti u sterilnim laboratorijima i učionicama. IBM je predstavio prvu generaciju osobnih računala (u budućnosti oslovljavani kao PC-i), napravu sa 64 kilobajta memorije. Zbog toga je prodano 25,000 komada te godine, a ubrzo nakon toga i milijune.

PC je koristio Intel-ov mikroprocesor i omogućio korisnicima pokretanje drugih programa preko operativnog sistema.



## Metaphorical expressions from the text

*"The **market** became **flooded** with IBM 'clones'."*

a flooded market - preplavljeno tržište; jednoznačna metafora, kako u engleskom tako i u hrvatskom govoru.

*"A decade later, IBM was having financial woes. But the machine it helped develop was **flourishing**."*

to flourish - procvjetati, bujati, cvasti, cvjetati; u hrvatsko govoru ponekad i: "razmahati se".

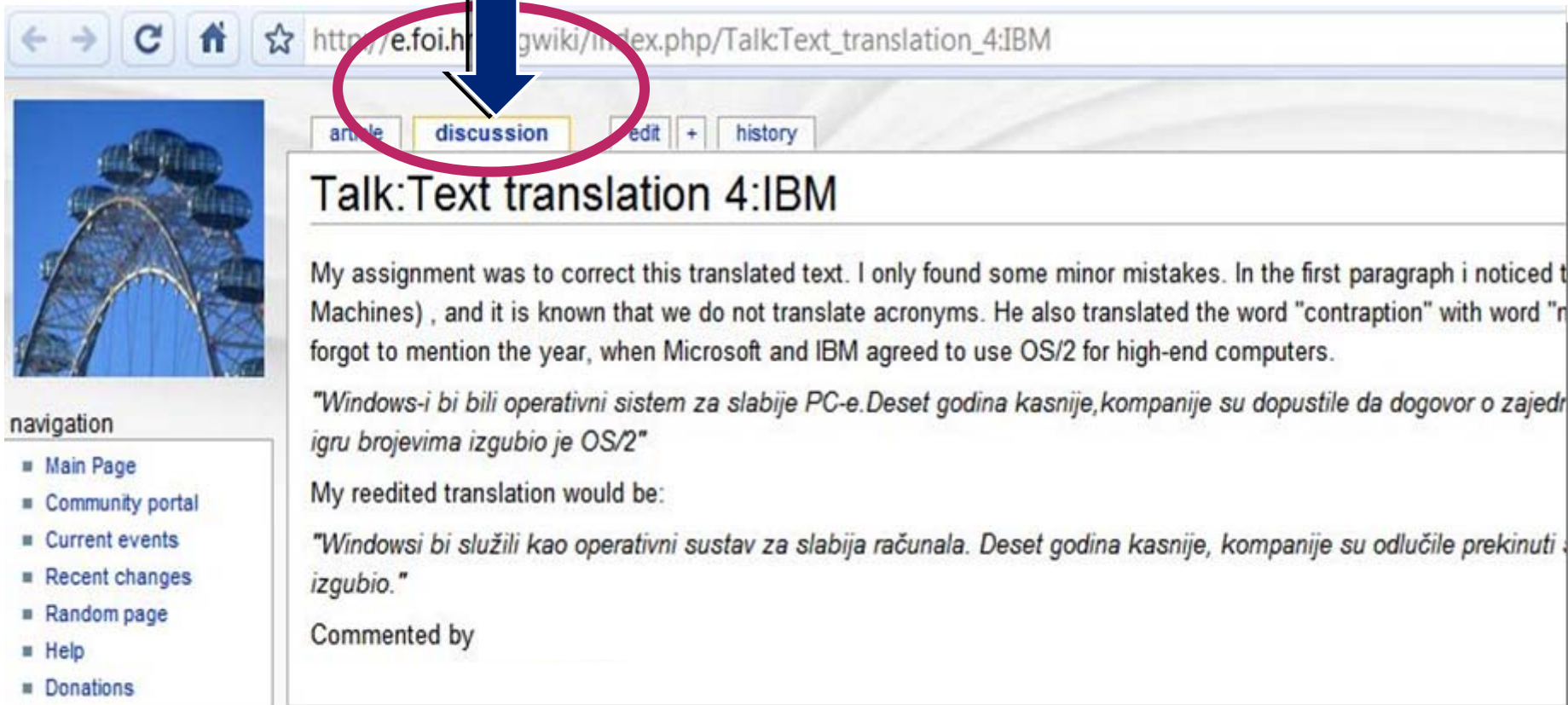
*"Windows and OS/2 competed for the same market, but OS/2 **lost the numbers game**."*

to lose the numbers game - izgubiti prema brojkama; u hrvatskom govoru češće se koristi kao: "izgubiti na štetu/drugačije".

*"Although IBM continued to develop and sell OS/2 after the split, even its clout was no match for Microsoft's marketplace entrenchment - ukopavanje na tržištu; umjesto "ukapanja", glagoli koji se za takvu akciju koriste se".*

*"Although its first version introduced in 1985 (as Windows 1) was slow, **crash-prone** and required major maintenance."*  
 crash-prone - sklono padašnju (doslovno: sklonost razbijanju); jednoznačno u engleskom i hrvatskom govoru.

*Metaphors & minor editing:*



← → ↻ 🏠 ☆ http://e.foi.hr/wiki/index.php/Talk:Text\_translation\_4:IBM

article **discussion** edit + history

## Talk:Text translation 4:IBM

My assignment was to correct this translated text. I only found some minor mistakes. In the first paragraph i noticed t (Machines) , and it is known that we do not translate acronyms. He also translated the word "contraption" with word "n... forgot to mention the year, when Microsoft and IBM agreed to use OS/2 for high-end computers.

*"Windows-i bi bili operativni sistem za slabije PC-e.Deset godina kasnije,kompanije su dopustile da dogovor o zajedr igru brojevima izgubio je OS/2"*

My reedited translation would be:

*"Windowsi bi služili kao operativni sustav za slabija računala. Deset godina kasnije, kompanije su odlučile prekinuti izgubio."*

Commented by

navigation

- Main Page
- Community portal
- Current events
- Recent changes
- Random page
- Help
- Donations

# WikiQuest

article
discussion
edit
history

## Articles related to business information systems

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I have found one article that exactly matches the subject matter and it can be found here:

[Business information systems](#)

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**(Week 1)**

The article discusses the role of information systems in accomplishing the goals of contemporary business organizations. It then further makes a distinction between Business Information Systems (BIS for short) as components of organizations and BIS as a discipline in computer science. There is also a short decomposition of Business Information Systems by class as well as a step-by-step explanation of how BIS are developed, followed by an example of how they are used in the famous Coca Cola Corporation. The article closes with a series of questions and answers meant to help the reader retain more information on what he/she learned regarding Business Information Systems.

In my opinion, the authors could have expanded the article by using books on the subject of BIS, like this one: [Business Information Systems - Analysis, Design and Practice](#), adding decomposition diagrams or youtube links to interviews with experts ([Business Information Systems Introduction](#)), etc.

**(Week 2)**

The article is well structured, with multiple sections and paragraphs, table of contents, distinct introductory and closing parts. As mentioned above, the content of the article perfectly corresponds with the title. The spelling and grammar are both correct as far as I can see. I particularly like the idea of adding a Q&A section at the end of the article. After reading a book, an article or something else, I often find myself thinking "I know all of this perfectly! No need to go through it again". However, when faced with questions on the subject matter, it's not uncommon that I realize how much I really do need a second or third read.

That would be the good parts, now to the dark side of things...

Articles related to meetings and collaboration tools
T. Fišter
D. Stojanović

# Grammar e-tivities in Engwiki

**Motivation** for introducing grammar (2009/10 – ):

- testing the **applicability** of Web 2.0 tools in interpreting grammar topics
- **integration** of tools & skills
- wiki used as a platform for publishing **artifacts** created in 6 Web 2.0 tools
- **collaboration** = a means & an end

# Tools used

**Manipulating linguistic content = various approaches:**

- Identification, interpretation
- Structuring, classifying
- Dramatization
- Decision-making in applying grammatical rules
- Analysis and synthesis



**6 tools:** various functionalities

bubbl.us

MINDOMO

 gliffy

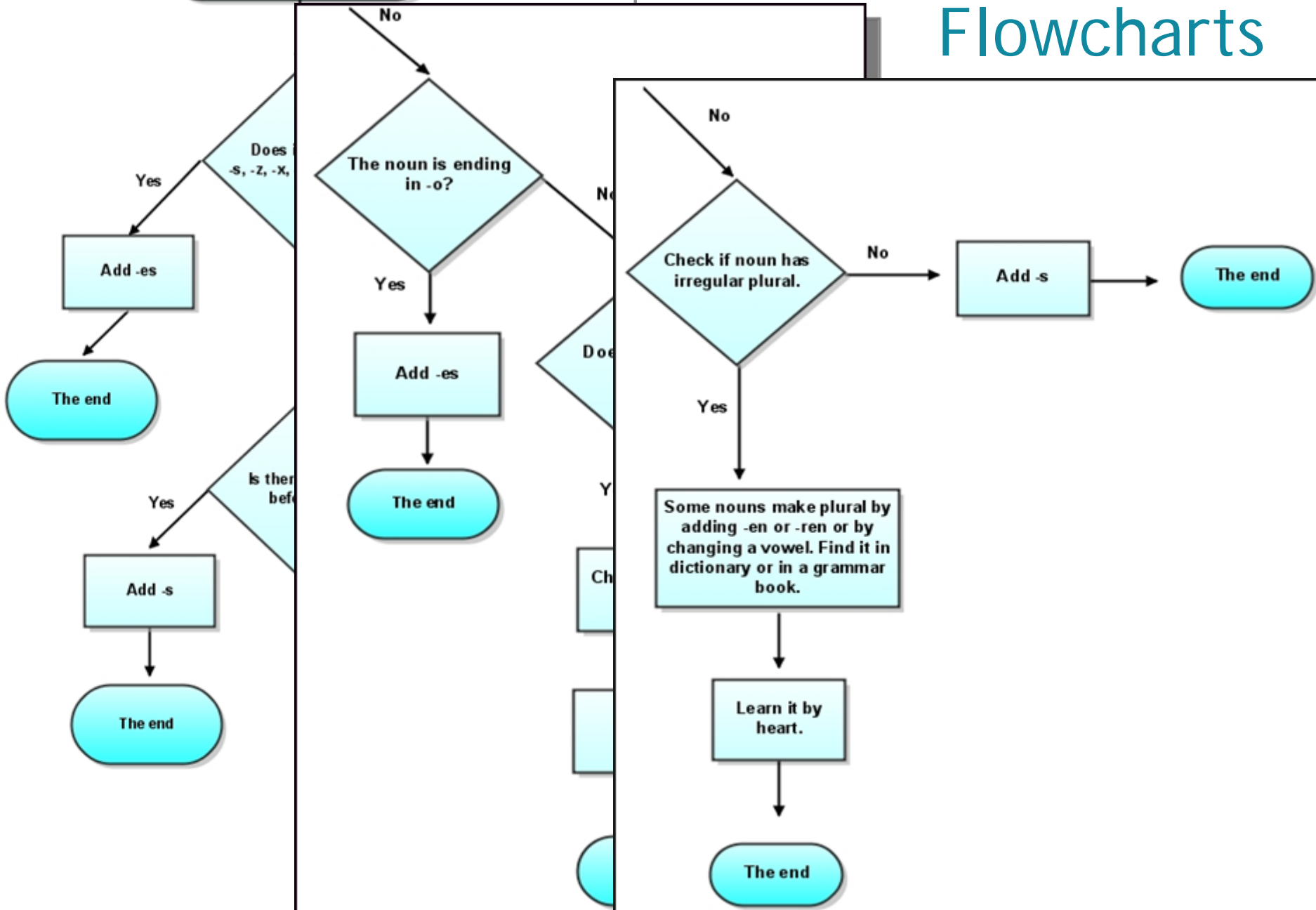
  
BUBBL

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veotag™

# Flowcharts

Noun in singular



# Cartoon strips

## Reported commands



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### COLLOCATIONS IN ECDL SYLLABUS



#### Info

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# Experience & Challenges

## Did collaboration really occur?

- + more participation
- + responsibility
- + authenticity
- + generation of content
- + linguistic & ICT skills

- unequal participation
- dyadic interactions preferred
- insufficient use of content
- assessment

# Experience & Challenges

## Tensions:

individual vs. pair / group work  
goal oriented vs. intrinsically motivated students  
collective vs. individual authorship  
imposed vs. negotiated control

- mixed proficiency levels
- distribution of work
- lack of f2f feedback
- technical difficulties: tools and connectivity

# Addressing the challenges: Follow-up

➔ Creation of  
a joint learning resource



Contributing to  
the joint learning resource

## Cognitive:

- passing on examples of good practice
- existing articles used for modelling
- training students to conceptualize grammar and render it using Web 2.0 tools

## Socio-affective:

- implementing tasks that encourage usage and extension of the content

# Conclusion

- ✓ generating user content and using it for peer-to-peer learning
- ✓ exploiting ling. content ~ functionalities of tools
- ✓ activities done by students ‘with an audience in mind’
- ✓ collaboration does not occur naturally

**‘... the character of student interaction and the nature of the collaboration is worth further investigation’** (Bradley et al., 2010)

*Thank you for your attention.*

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