

HOW CAN ENGLISH BE TAUGHT FULLY ONLINE? THE EXAMPLE OF AN INTERMEDIATE COURSE IN TOURISM

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Abstract

This article considers the question of what ICT can do for English language teaching and learning. It focuses on a pilot teaching English experience at university level in a totally virtual space, carried out since 2007 for the ten public universities in Andalusia (Spain). The paper outlines the design principles of the course integrating all linguistic skills through WebCT, and then discusses how teaching English online can be put into practice. It includes feedback and results, and suggests a definition of the students' and teachers' roles within this online environment.

1. Introduction: Internet-based language learning

The development of ICT and the learning of foreign languages have become top priorities for government institutions worldwide. Information and Communication Technologies have become increasingly omnipresent in our daily lives, which neither society nor teachers can ignore. Besides, at the same time, English has become the lingua franca for communication in important sectors such as business, science, politics, etc. Accordingly, educational institutions have concentrated their efforts on improving their students' digital and foreign (mainly English) language communicative competences in order to respond to the demands of society. What better way than bringing both together by using ICT when studying a foreign language: an initiative that brings changes to language teaching as teachers will have to master the pedagogy of the new technology.

The use of ICT in the teaching and learning of foreign languages has great potential. Mark Warschauer (1996, 1997, 2000) was one of the pioneers researching this topic and, in the last 10 years, more specific studies about using ICT in the EFL classroom have been published, including Eastment (1999), Dudeney (2000), Teeler and Gray (2000), Chambers and Davies (2001), Szendeffy (2005) and Domínguez and Fernández (2006). However, the majority of these publications focus on the use of the new technologies in face-to-face EFL classrooms. Studies of completely virtual language teaching and learning experiences, such as the one presented here, are less frequent. Fully virtual language programmes are indeed

unusual, and remain under-represented in virtual campuses when compared to other disciplines. This is not only due to the complexity of trying to integrate the practice of all the linguistic skills in a virtual environment, but also because of the scepticism of many teaching professionals regarding whether students can achieve linguistic proficiency in a fully online course.

In Computer-Assisted Language Learning, two terms are often used indiscriminately when talking about ICT: *use* and *integration*. However, Domínguez and Fernández (2006) warn us of the danger of mixing both: “it is not the same to spend some spare minutes in the class doing an activity on the Internet that is conceived as ‘pastime’ as to set out an activity (...) perfectly integrated in the didactic planning or teaching project as regards objectives, content and assessment” (p. 21-22). For these authors “the tasks to be carried out on the computer cannot be considered a complement or an add-on to the curriculum, but instead they must be an integral part of it” (p. 22). It is precisely this philosophy of integration which pervades the experience discussed here of designing and teaching a completely virtual course, *English Language Improvement (Perfeccionamiento de Idiomas Inglés)*.

The benefits of teaching and learning foreign languages through ICT have been abundantly shown. ICT enables the use of the foreign language in real communicative acts (through forums, chats, emails, etc.) and provides students with authentic learning material. Furthermore, it allows for the diversity of students’ learning styles to be catered for, perhaps more easily than in face-to-face settings. As Hoshi (2002) states, “multimedia technology is especially useful for visual and auditory-oriented learners. Socially oriented learners can learn through interaction with others via programs such as chat rooms and mailing lists. The vast amount of information linked by hypertext on the World Wide Web is excellent for learners with inductive learning styles (...)”. Highlighting the advantages of Internet based language learning, Hoshi (2002) points out that it provides a way to individualize and personalize the learning process and promotes autonomous learning.

2. Background

The experience outlined here is framed within a major project called *Digital University*: an e-learning pilot initiative promoted by the Andalusian Regional Ministry of Innovation, Science and Business in the ten Andalusian universities, which started in 2006/07. Each university made a call for courses to be taught in a virtual context during the three academic years 2006-2009. Those teachers who were interested in virtualizing their courses submitted an application. Only three new courses were chosen to be taught by distance learning every

academic year from each university. The courses chosen were offered to all university students in Andalusia as non-major credits but enrolments on each course are limited to ten students per university so as to set the maximum number of enrolments on a particular e-course at 100.

The virtual course *English Language Improvement* focuses on the ESP area of English for tourism. It became a part of the Andalusian Virtual Campus in February 2008 and has been running since then. At the time of writing, out of 86 courses being offered online, only three are related to the English language, and *English Language Improvement* is the only course which teaches ESP by integrating all language skills in a virtual way. This highlights the under-representation of online English language teaching compared to other disciplines.

3. The great challenge: designing and setting up the virtual course *English Language Improvement*

Often virtual teachers/tutors are not responsible for the technical design and creation of the online courses they teach. They are just assigned a particular course or they provide technicians with the content, leaving it up to them to select the ICT tools to be used and to deal with the technical issues. However, when the teacher works side by side with the technical support team and becomes involved in the technical design as well as creating the content, s/he is totally involved in the process: the methodological expertise of the teacher enables him/her to choose the best ICT tools to convey the course contents and to achieve the objectives of the course.

For the creation of this course, I worked side by side with the university virtual education technical team. We based the course on the students' needs, monitoring at all times the format and selection of tools best-suited to language teaching and learning, deciding on the appearance of the interface, and finding the best format to convey information (interactive slides in flash, etc). In a virtual course it is important that every detail is clear and precise. There should be no room for doubt, confusion or ambiguity since, unlike in face-to-face settings, e-learners do not have the teacher's physical immediacy to supplement the information when needed.

One of the first issues to bear in mind when designing the course was the nature of the subject *per se*. *English Language Improvement* is meant to perfect the students' vocabulary, grammar, writing, speaking, reading and listening to deal with common situations related to tourism at a B1/B2 level of the CEFR. A course of 60 hours with these characteristics was a big challenge because of the need to integrate the skills of speaking and listening.

Consequently, it was clear that the course had to incorporate specific ICT tools that would allow students to speak in English and listen to English in synchronous and asynchronous ways. Quite often colleagues asked the same question: how are students going to practise speaking and listening skills in English in a virtual course? This reveals both genuine curiosity and scepticism about the feasibility of teaching and learning these skills in a virtual environment. The complexity of this kind of initiative could explain why up to this academic year 2009/2010 there has not been any other language course of similar characteristics in the *Andalusian Virtual Campus*.

The platform originally chosen was WebCT but since then universities have been moving towards the use of free educational platforms. So from this academic year (2010) the course is hosted in Moodle. As part of the process of creating a virtual course in a WebCT platform, there were important decisions to be made concerning the configuration of the course interface. I opted for an interface characterized by its simplicity to capture students' attention, motivate them and prevent them from getting lost. Distance e-learning materials need to be as user-friendly as possible (Boulton & Booth, 2001) and there is no point in creating a virtual course with great content but with too many intricacies. The final interface is shown in Figure 1.



Figure 1: The interface of the course

In the “Introduction” section, students find a brief description of the course, and a list of instructions and/or suggestions about how to approach the course. There is also an mp3 audio file (<http://www.divshare.com/download/11934636-6a0>) where the teacher welcomes students and explains in English the aims and basic features, and a video in which the teacher

explains the parts of a lesson. The audio and video of the teacher aim to make the e-teacher less anonymous and more ‘human.’ The “Introduction” also makes students engage with the foreign language straight away, as everything is in English. This makes it very clear to students that English will be the language of communication in student-teacher and student-student interaction in chats, emails, forums, etc.

In the “Lessons” section, the course contents are organized into four thematic tourism-related lessons: An Introduction to Tourism (lesson 1), the Organization and Structure of Tourism (lesson 2), Travelling and Travel Agencies (lesson 3) and, finally, Air Travel (lesson 4). The “Communication” section includes the communication tools of the course: email, writing and voice chats and voice and writing forums. In the section “Calendar,” students are reminded of important deadlines for assignments, opening and closing dates of lessons, etc.

A “Resources” section was included to complement the contents of the course. It is divided into three parts: online diagnostic tests, online dictionaries and English language resources (pronunciation, grammar, etc). This section was meant to help students reinforce and consolidate their language knowledge and/or to explore the English language further in an autonomous way.

In the section “Locating Ourselves,” an online application allows students to insert their picture in their geographical location, so that every virtual student can put a face to their classmates; tools like this are used to personalise e-learning and help develop a sense of community. As can be seen from Figure 2, most students are in Andalucía, although some are also doing the course whilst on their Erasmus programme abroad (in Norway, the United Kingdom, Belgium, and the Czech Republic).



Figure 2: Students' location in Spain

Finally, a feedback questionnaire was included to help gather valuable information about the students' satisfaction with the virtual experience and thus help improve the course for the future.

Once the structure of the course was outlined, the design of the lessons was another important task, as they had to be as functional as possible. The lessons follow a common structure so that students can easily get used to it, and find themselves in a familiar environment lesson after lesson. The interface used in each lesson includes: Readings, Vocabulary, Language Focus, Listening, Speaking, Assignments, (Writing and Voice) Forums and European Language Portfolio (see Figure 3). Besides, self-correcting exercises with immediate feedback are used in every lesson to enhance students' autonomous learning. The exercises provide scores detailing the percentage of correct answers and highlighting any possible mistake students may make, thus helping their reflection.



Figure 4: An example of a lesson

The section “Readings” includes thematic texts to develop reading comprehension (see [Appendix A](#)). Where possible, the readings are presented in a visually attractive and interactive way to motivate students. Some are presented in slides in flash format that students can download, whilst others have hyperlinks to enable students to explore the topic further on the web. Comprehension is checked through specially created self-correcting exercises, as well as through some of the assignments in each lesson and through questions in the writing and/or voice forums.

The “Vocabulary” section comprises a glossary of the most important words from the lesson, and self-correcting vocabulary exercises (see [Appendix B](#)) so that students can use the words learnt in contextualized practice. The grammar structures needed for the communicative language functions (making suggestions, complaining, etc) in each lesson are gathered under the section “Language Focus.” Once again it was essential to draw students’ attention to this important area, as traditionally students find grammar less appealing. Therefore, the visual aspect and the context in which grammatical structures were going to be learnt was an important aspect of the design; accordingly, interactive downloadable flash presentations were also used here. The structures dealt with in the grammar section are practised through self-correcting exercises and some of the assignments.

In the section “Listening,” students develop aural comprehension through a variety of listening exercises (sometimes in video format) related to the theme of the unit. Some have a multiple-choice format, and provide automated immediate feedback, whilst others consist of listening comprehension questions and require the intervention of the teacher, who gives personalised feedback.

One of the ways the course develops students’ oral production is in the section called “Speaking.” This section helps students improve their pronunciation. The videos and audios

in it help students to imitate and differentiate sounds and accents. Students practise oral production in other parts of the course, for example, in the voice chat and the voice forums.

Each lesson also has a section called “Assignments” to check students’ progress (see [Appendix C](#)). Assignments count for the final grade and are related to the content of each lesson. Students are usually asked to do two assignments per lesson. Most assignments are written. They have an opening and closing date, and are sent through the WebCT intranet. Some are corrected by the teacher and others are configured so as to be computer-marked. From the very moment they start a lesson, students know the work they have to complete, and this helps them organize themselves better and manage their time.

Another section in the course is the “Forum.” It plays a very important role as it encourages students to socialize, interacting both in a written and oral way. It helps them to get to know each other better, creating a sense of community, which “reduces feelings of isolation and increases learners’ motivation to continue studying English” (Hoshi, 2002). Two types of forums are included in each lesson: a written forum and a voice forum. In these forums students have to address questions related to the information in each lesson. The written forum has two additional subforums: “Express Yourself” and the “Doubts Forum.” The first one enables students to write freely about any topic related to the tourism sector and lets them open their own threads that the rest of the classmates can follow. The second forum is a collaborative tool and, when students have a doubt, they post it there for their classmates to answer (see Figure 4).



Figure 4: An example of collaborative learning through the Doubt Forum.

As regards the voice forum, the course needed an ICT tool that would allow students to record their voices easily and to listen to their classmates' contributions. The *Wimba Voice Board* was the tool chosen, as it allows the teacher to save and keep a record of the students' oral contributions, helping to keep track of the students' progression.

Because the forum contributions are seen by their peers, and are permanent, students tend to be more careful with their production, revising their output and trying to identify any possible mistakes before posting. Sometimes even after posting a contribution they correct any mistakes they may have made, and seem more conscious about accuracy than students in face-to-face teaching (Lai & Zhao, 2006). Furthermore, to practise speaking synchronously, a voice chat was created through the *Wimba Voice Direct* tool, which respects students' turn taking. Sessions were organized in agreement with the teacher, who participates as a moderator when needed.

Finally, all the lessons finish with the section "the European Language Portfolio". The self-assessment grid from the Language Passport is used so that students can click on the descriptors they think they have achieved. Students use it as a self-assessment tool to record their progression and to enable them to determine which of their study areas needs improvement.

As far as assessment is concerned, the criteria for *English Language Improvement* had to be clear from the very beginning, and played a role in the design of the course. It was necessary to determine the number of forums and assignments to be included in each lesson, and give students enough practice to be able to carry out the tasks they are asked to perform as part of their assessment. The assignments in each lesson count for 25% of the final grade, participation in the writing and voice forums is also 25%. There is a final project, worth 20%, where students have to create a commented tourist presentation with slides about a particular place. There is also a final exam worth 30% of the total grade. The online exam has a time limit: it has to be done in one sitting. It is made up of two parts, a listening and a written part, which comprises a variety of tests on vocabulary, the use of functional grammatical structures, etc.

Finally, during the first year of the course, several online resources were created to complement, reinforce and extend the course, and they have been constantly updated and expanded. The blog www.englishfortourismstudies.blogspot.com is a relevant example. It was created because students wanted to showcase their work (podcasts, videos, etc) to the outside world. The blog nowadays is shared with the non-virtual students I teach face-to-face in the Tourism degree at the Universidad de Huelva. Thanks to my students' contributions, an e-learning community around English for Tourism has been established. Since its creation in May 2008, the blog has received more than 50.000 visits worldwide. <http://onlineenglishlanguageresources.googlepages.com> is a site which includes already existing online resources for the autonomous learning of English. Moreover, because finding specialized resources for the study of English for Tourism was difficult, the site *English for Tourism* (www.mluisaochoa.com/proyectos/turismo) was created thanks to an educational innovation project financed by the Universidad de Huelva; a project still in its initial stages which aims at classifying different online resources related to tourism.

Creating a course like this requires thoughtful reflection at every stage of the way, and the teacher must consider language learning from the learner's perspective. In online teaching and learning the students are the real protagonists: what matters is their needs and the paths they have to take to achieve the learning objectives. Any teacher will come out of an experience like this 'a better teacher,' learning to reflect carefully about the teaching and learning process and constantly bearing in mind the students' needs. Every element of the course is aimed at making students learn by construction and discovery (Fujiike 2004, Esch 2002, Gunawardena et al., 1997), creating a learning community based on cooperation. Moreover, the course was designed and set up to enhance autonomous learning. It helps

students develop skills for lifelong learning and makes them aware of language learning strategies and their individual needs in this area.

4. Developing the teaching and learning experience

The first course ran from February to June 2008, and a total of 78 students were involved. They were interested in a course such as this one because it allowed them to study English in a completely virtual way, enabling those working to combine both work and study. During the second year (February-June 2009), a total of 83 [1] students from the different Andalusian universities enrolled in the course. They seemed to share the same reasons for choosing the course as students from the previous year.

However, the potential of this fully online course cannot be fully grasped unless we analyze the roles played by the two main protagonists in this new reality: the virtual student and the virtual teacher. Both have to adapt to a new environment, and this implies restructuring the patterns traditionally associated with a classroom. This new reality demands that learners and teachers acquire new skills and competences. There is a myth that claims that in online teaching and learning the figure of the teacher is relegated to secondary role; putting this course into practice has proved that the online student is not fully independent, and “still need(s) feedback from and have interaction with the teacher” (Zou, 2008). The virtual students need to be monitored frequently and guided in their learning to guarantee a successful learning experience.

Let us now look in more detail at the virtual language student and the virtual language teacher. A lot of the frustration experienced by virtual language students comes from not knowing how to make the most of the virtual environment in which they are studying. Apart from introducing students to the environment at the start of the course, time needs to be devoted to training students in the use of the different tools (Boulton et al., 2008). Most of the doubts students posted were not about the English language but about the use of the tools provided.

There are several distinctive positive features that I observed in my virtual courses, and that I think characterize virtual language students especially when compared to traditional face-to-face language students. They are:

- Participative. The different online tools of the course (the synchronous voice chat, the asynchronous voice and written forums) help them participate actively. In general terms, I felt the virtual language students to be more participative than face-to-face students. Virtual students do not have the pressure of face-to-face communication; they do not see each other

and that helps them to relax and use English in a communicative way. In the online environment, language students do not appear to be as nervous as face-to-face students, and in this more relaxed environment, they are more prone to participate and are not scared of making mistakes. As Hoshi (2002) states: “They are more aggressive (less apprehensive) in their English communication.” Furthermore, as the course progresses, virtual students get to know each other from their comments and answers in the forums. Accordingly, they view the virtual classroom as a friendly space. When the online language student does not understand something, s/he asks either the teacher or the rest of the class. In contrast, the classroom student is often more reserved, showing more reluctance to share his/her doubts in front of everybody, especially in a foreign language.

- Helpful. Another sign of that participative nature is how helpful students are: very often they volunteered to help their virtual classmates. Such a collaborative spirit sometimes seems to be missing from classroom practice. The virtual language students were initiators, for example, creating different forum threads to practise English. They were willing to help others because they felt comfortable in a community where learning takes place. Such a collaborative spirit promotes cooperative learning.

- Inventive and creative. Students on the virtual course showed those characteristics when suggesting ideas, starting discussions on different topics but particularly in their final project. Every year I ask my students to do a final project. In general terms the final projects carried out by the virtual students are characterized by their creativity and innovation [2], whereas the ones produced by the classroom students are more standard. Some of these outstanding pieces can be found in the YouTube channel (<http://www.youtube.com/Englishfortourism>) created for publishing my students' videos.

The virtual English language teacher plays a significant role in the online environment, and s/he is certainly not irrelevant, as some may think. Pennarola (2007) defines the teacher's role as a “‘moderator’, ‘facilitator’, ‘guide’, skilfully directing learners without assuming the role of lead.” The fact that the virtual language teacher is not controlling or leading implies that the traditional teacher-student hierarchy progressively softens, mainly because the teacher participates in the forums as one more participant and suggests ideas instead of imposing them. This relaxation in the hierarchy helps to increase the participation of students.

The virtual teacher also becomes a tutor, to whom students can turn to in case of any problem. Thanks to the diverse communication channels between the teacher and students (chat, email and forums), both are in constant communication. This means that students do

not feel alone in their autonomous learning, frustrations are prevented if they get stuck, and any fears they may have are allayed. Thus, online language learning is not a solitary enterprise in spite of the widespread myth that it is a cold and impersonal way of learning.

E-teachers have to adapt their teaching to this new learning environment, which involves new pedagogic requirements. For instance, the teacher needs to answer their students' messages promptly: the sooner the teacher answers, the more reassured the student feels. In the same way, assignments needing the teacher's feedback should be corrected promptly so that feedback is effective. Online environments for the study of English allow teachers to give individualized instruction, personalised feedback and tailored assistance to students. In a sense, the e-student feels s/he has the teacher all to him/herself. The online language teacher will not only have to correct assignments, participate in the forums and chats, and answer emails but also solve questions regarding technical problems.

Although the success of an online language course depends partly on the course design and tools used, the teacher also plays an important role: a good course must be complemented by a good virtual teacher that devotes attention and time to students.

5. Results

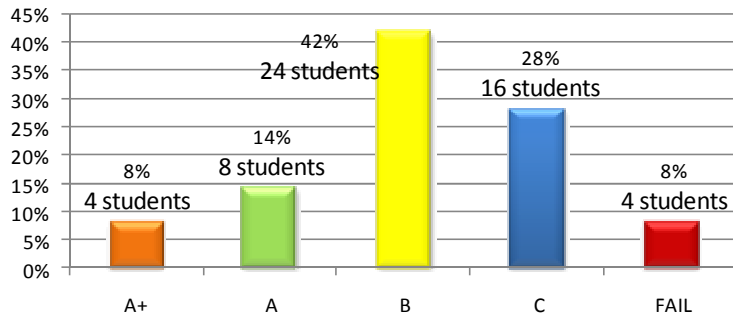
The course has run smoothly for two years, with great participation of students in the forums, chats, assignments and the final project. The success of this experience is also corroborated by students' frequent positive feedback by email. Some illustrative examples are:

It's been a pleasure and so much fun. I really enjoyed this course [...] Thanks for everything
(July 15, 2009)

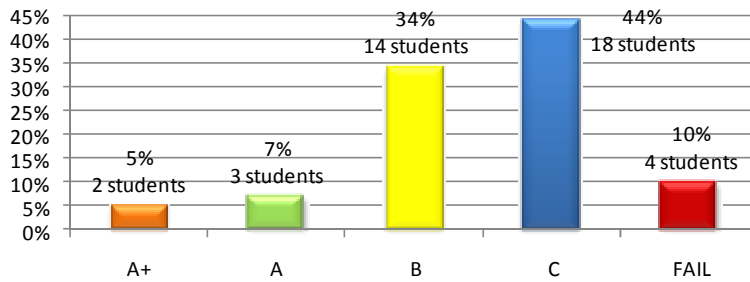
I just want to say thanks to you for your effort in doing this well. I've enjoyed this course a lot (something really rare) and also it has taught me some things (which is not so rare but it's still not really usual). Thank you very much for all your help during the course [...] (July 19, 2009).

The charts below (Figure 5) summarize the students' academic results and highlight the success of this experience. When compared to the results of the face-to-face version of the same course taught in the last year of the Tourism degree at the Universidad de Huelva (Spain), the online-course results stand out.

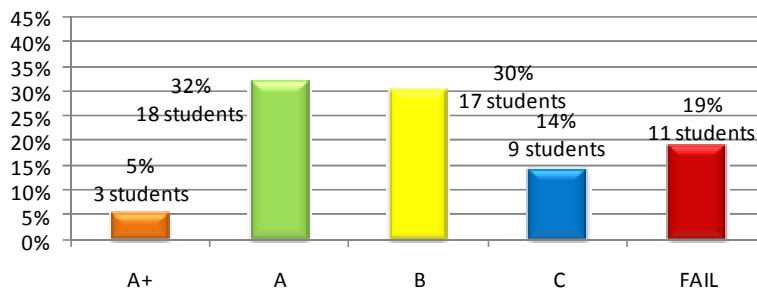
Detailed Results. Online Course.
June 2009. Students: 56



Detailed Results. Classroom course.
June 2009. Students: 41



Detailed Results. Online Course.
June 2008. Students: 58



Detailed Results. Classroom course.
June 2008. Students: 31

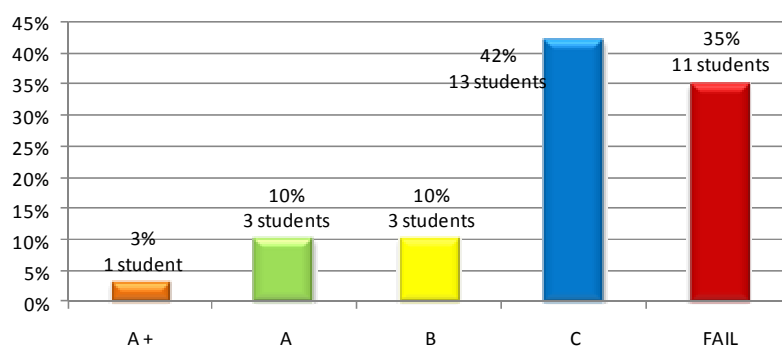


Figure 5: 2009 and 2008 online-course and classroom-course results.

The pass/fail rate of the online course is similar to the face-to-face course. However, in 2008, a higher percentage of online students achieved higher grades than the face-to-face students and, conversely, in the classroom-based course there was a larger percentage of students with lower grades. In 2009, although there was not such a marked difference, the total percentage of high marks (A+ to B) was still higher (64%) for the online students compared to the face-to-face results (46%). It is also worth noting that, as well as achieving higher grades, a higher quality of work, and higher degree of creativity, especially as regards the final project, the online-course students also (and perhaps surprisingly) displayed greater participation and collaboration than their classroom-course counterparts.

6. Conclusion

It would be simplistic to say that teaching and learning English online has no flaws. Of course it also has its problems: technical glitches, amount of planning needed, etc. However, weighing those problems against the potential ICT offers language teachers and learners should be enough to encourage more teachers and learners to teach and learn online. I have found that an online language learning environment is ideal for:

- motivating language students,
- encouraging them to produce English orally and in written form,
- enhancing autonomous learning,
- making students interact socially with their classmates in English,
- creating a constructionist and cooperative English learning community,
- offering individualized instruction

- dealing with students' different learning styles and,
- accessing the class any time, anywhere.

Obviously, the experience and results presented in this article are not enough to generalize, and further research is needed. However, this experience does show that online English language learning and teaching is feasible, and can provide similar, or maybe even better, results than face-to-face learning. The possibility of carrying out entirely online English teaching opens a window to a teaching landscape still to be fully explored by those language teachers who would like to venture forth and immerse themselves in newly emerging teaching and learning environments.

Notes

1. In the year 2008 out of the 78 students, approximately 20 students, despite being officially enrolled in the course, never logged onto the WebCT or contacted the teacher. These students have not been taken into account in the results since they never started the course. In the same way, in 2009 out of 83 enrolled students, 27 students never logged onto the course space.
2. Examples of their presentations are available here: <http://www.youtube.com/watch?v=gjrCDQDcgg>, <http://www.youtube.com/watch?v=oz0HFRzn6s>, <http://www.youtube.com/watch?v=3SxecoLYdc>

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Appendices

Appendix A. Example of reading text


Tabla de Contenidos

- > At the airport
 - > **At the airport**
 - > New EU Security
 - Rules at airports
- > Passengers' rights

At the airport

[Download Power Point](#)





AIRPORTS

- Airports procedures are always very similar worldwide. However, you will find that some of your customers have never flown before and they are worried about airport procedures as they have never gone through them. For example, if you work in a travel agency, expect some customers to ask you questions about it. Also remember that some of the airport procedures have changed in the last couple of years so as a travel agent you should have a good knowledge about them so you can inform your clients properly.

Appendix B. Sample Self-correcting vocabulary exercise

Hotel Job Duties

By María Luisa Ochoa

Your score is 75%.

[Show all questions](#)

<=<
3 / 5
=>

I handle guest check-in and check-out. I also take reservations for the guest's next visit.

A. Bellman

B. Order Taker

C. Concierge

D. Kitchen helper

E. Receptionist

Appendix C. Table: Course Units and Assignments

UNITS	Title	Dates*	Assignments
1	<i>An Introduction to Tourism</i>	February 22- March 14	1.- Describe in 80-100 words a festivity, tradition etc where you are from using the passive as you have already seen. (Questions to take into account: Where it takes place, when it takes place, what its origins are, what exactly happens during the festival, etc). 2.- What effects of tourism do appear in listenings 1 and 2? What is the complaint of the first listening? What is <i>Responsible Tourism</i> according to listening 2?
2	<i>The Organization and Structure of Tourism</i>	March 15- April 4	1.- Write your CV and a covering letter for a job add you have to choose among the ones given. Please, follow the models that have been provided.
3	<i>Travelling and Travel Agencies</i>	April 5- April 25	1.- Make suggestions to the following statements, using the different expressions you have learned to make suggestions, give information, and make comments in response to those statements. i.e: <i>Question: I don't like flying. //Answer: If I were you, I would take the train. It is fairly quick and it has interesting views.</i> a) <i>We want a holiday with a difference.</i> b) <i>I would like to send my parents on a cruise.</i> c) <i>I'd like to drive around Spain, but I don't really want to take my own car.</i> d) <i>My daughter wants to travel round Europe for a few weeks. What is the best way of getting around?</i> e) <i>I would love to go Greece, but I'm worried it might be too hot and crowded.</i> 2.- After listening to the listenings in lesson 3: a) Name and comment 3 main needs a business traveller has from what you heard in “the business traveller’s needs” listening. b) Name 3 main cultural differences the speaker mentions as regards Greeks according to what you heard in the video “Greek customs.”
4	<i>Air Travel</i>	April 26- May 16	1.- Decide whether the statements are true or false according to what you have read in the Reading section. i.e: a) <i>In your hand luggage you can take liquid in 200 ml containers.</i> 2.- Responses to oral complaints. Reply briefly to the following oral complaints. Remember the steps to be used when answering a complaint orally (See Language Focus Section). Try to be as helpful as possible.

*The course runs from the end of February till June every year.