



UTILIZING OF THE INTERNET TO PROMOTE GLOBAL COMMUNICATION



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Purposes of the Presentation

- (1) To report a content-based instruction project
- (2) To demonstrate how simple technology and the Internet could change L2 classrooms



Hi-tech classrooms are nice
but Basic technology could
update our classroom.



Content-Based Instruction (CBI)

“People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself”

(Richards & Rodgers, 1986)

Content-Based Instruction (CBI)

- Topic / theme-based course design
- Authentic materials
- Integrated skills
- Learner autonomy
- Learners' collaboration

(Richards & Rodgers, 1986)

Authentic Materials

- “Bridges to the real world of the target language community” (Mc Garry, cited in Benson, 2001, p. 125)
- Promote learner autonomy (Benson, 2001)
- Learners who have worked with authentic materials of the target language from an early stage tend to have confidence when they face real-life language use. (McGarry, cited in Benson, 2001)

Resources of Authentic Materials

- the World Wide Web on the Internet
(Flowerdew & Miller, 2005)
- I would recommend:
 - CNN International
 - BBC News World

Updated news, short (mostly 2-3 minutes),
vary both in content and in context



Research Questions

1. Will the summer homework motivate the students to listen to authentic English?
2. Will the social business presentation be a good experience for the students to learn about a problem-solving type presentation?
3. Will the projects positively influence their future study and work?

Project 1 & Project 2

Web addresses of my online materials (see the handout, p. 3)

P₁ : Project on listening to authentic English

P₂: Content-based instruction project to promote integrated skills, learner autonomy, learners' collaboration

To prepare students' for their future learning & their future language use.

1. Will the summer homework motivate the students to listen to authentic English?

Questions	I think so.	Not really.	I don't think so.
Was it fun?	35 (80%)	7 (16%)	2 (4%)
Was the activity useful to improve your English ability?	28 (64%)	15 (34%)	1 (2%)
Would you recommend this activity to other adolescent English learners?	34 (77%)	8 (18%)	2 (5%)

2. Will the social business presentation be a good experience for the students?

Question	I think so.	Not really.	I don't think so.
Was it fun?	31 (70%)	13 (30%)	0 (%)
Was the activity useful to improve your English ability?	28 (64%)	13 (29%)	3 (7%)
Do you think what you learned from the activity (on English) will help you with your future study or work?	25 (57%)	16 (36%)	3 (7%)
Do you think what you learned from the activity (on content) will help you with your future study or work?	30 (68%)	12 (27%)	2 (5%)
Would you recommend this activity to other adolescent English learners?	31 (70%)	11 (25%)	2 (5%)

3. Will the projects positively influence the students' study and work?

Q: Do you think what you learned from the activity (on English) will help you with your future study or work?

Activity	I think so.	Not really.	I don't think so.
Summer homework	27 (61%)	15 (34%)	2 (5%)
Summer homework presentation	29 (66%)	13 (30%)	2 (4%)
Social business presentation	25 (57%)	16 (36%)	3 (7%)

Q: Do you think what you learned from the activity (on content) will help you with your future study or work?

Activity	I think so.	Not really.	I don't think so.	No answer
Summer homework	27 (61%)	14 (32%)	3 (7%)	0 (0%)
Summer homework presentation	27 (61%)	13 (30%)	4 (9%)	0 (0%)
Social business entrepreneur's lecture	30 (68%)	12 (27%)	0 (0%)	2 (5%)
Social business group presentation	30 (68%)	12 (27%)	2 (5%)	0 (0%)

Would you recommend this activity to other adolescent English learners?

Activity	I think so.	Not really.	I don't think so.	No answer
Summer homework	34 (77%)	8 (18%)	2 (5%)	0 (0%)
Summer homework presentation	32 (73%)	10 (23%)	2 (4%)	0 (0%)
Social business entrepreneur's lecture	36 (82%)	6 (14%)	0 (0%)	2 (4%)
Social business group presentation	31 (70%)	11 (25%)	2 (5%)	0 (0%)

Pedagogical Implication

- Content-based instruction is recommended as a method to teach English to adolescent learners because they can learn both English and the content.
→ Teachers can prepare students for a better future both in English and in content.
- An activity to have students watch Web videos by themselves and find a video they would recommend to their classmates as well as have them present it could be a good activity.
- Simple technology and the Internet could enable teachers to do various activities to prepare our students for real language use.

Limitation

- Limitation of the amount of data
- Lack of details data
- Lack of pretest/posttest
- Inappropriate timing of implementation of questionnaire

Conclusion

The major purpose of this paper is twofold:

- (1) To report a content-based
- (1) To demonstrate how simple technology and the Internet could change L2 classrooms and prepare our students for real-life communication in this globalizing world.



Conclusion

I would highly recommend that teachers make use of the free and rich information on the Internet. Once they try, they will likely be impressed when they see that even basic technology can change a blackboard in their classroom into a window through which their students can see the world!