ADAPTATION OF KWL CHARTS TO THE INTERNET AND THE USE OF WEB PAGES IN ENGLISH LANGUAGE TEACHING

KWL KARTLARININ INTERNET ORTAMINA UYARLANMASI VE WEB SAYFALARININ İNGİLİZ DİLİ EĞİTİMİNDE UYGULANMASI

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ABSTRACT

This article describes the use of technology in English language teaching and examines the use and the application of web pages in ELT. After a brief investigation of the main issues of the use of web pages, the integration of them to the modern communicative approach is analyzed. Later in the paper the studies of using web pages in ELT have been stated with examples. The last section of the study tries to describe KWL charts and its application to technology in ELT.

ÖZET

*Bu makale dil öğretiminde teknolojinin kullanımını tarihsel boyutta irdeledikten sonra web sayfalarının dil eğitiminde kullanımı ve uygulamasını incelemektedir. Web sayfalarının dil eğitiminde kullanılmasında esas olacak unsurlar gözden geçirildikten sonra modern **iletişimsel** yaklaşıma entegrasyonu anlatılmıştır. Daha sonraki bölümde ise web sayfalarının dil eğitiminde kullanımı örneklendirilerek anlatılmıştır. Çalışmanın son bölümünde ise KWL kartlarının yapıları incelenmiş geleneksel eğitimin yanı sıra teknolojiye uygulanması yine örneklendirilerek anlatılmaya çalışılmıştır.*

ÖZ

Problem Durumu: Dil öğretimi geleneksel öğretimden modern iletişimsel öğretime geçerken teknolojide gelişmeleri de öğretim yöntemine ve de müfredatına dahil etmiştir. Teknolojinin genel anlamda eğitime, özel anlamda ise dil eğitimine uyarlanması hala devam eden bir tartışmadır. Alanda yapılan çalışmalar teknolojinin dil öğretimini daha kolaylaştırdığını ve de etkileşimsel kıldığını göstermektedir.

Araştırmanın Amacı: Bu araştırmada, İngilizce öğretiminin teknoloji ile entegrasyonunu açıklanmış ve yöntem olarak ESA modeli örneklendirilmiştir.

Yöntem: Web sayfalarının ve internetten yararlanarak KWL kartlarının dil eğitiminde kullanımı betimsel olarak anlatılmış ve uygulamalı olarak örneklendirilmesi ESA Modellemesine göre yapılmıştır.

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Bulgular ve Sonuçlar: Bu çalışma İngilizce öğretmenlerinin Web sayfalarını ESA modeline göre kullanmaları için örnek çalışmalar ortaya konulmuştur.

Öneriler: İngilizce öğretmenlerinin ESA modelinden yola çıkarak dil öğretimindeki diğer yöntem ve teknikleri de teknolojiye uyarlamaları ve webquest kullanımı önerilmiştir.

Anahtar Sözcükler: İngilizce öğretiminde teknoloji, KWL kartları, Web sayfasının dil eğitiminde kullanımı, internet tabanlı teknoloji kullanımı, dil eğitiminde teknoloji kullanımının tarihi.

ABSTRACT
Problem Statement:
Language teaching has included the technological developments into the methodology and curriculum while it was changing from traditional methods to modern communicative approaches.

Purpose: This research aims to explain the integration of language teaching with technology and ESA model has been exemplified.

Method: The use of KWL charts in language teaching has been described theoretically and samples have been given in application.

Findings and Results: This study prescribes sample studies in ESA model to fit internet technology for English Teachers.

Recommendations: It is recommended that further applications should integrate other techniques such as the use of webquests and approaches into technology in English Language Teaching.

Keywords: Technology in English Language Teaching**,** KWL charts, Web page use in ELT, internet based technology use, history of the use of technology in ELT

INTRODUCTION

The use of technology in language teaching is not new. Even the most traditional method, Grammar Translation Method (GTM) has used blackboard, overhead projector and later developed software programs for drilling exercises. (Warschauer and Meskill, 2000). Following GTM, Audiolingualism has used the language labs (Harmer, 2001). From those amateurisms to our current time, technological developments have opened new sights to the educational teachings. The use of technology for education in our age is to be able to use the computers for educational purposes. Not only the programs or hardware innovations but also their immediate reflections in the teaching of languages are popular in this century. This article first examines the history of technology use in English Language teaching and later describes the use of internet in English Language Teaching (ELT) and finally gives suggestions for the teachers how to apply in classroom settings.

1. THE IMPORTANCE OF THE USE OF COMPUTER TECHNOLOGY IN ELT

If we can now use a word processor through a computer, it is the technology translated into our mother tongue with the help of foreign language knowledge. Why all Microsoft software programs are all in Turkish is not because of Bill Gate's the perfect command of Turkish language but the translators from English into Turkish. The development of transportation has triggered the improvement in communication so there emerged the need to understand the one who we meet. This importance of language education, many years in Turkey, was neglected and the development of educational technology was not integrated into education. What's happening in the rest of the World was so fast and amazing in a sense that an online virtual world called Second Life has also created an intriguing new space for virtual classrooms that act very much like 'real-life' classrooms. (Beare, 2008) So we are tardy perhaps behind the real world of technologic education in ELT. A curriculum including the use of technology in ELT would facilitate the learning of students implicitly. If the trend is on the computers and internet so our national language education cannot be detached from those above. This article would hence focus on the use and integration of computer technology in ELT in Turkey.

2. THE HISTORY OF TECHNOLOGY USE IN ELT IN TURKEY.

The development of Computer Assisted language learning is divided into three distinct phases; *behaviourist, communicative* and *integrative.* (Warschauer, 1996) We will analyse the reflection of each phase in Turkish ELT education. The development of computer use in Language learning technology was so isolated in ELT policy in Turkey that we need not go much past to mention the history of it use in ELT in Turkey. The traditional Grammar Translation Method relied on the non-interactive blackboard, the one way transmission of the instruction, later enhanced by overhead projector and finally computer software programs for exercise purposes were included in the syllabus. This reflection of language learning and teaching was the same order in Turkey but each step took more time. Later the audio-lingualism using the language labs took its place but because of the unpopularity of this behaviorist method without having the chance to use the computers for audio programs it disappeared quickly. But the individual effects of the methodology created computers exercise programs which were designed on the conditioning philosophy each question/drill being either right or wrong. This was the teaching of English explicitly focusing on form. This term was called as the *behaviorist.*

From the behaviorist teaching to mentalist approaches such as The Silent Way, Community Language Teaching etc. technology is seen as home based computer studies planned to feed school learning and trials to make the language more communicative showed itself as preparing skill practices through language games, reading and text reconstruction. (Moras, 2001) From tradition to communicative phase, we can witness a more efficient use of computers with the reflection of CALL to the national settings. The last stage is integrative call which is based on multimedia computers and the Internet. This article will be centered to this phase of CALL.

3. APPLICATION

The integrative approaches are today trying to integrate whatever new in the World to the use of the education; in a narrow sense to language education. This part of the article searches the integration of internet to ELT and suggests sample courses for the teachers of ELT.

4. THE USE OF WEBSITES IN ELT

There are millions of websites designed for ELT purposes. As our students in a way prefer surfing on the web to the traditional homework, we

should take use of the web pages for our own teaching. According to Dudeney and Hockly (2007), before we try to apply a web page in ELT setting, we should be vigilant if that web page conforms to the criteria below:

1. Accuracy

a. Who wrote the page? Is this person an expert in the subject matter? Check the qualification, experience; look for an 'about me' link.

b. Is the page content reliable and factually correct? Cross-reference with other similar websites and encyclopedias.

2. Currency

a. Is the content up-to-date? Check factual information against other reliable sources.

b. When was the page last updated? Check factual information at the bottom/top of the page.

3. Content

a. Is the content interesting and stimulating? Consider the content from your learners' point of view.

b. Is it attractive and easy to navigate? Check the color combinations, the logic of the links and visual structure.

4. Functionality

a. Does the site work well? Are there any broken links? Be sure to check all pages, and follow all links to all pages you intend to use.

b. Does it use a lot of large files or alternative technologies (e.g. flash) Check how quickly it loads for learners; check sound, video and animation work.

After we have made sure that the website obeys the criteria, the next step is to make the learners use that website in a language teaching frame. Whereas the traditional teaching can be divided into three phases traditionally as presentation, practice, production, in his book **How to Teach English** Jeremy Harmer proposed a different three stage model, the ESA model: Engage, Study, Activate. (Harmer, 1998)

Engage in Harmer's term is the point in a teaching sequence where teachers try to arouse students' interest, thus involving their emotions. Engagement can be triggered by activities or materials such as games, music, discussions stimulating pictures, dramatic stories etc.

Study is the phase where the engaged students are asked to focus in on language and how it is constructed.

Activate is the last phase of the standard ESA style- because ESA model has other variations such as EASA or EAASASEA –which describes exercises and activities designed to get students using language as freely and 'communicatively' as they can. (Harmer, 1998 p.37-41)

Web pages can be taught in the common Engage Study Activate (ESA) model in different ways.

4.1. How can a website be taught in ESA model.

The language teachers are always in a dilemma of using a website in their courses and not knowing the technique to apply it in the classroom. What this article offers is to introduce a way for the language teachers in Turkey to include websites in their teaching.

Very basic use of ESA (which can be extended to more E's, S's and A's)could be discussing an issue with the students after warming them up for the course(E)then asking them to gather more information on the net by goggling the issue in or out of the classroom(S) and preparing a report or presentation for the next course (A). This very basic ESA model can be illustrated as in the example below:

At a pre or intermediate level students, after greeting the students, the teacher opens the discussion by directing a question to the students "Have you ever wondered the life of the lions in the wild? How do they take care of their young babies or what else would you like to learn about lion family? Getting the preferences of the students the teacher makes a list of the questions about the lions. After *engaging* the students to the topic, the teacher would clarify each question both in form and meaning. Now it is the study part of the course. The teacher would group the learners into four; one writes the questions the teacher assigns from the list, another goggles and lists the web pages for the answers of those questions for activation, another looks for the appropriateness of those web pages according to the criteria mentioned above and the last is the speaker of the group. This part is the *study* part of the course. The last part can be the group by group presentation of what they have learned about the lions. After all groups have finished their presentation, most if not all of the student listed questions would be answered and the combination of presentations can be made altogether with the supervision of the teacher to make the whole. This is called the activation part of the course. If the teacher

has more time, he can integrate another skill into his/her course by asking an imaginative question such as; "How would your life be, if you were a lion/ lioness?" This question could trigger another *engagement* for writing skills of the learners and the process could continue this way as much as the teacher or the learners are interested.

4.2. How can a Website fit into the KWL chart?

KWL is an instructional technique known as K-W-L created by Ogle (1986) for reading skills improvement purposes. Each letter is symbolizing the three steps of a classroom study. Teachers trigger students' previous information by asking them what they already **K**now about the topic; then students in groups set goals stating what they **W**ant to learn; and the last step is after reading students discuss what they have **L**earned. This chart is shaped as below in a worksheet.

Student(s)name(s):
Topic:

I Know...	I Want to Know...	I Learned...

Studying a web page can be applied to fit a KWL chart by applying the ESA model into the columns. The first column matches the **Engage** part, the second to **Study** and the last is **Activation** part. The procedure applied in ESA could easily be integrated into the KWL chart too. While the first column

is filled in the classroom by groups to engage the learners with the subject, the second can be the web page study and analysis and the last column can be filled after each group makes a presentation about the topic. A sample KWL chart from Kathryn Rolph's Electronic Teaching Portfolio (Rolph, 2011) can be given to show how a KWL chart really works.

Electricity KWL

Know	Want to Know	Learned
o Ben Franklin discovered it o Many ways to get electricity (wind, water) o People can hold electricity o Static electricity o It helps us do many things o Entertainment (TV, video games) o Static electricity with balloons o Blue sparks in Band-Aid wrapper	o How does electricity go from the outlet to the plug? o How hot is electricity? o How do you get static cling? o How can a transformer change electricity to a different voltage? o What is electricity made of? o How can electricity start a house fire? o How much electricity is lethal? o Why are there sparks? o How much is too much electricity for a city?	o Water needs minerals to conduct electricity o A charged Styrofoam plate can attract water o A charged comb can attract pieces of paper o Hair is attracted to a charged balloon o Electricity is like a magnet, it can attract and repel o Static electricity is electricity that doesn't move o Opposite charges attract o Light bulbs get dimmer with a longer wire o Too much electric current will make the light bulb burn out

5. CONCLUSION

From traditionalism to modern age learning has always been facilitated with materials. With the advance of technology in education, language teaching has also extended the use of computer and internet based applications into the curriculum and classroom. The main problem for the field is that the teachers who are good at teaching a language may be unfamiliar to the use of technology in ELT classrooms. This paper tries to give an idea to the ELT teachers how to benefit from internet and use web pages for the good of language learning. Also the popular KWL chart is tried to be applied to the web page studying in ELT classrooms. The more ELT teachers are engaged with the internet the easier

it could be to teach the learners peripherally. For a further study, Webquests can be tried to be integrated into the language teaching in Turkey. This would decrease the gap in language teaching between our national policy and what it should be.

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