

DESIGNING CONVERGENT AND DIVERGENT TASKS FOR AN ONLINE ENGLISH LANGUAGE COURSE

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RATIONALE

Online learning has been receiving extensive attention all over the world during the last few years. Although online language learning has been used in foreign language teaching and learning, it is not easy for language teachers to manipulate learning activities to enhance student learning achievement. Designing foreign language courseware is not merely working with technology design. An effective online model for language teaching and learning must be based on a sound language learning approach, such as task-based learning (TBL) where selecting the right tasks is key.

Much of the current discussion in TBL relates to “convergent” and “divergent” tasks, derived from concepts of knowledge formation in experiential learning theory. “Convergent” tasks refer to tasks in which all participants have same goal as a regarded outcome; with “divergent” tasks, the goals will be different (Pica et al., 1993). The two task types demand different cognitive strategies. Thus, the outcomes of these two types of tasks may be different when performed by students with different cognitive learning styles.

My interest lies in the ways in which students approach learning tasks, the generalizations they make and the factors that influence their learning. It is important that a practitioner understand the capabilities and limitations of technology in order to make decisions about the most appropriate technologies to support synchronous and asynchronous learning. Since there is no one ‘best’ technology as stated by Chute (1999), each technology has different characteristics- strengths and limitations – that make it more or less appropriate for different situations. However, designing online learning tasks is one of the most difficult roles for teachers especially when designing courseware that enables individual learners to construct their experience. The design of my online mini-course includes the features that allow me to investigate how to implement synchronous and asynchronous learning for effective task completion and to enhance learning achievement.

This presentation will describe the rationale for and process of developing online English language teaching courseware that incorporates both convergent and divergent tasks and online synchronous and asynchronous learning. It may help teacher-designers think about how to design technology-enhanced foreign language courses at all levels of education.

THE DEVELOPMENT OF THE WEB-BASED ONLINE COURSE

The design of this web-based online course involves multimedia, i.e. text, graphics, video, and audio, which are integrated into a single delivery system under computer control. Technology can enhance communicative task-based language learning (CTBL) by providing collaborative functional learning environments and interactive skill-based programs. The system typically consists of the following basic components: course design features, course management features, communication tools, and administration. The overall design attempts to map student learning onto the three main stages: pre-task,

during task and post-task. The concepts of convergent and divergent tasks are also involved in all levels in designing learning activities.

1. The Design of Convergent and Divergent Tasks

I decided to use both convergent and divergent tasks in this mini-course because they are tasks that engage cognitive processes. While performing these tasks, different cognitive strategies are required. The terms convergence and divergence are derived from Kolb’s experiential learning theory which states that learning is the process whereby knowledge is created through the transformation of four distinct modes of experience: concrete experience (CE), active experimentation (AE), reflective observation (RO), and abstract conceptualization (AC). The grasping knowledge is via two dimensions of learning: ‘apprehension’ or ‘comprehension’. The transformation is either through introversion (intention) or extraversion (extension). The combination of grasping experience and transforming is seen in the following figure.

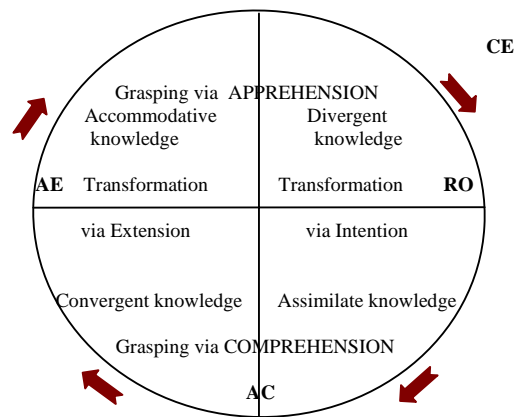


Figure1: Structural dimensions underlying the process of experiential learning and the resulting basic knowledge forms (Kolb, 1984: 42)

The central idea is that learning and knowing requires both a grasp of experience and some transformation of that representation. The transformation dimension is described by the concepts in the theory of types developed by Jung. The implication of this concept is that human individuality arises from consistent patterns of transaction between the individual and his or her environment. Through life experiences we develop certain styles of learning. When confronted by a problem or conflict, some people will place their emphasis on immediate action, while others may focus on reflection to solve the problem. Certain people are very analytic of an incident, and others can have strengths in assimilating facts into theories. It is these learning differences that Kolb classifies into four separate learning styles which influence the range of choices in decisions a learner makes.

Convergent learning style learners seem to do best in situations where there is a single best answer or solution to a question or problem. ‘Divergent’ learning style learners perform better in situations with alternative ideas and implications, such as ‘brainstorming’ activity. Divergent learners are interested in people and tend to be imaginative and feeling-oriented. They can view concrete situations from many perspectives. Tasks where this kind of learning strategy is encouraged may lead the divergent learning style learners to achieve better learning outcomes.

Along the same lines, convergent tasks are tasks that require true justified knowledge, abstract conceptualization and active experimentation. They allow for collaboration in meaning negotiation of where a single goal is needed. Thus, collaborative work is required. Convergent questions require only one correct answer, allow collaborative work with short answers of which are not highly cognitively demanding, and so require no reference making.

Divergent tasks are tasks that require new significant knowledge and have various outcome options with possibly more than one goal. These types of tasks allow independent works which individuals can perform differently according to their cognitive styles and which might lead to different outcomes. Questioning in divergent tasks will encourage students to generate questions with more than one correct answer. The questions are cognitively demanding such as making inferences.

Generally, it is believed there are significant differences in terms of learning achievement between these two types of learning styles. Studies of Getzels and Jackson (1962), Torrance (1960), Hasan & Butcher (1966), and Biggs (1970) indicate that divergence seems to relate to higher achievement in school.

Characteristics of ‘convergent’ and ‘divergent’ tasks related to task-based instruction (TBI), are shown in Table 1.

Table1: Characteristics of Convergent and Divergent Tasks

Characteristic	Convergent tasks	Divergent tasks
knowledge-based	<ul style="list-style-type: none"> • require true justified knowledge • abstract conceptualization and active experimentation 	<ul style="list-style-type: none"> • require new significant knowledge • various outcome options with more than one goal possible
activity	<ul style="list-style-type: none"> • allow for collaboration in meaning negotiation where collaboration leads to a single goal 	<ul style="list-style-type: none"> • allow independent work of where individuals can perform the tasks differently according to their cognitive styles • might lead to different outcomes
question	<ul style="list-style-type: none"> • require only one correct answer • allow collaborative work with short answers which are not highly cognitively demanding • no reference making 	<ul style="list-style-type: none"> • encourage students to generate questions with more than one goal possible • cognitively demanding, such as making inferences

As the approach used in this design is task-based learning, there are three stages in learning. The first is the pre-task stage which students are required to perform activities to prepare them for the task. The pre-task activities are not exactly convergent or divergent since I want the difficulty level to be in parallel. Thus, the types of activities are limited as can be seen in the following table.

Table 2 Convergent and Divergent Pre-task Activities

Convergent activity	Divergent activity
True or false	Write short answer with can be either YES or NO
Matching	Complete the statements. OR Find the word or words from the passage for the following definitions.

Complete the following sentences.	Write short answers to these questions.
Fill in the blanks.	Write short answer to the following questions.

At the end of each learning module, students are required to perform a task in groups. During this stage, students have to use all their knowledge from the beginning to do the task. They can search for more information in the websites. There are some links provided so that they don't need to waste their time searching.

Tasks are designed following the characteristics of convergence and divergence and the definitions of tasks given by Ellis (2003), Bygate, Skehan & Swain (2001). They are as follows:

- A task is a work plan. A task constitutes a plan for learner activity. This work plan takes the form of teaching materials or of ad hoc plans for activities that arise in the course of teaching. The actual activity that results may or may not result in communicative behavior. This means a task may or may not involve the production of language.
- A task involves a primary focus on meaning. A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communicating. Thus, it requires a primary focus on meaning. The learners choose the linguistic and non-linguistic resources needed to complete the task. Tasks indicate the content but the actual language to be negotiated in the classroom is left to the learners.
- A task involves real-world processes of language use. The work plan may require learners to engage in a language activity such as that found in the real world.
- A task can involve any of the four language skills. In this respect, tasks are not different from exercises.
- A task engages cognitive processes. The work plan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning, and evaluating information in order to carry out the task. These processes influence but do not determine the choice of language.
- A task has a clearly defined communicative outcome. The stated outcome of a task serves as the means for determining when participants have completed a task.

Tasks are designed relating to the topics of each learning module. It is this stage that the differences between convergent and divergent tasks can be seen clearly as shown in the following table.

Table 3 Convergent and Divergent Tasks

	Convergent tasks	Divergent tasks
1. Aircraft History	Use the information from the websites to compare and contrast the aircraft in these aspects: body, capacity, type of engine, altitude, size, speed, and flight routes.	Use the information from the websites to make decision in the following situation: you have to assign an airplane to Japan. What type of aircraft will you use among B 747-400, B 737, A 300, and DC 10? The number of passengers is 180. Give reasons to support your decision.
2. Job	From the airlines websites, compare the	Study the requirements from the airline

Descriptions	requirements for 'passenger service personnel'. Are there any differences among airlines?	websites. If you are an interviewer, what criteria you'll use to select an applicant for 'passenger service personnel'. Give reasons to support your decision.
3. Ground Services	Use the information from the airline websites provided or you can search more online to describe in what situations the airlines allow ticket cancellation and in what situations the airlines do not allow cancellation without penalty.	Explain what you think an airliner should do if a passenger loses his/her ticket. Then use the information from the airline websites provided or you can search more online to find out what the airlines do. Then compare that with what you plan to do.
4. In-flight Services	Using information from the airline websites provided, write the tasks that a cabin crew has to perform from the beginning until the end of the flight.	Plan the procedures for serving meals to 400 passengers within 30 minutes, using 6 cabin crews. Then compare the information from the airline websites provided with your plan.

Different cognitive learning styles are required when doing these tasks. Students collect information from different sites and use those as conclusions while they are working with convergent tasks. On the other hand, they have to think of what they can do in each situation when they work with divergent tasks.

2. The Framework for Task-based Instruction (TBI)

The framework to implement communicative task-based instruction (CTBI) in this study follows Willis (2000), Ellis (2003), and Skehan (1998)'s. They all refer to task-based teaching as an approach based on the use of tasks as the core unit of planning instruction in language learning. This framework consists of three stages: (1) pre-task, (2) during-task, and (3) post task.

With this framework, the pre-task stage is the phase where activities are planned to provide background for task completion. There are various types of communicative activities associated with this such as matching, filling the gaps, true or false answers, and giving short answers. The roles of pre-task activities include developing and reviewing the appropriate language repertoire, leading learners to the target language outcome; therefore, their characteristics are not absolutely convergent or divergent. In this stage, there are some explanations and more information provided in text, audio and video formats. Designing the activities for this stage is not easy since I have to think of the software programs that support interaction. This means the software which allows students to control their own learning and at the same time enables them to collaborate quickly and easily with their peers and teacher. It must also enable students to write their answers, drag and drop for matching, click to play the recorded sound and also give feedback.

The during-task stage provides an opportunity for all learners to use whatever language they can master, working simultaneously in small groups to achieve the goals of the task. This process deals with using language in the required situations. Students have to use all they have learnt in order to fulfill the tasks. (See Table 3 for sample convergent and divergent tasks) The task also requires students to create their work online. This stage increases the highest level of self-directedness and student control of their learning. Design features of this stage include flexible time scales and opportunities for students to set outcomes and goals for self-managed learning. The task instructions set the directions, provide a scope for the students to explore and enable them to use the information they find to fulfill the task. In addition, a link is constructed for students to submit their work.

After completing the task, all the works that students have done will be shown on the Web. Comments and suggestions are given to each group or individually on the webboard. Positive comments will give students stimulus to upgrade and improve their language. Also feedback presenting accurate appropriate language to the circumstances will be given. It is this stage that is likely to drive their language development forward and give them new insights into language use. It is assumed that students will attempt to use more complex language and try to be more accurate. Students' work will be kept for their record in an electronic database.

The following table shows the stages in task-based teaching and learning and sample convergent and divergent tasks.

Table 4: Lesson Plan for Convergent and Divergent Tasks in Task-based Learning

	Convergent	Divergent
Module 1: History of flight/ types of aircraft		
Pre-task activities	1. Look at the pictures of these aircraft and tell what types these aircraft are.	1. Look at the pictures of these aircraft and tell what types of these aircraft are.
Warm-up activity	2. Match the pictures of the aircraft and the descriptions.	2. Match the pictures of the aircraft and the descriptions.
Exercise: Reading	3. Match the vocabulary and the meaning. 4. Fill in the blanks.	3. Complete the statements. 4. Write short answer to these questions.
Listening	5. T/F	5. Write the answers to these questions (Y/N)
Speaking/writing	6. Work in pairs using chat room when doing this activity. Write down the dialogues in your book.	6. Work in pairs using chat room when doing this activity. Write down the dialogues in your book.
Task	7. Work in groups of 5. Use the information from the websites to compare and contrast the aircraft in these aspects: body, capacity, type of engine, altitude, size, speed, and flight routes. http://www.thaitechnics.com/propeller/prop_type.html http://www.popav.com/TypeAircraft/ http://www.jetphotos.net/showphotos.php http://www.airbus.com http://www.airliners.net http://www.aviation-history.com/	7. Work in group of 5. Use the information from the websites to make decision in the following situation: you have to assign an airplane to Japan. What type of aircraft will you use among B 747-400, B 737, A 300, and DC 10? The number of passengers is 180. Give reasons to support your decision. http://www.thaitechnics.com/propeller/prop_type.html http://www.popav.com/TypeAircraft/ http://www.jetphotos.net/showphotos.php http://www.airbus.com http://www.airliners.net http://www.aviation-history.com/

To exploit the World Wide Web, links to other websites are provided at the end of the page.

3. The Design of Web-based Online Learning

This online course is hypermedia-based instruction which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported. To explore the effects of time and place, different communication tools are provided for synchronous and asynchronous learning. Synchronous learning (SL) is the teaching and learning emphasizing an interaction between individuals or groups that occurs in real time. The synchronous or complex approach involves the use of two-way telecommunication technologies to provide ‘face-to-face’ interaction. While performing tasks in a synchronous environment, students can use tools that support real time dialogues with the teacher or peers through text-based technologies such as a chat room and live webboard.

In the first phrase, students are required to attend class at the appointed time. The teacher stays online with them. Therefore, students can ask questions immediately via the chat room. The Web is used in synchronous learning to support or simulate lectures, case discussions, classroom interactions and real-time discussions.

Asynchronous learning (ASL) is a learning situation in which the communication is time-dependent (deferred time). It is more self-paced. Students have 24-hour-a-day access to stored data or information. Students can learn from home, or wherever they are, by accessing web-based lectures and tutorials, completing and submitting web-based assignments and exercises and interacting in web-based forums using webboards or other WBI components such as e-mail. In this phrase, students are not required to attend class. They can learn wherever they are but their attendance is recorded by the university systems. This provides the teacher a record of students’ attendance, how many times students log into the course and the time of their last log in.

The course design frames of convergent and divergent tasks in web-based online learning are shown in the following figure:

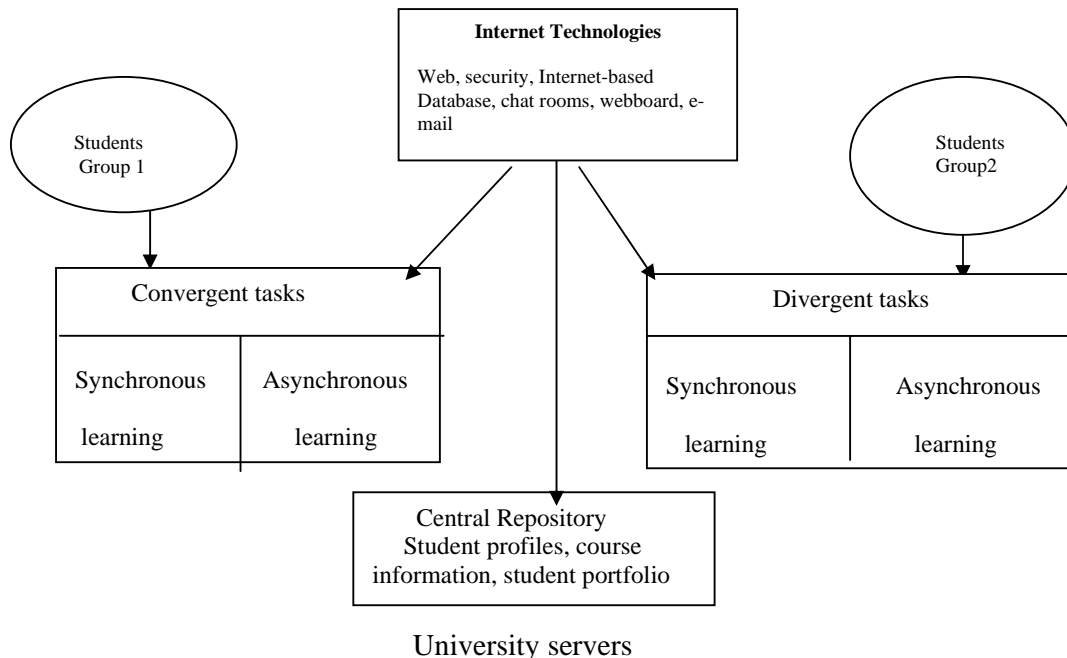


Figure2: The Course Design Frames

Contents

The contents of this courseware derive from the textbook I prepared for my classroom teaching. It is an ESP (English for Specific Purposes) course. Materials are provided from the airlines (mainly Thai Airways International and Japan Airlines) with their permission to use these materials for educational purposes. The topics are narrowed down to meet the design purposes which are four learning modules. Each module is designed to stand by itself. The four learning modules are: 1) Aircraft history, 2) Job descriptions, 3) Ground services, and 4) In-flight services. Each module provides context relating to the title starting with a warm-up activity, pre-activities of each language skill and a task.

The presentation stages follow those in task-based learning beginning with the pre-task stage and ending up with the post-task stage. Types of learning activities are designed relating to the type of tasks learners have to perform. For example, the learners with convergent tasks will have multiple choice, fill in the blanks, true or false questions and matching activities. The learners with divergent tasks will have solving problems, giving opinions and short answer activities. The learning activities are designed as non-linear.

Students can follow the next arrow linking to the following activities or click directly on menu bars to the skill they want. Instructional technologies provide a variety of opportunities for students to practice language skills such as listening, reading, speaking and writing.

The frame of my courseware consists of two folders: convergent & divergent tasks. This can be seen in the following screen.

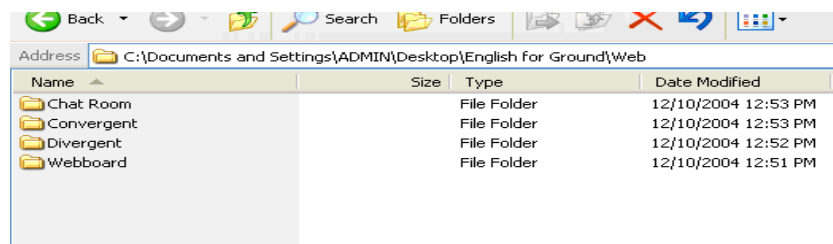


Figure3: Frame of the web courseware

Each task consists of four content folders: module1, module 2, module 3, and module 4. Each module is designed using frames with menu bars on the top linking to learning modules. The menu bars on the left link to different skills and the navigation bars at bottom of the page. Each frame consists of a head frame, frame provides title of the course. Following the head of the main frame are the menu bars. Those on the left hand side provide links to pre-task activities, vocabulary, listening, reading, speaking and writing skill and the navigation bars are at the bottom of the page linking to the previous page or the following page.

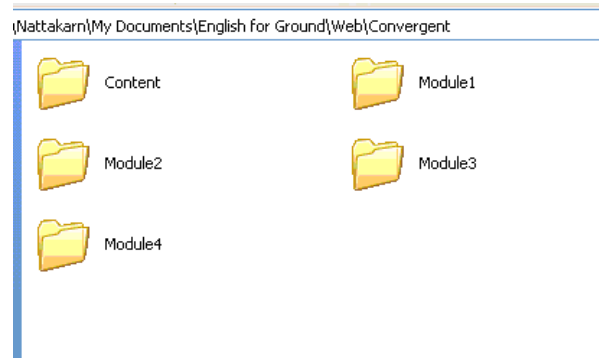


Figure4: The frame of each task

Learners

The learners are undergraduate students learning English as their foreign language. They have already passed all foundation courses in English. They will be assigned into two groups and receive different type of tasks. Both groups will experience web-based online learning both synchronously and asynchronously but with only one type of tasks either convergent or divergent.

Administration

The Internet technologies and central repository offer learner-oriented administrative activities from registration to reporting their grades. Technologies also maintain student information (name, user ID, password, e-mail address), course information, course schedule, discussion board, chat rooms. Having students log in assists the instructor in managing class activities for different group of students. The central repository helps set file preferences, such as availability date, expiry date, and the software application to open the file. It also helps the teacher and students participate in group discussion using communication technologies such as chat rooms or webboard to communicate synchronously or asynchronously. The main server used for course organization is a Maxlearn server which links to the e-course server where the content is stored. The e-course server provides software that supplies multimedia, whereas the Maxlearn server provides software that supports course logistics. Various tools are provided for class logistics such as tools for creating or editing a new course, a bulletin board to post an announcement, a database that stores student profiles, and communication tools such as a chat room, webboard, e-mail and workgroup software.

Access

When students come to the site (<http://course.ku.ac.th>) they have to log in with their user name and password. This user ID helps the teacher to group students with the task they are assigned to perform. It also controls which students have access to the material. After they log in, students can see a list of courses they registered for on the left hand frame. Once again they have to select the course they want to learn. The system reports all the names of students accessing the course with the date and time of their log in. The record shows the frequency of the log in. With user ID and password, the instructor can access all groups and reach every student.

This courseware contains multimedia data; therefore, high-speed modems or the faster ISDN connections are recommended.

Before accessing the course materials, students are required to fill out the personal information which will be kept as learner's profile in the electronic database.

Preferences

User Information

User Name: fhumnks

Change Password: change password

ชื่อ-นามสกุล (ไทย) : (ภาษาไทย)

*ชื่อ : (ชื่อ)

*ชื่อ-นามสกุล (อังกฤษ) : (ชื่อ-นามสกุล)

Title : (Eng)

Name : (Eng)

Surname : (Eng)

University officer code: (รหัสพนักงาน)

สาขา : สาขา

ชั้นปี : ชั้นปี

ระดับปริญญาตรี : ระดับปริญญาตรี

Email: fhumnks@ku.ac.th

Email outside KU:

Homepage:

Please insert picture type in .jpg or .png ONLY

Picture:

Figure5: Webpage for the learner's profile

Personal information and photo can be added on the web page, as seen in Figure 6.

		รูปภาพ
ชื่อ-นามสกุล (ไทย) :	นางสาวอารัสระ	
ชื่อ-นามสกุล (อังกฤษ) :	MissApassara	
รหัสผู้ใช้ :	b430606	
คณะ :	ศึกษาศาสตร์	
ภาควิชา :	พลศึกษา	
อีเมลล์ :	b430606@ku.ac.th	
อีเมลล์อื่น ๆ :	kratib_@hotmail.com	
ความถนัด / ความสนใจ :		
มือถือ :		
ภาษา		
ภาษา :	ไทย	
ใช้งานครั้งสุดท้าย :	04-07-2005 15:21	

Figure 6: Learner profile page with photo

Organization

Figure 7 shows a screen on the Maxlearn server that provides tools for course organization. Teachers can create or edit content, add a quiz, make announcements or check class attendance and statistical data. The options include the following:

- Syllabus, assignments, announcements
- Schedule of the course
- Statistical data of number of students enrolling in each course
- Chat area for synchronous chat rooms
- Webboard for both SL and ASL
- Project area for collaborative activities
- Reports of grades



Figure 7: Course organization page on the Maxlearn server

Human Interaction

In order to achieve the goal of this design, it is important to provide students with access to technology that would support various learning projects through communication, collaboration, and coordination. Some parts of the work require students to work at the time they choose, but communication tools such as chat room are used to maintain human interaction. This can avoid the feeling of loneliness since students can discuss ideas and talk to their peers and get immediate responses from their teacher.

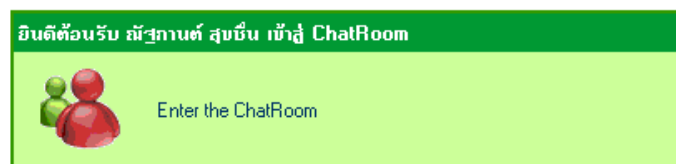


Figure 8: Chat room

Students can click and log into the chat room where they can find their peers and teacher in synchronous online learning. The next figure shows the web page for the webboard where they can write their answers or questions.

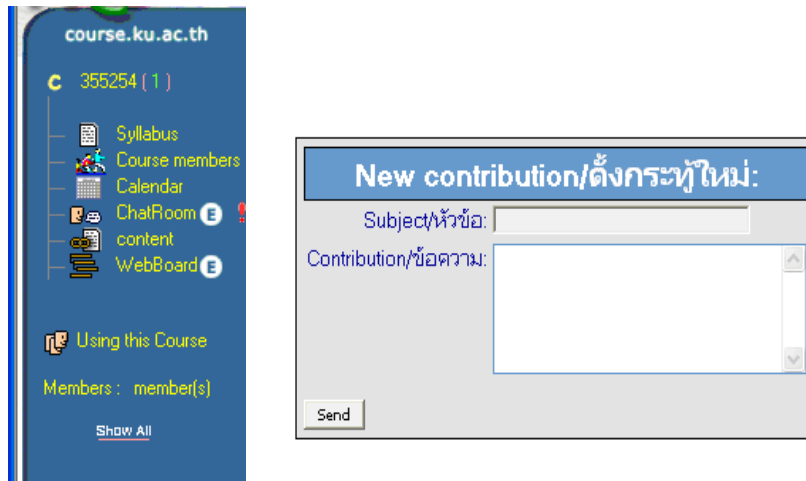


Figure9: Webboard

กลุ่ม 1

รหัสผู้ใช้	ชื่อ-นามสกุล	อีเมลล์	ไอคอน	ใช้งานครั้งสุดท้าย
b4306066	ลาภัสระ นาคคุ้ม		-	27-06-2005 14:30
b4501542	ธาวัลย์ งามมีง		home	27-06-2005 14:29
b4504129	ธนิตร์ สว่างคำ(โธด)		-	28-06-2005 10:35
b4504478	จิรยุทธ นัวงศ์		-	28-06-2005 09:35
b4505063	คมน์ สอนสา(คม)		-	27-06-2005 14:59
b4505064	ณท วิศาลเวทย์(ณท)		-	28-06-2005 01:45
b4505096	วรพงษ์ ตจีประสา (ตาล)		-	27-06-2005 14:49
b4505456	ไพสิน แก้วจันทิก(ส้ม)		-	27-06-2005 14:58
b4505520	วิจิตรรา นน့်อุ(ชมพู)		-	27-06-2005 14:39
b4506344	กฤษดาพรรณ ทองปรีชา(เฌิม)		-	28-06-2005 00:55
b4506352	ธนาวดี มุณยางกูร		-	27-06-2005 14:31

Show time students last log in

Figure10: List of participants

Feedback

Most activities provide immediate feedback after finishing the task by clicking the check answer navigation bar. Suggested answers are the feedback provided for divergent tasks, since student answers may vary.

The index page (Figure 11) provides access to other resources such as activities for each language skill, exercises and tasks.

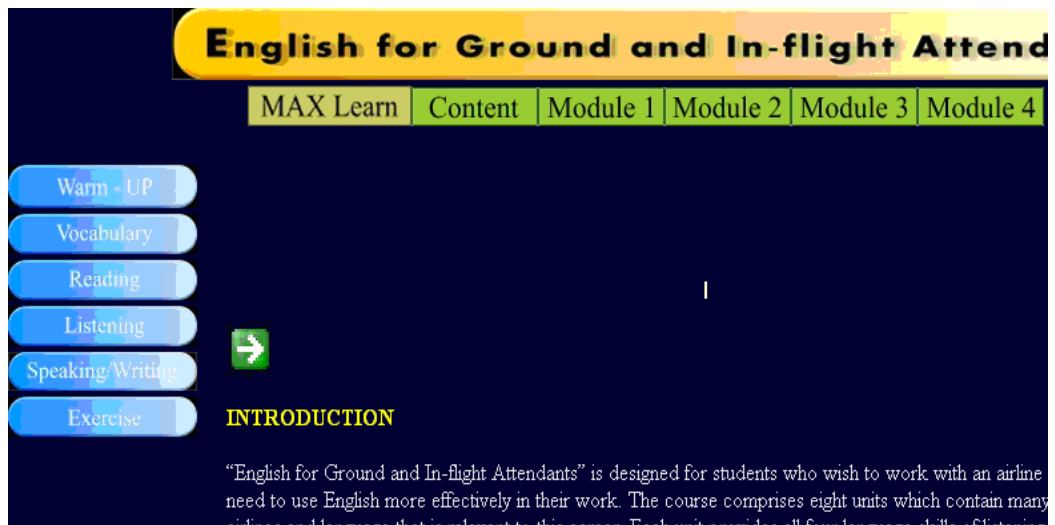


Figure 11: The index page

One learning module will be published at a time; therefore, learners can learn chronologically. Also there is time limit for accessing each learning module. The navigation bars on the left hand side allow non-linear learning. However, students are suggested to start with listening or reading before speaking or writing skill activities. At the bottom of each page are some navigation bars for returning to the homepage or to the previous page. In case that the body frame cannot give enough information, there is a navigation bar to provide more information as can be seen in Figure 12.



Figure 12: Screen shows the page providing more information

As this course is an ESP (English for Specific Purposes) course, some additional information is necessary to provide learners with enough background knowledge on the topic. In my courseware, I provide additional information in L1 both to encourage learners to read more and to reduce their anxiety trying to understand the context. In addition, some technical terms are difficult to explain in English.

Figure 13 shows a screen from a vocabulary exercise. It was created using Flash in order to provide interactivity. When learners click on the picture there is an arrow moving to an airplane part following with the recorded sound pronouncing the vocabulary item.

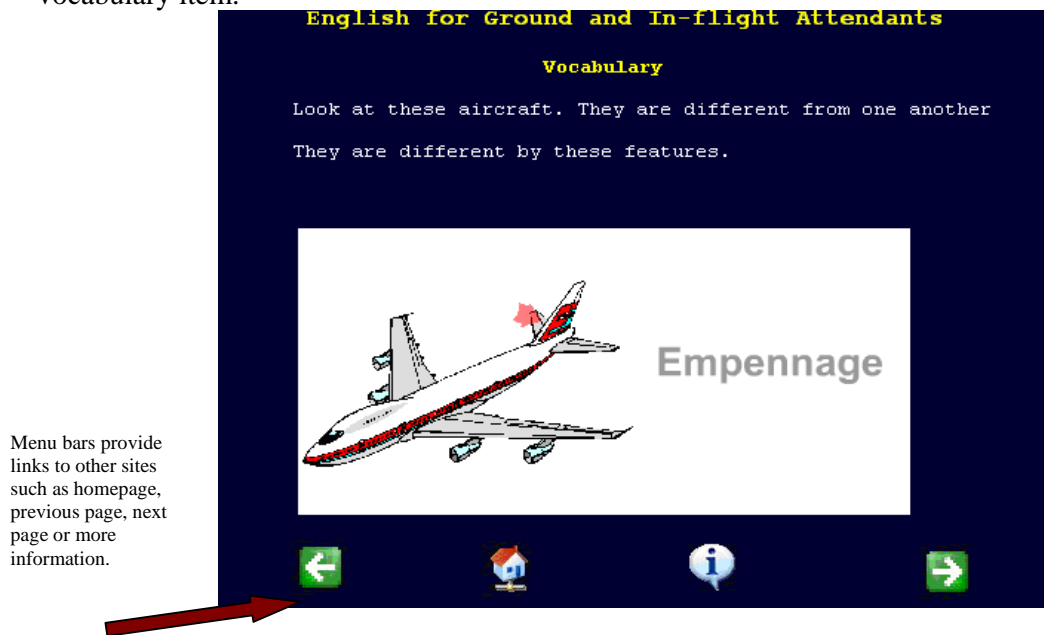


Figure13: Screen shows the vocabulary page

The menu bars at the bottom of the page provide links to other sites to provide more information.

Figure 14 shows the body frame with contexts where learners can scroll the text up and down.

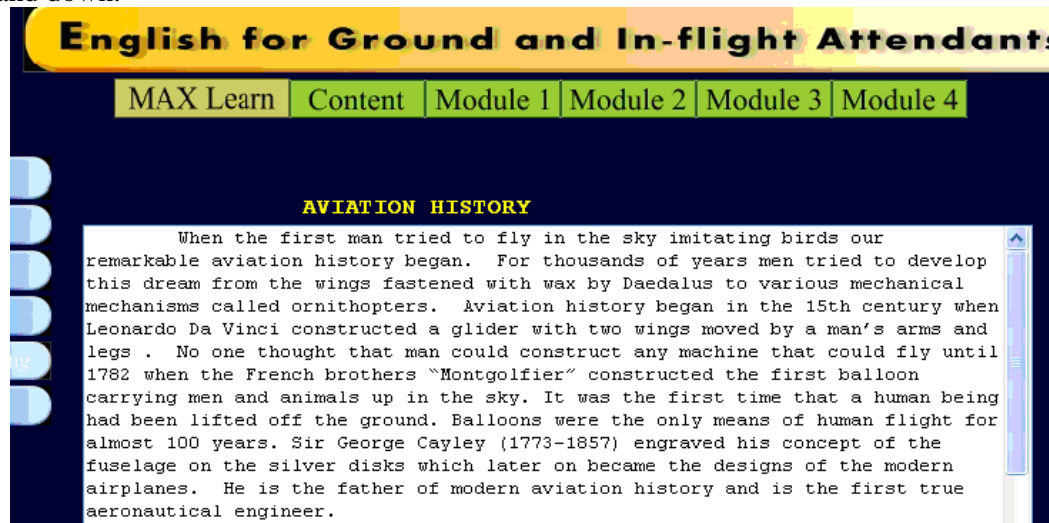


Figure 14: Body frame with context

Streaming audio is imported into the listening sites and parts where explanation is needed. The following screen shows the listening sites where the sound files are kept. The sounds are recorded in audio formats and entitled. Some dialogues are recorded in the studio: all explanation and pronunciation sounds are kept as audio files.

Name	Size	Type	Date Modified
introductionm_M1part1.mp3	653 KB	MP3 Audio	10/25/2004 2:19 AM
Module2_อธิบายงานของairline ...	2,152 KB	MP3 Audio	10/25/2004 2:19 AM
Movie1.swi	167 KB	SWI File	10/30/2004 1:27 PM
sound1_bodyM4.mp3	579 KB	MP3 Audio	10/25/2004 2:19 AM
sound1_introM2.mp3	156 KB	MP3 Audio	10/30/2004 3:50 PM
sound1_M3.mp3	220 KB	MP3 Audio	10/25/2004 2:19 AM
sound1_M4.mp3	123 KB	MP3 Audio	11/2/2004 4:00 PM
sound1_module1.gpk	3 KB	GPK File	10/25/2004 2:19 AM
sound1_module1.mp3	59 KB	MP3 Audio	11/2/2004 4:25 PM
sound1_module1.wav	562 KB	WAV Audio	10/25/2004 2:19 AM
sound1_module2.gpk	73 KB	GPK File	10/25/2004 2:19 AM
sound1_module2.wav	18,518 KB	WAV Audio	10/25/2004 2:19 AM
sound1_module3.gpk	73 KB	GPK File	10/25/2004 2:19 AM
sound1_module3.wav	18,518 KB	WAV Audio	10/25/2004 2:19 AM
sound1_module4.gpk	29 KB	GPK File	10/25/2004 2:19 AM
sound1_module4.wav	7,319 KB	WAV Audio	10/25/2004 2:19 AM
sound1_module4_head.gpk	3 KB	GPK File	10/25/2004 2:19 AM
sound1_module4_head.wav	555 KB	WAV Audio	10/25/2004 2:19 AM
sound1a_module1.mp3	126 KB	MP3 Audio	10/25/2004 2:19 AM
sound1a_module3.gpk	10 KB	GPK File	10/25/2004 2:19 AM
sound1a_module3.wav	2,427 KB	WAV Audio	10/25/2004 2:19 AM
sound1b_M2.mp3	246 KB	MP3 Audio	10/30/2004 3:58 PM
sound1b_module3.gpk	11 KB	GPK File	10/25/2004 2:19 AM
sound1b_module3.wav	2,702 KB	WAV Audio	10/25/2004 2:19 AM
sound1body2_M4.mp3	145 KB	MP3 Audio	11/2/2004 4:00 PM

Figure15: Listening files

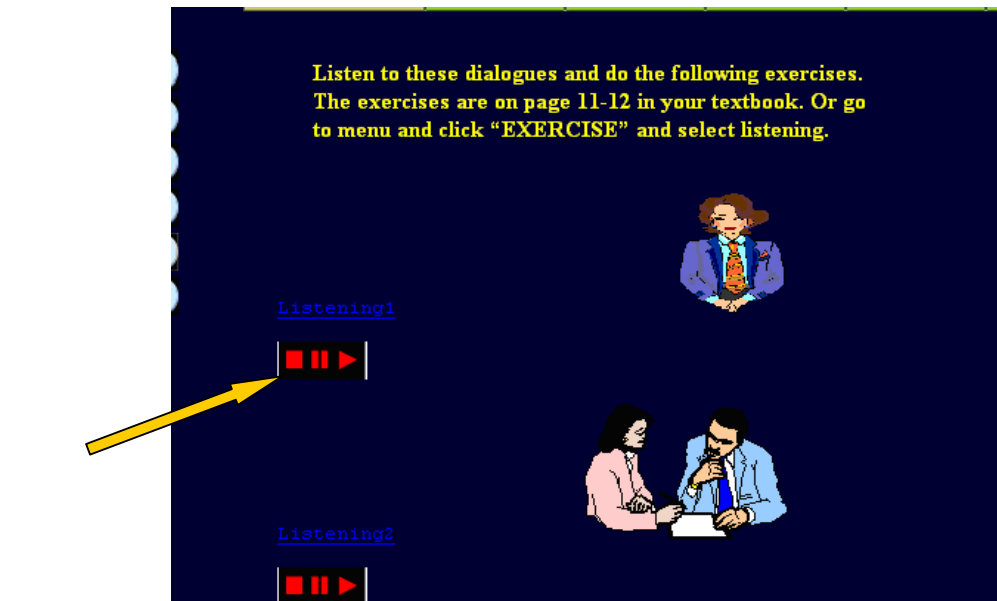


Figure 16: Screen from a speaking page

The arrow indicates the buttons to control the streaming audio. Learners can click to play the audio, pause or stop it. Additionally, a tapescript of each dialogue is provided when clicking on the letters.

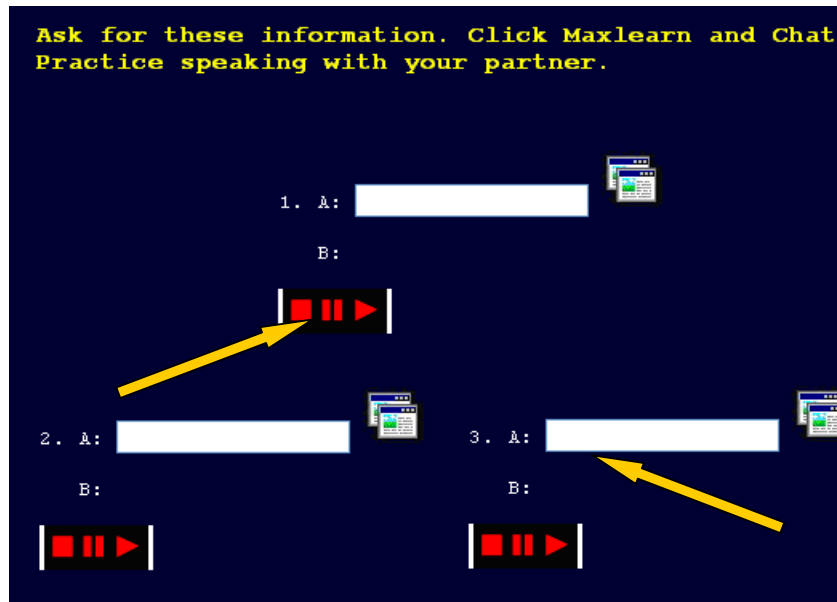


Figure 17: Screen showing learning activities

By clicking the button, learners can hear a recorded voice providing examples. There is a space provided for learners to write down their answers. They can use the chat room to communicate with their peers.

Learners are required to perform a task relating to type of tasks they are assigned. The following are some of the activity screens.

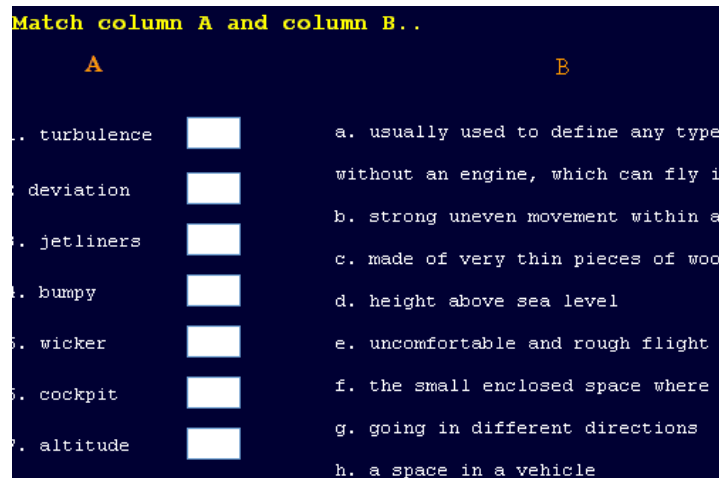


Figure 18: Matching activity

Activity 1A

Listen to the following dialogues and write T for the true statements and F for the false statements.

T F

1. Thai Airways is fifty years old.
2. DC-6B is a two propeller-plane
3. TG is not the first airline company in Thailand .
4. Charles Van den Born flew his biplane in Thailand in 1911.
5. Flight history in Thailand began in 1960.

Figure 19: True or false activity

English for Ground and In-flight Attendants

Content | Module 1 | Module 2 | Module 3 | Module 4

Warm-up

Vocabulary

Reading

Listening

Making/Writing

Work in groups of 4. Use the information from the Web sites to compare and contrast the airplanes in these aspects: body, capacity, engine, altitude, size, speed, flight routes. Make your work more creative by adding pictures. You have only one week to finish your work.

Links http://www.thaitechnics.com/propeller/prop_type.html
<http://www.popav.com/TypeAircraft/>
<http://www.jetphotos.net/showphotos.php>
<http://www.airbus.com>
<http://www.airliners.net>
<http://www.aviation-history.com/>

Figure 18: Screen shows the last page of this learning module

After finishing their work, they have to submit their work. By clicking a link provided, they can upload work constructed as a PowerPoint presentation.

Audio and Video

The use of video materials is limited in my courseware in order to avoid the problem of downloading when learners access the courseware at home via a modem. The video materials are used to illustrate, and demonstrate working situations. Video contents are obtained from video media files. To reduce the time for downloading the video files, they are compressed to smaller size and limited to a short playing time.

Conclusion

To implement a web-based online course, computers play important roles to integrate technologies such as chat rooms, e-mail, newsgroup, and Web discussion boards into the classroom. Therefore, the software configuration of the Web server housing the system should be in concern. Although the performance within the university is acceptable, students connecting from other sites might have problems. Students accessing the network

at the same time may cause the web traffic to slow down. This will become a problem for students when they have to submit their work at a remote location.

Online learning is new to students in my university; therefore, orientation and clear explanation at the beginning is needed. Students are likely to become frustrated and confused because they are not familiar with this learning environment. In synchronous learning, the teacher presents at the same time to monitor interactions and provide feedback, students are encouraged to discuss the topics they are learning so they have a chance to develop collaborative learning skills.

There are certain matters that members of the same group must resolve before going to the next stage such as how to contact their members. To reach their destination, this relates to two issues – tasks and emotional behavior. Convergent and divergent tasks are type of tasks assigned to each group- what it is supposed to accomplish. To finish the tasks includes seeking information, coordinating activities, and making conclusion. At this stage that socio-emotional behavior should be in concern. How students support one another and how they harmonize conflicts is a focus in early stage of the development. An advice given to students is to have a group leader who can help focus the group on task-related matters to complete their work. This can create high collaborative and self-directed learning environment. Although students are assigned to work with their groups, teachers should assist them develop group readiness as Aggarwal (2000:236) states that a key aspect underlying the online group development process is ‘student readiness for online collaborative learning’.

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