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The introduction of Hot Potatoes as an Assessment Device in the Secondary School
The case of El Gor Secondary School Pupils



This extended Essay is Submitted for the Fulfilment of a Master Degree in English Language Studies.

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Academic Year: 2013/2014

Dedicacions

Most thanks go to Allah , the most gracious and most merciful, for helping me realising this modest work.

To begin with, I would like to express my sincere gratitude to those who gave me the opportunity to carry on this work and encouraged me achieve it.

I would like to dedicate this work to my deceased wife, the one who entices me carry on this work and was so much for me, to my family.

I give special thanks to my supervisor, Dr. Mouhadjer Noureddine for his help and guidance and to all my teachers who were real landmarks throughout my life.

Abstract

As globalization and technological changes touched every part of our life, the use of the information and communication technologies in language learning becomes a necessity. In the occidental society, this, indeed, is a reality and the ICT use, therefore, becomes part and parcel of modern English Language Learning. Schools and universities, Consequently, introduce the ICTs in their programs and try to gain advantage of them to the highest extent.

This research is an attempt to find answers to the subject matter and to show how we can introduce the ICTs, particularly, "Hot Potatoes" as an assessment device in the Algerian educational system and what the link between the use of its activities and the development of learners autonomy is.

This Memoir will be divided into two chapters. In the first one, i will deal with the different theoretical aspects of the ICTs use in the English Language Learning. After that, the second chapter will deal with the experiment made with a Secondary School third year group of pupils. This experiment consists of solving Baccalaureate exams that have been realized by "Hot Potatoes" device.

Throughout this research, findings were , really, interesting in the sense that learners have adopted, quickly, the ICT application and their awareness for autonomy seeking has increased.

At last, it is crystal clear that the use of ICTs in general and "Hot Potatoes" as an assessment device has positive effects on learners in the English language learning in Algeria. The ICTs are the future.

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General Introduction

There is no doubt that the ICTs, today, take an essential part in the English language learning all over the world. This importance comes from the different kinds of opportunities that the ICTs offer to learners such as making learning more interesting, facilitating distance learning or giving access to unlimited online learning resources...etc.

throughout this research, I will try to shed light on another aspect of the ICTs use. This aspect has direct impact on learners, it allows them interact with activities and increases, considerably, their degree of autonomy.

In Algeria, the Baccalaureate exam, undoubtedly, is one of the main tests that occupies an important place in the pupils life. Some of them see it as the ticket to pass to University and then, for a better future. This research is an attempt to introduce a new kind of ICTs in the Algerian educational system, an ICT device which offer the learners interaction and autonomy.

The subject matter that I am trying to answer through this research, is how can we introduce Hot Potatoes as an assessment device in the Algerian educational system? and what is the link between the its activities use and the development of learners autonomy?

My objectives, through this research, is to help learners practice this kind of exams during the year, in an interactive way and in the form of an ICT application. This is on one hand, on the other hand, this way of practice will increase, considerably, the learners autonomy, an autonomy which is necessary in the English language learning process.

This Memoir will be divided into three chapters. To begin with, I will deal in the first chapter with the different technical and pedagogical aspects connected the ICTs domain. Basic concepts such as hypertextuality, interactivity or autonomy are given more light. After that, I will describe in the second chapter, the "Hot Potatoes" device under study, the opportunities which offers to both learners and teachers. In the third chapter, I will describe the experiment I had with the secondary school third year pupils. I will deal with the results analysis and give the conclusion obtained through this experimentation. My role, at first, is to design the ICT application that will be used by learners and then, accompany them during the year throughout this experiment.

CHAPTER ONE

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1. Introduction

As globalization and technological changes touched every part of our life, the use of the information and communication technologies in language learning becomes a necessity. In the occidental society, this, indeed, is a reality and the ICT use, therefore, becomes part and parcel of modern English Language Learning. Schools and universities, Consequently, introduce the ICTs in their programs and try to gain advantage of them to the higher extent.

This first chapter will touch the different technical and pedagogical aspects connected to the ICTs domain. More light will be shed on some points which I see essential to know in this domain like hypertextuality, interactivity and autonomy.

1.1 What are the ICTs ?

"ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information." (Blurton,2002,01)¹. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

In recent years there has been an increase of interest in how computers and the Internet can best be used to improve the efficiency of education at all levels despite the fact that the use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the high costs of access.

"Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism. For instance, the Kothmale Community Radio Internet uses both radio broadcasts and computer and Internet technologies to facilitate the sharing of information and provide educational opportunities in a rural community in Sri Lanka. Similarly, the Indira Gandhi National Open University in India combines the use of print, recorded audio and video, broadcast radio and television, and audio conferencing technologies".(Victoria L. Tinio, 2003,04)²

2. basic concepts:

2.1 Virtuality:

Nowadays, companies work in an environment characterized globalization in which competition is increasingly severe and a capacity of production is increasingly fast.

¹C. Blurton.2002,“New Directions of ICT-Use in Education”

² Victoria L. Tinio, 2003, "ICT in Education" ,UNDP-APDIP.

Nicholas Negroponte, director of the Media Lab of the Massachusetts Technology Institute, describes this environment as " *one characterized by the logic of bits, the ideas of virtuality in an economy which is increasingly informational.*" (castells,1998, p4)³

Christian Depover sees that the virtual learning doesn't create a new kind of learners and doesn't prevent them to do activities that are typical of a real classroom. In addition, traditional teachers already use the ICTs in their classrooms to make them more interactive. (Depover, p26).

2.2 Interactivity:

Depover sees that the ICTs propose an interactivity which contributes in making learners more dynamic and jointly responsible to face future challenges. (depoover, p27)

" It has been a long held tenet that 'interactivity is good'. In a learning environment we accept that effective learning happens when students are interactively engaged with a learning task. We describe this under different headings such as interactivity, engagement or involvement. This belief is based , in part on research into interactive learning using videodiscs carried out at a time before that of interactivity on the web. Zirkin and Sumler (1994) provide a bibliography of such research and conclude that " the more interactive the instruction the more effective the learning outcome was likely to be".⁴ (Susan Rodrigues, p 130)

Blurton sees that Earlier technologies used for instruction were passive in nature. That is, the delivery of instruction required no action on the part of students beyond listening, watching, and perhaps taking notes. Such ICTs were one-way channels of instructional delivery. New ICTs give the student and teacher the ability to control, manipulation, and contribute to the information environment. On the lowest and least valuable level, this may simply mean the student controls the pace and order of a presentation. But much more is possible. Using ICT students may not only make choices about the pace and order of a presentation, but may choose topics; take notes; answer questions; explore virtual landscapes; enter, draw or chart data; run simulated experiments; create and manipulate images; make their own multimedia presentations, communicate with others, and more. (C. Blurton,2002 , 06)

³ Castells, 1998," La Société en réseaux", Editions Fayard. Christian depover, "E-learning et formation des adultes en contexte professionnel

⁴ Susan Rodrigues 2002, "Opportunistic challenges: teaching and learning with ICT", by Nova Science Publishers, inc.

2.3 Hypertextuality:

Hypertext is text displayed on a computer display or other electronic devices with references (hyperlinks) to other text which the reader can immediately access, or where text can be revealed progressively at multiple levels of detail (also called StretchText).

*"Hypertext is the underlying concept defining the structure of the World Wide Web, with pages often written in the Hypertext Markup Language (aka HTML). It enables an easy-to-use and flexible connection and sharing of information over the Internet".*⁵ (Wikipedia, the free Encyclopedia).

2.4 What is E-learning?

"E-learning is the introduction of emerging multimedia technologies and Internet technologies to conventional learning in order to facilitate it and improve its quality by making remote resources and knowledge more accessible."(Debande & Ottersten, 2004)⁶.

"Those multimedia technologies include, but are not limited to, video conferencing, online testing, e-books and online discussion forums" (Kamsin, 2005, p79)⁷. According to him, it is now feasible to offer remote students full, interactive participation in a class that would previously have been restricted to students who were attending locally.

E-learning includes all forms of ICTs in learning and is broadly synonymous with **technology-enhanced learning (TEL), computer-based training (CBT), internet-based training (IBT), web-based training (WBT), online education, virtual education,** virtual learning environments (VLE) (which are also called **learning platforms**).

⁵ Wikipedia, the free Encyclopedia at http://fr.wikipedia.org/wiki/Wikipedia_en_anglais.

⁶ Debande, O., & Ottersten, E. K. (2004). Information and communication technologies: A tool empowering and developing the horizon of the learner. Higher Education. Management and Policy , 16(2), 31–61.

⁷ Kamsin, A. (2005). Is e-learning the solution and substitute for conventional learning? Journal of the Computer . Internet and Management , 13(3), 79–89.

3. Categories of E-Learning

3.1 Asynchronous learning :

According to Adrian Lado, it is e-learning in the more traditional sense of the word. It involves self-paced learning, either CD-ROM-based, Network-based or Internet-based. students can also interact with other students or instructors through e-mail, online discussion groups and online bulletin boards or, it may be totally self-contained with links to reference materials in place of a live instructor. (Adrian Lado,01)⁸

"Asynchronous communication, in particular, is one of the most versatile tools we have at our disposal. Students may be unable to attend lessons in real time, as in a synchronous face-to-face environment, for a multitude of reasons involving work and family commitments as well as geographical and physical barriers. The online environment affords these students the opportunity to access education beyond the traditional distance education model of learning packages completed in their own homes. Students are now able to operate within a socially constructive learning environment."(Meyers, W. Bennett, S. & Lysaght,.,2004, P01)⁹

3.2 Synchronous learning :

it is done in real-time with a live instructor facilitating the learning. Everyone logs in at a set time and can communicate directly with the instructor and with each other. You can raise your cyber hand and even view the cyber whiteboard. It lasts for a set amount of time -- from a single session to several weeks, months or even years. This type of training usually takes place via Internet Web sites, audio- or video-conferencing, Internet telephony, or even two-way live broadcasts to students in a classroom.(Adrian Lado, p01).

3.3 Blended learning:

According to Victoria Tinio, it refers to learning models that combine traditional classroom practice with e-learning solutions. For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. Or a Web-based training course can be enhanced by periodic face-to-face instruction.(Victoria L. Tinio, 2003,04)

" blended learning as a kind of learning method combining face-to-face classes and e-learning. Because it is not a pure e-learning, there is an opportunity to eliminate the defects which many of the educational researchers underline in pure e-learning. Likewise, not being a pure face-to-face traditional learning – blended learning let us take all the best from this kind of learning" (Magdalena Jasińska, Karolina Podgórska,).¹⁰

⁸ Adrian LADO , "ASYNCHRONOUS E-LEARNING" available at <http://www.rau.ro/websites/e-society/lucrari/adrian%20lado.pdf>.

⁹ Meyers, W. Bennett, S. & Lysaght, P.,2004, "Asynchronous communication: Strategies for equitable e-learning".

¹⁰ Magdalena Jasińska, Karolina Podgórska," Blended learning, blended ideas – collaboration vs. self-learning,".

"blended instruction is defined as the appropriate mix and use of face-to-face instructional methods and various learning technologies to support planned learning and foster subsequent learning outcomes." (Lim, D. H., & Morris, M. L., 2009, 282–293)¹¹

3.4 Open and distance learning:

"*Distance education, distance learning, dlearning, or D-Learning is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both."* (Wikipedia, the free encyclopedia)¹²

"*a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings; and a specialized division of labour in the production and delivery of courses*". (Victoria L. Tinio, 2003,04)

4. The need for the ICTs:

Statistics indicate that adoption of ICTs has dramatically increased in developing countries in the last decade. However, developing educated societies does not only require providing computers and Internet connectivity, as is the case in several developing countries. More attention has to be given to issues related to curriculum requirements, continuous teacher training to be updated with new developments in ICTs, constant maintenance of hardware, and availability of new software.¹³ (*The Global e-Schools and Communities Initiative, 2011*). E-learning, which involves both teaching computer skills and using those skills for distance learning, is one of the most common innovative educational tools of the 21st century. Even though, this kind of education faces plenty of issues in developing countries. Previous

¹¹ Lim, D. H., & Morris, M. L. (2009). "Learner and Instructional Factors Influencing Learning Outcomes within a Blended Learning Environment. *Educational Technology & Society*", 12 (4), 282–293.

¹² Wikipedia, the free encyclopedia at http://fr.wikipedia.org/wiki/Wikipedia_en_anglais.

¹³ *The Global e-Schools and Communities Initiative, 2011*. (GeSCI was established in 2003, borne out of the work of the United Nations Information and Communication Technologies Task Force which identified education as an area in critical need of development, and one where ICT has the potential to make positive impacts. The UN ICT Task Force approved a proposal for a UN-affiliated organisation to provide demand-driven assistance to developing countries seeking to harness the potential of ICT to improve the quality of teaching and learning in primary and secondary education. GeSCI is governed from Dublin, with the support of Irish Aid, Swedish International Development Cooperation Agency (Sida), Swiss Agency for Development and Cooperation (SDC) and the Ministry for Foreign Affairs of Finland.)

implementation of e-learning in these countries faced issues such as the lack of computer labs in schools and universities, a high demand for technical support and maintenance, a need for higher investments in wireless technology, crucial reforms of curricula, and finally the need for training of teachers to ensure a better quality and sustainability of education programs (Nahleen, 2006)¹⁴.

5. Pedagogy and technology:

According to Depover, if there is a revolution to wait for in ICTs domain, it must be accompanied by an evolution of the pedagogical model rather than emphasizing only on the technological aspect. throughout history, we can distinguish more than half a century on ICTs use in education. Four main periods of the computer use can be identified:

5.1 The computer, a teaching device:

the first use of computer in education was in the middle of the 50s. At the end of the 60's, there was a convergence between the formation specialists' ideas and the development of the computer technical possibilities. In the beginning of the 70's, things started to change and the data processing field progressed considerably. Teaching programs, therefore, became more complex without modifying the fundamental pedagogical approach based on the strict marking (definition) of the learner's pace.

5.2 The computer, a learning device:

In the 80's, appears the first learning environment destined to schools as in the case of "LOGO". There were other tools like "LEGO-LOGO3D" which was used in the professional domain to initiate learners into Robotics. The tools used in the professional field took the form of softwares, in which, the learner had wide range of actions. The pedagogical interferences took the form of coaching i.e the teacher interferes according to the learner's demand or in case this latter is engaged in a wrong way.

5.3 The computer, an audio-visual device:

The end of the 80's was characterized by the multimedia revolution which consisted of the convergence of the different media into a unique device capable of storing all the numerical data. This change, unfortunately, was not accompanied by an evolution of the pedagogical principles contributing in the conception of these softwares. The beauty of animations, therefore, served in hiding its pedagogical failure.

Add to this the fact that the richness of the computer multimedia possibilities made the designers forget that the main pedagogical qualities of computers lie in its ability of "interaction".(Depover, p42)

¹⁴ Nahleen, A. (2006). "Youth and ICT as agents for change. New York, NY: The Global Alliance for ICT and Development", UNDESA.

5.4 The computer, a communication device:

The main innovation of the end of this century was the development of "distant communication" ability that computers can offer. Distant exchange of documents (text, pictures, audio or video data...etc) offered the learner different pedagogical possibilities. The fact that being connected to the net gave him the opportunity to learn wherever he is (home, work or during his leisure time activities). (Depover, p42)

6. An Overview of Technologies:

Certainly, the numerical revolution, in the end of the century, has brought lot of advantages to the use of ICTs in education. This revolution corresponds to the treatment of multimedia data which have an analogical format. We can say that this revolution is complete in the sense that the digitalization techniques, which transform analogical data into digital one; can be applied to all the traditional medias.

The digital encoding present several advantages for its:

- simplicity of the data format (1/0)
- wide range of possibilities to treat the image.
- direct compatibility with computers.
- better data stability.
- total integration of medias supporting an interactive content. (Depover, p44)

6.1 The video-conference:

It has a favorable place among the ICTs used in learning. This device allows the distant diffusion of real time courses and multimedia data using a particular technique called "streaming". Information are compressed by a "codec" (encoder/decoder) and sent in a reduced format to the clients computers which must have an application to decompress the video flux. (Depover, p48)

6.2 The internet:

To be able to exchange data at wide distances, it is essential to agree on a common exchange protocol called the transmission control protocol/internet protocol (TCP/IP).

This protocol is based on the exchange of data grouped in small packets moving independently through the net and then gathered at the arrival. By this way, an electronic message sent from Brussels to Montreal is cut into packets containing the addresses of sender and receiver. These packets move through the net in specific paths and are gathered in a final destination. the e-mail is reconstituted at the end like the initial one. This functioning modality gives the exchanges more flexibility in moving through the net even when this latter is overloaded.(Depover, p45)

6.3 Web sites:

Learn-Net is an example of websites destined to form the teachers. It offers the learners different tools:

- Navigation tools to allow the learner accede the different services.
- Synchronous and asynchronous communication tools.
- Help tools (personal notebooks, task manager...etc)
- Information tools (presentation of institutions...etc)
- Resources sharing tools (recent and previous learners' work). (Depover, p61, 62)

6.4 The E-learning Platforms:

A learning platform is an integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. Learning platforms can be described as the next generation of Virtual Learning Environments or Learning Management Systems used by educational institutions ¹⁵(Wikipedia, the free online encyclopedia). Some examples of these learning platforms: Moodle, Aplia, Atutor, Blackboard, Claroline, Desire2learn, Hotchalk...etc.

7. The ICTs and Autonomy:

In the European Union, e-learning is regarded as enhancing the individual's ability to manage and be at the heart of his own learning process, which shifts the role of teachers to advisors and guidance providers (Hodgson, 2008)¹⁶.

Hodgson sees that putting the student at the centre of his own learning process is at a thin line between being a steep slope or a revolution in the educational pedagogy. In other words, it could mean that the student will learn better from selectively tackling different subjects at his own pace based on his or her acquired knowledge and skills. In which case, the student will be able to waste less time on the material he or she is already familiar with in order to focus on the things they are less knowledgeable about.

¹⁵ Wikipedia, the free online encyclopedia at http://fr.wikipedia.org/wiki/Wikipedia_en_anglais

¹⁶ Hodgson, V. E. (2008). Learning spaces, context and auto/biography in online learning communities. *International Journal of Web Based Communities* , 4(2), 159–172.
doi:10.1504/IJWBC.2008.017670

For Boulton, the ICT is often argued to increase motivation (Chateau, 2005), and is frequently linked with learner autonomy (Duda, 2005)—autonomy defined by Holec (1981, p. 3) as "the ability to take charge of one's own learning". In other words, learners should be able to take all the decisions concerning their learning: determining targets and objectives, choosing contents and materials, selecting methods and techniques, organizing their learning, and assessing their progress. ICT thus seems to benefit autonomy because it is claimed to provide greater freedom and flexibility to learn at one's own pace and convenience, whether within the context of a language course or beyond. (Alex Boulton, 2008, 01).¹⁷

According to him, the solution lies in learner-constructed knowledge rather than teacher-transmitted knowledge. This implies greater flexibility for individual learning styles, preferences and so forth; a process of autonomisation rather than an assumption of autonomy; greater interactivity, especially in demonstration rather than explanation; and improved human contact. This contact can be between learners who have much to share with each other, but of course the learner-teacher interaction is also essential for improved advising. (Alex Boulton, 2008, 13).

8. Pedagogical approaches:

The advantages of e-learning reside in the pedagogical approach used to implement it (MacKeogh, 2003)¹⁸.

According to Beastall, the use of technology is not enough; it has to be based on an understanding of its pedagogical value (2006, p 28)¹⁹. Most of the time, introducing ICT is believed to promote interactivity. People automatically accept this interactivity, but for the learning, mandatory responses should be built in the pedagogy of e-learning (MacKeogh, 2003)

In order for ICT to widely penetrate schools and universities, a massive investment has to be made towards acquiring technological equipment and teacher training programs (Debande & Ottersten, 2004)

¹⁷ Alex Boulton, 2008, "Learning to Learn Languages with ICT - But How?".

¹⁸ MacKeogh, K. (2003). Student perceptions of the use of ICTs in European education: Report of a survey. Dublin, Ireland: Oscail - Dublin City University. Retrieved from <http://www.oscail.ie/academic/picture.php>

¹⁹ Beastall, L. (2006). Enchanting a disenchanted child: Revolutionizing the means of education using information and communication technology and e-learning. *British Journal of Sociology of Education*, 27(1), 97–110. doi:10.1080/01425690500376758

one of the major reasons behind the success of an e-learning program is having faculty with proper training and expertise specifically for the learning methods associated with e-learning. Therefore, the proper implementation of an e-learning program has to be done in three steps: first, the infrastructure, then the content and at last the instructors' training (Debande & Ottersten, 2004).

According to Depover, the opened and distant learning approach occupies a favourable place in learning domain, in the way that it supports learning based on the learners' active work. This will create structured exchanges and collaboration between learners and which will enhance their learning. (p43)

According to him, this pedagogical approach must have the following characteristics:

➤ **Must be integrative:**

This pedagogical approach must integrate all the different learning tools and not to see the learning process through a unique ICT device like internet, CD ROMs or other multimedia device. Instead, a combination between all these technological devices must be set with the interference of a tutor who can lead the learning process to a higher efficiency. (depover, p 30)

➤ **Based on the learner's experience:**

Efficient learning is strongly related to the individual capacity of social interaction. the capacity of cooperation between learners will allow them acquire new "savoir faire". These social skills are related to the individual experiences and his socio-cultural background.(Depover,p31)

➤ **Enhance learning in real context:**

Depover underlines the fact that learning must occur in a context close to a real life situations. (Depover,p32)

➤ **the possibility to join learners where they are:**

There is no doubt that joining learners geographically and temporarily constitute a real obstacle in the learning process, the use of ICTs has made the latter more flexible in term of place and time and more efficient by decreasing the time lost in waiting or in moving to schools. The learner, therefore, can learn anywhere and at any time he wants. (p33)

➤ **Enhance learning rather than just establishing the communication:**

Depover sees that the ICTs are frequently used just to establish communication between learners. Accessing a discussion forum, for example, will not be a mean for learning unless the exchanges produced between students enhance their learning. Thus, the absence of the student's will to learn and an adequate Tutorship will certainly make the discussion forum just a simple means for distraction.

If we want the ICTs to support the learning process, we must enhance the student do some activities supported by an adequate tutor pedagogical interferences.

It is up to the quality of these interferences that lies the efficiency and the value of this pedagogy.(p33)

➤ **Avoiding the learner's isolation by integrating him in a community:**

In recent years, our conception about learning has changed from a vision centred on the individual, to another in which society or the group takes the central part in the learning process. This new vision is related to the fact that discussion, negotiation and confrontation in ideas become essential factors in the building of knowledge.

This confrontation may occur between learners who can be present in the same place or distant from each other through the use of ICTs. This will help in building a virtual learners community which produces different forms of exchanges. (p34)

➤ **Making a favourable link cost/efficiency:**

a learning model must have a strict control on the learning costs, by making large scale savings and keeping, at the same time, the high level of efficiency in relation with the targeted skills. The more there are learners, in a ICT based learning program, the less are costs related to its conception and realisation. One issue to lower these costs, as an example, is to act on the time proposed to the learning. (Depover,p35)

➤ **To be adapted to the development of different skills:**

Depover sees that learning relies on the acquisition of a variety of skills (know, know how , social skills) in which the learner may take different ways. In this learning process, the learner may develop higher order skills like the ability to analyse a situation, decision making or problem solving. (Depover, p35)

9. Complementarity of the technological devices :

There is no doubt that no ICT device used in isolation can cover the majority of the pedagogical functions. A learning project based only on the exposition of information, therefore, will certainly neglect some aspects like the social presence of learners and collaboration between them.

Depover sees that the setting of a learning project requires the use of different technologies at the same time. The use of Platforms is the perfect example in which different technologies may be used to cover the majority of the pedagogical functions. Information, for example, is given in the html format; interactivity of contents allows learners to be more active; audio/video conference, discussion forums or the e-mail allow learners to feel the social presence of others; the tutor's presence will enhance the learners do activities supported by an adequate pedagogical interferences.(Depover, p67)

10. Conclusion

E-learning will be an issue of the future that will need close monitoring. It is currently seen as the answer to all the potential problems that currently face education, whether being perceived as enabling access or being seen as a cheap way of delivering education to a large number of people.

However, There must remain the importance of the value of physical presence and having real contact with the teachers and the support structures associated with traditional education systems.

E-learning will be a valuable tool in the English Language Learning through facilitating the learning process and ensuring greater access to unlimited educational resources and other aspects..

It is the responsibility of universities, as well as primary and secondary schools, to lead their students and pupils towards autonomy in order to prepare them for lifelong learning. This implies that teachers must learn to become facilitators and open their classrooms to ICT, but it certainly does not mean that we need to replace teachers by more economical machines. The teacher has the role of helping the learner to learn, how to learn, and may be considered as a facilitator of learning.

At last, it should be noted that the investment into hardware has to be met by investment into teacher and student training, and the design of teaching modules to make e-learning a beneficial learning environment.

Chapter two

Outline of chapter two

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1. Introduction

This chapter starts by presenting an overview of language assessment and defining the key concepts that teachers must know about an effective assessment and what is necessary to know in developing the learners autonomy. In addition, this chapter aims to discuss, the opportunities that the " Hot potatoes" ICT device, introduced in the development of the training program, offer to teachers in promoting the learners autonomy.

2. Assessment

The Bacallaureate exam ,in Algeria, represents one of the main devices through which, government can measure the efficiency of the innovations introduced in the educational system, this is on one hand. On the other hand, there is no doubt that This exam is seen by pupils as a great necessary step for a better future.

For Harrison, "*the test as a natural extension of classroom work, providing teacher and students with useful information that can serve as a basis for improvement...it follows that the person best prepared to set the test is the teacher*" (Harrison, 1983, 1)²⁰. for him, the test is part and parcel of the language learning process and an essential pedagogical activity which provides the teacher and learners with the feedback about the progress in a particular learning process.

2. 1 How to assess?

The central purpose of assessment is to support learning and this is best achieved by a combination of assessments:

✓ **Diagnostic assessment**

Diagnostic assessment can help the teacher identify his students' current knowledge of a subject, their skills and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help the teacher better plan what to teach and how to teach it. It can be a Pre-test (on content and abilities), a Self-assessment (identifying skills and competencies), Discussion (on content-specific prompts) or an Interview (brief, private, 10-minute interview of each student).

✓ **Formative Assessment**

The goal of formative assessment is to gather feedback that can be used by the teacher and the students to guide further improvements in the ongoing learning process. with formative assessment, students are evaluated during the learning process to measure their comprehension of a classroom content. It can take the form of a home work, In-class activities, Conferences between the teacher and student at various points in the semester ...etc.

²⁰ Harrison Andrew, 1983. A language Testing Handbook. London: Macmillan.

✓ **Summative Assessment**

The goal of summative assessment is to measure the students achievements at a point in time and the level of success or proficiency that has been obtained at the end of an instructional unit, semester or school year. with summative assessment, students are evaluated upon the completion of the work and the focus is on the final product. Some examples of summative assessments include high stakes tests, standardized exams, midterms and final exams.

3. 2 what to assess?

The Baccalaureate exam is an official public test which offers teachers the opportunity to assess students' skills and competencies in their English language learning. Teachers, by this way, may diagnose their strengths and weaknesses. This may help students improve their language skills and competencies.

Most of the established language tests assess 4 areas: reading, listening, speaking and writing.

2. 3 when to assess?

One of the goals of professional education is to facilitate the learners towards being independent and self-directed, so that they have the capability to learn throughout their professional lives.

The teacher, therefore, is in a better position to know when to assess the learning of individuals or groups of learners. Certainly, this should be at the start of a program, meeting or teaching session, but this can also be made during the course of a program or session to see the learners' progress and achievements, to ensure that effective and appropriate learning is taking place, and at the end of a session or course of study to plan the next steps of learning to identify where the learner is going next.

2. 4 Role of assessment:

There is no doubt that class assessment is part and parcel of the English language learning. According to Valette, in class testing plays three important roles in language learning, be second or foreign. These roles are as follows:

- ✓ They define the course objectives.
Classroom tests help the teacher define the short term course objectives and the tests results will show how close the learner has come to attain the objectives.
- ✓ They stimulate the learners progress.
Testing should offer an opportunity for the learner to discover how well he masters specific linguistic items of the target language.

- ✓ They evaluate the classroom achievement.
*"Testing provides the teacher with valuable information about the difficulties learners face. This way, the teacher know best what aspects of language should need further explanations". (Valette, 1977, 4).*²¹

3. Developing the learners autonomy:

Learners autonomy is based on the idea that if students are involved in the decision making processes regarding their own language competence, *"they are likely to be more enthusiastic about learning"* (Littlejohn, 1985, p. 258)²²

Additionally, the notion that *"learners have the power and right to learn for themselves"* (Smith, 2008, p. 2) is seen as an essential aspect for learner autonomy.²³

"Thus, in order to contribute to the development of learners autonomy in language classrooms, it is vital that students be involved in making decision about their own learning. There is an important role for teachers in this process since 'the ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted'" (Barfield et al. 2001, p. 3).²⁴

In order to set out a scheme for encouraging the learner autonomy in relationship to use of learning materials, Nunan (1997) identifies five phases of progression towards autonomy:

²¹ Valette, R. 1977. Modern Language Testing. Second Edition. New York: Harcourt Brace Jovanovich, Inc

²² Littlejohn, A. (1985) Learner choice in language study. ELT Journal, 39(4). 253-261.

²³ Smith, R. C. (2008). Learner autonomy (Key concepts in ELT). ELT Journal, 62 (4), 395-397.

²⁴ Barfield, A., Ashwell, T., Carroll, M., Collins, K., Cowie, N., Critchley, M., Head, E., Nix, M., Obermeier, A. & Robertson, M.C. (2001). Exploring and defining teacher autonomy: A collaborative discussion. In A. S. Mackenzie & E. McCafferty (Eds), Developing Autonomy, Proceedings of the College and University Educators' 2001 Conference, Shizuoka, Japan, pp. 217-22. Tokyo: The Japan Association for Language Teaching. Available at:
<http://www.encounters.jp/mike/professional/publications/tchauto.html>

| Level | Learner action | Content | Process |
|--------------|-----------------------|---|---|
| 1 | Awareness | Learners are made aware of the pedagogical goals and content of the materials they are using. | Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles / strategies. |
| 2 | Involvement | Learners are involved in selecting their own goals from a range of alternatives on offer. | Learners make choices among a range of options. |
| 3 | Intervention | Learners are involved in modifying and adapting the goals and content of the learning program. | Learners modify / adapt tasks. |
| 4 | Creation | Learners create their own goals and objectives. | Learners create their own tasks. |
| 5 | Transcendence | Learners go beyond the classroom and make links between the content of classroom learning and the world beyond. | Learners become teachers and researchers. |

table 1: Nunan's levels of autonomy

"ICT can come into play as necessary at any of the five stages, thus further enhancing the pedagogical implications behind such an approach".(Nunan, 1997, 192-203)²⁵

By the same token, Rubena St Louis sees that *" An essential part of making students independent learners is to help them become aware of their needs, know their learning styles, maximize their strengths, and work on their weaknesses, which is done through interaction with specific tasks and materials. However, this can only be achieved if the learners are willing to work. Interest and motivation are therefore two important factors in learning"*²⁶
(Rubena St. Louis, 2003, 07)

²⁵ Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. in Benson, Phil & Voller, Peter, eds. (1997) *Autonomy and Independence in Language Learning*, London: Longman

²⁶ Rubena St. Louis, 2003, helping students become autonomous learners: can technology help?

7. The selection of the ICT under study:

The ICT that will be understudy in this research is called "Hot Potatoes". It is destined for teachers to help them **assess** their learners.

The main reasons that entice me choose this ICT are the variety of exercises proposed to the teacher and the simplicity in use of this device.

5. What is Hot Potatoes ?

The *Hot Potatoes* suite includes six applications created by the Research and Development team at the University of Victoria Humanities Computing and Media Centre . It enables the teachers to create interactive exercises for the World Wide Web (multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-filling).

Teachers don't need to know anything about XHTML or JavaScript to use Hot potatoes. All they need to do is to enter their data -texts, questions, answers etc. -- and the programs will create the Web pages for them. Then they can post them on their Web site or simply in the computers data-bases. However, the programs are designed so that almost every aspect of the pages can be customized.

Hot Potatoes is freeware, and teachers may use it for any assessment purpose or project they like.

6. How to use Hot Potatoes:

6. 1. Introduction to JQuiz (question-based exercises)

JQuiz is a tool for making question-based exercises. Each quiz can consist of an unlimited number of questions. There are four basic question types:

In **multiple-choice questions**, the student chooses an answer by clicking on a button. If the answer is correct, the button caption will change to a smiley face :-), and if it's wrong, it will change to an X). In either case, the student will see feedback specific to that answer, explaining why it's right or wrong (assuming you write the feedback when you make the exercise). If the answer is wrong, the student can continue choosing answers until a correct answer is selected. The score for each question is based on the number of tries taken to get a correct answer. Once a correct answer is chosen, the scoring is "frozen", but the student can still click on buttons to see the feedback for other answers without penalty.

In **short-answer questions**, the students has to type the answer into a text box on the page, and press a **Check** button to see if it is correct. The page will try to match the student's answer to a list of correct or incorrect answers you have defined. If a match is found, the feedback for

that answer will be shown. If not, then the page will try to find the nearest match among the specified correct answers, and signal to the student which parts of their answer are right and which parts are wrong. The score for each question is based on the number of attempts the student makes before getting a correct answer. You can also include a **Hint** button, which will give the student one letter of the answer; using the Hint button incurs a penalty on the score.

A **hybrid question** is a combination of a multiple-choice question and a short-answer question. In this type of question, the student is first presented with a text box and asked to type the answer. However, if the student fails to get the answer right after a specified number of tries (which you can configure in the configuration screen), the question changes to a multiple-choice question to make it easier.

Finally, a **multi-select** question asks the student to select several of a specific set of items. The idea here is that the student must select all the correct items, and not select all the wrong items. This type of question might take the format "Which of the following are nouns?", followed by a list of words. The student must check all the nouns, but not check any answers which are not nouns, then press a **Check** button. If the answer is not completely correct, the student will see a readout of the number of correct choices, and one piece of feedback; this would be the feedback from the first item in the list which was either **selected when it shouldn't be selected**, or **not selected when it should be selected**.

6.1.1 A Quiz made with JQuiz: (Choose the correct answer for each question.)

| | |
|--|--|
| <p style="text-align: center;">A Quiz made with JQuiz</p> <p>This is a typical JQuiz quiz. In this box, there is a reading text. The reading text may be entered directly into the JQuiz program by choosing File / Add Reading Text. Alternatively, you may choose not to include a reading text at all. All of the Hot Potatoes applications allow you to include a reading text.</p> <p>On the other side of the screen, you'll see the first of the questions. You can answer the first question by clicking on one of the answer buttons; you can keep choosing answers until you get one which is correct. When you've answered a question, you can move on to the next one using the arrow buttons above the question. You can also choose to see all the questions together, by clicking on the "Show all questions" button.</p> | <div style="text-align: right;">Show all questions</div> <div style="text-align: center;">1 / 7 =></div> <hr/> <p>1. What's the maximum number of answers you can include in a multiple-choice quiz question?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>A. ? four</p> <p>B. ? five</p> <p>C. ? unlimited</p> </div> |
|--|--|

Figure1: JQuiz exercise

6. 2. Introduction to JCloze: (gapfill exercises)

JCloze is used to make gap-fill or cloze exercises. The idea of a gap-fill exercise is that the student completes all the answers before checking. When all the answers have been entered, the student presses the **Check** button to mark the answers. Correct answers will be inserted into the text; any incorrect answers will be left in textboxes, so that they can be corrected. When the student checks an answer that is not completely correct, a penalty is incurred, so the score depends on the number of checks required before the answer is completely correct.

In a JCloze exercise, you can include a **Hint** button which will give the student one free letter of the answer he or she is currently working on (based on where the cursor is). You can also include a specific clue for each gap. Using the **Hint** or **Clue** buttons.

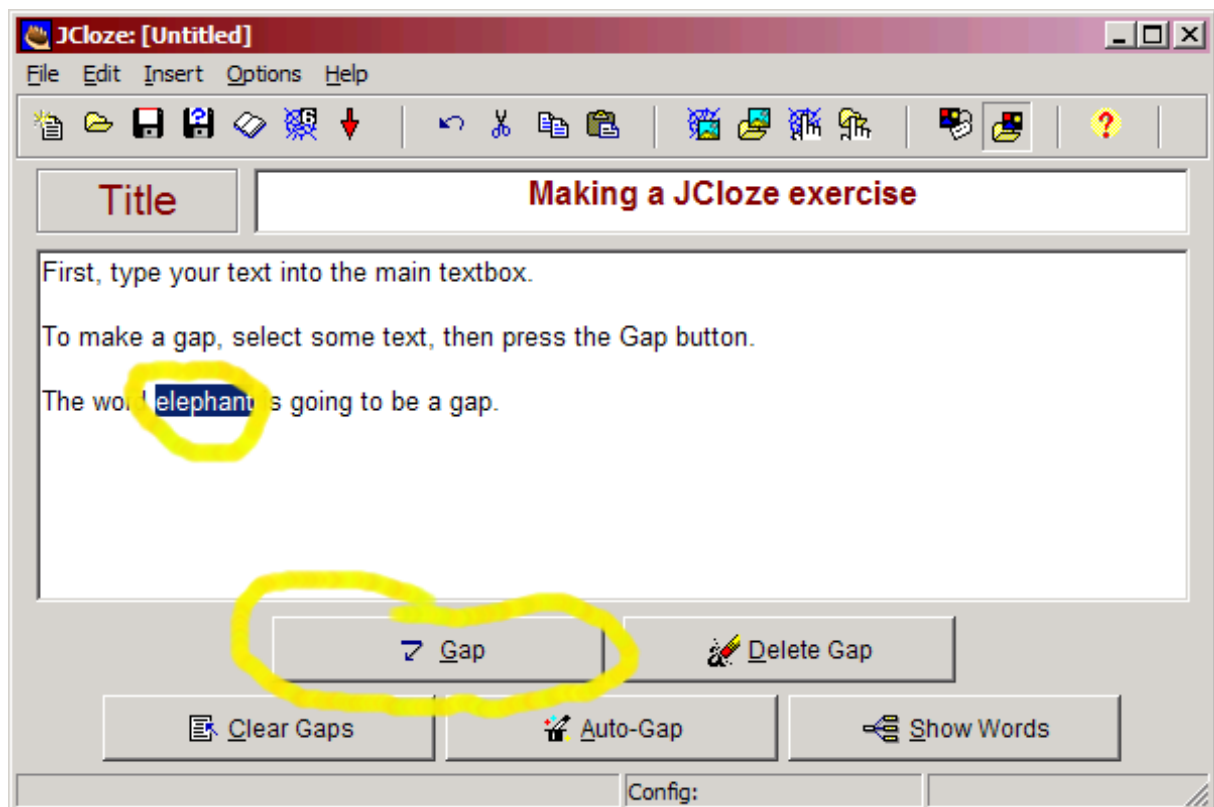


Figure 2: JCloze exercise

6. 2.1 Example exercise: (A Gap-Fill Exercise made with JCloze)

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

This is a simple gap-fill exercise made with the [?] program. The user enters his or her answers into the gaps, then presses the "Check" [?] to find out which are correct, and to get a score. For each gap, any number of correct can be accepted. For example, this allows the answers "gap", "space", "blank" and "slot". Try them and you'll . If the user needs help, he or she can on the "Hint" button to get a free letter. To get a free letter in a particular gap, put the cursor in that gap before pressing the "Hint" button. The "Hint" button is optional -- if you want to make the exercise difficult for your [?], you don't need to include it. You can also include a special [?] for each gap if you wish. Finally, you can make answer-checking case-sensitive or not as you wish. This exercise is not case-sensitive -- you should be able to enter answers in upper or case.

Check Hint

Figure 3: A Gap-Fill Exercise made with JCloze

6. 3. Introduction to JMatch: (matching exercises)

JMatch is used to create matching exercises. Basically, this means that a list of items appears on one side, and each one must be matched up to an item on the other side.

JMatch output comes in two types: **standard** and **drag-drop**. The standard output uses a drop-down list of items on the right. This is the format to use when you have more than seven or eight items, and the items on the right are only text; if you have only a few items, and especially if the items are graphics, you may want to use the drag-drop format. Don't use the drag-drop format if you have more than eight items, because scrolling on the page will make dragging and dropping difficult.

To make a JMatch exercise, enter each pair of items on the same line, as in the picture below. When you export to create the Web page, the program will shuffle the items on the right for you.

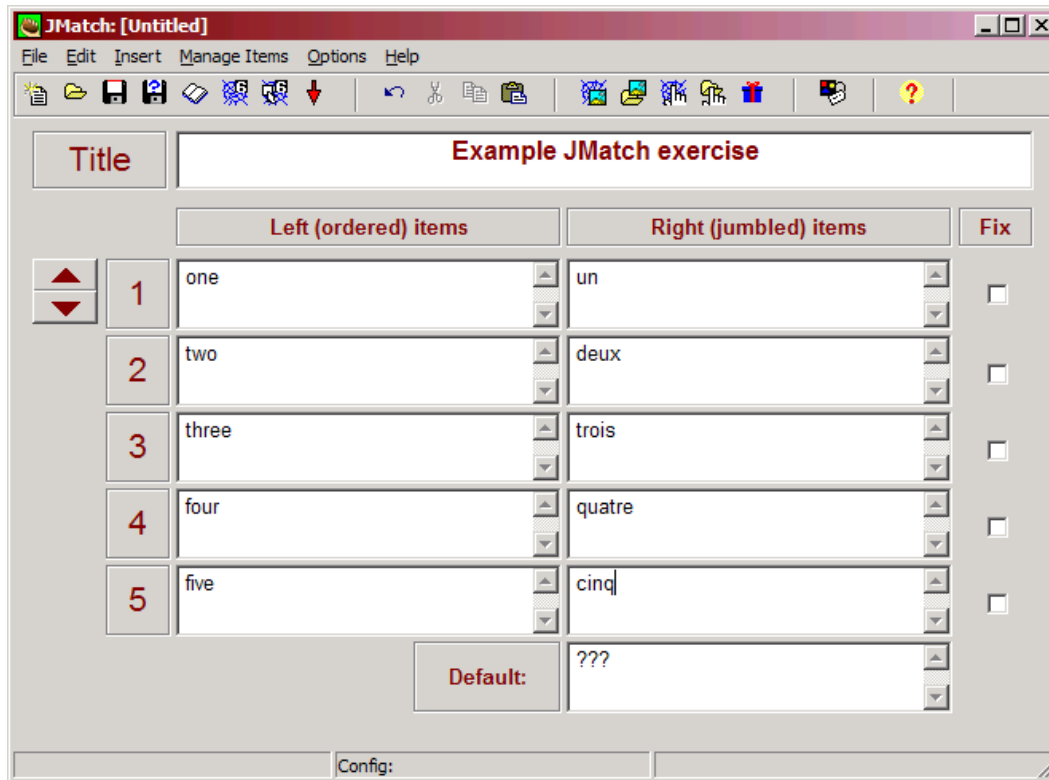


Figure 4: JMatch: (matching exercises)

6. 3.1 example exercise: (An Ordering Exercise made with JMatch)

Matching exercise

Select the correct sequence of actions in creating a Hot Potatoes exercise by choosing from the drop-down lists.
Check

First:

Second:

Third:

Fourth:

Fifth:

Finally:

Check

Figure 5: An Ordering Exercise made with JMatch

6. 4. Introduction to JMix (jumbled sentence or jumbled word exercises)

JMix is used to make jumble exercises. You can jumble the words in a sentence, or the letters in a word. Like JMatch, JMix has two output formats: **standard**, and **drag-drop**.

Start the **JMix** program, then

1. Enter a **title**.
2. Enter a **sentence**. Break your sentence into segments, by putting each segment on a separate line.
3. Click on one of the two Web buttons, or choose "Create Web page" from the File menu. There are two output formats to choose from, standard and drag/drop. For this exercise, it doesn't matter which one you choose.
4. Answer the question about "This" with "no".
5. Choose a name for your Web page.
6. Answer "Yes" to view the exercise in your browser.

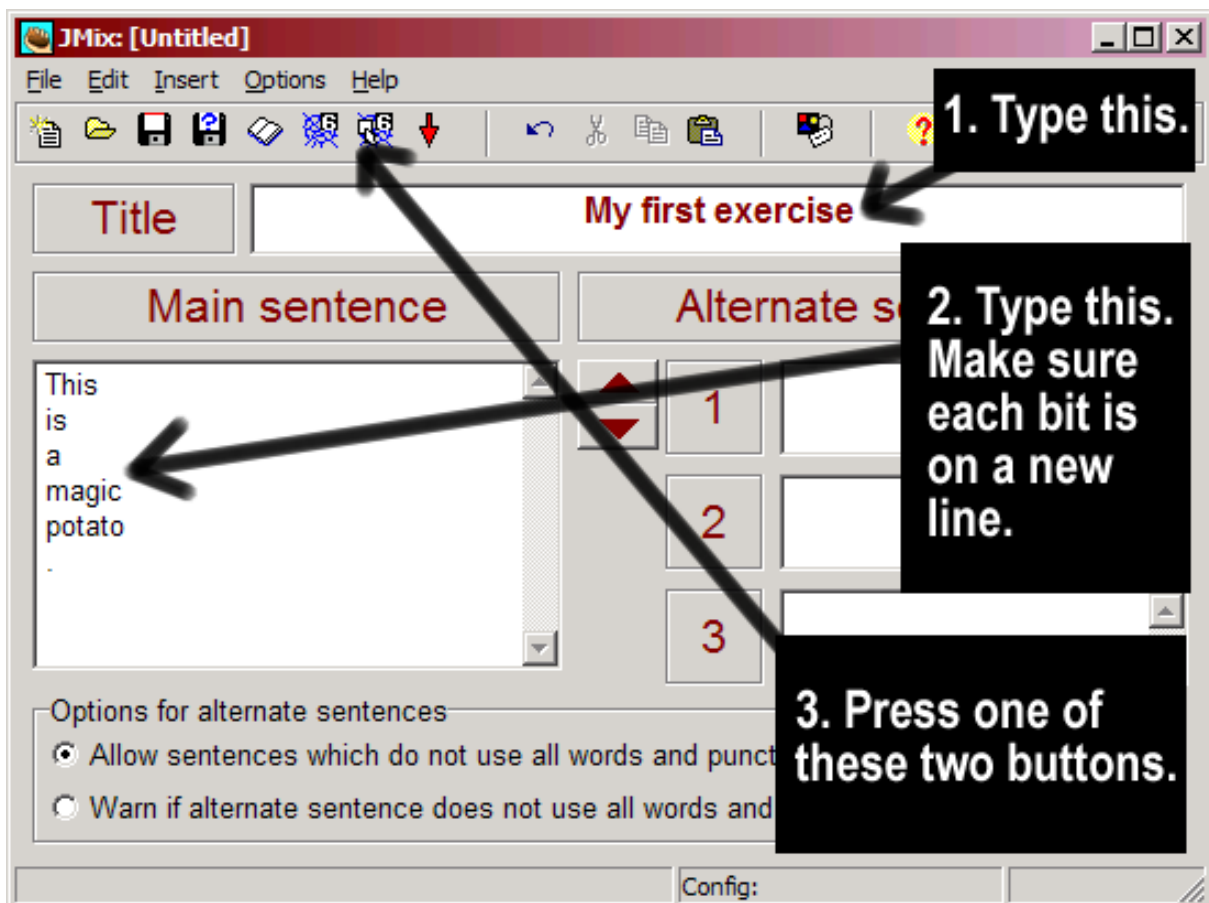


Figure 6: jumbled word exercises

6. 4.1 Example exercises:

Next example

A Jumbled-Sentence Exercise made with JMix

Mixed-up sentence exercise

Put the parts in order to form a sentence. Click on a part to add it to the answer. When you think your sentence is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

Check Undo Restart Hint

is for and Macintosh available Hot Potatoes Windows .

Next example

Figure 7: A Jumbled-Sentence Exercise made with JMix

A Jumbled-Word Exercise made with JMix

Mixed-up word exercise

Put the letters in order to form a word. When you think your word is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct letter.

Check Restart Hint

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| r | t | a | w | s | e | f | o |
|---|---|---|---|---|---|---|---|

Figure 8: A Jumbled-Word Exercise made with JMix

6. 5. Introduction to JCross (crosswords)

JCross is used to make crossword exercises. There are two steps to making an exercise: first enter your letters in the grid, then add the clues. To enter letters in the grid, click on a square and type a letter. Try following the example in the picture below to get you started:

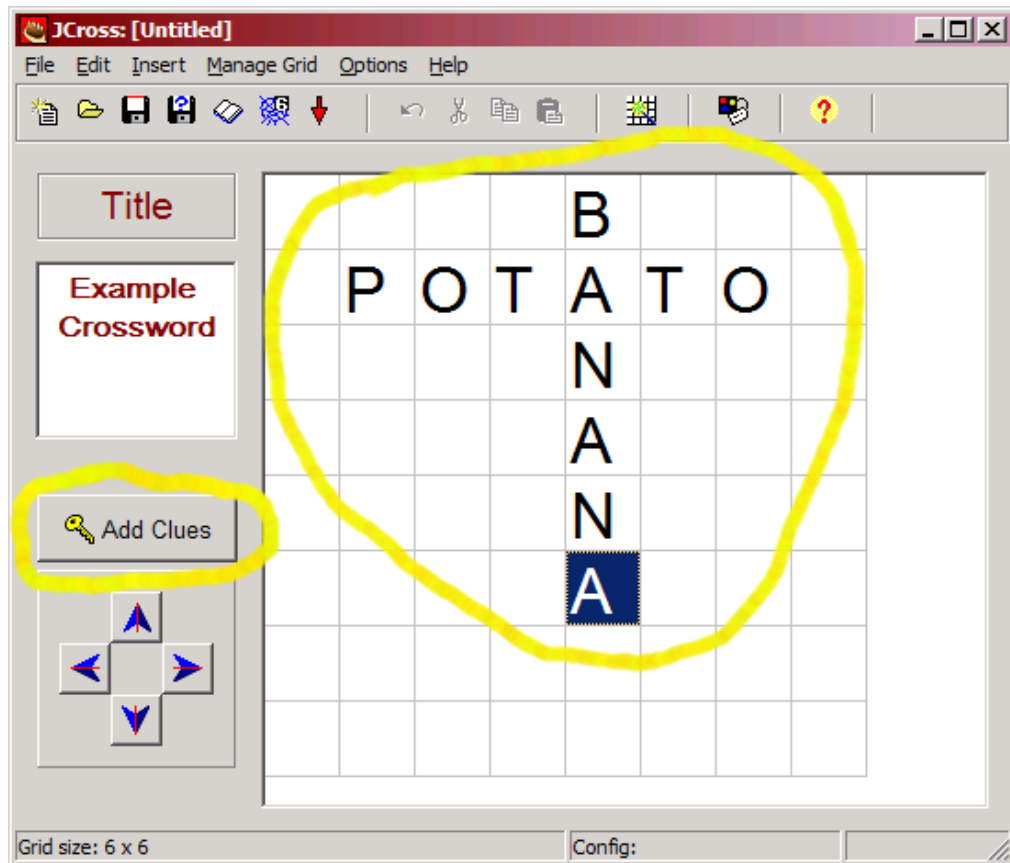


Figure 9: JCross (crosswords) exercise

When you've created the grid, click on **Add Clues**. Then, to add each clue, click on the word, type the clue, and press the OK button:

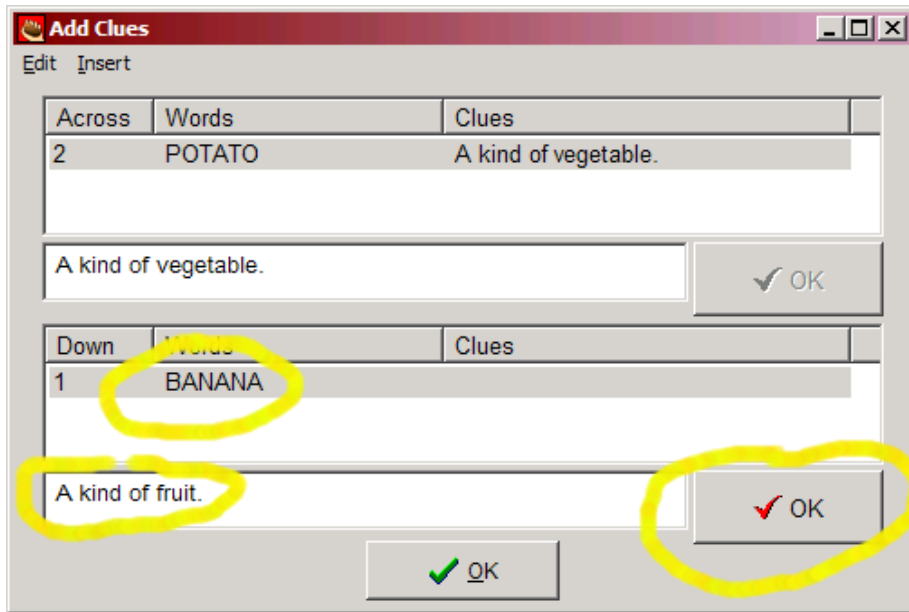
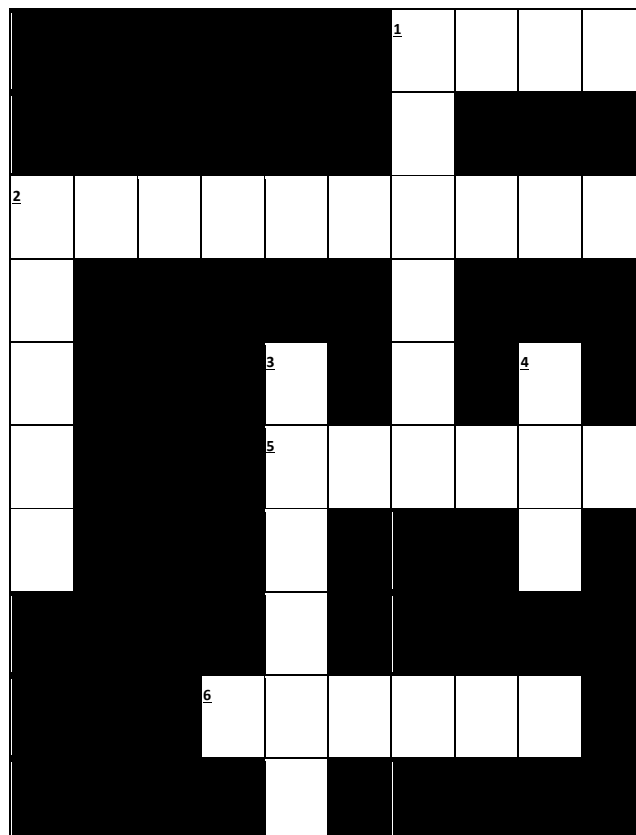


Figure 10: how to Add Clues.

9.5.1 Example exercise: (A Crossword made with JCross)

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.

This crossword also demonstrates the exercise timer, which you can add to any exercise.



Check

Figure 11: A Crossword made with JCross

6. 6 The Masher: (building linked units of material)

The Masher is a different kind of application from the others in the Hot Potatoes suite and has two basic functions:

1. It is used to create complete units of Hot Potatoes exercises (and other Web pages). A unit created with the Masher can share the same appearance settings, and be linked together automatically by navigation buttons; an Index page is also created automatically. If you regularly create sequences of exercises and other pages -- "units" or "chapters" of teaching materials -- then the Masher can help you organize and build your sites quickly and easily.
2. It is also used to upload non-Hot Potatoes files to the hotpotatoes.net server. When you export an exercise to create a Web page from inside a Hot Potato, you can automatically upload the page and its linked media files to hotpotatoes.net; however, you may also want to upload other types of file (PDF documents, Word documents, images, etc.) for your students, and you can do this using the Masher.

7. Conclusion

It is essential for both teachers and learners to know the opportunities that the ICTs offer in the English Language learning. Thus, it is highly recommended, especially for teachers, to know how to use this ICT in their attempts to innovate, improve the quality of learning, help learners become autonomous.

Chapter Three

Outline of Chapter Three

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1. Introduction

This third chapter represent an attempt to make in practice what has been said in the previous chapters.

The experiment which had been held with the secondary school third year learners will be given in details. Additionally, special highlight will be made on the relation between the use of Hot Potatoes activities and the development of learners autonomy.

It must be mentioned that the learners having this experiment were interviewed in order to enrich this study with their views.

1.1 Defining the target learners:

The learners having the experiment are a Secondary School group of 12 pupils preparing the baccalaureate exam. They are aged between 18 and 21 years (7 boys and 5 girls) and they all belong to Third Year Scientific Stream Class. I should mention that the learners were not chosen by the teachers, but they were pupils who had the will to participate in the achievement of this experiment.

1.2 Testing the learners:

Before starting the experiment, the learners were asked to do a classical written test represented in sample of a Baccalaureate exam. The aim of this step is to identify the **knowledge level of learners**. At the end of this training program, they will also be tested, on May, to make a comparison between the two steps and see the changes that occur in the pupils knowledge level. Add to this the fact that our main objective through this experiment is to see the changes that occur in the **pupils autonomy**.

1.2.1 Example of the Test made before starting the program:

SEE APPENDIX 1 ON PAGE 48

2. Description of the training program:

This experiment is a training program, in which, learners are assessed once a week by solving a Baccalaureate exam, already prepared using the Hot Potatoes device.

This training program consists of 9 Baccalaureate exams and will have the form of an HTML web application.

My role as teacher was to prepare the test, at first, using the Hot Potatoes device. The classical exercises, therefore, become **interactive** ones and at the end of each exercise, the learner will

have a score and a feed back according to the type of tasks (multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-filling).

In the realisation of this training program, i tried to keep the original and authentic form and content of the Baccalaureate exams; by this way, learners will be accustomed to see and solve this kind of assessment since **one of the main objectives of this program is to prepare learners to the final Baccalaureate exam** which will be held on June.

Learners, therefore, have to read the text carefully and click ,then, on the exercises to do the **interactive activities**. At the end of each activity, each learner is given a feed back and a score.

I should mention that this training program has the form of an HTML web application that can be stored in any computer database. Pupils who have a personal computer at home are given this application for more flexibility and autonomy.

2.1 Example of the Training Program Exam:

**REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTERE DE L'EDUCATION NATIONALE**

SAMPLE BAC PAPER

STREAM:SCIENTIFIC

Read the text carefully then do the activities.

Behind The Times

Caning, the customary British punishment for student misbehaviour, did not end with Tom Brown or Nicholas Nickleby. Britain is still behind the times on behinds, so to speak. Even today, according to a survey compiled by the Society of Teachers Opposed to Physical Punishment (STOPP), a school child is still thrashed somewhere in the country every nineteen seconds. Such whippings may be nearing an end, however, as Britain, the only West European nation that still allows corporal punishment, bows to standards set by the European Court of Human Rights. A bill moving through parliament would forbid caning unless individual parents had registered their approval with school authorities.

Despite all its intended humanity, the proposed legislation angered some conservative MP's who, remembering their own public-school days, support caning as a sacred custom. STOPP and other anticanners oppose the law as unjust. One reason is that some students would be caned with others while others guilty of the same infraction would not. So far, the prospective victims have not been consulted, though they obviously have tender feelings on the matter. Unless they have merciful parents, the only protection for potential canees is to be at least 16 years old and to live in Scotland. According to Scots law, students 16 or over are independent of their parents. Under the new legislation, they could decide for themselves whether they cared to be thrashed or not.

Spencer Davidson

[Click here to start](#)

2.1.1 Exercise one: (JQuiz exercise).

exercise1

Quiz

1 / 12 =>Show all questions

1. Britain, caning students for misbehaviour

A. ? is a new phenomenon.

B. ? has never been used.

C. ? is not a new phenomenon.

Figure 12: JQuiz exercise

2.1.2 Exercises two/ three: (JMatch exercises).

exercise2

Matching exercise

Match the items on the right to the items on the left.

Check

| | | |
|-------------|--|---|
| rights | things a person may have by law | ▼ |
| thrashed | beaten with a stick / whip as punishment | ▼ |
| legislation | a set of laws | ▼ |

guilty

Check

exercise3

Matching exercise

Match the items on the right to the items on the left.

Check

caned

thrashed

consulted

registered

Check

Figure 13: JMatch exercises

2.1.3 Exercise four: (Jclose exercise).

exercise4

Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

A. put the verbs in brackets in the correct tense:

Mrs Peggy Flint teaches English at Charters Comprehensive School. She (to become) [?] a teacher in 1991. Since then, She (to teach) [?] at Charters comprehensive school. Mrs Peggy Flint is for co-education because, according to her, it (to offer) [?] children nothing than a true version of the society in miniature. Mrs Peggy Flint (to come) [?] to Algeria next month to attend a conference on teaching.

B.Fill in the gap with one word so that the text makes sense:

The right to an adequate education is essential. It is not [?] important to individuals but families and communities as well. All people [?] be able to have a job, or continue their [?] as far as they want. This is the only [?] to contribute to citizenship development.

C. Use the right connector so that the sentence makes sense:

1.Nicholas Nickleby was often punished for his misbehaviour [?] He had good marks in most subjects.

2.Nick repeated the year [?] He had spent most of his time playing electronic games.

3.The Smiths are good parents [?] Their only concern is their children's education.

Check Hint

Figure14: Gap-fill exercise

3. Objectives of the Training Program:

The objectives that stand behind this training program can be summarized into the following points:

- This program comes as an attempt to **introduce a new kind of ICT's in the Algerian educational system and to introduce pupils to the new ICT's use.**
- One of the main reasons of this program is **to show the strengths of the ICT's use in education**, in general.
- Add to this, the fact that the exams that are used in this experiment keep their original and authentic form **to allow the learners see, solve and be accustomed with the Baccalaureate exam which they had on June.**
- Through the realisation of this experiment, this paper comes to **observe the reactions of learners** towards "**interactivity**" that is easily offered by the "Hot Potatoes" device.
- At last, I should mention that this research tries to shed more light on an upper range skill which is **autonomy** in the English Language Learning and to see the changes that occur in the pupils **behaviors towards this kind of ICT's.**

4. Application of the training program:

The training program started on December and ended on May. Learners had to attend this program once a week. Each pupil has his own computer, he or she has to click on the application to start reading the text and then, click on the interactive exercises to do the activities. At the end of each exercise, the pupil has a feedback according to the type of activity and a score. Every time the pupil makes mistakes the score decreased and a feedback is also given to him/her.

5. Testing the Learners at the end of the program:

This test took place on May and to give it more importance for learners, i decided that it would be the Third Term Exam, in other words (Bac Blanc) according to Pupils terminology. I should mention that the objective of this step is to see changes that occur in the pupils' level after the application of the training program.

SEE APPENDIX 2 on page 51 (Bac Exam 1,2 set after the training program).

6. Results of the Two Tests:

| Names of pupils | Test before the Training | Test After the Training |
|---------------------|--------------------------|-------------------------|
| Nasri Mounir | 14/20 | 19/20 |
| Hasnaoui Hanane | 10,5/20 | 19/20 |
| Boubker sid ahmed | 10,5/20 | 10/20 |
| Boujemea lamia | 03,5/20 | 15/20 |
| Moulay Nouria | 11/20 | 12/20 |
| Aamara Ibrahim | 09/20 | 16/20 |
| Malti karim | 07/20 | 14/20 |
| Malti Siham | 09,5/20 | 12/20 |
| Farsi Ibrahim | 08/20 | 12/20 |
| Aamiri Soad | 05/20 | 12/20 |
| Rahoui Fatima Zahra | 05/20 | 12/20 |
| Belfadl Mohamed | 14/20 | 07/20 |

7. Results of another group:

| Names of pupils | Test before the Training | Test After the Training |
|-----------------------|--------------------------|-------------------------|
| Boubkeur Hafida | 04,5/20 | 07/20 |
| Rahoui Sabrine | 07,5/20 | 06/20 |
| Rahoui Farouk | 03,5/20 | 07/20 |
| Aamiri Zouhir | 09/20 | 08/20 |
| Ghoumari Sara | 06,5/20 | 05/20 |
| Boukhors Shahrazad | 05/20 | 07/20 |
| Boudlal Mohamed Amine | 01/20 | 07/20 |
| Boubkeur Amina | 05/20 | 07/20 |
| Bensaid Hafida | 04,5/20 | 07/20 |
| Berkia Ikram | 07,5/20 | 06,5/20 |
| Berrashed Fathi | 09,5/20 | 04/20 |

7.1 Discussing the results:

the overall data resulting from the tests, simply, indicate that the training program participating learners, in general, have gained an important level improvement in comparison with those who did not want to follow the training.

We can say that the success rate of this experiment is 83%.

8. Observing the learners autonomy:

Throughout this experiment, learners behaviors were essential to this research since one of the main factors to determine one's autonomy is his behavior in a foreign language learning.

In addition to this, I wanted to know more about the learners views concerning different points, this is why I gave them some questions to answer and which the results will be discussed.

-I have to mention that learners were aware of the importance of knowing how to learn a foreign language since at the beginning of this program they have been introduced to learning styles, in general, and the different strategies.

- My role as teacher, then, was to introduce the learners to this training program by giving them explanations about it and clarifications about its objectives.

- Learners, after, were shown how to use this application by showing them the different details of how to deal with each type of activities. As the program continued, it was obvious that learners have grasped the way to deal with this application. My role as teacher changed to become a guider. It was systematic for learners, therefore, to open directly the exam file and start solving the activities.

- Whenever, there was a new learner attending this program, I let, on purpose, the other learners show him how to deal with the application. This way, they have the opportunity to feel responsible in their learning and share what they have already assimilated.

- At the end of each session, learners had scores as an evaluation of their knowledge level and , most importantly, knowledge of their strengths and ,on the other hand, weaknesses that they need to improve.

- It should be mentioned that learners had the opportunity to choose the topic of the assessment. This way, they were involved, partially, in the decision making and this had positive effects on their motivation. In addition to this, they had the freedom to begin with the activity they want for more decision making freedom. This goes hand in hand with what (Littlejohn, 1985) and (Barfield et al. 2001) said.

9. Interview Results:

As was mentioned previously, interviews with volunteer learners were conducted. In response to the question ‘**What is your understanding of learner autonomy?**’ learners had the following opinions. ... "Something like being able to work alone without need for others help..... knowing how to study well on your own. ... Being open to change for taking responsibility for one’s own learning. ...The awareness of our own strengths/weaknesses and what we need to improve".

Concerning the question “**Do you consider learner autonomy important?**”, the following comments were given. "... Of course, it is important because learning class hours are insufficient for us. ... I think learner autonomy helps students to learn better, it makes learning easier and funnier.... Learning should continue outside the classroom. ... I think it motivates us to study much more. ... Learner autonomy should be taught when we are at university."

Regarding the question “**What should you do to encourage you become more autonomous in or outside the classroom?**”, the following responses were collected. "... Outside tasks should be assigned to pupils and must be controlled by the teacher ... avoid working in groups..... learners should be encouraged to keep track of their own progress to identify their own strengths and weaknesses..... learners must reflect on how well they did as a group or as an individual at the end of each session."

In relation to the question “**How good are pupils at learning English autonomously?**”, learners have the opinions. "... Not good because there is a traditional learning in the majority of the classes."

Likewise, the following responses were given to the question “**Does the teaching and learning environment in Algeria help the development of autonomy?**” "... Unfortunately, it doesn’t help the development of learner autonomy because teachers and pupils do not know it. ... There are several obstacles to the development of learner autonomy in the learning process, such as crowded classrooms....courses are given prepared for learners who are, in the majority of time, passive and rely on the teacher in everything".

Concerning this question "**What do you think about using computers in English language learning?**" the following responses were collected. " ... I think it’s very dynamic and faster, first because we don’t have to write like always on a paper, we save time and we have everything in only one place... we get our score immediately and we can know our strengths and weaknesses at the end of each Baccaalaureate exam... I like this way to learn and enjoy my class.. it’s better and easier to do things when you like them and I like to work on a computer it gives us self confidence because we're alone in solving the Baccaalaureate exams.....this is the best way to become autonomous Using the computer is effective because the activities are not boring, and this way of solving activities helps me to remember...I think it’s the best way to prepare ourselves for the Baccaalaureate exam".

10. Conclusion

As it can be seen, learners exposure to the language using the ICTs is greater than with printed material and there is more opportunity for them to interact with different kinds of Hot Potatoes activities. Learners, therefore, have started to take control of their learning by participating, partially, in decision making with regard to materials, topics and activities, reflecting on how to learn a foreign language, discovering one's strengths and weaknesses in an attempt to improve them.

Add to this, in light of the interviews data, it is observable that, at the beginning of this training programme, autonomy was a neglected part of learning. Fortunately at the end of the experiment, learners seem to have a constructed notion of learner autonomy including awareness, responsibility and self-assessment.

On the basis of the findings, it would be essential to suggest for learners, particularly, the use of Hot Potatoes activities. They represent an inestimable opportunity which allows them improve their autonomy through the use of the interactivity given by the Hot Potatoes device.

10. 1 General Conclusion

There is no doubt that this experiment was very useful for both learners and me as a teacher. Therefore, highlight should be made on some points in this conclusion.

- The main reasons that entice me choose this ICT are the variety of exercises proposed to the teacher and the simplicity in use of this device.
- Add to this the fact that **interactivity and the feedback** offered by this ICT interferes directly in developing the learners autonomy.
- This study has provided a rich source of information on the relation between the use of Hot Potatoes activities and the improvement of learners autonomy in the English language learning.
- One important conclusion that could be drawn from this study is that the results indicate a strong preference for a more autonomous learning process
- When the teacher gives his learners the opportunity of decision making, this would certainly increase their motivation.
- One of the main findings of this study is that, teachers should pass onto the learners some responsibilities and choices in their leaning process. This will certainly develop the learners' autonomy, an autonomy which goes hand in hand with the ICT's use.
- Teachers, therefore, are strongly invited to use the ICTs in their classes and the Algerian educational system decision makers are strongly advised to adopt them as they are the future of education in Algeria.
- It is the responsibility of universities, as well as primary and secondary schools, to lead their students and pupils towards autonomy in order to prepare them for lifelong learning. This implies that teachers must learn to become facilitators and open their classrooms to ICTs, but it certainly does not mean that we need to replace teachers by more economical machines. The teacher has the role of helping the learner to learn, how to learn, and may be considered as a facilitator of learning.
- I have to suggest that it is a necessity for Universities in Algeria to adopt the Hot Potatoes device in their programs, especially for third year License degree students since they represent future teachers. This would be extremely beneficial for them and their future learners.

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APPENDICES:

Appendix 1: (Example of the Test made before starting the program)

BACCALAUREATE EXAM

Read the text the do the activities below:

The **Maya civilization** is a Mesoamerican civilization, noted for the only known fully developed written language of the pre-Columbian Americas, as well as its spectacular art, monumental architecture, and sophisticated mathematical and astronomical systems. Initially established during the Preclassic period, many of these reached their apogee of development during the Classic period (c. 250 to 900), and continued throughout the Postclassical period until the arrival of the Spanish. At its peak, it was one of the most densely populated and culturally dynamic societies in the world.

The Maya civilization shares many features with other Mesoamerican civilizations due to the high degree of interaction and cultural diffusion that characterized the region. Advances such as writing, epigraphy, and the calendar did not originate with the Maya; however, their civilization fully developed them. Maya influence can be detected as far as central Mexico, more than 1000 km (625 miles) from the Maya area. Many outside influences are found in Maya art and architecture, which are thought to result from trade and cultural exchange rather than direct external conquest. The Maya peoples never disappeared, neither at the time of the Classic period decline nor with the arrival of the Spanish *conquistadores* and the subsequent Spanish colonization of the Americas. Today, the Maya and their descendants form sizable populations throughout the Maya area and maintain a distinctive set of traditions and beliefs that are the result of the merger of pre-Columbian and post-Conquest ideologies (and structured by the almost total adoption of Roman Catholicism). Many different Mayan languages continue to be spoken as primary languages today.

I)Reading Comprehension:

1 In which paragraph is it mentioned that Maya civilization is the consequences of cultural and economical exchanges

?.....

2) Read the text carefully and choose the correct letter

a- Maya people :

a- created a writing system

b- adopted a writing system

c- adopted and adapted a writing system

b – Maya civilization is the result of :

a – conquests

b- exchanges

c- colonization

c – Maya people :

a – disappeared at the time of Spanish coloni

b- are still existing

c- disappeared at the time of classic period

3) Read the text again and answer the following questions :

a- Give two characteristics that Maya Civilization are known for .

.....
.....

b- How was the Maya society at its peak?

.....
.....

c- Why does the Maya civilization share many aspects with other Mesoamerican civilization?

.....
...

4) Give a title to the text.

.....

5) Find in the text words whose definition follows :

a- Power to affect persons or events

.....

b- The period of greatest prosperity or productivity

.....

c- An adventurer one who led the Spanish conquest of Mexico and Peru in the 16th century.

.....

6) Give the opposites of the following words keeping the same root :

| | | | | |
|------------------|-----------------|------------------|----------------|---------------|
| Words | continue | populated | outside | direct |
| Opposites | | | | |

7) Combine the sentences using one of the following conjunctions: until – while – although

1) a- The Maya area was initially inhabited around the 10th millennium BC.

.....

b- The first clearly "Maya" settlements were established in approximately 1800 BC.

.....

2) **a-** There is no universally accepted theory to explain the collapse of The Maya Civilization

b-Current theories fall into two categories: non-ecological and ecological.

.....

a- Most kingdoms never disappeared from the political landscape

b- the collapse of the whole system in the 9th century AD

.....

3) What or who do the underlined words refer to ?

.....

.....

.....

4) Classify the following words according to the pronunciation of their final "s":

Conquistadores - matches – marks – langages

| | | |
|--|--|--|
| | | |
| | | |

Appendix 2: (Bac Exam set After the Training Program)

Choose one of the Exams:

1) BACCALAUREATE EXAM 2014

part one: reading and interpreting

Read the text carefully, then do the activities.

Did you know that the ancient Greeks were able to work out the diameter of the Earth using data from Lunar eclipses?

The study of the Earth's shadow projected on the Moon allows us to deduce that Earth is spherical. The ancient Greeks worked this out. Using Lunar eclipse timing, as far back as the third century BC, Aristarchus from Samos estimated the Lunar diameter. Using Eratosthenes's previous measurement of Earth's diameter, he deduced the Earth-Moon distance. Hipparchos (150 BC) and Ptolemy (2nd century AD) improved with impressive precision the measurement of the Lunar diameter and Earth-Moon distance.

In the 17th century, in order to improve longitude determination, absolute cartography made use of Lunar eclipse phenomena, which were observable simultaneously from different points.

Today, during Lunar eclipse, Laser-ranging measurements can be made with great accuracy using reflectors placed on the Moon during the Apollo and Lunokhod missions. This has allowed more precise measurement of Lunar acceleration and the slowing down in Earth's rotation.

Analysis of the refracted light of Earth's atmosphere during Lunar eclipses has also made it possible to show that atmospheric Ozone is confined to a layer between 50 and 80 kilometers above Earth's surface.

A/ Comprehension: (8pts)

1. What type of text is it?
 - a. a web article
 - b. a scientific report
 - c. a newspaper article
2. The text is about:
 - a. Lunar and solar eclipses
 - b. Lunar eclipses and science
 - c. Lunar eclipses in history.
3. Are the following statements True or False?
 - a. Lunar eclipses enabled the ancient Greeks to know the Lunar diameter.
 - b. Eratosthenes was able to calculate the Earth-Moon distance.

- c. Sophisticated equipment was deployed on the Moon during Apollo missions.
 - d. Detailed studies during Lunar eclipses provided crucial information on Lunar atmospheric Ozone.
4. Answer the following questions:
- a. How could we deduce the Earth's shape?
 - b. Did Aristarchus measure the Lunar diameter with accuracy?
 - c. Who contributed to give more precise measurement of the Earth-Moon distance.
 - d. What helped the scientists make measurements with high accuracy?
5. In which paragraph it is stated that technology is used to get accurate measurements?

B/ TEXT EXPLORATION: (7pts)

1. Find in the text words or expressions that are closest in meaning to:
- a. know indirectly b. existing
2. Find in the text words or expressions that are opposite in meaning to:
- a. worsened b. inaccurate
3. Complete the table:

| verb | noun | adjective |
|-------------|-------------|------------------|
| | | observable |
| | rotation | |
| deduce | | |

4. rewrite the second sentence so that it means the same as the first:
- 1.a. He said: " the ancient Greeks worked this out".
- b. He said.....
- 2.a He deduced the Earth-Moon distance.
- b. The Earth-Moon.....
- 3.a. A large rock doesn't hit the Earth, the global consequences won't be unimaginable.
- b. **If** a large rock.....
4. Combine the following sentences using the words between brackets, do any necessary changes:
- a. Lunar eclipses are visible from any place. Solar may be visible from certain areas of the Earth. (**unlike**)

b. Ancient Greeks were able to calculate the Lunar diameter. They were also able to calculate the Earth-Moon distance. (**both**)

5. Classify the following words according to the pronunciation of final "ed":

needed - helped - discovered - wanted

| /d/ | /t/ | /id/ |
|-----|-----|------|
| | | |

PART TWO: WRITTEN EXPRESSION: (5PTS)

Choose one of the topics

Topic1: use the notes below to write a composition comparing the two planets **Venus** and **Earth**.

Earth: supports life / temperature about 22°C / atmosphere contain oxygen.

Venus: life impossible / temperature about 480°C / atmosphere contain carbon dioxide.

Similarities: sister planets / the same size / orbiting the sun / about the same age / young geologically / rocky / surface formed by volcanoes.

Topic 2: on July 21, 1969, US astronaut Neil Armstrong was the first man to set foot on the Moon. Do you think that space missions are useful to mankind, or simply wasted money? develop the topic stating your arguments through a composition of no more 120 words.

2) BACCALAUREATE EXAM 2014

PART ONE: Reading

Read the text carefully then do the following activities

An estimated 158 million children aged 5-14 are engaged in child labour, one in six children in the world. Millions of children are engaged in hazardous situations such as working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. **They** are everywhere but invisible: toiling as domestic servants in homes, labouring behind the walls of workshops, hidden from view in plantations...

In Sub-Saharan Africa, one child in three is engaged in child labour, representing 69 million children. In South Asia, another 44 million are at work.

Children living in the poorest households and in rural areas are most likely to be engaged in child labour. Those burdened with household chores are girls. Millions of girls **who** work as domestic servants are especially vulnerable to exploitation and abuse.

The UNICEF often interferes with children's education. Ensuring that all children go to school and that their education is of good quality, is a key to preventing child labour.

Adapted from "UNICEF, Social Media"

A. Comprehension: (8pts)

1. Circle the letter which corresponds to the right answer:

The text is: a. descriptive **b.** expository c. prescriptive

2. Write the letter which corresponds to the right answer:

A. children are engaged in child labour in the world.

a. One out of six b. Fifty eight million c. Sixty nine million

B. Some African and Asian children are working in

a. fair conditions **b.** unsafe conditions c. legal conditions

C. Girls in rural areas boys.

a. less exploited than b. as exploited as **c.** much more exploited than

D. The UNICEF is an institution which

- a. encourages child labour
- b.** protects children from child labour
- c. prevents children's education.

3. Answer the following questions according to the text.

- a. Mention three tasks children are forced to do.

work in mines / chemicals / pesticides / machinery / domestic servants

- b. In which continents are children engaged in child labour?

Africa / Asia

- c. How can we fight child labour?

ensuring that all children go to school and get an education of good quality

4. Choose the general idea of the text.

- a.** Children are exploited in labour in some parts of the world.
- b. Millions of children are deprived of protection and health care.
- c. Children are suffering from conflicts and wars.

5. Who or what do the underlined words refer to in the text?

- a. they (§1) children
- b. Who (§3) girls

B. TEXT EXPLORATION: (7pts)

1. Find in the text words that are closest in meaning to the following.

- a. risky (§1) dangerous
- b. answer (§4) key →

2. Complete the chart as shown in the example.

| | | |
|----------------------|-----------------------|---------------------------------|
| verb | noun | adjective |
| To labour | Labour | labouring |
| To engage | engagement..... |engaged / engaging..... |
|to abuse..... | abuse |abusive..... |
|to prevent..... |prevention..... | preventive |

3. Rewrite sentence (b) so that it means the same as sentence (a).

1. a. Some café owners exploit children as waiters for a miserable pay.
b. Children are exploited as waiters for miserable pay by some café owners
2. a. Children do most of the hard work. They are badly paid.
b. Although children do most of the hard work, they are badly paid.

3. a. Governments should protect children from exploitation.

b. It's high time Governments protected children from exploitation

4. Classify the following words according to the pronunciation of the final "S".

studies - dollars - works - institutions

| /S/ | /Z/ | /ɪZ/ |
|-------|------------------------|---------|
| works | Dollars - institutions | studies |

5. Fill in the gaps with words from the list: illegal - poverty - due - think

Child labour is a worldwide issue. It is due..... to overpopulation, unemployment and especially to poverty..... . Parents have to send their children doing illegal..... work rather than studying. If they think..... that this brings them happiness they are mistaken.

PART TWO: Written Expression (5PTS)

Choose one of the following topics.

TOPIC ONE:

Using the following notes, write a composition of 120 to 150 words on:

The causes of child labour all over the world.

- poverty / illiterate parents.
- lack of motivation for schooling.
- no protection nor care from families and institutions.
- exploitation by rich owners.

TOPIC TWO:

Write a composition of 120 to 150 words on the following:

How can advertising be beneficial to the consumer? Illustrate your arguments with examples.