

TRANSFERABILITY OF THE e-LEARNING COURSE

Work Package 1 Transferability Work Package 4 Course Design

TRANSFER OF LINGUISTIC CONTENT AND METHODOLOGY FROM THE TAXI DRIVER ENGLISH COURSE TO ENGLISH THE SAINT JAMES WAY

Design of the macro sequence:

At first sight, it seemed that there would be little to transfer from the Taxi Driver course to the Saint James course, given that the linguistic contents were aimed at two different sectors.

However, apart from the obvious similarities already mentioned in the TRANSFERABILITY REPORT as to skills work, exercise types, Glossary and Key Points Guide, we have found right from the beginning of WP4 that there is more to transfer than that.

The first step in the design of the macro sequences of the course itself was indeed to open the Taxi Driver course and examine how the units were organized and how the linguistic elements were grouped. At this point it was relatively easy to begin a very broad first draft of the new e-Course, based on the Taxi Driver contents and include additions and improvements, due mainly to the fact that the Taxi Driver project terminated two years ago and e-learning has evolved since then.

The basic difference between the two e-Learning systems is that the Saint James contains more target language and has more activities geared to active production by the student.

Design of learning activities:

In *First Principles of Instruction*, M. David Merrill (<http://mdavidmerrill.com/Papers/firstprinciplesbymerrill.pdf>) states these two important principles:

- **The demonstration principle:** Learning is promoted when learners observe a demonstration
- **The application principle:** Learning is promoted when learners apply the new knowledge

We have applied the first of these two principles in the English the Saint James Way course. Whereas in the Taxi Driver course, the approach was based on the student discovering meaning via the learning activities themselves, in the Saint James course we have rejected that approach as having fallen out of favour by most course designers, and have added additional steps for explaining and presenting the linguistic contents, (i.e. *a demonstration*), before moving on to the activities themselves (i.e. *applying new knowledge*).

The rest of the learning activities are basically the same as those in the Taxi Driver program:

Drag & Drop, matching, fill in the gaps, rewrite, translate, listen and complete, ordering, etc.

Design of course contents:

The following table contains a summary of where the approaches to both courses coincide and the additions and improvements of the Saint James English course: many of the linguistic elements are basically the same, with additions and improvements in the Saint James course that go beyond simply adapting the course to a different sector.



Linguistic contents and activities transferred from the TAXI DRIVER ENGLISH COURSE:

TAXI DRIVER	SAINT JAMES
<p>Unit 1: Lexis: Common destinations (<i>airport, cathedral, downtown, etc.</i>)</p> <p>Activities: matching, listening, pronunciation</p>	<p>Unit 1: Lexis: Parts of the inn: (<i>dormitory, bedroom, kitchen, etc.</i>)</p> <p>Activities: matching, listening, pronunciation</p> <p>Additions: Lexis: how to give directions inside a building</p> <p>Improvements: § Presentation of lexis as listen and read § Re-writes from national language to English: more production oriented and less passive § Summary: fill in the gaps</p>
<p>Unit 2: Lexis: Saying cardinal numbers in English</p> <p>Activities: Listen and repeat Say the numbers Order the numbers you hear</p>	<p>Unit 2: Lexis: Saying cardinal numbers in English and talking about prices. <i>How much?</i> (see Unit 3 in Taxi Driver)</p> <p>Activities: Listen and repeat Order the numbers you hear Write the numbers you hear</p> <p>Additions: Lexis: talking about prices and corresponding learning objects: § Presentation of related lexis (<i>free for children, etc</i>) § Three original dialogues for listening comprehension and language practice § Listen and read for presenting new expressions § Listen and repeat § Re-writes from national language to English</p> <p>Improvements: § Presentation of lexis as listen and read § Practice of easily confused pairs (70-17, etc) § More production oriented.</p>
<p>Unit 3: Questions about price (see Unit 2 in Saint James) and distance</p> <p>Lexis: <i>How much? How far?</i> Expressions of distance <i>15 km, 25 minutes, etc.</i></p> <p>Activities: Listen and repeat</p>	<p>Unit 3: Questions about distance and time, + the names of places of interest.</p> <p>Lexis: <i>How far? What time?</i> Expressions of distance <i>Not very far, It's about a 3 hour walk, etc.</i> Places of interest (<i>The next town, the church, the bar, etc</i>), Saying the time,</p> <p>Activities: Listen and read with pictures</p>



<p>Listen and Choose the correct answer One original dialogue for listening comprehension and language practice</p>	<p>Matching Repeating Two original short dialogues for listening comprehension and language practice</p> <p>Improvements: § More numbers practice as review and extension § More production oriented.</p>
	<p>Review Unit 1, for reasons of screen layout, added to the beginning of Unit 4</p>
<p>Unit 4 “I’m in a hurry” and “I need”</p> <p>Lexis: <i>a bank, a tourist information office, a Cash machine, a Chemist’s shop/a pharmacy, etc.</i></p> <p>Activities: Matching Listening comprehension Ordering Fill in the gap</p>	<p>Unit 4 How do I get there? and “I need” + Street directions and expressions of location</p> <p>Lexis: <i>a bank, a tourist information office, a Cash machine, a Chemist’s shop/a pharmacy, etc.</i></p> <p>Go along the street , Turn left, etc. On your left , At the end of the street, etc</p> <p>Activities: Listen and read Repeat Matching Ordering Re-write</p> <p>Additions: The lexis and activities for street directions</p>
	<p>Unit 5 Everyday items <i>a pair of scissors ,an aspirin, a receipt</i> <i>Here you are</i></p> <p>This is an additional unit</p>
<p>Unit 5 Requests Can you...? Please + imperative</p> <p>Activities: Matching Who says it, driver or passenger Ordering Fill in the gaps Pronunciation</p>	<p>Unit 6 Requests Can you...? Shall I...? Can I ...?</p> <p>Activities: Listen and read Listening Matching Pronunciation Who says it, the Hotel staff or the guest</p> <p>Additions: More explanations presented as Read and Listen, with text available in native language for clarity. (cursor on the English text reveals the native language text).</p>
	<p>Review Unit 2, for reasons of screen layout, added to the beginning of Unit 7</p>
	<p>Unit 7 the weather</p>

	This is an additional unit
Unit 6 Dealing with Communication Problems + Problems on the road Communication Problems: Tourist Talk: 3 original dialogues Activities: Listen and Read Matching Repeat key phrases Gap Fill Examples: Can you <u>write it down</u> ? Can you <u>say it again</u> ? Can you <u>speak more slowly</u> ? Can you <u>show me on the map</u> ? Can I <u>pay by cheque</u> ? I'm sorry, <u>only cash</u> or credit <u>card</u> . <u>Can I pay by credit card</u> ? <u>Of course</u> Additional activities for dealing with problems on the road. + activities	Unit 8 Checking in and Explaining the Rules + Dealing with Communication Problems Communication Problems: Tourist Talk: 2 dialogues similar to the ones in the Taxi Driver Course Activities: Listen and Answer TRUE or FALSE Ordering Repeat key phrases Text reconstruction or Gap Fill Examples: Can you <u>write it down</u> ? Can you <u>say it again</u> ? Can you <u>speak more slowly</u> ? Can you <u>show me on the map</u> ? Can I <u>pay by cheque</u> ? I'm sorry, <u>only cash</u> or credit <u>card</u> . <u>Can I pay by credit card</u> ? <u>Of course</u> Original dialogue for checking in +activities: Note: We provide 2 possible dialogues for this functional content (Checking in and Explaining the Rules) in order to gear the language to a Pilgrim's shelter or a Rural Tourist Accommodation provider.
	Review Unit 3, for reasons of screen layout, added to the beginning of Unit 9
Unit 7 Useful expressions	Unit 9 Food and recommending a dish
Unit 8 Arriving	(See Unit 8 above)
Unit 9 Specific items for each local city involved Dialogues with common questions and answers specific to each location <i>Where is the Tourist Office?</i> <i>When is it open?</i> <i>What is the Tourist office phone number?</i>	Unit 10 Specific items for each country involved Common text + local texts about the Camino with associated learning activities designed to help the student give explanations about the Camino and especially about the local section of the Camino. Dialogues with common questions that can be answered differently depending on the specific location <i>Do you have any tourist information about this part of the Camino?</i> <i>Do you have any tourist information about this area?</i>

<p><i>Can you recommend a good hotel?</i></p> <p><i>Can you recommend a typical restaurant?</i> <i>The XXX is good.</i></p> <p><i>What can we see here?</i> <i>You can go to the Museum of Fine Arts, etc.</i></p>	<p><i>Yes, here is a book.</i> <i>Yes, here is a map</i> <i>Yes, here is a leaflet*</i></p> <p><i>Can you recommend any Webpages about this area?</i> <i>Shall I show you on the computer? This is a good site</i></p> <p><i>Can you recommend a typical restaurant?</i> <i>Where can we go for a drink?</i> <i>The XXX is good.</i></p> <p><i>What can we see here?</i> <i>What can we do here?</i> <i>You can go to the old church/ the museum, etc</i></p>
<p>Unit 10 general review</p> <p>The General Review is based on listening comprehension of the global course contents.</p> <p>General Review: 3 dialogues with True/False questions.</p>	<p>Unit 11 general review</p> <p>The General Review is based more on production and is more demanding of the student.</p> <p>100 questions of different types:</p> <ol style="list-style-type: none"> 1. Audio fill: hear English, write in native language 2. Audio match: match audio to picture 3. Drag & Drop: read native language, match to English 4. Rewrite: read in native language, write in English 5. Gap fill: produce the vocabulary in English 6. Functional language recognition: Hear a question in English and match to appropriate response 7. Drag & Drop: Match sentence halves in English 8. Audio ordering: Listen and order words logically 9. Functional language re-write from native language to English 10. Numbers recognition: Hear the number, write the figure

Conclusions:

There has been a successful transfer of course material and methodology from the Taxi Driver to the Saint James course, with additional material and strategies applied to the latter, as is only logical given the improvements gained in our knowledge of e-Learning during the time elapsed from the end of the first project (2008) to the implementation of the second (2011).

