

Web 2.0 Tools for Teachers



Written by Nik Peachey | Learning Technology Consultant, Writer, Trainer

Teacher Development: <http://nikpeachey.blogspot.com/>

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On Twitter: <http://twitter.com/NikPeachey>

Web 2.0 Tools for Teachers

Introduction: What's Web 2.0 and what does it have to offer?

This document is intended as simple introduction to some free Web 2.0 type tools that can be used by teachers who are interested in using technology in language teaching. The tools presented here are just the tip of the iceberg and this should not be considered in anyway conclusive or even the 'best of' Web 2.0 tools. New tools are emerging all the time, many not originally intended for education, but which can be put to good use by students and teachers alike to extent opportunities, enhance learning potential and develop the level of digital literacy that students will need for the 21st century.

To keep in touch with further developments in this field please visit my blogs.

- You can get regular news and tips at: <http://quickshout.blogspot.com/>
- You can get teaching ideas and suggestions at: <http://nikpeachey.blogspot.com/>

To see examples of activities and tasks I have created for students using other Web 2.0 tools and sites visit my at: <http://daily-english-activities.blogspot.com/>

My thanks to [Jürgen Wagner](#) and [Verena Heckmann](#), e-learning specialists at the [Landesinstitut für Pädagogik and Medien](#) in Saarbrücken Germany, for asking me to do the presentation that inspired this booklet and thanks to Ingrid Braband for proof reading it and helping me to get rid so many typos.

What's Web 2.0?

Web 2.0 can most easily be defined in relation to what the web originally was (Web 1.0!)
Originally:

- **Text based 'html' with some images** - The early web was largely driven by text based content formatted with a simple programming language called 'html'.
- **Broadcast medium** - Most web sites were owned or controlled by companies or individuals with web skills. The content was added by web masters and the owner of the website decided what would go on the website. This was a 'top down' process, readers had no choice and little input into the content that went on the site.
- **Slow connection speeds** - Most visitors were using slow dial up connections which made downloading large files such as video or audio incredibly slow.
- **Limited interactivity** - If there was any interactivity on websites it was almost completely text based and usually took the form of sending in an email, basic text chat or posting a message on a text based bulletin board.
- **Expensive software** - Most creative work being done on computers was done using expensive software which was complex to learn and had to be bought on discs and installed on the hard drive.
- **DotCom bubble burst** - Some largely misguided attempts by many companies to make money over the internet using outdated business models end mostly in failure.

Web 2.0 is different:

- **Speed** - Broadband connectivity and high speed wireless and mobile connections have enabled much of the changes that have occurred.
- **Web based software and applications** - The development of more complex programming languages combined with more sophisticated web browsers have enabled users access software tools online without downloading and in many cases without paying for them.
- **Platform based services** - Instead of providing content, many web companies now provide platforms such as YouTube, Digg, Blogger , etc.
- **User generated content** - Users of these services create and share their own content.
- **Rich media content** - Connection speeds have enabled the web to deliver audio, video and fast interactive games of a high quality without wait time.
- **Complex social interactions** - Interaction through websites and web services have become much more complex and users can now share a vast array of content and information and collaborate for more rapidly and easily.
- **New business models** - Most successful web 2.0 products and services are free for anyone to use.
- **Democratisation** - This has been described as the 'democratisation' of the web. It is no longer a broadcast medium controlled by website owners and web masters. Now anyone can contribute what they know and share it with anyone else.

You can find a more comprehensive description of the contrast Web 2.0 and the web as it used to be here: http://www.youtube.com/watch?v=NfpkVYXpvyE&feature=channel_page

What does web 2.0 have to offer teachers?

There are a number of ways these changes have enhanced the learning potential of the web.

Web 2.0 enables:

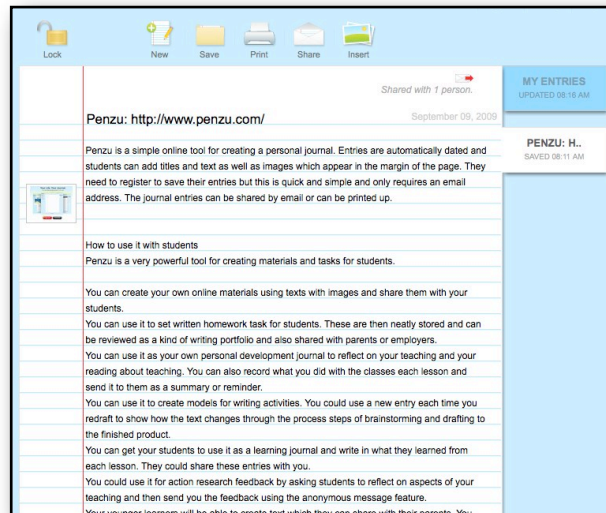
- **Socialisation** - Through socialisation our students can use the language and skills they are learning to build networks and develop relationships with real people.
- **Collaboration** - They can work together with others to construct and share real knowledge.
- **Creativity** - They can create genuine products, in a wide range and combination of media to high standards, that will have a real audience.
- **Authenticity** - The tasks and activities they do and the people they communicate with to do them are real and motivating.
- **Sharing** - They can share what they create and learn from each other.

So here are the tools

1. Penzu

<http://www.penzu.com/>

Penzu is a simple online tool for creating a personal journal. Entries are automatically dated and students can add titles and text as well as images which appear in the margin of the page. They need to register to save their entries but this is quick and simple and only requires an email address. The journal entries can be shared by email or can be printed up and brought into class.



If you email an entry to someone they receive the text in an email and a link to the journal page you sent. The journal page can only be edited and changed by the author not by the person who receives it.

Here's an example link to a [Penzu journal entry](#).

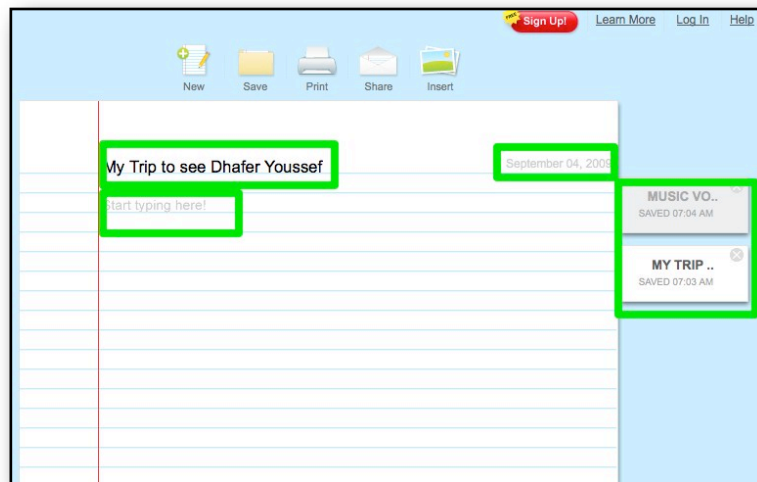
To use Penzu:

You need to register:

 A screenshot of the Penzu "Instant Sign Up" form. The form has a light blue background and a yellow star icon with the word "FREE". The title "Instant Sign Up." is in large, bold letters. Below the title, it says "Create your free account and get started in seconds." The form fields include: "First Name:" (text input), "Last Name:" (text input), "Birthdate:" (Year, Month, Day dropdowns), "Gender:" (Gender dropdown), "Email:" (text input), "Password:" (text input), and "Retype Password:" (text input). A green arrow points to the "I agree to the Terms of Use and Privacy Policy." checkbox, which is highlighted with a green box. At the bottom, there is a link "Already have an account? Log In" and a red "Sign Up" button.

This is quite simple and requires a minimum amount of information.

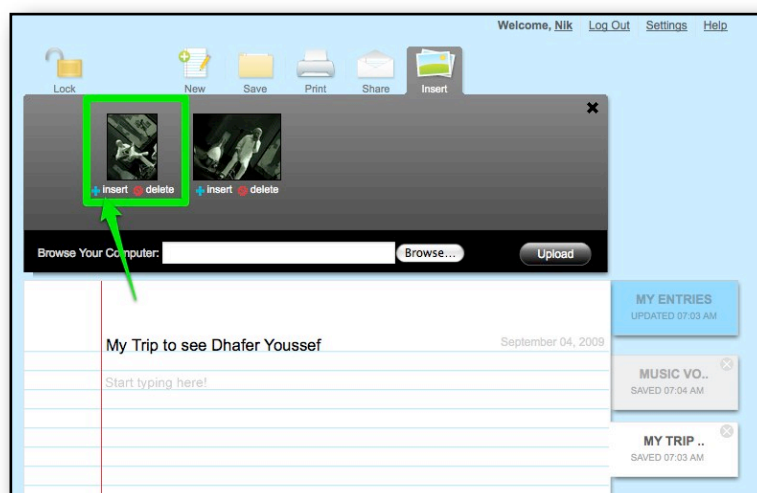
You can then start creating your journal entries by adding a text and title. Each entry is dated automatically and you can move from one entry to another using the tabs on the right of the page.



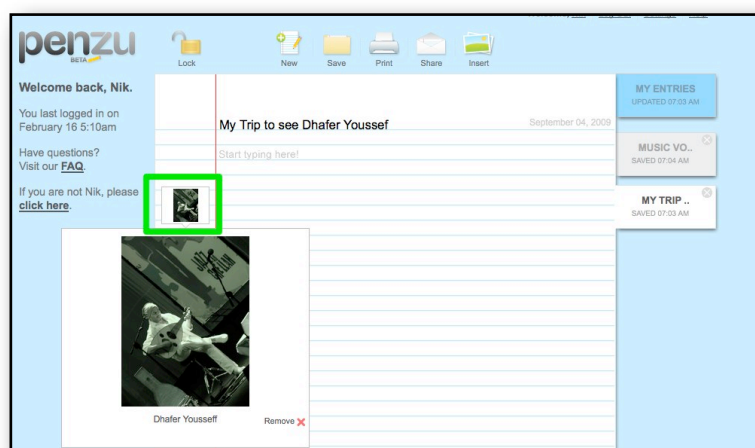
To add pictures, you simply click on the 'Insert' icon at the top of the page and locate an image on your computer and upload it.



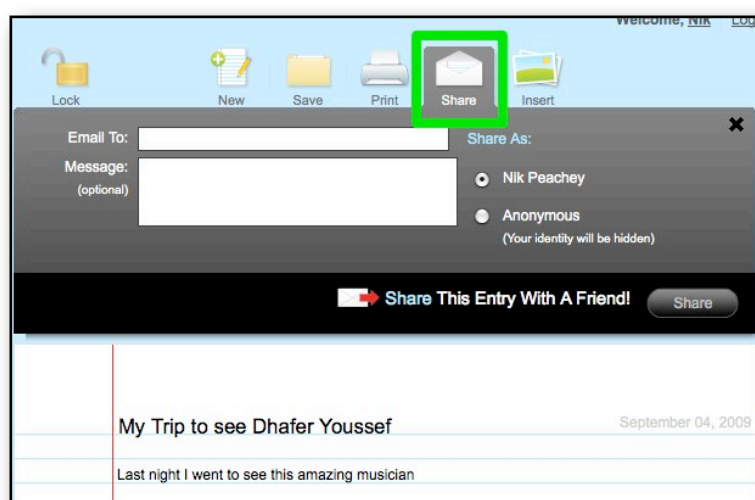
Once you have uploaded your pictures you simply click to insert the ones you want to use.



The picture will appear in the margin and you can then drag it up or down to line it up with the text. Users click on the images to enlarge them.



To share journal entries you click on the share icon and this enables you to email your entry to someone else. You can either include your name and email or this can be done anonymously.



How to use it with students

Penzu is a very powerful tool for creating materials and tasks for students.

- **Create digital materials** - You can create your own online materials using texts with images and share them with your students.
- **Writing portfolio** - You can use it to set written homework task for students. These are then neatly stored and can be reviewed as a kind of writing portfolio and shared with parents or employers.
- **Professional development journal** - You can use it as your own personal development journal to reflect on your teaching and your reading about teaching.
- **Lesson summary** - You can also record what you did with the classes each lesson and send it to them as a summary or reminder.
- **Model process writing** - You can use it to create models for writing activities. You could use a new entry each time you redraft to show how the text changes through the process steps of brainstorming and drafting to the finished product.
- **Learner diaries** - You can get your students to use it as a learning journal and write in what they learned from each lesson. They could share these entries with you.
- **Action research feedback** - You could use it for action research feedback by asking students to reflect on aspects of your teaching and then send you the response using the anonymous message feature.

- **Image based narrative** - Your learners will be able to create text which they can share with their parents. You can do this by giving them a group of images to upload to the margin of the text (in any order they choose) and then asking them to create a story based around these images.

What's great about using a tool like this is that it makes students written work much more accessible, they can integrate high quality images with the work and it remains as a tangible record of their progress and achievements. It's also very content focused and there is no fuss with formatting or different fonts. It's just about the writing.

2. Voxopop

<http://www.voxopop.com/>

Voxopop is a web based audio tool that enables users to record their speaking for others to listen and respond to. It allows teachers and students to build up threaded audio discussions online similar to those on a text based bulletin board.



Here's an example [Voxopop Talkgroup](#). Please feel free to join and leave a comment.

To use Voxopop

You will need to register using a valid email address.



A little more information is required and you can also create your own profile and an introductory message.

Sign up to join in!

Become a member of VOXOPOP and do more than just listen. You'll be able to participate in discussions with your voice, and join or start your own talkgroups.
Just fill out the simple form below to get started.

Required details

Username
Pronounceable is best! (3-12 chars)

Password
Also 3-12 characters

Confirm password
To make sure you entered it correctly

Email address
Only for us to occasionally update you

Country
Select your country from the list

User Icon
Every user needs an icon to visually represent themselves. Upload an image from your computer. It will be resized to 48x48 pixels.
(Maximum of 2MB)

OR

Alternatively, you can just select a randomly created icon by clicking one of these. [Browse more icons](#)

Optional details

Town/City
Let people know where you're located

Website/blog address
The URL of your website or blog

Skype™ username
Show your availability to receive calls

Text Comment/Note
This will be seen by others on your personal page. Plain text only (no HTML)

☒ Send me the occasional email update from Voxopop (don't worry, we won't spam you!)

By signing up, you agree to the Voxopop [Terms of Use](#) and [Privacy Policy](#)

To start adding messages to other people's 'Talkgroups' you'll need to click to join them, though you can listen to most messages without joining.

Category: Education & Language

Explore more talkgroups

Education, Learning & Language

This is where you can talk about education, learning and language.

NOTE: You can now start your own talkgroups for classrooms and language practice. You can even make them entirely private! Also, feel free to start a more specific education/language talkgroup!

Join this talkgroup

2000+ members
Started February 09
Anyone can join

You need to join this talkgroup to participate.

DISCUSSION ZONES
in this Talkgroup

All Zones

Education

Language

TALKGROUP ADMINS

NEWEST MEMBERS

Discussion Title	Started by	Latest by	Totals
Classrooms/Teachers/Language practice: You can now start your own private talkgroups!	VoxopopAdmin 6 mths ago	Adv English 2 wks ago	0 0m
Homework: Pronunciation Exercise H&Q P. 15	Bikuklos 13 mths ago	Bergs456 1 min ago	10 0:22m
Homework: H&Q Accent Exercises (pp. 13-15)	Bikuklos 12 mths ago	Bergs456 11 mins ago	19 0:25m
What's new?	Perspective 3 days ago	Fred 1 hr ago	19 0:26m
How is the weather today?	Perspective	Kirsti	143

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Improve your English speaking skills online. For free! [www.speaking24.com](#)

Then simply click on the record button and add your message.

Education, Learning & Language
(Language)

Homework: Pronunciation Exercise H&Q P. 15

10 22 min Started by Bikuklos 0:26 [Pause] [Stop] **Record a message**

Philippos
1 min 57 sec
12 mths ago

Philip Lowrey
H&Q p15
Pronunciation Exercise

fibragim
1 min 35 sec
12 mths ago

amatlock
2 min 52 sec
12 mths ago

Andre Matlock
Pronunciation Exercise
Pg. 15

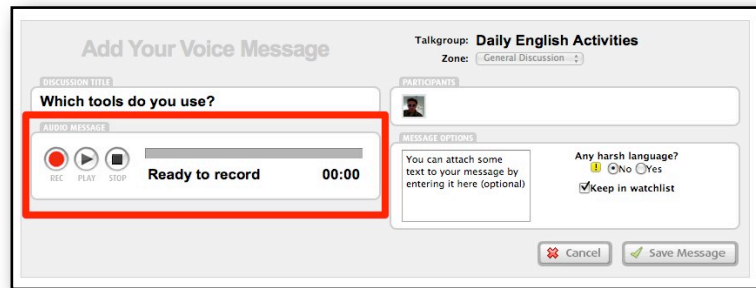
marika
3 min 43 sec
12 mths ago

Marika Paras
H&Q Pronunciation
exercise

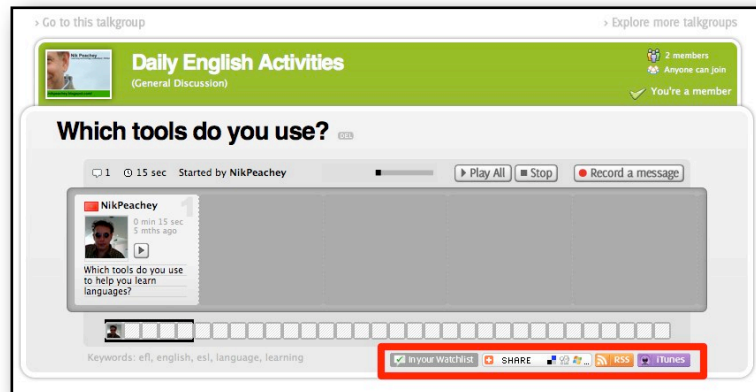
alissa.paige
2 min 12 sec
12 mths ago

Alyssa Lintala
H&Q pronunciation
exercises

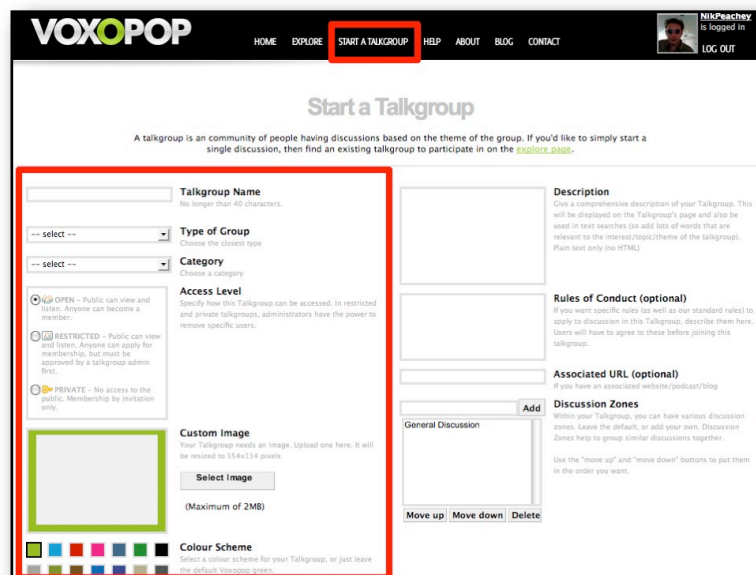
When you click 'Record a message' a recording tool will load in your browser. This could take a few moments. Then you simply click on record as you would with any tape recorder.



Once you have joined a talk group you can subscribe to it so that you are automatically updated when new entries are added.



To create your own talk group you need to be logged in, then click on 'Start a Talkgroup' and add the relevant information to define your Talkgroup's aim and purpose and set the access levels (Private, public or restricted)



You then simply share the URL with your students. Here's one I have created that you can practice with: <http://tinyurl.com/mal3c3>

How to use it with students

- **Discussion points** - You can record a series of contentious statements and ask students to respond to each one.
- **Narrative building** - You can record the first sentence of a narrative and then ask students to listen to the thread and add a sentence each to the story.

- **Dictations** - You could record your own online dictation texts. Get the students to listen to the text, and write down what they hear and then record their own version of the text for you and other students to listen to.
- **Pronunciation drills** - Record some pronunciation drills and get students to listen to them and then record themselves saying the words or sentences.
- **True false statements** - Record some statements about yourself and get students to leave questions for you to find out which of the statements are true. You can leave your answers to the questions online too. You could allow students a week to leave questions for you to answer, then in class you can get them to tell you which statements are true or false. You could also get students to create their own true false statements and question each other about them.

What's great about this tool is that it allows for real communicative speaking and listening practice outside of class time and that you have a good record of examples of your students speaking that you can listen to assess any pronunciation problems and to record and assess their progress as their speaking develops. It also produces a 'feed' which means that students can subscribe to the feed and then automatically be updated (on their computer or mp3 / iPod / phone) when new messages are added.

3. Listen and Write

<http://www.listen-and-write.com/>

Listen and write is a dictation exercise creation tool. It has a large number of dictation exercises already created in a number of languages, but you or your students can also create your own. The dictation tool offers a number of options to support and develop students ability to listen.

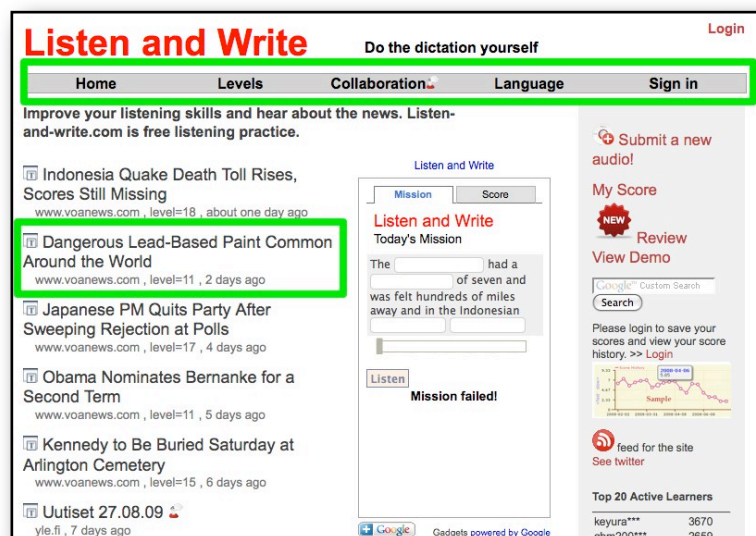


Try this example [Listen and Write exercise](#).

To use Listen and Write

You don't need to register, but if you and your students do register there are advantages such as the ability to track your students progress and to create your own activities.

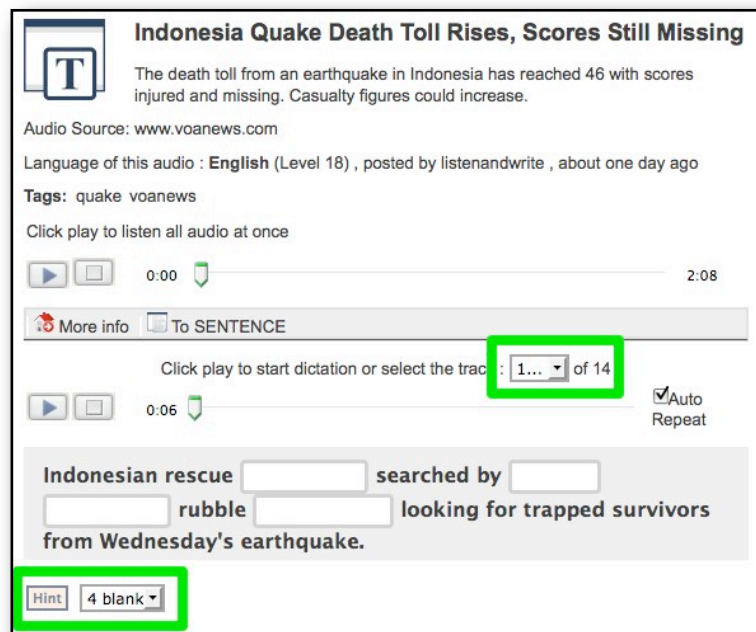
You can simply go to the site and navigate to find a useful activity for your students.



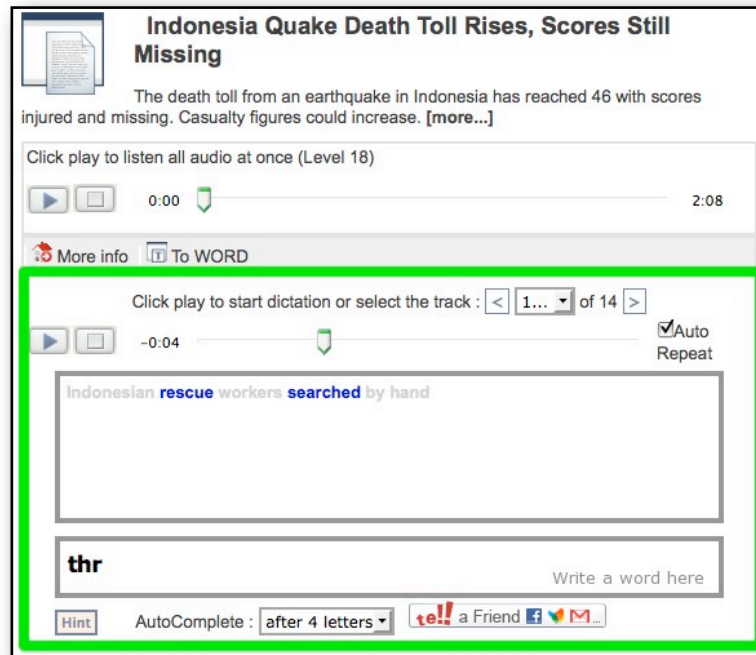
The activities work in quite a simple but staged way. Students have the chance just to listen to the complete text first.



They can then listen to the text sentence by sentence with gaps in.



Or they can listen and try to write the complete text one sentence at a time.



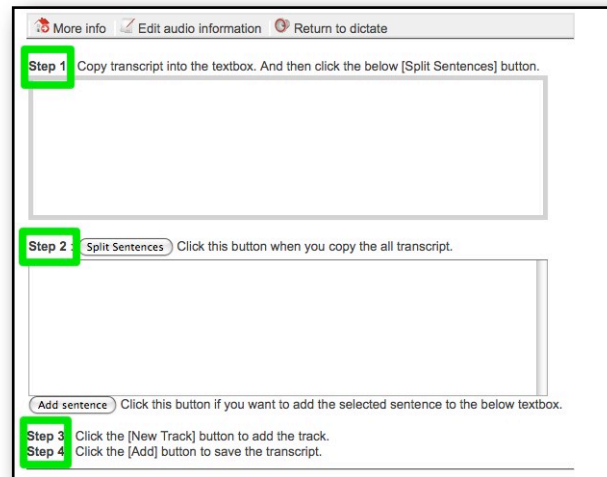
They have a number of support features such as hints (which give the next letter in a word) and auto complete, which helps to finish words after a number of letters. This can help to reduce frustration caused by spelling problems (rather than listening) and tricky place names, etc.

You can also upload links to audio that you think are suitable for activities by clicking on the submit new audio icon. You have to be able to provide a link to the audio file at its online source as well as some other details.

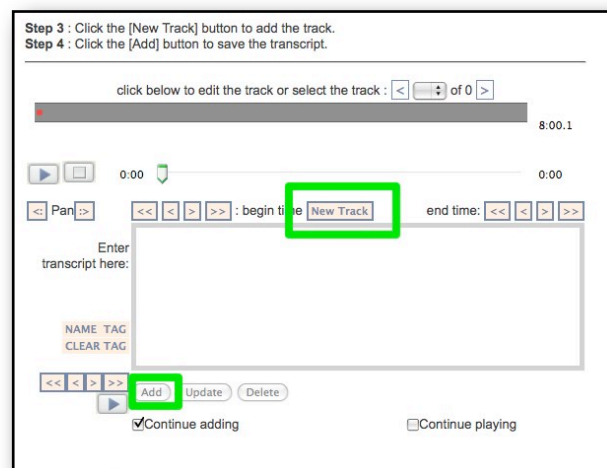
The screenshot shows the "Submit a new audio" form. It includes the following fields and options:

- Title:** A text input field.
- Document's link:** A text input field.
- Audio's link (mp3 only):** A text input field.
- Language of this audio:** A dropdown menu set to "English".
- Do you have the full transcript?** Radio buttons for "Yes" and "No".
- Tags:** A text input field with a hint "(e.g. news, economy, computer)".
- Description:** A text input field.
- Submit a new audio:** A button at the bottom.

If you add a link to an audio you can wait for someone else to transcribe it and add the activity or you can do it yourself by following a number of steps.



You'll need to add the transcript of the audio and split it into sentences.



You then use the web based tool to match the sentences to the segments of the audio file.

How to use it with students

- **Set listening for homework** - You can search for and select audio exercises for your students that are on a relevant topic and at an appropriate level. You could also let your students select their own listening activities for themselves or each other and they could discuss what they learned from the information content in class.
- **Let students select the listening** - You could ask your students to add links to audio files that they want to understand such as song mp3s, news reports or interviews, then you could create the dictation activities and transcriptions to go with the audio (or hope that someone else does)
- **Create your own activities** - You can create your own dictation activities for your students based on the audio files that you want them to understand.

What's great about is that it can track your students progress for you (and them) so it's an ideal tool for creating homework tasks. If your students are competitive you can also keep a class scoreboard to show which students are doing best.

More information

Dictation goes Web 2.0:

<http://nikpeachey.blogspot.com/2008/06/dictation-goes-web-20.html>

4. Dvolver Moviemaker

<http://www.dfilm.com/live/mm.html>

Dvolver Moviemaker is a simple tool that enables you to create your own animated cartoons by selecting from a range of characters backgrounds and scenarios and adding your own dialogue text bubble. The movies can then be sent by email or embedded into blogs or websites for others to enjoy.



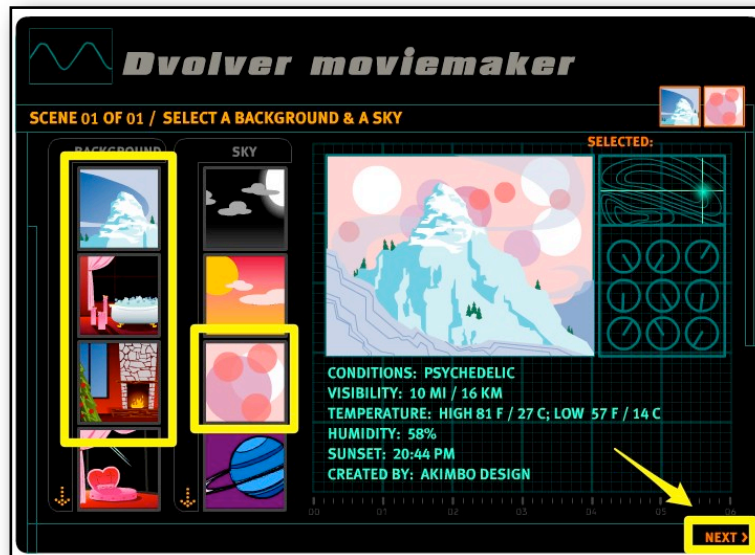
Here's an example [Dvolver movie you can watch](#).

To use Dvolver

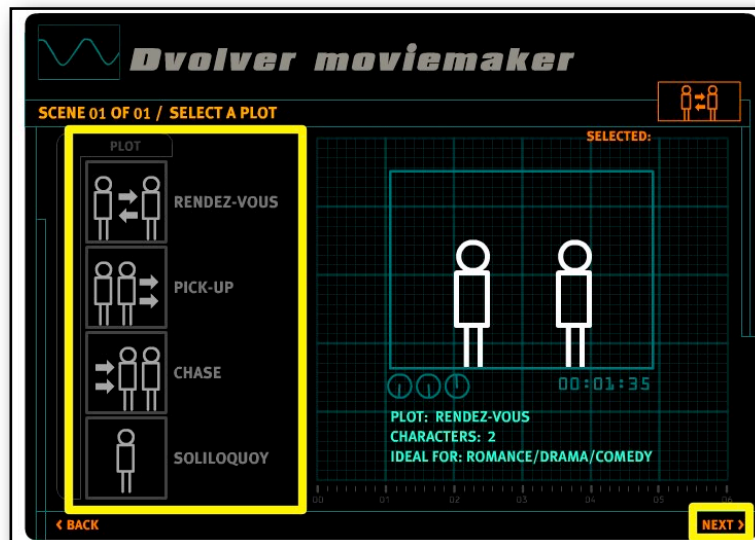
Simply go to the Dvolver site and click on the movie maker image.



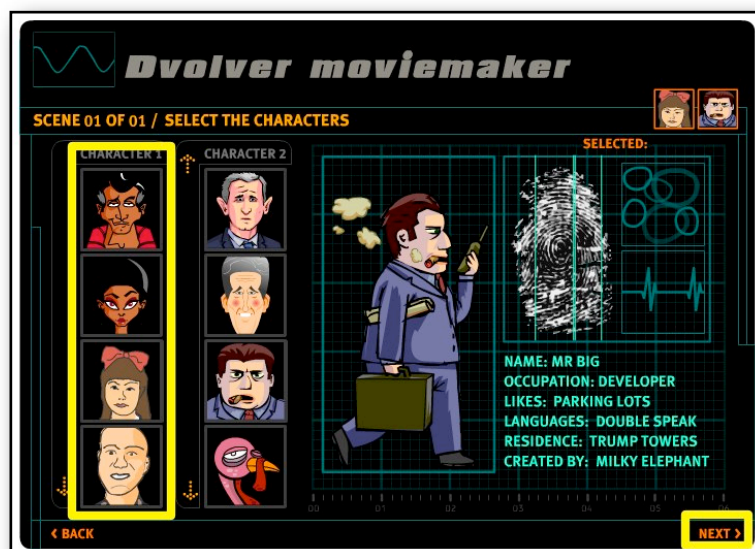
You will then be able to click on background and foreground images for your film.



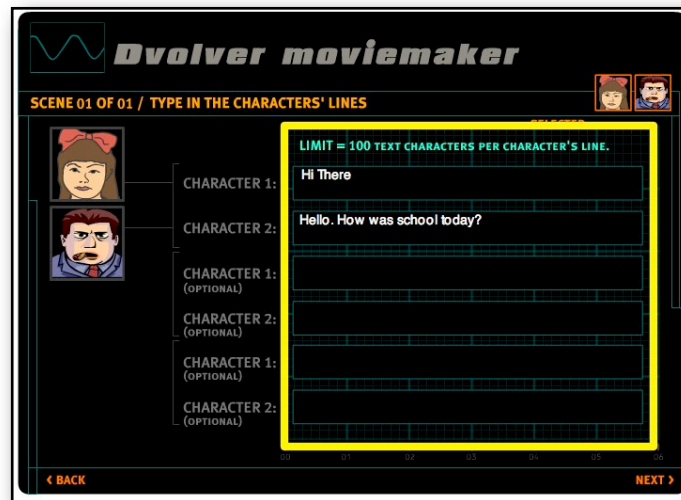
Once you have selected these you click 'Next' and choose the scenario you want to use.



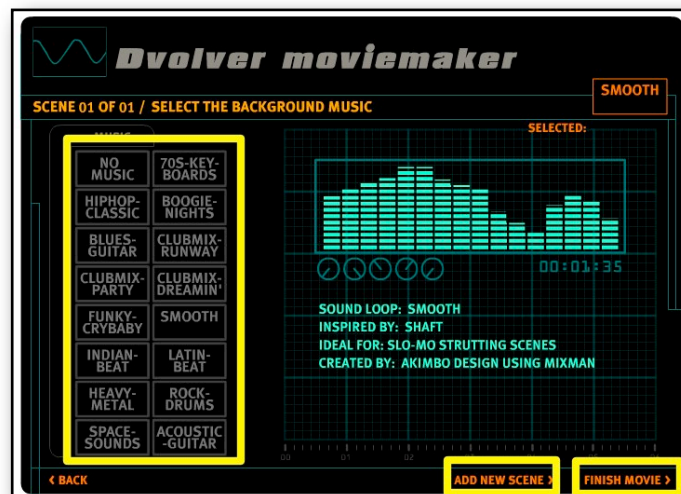
Again, click 'Next' and then select your characters.



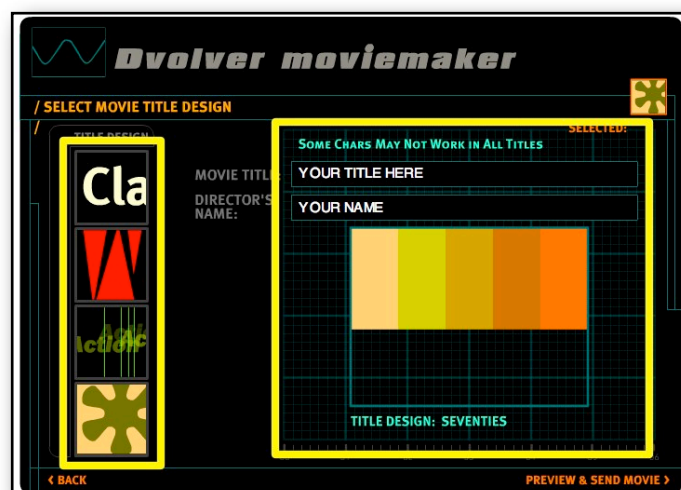
Once you have the characters click next and add the dialogue for each character. Text is limited to 100 characters per line.



Once you have added your dialogue you can add background music. Simply select the music you like.



Now you can click to add another scene and repeat this process, or you can click to finish the movie. To finish the movie you give it a tile and some 'credits' and choose a background design.



Then click on preview and send. This will enable you to watch your movie and decide if you want to send it to someone.

If you are happy with your movie you can send it to yourself or your students by email. they will get a link to the movie on the Dvolver site.

After you have sent the movie to someone you will have the option to copy the 'embed' script. This will enable you to embed your movie into a blog or website and share it with your students.

You just paste the embed code into the html code on your page.

How to use this with students

- **Social expressions** - You can create movies which demonstrate social English language points or phrases and expressions being used in context. This can really liven up presentations of new language for students.
- **Vocabulary examples** - You can ask students to create animations which incorporate specific language points or vocabulary.

- **Create conversations** - You can give your students images of some of the characters + a context background for where they meet and then ask them to brainstorm a conversation between the two characters. They could then use the site to produce a 'polished' final version of the conversation to share with other students.
- **Tell jokes** - You or your students can use the site to get the characters to tell jokes (often told by two characters). These could be jokes that are translated from their L1 or you could get students to search through online joke sites to find something they like. This works well with the simple traditional 'knock knock' jokes. Here's an [example joke](#).
- **Demonstrate concepts** - You or your students can create movies based around ideas like fear, happiness, boredom, etc and get other students to guess the concept.
- **Film festival** - Set up your own film competition to see who can produce the best 3+ scene film. The best ones could then be embedded into a class blog or website.
- **Demonstrate time relationships** - You can create animations that demonstrate time relationships for teaching tenses.

What's great about this website is that it is so simple and quick to use, but gives very professional looking results which can then be shared. Animation is also very engaging and is great at showing time relationships as they actually do exist in time.

More information

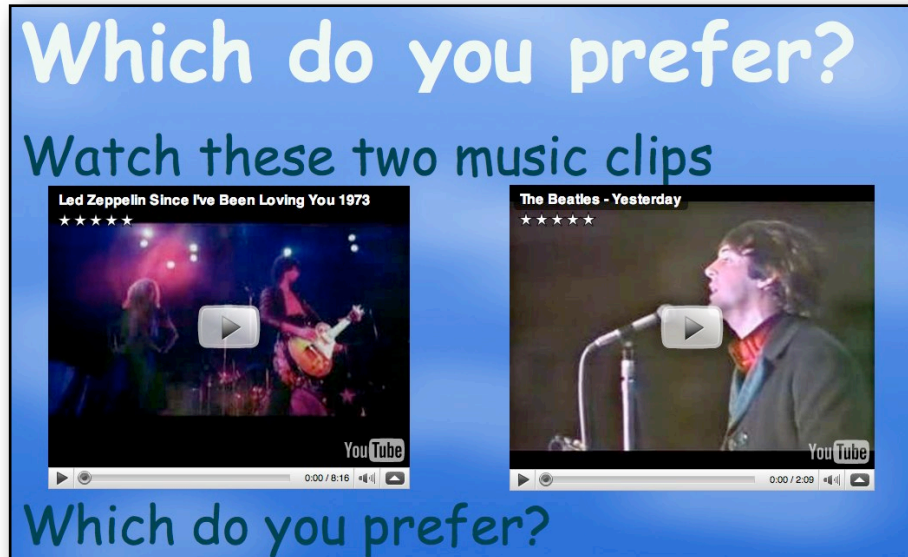
Make your own animated movies:

<http://nikpeachey.blogspot.com/2007/04/make-you-own-animated-movies.html>

5. 280 Slides

<http://280slides.com/>

280 Slides is a web based presentation tool similar to PowerPoint. It enables you to create presentations with a series of slides and embed rich web based media into the slides such as video, audio and images. You can then deliver the presentations online, embed them into blogs or websites or download them to a computer hard drive.



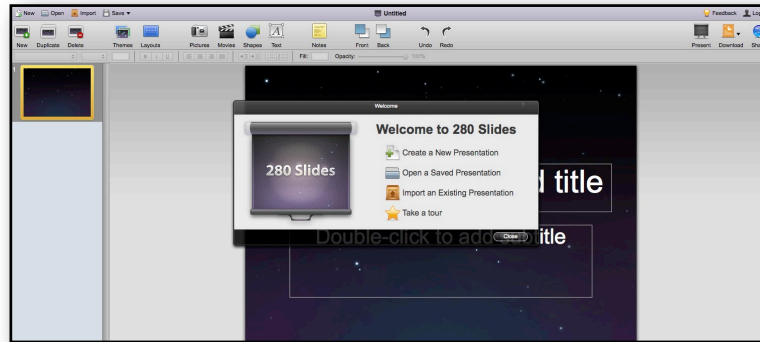
Here's a link to an example [online presentation](#).

To use 280 Slides

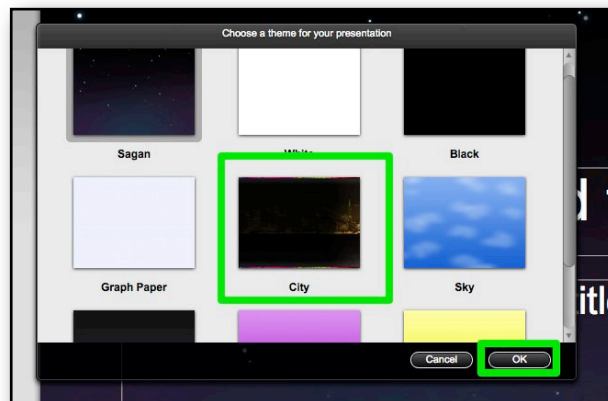
Just go to the website and click on launch at the top of the site. This will launch the user interface (could take a couple of mins the first time).



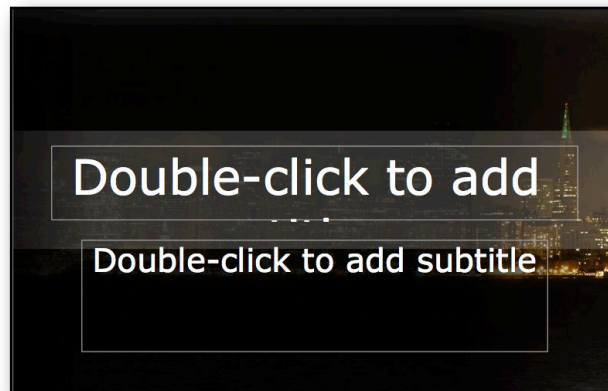
Once the site launches you will be asked what you want to do and given some options.



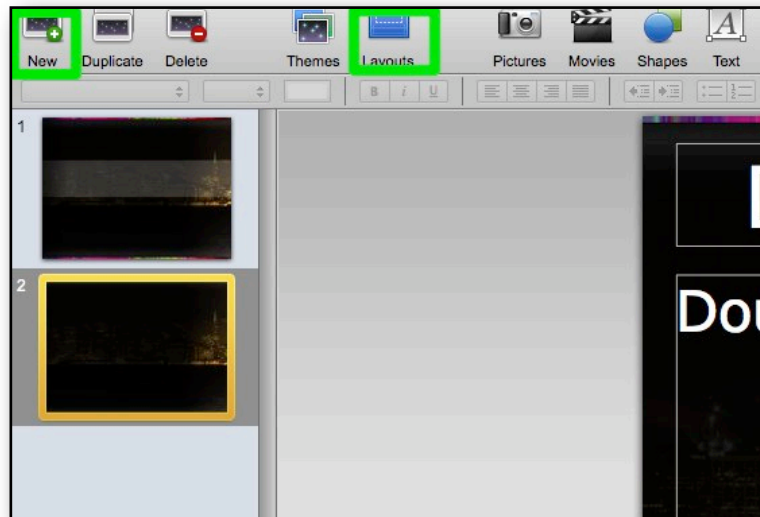
Just click 'Create a New Presentation' to get started. You will then be able to select a design for your presentation.



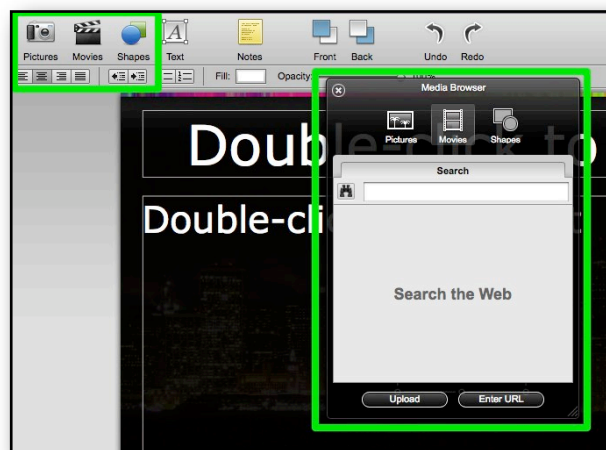
Click on 'OK' once you have the one you like and then double click to start adding text as you would with any other presentation software.



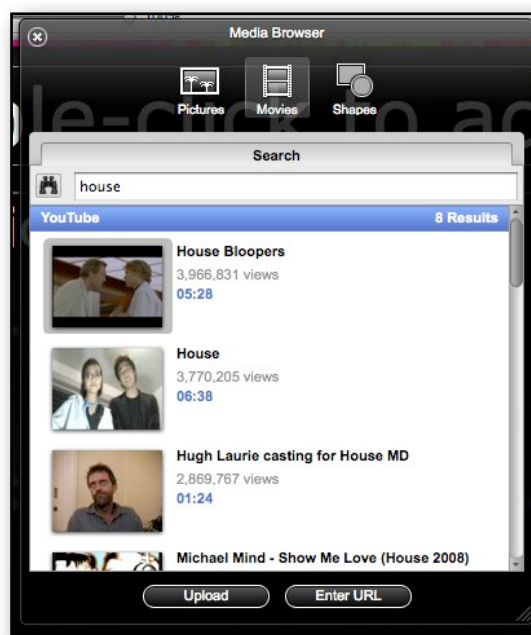
Just use the icons at the top to change your layout or add more pages.



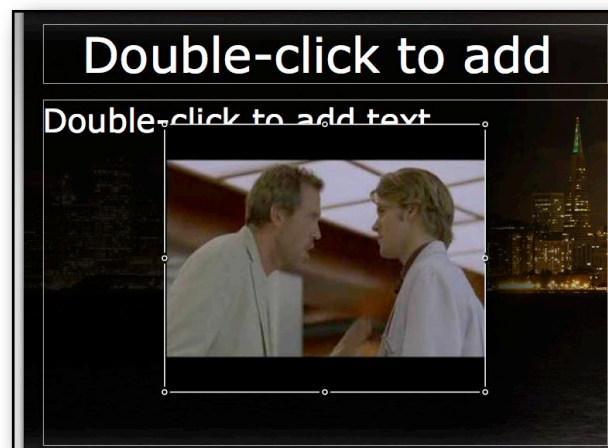
To add media to the pages just click on any of the media type icons at the top of the page.



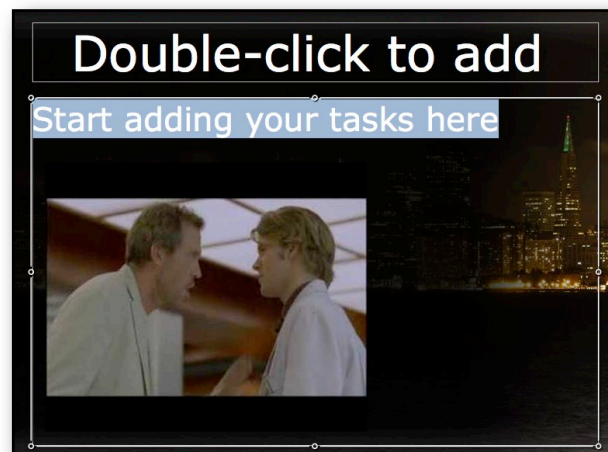
You can then add video, images or shapes. To add video or images just type in a keyword and search. As you can see, this search for videos based on the keyword 'house' has found clips from the TV series as well as different videos of houses.



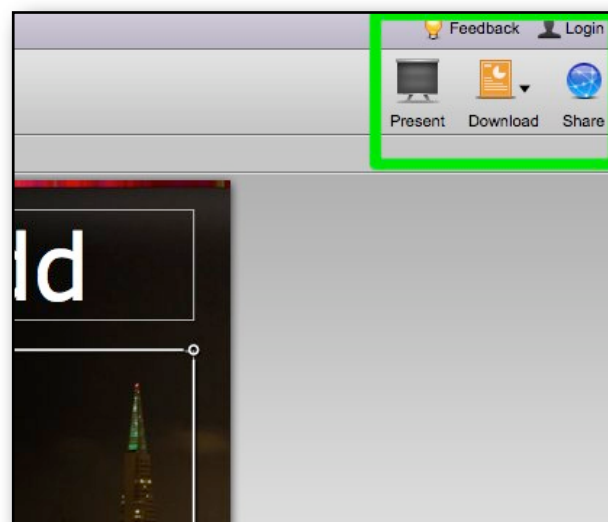
Double click on the one you want or click upload. The video you have selected should appear in the centre of your presentation slide.



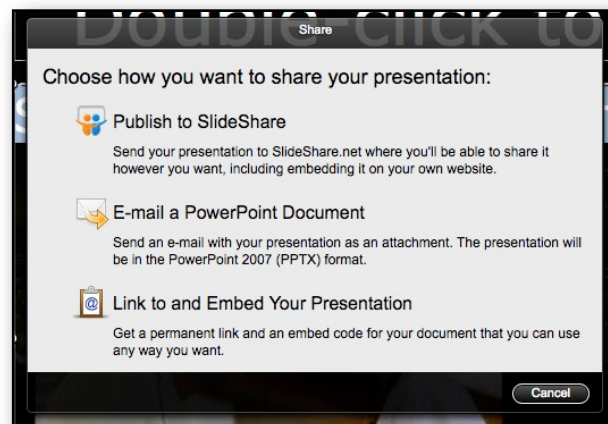
You can then drag it to position and resize it and double click the text to add a title and start adding tasks.



Once your presentation is complete, you can share it, but you'll need to register and log in (registration only requires an email address). Using the icons at the top right of the screen you can then view your presentation, download it to your computer or share it online by clicking on 'Share'.



Once you have clicked to share the presentation you get a number of options. These include publishing to other sharing services, emailing the presentation to viewers or creating and embed code so that you can add the presentation to a website or blog.



Just click on the one you want.

How to use this with students

- **Online presentation** - You can use it to put any classroom presentations that you do online for students to access from anywhere. This also enables you to import online video audio and images in to your presentations to illustrate points and make them clearer.
- **Listening and viewing tasks** - You can create your own listening and viewing tasks with questions and comprehension tasks based around up to date authentic web based media such as news or music videos , etc.
- **Student video projects** - You can get students to do their own video projects and then create a presentation that they can share with others explaining the process. Students could use something as simple as a webcam to produce their video content.
- **Students created materials** - Students could find their own media and design tasks and questions for other students in their class to answer.

What's great about this tool is that it enables you to integrate a wide range of rich media into your materials without downloading it to your computer and without violating the copyright of the owner. It makes the creation of multimedia tasks very simple and quick.

More information

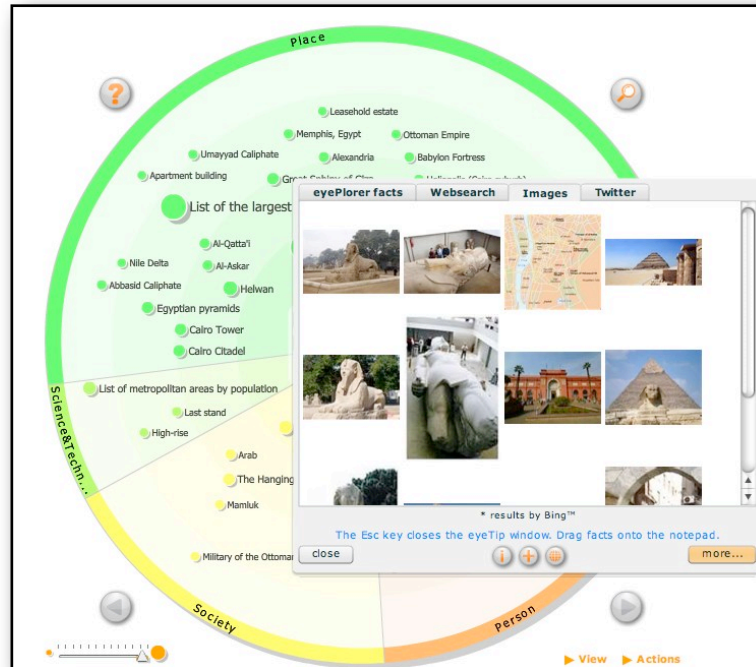
Getting Video Tasks Online:

<http://nikpeachey.blogspot.com/2009/02/getting-video-tasks-online.html>

6. Eyeplorer

<http://eyeplorer.com/show/>

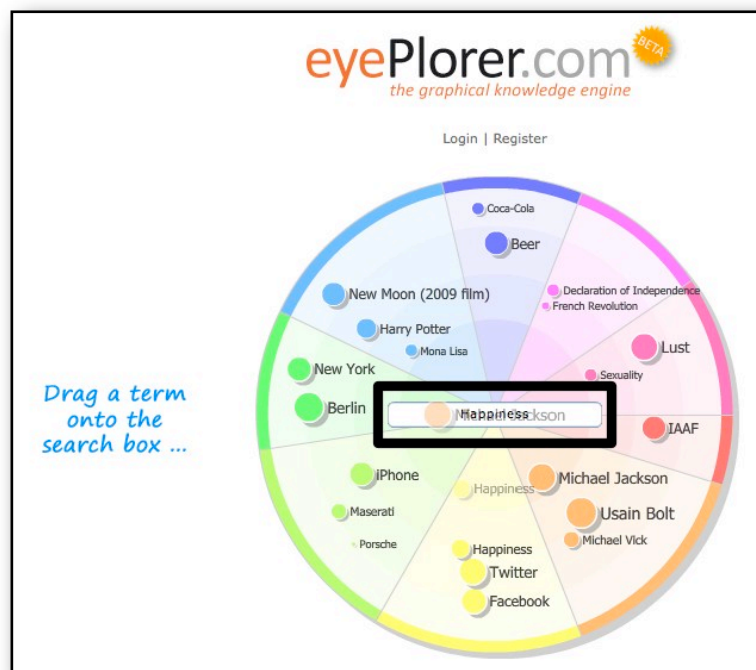
Eyeplorer is a research and study tool built around Wikipedia. It enables students to search and cross reference terms in order to find and collate notes and references in preparation for writing assignments. It helps students to develop their writing through a process approach as well as developing their digital literacies.



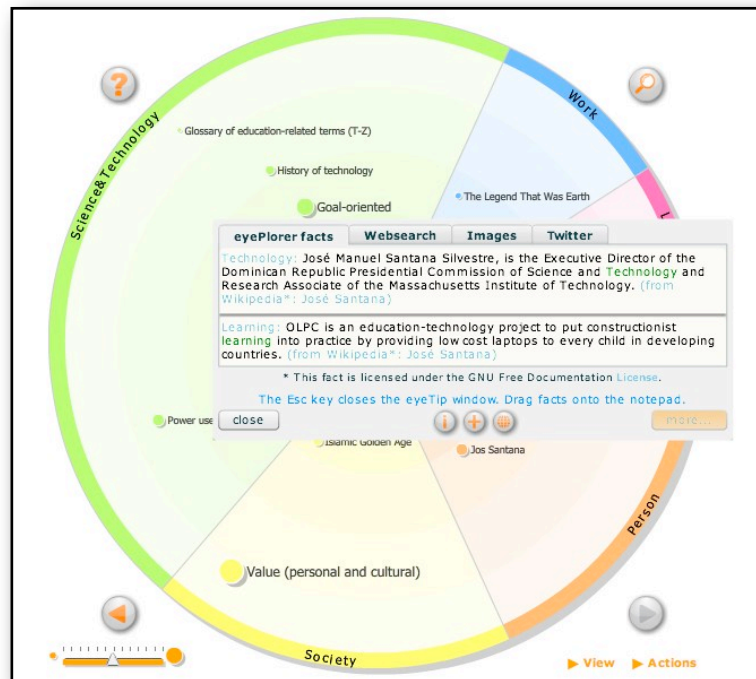
Here's an example search based on keyword 'Cairo'.

To use Eyeplorer

Just got to the Eyeplorer website and wait for the tool to load. You can then type in your search term (you can add others later if you want to cross reference a number of terms)

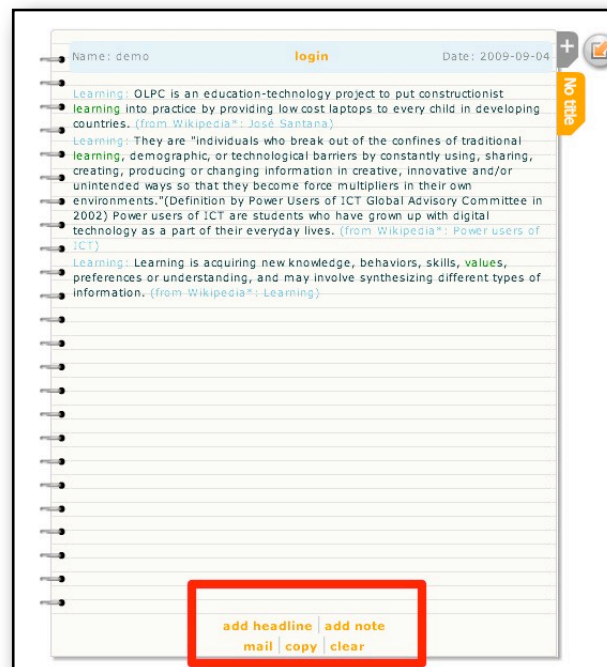


Type the term into the centre and Eyeplorer will start to search and sort links. They are colour coded by field.



You can view more information about each of the connections Eyeplorer finds, by putting the mouse over the title. This will open a note with more details.

If the note is of relevance then you can drag it to the note pad on the right of the site.

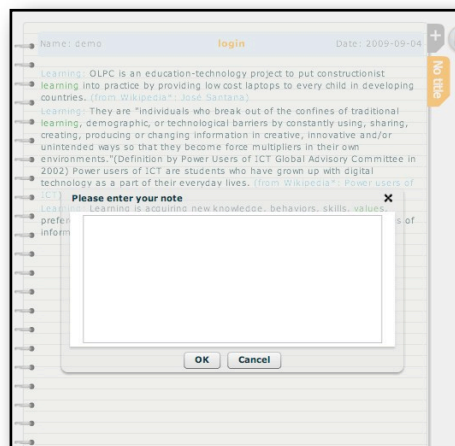


You can build up a collection of notes and when you are ready you can log in and save them, copy them or email them to someone.

You can also search other services for information connected with the notes.



You can also type in and add your own personal notes as you work.



How to use this with students

- **Essay tasks** - You can set simple academic type writing tasks for students based on a theme and ask them to use the tool to do their research and collect and collate notes using the tool. They then create a text from their notes.
- **Create notes** - You could create your own set of notes using the tool and then ask students to research the references to create their own essay.
- **Find relevant references** - You could simply ask students to find the 5 - 10 most relevant references based on an essay assignment question.

What's great about this tool is that it shows students how to use web based tools and resources for study purposes and should enable teachers to lead students away from the more plagiaristic practices of copying and pasting direct from other online works.

More information

Note Taking Tool for Digital Literacy:

<http://quickshout.blogspot.com/2009/06/note-taking-tool-for-digital-literacy.html>

7. Wordle

<http://www.wordle.net/create>

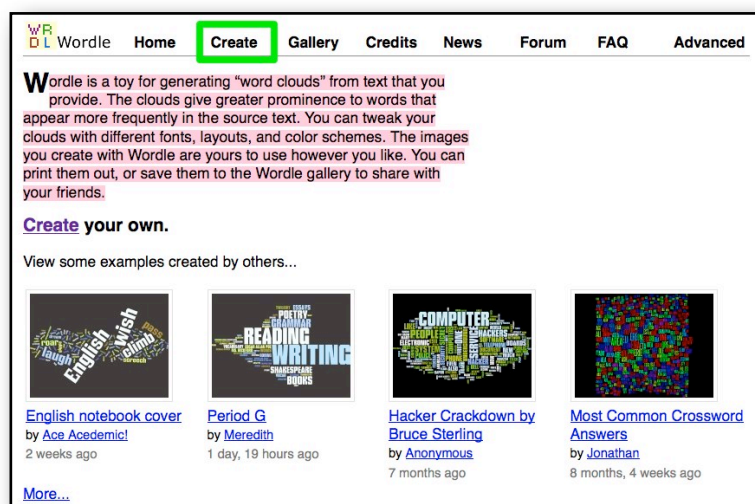
Wordle is a simple tool that enables you to create colourful graphic representations of texts based on word occurrence from any given text. You just feed in the text either by copy and paste or by specifying a URL and then Wordle will analyse the text and create a colourful representation with more frequently occurring words appearing much larger than less frequent words. You can adjust colours and designs to suit your taste.



This Wordle is based on the [Wikipedia entry for Web 2.0](#).

To use Wordle

Creating your own Wordle graphic text is very simple, just go to the Wordle site and click on create.



This should take you to the user interface. It might take a few seconds to load the first time you use it.

Wordle Home Create Gallery Credits News Forum FAQ Advanced

Paste in a bunch of text:

Go

OR

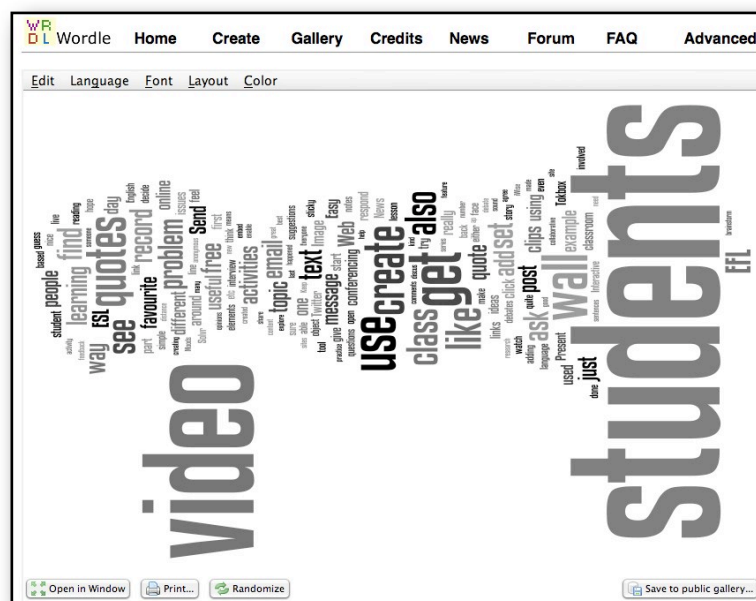
Enter the URL of any blog, blog feed, or any other web page that has an Atom or RSS feed.
<http://shakespeare.mit.edu/tempest/tempest.2.1.html>
 Submit

OR

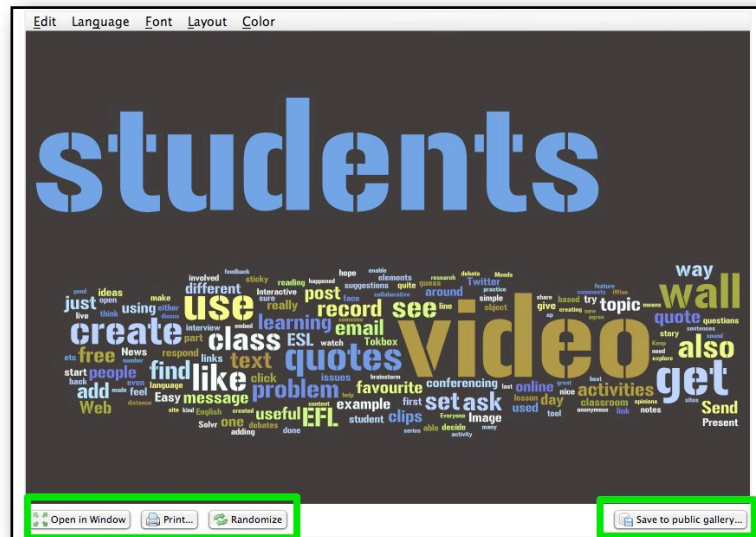
Enter a del.icio.us user name to see their tags
 Submit

You have a choice of ways to upload text. You can copy and paste it in to the top field, then click 'Go' OR add the URL of an RSS feed to the second field OR use the user name from a del.icio.us account.

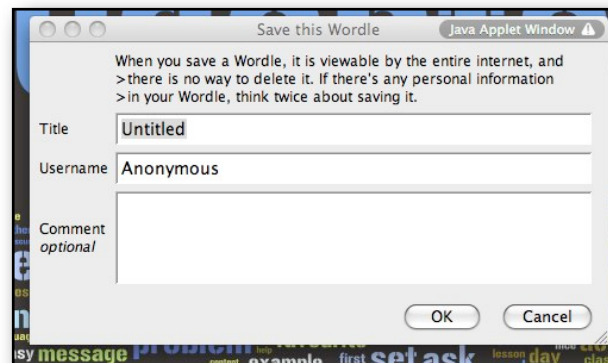
The first is most useful one to use with students. Once you have created your Wordle text you can then start to edit and adjust it.



You can change fonts and colours as well as the text direction. When you are happy with the results you simply print it, copy it or save it to the public gallery.



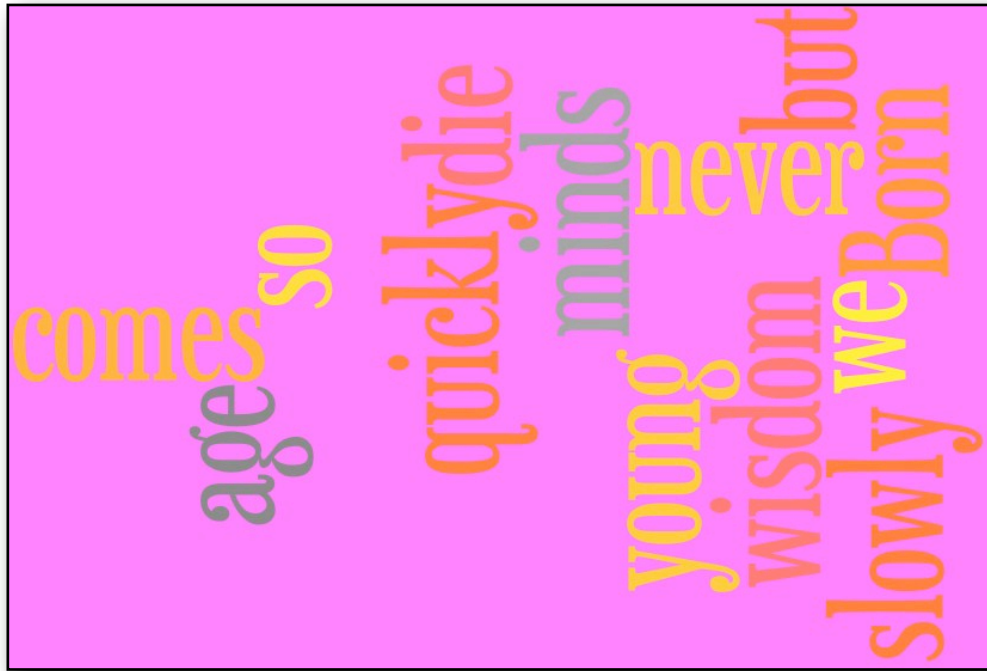
If you save it you can add some descriptive information and a title. This will make it easier if you want to find it again or direct students to it.



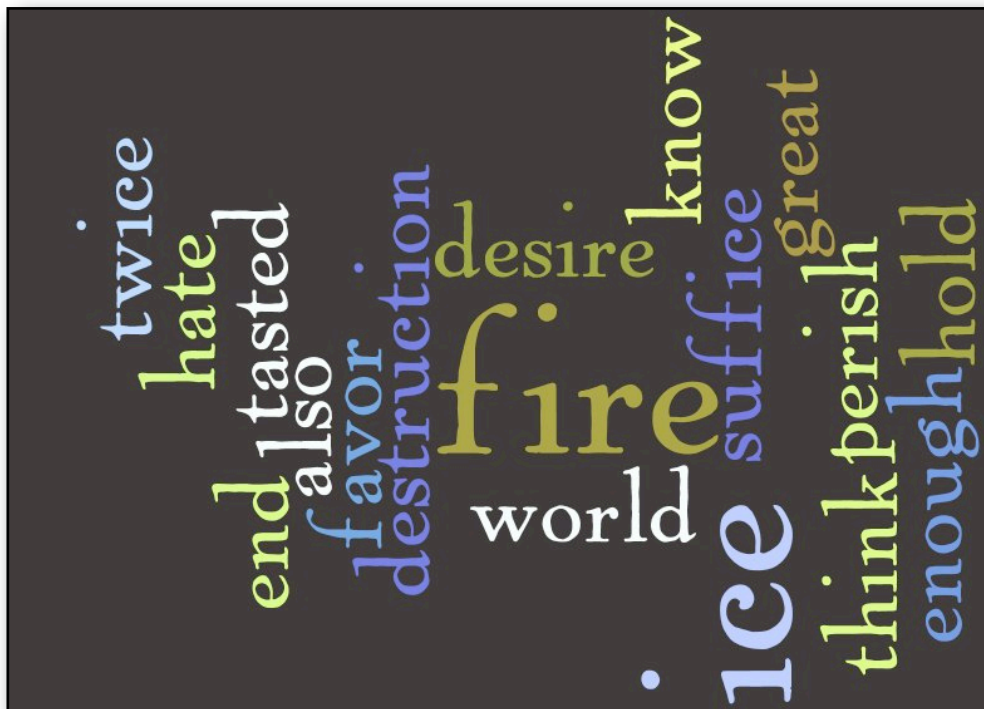
How to use this with students

- **Revision of texts** - You can paste in short texts that your students have studied recently. Show them the word cloud and see if they can remember what the text was about and how the words were used within the text. You can build up a bank of word clouds over a semester and pull them out at random to get students to recall the texts they have studied and the key vocabulary in them. You could also see if they could rewrite or reconstruct the text based on the word cloud.
- **Prediction** - You can create word clouds of texts before the students read or listen and ask them to make predictions about the content of the text based on the word cloud. They could also check any new words from the word cloud that they are unsure of before they read or listen.
- **Dialogue reconstruction** - You can create a word cloud of a dialogue students are studying and use it as a prompt to remember or reconstruct the dialogue.
- **Short poems / Haiku** - You can generate a word cloud from a short poem or Haiku, then ask students to create their own work based on the word cloud. They

could then see how close they came to the original.

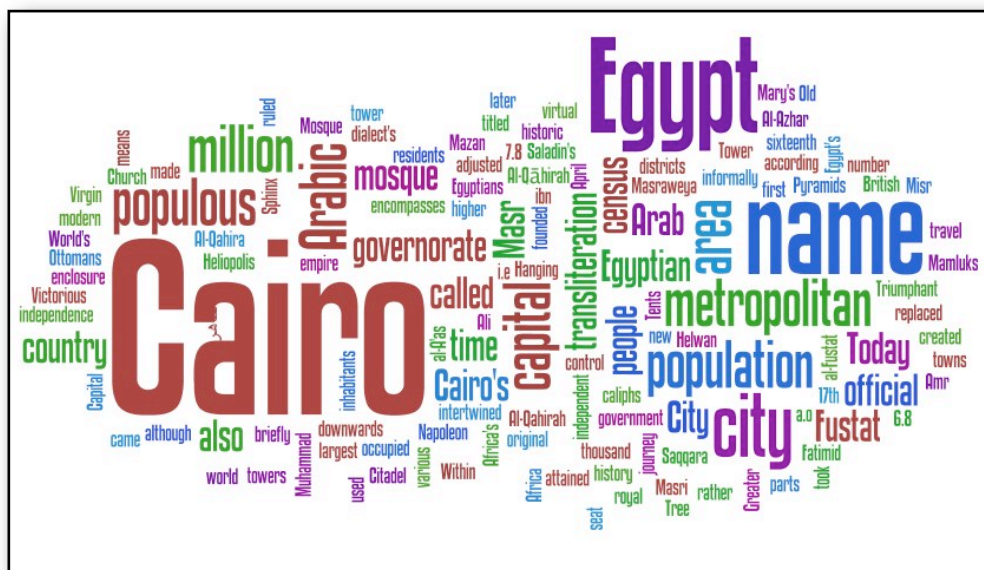


- **Text comparison** - You can create word clouds from a of number text genres (news article, poem, story, advertisement, dialogue , etc.) and then see if the students can decide which genre each is from and why. You could also do this with a small collection of poems, short stories or articles. Then students could read the complete texts and match them to the word clouds. Here are two poems. One is from Shakespeare and the other is from Robert Frost. Try to decide which one is from Shakespeare. How did you know?





- **Personal information** - You could get your students to each create a text about themselves and then turn it into a word cloud. You could then put the clouds up around the class and see if the students could identify each other from the cloud. They could exchange clouds and use them to introduce each other.
- **Topic research tasks** - You can create a word cloud based around a topic you want students to research. You could use a page from Wikipedia to do this, then use it to find out what students already know about the topic by asking what they think the relevance of each of the words is to the overall topic. They could then go to Wikipedia and find out more. Then report back on their findings using the key words as prompts. Here's an example I created by cutting and pasting the intro text on Cairo



- **Learner training** - This is a good tool for students to use regularly to help themselves. They can regularly make copies of the texts they study and pin them

up to revise them or keep them in their gallery on the site. They could even create word clouds of their study notes to help them revise.

What's great about it is that it is very simple for both teachers and students to use and it can produce very visually stimulating results.

More information

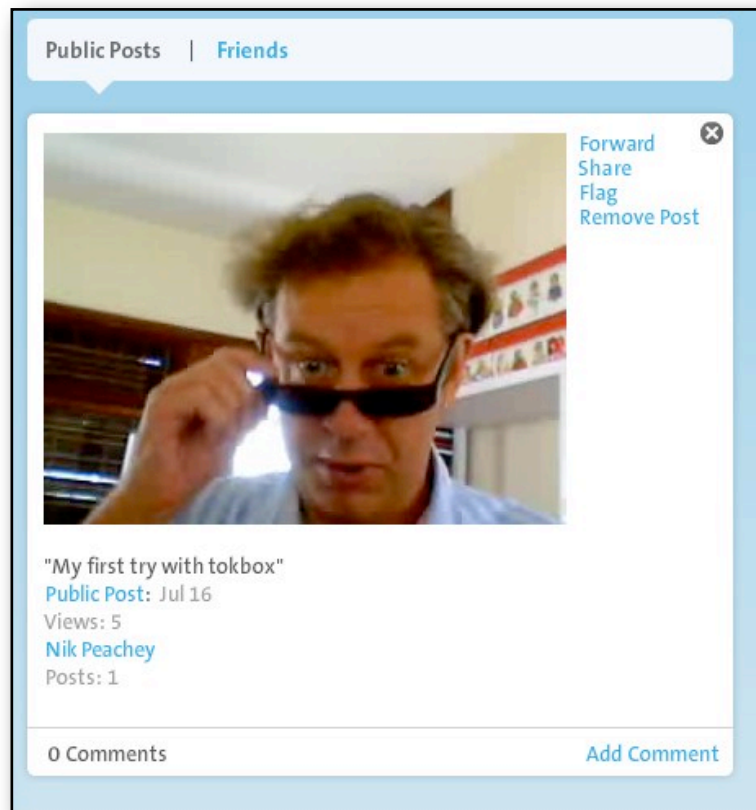
Using Word Clouds in EFL ESL:

<http://nikpeachey.blogspot.com/2008/09/using-word-clouds-in-efl-esl.html>

8. TokBox

<http://www.tokbox.com/>

TokBox is a free video communication platform that works in the browser without requiring download of any additional software. It enables a number of 'modes' of communication. These include 1 to 1 live conferencing, many to many live conferencing, recorded video email messages. TokBox is also partnering with EtherPad to provide shared work spaces for creating and editing text.

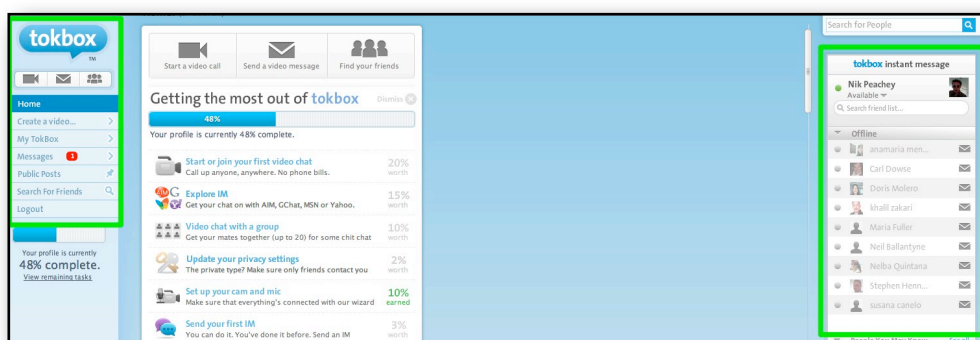


Here you can [see an example message](#).

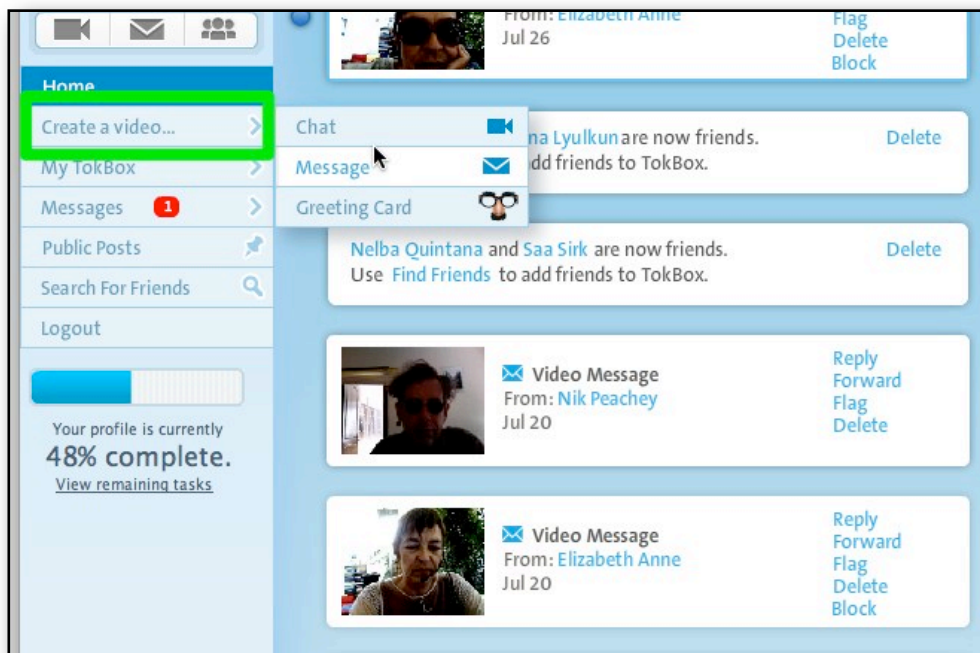
Here you can [see my profile and send me a message](#).

To use TokBox

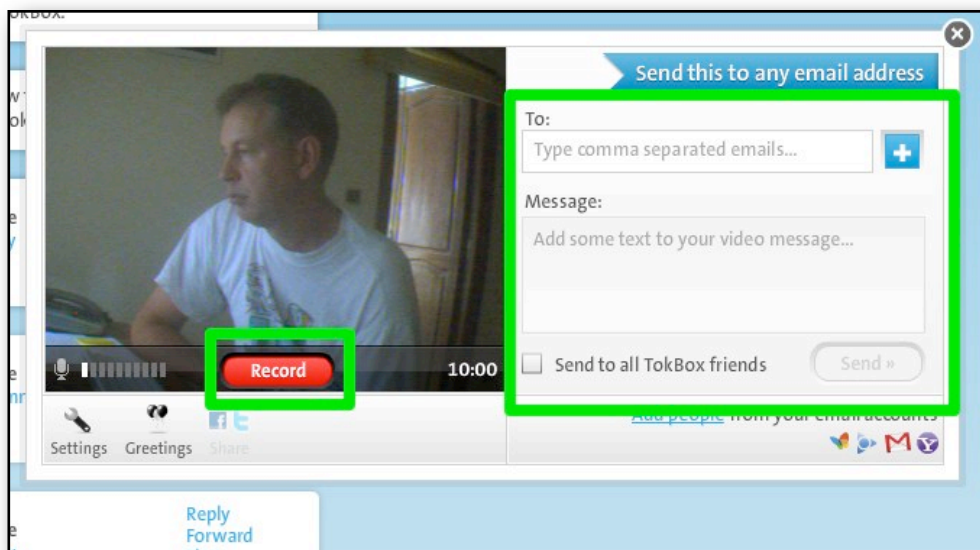
You need to register and create an account. You can also create a profile too which will help others to locate you and so help you to build up a network of contacts with TokBox. Once you have done this you will have to wait for the interface to load. This may take a few moments the first time you use it.



The main TokBox tools can be accessed through the left-hand side bar. These will enable you to start creating and recording videos from your webcam. You can also find your inbox here with messages that have been sent to you.



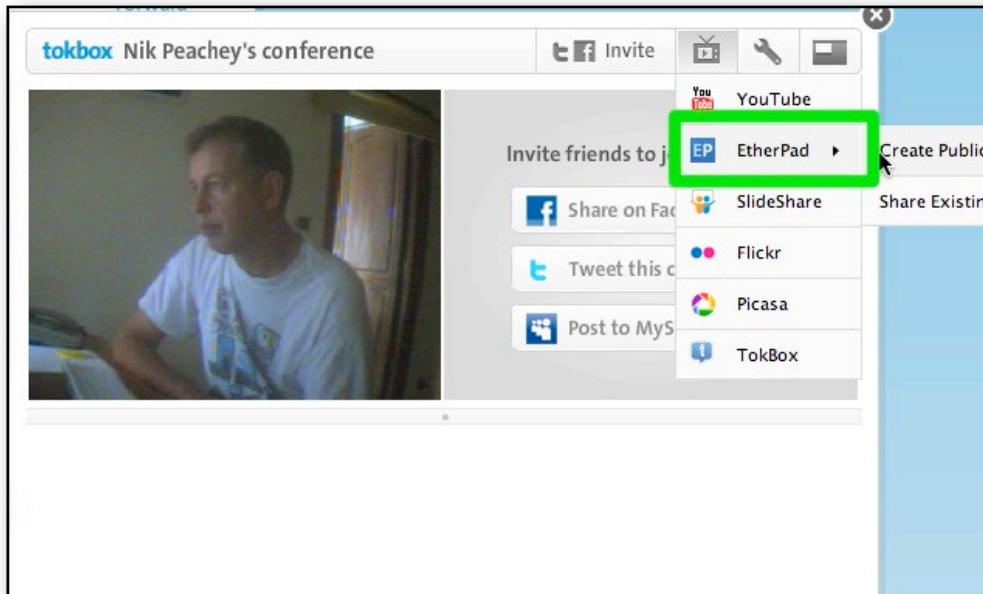
Simply click on 'message' to create a simple video email. You may see a message from the site asking for access to your video and audio and you should click on 'Allow'. Then you will see the message recording interface.



Simply click on record and speak into your microphone to record your message. You will be able to preview and rerecord your message before you send it so don't get too stressed about getting things exactly right first time. Then you can also add a text to the message and you are ready to add an email address to send it to. Just click send when you are ready.

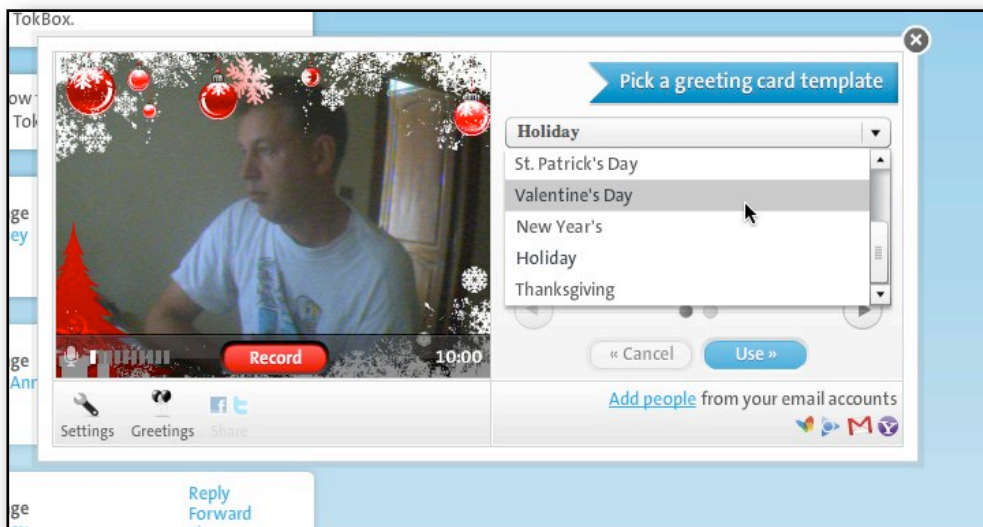
You can also use TokBox for live communications or to upload video messages to other services like YouTube.

To do this click on 'Chat' instead of 'Message' and you will see a number of options.



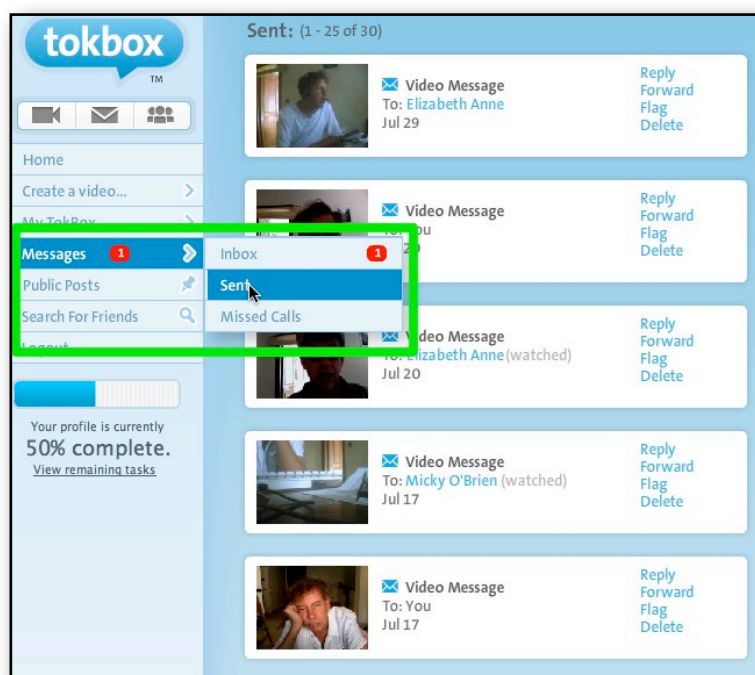
Clicking on 'EtherPad' will add a shared workspace to your conference. You can also record and upload YouTube videos to watch together and discuss.

You will need to invite others to your conference and you can do this through Tweet or Facebook or through your list of TokBox contacts.



TokBox also offers the option to send 'Greeting cards', these are like the email messages but they have seasonal surrounds. Some students can find these motivating though.

One really useful aspect of TokBox is that by going to your sent messages, you can find an embed code that allows you to add your recorded messages to websites or blogs, or to reuse them.



Just open the message and click on 'Share' and you'll get the choice of a URL, embed code or the option to add the video to MySpace, Twitter or Facebook. This means that you can use the tool to create online materials for students.

How to use this with students

- **Chinese video whispers** - Use the video email feature to record a short text. Send it to the first of your students. Ask your student to write down the message and then record it themselves and send it to the next student. Each student should rerecord and send the message on to another, until the last student sends it back to you. You will then see how accurately the message matches to your original text.
- **Interactive video learning diary** - You could get students to create an interactive learning diary, they could email you their video summary of what they feel they have learnt that day and you could then respond. Your videos would form a good learning record and students would be able to look back at them later and see how they had improved - quite literally - and also hear the improvements in their speaking ability. This is also a great way to give your students one-to-one-time which can often be a problem in class.
- **Class survey** - You could send a video message to your students with a class survey question that they could respond to. This would be a good way to carry out classroom research, decide on learning goals and make sure that all students had a means to respond to you in private and on an individual basis.
- **Different perspectives** - Show some of your students a video clip or picture that includes a number of people (scenes from films with bank robberies, where a number of people are involved are quite useful for this). Then ask the students to imagine that they are one of the people in the film or picture and they need to describe what happened. Ask them to a video giving their account of what happened. You can then ask the other students to imagine they are detectives and watch the clips your students have created and make notes to piece together what happened. The 'detective' students should then try to recreate the scene using the

student videos to guide them. Afterwards they can watch the original film clip or picture together and see how well they did and what they missed.

- **Favourite poems or haiku** - Students could record themselves reading their favourite poem or haiku, you could then embed the videos into a webpage or blog as a class poetry collection.
- **Live tutoring support** - This looks like an ideal tool for supporting distance learners and doing 'face to face' tutorials.
- **Video interviews** - You could get in touch with someone for your class to interview. Just have one computer plus camera set up in class, and a visiting expert, friend or colleague on the other end for your students to interview. They could also interview an expert in groups from home with a conference call.
- **Video lesson with conferencing** - You could use the conference call to video cast your lessons to a group of distance learners.
- **Video twitter** - using the feed feature you could create a kind of video Twitter, with your students video micro-blogging about learning English, their day at school, or any topic they find interesting.
- **Text and video message** - Using the video email feature, you could record a video of yourself reading a text, then add the text within the email message. You could include some errors in the text and get them to watch the video and correct the errors.
- **Create a collaborative story** - Email students a video with the first line of a story and ask them to record your line of the story and add their own, then pass it back, or pass it on to another student. This way you could build up a story between the group over a period of time.
- **Tip of the day, word of the day** - Send you students a tip or word of the day by video email. These could be exam tips, study tips, recommended websites, or words and definitions.
- **Video dictation** - Send a video email of yourself dictating a text and ask your students to watch and write the text in the email and send it back to you for correction.

What's great about Tokbox is that it is very simple to use but it still enables multiple modes of communication as well as multiple channels to support understanding (adding text and visual support through video).

More information

20 WebCam Activities for EFL ESL Students

<http://nikpeachey.blogspot.com/2009/07/20-webcam-activities-for-efl-esl.html>

Video conferencing for EFL

<http://nikpeachey.blogspot.com/2008/07/video-conferencing-for-efl.html>

9. Forvo

<http://forvo.com/>

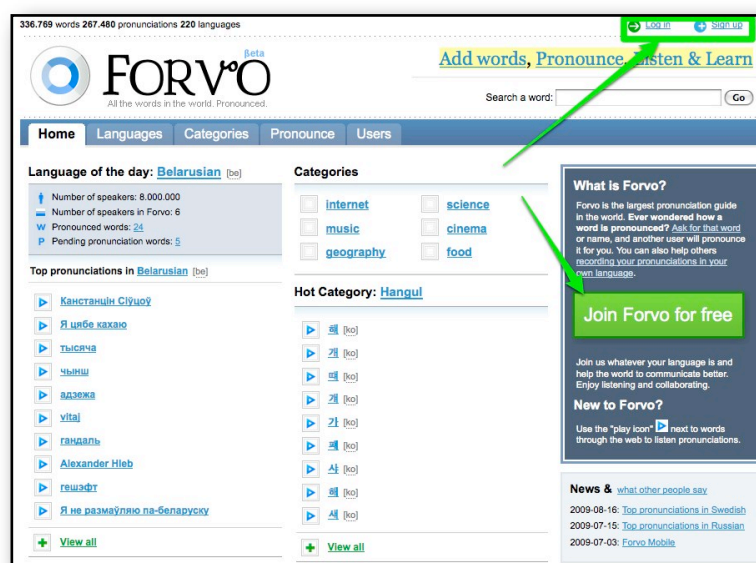
Forvo is a multilingual user generated pronunciation dictionary. You can search and find the pronunciation of words from a vast range of languages. You can also add words yourself and record the pronunciation or add words that you need the pronunciation for and wait for someone to record the word for you. Most of the pronunciations have additional information about the nationality, ethnicity, geographical origin of the speaker, so where words have more than one pronunciation example it's possible to compare different accents.



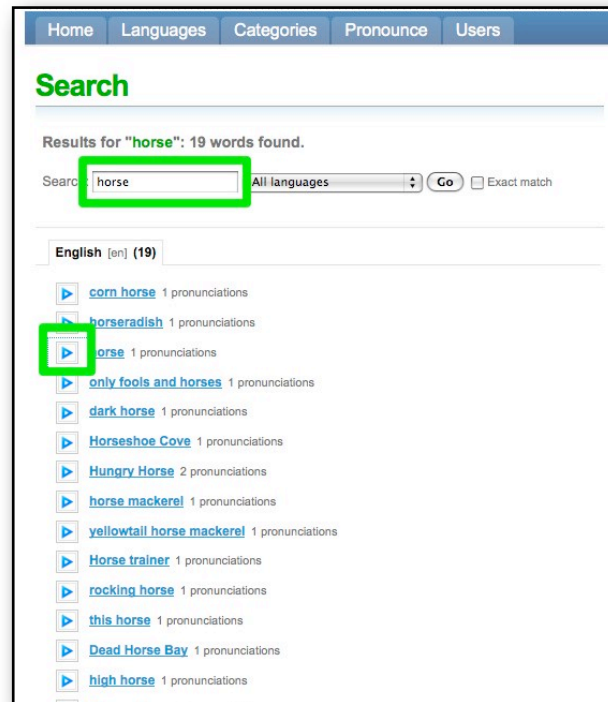
Here's a link to [example pronunciations of Web 2.0](#).

To use Forvo

To get the best from the site you should register. This enables you to add words and pronunciation examples too.



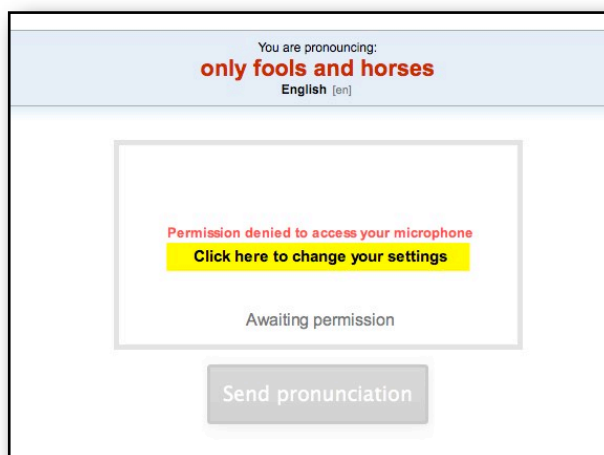
The simplest way to use Forvo is to simply type in a word to the search and press 'Go'.



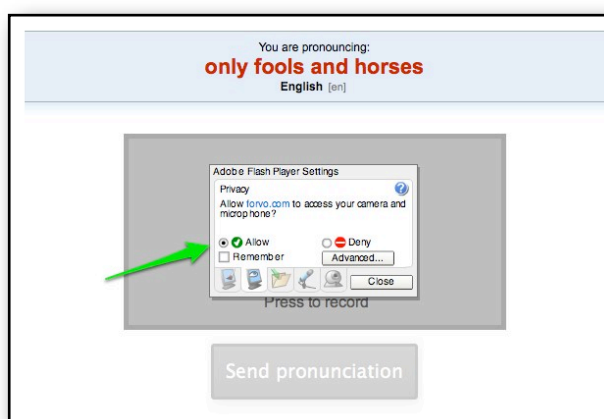
This should give you a range of results with words and phrases containing your keyword. To listen to how the word is pronounced, simply click on the small blue arrow. If you click on the actual word you will find more information about the person who recorded the pronunciation.



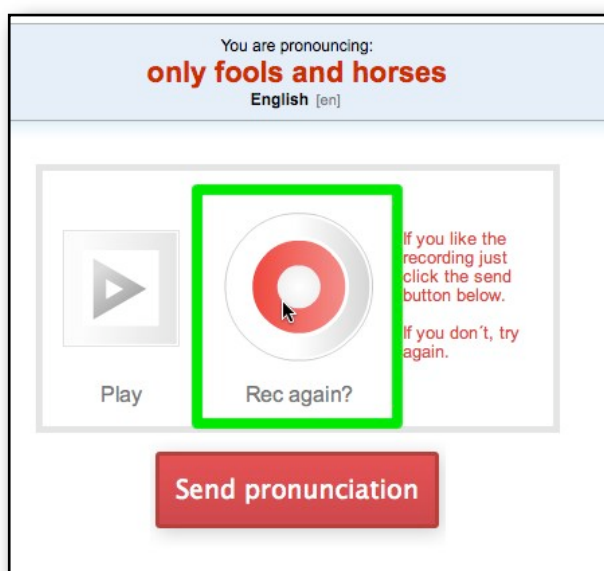
This includes information about the location and gender of the speaker as well as user ratings of the quality of the pronunciation. You also have a link from here to offer your own pronunciation. If you click the link you may see this message.



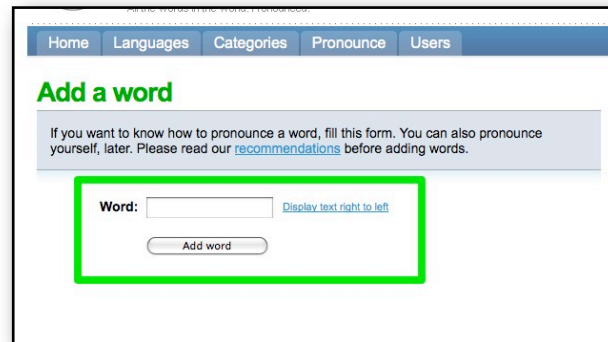
Simply click to allow access to your computer microphone settings.



Once you have done this you simply click the record button and record your pronunciation of the word.



You can have a few attempts and when you are happy with the results simply click on 'Send pronunciation' and your audio will be added to the site's collection.

The screenshot shows a web browser window with a navigation bar at the top containing links for 'Home', 'Languages', 'Categories', 'Pronounce', and 'Users'. Below the navigation bar is a section titled 'Add a word' in green. Under this title is a light blue box containing the text: 'If you want to know how to pronounce a word, fill this form. You can also pronounce yourself, later. Please read our [recommendations](#) before adding words.' Below this box is a form with a 'Word:' label, a text input field, and a link that says 'Display text right to left'. At the bottom of the form is an 'Add word' button. The entire form area is highlighted with a green rectangular border.

You can also add words that you don't know how to pronounce and wait for someone to record a pronunciation.

How to use this with students

- **Pronunciation research** - You can get students to research pronunciation of words they need to know.
- **Request pronunciations** - Students can add words that they want to know how to pronounce and you could add the pronunciation or wait for a visitor to the site to add the pronunciation.
- **Demonstrate different accents** - You could use the site in class to demonstrate the pronunciation on new words (especially if you are worried about your pronunciation or you want pronunciation with particular national accents).

What's great about this site is that it has input from such a range of sources, so the site is growing into a fantastic resource for comparing accents as well as learning pronunciation.

More information

Pronunciation goes 2.0:

<http://nikpeachey.blogspot.com/2008/04/pronunciation-goes-20.html>

10. ESL Video

<http://www.eslvideo.com/index.php>

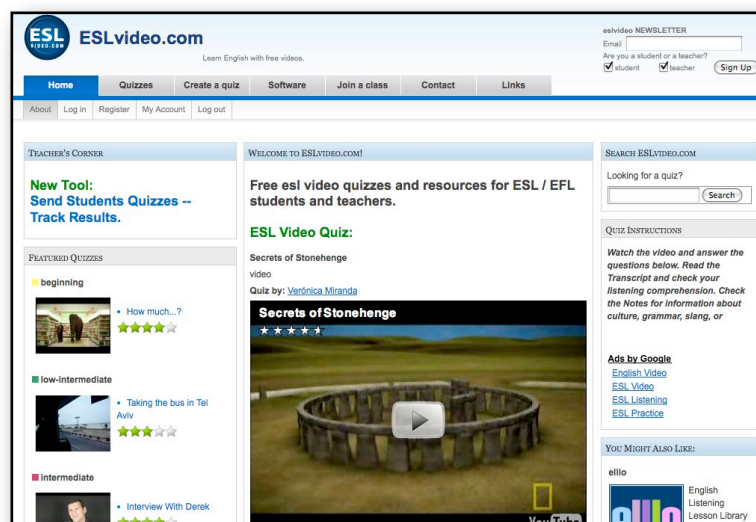
ESLVideo is a site that enables you to create web based interactive quizzes based around online videos. You can create a variety of multiple choice type questions, add transcripts or translations, add notes, etc. Once you have completed your quiz you can either send students a link to it on the ESL Video site or you can embed the quiz into your own website or blog.



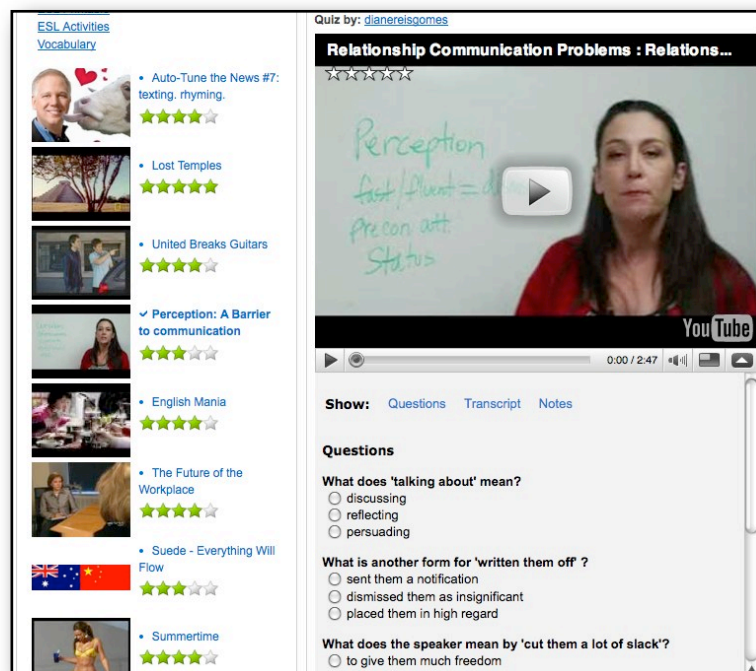
Here's an [example quiz you can try](#).

To use ESLVideo

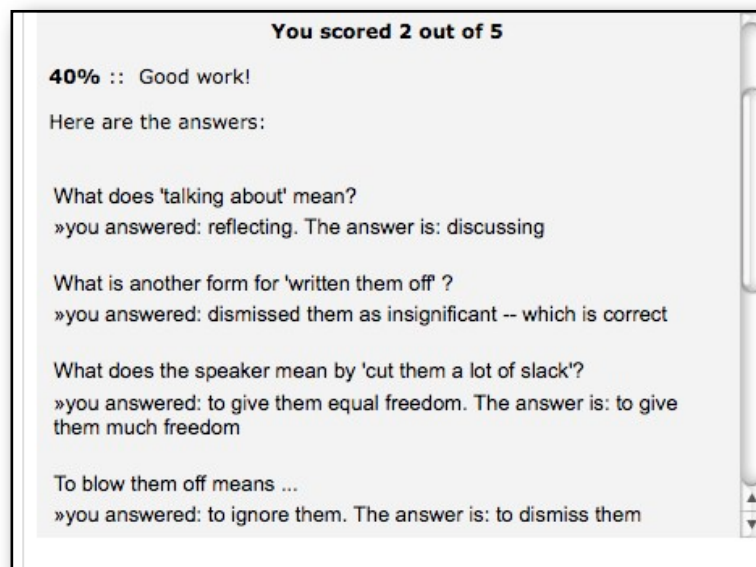
You can simply use ESLVideo by going to the site and finding quizzes that you like for your students, but you'll need to 'Sign up' if you want to be able to create your own.



The quizzes you can create are mostly multiple choice. Students watch the video and select their answers.



They can then get some feedback on their answers.



If you and your students are register users of the site, your students can send you their results. To do this you need to create a class ID and give your students their code.

Send these results to my teacher.

My Name:


Teacher Code:

Class ID:

Assignment: Perception: A Barrier to communication

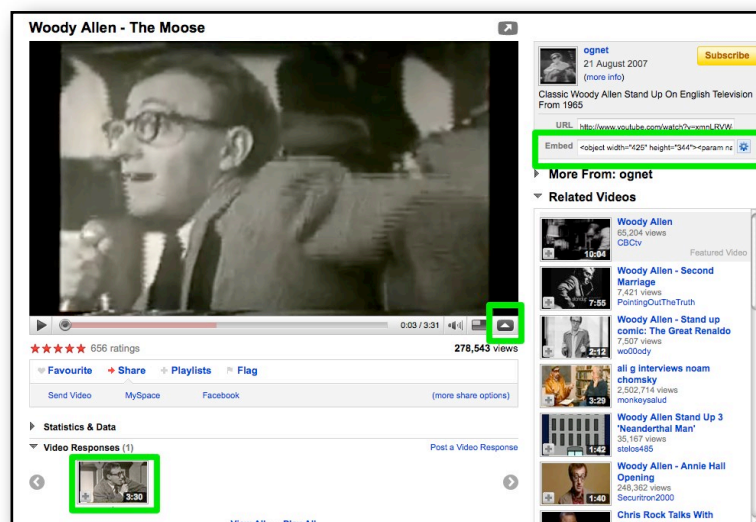
My Score: 40% :: 2 out of 5

To create your own quizzes you need to log in and click on 'Create a Quiz'.



The screenshot shows the top navigation bar of the ESL Video website. The 'Create a quiz' button is highlighted with a red rectangular box. Below the navigation bar, the 'CREATE A QUIZ' section is visible, starting with the heading 'Create a Quiz: Step 1 of 2'.

You will also need to copy the embed code of the video you want to use for your exercise. You can usually find this somewhere on the video sharing site. If you can't find it, look for a link that says 'Share'. Here's where you will find it on YouTube.



For ESLVideo you should also try to download a small thumbnail image to use with your exercise. You then name your video upload the small image and paste in your embed code.

Note: Teachers have reported problems creating quizzes using the Google Chrome browser. Please use an IE, Firefox, Safari, or other browser to create a quiz.

Quiz by: NikPeachey

Title:

Description:

REQUIRED -> Thumbnail Image:
50K max file size. Displays at 100px max width and/or 100px max height.
Note: If creating a quiz with a YouTube video, use the thumbnail image for this video that was generated by YouTube - save it to your desktop and upload it here.

Video Embed Code:

Level: ☐ beginning ☐ low-intermediate ☐ intermediate ☐ high-intermediate

Language: ☐ English ☐ Spanish ☐ French ☐ Italian ☐ German ☐ Japanese ☐ Chinese ☐ Russian ☐ Other

Quiz Type: ☐ Listening Comprehension ☐ Grammar (verb tenses, adjective/adverb usage, preposition usage, etc.) ☐ Vocabulary (Quizzes with answers that rhyme or are otherwise focused on correct definition / spelling.)

Video Type: ☐ Music Video ☐ Film Trailer ☐ Interview ☐ TV Commercial ☐ Everyday English ☐ English Lesson ☐ "How to" / Instructional ☐ Film / Television Show ☐ News

You will also need to add some additional information to help classify the quiz and help others find it.

Language: ☐ English ☐ Spanish ☐ French ☐ Italian ☐ German ☐ Japanese ☐ Chinese ☐ Russian ☐ Other

Quiz Type: ☐ Listening Comprehension ☐ Grammar (verb tenses, adjective/adverb usage, preposition usage, etc.) ☐ Vocabulary (Quizzes with answers that rhyme or are otherwise focused on correct definition / spelling.)

Video Type: ☐ Music Video ☐ Film Trailer ☐ Interview ☐ TV Commercial ☐ Everyday English ☐ English Lesson ☐ "How to" / Instructional ☐ Film / Television Show ☐ News

☐ New quiz

Then just click on 'Next' and you are ready to start adding things like transcript and your questions.

Use the buttons below to edit this quiz.

The Moose



A funny story

Level: high-intermediate Quiz by: NikPeachey

Woody Allen - The Moose

★★★★★



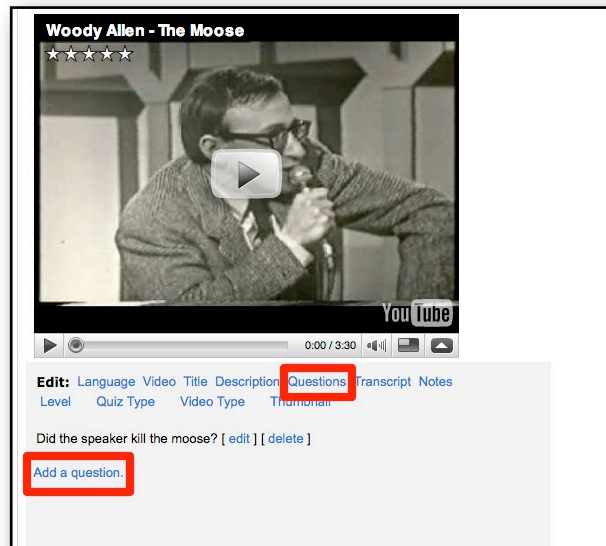
0:00 / 3:30

Edit: [Language](#) [Video](#) [Title](#) [Description](#) [Questions](#) [Transcript](#) [Notes](#)

[Level](#) [Quiz Type](#) [Video Type](#) [Thumbnail](#)

Use the links above to add to/edit your quiz.

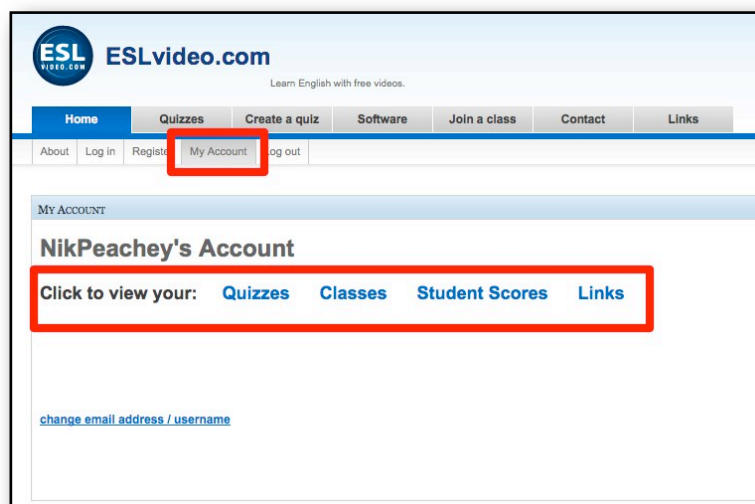
If you click on 'Questions' you can edit the questions on your quiz. If you want to add more questions just click the add questions link.



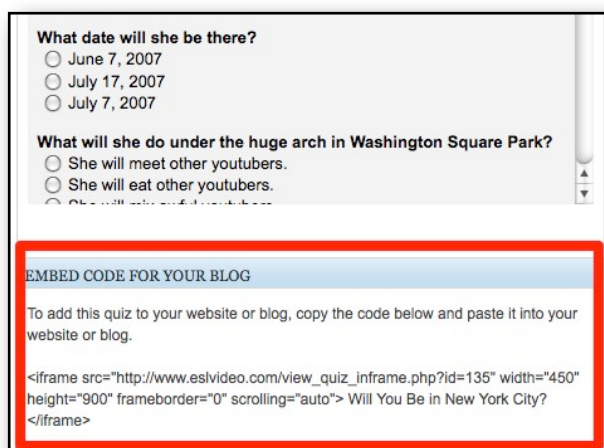
Once you click the link this will open the question editor. Write in your question and a choice of answers, then add the one which is correct and click add this question. You can continue adding more questions in the same way.

 A screenshot of the question editor interface. The video player is at the top. Below it, the "Edit" menu has "Questions" selected. The form fields are: "Question:" (text input), "Option 1:" (text input), "Option 2:" (text input), "Option 3:" (text input), and "Answer (must be identical to correct option):" (text input). At the bottom, there is a button labeled "Add this Question". The entire form area is highlighted with a red box.

To view all your quizzes just go to your 'My Account'. Here you can also create classes and check your students' scores on the quizzes.



Below each quiz you can also find the complete embed code for the quiz and video, so you can add these quizzes to your own website if you wish.



How to use this with students

- **Video task for homework** - You can create video based quizzes for your students to work on for homework.
- **Student created tasks** - You can get your students to create quizzes for each other. These could be based around video that they like or they could find or create a video which demonstrates understanding of a particular language point you have been working on.
- **How to videos** - You can use the videos to help train students in the use of some web sites or tools or you could get them to create videos and quizzes to train you and other students in the use of various useful web based tools.

What's great about this site is that it enables teachers to create motivating tasks for learners that exploit online video. It also helps to by pass the need for some of the problems associated with accessing online video in class as the tasks can easily be set for homework and the site will track students results for you too.

More information

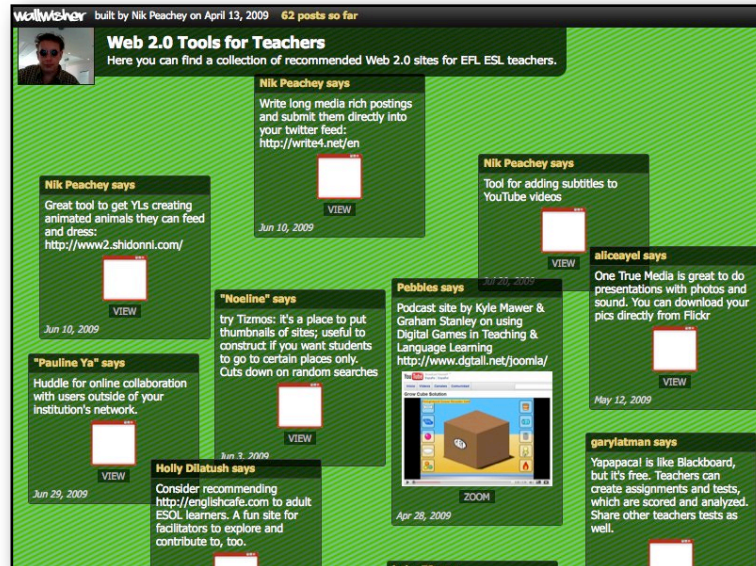
Create an ESL EFL Video Quiz:

<http://quickshout.blogspot.com/2009/07/create-esl-efl-video-quiz.html>

11. Wallwisher

<http://www.wallwisher.com/wall/teachersweb20>

Wallwisher is like a virtual 'sticky' notice-board, though unlike real notice-boards you can post stickies with text images, links to websites and even videos. The notice-board is really simple to use and you can set access rights so that anyone can view and or post to it or only restricted people.



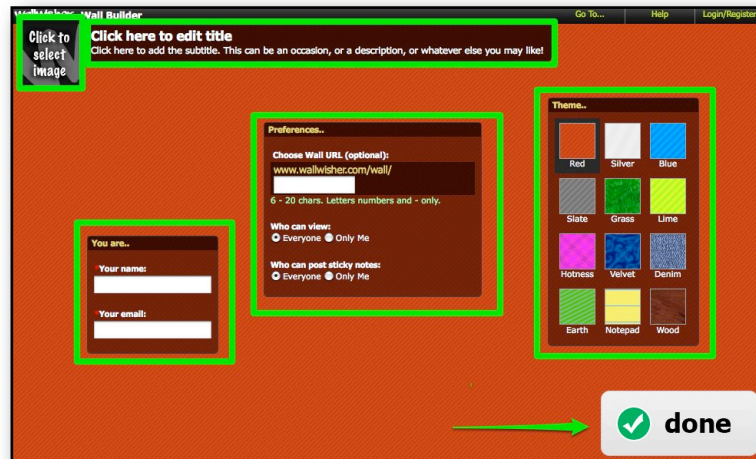
Here's an example wall I create to collect [Web 2.0 tools](#).

To use Wallwisher

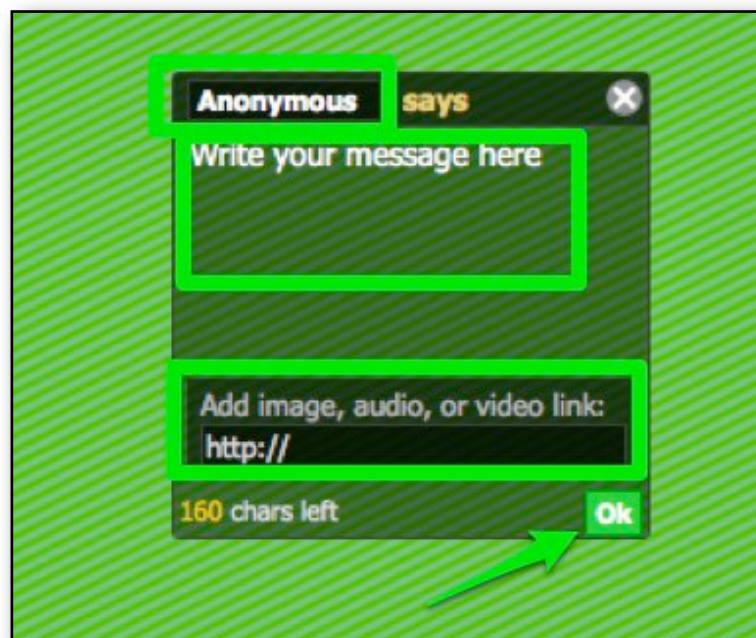
You can build you own wall by clicking on 'Build a Wall'.



You can then define the different features of your wall design and give it a name , etc. You will also need to add your name and email address so that the wall is saved and you can come back and log in to edit it.

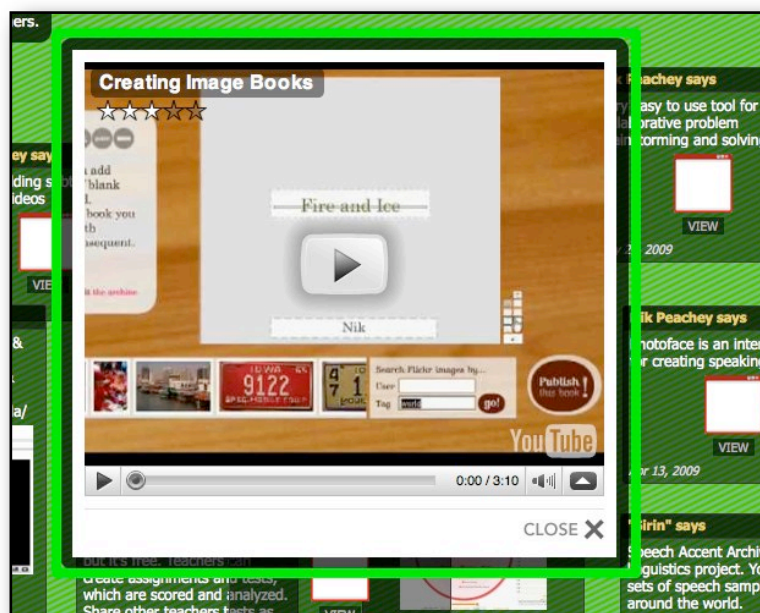


Once the wall is created, you just double click on it to add a sticky note. You can add your name, a short message and a link to an image, website or online video. When you have finished, just click on 'OK'.



As the creator of the wall you will be able to edit other people's notes or delete them. Students can also drag the notes around and place them in different positions on the wall.

To view or see the images or links, students just click on the image in the note. It then enlarges and plays or displays in the note frame.



How to use this with students

- **Video tasks** - We can create video tasks and get students to post responses to the wall by leaving it open for everyone to contribute. Here's a wall that I created about [Ramadan](#). This wall has been left open for anyone to contribute to.
- **Treasure hunt** - We could use the wall to collect different links to various resources around the web for students to explore, a little like a web quest or treasure hunt.
- **Theme based walls** - We could give students a theme and get them to create their own walls based around that theme.
- **Fan walls** - We could get students to create fan walls based around a favourite band or celebrity.
- **Share resource links** - You can use the wall to collect and share resources like this one on [IELTS](#)
- **Image based tasks** - This activity uses an image to get students to practice using [present continuous](#).
- **Create debate** - You can use the wall to create debates. You can do this either by posting your own contentious opinions or using videos from sites like [BigThink.com](#) and get students to respond. This could be a way of dealing with sensitive issues and enabling students to be able to express opinions that they might not feel comfortable doing in the classroom. [Here's an example](#)
- **Grammar walls** - We can even create grammar walls and get students to post what they know and examples of different verb tenses or grammar points.
- **Wishing walls** - We could even get students to post their wishes on it using third conditional.

What's great about Wallwisher is that it is really easy to create a wall and it makes collaboration very simple and quick too.

More information

Using Online Sticky Noticeboards:

<http://nikpeachey.blogspot.com/2009/04/using-online-sticky-noticeboards.html>

About the Author

I'm a freelance educational consultant, writer and teacher trainer specialising in web based technologies for language learning and development. I'm always interested in new projects and work opportunities and can be available for consultancy work, online or offline training workshops and conference presentations as well as writing and content development projects. So feel free to contact me: NikPeachey@mac.com



I have been involved in English language teaching since 1992 and have worked all over the world for companies like the British Council, International House and IATEFL. As well as working as a teacher and teacher trainer, I have also been involved in managing a number of online and software projects including websites for teacher development, CD-ROM projects, developing online communities and have developed online and blended learning courses for the web and for virtual worlds such as Second Life. At present I'm based in Morocco.

As well as publishing in journals and with ELT publishers, I also publish my own work on 4 free websites.

- My Learning Technology blog is aimed at supporting teachers and giving them practical ideas for using a range of new Web 2.0 type technologies with their students.
<http://nikpeachey.blogspot.com/>
- My Daily Activities blog has a range of tasks and activities that EFL and ESL students can use autonomously to develop their English and digital literacies.
<http://daily-english-activities.blogspot.com/>
- My Quick Shout blog has a range of new views, quick teaching tips and information about new and emerging technologies and how they can be used to have an impact on education.
<http://quickshout.blogspot.com/>
- Lastly, I publish a site 'On Blogging and Social Media' which aims to help teachers to manage and develop their own professional development networks, get involved in online communities and become active participants in the online ELT knowledge community.
<http://bloggingandsocialmedia.blogspot.com/>

I hold an M.Ed in ELT and technology from Manchester University and am also a PRINCE 2 qualified Project Manager.