navigating to read or reading to navigate?

AMEP Research Project 2004: Explicit Teaching of Structure & Genre of Web Pages
online without a rope Philippa Lipscomb TNQIT Qld

- Previous Findings
- Current Research
  - Target Group
  - Course Goals
  - Project Features
  - Web Sites
  - Teaching Cycle
  - Skill Focus
  - Outcomes
  - Issues
- Conclusions
- Teaching Materials
Previous finding 2001

good reading ability
no prior internet experience
difficulty reading web texts

online without a rope
Reading Skill: Web texts

Internet Skills

No. of correct answers

Poor | Medium | Good
Can the explicit, in-class, pre-teaching of the structure & genres of web pages help novices?
Target group

- 15 students: 14 female & 1 male
- Elementary reading skills (CSWE 2)
- Low or no computer literacy
- 25 - 64 years old
- Mixed ethnicity: eastern European and S.E. Asian
- Education: tertiary - nil
Course Goals

1. Settlement Outcomes - familiarity with

- local environment
- local facilities and services
- shopping
- travel
- local entertainment
Course Goals cont

2. Language Skills: CSWE 2

- learning
  - demonstrate capacity for independent learning
  - use a range of resources for learning English

- listening
  - demonstrate understanding of a spoken information
Language Skills cont.

- **reading**
  - a procedural text / short information text

- **writing**
  - complete a formatted text
  - write a recount; a short information text; a short opinion text

- **spatial**
  - demonstrate understanding of the mapping of space.
Project Features

- six useful and user-friendly web sites
- varied class & lab time
- three different learning environments
  - supported / guided / unsupported
- multiple data sources:
  - teacher / tutor / students
  - feedback, workbooks, observation
- scaffolded skill development
Web Sites

- Great Barrier Reef: www.nationalgeographic.com/earthpulse/reef
- Cairns Library: www.cairnslibrary.com.au
- Healthy Habitat: www.healthyhabitat.com.au
- Virgin Airlines: www.virginblue.com.au
- Puzzlemaker: www.puzzlemaker.com
- Birch, Carroll & Coyle: www.greaterunion.com.au
Teaching Cycle

5 possible stages

- Classroom build context
- Classroom read Study Guide
- Classroom do Workbook
- Computer Lab complete Activities
- Classroom review and extension
Sample Materials

1. Study Guide
   (classroom)


Part 1: A Mouse Over

1. Hold your mouse and
2. Pass the mouse arrow over the animals or coral on the screen

This is called a mouse over

5 possible stages

Classroom build context
Classroom read Study Guide
Classroom do Workbook
Computer Lab complete Activities
Classroom review and extension
2. Workbook (classroom)

Part 5: Navigating – Moving About

1. How do I move the page down to the bottom?

2. How do I go to DIVE NOW?

3. How do I go back to another page?

5 possible stages

- Classroom build context
- Classroom read Study Guide
- Classroom do Workbook
- Computer Lab complete Activities
- Classroom review and extension
Sample Materials

3. Activity Book
   (computer lab)

You have dived! Look around.........

Mouse Over to find out the names of these corals, fish and animals.
Do not click (clicking will open a new window)

_________________________
_________________________
_________________________

(name)

5 possible stages
## Class & Lab Time

<table>
<thead>
<tr>
<th>Sites</th>
<th>Classroom</th>
<th>Computer Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Study guide</td>
<td>Workbook</td>
</tr>
<tr>
<td>GBR</td>
<td>✓ 1.5 hrs</td>
<td>✓ 1 hr</td>
</tr>
<tr>
<td>Cairns Library</td>
<td>✓ 2 hrs</td>
<td></td>
</tr>
<tr>
<td>Healthy Habitat</td>
<td>✓ 1.5 hrs</td>
<td>✓ 1 hr</td>
</tr>
<tr>
<td>Virgin</td>
<td></td>
<td>✓ 1 hr</td>
</tr>
<tr>
<td>Puzzlemaker</td>
<td></td>
<td>no web preparation</td>
</tr>
<tr>
<td>BCC movies</td>
<td></td>
<td>✓ 30 mins reading test</td>
</tr>
</tbody>
</table>
# Skill Focus

<table>
<thead>
<tr>
<th>Sites</th>
<th>Workbook</th>
<th>Activity / Activity Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBR</td>
<td>- computer terms</td>
<td>- basic navigation</td>
</tr>
<tr>
<td></td>
<td>- mouse use</td>
<td>- orientation in hyperspace</td>
</tr>
<tr>
<td></td>
<td>- basic navigation: scroll &amp; click</td>
<td>- accuracy</td>
</tr>
<tr>
<td>Cairns Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- basic navigation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- active &amp; dead links</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- downloading a PDF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- searching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reading maps</td>
</tr>
<tr>
<td>Healthy Habitat</td>
<td>- components of site structure</td>
<td>- shopping acc. to specifications</td>
</tr>
<tr>
<td></td>
<td>- web &amp; site terms</td>
<td>- making changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- completing an online form</td>
</tr>
<tr>
<td>Virgin</td>
<td>- prediction: structure and terms</td>
<td>- selecting flights</td>
</tr>
<tr>
<td></td>
<td>- read site and web terms</td>
<td>- recording details</td>
</tr>
<tr>
<td>P’maker</td>
<td></td>
<td>- reading instructions (on screen)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- making a crossword (on screen)</td>
</tr>
<tr>
<td>BCC</td>
<td>- understand purpose &amp; context</td>
<td>- use navigation symbols / accuracy</td>
</tr>
<tr>
<td></td>
<td>- read headers</td>
<td>- distinguish stable &amp; changing items</td>
</tr>
</tbody>
</table>
Web reading skills

1. interpret the **basic components** of a web page
2. understand and use **web terminology**
3. access a **complete page**, with subsumed items
4. access information on **other pages**
5. identify the **common structures** in different sites
6. identify the **genres** characteristic of different types of sites
Student Achievement

1. Language Outcomes

2. Internet Use
   - skills
   - attitudes
Language Outcomes

1. **Learning to learn skills**
   - demonstrate capacity for independent learning 80%
   - use a range of resources for learning English 100%

2. **Read a procedural text**
   - Study Guides, Activity Books, searching & shopping 70%
   - Internet instructions for Puzzlemaker 10%

3. **Complete a formatted text**
   - biodata form, library application form 70%
   - online shopping delivery form 80%
Other language outcomes

- read a short information text: 50-100%
- write a short information text: 50%
- write a short opinion text: 70%
- demonstrate understanding of the mapping of space: 70%
Internet Outcomes

1. Internet Skills

9.5 hrs - dramatic improvement
- components of page & site
- terminology
- context of site
- purpose of site
- pathways in site
- access to site

82% success with BCC home page reading test
Internet Outcomes

2. Attitudes

a. Classroom tasks: positive

b. Computer lab with *Study Guide* support:
   - purposeful & determined
   - sense of achievement
   - independent (little reliance on teacher c.f. *Puzzlemaker*)
   - confident
Issues

methodology: a computer class in a classroom? learn by doing: *What do students have to read in order to do?*

reliability: multiple sites, independent observer and varied data collection

technical problems: log on, breakdown - limited

time: materials preparation/ time spent on sites

gender: passive approach - Would it suit males?
Conclusion

We need to formulate pedagogies that will help all students with the skills, context, and consequences of technologies.

Luke, C. Technological Literacy

Online with a rope
1. **Use a gradual, explicit and structured approach**
   - discussion
   - modelling
   - in-class preparation: language, page & site structure
   - independent work

2. **Use accessible sites**
   - high HCI
   - suitable language
Teaching Materials

Great Barrier Reef

www.nationalgeographic.com/earthpulse/reef
The National Geographic has a lot of information about the Great Barrier Reef on the 'web'. We are going to look at some of it. We will start in the 'earthpulse' site.

1. Great Barrier Reef home page
2. Dive Now
3. Mouse over: facts about most animals or coral
4. Full Story and Photo extra information
2. Looking at the whole page

This is the Great Barrier Reef - Home Page

1. Put the arrow on the slide.
2. Click on the 'left' ear of the mouse.
3. Move the slide to see the bottom of the page.
8. Looking at the different layers

You can now see many different ‘windows’.
They open on top of each other.
Part 2  Moving the mouse

1. I put my (thumb / finger) on the left side of the mouse.

2. I put my (first / middle) finger on the right side of the mouse.

3. I (must / must not) keep it flat on the mouse pad.

4. I (must / must not) move it slowly.

5. I (must / must not) look at the screen at the same time.
1. How do I move the page down to the bottom?

2. How do I go to DIVE NOW?

3. How do I go back to another page?
You have dived! Look around...........

Mouse Over to find out the names of these corals, fish and animals.

Do not click (clicking will open a new window)

(name)

(name)

(name)
Get the Full Story and Photo for three animals or coral. Write down the name of each one.

Pop-up window 1: ____________________________

Pop-up window 2: ____________________________

Pop-up window 3: ____________________________
Species Gallery

What animals, fish and coral are here?

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. Predicting

Predicting = Guessing (with some information).

You are going to a new place. Do you think about the place?

1. Imagine you are a real-life visitor to Cairns library.
   - What is the address?
   - What is in the library?
   - What can you do there?

2. Imagine you are visiting the library on the Internet - you are a virtual visitor to the library.
   - What is the web address?
   - What will be in the web site?
   - What can you do in the web site?
On the internet you can
1. find out about the Cairns library,
2. get an application form to join,
3. find out about the different branches and
4. search for books
1. **Opening the Site**

The address is [www.cairnslibrary.com.au](http://www.cairnslibrary.com.au). Type this in and press Enter. It can take a **long time** to get a new site. The computer or the Internet may be very slow. You have to wait………

This window is ‘loading’ the Cairns library site

Still loading………………….
4. Opening a New Page

Middle of the home page

1. Look at the words with a line under them. They are links to other pages.

- Residents and visitors to Camus are welcome to... Camus Libraries.
- There are eight libraries from Helganda in the south to... in the north.

2. Put the mouse arrow on [link].

The arrow will change to a hand.

3. Click on the left ear of the mouse.
Join the Library

The page Join the library has loaded. You can see the new page.

It is the Online Services page. The first part is Join the library. It answers 2 questions:

- Who can borrow?
- How do you join?
Teaching Materials

Healthy Habitat

www.healthyhabitat.com.au
Teaching Materials

Study Guide

Diagram with labels:
- Enter
- Look around
- Choose
- Make changes
- Checkout
- Pay
- Give delivery instructions
Study Guide

online shopping

| Shopping: in your town & on the net | 1 |
| Healthy Habitat: the shop & web site | 3 |
| 1. Enter the Shop | 5 |
| 2. Look around | 6 |
| 3. Move about | 7 |
| 4. Start shopping | 9 |
| 5. Narrow your search | 12 |
| 6. Choose an item | 14 |
| 7. Check the purchase | 16 |
| 8. Keep shopping | 17 |
| 9. Browse | 18 |
| 10. Choose another item | 21 |
| 11. Check the purchase | 22 |
| 12. Do more shopping | 23 |
| 13. Make changes (Quantity) | 25 |
| 14. Make changes (Remove) | 27 |
| 15. Checkout | 29 |
| • A new customer | 30 |
| • Customer details | 31 |
| • Delivery | 33 |
| • Order details | 35 |
| 16. Search | 36 |
| 17. Get the search results | 37 |
| 18. Look back | 39 |
This health shop is in Sydney. It has a street address and a web address.

1. Street Address and Phone Number:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone</strong></td>
<td>(02) 9437 0829</td>
</tr>
<tr>
<td><strong>Fax</strong></td>
<td>(02) 9806 8529</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:info@healthyhabitat.com.au">info@healthyhabitat.com.au</a></td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>Level 1, 16 Hobart St, Artarmon 2064 NSW</td>
</tr>
<tr>
<td><strong>ABN</strong></td>
<td>00164540704</td>
</tr>
</tbody>
</table>


At this web shop you can

1. look at the items for sale,
2. buy things and
3. pay for things.
3. Move about

You can move down (scroll) in 2 ways: A or B

**A**

1. Put the mouse arrow on the slide.
2. Hold down the 'left' ear of the mouse.
3. Pull the slide down slowly.

**B**

1. Put the mouse arrow on the small black arrow.
2. Click on the 'left' ear of the mouse. The page will move down a little.
3. Keep clicking. It will keep moving.
7. Check your purchase

The book 1001 Natural Remedies is in your shopping cart.

This page shows your purchase in 2 places: in the middle and on the top right.

Check 2 things:
- the quantity
- the price

You have 1 item in your cart
Subtotal $39.95 | Checkout
13. Make Changes (1)

Change the Quantity

You have ordered 1 Chamomile Tea but you want 2.

Do 2 things:

1. change the quantity

2. press Recalculate. You will get the new price.
Step 1: Customer Details (new customers)

You need to fill out this form.

Complete the form…

a. Personal Details

- Name: your first name
- Last Name: your family name
- Company: -------
- Password: think of a secret word to use.
- Confirm your password: type the secret word again

Billing address:
- Address: the parcel will be sent here
Workbook

Web Crossword 1

Across
2. We use an _________( ) to point.
4. _________ is often used by government organizations in web addresses.
5. The _________ of a business or company is often the second part of a web address after www.
8. We usually click on the _________ ear of the mouse to move and type.
9. When we move _________ down a page on the screen, we ___.
10. _________ is often used in education web addresses.
11. Small windows which open in other windows are called _____-up windows.

Down
1. The _________ is the last part of a web address except for USA.
3. Advertisements are often on the _________ side of the screen.
4. It is a good idea to _________ what a site will look like before we use it.
6. A _________ gives a list of items or the contents of a web site.
7. A menu which looks like this is called a _______ - down menu.
Teaching Materials

Workbook

What do we do in this web shop: first, next, after that……? Fill in the spaces
Workbook

**Where Can We Go?**

1. Look at the Healthy Habitat *menu*.

   ![](menu.png)

2. Meaning

   - tells you things about the company
   - is the first page
   - has a list of things for sale
   - tells you how to buy things
   - gives you the latest information eg new products
   - gives the email and street address and phone number
   - shows what you put in your shopping trolley
   - gives information about safe and unsafe products
Teaching Materials

Workbook

Practice
map of the page

Healthy Habitat

<table>
<thead>
<tr>
<th>Web Tools</th>
<th>Site Tools &amp; Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• address bar</td>
<td>• logo</td>
</tr>
<tr>
<td>• back and forward arrows</td>
<td>• name of the shop</td>
</tr>
<tr>
<td>• close box</td>
<td>• search words</td>
</tr>
<tr>
<td>• minimize page</td>
<td>• top menu</td>
</tr>
<tr>
<td>• maximize page</td>
<td>• bottom menu</td>
</tr>
<tr>
<td>• web tools (top) eg Stop</td>
<td>• number of items bought &amp; the price (subtotal)</td>
</tr>
<tr>
<td>• scroll bar</td>
<td>• page contents: Items for sale / contents of cart</td>
</tr>
<tr>
<td>• programs, other tools &amp; minimized things</td>
<td>• a link</td>
</tr>
<tr>
<td>• a hand (showing a link)</td>
<td>• start the search</td>
</tr>
</tbody>
</table>
Dear Karen

I need your help. My internet connection is not working. Can you do some online shopping for me?

I need 5 birthday presents for friends. Prue is very houseproud and is forever cleaning, Jenny is interested in cooking, Margie likes gardening...

Get them from Healthy Habitat. It’s an online shop which has lots of terrific products. The address is www.healthyhabitat.com.au

Use my name, address, phone number and email address. My password is shopping.
### Activity Book

#### Healthy Habitat Shopping

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Item(s)</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prue (cleaning)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenny</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bev</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total $**

P.S. Please let me know
Did you put my details on the form?
How long does it take them to deliver to Cairns?
What’s the delivery cost to Cairns?
Teaching Materials

Virgin Airlines

www.virginblue.com.au
What sort of travel and money words will the site use?

<table>
<thead>
<tr>
<th>Meanings</th>
<th>Site Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. place you are leaving</td>
<td></td>
</tr>
<tr>
<td>2. place you are going to</td>
<td></td>
</tr>
<tr>
<td>3. people travelling</td>
<td></td>
</tr>
<tr>
<td>4. the day you are leaving</td>
<td></td>
</tr>
<tr>
<td>5. the day you will come back</td>
<td>returning</td>
</tr>
<tr>
<td>6. people over 13 yrs</td>
<td></td>
</tr>
<tr>
<td>7. people between 2 and 13 yrs</td>
<td></td>
</tr>
<tr>
<td>8. people under 2 yrs</td>
<td></td>
</tr>
<tr>
<td>9. travel in one direction</td>
<td></td>
</tr>
<tr>
<td>10. travel there and back</td>
<td></td>
</tr>
<tr>
<td>11. Goods &amp; Services Tax</td>
<td></td>
</tr>
<tr>
<td>12. Australian $</td>
<td></td>
</tr>
<tr>
<td>13. the price of a ticket</td>
<td></td>
</tr>
<tr>
<td>14. cheap / good value</td>
<td></td>
</tr>
<tr>
<td>15. list of food</td>
<td></td>
</tr>
<tr>
<td>16. things for sale</td>
<td></td>
</tr>
</tbody>
</table>

- infants  
- passengers  
- return  
- children  
- destination  
- one way  
- GST  
- origin  
- AUD  
- departing  
- adults  
- returning  
- fare  
- menu  
- fair  
- merchandise
What will the Virgin web pages look like?
Where will these things be?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. menu ( s)</td>
<td>2. web address</td>
</tr>
<tr>
<td>3. web tools eg Stop, back arrow</td>
<td></td>
</tr>
<tr>
<td>4. flight details</td>
<td>5. scroll bar</td>
</tr>
<tr>
<td>6. prices of flights</td>
<td></td>
</tr>
<tr>
<td>7. search</td>
<td>8. advertisements</td>
</tr>
<tr>
<td>9. logo and pictures</td>
<td></td>
</tr>
</tbody>
</table>

Check on the next page
Birch, Carroll & Coyle

home page

Certificate in Spoken and Written English

Level 2
Module H
LO 1: Read an information text

Look at this page and answer the questions

145 words