Technology for Open Education
Training with Open E-resources
TOETOE

http://www.flickr.com/photos/cherylharvey

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Presentation Overview

• Open Content
  – Building Web Corpora

• Open Tools
  – Concordancing Digital Language Libraries
  – Designing Online Language Activities

• Open Educational Resources
  – Developing Training and Guides

• Open Access
  – Clearing Licensing Rights for OER Development
Greenstone

About Greenstone

Greenstone is a suite of software for building and distributing digital library collections. It provides a new way of organizing information and publishing it on the Internet or on CD-ROM. Greenstone is produced by the New Zealand Digital Library Project at the University of Waikato, and developed and distributed in cooperation with UNESCO and the Human Info NGO. It is open-source, multilingual software, issued under the terms of the GNU General Public License. Read the Greenstone Factsheet for more information.

The aim of the Greenstone software is to empower users, particularly in universities, libraries, and other public service institutions, to build their own digital libraries. Digital libraries are radically reforming how information is disseminated and acquired in UNESCO’s partner communities and institutions in the fields of education, science and culture around the world, and particularly in developing countries. We hope that this software will encourage the effective deployment of digital libraries to share information and place it in the public domain. Further information can be found in the book How to build a digital library, authored by three of the group’s members.

The complete Greenstone interface, and all documentation, is available in English, French, Spanish, Russian and Kazakh. Greenstone also has interfaces in many other languages. We are looking for volunteers to add new language interfaces and help maintain existing ones.

http://www.greenstone.org/
"... learning software as effective as a personal tutor ..." (from President Obama's address to the National Academy of Sciences, 27 April 2009)

Flexible Language Acquisition Project

Watch a video about FLAX! (38 mins 99 MB), or right click to download an AVI file (170 MB)

FLAX is now in Moodle. Try it out here

Objective: to automate the production and delivery of practice exercises for overseas students who are learning English. The exercises will involve students in a virtually endless supply of collaborative and competitive language activities that are interesting, compelling, and rewarding.

Strategy: to deploy digital library software to allow teachers and students to capitalise on top-quality prose and multimedia resources already present in the world's libraries. This yields an unprecedented supply of linguistic material for students to practise on.

Presentation: to provide a web-based social setting, matching in real time students in different locations who opt for a particular type of exercise, allowing them to discuss and negotiate its parameters using chat, and

Online Language Activities

Word Guessing

Students enter words in the gaps, based on the context within a given article, individually or collaboratively. This activity helps improve your communication skills and vocabulary.

Predicting Words and Phrases

Students collaborate to predict words they think will occur in a given text. This activity provides a learning environment in which you help each other by sharing information and exchanging ideas.

Scrambled Sentences

The words of sentences are scrambled and students must sort them into their original order.

Content Word Guessing

Students predict nouns and verbs they think will occur in a given article, individually or competitively.
This activity helps improve your communication skills and vocabulary.
Type: Individual or Group collaboration

Matching Words with Definitions

Students match terms (from Wikipedia) with their definitions. Terms are words or phrases, and definitions are sentences whose subject is missing.
This helps you study the meaning of words in a particular domain.
Type: Individual

Scrambled Sentences

The words of sentences are permuted and students must sort them into their original order.
This activity helps you study sentence structure by providing you with genuine text and allowing you to select suitable materials to practice on.
Type: Individual

Fill-in-the-blanks

Students fill in words or phrases that have been cut out of a Wikipedia article.
In this activity you work together with a partner to fill in information gaps.
Type: Collaboration in pairs

Image Guessing

A randomly chosen image is shown to one partner (called the "describer"), while the other partner (the "guesser") must identify it by asking questions.
This activity helps improve your communication skills and vocabulary.
Type: Group collaboration

Predicting Words

Given a Wikipedia article’s topic, students compete to predict words they think will occur in it.
This activity provides a collaborative learning environment in which you help each other by sharing information and exchanging ideas.
Type: Group collaboration
BNCweb

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- What is BNCweb?
- Features of BNCweb
- Access to the BNC via BNCweb at Lancaster University
- What's the story behind BNCweb?
- Installation Requirements
- Download
- Errors and inconsistencies in BNC-XML

What is BNCweb?

BNCweb is a web-based client program for searching and retrieving lexical, grammatical and textual data from the British National Corpus (BNC). It relies on the Corpus Workbench to provide a convenient interface between the user and the rich variety of annotated text in the 100-million word BNC in its most recent incarnation, the XML-version.

Main advantages of BNCweb:

- It is very user-friendly.
- It is a web-based application - end users do not need to install any extra software on their computers. Any web-browser (on any platform) will do.
- It is fast! Have you ever wanted to calculate collocations for the noun lemma TIME? A collocation analysis of its 180,243 instances in the BNC takes just under 30 seconds on entry-level Apple MacBook.
- It is powerful and flexible: In addition to basic queries (available via an intuitive query syntax), the interface allows more complex searches using full-fledged CQP-syntax.
- It is optimized for use by larger groups of users: a cache system minimizes CPU-load and disk space usage when different users perform the same queries.
- It is absolutely free (its components are released under the GNU Public License).

http://bncweb.info/
Web Pronoun Phrases

This collection contains five-words phrases that start with a pronoun word e.g. I, he, she, they, you, we and it. It is based on a massive collection of fragments of text gathered from the web, along with occurrence frequencies. You can study how a particular word is used in a pronpoun context by looking at its frequently reoccurring language patterns. Through browsing, you can find out which words are most commonly associated with a particular pronoun.

Do you know which word is the "best friend" of the pronoun word I? Check it out, you will be surprised.

This is a part of Shaoquin's PhD project, please contact Shaoqun Wu for more information.

http://www.youtube.com/watch?v=Ns4nXsZQmUA
Web Phrases OER

Library

Web Phrases

The web phrases collection was built with two- to five-words phrases gathered from the web, including:

1. 145,000 unique words
2. 14 million two-words phrases
3. 420 million three-words phrases
4. 500 million four-words phrases
5. 380 million five-words phrases

In this collection, you can

1. search for phrases containing particular word(s) in the natural or reversed order
2. check the popularity of your text

http://www.youtube.com/watch?v=n67FBqBFm6I
Web Collocations OER

http://www.lextutor.ca/vp/

http://www.youtube.com/watch?v=iyZgZhHMovI
FUTURE

FLAX is a fast-moving research and development project

Coming up …

… a web interface to cut and paste your documents into
… more activity types

FLAX: Creating practice exercises for language learners from digital libraries

Free open source software from http://flax.nzdl.org

http://flax.nzdl.org/resources/flax_video/flax_video.html
English for Academic Purposes OER 1

Guidelines for Writing at Masters Degree Level

Title: Guidelines for Writing at Masters Degree Level

Author: Ursula Wingate (King's College London)

Description: This document gives general guidelines for writing at a Masters Degree. Sciences and the examples are from Applied Linguistics. It gives a brief overview of various papers at masters level with the correct structure and styling.

Keywords: ukoer; phorus; public health; Health Sciences and Practice; guidelines sciences; applied linguistics

Persistent Link: http://open.jorum.ac.uk:80/xmlui/handle/123456789/2963

Date: 2010-04-21

http://resources.jorum.ac.uk/xmlui/handle/123456789/2963
1. INTRODUCTION: WHAT IS DIFFERENT IN ACADEMIC WRITING

In your Masters programme, you will have to write assignments for most modules, as well as a dissertation of 15,000 words at the end. The type of writing that is required at Masters degree level in the Social Sciences may be different from the writing you have done either professionally, or in a previous degree course. These guidelines offer information on the characteristics of academic writing in the Social Sciences.
2.2. Signposting
Signposting is an important feature of academic writing which enables the reader to follow your development of the topic. You need to signal how the various sections of your writing link together, and what you are going to discuss next and why.
There are two aspects to signposting: 1) saying where you are; 2) saying where you are going.

Below is an example of signposting, where the signposting devices are highlighted in bold print.

Example of Signposting in an Introduction
Vocabulary is seen as an issue of primary importance nowadays in language teaching, and at the same time it is an issue that poses problems to learners. In this paper I am going to comment on what constitutes ease and difficulty in vocabulary acquisition focusing on how it is influenced by lexical correspondences between first and second language.

After a brief opening, I will look more closely at different dimensions of lexical correspondences between languages and explain how these can affect the acquisition of lexis. For the purpose of this essay, three groups of lexical correspondences will be adapted: true lexical correspondences, polysemic extensions and non-correspondences. Then I will present my own small-scale action research as a way of illustrating the issue in question. Finally, I will discuss some teaching implications of the subject matter.

Extract from a student assignment
Use of Instructional Steps (Signposting) in Different Academic Disciplines

“...from Sociology and Anthropology, where IS steps appear to be avoided, through to Business and Politics, where they are optional, to Law, where they appear to be obligatory. **Student essays do not show such specialisation...** This suggests that, for these student writers, the decision to use an IS step is a relatively common one, regardless of subject area, **whereas for article writers, the choice to use an IS step is strongly dependent on academic discipline.”** (Durrant & Mathews-Aydinli, 2010)
Open Access

OpenDOAR

The Directory of Open Access Repositories - OpenDOAR

Search for repositories | Search repository contents | List of repositories | Repository Statistics

OpenDOAR is an authoritative directory of academic open access repositories. Each OpenDOAR repository has been visited by project staff to check the information that is recorded here. This in-depth approach does not rely on automated analysis and gives a quality-controlled list of repositories.

As well as providing a simple repository list, OpenDOAR lets you search for repositories or search repository contents. Additionally, we provide tools and support to both repository administrators and service providers in sharing best practice and improving the quality of the repository infrastructure. Further explanation of these features is given in a project document Beyond the list.

The current directory lists repositories and allows breakdown and selection by a variety of criteria - see the Find page - which can also be viewed as statistical charts. The underlying database has been designed from the ground up to include in-depth information on each repository that can be used for search, analysis, or underpinning services like text-mining. The OpenDOAR service is being developed incrementally, developing the current service as new features are introduced. A list of Upgrades and Additions is available.

Developments will be of use both to users wishing to find original research papers and for service providers like search engines or alert services which need easy-to-use tools for developing tailored search services to suit specific user communities.

OpenDOAR is one of the SHERPA Services including RoMEO and JULIET, run by the Centre for Research Communications (CRC). Current development work is currently funded by JISC, with contributions from the CRC host organisation, the University of Nottingham.
Gratis versus Libre

• Open Access for zero price (Gratis)
• Open Access with few or no restrictions (Libre)
English for Academic Purposes OER 2

• Developing OER for EAP based on Open Access publications
  – Research-led teaching of EAP
  – Access to specific discourse communities and peer-review

• A function-first approach to identifying formulaic language (Durrant & Mathews-Aydinli, 2010)
  – Developing functional vocabularies as OER
TOETOE Research & Dev Territory

Educational Design

High

Open Tools

OER

Educational Use

Low

Open Content

Open Access

Corpora

Concordancers

Training

Learning Objects
TOETOE Research & Dev Territory

Educational Design

High

Open Tools

FLAX
BNC

OER

Vocabs

Low

Educational Use

Open Content

FLAX
BNC

Open Access

Corpora
TOETOE Research & Dev Territory

- **High**
  - Open Tools
    - LEXICAL TUTOR
    - FLAX
  - OER
- **Low**
  - Open Content
    - BNC WEB
  - Open Access

**Educational Design**

**Educational Use**

**Concordancers**
TOETOE Research & Dev Territory

Educational Design

High

- Open Tools
- OER
- links

Educational Use

Low

- Educational Design
- Open Content
- Open Access
- links

Open Tools
- Corpora
- Concordancers

OER
- Training
- Learning Objects
TOETOE Research & Dev Territory

Educational Design

High

Open Tools

OER

Open Content

Open Access

Educational Use

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High

Corpora

Concordancers

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Learning Objects
TOETOE Research & Dev Territory

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Open Access

Corpora

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Training

Learning Objects
TOETOE Communities Of Practice

Open Access (BALEAP)

Open Content (Corpus Linguistics)

Open Source Tools (Greenstone)

OER (SCORE)

TOETOE Communities Of Practice

Communities Of Practice
Thank You

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FLAX Team: http://flax.nzdl.org/greenstone3/flax;jsessionid=7FCBFCFD8E838FC640141C17D9511175?a=fp&sa=about

Reference:
A function-first approach to identifying formulaic language in academic writing, English for Specific Purposes