E-Teacher Professional Development Workshop  
University of Maryland, Baltimore County and  
University of Oregon, Summer 2012

Incorporating Web 2.0 Tools in Learning English,  
A Workshop for EFL High School Teachers in Watampone  
Andi Muhammad Yauri, Indonesia

On January 10, 2013, the State College for Islamic Studies (STAIN) Watampone, Indonesia will conduct a two-day workshop. This program provides how to develop instructional teaching by means of internet technology. It is called Workshop on Incorporating Web 2.0 tools in Learning English for EFL High School Teachers in Watampone. This activity will serve approximately 28 participants which consist of 8 college lecturers and 20 high schools of EFL teachers from Watampone, South Sulawesi, Indonesia. The content of this workshop will be based on an online course Building Teaching Skills through the Interactive Web, University of Oregon and from the E-Teacher Professional Development Workshop, Summer 2012 at the University of Maryland, Baltimore County, both sponsored by the U.S. Department of State. The program will expose the participants to the use of Web 2.0 tools on learning English focusing on listening skills. The suggested podcast links are provided by teachers, the classroom interaction through the board discussion tool is Nicenet, and instruction of activity is designed in WebQuest. The participants then make presentations to their students and provide their reflection in a weblog.

Host:  
The Language Center, college of STAIN Watampone

Participants:  
20 EFL high school teachers and 8 EFL college of STAIN Watampone teachers

Program:  
Two-day EFL web skill workshops

Schedule:  
November 5 and November 6, 2012

Goals:  
The goals of this workshop are:

- To help EFL teachers modify their web-based instructional material;
- To familiarize EFL teachers with incorporating Web 2.0 tools into their classroom practice;
- To engage EFL teachers in promoting student-centered learning; and
- To improve self-instructional model on listening skills.
**Problem Identification**
Some English lecturers in the college of STAIN Watampone and high school teachers in Watampone tried to make use of various sources from the internet to support their class material in order to enrich the content of their course. However, their efforts were not effective to encourage the learners to be independent learners. Actually, online learning systems should promote student-centred learning. Even so, this expectation is far from the reality. This might be caused by the lack of knowledge on how to develop e-learning material and because they are not familiar with the best tools for incorporating e-learning. So, the main problem in this project is how to develop a self-instructional model of listening skills in order to support students to be more independent learners.

The requirements might be in conjunction with how to modify the well-designed lesson of web-based learning in order to the best meet the learner’ needs as well as developing a model for improving listening using Web 2.0 tools. The researcher personally believes that by achieving those requirements, he could contribute a solution as an alternative model on teaching and learning listening skills.

**Contextual Analysis**
The college of STAIN Watampone is the higher institution that provides not only learning and teaching process in the classroom. It also gets involved in community services to the larger educational environment in the context of local region for example delivering some workshops to the teachers.

The workshop will be held in the computer lab at the college of STAIN Watampone. The room capacity is up to 30 participants. This room is equipped by Local Area Network and 30 computers. The Wi-Fi and internet connection near the building is unreliable. This workshop will cover Language Center as this regards to language service. The trainer will also invite 5 assistants from Computer Center in order to provide help to the trainees. The computer lab is equipped with a whiteboard, chairs, tables, and a multimedia projector.

**Learner Analysis**
The trainees that will be invited to attend this workshop are all 8 English lecturers of the college which are 5 males and 3 females. They have been teaching English for about 5 to 13 years. They teach English skills, English language knowledge, and English for teacher training. Moreover, 20 high school English teachers in Watampone will also get involved in this workshop. Their experiences of teaching English are varied. Mostly, they teach general English which is integrating all four language skills. However, they have been teaching English for at least 3 years. The teachers should at least have some experience using Web 2.0 tools or material from the internet to support their class.

**Content Analysis**
The workshop will be adapted from a ten-week online teacher professional development course September 26 - December 2, 2011, called Building Teaching Skills through the Interactive Web offered by the University of Oregon. The four Web 2.0 tools from this course that the trainer selected to be used in the workshop are Nicenet, WebQuest, Podcast links, and Blogspot. The interactive instructions will be written in both Nicenet and WebQuest. A suggested listening material which is the best suited to the learners’ level of English competence will be found in podcast links. After the trainees implement the content of the workshop in their classes, they will share their ideas by reflecting on their new experience in a Blogspot. In addition, some materials will also be personalized and adapted from the E-Teacher Professional Development Workshop which took place at the University of Maryland, Baltimore County in Summer 2012.

**Delivery Analysis**
The first part of materials will be developed based on the use of technology Web 2.0 tools to support English teaching and learning process. This will include the use of virtual interaction class Nicenet, creating online instruction in WebQuest, selecting listening material in Podcast, and creating a class weblog in Blogspot for teachers’ reflection. The trainer will also provide PowerPoint presentations to help the trainees follow the model of using Web
2.0 tools and some handouts that give information on how to use each tool for listening practice purposes.

The second part of this project is the workshop implementation. The lecturers and teachers try this model out in their classes. They write their reflections on a class blog in the BlogSpot after implementing this model for their students.

**Project Plan**
The two days’ workshop will be conducted in November 5 - 6, 2012.

**Day 1: November 5, 2012**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creating a virtual interaction class in Nicenet</td>
<td>9:00 am - 10:00 am</td>
</tr>
<tr>
<td>2.</td>
<td>Creating online instruction in WebQuest</td>
<td>10:00 am - 11:00 am</td>
</tr>
<tr>
<td>3.</td>
<td>Searching for and selecting listening material in Podcast</td>
<td>1:00 pm - 2:00 pm</td>
</tr>
<tr>
<td>4.</td>
<td>Creating a class web blog</td>
<td>1:00 pm - 2:00 pm</td>
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</tbody>
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**Day 2 November 6, 2012**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creating a lesson plan</td>
<td>9:00 am - 11:00 am</td>
</tr>
<tr>
<td>2.</td>
<td>Reflection on workshop</td>
<td>11:00 am - 12:00 pm</td>
</tr>
<tr>
<td>3.</td>
<td>Implementing and giving feedback</td>
<td>Observation in the trainees’ schools</td>
</tr>
<tr>
<td>4.</td>
<td>Reflection</td>
<td>Trainees write their reflection on a class blog</td>
</tr>
</tbody>
</table>

**Design**
The overall purpose of this workshop is to provide teachers or lecturers with Web 2.0 internet skills for their additional classroom activity as well as designing a self-instructional model in order to increase self-study for their learners, particularly in the listening course.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. By the end of the session the trainees should be able to: | Use of Nicenet for online class instruction  
  • Handout  
  • Power point presentation  
  • Introduction using Nicenet  
  • Virtual classroom interaction  
  • Blended learning | The trainer demonstrates how to make use Nicenet on the screen  
  Experiential activities, the trainees:  
  • follow on the model.  
  • create their own Nicenet account.  
  • Contextualizing and personalizing the content of instruction. | Each group will give an oral presentation of how to create a Nicenet virtual class, and the benefit of Nicenet for their learners. |

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</table>
| 2. By the end of the session, the participants should be able to:  
- create WebQuest account.  
- sign up and sign out WebQuest.  
- write clearly at least 3 instructions in WebQuest.  
- supply at least 1 picture in WebQuest.  
- post WebQuest in the web. | Use of WebQuest for online class instruction  
- Handout  
- PowerPoint presentation  
- Introduction how to use WebQuest | The trainer demonstrates using WebQuest  
- Experiential activities, the trainees:  
  - Create their own WebQuest account  
  - Add the suitable picture for the instructions  
  - Contextualizing and personalizing the content of instruction | Each group demonstrates using WebQuest. |
| 3. By the end of the session, the participants should be able to:  
- search at least 3 podcast links  
- identify at least 2 podcast links which are best suited to their learners’ level of English.  
- create at least 3 pre-listening activities  
- create at least 5 questions related to each topic in podcast. | Use of podcast for content of the listening course  
- Pre-listening activities  
- While-listening activities  
- Post-listening activities | The trainer demonstrates  
- Search podcast links based on the learners’ English proficiency level  
- Experiential activity, the trainees:  
  - Personalize the activity for pre- and while-listening activity  
  - Personalize the questions for post-listening activity | Group demonstrating how to use podcast and listening activities. |
| 4. By the end of workshop, the trainees should be able to:  
- Log in and log out of a web class blog in BlogSpot.  
- Write their reflections in a web class blog at least one thing that makes them happy and one thing that needs to be considered regarding their webskill class. | Use of a web class blog for reflection  
- Handout  
- Introduction using BlogSpot | The trainer demonstrates how to:  
- Create new account in BlogSpot  
- Log in and log out by using a single credential for all accounts  
- Write title  
- Compose the text  
- publish post in BlogSpot  
- Experiential activity, the trainees:  
  - Write their reflections  
  - Post their reflections | Group demonstrating posting reflections. |
Rationale for Sequence

It is essential for the trainees to familiarize themselves with Web 2.0 tools before giving the instructions to their learners. They need to know some basic function of the tools and how to make use of them effectively. The important part is how the trainees modify sources and tools from the internet so that it could meet the learners needs in terms of promoting independent learners of the Listening course.

The sequence of presentation of the different Web 2.0 tools would be as follows: trainees will first work with Nicenet and Webquest which will enable them to create their online instructions. The students follow the sequence activities in individual, peer, or group after reading the instructions. The students do the activities such as open the suggested podcast links, pre-listening activity, while listening activity, and post listening activity. For the last activity, the trainees have to share their idea and reflection after giving a presentation in their own class. By following this sequence, the trainer personally believes that the trainees could create more of their own online instructions and use the tools in their class effectively.

Development

Instructions were created on WebQuest and were made available online by the teachers in Nicenet. Students were provided with information for podcast links for listening exercises. The teachers were then asked to write and post their reflections regarding incorporating Web 2.0 tools in their class in a class blog.

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gain attention</td>
</tr>
<tr>
<td>2.</td>
<td>Inform learners of objectives</td>
</tr>
<tr>
<td>3.</td>
<td>Stimulate recall of prior learning</td>
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<tr>
<td>4.</td>
<td>Present the content</td>
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<tr>
<td>5.</td>
<td>Guide learning</td>
</tr>
<tr>
<td>6.</td>
<td>Elicit performance (practice)</td>
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<tr>
<td>7.</td>
<td>Provide feedback</td>
</tr>
<tr>
<td>8.</td>
<td>Assess performance</td>
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<tr>
<td>9.</td>
<td>Enhance retention and transfer</td>
</tr>
</tbody>
</table>

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Implementation Checklist

**Items**
- Laptops
- Multimedia projector
- Screen
- Internet connection
- Wi-Fi
- Notebook
- Loudspeaker and microphone
- Refreshments
- Handouts
- Certificates
- Chairs for 28 participants
- Table for 28 participants
- A room for 28 participants
- Trainer assistants 5

**Tasks**
- Completing handout
- Completing questionnaire
- Setting Wi-Fi connection on the laptops
- Operating loudspeaker and microphone
- Copying handouts
- Checking the electricity
- Operating multimedia projector
- Creating Nicenet
- Creating WebQuest
- Searching podcast links
- Creating a simple lesson plan

**Evaluation**

*Ongoing Formative Assessment*
Assessing trainees through observation during the workshop based on the following considerations.
• Does the content of the workshop meet the participants’ need?
• Do they understand all the contents of the workshop?
• Which part of the input session is easy and difficult to be followed?

*Summative Assessment*
After trainees implement the content of the workshop in their school, they reflect and share their experiences in a weblog.
• Is the workshop attractive and inspiring?
• What are the things that make them happy and things need to be considered?
• What will the trainees do differently in their next class?
• To what extent the next workshop could be developed?