

10 Mining Online L2 Learning Resources: From SLA Principles to Innovative Task Design

Flora D. Floris, Willy A. Renandya and Dat Bao

The Need for a Method to Manage Online Materials

With the rapid growth of computer applications, communication technologies and open-access information on the internet, online resources have now become an indispensable source of second language (L2) classroom materials. However, this wealth of materials varies greatly in quality and so requires thoughtful selection and creative modification to produce optimal learning impact. Although modern technology has increased flexibility in both course content and modes of delivery (McLoughlin & Oliver, 2000), such flexible practice might need well theorised, creative management to become maximally helpful in teaching and learning. As the availability of online L2 resources has enormously increased the range of choice, the key questions have become how to choose well and how to put those choices to good use. To acquire this understanding would mean making a step forward in pedagogy and materials.

Similarly to Hicks and Turner (2013), who suggest a remixing of pedagogy to meet the context of a digital age, in this chapter we discuss and propose ways to select, process and perhaps innovatively modify L2 resources that are available online. This chapter presents six L2 acquisition principles and discusses how they can productively serve as a guide for the selection of online materials. These points are then illuminated further through concrete examples to show how online materials can be used in the teaching of macro language skills – listening, speaking, reading and writing. To strengthen the quality of those choices, a number of innovative ideas are recommended to remove classroom learning as far from conventional, typical and dull ways of L2 learning as possible. The chapter concludes with recommendations on how teachers and materials writers can develop further tasks and activities based on online resources.

- Mohanty, S. (2011) Global perspectives, local initiatives: Reflections and practices in ELT. Retrieved from <http://www.nus.edu.sg/celc/research/books/3rdsymposium/097to106-seemita.pdf>.
- Oliver, N., Garg, A. and Horvitz, E. (2004) Layered representations for learning and inferring office activity from multiple sensory channels. *Computer Vision and Image Understanding* 96 (2), 163–180.
- Pennington, M.C. (1996) The power of the computer in language education. In M.C. Pennington (ed.) *The Power of CALL* (pp. 1–14). Houston, TX: Athelstan.
- Prensky, M. (2001) Digital natives, digital immigrants. *On the Horizon* 9 (5), 1–6.
- Renandya, W.A. (2011) Extensive listening in the second language classroom. In H.P. Widodo and A. Cirocki (eds) *Innovation and Creativity in ELT Methodology* (pp. 28–41). New York: Nova Science.
- Renandya, W.A. (2013) The role of input- and output-based practice in ELT. In A. Ahmed, M. Hanzala, F. Saleem and G. Cane (eds) *ELT in a Changing World: Innovative Approaches to New Challenges*, (pp. 41–52). Newcastle upon Tyne: Cambridge Scholars.
- Renandya, W.A. (2014) *Motivation in the Language Classroom*. Alexandria, VA: TESOL International Association.
- Salaberry, M.R. (2001) The use of technology for second language learning and teaching: A retrospective. *Modern Language Journal* 85 (1), 39–56.
- Schmidt, R. (1990) The role of consciousness in second language learning. *Applied Linguistics* 11, 129–158.
- Schmidt, R. (1993) Consciousness, learning and interlanguage pragmatics. In G. Kasper and S. Blum-Kulka (eds) *Interlanguage Pragmatics* (pp. 21–42). Oxford: Oxford University Press.
- Schmidt, R. (1995) Consciousness and foreign language learning: A tutorial on attention and awareness in learning. In R. Schmidt (ed.) *Attention and Awareness in Foreign Language Learning* (pp. 1–63). Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.
- Segalowitz, N. (2013) Automaticity. In P. Robinson (ed.) *The Routledge Encyclopedia of Second Language Acquisition* (pp. 3–57). London: Routledge.
- Sharwood Smith, M. (1993) Input enhancement in instructed SLA: Theoretical bases. *Studies in Second Language Acquisition* 15, 165–179.
- Skehan, P. (1998) *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.
- Swain, M. (1995) Three functions of output in second language learning. In G. Cook and S. Barbara (eds) *Principle and Practice in Applied Linguistics* (pp. 125–144). Oxford: Oxford University Press.
- Swain, M. (2005) The output hypothesis: Theory and research. In E. Heinkel (ed.) *Handbook of Research in Second Language Teaching and Learning* (pp. 471–483). Mahwah, NJ: Lawrence Erlbaum.
- Swenson, J., Young, C.A., McGrail, E., Rozema, R. and Whitin, P. (2006) Extending the conversation: New technologies, new literacies, and English education. *English Education* 38 (4), 351–369.
- Theodosakis, N. (2001) *The Director in the Classroom: How Filmmaking Inspires Learning*. Boston, MA: Tech4Learning.
- Tomlinson, B. (2012) Materials development for language learning and teaching. *Language Teaching* 45 (2), 143–179.
- Wong, W. (2005) *Input Enhancement: From the Theory and Research to the Classroom*. New York: McGraw-Hill.