



Interactive Strategies for Online Task-based EFL Reading Teaching

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1.Introduction



Harsch et al. (2021) found somewhat successful outcomes in online language courses at a language center in Germany during the Covid-19 pandemic. While students expressed high overall satisfaction levels and felt socially connected to their teachers, there was room for improvement in **student-student interactions**. The study suggests that instructors should focus on fostering opportunities for **student-student interactions** in online language learning environments.

Due to the inadequacy of traditional teaching models in online environments, teachers must adapt their methods to suit the virtual classroom setting (Harsch et al., 2021; Johnson et al., 2020; König et al., 2020; Le et al., 2022; Morgan, 2018). However, research indicates a lack of **peer-to-peer interactions** in online language classrooms (Harsch et al., 2021; Le et al., 2022). The interaction between learners and reading is essential for effective learning.

The task-based approach is a novel educational practice where the main focus is on task performance. Instead of being treated as isolated grammar or vocabulary exercises, tasks serve as a means of language learning through practical application. This approach emphasizes exposure to comprehensive input and opportunities for **language interaction**. In the task-based classroom, learners negotiate tasks with the assistance of the teacher, who facilitates learning opportunities. The successful completion of tasks often requires **learner cooperation** (Zan Mao, 2012).

2. Factors affecting the interaction online



◆ Technical issues

Online learning relies on stable internet connectivity and functional equipment. Technical issues, such as poor internet connection and malfunctioning equipment, can hinder **interactions** between teachers and students, as well as among students. Barrot, Llenares, and Del Rosario (2021) employed a mixed-methods approach to investigate the challenges of online learning among college students. Their study revealed that these challenges varied in type and severity. The research also identified common strategies employed by students to overcome these challenges. Notably, students frequently utilized resource management, help-seeking, technical aptitude enhancement, time management, and learning environment control as strategies to address the difficulties they encountered in online learning.

◆ Teacher presence

The teacher plays a crucial role in online learning, facilitating **interaction** and creating a positive learning environment. An engaged and active teacher encourages student participation and fosters a culture of questioning. Conversely, a passive or absent teacher diminishes the level of **interaction**. In a study by Ong and Quek (2023), the experiences of students in online learning, their social needs, and the teacher-student relationships were investigated using a mixed-methods approach. The research focused on identifying effective teaching strategies in online classrooms, involving 99 secondary two students. The findings provided valuable insights into the preferred teaching and management strategies of students during online lessons. These findings can guide teachers in designing instructional approaches that align with students' preferences and meet their learning needs.

2. Factors affecting the interaction online



◆ Group size

The size of the learning group can affect the level of **interaction** in task-based reading. In a smaller group, students may feel more comfortable participating and asking questions, while in a larger group, some students may feel intimidated or marginalized.

◆ Student motivation

Students' motivation to participate and interact in online learning can be impacted by various factors, including the nature of the task, the level of challenge, and their prior experiences with online learning. In the study conducted by Zulaikha Mohd Basar and colleagues (2021), a case study design was utilized, and a survey questionnaire was administered to 99 students from a secondary school in Jasin, Melaka. The collected data were analyzed descriptively, involving calculations of percentages and frequencies. The findings revealed that students' motivation in online learning was observed to be low, with only 41.5% exhibiting high motivation. Additionally, their ability to work effectively in groups was found to be at a moderate level, with 66.7% demonstrating satisfactory skills in this aspect.

◆ Learning materials

The quality and relevance of learning materials, including the reading texts and task instructions, can impact the level of **interaction** and engagement in task-based reading.

2.Factors affecting the interaction online



◆ Interaction tools

The tools and technologies used for **interaction**, such as discussion forums, video conferencing, or instant messaging, can also affect the level of interaction. The choice of tools should be based on their suitability for the task and the learning goals, as well as their ease of use and reliability.

◆ Cultural and language differences

In a diverse online learning environment, cultural and language differences can affect the **interaction** and communication between students and teachers. It is important to address these differences and provide support and resources to facilitate effective communication and **interaction**.

3. Effective Interactive Reading Teaching Strategies for Online Learners



◆ Collaborative tasks

- a. Group discussions: Students can engage in online discussions about the reading material, sharing their understanding and asking questions of each other.
- b. Group projects: Students can work together on a project based on the reading material, such as creating a presentation or writing a summary of the text.
- c. Peer review: Students can review and provide feedback on each other's written responses to the reading tasks.
- d. Joint problem-solving: Students can work together to solve problems or answer questions related to the reading material.

◆ Feedback and discussion

- a. Feedback: Teachers can provide written or oral feedback on students' responses to the reading tasks, helping to reinforce understanding and improve language skills. Feedback can also include suggestions for improvement and praise for good work.
- b. Discussion: Online discussion forums or chat rooms can be used to facilitate student **interaction** and exchange of ideas about the reading material. Discussions can also provide opportunities for students to practice their language skills in a supportive and engaging environment.

3. Effective Interactive Reading Teaching Strategies for Online Learners



◆ Technology-enhanced activities

- a. **Multimedia presentations:** Using multimedia tools such as videos, audio recordings, or images to accompany the reading material, making the content more engaging and accessible to students.
- b. **Interactive quizzes:** Using online quizzes or assessments to test students' understanding of the reading material and provide immediate feedback.
- c. **Digital storytelling:** Using digital tools such as video, animation, or comics to help students tell a story based on the reading material.
- d. **Online discussions:** Using online discussion forums or chat rooms to facilitate student interaction and exchange of ideas about the reading material.

3. Effective Interactive Reading Teaching Strategies for Online Learners



◆ Problem-solving and critical thinking tasks

- a. **Inferencing:** Asking students to make inferences or predictions based on the reading material, promoting critical thinking skills.
- b. **Analysis:** Assigning tasks that require students to analyze and evaluate the arguments or perspectives presented in the reading material, promoting critical thinking and problem-solving skills.
- c. **Synthesis:** Assigning tasks that require students to synthesize information from multiple sources, encouraging students to integrate and analyze information, and develop their own understanding of the topic.
- d. **Debates:** Encouraging students to engage in online debates or discussions about the reading material, promoting critical thinking and communication skills.
- e. **Problem-solving and critical thinking tasks** can help students to develop higher-order thinking skills, as well as improve their language proficiency. By encouraging active engagement with the reading material and promoting critical thinking, these tasks can also help to foster a deeper understanding of the material and support language development.

4. An Example of Online Learner Interactive Task(OLIT)



- ◆ An example of an online interactive EFL reading task could be a comprehension exercise based on a short article or story. Here's a possible scenario:

Title: "Rainforest Calling"

4.1 Online Learner Interactive(OLIT) Task Teaching Strategies



- ◆ Multiple-choice questions: Provide multiple-choice options for each question, allowing learners to select the correct answer.
- ◆ Immediate feedback: After submitting their answers, learners receive immediate feedback on whether their responses are correct or incorrect.
- ◆ Audio support: Include an audio feature that allows learners to listen to the passage being read aloud, aiding in comprehension for auditory learners or those who may struggle with reading.
- ◆ Visual aids: Include relevant images or videos related to rainforests alongside the passage to provide visual context and support comprehension.
- ◆ Progress tracking: Display the learners' progress by indicating the number of questions completed and the remaining questions, motivating them to complete the task.
- ◆ These interactive features can enhance the online EFL reading task by promoting active engagement, immediate feedback, and a multimodal learning experience.

9:50 a.m.

I wonder if the person who gave the rainforest its name had ever actually been there. Surely, if they had, they'd have called it the 'plant forest' instead.

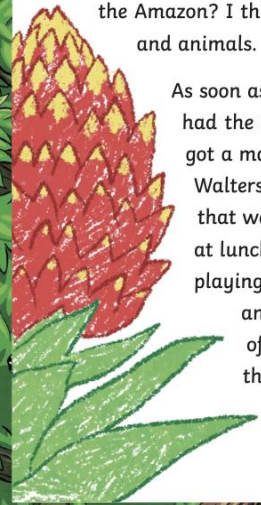
Mrs Curtis, my teacher, told us that more than two thirds of the world's plant species live in rainforest environments. That's more than 80,000 different plants!

There's no way that I'm telling my Grandma Wilkins that! She'd be on the first plane to Brazil with her lucky gardening gloves because she really loves plants. Do you know, she once told me that she might love plants even more than she loves my mum! Don't worry, I haven't told my mum that.

That's one of the reasons why I volunteered for this project – so that I could tell my grandma about all the plants. Mrs Curtis wanted one of us to spend a whole week looking at some webcams in the Amazonian rainforest.

I put my hand straight up. My best friend, Millie, said that the last time she'd seen anything move as fast as my arm was when someone told her daft brother that the bank was giving away free money. Who wouldn't volunteer to spend the whole week looking at the Amazon? I think that I'd be really good at spotting all the different plants and animals.

As soon as Mrs Curtis looked at me, I knew that I hadn't been picked. She had the same expression on her face that she uses to tell us that we've got a maths question wrong as she said, "Maybe next time, Daisy." Jack Walters got picked instead, but he changed his mind when he found out that we're only allowed to look at the webcams during our breaks and at lunchtime. He said that there was no way that he was going to miss playing football in the playground. So Mrs Curtis ended up choosing me anyway! I don't mind having to do normal lessons I got nine out of ten on my spellings last week. Still can't spell rhinossoraus, though.



Mrs Curtis said that I have to write a journal entry to tell the rest of the class what I've seen on the webcams. I haven't written a journal before. The only things I write at home are lists of my favourite songs and the things I want for Christmas, but Mrs Curtis said not to worry and to just write as I like to speak. I think that should make it easier!

A 'green conversation' charity set the webcams up a few years ago (I'm not actually sure what a green conversation is, or a red or yellow or pink conversation either) and when Mrs Curtis logged on with her laptop, she showed me that we can move the webcams with the arrows on the keyboard. If I want to move left or right, up or down, I just press the arrows. I can even move from camera to camera so that I can explore each layer of the rainforest! Mrs Curtis also said that the Amazon rainforest is over 5,000 miles away from our school, yet I can still move the lens in any direction I want. Sometimes, technology is amazing!

I'd love to spend all my time looking for the monkeys, or even a Bigfoot! My dad says that scientists claim there are still over five million animal species waiting to be discovered in the world, and most of those probably live in the rainforest. He wants me to keep my eyes peeled for a Bigfoot. He says, "Daisy, that'll be like winning the lottery!"

My dad thinks that he knows lots about the rainforest. I think that he might have read the same books as Mrs Curtis because they both said that lots of what we all take for granted comes from the rainforest. Those beans that they use to make chocolate come from there, and pineapples, too, plus the ginger that goes into yummy biscuits... even rubber for the soles of my trainers.

Millie says that her uncle has an important job at the city museum and he reckons that more than twenty-five percent (that's a quarter) of all medicines use plants from the rainforest. So if you stay up too late and have a headache, or get an iffy tummy after you've eaten one of your dad's home-made curries, the medicine that you are given could be made from rainforest plants. How amazing is that?

What I'd really like to find, though, is a new kind of flower - maybe one of those beautiful orchids. When you find something new like that, those clever people you see on the documentary channels sometimes let you name them. I'd call mine the Wilkins orchid, after Grandma Wilkins. That would make her feel very important, and she tells me that she's always wanted to be a VIP!



Questions

1. What is the meaning of the word 'volunteered'?

2. Draw lines to match these figures with the correct information.

80,000

Percentage of all medicines that we use, which come from the rainforest.

5000

Number of spellings that Daisy got correct on her test.

25

Distance in miles from school to the Amazon rainforest.

9

Number of different plant species in the rainforest.

3. Complete the table by showing whether each statement is a fact or an opinion.

	Fact	Opinion
Daisy volunteered to take part in the project.		
Watching the rainforest would be exciting.		
The flowers in the rainforest are beautiful.		
A charity set up the webcams.		

4. How do you think Daisy feels about being chosen to take part in the project? Give evidence for your answer.

5. What kind of relationship do you think Daisy has with her grandma? Use evidence from the text to support your answer.

6. Find and copy three types of food or ingredients that come from the rainforest and are mentioned in the text.

1. _____
2. _____
3. _____

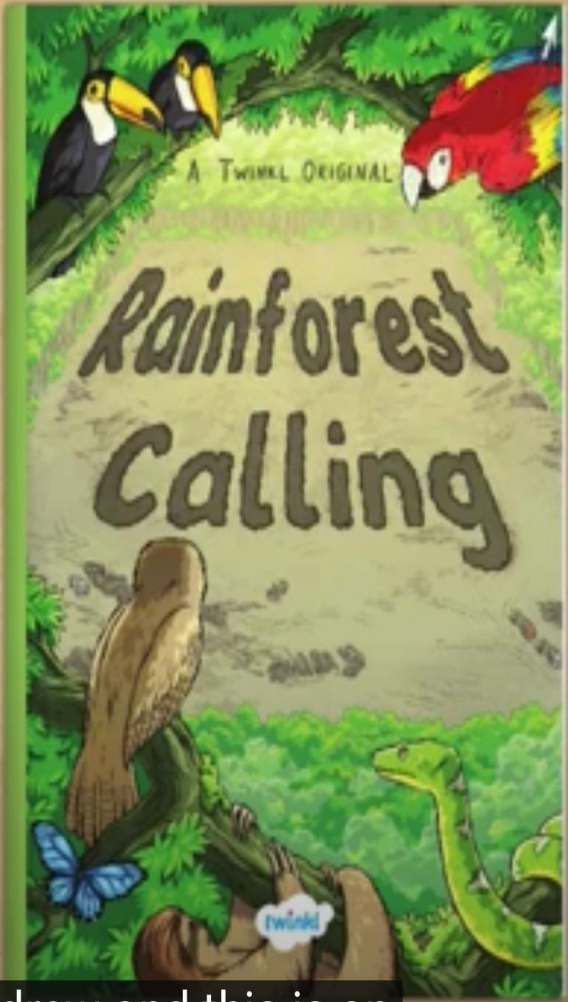
7. Find and copy a phrase which means that we fail to appreciate something because we're so familiar with it.

8. What type of flower does Daisy hope to find in the rainforest and what name would she give it?

9. Which of these does Daisy mean with the abbreviation VIP?

- Very Interesting Project
- Very Important Person
- Vegetation In Places
- Vanishing In Power

10. Summarise the text in 30 words or fewer.



hello I'm Andrew and this is an

暫停 (k)



5. Discussion

- **Online Learner Interactive Task (OLIT)** is a learning approach that combines online education with interactive tasks to enhance the learning experience for students. It involves the use of digital platforms and tools to facilitate engagement, collaboration, and active participation among learners.
- The key aspect of **OLIT** is the integration of interactive tasks into the online learning environment. These tasks can take various forms, such as quizzes, simulations, virtual labs, group projects, discussions, and multimedia presentations. The goal is to promote active learning, critical thinking, problem-solving skills, and knowledge retention.
- One of the benefits of **OLIT** is its flexibility. Students can access the learning materials and tasks at their own pace and convenience, allowing them to tailor their learning experience to their specific needs and schedules. This flexibility is particularly advantageous for learners who may have other commitments, such as work or family responsibilities.
- Another advantage of **OLIT** is the opportunity for increased engagement and **interaction** among students. Through interactive tasks, students can collaborate with their peers, share ideas, and receive feedback, fostering a sense of community and collective learning. This interaction can also enhance motivation and help students stay motivated and committed to their studies.

5. Discussion



- OLIT also provides immediate feedback to students, which is crucial for their learning process. With automated grading and instant feedback mechanisms, students can quickly assess their understanding of the content and identify areas for improvement. This feedback loop promotes self-reflection and encourages students to take an active role in their learning journey.
- Furthermore, OLIT opens up possibilities for incorporating multimedia elements into the learning experience. Videos, **interactive** simulations, animations, and other multimedia resources can be integrated into the tasks to enhance understanding and make the learning process more engaging and memorable.
- However, it's important to acknowledge some challenges associated with OLIT. Not all students may have equal access to technology and the internet, which can create a digital divide and hinder participation. In addition, some learners may struggle with self-regulation and time management when faced with the flexibility of online learning.

5. Discussion



- To address these challenges, educational institutions and instructors need to provide support and resources to ensure equitable access and offer guidance on managing time and maintaining motivation. Clear instructions, regular communication, and well-designed tasks are essential to promote effective learning in the **OLIT** environment.
- In conclusion, **Online Learner Interactive Task (OLIT)** is a promising approach to online education that combines interactive tasks with digital platforms to enhance the learning experience. By promoting active learning, collaboration, and immediate feedback, **OLIT** has the potential to improve student engagement, knowledge retention, and critical thinking skills. However, it's crucial to address challenges related to technology access and self-regulation to ensure all students can benefit from this learning approach.



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Thanks
For Your Listening