



College of Education

Teaching English as a Foreign Language from a New Literacy Perspective

A Guide for Egyptian EFL Student Teachers

(Chapter One: Setting the Scene)

By

Dr Mahmoud M. S. Abdallah

Lecturer of Curriculum & TESOL/TEFL Methodology

Assiut University College of Education, Egypt

(2011)

Dedication

I dedicate this work to

-My wife, Gehan, and the three shining stars in my life, my sons: Hazem, Nouredin, and Yousef, the new-born baby who came to life on Friday, 28-1-2011, a historical and memorable day in the Egyptian history...

-Bassuni, my elder brother and first English-language teacher...

-The honourable young men who made the Egyptian revolution of the 25th of January 2011, and the martyrs (al-shohadaa) who sacrificed their blood and souls for the sake of our beloved Egypt ...Their chaste blood that was shed in Al-Tahrir Square in the centre of Cairo caused the re-birth of a new Egypt that we have been dreaming of for a quite long time. This is a very small thing dedicated to them:

<http://www.youtube.com/watch?v=oNQYcsokQVA>

-The souls of: my father (who passed away in October 2007, just a few days after my arrival in the UK); and my mother (who passed away in August 1998), both of whom always wished to see me in the best academic position...and

-To all the English language and Internet lovers who share with me this attitude:

"Every morning, and as soon as I get up and open my eyes to realise that I'm still alive, I thank God that I was born to witness the age of the Internet, and then go to my beloved laptop to continue a dialogue that never ceases!"

Mahmoud Abdallah 2010 www.mabdallah.bravehost.com and msayed40@yahoo.com

ABSTRACT

The article presents Chapter One of my recent the book entitled, *Teaching English as a Foreign Language from a New Literacy Perspective: A Guide for Egyptian EFL Student Teachers*. The chapter deals with the new reality of Teaching English as a Foreign in this ICT-dominated age in which the Internet has been playing a vital role in changing the nature of the English language, and subsequently the methods and techniques that should be used for teaching/learning it. It presents some recent approaches to literacy that have recently come to the fore to encompass the new literacy practices imposed by some new technological innovations, especially the Internet. Those practices extend beyond the traditional print-based practices that are still dominant in the Egyptian schools and English-language teacher education programmes. Moreover, the chapter presents a comprehensive list of those Web-based new literacies that pre-service English language teachers need in this age, especially in Egypt, so that they become able to cope with the new literacy challenges imposed by the Web as well as the informal, out-of-school literacy practices they have been increasingly involved in. This list is the main contribution of my recently finished PhD study conducted at the Graduate School of Education, College of Social Sciences and International Studies, University of Exeter, UK (Main source: Abdallah, M. M. S. (2011). *Web-based New Literacies and EFL Curriculum: A Design Study for Expanding EFL Student Teachers' Language-Related Literacy Practices in an Egyptian Pre-service Teacher Education Programme*. *PhD Thesis*. Graduate School of

Education, College of Social Sciences and International Studies,
University of Exeter, UK. Available at:
<http://hdl.handle.net/10036/3202>

ACKNOWLEDGMENT

First, and foremost, I thank Allah for inspiring me to accomplish this work. Second, I'd like to thank my main PhD supervisor, Prof. Rupert B. Wegerif at Graduate School of Education, College of Social Sciences and International Studies, University of Exeter, England, UK, for his kind support and useful ideas. Many thanks go to all those Egyptian EFL teacher educators and inspectors of English language teaching at Assiut educational administrations and directorates who shared with me their insights, experience, and opinions. Special thanks go to my brother Mr Bassuni F. S. Abdallah, General Inspector of English Language Teaching at Al-Badari educational directorate, Assiut, Egypt, for his interesting discussions and useful advice. I feel grateful to Dr Mohammad Reyad Omar and Dr Saber Ahmad Galal, lecturers of Curriculum & TESOL/TEFL Methodology at Assiut University College of Education for their support and insights. Many thanks go to my family for their kind support and encouragement. Finally, endless thanks go to the Egyptian government represented in the Egyptian Cultural & Educational Bureau in London for sponsoring me while I was writing this book. I owe so much to my beloved country, Egypt, and I do hope that this work could insight many practitioners and language teachers into improving the status of English language teaching and learning in Egypt.

CHAPTER ONE: SETTING THE SCENE

1. Exploring Relevant Acronyms and Abbreviations

It sounds appropriate at the beginning to shed some light on some acronyms, terms, and/or abbreviations commonly used in the field of English language teaching (ELT) and learning. Despite the slight differences that might exist between these acronyms or abbreviations (e.g., ESL vs. EFL), I see it as important to show the reader the exact meaning of each. The goal here is more towards understanding each acronym/abbreviation, and less towards creating clear-cut boundaries between some acronyms/abbreviations (e.g., TESOL/TEFL) that have been used interchangeably for so long. The list below (see Table 1) presents a brief description:

Table 1: List of Acronyms and Abbreviations

CALL	Computer-Assisted Language Learning
CLT	Communicative Language Teaching
EAL	English as an Additional Language
EFL	English as a Foreign Language
ELL	English Language Learning/Learner
ELT	English Language Teaching
EMT	English as a Mother Tongue
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages

ESP	English for Specific Purposes
L1	First Language (mother tongue or native language)
L2	Second Language
SLA	Second Language Acquisition
Ss	Students
TBL	Task-Based Learning
TEFL	Teaching of English as a Foreign Language
TESL	Teaching of English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language

TESOL is an acronym which stands for *Teaching English to Speakers of Other Languages*. In this sense, it can be regarded as an **umbrella** acronym or a 'blanket' term that covers situations in which English is taught both as a second language (**L2**) and as a foreign language (**FL**) (Carter & Nunan, 2009: p1). In American English, the term is usually used to refer to both **TESL** and **TEFL**. The term also refers to *Teachers of English to Speakers of Other Languages, Inc.* (<http://www.tesol.org>), a professional association with a mission to ensure excellence in English language teaching.

TEFL is a similar acronym that stands for *Teaching English as a Foreign Language*. For me, TEFL is quite similar to TESOL, albeit the latter is more general as it can subsume/include both **TESL** (Teaching of English as a Second Language) and **TEFL** (Teaching of English as a Foreign Language). In this regard, **TESL** refers to situations in which the English language is taught as a second language to people/students/learners whose native language is NOT English.

This applies to two distinct types of situations: (1) the situations in which immigrants travel to an English-speaking country/community (e.g., UK, US, Australia, and New Zealand) and learn English language courses to be able to communicate/interact in English with others in the new communities. Those people also use their native languages (**L1**) at home; (2) the situations in which English becomes used locally in a certain country/community for authentic communication after being officially transformed in status from a foreign language (**EFL**) into a second language (**ESL**). As a result, the formal educational system in this country requires students/learners to learn English as a second language (**ESL**) along with their original native language (**L1**).

ESL (English as a second language), **ESOL** (English for speakers of other languages), and **EFL** (English as a foreign language) all refer to the use or study of English by speakers with a different native language.

ELT, which stands for *English Language Teaching*, sounds less problematic than the above acronyms since it is, according to Wikipedia

(http://en.wikipedia.org/wiki/English_as_a_foreign_or_second_language), a widely-used teacher-centred term. It is used more in British English and is concerned more with the English-language teaching processes and activities in general than on any of the learning types/modes discussed above. Similarly, the acronym **ELL** (English Language Learning), which is learner-centred, is a general term that refers to

learning English in any situation and under any circumstances. It can also refer to the English Language Learner himself/herself.

CALL (Computer-Assisted Language Learning) refers to a trend or approach in English language teaching/learning that employs computers, and any subsequent applications like the Web, in the field. It was defined by Levy (1997: p1) as "the search for and study of applications of the computer in language teaching and learning". CALL has gone through many stages of development that go side by side with the rapid developments occurring in the technological reality. Not long ago, Warschauer and Kern (2000) suggested a new term: Network-Based Language Teaching (**NBLT**), as a new approach that marks an extension of CALL to capture the new developments in Information and Communication Technologies (ICT) and how they have been influencing language learning.

2. The New Reality of English Language Teaching/Learning

We have to admit that language learning in general has been changing so drastically in recent years. Language educators have become quite convinced that the way learners are learning the language at present is totally different from the way that they themselves were learning it in the past. The history of language learning has witnessed significant shifts and transitions from the *behaviouristic* models that perceive language learning from a computerised input-output perspective, to the *social/collaborative*

models that foster socio-cultural learning and collaborative knowledge construction (see also Shetzer & Warschauer, 2000).

Nowadays, we are witnessing an unprecedented revolution in Information and Communication Technologies (ICT) which has been changing the nature of the English language itself (see, for example, Crystal, 2001) by imposing new practices that have been influencing how we use the language for communication (Warschauer et al, 2000). The Internet or the Web, and the affordances, facilities, applications, and tools it has been enabling for public use, have recently created new possibilities and avenues for language learning and practice (Abdallah, 2011). More specifically, the development of Web 2.0 (a new generation of the Web that has been enabling new functions and possibilities for learning such as social networking, easy publishing online, and collaborative construction of knowledge) (Alexander, 2006; Parker & Chao, 2007), imposes a new reality for language learning and practice.

This is clearly evident and significant in the case of learning English as a foreign language within the Egyptian social context where learners find no opportunities to practise the language in real or native-like situations outside their classrooms. Thus, Egyptian language learners may resort to the Web or the English media to listen to and watch models of how the native speakers use the language. The Web, in particular, allows for active participation by learners through the social tools it provides (e.g., Facebook, Chat, E-mail, and Messenger).

Therefore, I think that this generation of learners is much luckier than ours. I remember that having an English pen-friend in our days (just few years before the Web emerged for public use) was a dream that I aspired to achieve, but I could not. Towards the end of 1999 when I have learned how to use the Web to locate relevant data, send e-mails, and chat with others using www.excite.com, I used to spend more than 15 hours a day to explore and enjoy these great privileges of communication with native speakers that had not been there few years earlier.

Generally, from a theoretical standpoint, English language learning has been greatly influenced by the new theories of literacy which recognise the new dimensions that the dominant technological innovations have brought to the fore (Abdallah, 2010b). Nowadays, people are talking about new varieties of the traditional and already existing language skills; they talk about 'online reading', 'online writing', 'networked communication', 'collaborative writing', and 'connective writing'. These new varieties have been recently enabled and fostered by a group of Web-based technologies (e.g., Blogs, Wikis, and social bookmarking websites).

As far as language learning is concerned, these new varieties are of special significance since they definitely expand the traditional language skills of listening, speaking, reading, writing, and communication, and which we have been familiar with for a long time. In other words, these new varieties do not replace the established language skills, but build upon them instead (Abdallah, 2008). After all, language has never been a stable phenomenon that is

isolated from the surrounding innovations and practices going on both nationally and globally (Crystal, 2001). For more on this, please watch this interesting talk by David Crystal on: 'How is the Internet changing language today?' at: <http://www.youtube.com/watch?v=P2XVdDSJHqY>

3. Literacy Theories and Approaches

The meaning of literacy has become drastically different from what it used to be (see also my class Wiki at: <http://assitutefl.wikispaces.com/New+Literacies>). It is no longer restricted to the traditional abilities to read books, write with a pen, communicate orally face-to-face with other people, and/or calculate numbers. The concept has been growing in scope to continuously include new skills, knowledge, and competencies which were not familiar before. In other words, the meaning of literacy has become dependent on many things and various factors such as:

- a) The new technologies emerging everyday;
- b) The new social practices that these new technologies (e.g., the Internet) impose;
- c) The growing needs of people in a certain society;
- d) The new ways of communication coming to the fore; and
- c) The new challenges that globalisation has recently imposed.

This has recently influenced the English language and how it is taught in this era. Therefore, it would be convenient here to review briefly the new *theories* and/or *approaches* of literacy which have been influencing language learning:

Traditionally, literacy was conceptualised from a static, *cognitive/psycho-linguistic approach* that admits the existence of a specific **set of skills** and competencies that should be mastered by learners regardless of the local context. This vision resulted in unified structures of knowledge that constitute literacy in everywhere in the world (Street, 2008). After all, it is always easy for educators to teach the same set of skills to many generations of learners. This approach, which is still dominant nowadays, has been constructed upon the stable nature of books or print-based materials as tools for learning.

As a result of the unprecedented rapid developments in ICT on one hand (see also Coiro et al, 2008), and the growing recognition of the vital role played by the context and the social environment in the teaching/learning process on the other, a **socio-cultural approach** to literacy and language learning has come to the fore. From this socio-cultural perspective, literacy is viewed in terms of the dominant **social practices** and the new technologies used by people in everyday life, and thus schools or classrooms are perceived as interactive units in society. Based on this new approach, some scholars have started to create dichotomies between ‘in-school’ literacies, and ‘out-of-school’ literacies, arguing that academic literacies within schools should encompass the new forms of literacy that have become dominant in daily interactions among people (Barton & Hamilton, 1998; Gee, 1996; Street, 2009).

Based on this modern approach that recognises the role that new technologies have been playing nowadays, the concept of ‘literacy’ has been pluralised (i.e. literacies) to encompass the many forms and

variations that emerged with these new technologies (Abdallah, 2008). Thus, a plethora of terms associated with literacy have emerged, such as: new literacies, multiple literacies, visual literacies, electronic literacies, computer literacy, and media literacies.

Moreover, some new approaches have emerged as a reaction to the rapid developments. As a result of the dominance of ICT in the educational and language learning contexts, some new literacy approaches have come to the fore all of which take into consideration the new literacy practices attached to emerging new technologies and the resulting new social practices. I will delineate some of these new theories and/or approaches to literacy in the following section.

3.1 New Literacy Studies

This is a generation of scholars (e.g., Barton & Hamilton, 1998; Street, 1984) with an orientation towards studying literacy from a new ***dynamic*** perspective that takes into consideration many socio-political, ethnographic, and technological dimensions. According to this approach, literacy practices are so ***socially embedded*** that they cannot be understood in isolation. Literacy is not static, and hence, language learners, in particular, should expand their literacy practices. Further, this approach assumes that the object of literacy studies is 'literacies' in their various social situations, not an unrealised abstraction called literacy. If literacy is a ***set of practices*** within a social network or a community, then it must be learned within a community. Recognising the diversity of literacy practices entails letting go of fixed notions of good reading strategies and bad

strategies (see also: <http://www.literacyjournal.ca/literacies/1-2003/analysis/2/1.htm>).

3.2 Multiliteracies (Multiple Literacies)

This term was devised by The New London Group (1996). In the light of this approach, reading, writing, and communication on the Internet may be viewed as including a set of 'multiliteracies' which emerge as individuals from different cultural contexts encounter one another within different communication technologies (Leu & Kinzer, 2003). Pioneers in this group assert that curricula should be updated to incorporate the new digital input and address these changing multiliteracies. Consequently, learning in schools need to be organised around a much wider concept of communicative practice and representation than this currently presented to learners around the world (Cope & Kalantzis, 2000).

With its main focus on ***multi-modal*** communication and ***multi-sensory*** means necessary for mastering a foreign language, this approach involves direct implications for language learning. In this sense, for English language learning purposes, students need to integrate multimodal ways of communication and meaning representation (e.g., linguistic/textual, audio, and visual) drawing on their own experiences and semiotic literacy practices to get their message across (The New London Group, 1996). Since communication is the main goal of learning a foreign language, this is closely relevant as learners should employ multiple channels and modes to convey their message in the target language to a wide audience.

3.3 Multi-modal Literacy

This approach is quite similar to the above one as it encompasses all the different ways in which meaning can be created and communicated in the world today (Jewitt & Kress, 2003). In language learning, literacy is no longer conceived as a mono-modal phenomenon. Instead, it is approached as a ***multi-modal reality*** in which case there are many modes that interact together while we are learning and using the language for a variety of communicative and pragmatic purposes. Thus, the main focus should be no longer solely on the printed word or the spoken word as the basic component of language. Along with this stable component, there are other ***modes*** of communication that reinforce the message that we want to get across. These modes have become so evident and dominant with the increasing use of technological tools to mediate the use of the English language.

3.4 Electronic Literacy Approach

An 'electronic literacy approach' to network-based language teaching (Shetzer & Warschauer, 2000) is a quite recent approach that emerged with the dominance of the Internet or the Web in many everyday-life domains and activities, especially education and language learning. It conceives language learning from a ***socio-cultural perspective*** based on the Web as a new technology of literacy. It implies an interdependent/transactional relationship between the Web and language. In particular, it assumes that becoming literate nowadays is more than learning how to decode and write letters and words. This state of affairs is never adequate in this

information age in which the technology of literacy itself has changed. Hence, there is an interactive relationship between the English language and the Web, as a main technology of literacy. This relationship has become so strong that it is hard to identify both as two isolated identities.

In this regard, this approach argues that in the same way as new skills and competencies are needed to employ the Web for language learning purposes, similar skills and competencies are also needed for employing language to master and integrate the Web and other ICTs. This way, language learners use the computers and the Web (as new technologies) in an *integrative* fashion to accomplish many language learning goals without being absolutely confident whether the Web is influencing their language learning, or whether their language is improving the way they are using the Web.

3.5 The 'New Literacies' Perspective

Based on the brief discussion above, we can identify how literacy has changed recently; it has been changing in different ways that current EFL curricula and English teaching courses should consider. Thus, literacy has been changing:

- From *paper-based* to *electronic/digital-based*;
- From *one-dimensional* to *multi-dimensional*;
- From *offline* practices to *online* practices;
- From *isolated/individual* practices to *collaborative/connective* practices; and
- From *independent, unified* practices to *situated, contextual* ones.

The New Literacies Research Team at the University of Connecticut, US (<http://www.newliteracies.uconn.edu>) is the founder of the 'new literacies' approach. Its main focus is on the new literacies of reading comprehension that are based on the Web. The team defines 'new literacies based on the Internet' as "the skills, strategies, and dispositions necessary to successfully exploit the rapidly changing ICT continuously emerging in our world" (Leu et al., 2004).

Based on this 'new literacies' perspective and with specific reference to the Egyptian context and Assiut University College of Education pre-service EFL teacher education programme, I define '**Web-based new literacies**' in the context of TESOL and EFL teacher education as:

The up-to-date, Web-associated knowledge, insights, skills, strategies, and competencies that EFL student teachers need for an effective employment of the Web in language learning, which might lead to improving/expanding their literacy practices within learning contexts, and making them succeed as both lifelong learners and prospective teachers of English (Abdallah, 2010b).

Based on empirical data obtained from a preliminary investigation (Abdallah, 2010b) as part of my PhD project, I came out with a comprehensive list of those **Web-based new literacies** that Egyptian EFL student teachers need in their pre-service education programmes (see Table 2 below):

Table 2: List of Web-based New Literacies

Categories	Specific Literacies
<p>1-Online Communication and Collaboration</p>	<p>1.1 Membership of online communities and the knowledge society:</p> <p>1.1.1 Students should be able to employ appropriate Web-based communication tools.</p> <p>1.1.2 Students should be able to utilise the diverse modes of Web-based communication (e.g. synchronous/asynchronous and online/offline modes) appropriately.</p> <p>1.1.3 Students should be able to communicate cross-culturally (i.e. communicate with others from diverse cultures and geographical locations).</p> <p>1.1.4 Students should show respect and consideration to others during online interactions (i.e. netiquette).</p> <p>1.1.5 Students should be able to practice roles and responsibilities effectively in an online collaborative learning community (e.g. being critical online readers, creative online writers, constructors of knowledge, effective online communicators, active participants and negotiators).</p> <p>1.1.6 Students should participate effectively in online boards and forums (e.g. bulletin boards, discussion forums, and/or listserv discussions).</p> <p>1.1.7 Students should join online e-mail discussion groups (e.g. Yahoo Groups and Google Groups).</p> <p>1.2 Composing and writing online:</p> <p>1.2.1 Students should be able to understand and identify ways of composing, revising, and editing online, using a word processor (e.g. Microsoft Word).</p> <p>1.2.2 Students should be aware of the interactive relationship between many components while composing an online message:</p>

Categories	Specific Literacies
	<p>the audience, their purpose of writing, the medium, and their message.</p> <p>1.2.3 Students should show some consideration for their online audience while they are writing (e.g. considering their interests, age, cultural background, educational level, and availability).</p> <p>1.2.4 Students should be able to reflect on the quality of their own writing and the language they use while using online writing tools (e.g. they should use a formal style when they approach academic staff through email).</p> <p>1.2.5 Students should be able to employ a range of online writing tools, whether synchronous (e.g. real-time chat) or asynchronous (e.g. email), for creative writing.</p> <p>1.2.6 Students should be selective of sources during online writing (e.g. choosing the online documents and resources which sound appropriate to the writing purpose, and adapting them properly to the task at hand).</p> <p>1.2.7 Students should be able to express in their own words new knowledge derived from online resources to convey to others their personal understanding.</p> <p>1.2.8 Students should be able to share ideas with specialists and attain feedback from them (e.g. through email communication).</p> <p>1.2.9 Students should be able to practise cooperative, functional writing online (i.e. having purpose and objectives while writing to others) to promote the exchange of ideas, viewpoints, and perspectives.</p> <p>1.2.10 Students should be able to employ online tools of written communication (e.g. email and blogs) to practise online writing activities (e.g. answering others' questions, making new postings, and/or responding to others' postings).</p> <p>1.2.11 Students should be able to compose and send effective</p>

Categories	Specific Literacies
	<p>online messages to influence, convince, and/or orient others.</p> <p>1.2.12 Students should be able to embed some visual, hyper-textual, and/or multimodal elements (e.g. smileys and links) in their messages.</p> <hr/> <p>1.3 Meaning negotiation and idea sharing:</p> <p>1.3.1 Students should be able to employ the Web as a publishing vehicle to express ideas and to share viewpoints as well as reflections with others.</p> <p>1.3.2 Students should be able to transfer meaning across the different multi-dimensional systems made possible by the Web (e.g. hypertext, sound, and video).</p> <p>1.3.3 Students should be able to investigate Web-based conversations and attract collaborators to construct ideas and valuable knowledge (e.g. by reviewing others' online contributions in blogs and wikis and commenting on them).</p> <p>1.3.4 Students should engage themselves in discussions with experts in the field of English language teaching/learning.</p> <p>1.3.5 Students should be able to exchange ideas and negotiate meaning through online collaboration with others by providing and receiving feedback.</p> <p>1.3.6 Students should be able to engage themselves in an online open dialogue by using free online question/answer services (e.g. Yahoo Answers) to share their experiences with others and make use of others' experiences.</p> <hr/> <p>1.4 Online language practice:</p> <p>1.4.1 Students should be able to use English for realistic, purposeful communication with people all over the world through Web-based communication tools and facilities.</p> <p>1.4.2 Students should employ Computer-Mediated</p>

Categories	Specific Literacies
	<p>Communication (CMC) to increase their language use and practice, and to supplement face-to-face language learning.</p> <p>1.4.3 Students should critique and respond to the language input provided by others.</p> <p>1.4.4 Students should be able to use reflective Web-based tools that foster learning English as a foreign language (e.g. blogs and wikis).</p>
<p>2-Online Information Management and Knowledge Construction</p>	<p>2.1 Surfing the Web and locating information:</p> <p>2.1.1 Students should understand the structure and organisation of the Web and how information is displayed on it.</p> <p>2.1.2 Students should understand the advanced features, facilities and services enabled by search engines (e.g. Google translation, Google books, videos, and images).</p> <p>2.1.3 Students should be able to identify an information need or a learning need and decide which online resources to use to address that need.</p> <p>2.1.4 Students should be able to use a variety of search tools and strategies to find information that is appropriate to the task at hand.</p> <p>2.1.5 Students should be able to effectively surf the web to locate relevant and useful information using prominent search engines (e.g. Yahoo, Google, and Altavista).</p> <p>2.1.6 Students should be able to use effective techniques for organising keywords (e.g. using Boolean operators like AND, OR, and "+" to indicate relationships, and using quotation marks for locating exact phrases).</p> <p>2.1.7 Students should be able to deal effectively with searches (e.g. by rapidly selecting the most relevant results and navigating</p>

Categories	Specific Literacies
	<p>to the most reliable information resources).</p> <p>2.1.8 Students should be able to make rapid navigational decisions as to whether to read the current page of information, pursue links internal or external to the page, or perform another search.</p> <p>2.1.9 Students should be able to employ strategies for finding the most important or useful information within a website (e.g. using the “find on this page” option to locate specific keywords, and reviewing coloured words and hyperlinks).</p> <p>2.1.10 Students should be able to explore new search approaches and alternative strategies when a previous strategy has not worked (e.g. switching topics, visiting new websites, and trying new keywords).</p>
	<p>2.2 Online reading comprehension:</p> <p>2.2.1 Students should understand the features of online texts represented in the range of symbols, cueing systems, and multiple-media formats (e.g. icons and animated symbols).</p> <p>2.2.2 Students should understand the nature of hypertext that entails new screen-based interactions between word, image and sound.</p> <p>2.2.3 Students should look for and work out the overall meaning of an online message that has been formulated in a complicated digital context.</p> <p>2.2.4 Students should focus on a particular question/problem/inquiry to guide the online reading process.</p> <p>2.2.5 Students should try to activate their prior knowledge and make use of their background information while dealing with new online texts.</p> <p>2.2.6 Students should be able to read across an evolving range of</p>

Categories	Specific Literacies
	<p>online texts through skimming and scanning websites.</p> <p>2.2.7 Students should be able to navigate through links and connected pages to construct meanings that meet goals and/or answer questions.</p> <p>2.2.8 Students should be able to employ new reasoning and comprehension strategies to deal with nonlinear, interactive online texts.</p> <p>2.2.9 Students should be able to read purposefully, selectively and pragmatically within an online environment to accomplish their objectives (e.g. by selecting relevant information).</p> <p>2.2.10 Students should be able to make use of cues (e.g. captions, icons, hyperlinks, and interactive graphics) to identify relevant and important ideas.</p>
	<p>2.3 Critical Literacy Skills:</p> <p>2.3.1 Students should understand some important facts about websites that relate to reliability (e.g. the fact that each website has its own agenda, perspective, and bias).</p> <p>2.3.2 Students should be able to identify a website’s form (e.g. blog, forum, or advertisement) and general purpose (e.g. entertainment, educational, or commercial) in order to evaluate the reliability of online sources.</p> <p>2.3.3 Students should be able to identify the type of webpage content (e.g. a book, an article, a brochure, and an archive).</p> <p>2.3.4 Students should be critical and reflective by going beyond the simple decoding and comprehension of the online text.</p> <p>2.3.5 Students should be able to employ critical thinking skills and strategies while investigating web-based information to discover its accuracy, validity, reliability, and appropriateness to the task at hand.</p> <p>2.3.6 Students should make use of their background knowledge</p>

Categories	Specific Literacies
	<p>to evaluate what they read online and to question the relevant social, political, and ideological elements.</p> <p>2.3.7 Students should make critical, informed judgments about online information, which include: recognising bias, identifying the authors and their purposes, and distinguishing the commercial content from the academic one.</p> <p>2.3.8 Students should be able to use clues on a webpage that help with evaluating it as an information source (e.g. clues in a URL or web address that help with determining a website location and type).</p> <p>2.3.9 Students should be able to ask and answer evaluative questions such as: Is the information accurate? Is the author an authority on the subject? Is the information current and timely?</p> <p>2.3.10 Students should be able to compare and contrast the reliability of the information they find by investigating multiple sources on the same topic.</p>
	<p>2.4 Synthesising information and constructing knowledge:</p> <p>2.4.1 Students should be able to engage in a self-directed text construction process (i.e. building texts based on personal motivation and direction) to construct meaning from unrelated and disparate online texts.</p> <p>2.4.2 Students should be able to transform disconnected pieces of information into an original text.</p> <p>2.4.3 Students should be able to use a variety of tools and techniques to analyse, synthesise, translate, and manipulate digital content from the web in order to add value to the information.</p> <p>2.4.4 Students should be able to participate in and contribute to ongoing content-building conversations over the web.</p> <p>2.4.5 Students should be able to generate new perspectives and</p>

Categories	Specific Literacies
	<p>viewpoints by integrating information and synthesising ideas while they employ multiple online resources.</p> <p>2.4.6 Students should be able to make use of various Web-based electronic formats (e.g. WebPages, email, blogs, audio sources, interactive diagrams, and discussion boards) and unlimited resources to synthesise information and construct knowledge.</p>
<p>3-Accessing Web-based English Resources and Materials</p>	<p>3.1 Making use of the Internet as an online library for English learning:</p> <p>3.1.1 Students should be aware of the potential of the Internet for EFL learners to access resources to support and reinforce their learning (e.g. traditional, face-to-face learning as well as independent learning).</p> <p>3.1.2 Students should be able to access Web-based English language teaching/learning resources (e.g. EFL/TEFL/TESOL websites and forums and the Internet TESL Journal).</p> <p>3.1.3 Students should be able to evaluate useful types and forms of online English resources.</p> <p>3.2 Accessing authentic English material:</p> <p>3.2.1 Students should be able to access online authentic language materials and employ them to the task at hand.</p> <p>3.2.2 Students should be able to locate and utilise useful language teaching/learning websites devoted to TEFL (e.g. www.bbcarabic.com).</p> <p>3.2.3 Students should be able to access professional material, contacts, and resources to employ them in their learning and professional development.</p> <p>3.2.4 Students should be able to download different types of resources related to the English language and TEFL (e.g. articles, audio and video materials).</p>

4. Summary

In brief:

- There are some acronyms and abbreviations associated with the field of English language learning/teaching that EFL student teachers should be familiar with (e.g., TESOL, TEFL, ESL, EFL, and CALL).
- Our traditional theories and methods of English language teaching/learning should be revisited in the light of the current changes going on nowadays, especially as far as new technologies are concerned.
- The new innovations that have been emerging in our life have imposed a new reality of English language teaching and learning.
- The new technologies of today have recently changed and expanded the concept of literacy.
- There are new theories of literacy based on the new ICTs (e.g., new literacies, multi-literacies, and multi-modal literacies) which should be considered in language learning.
- There is a list of those Web-based new literacies that Egyptian EFL student teachers need within their pre-service education programmes. These literacies are subsumed under main categories such as: (1) online communication and collaboration; (2) online information management and knowledge construction; and (3) accessing Web-based English language resources and materials.

5. Reflections and Ideas for Workshops

- Work in groups to draw a conceptual diagram that delineates and explains the relationship between the main abbreviations and acronyms which are commonly used in the field of English language teaching/learning (e.g., TESOL, TEFL, TESL, ESL, EFL, and EL).

- Read my article: Abdallah, M. M. S. (2008) "New literacies or new challenges?": The development of the concept of literacy in the context of information and communication technologies and language teaching. *ERIC*. ED502132, and which is available at: <http://www.eric.ed.gov/PDFS/ED502132.pdf> to discuss the following:
 - a) How has the concept of literacy been changing in history?
 - b) How does this new concept of literacy influence English language teaching/learning in your opinion?
 - c) In your opinion, in what way will these new literacies influence your future teaching practices as a prospective teacher of English?

- Go through the **Web-based new literacies** listed above to identify the most important literacies to you and which you think you need the most as an EFL student teacher (and a future teacher of English).

References

- Abdallah, M. M. S. (2008) "New Literacies or New Challenges?": The Development of the Concept of Literacy in the Context of Information and Communication Technologies and Language Teaching. *ERIC Online Submission*. ED502132.
- Abdallah, M. M. S. (2011). *Web-based New Literacies and EFL Curriculum: A Design Study for Expanding EFL Student Teachers' Language-Related Literacy Practices in an Egyptian Pre-service Teacher Education Programme*. PhD Thesis, Graduate School of Education, College of Social Sciences and International Studies, University of Exeter, UK. Available at: <http://hdl.handle.net/10036/3202>
- Barton, D. & Hamilton, M. (1998). *Local Literacies: Reading and writing in one community*. London: Routledge
- Coiro, J., Knobel, M., Lankshear, C. & Leu, D. (2008). "Central issues in new literacies and new literacies research". In: J. Coiro, M. Knobel, C. Lankshear, & D. Leu (Eds.) *The Handbook of Research on New Literacies*. Erlbaum: Mahwah, NJ.
- Cope, B. and Kalantzis, M. (Eds.). (2000) *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.
- Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd Ed.). London: Taylor & Francis.
- Jewitt, C. & Kress, G. (2003) (Eds.) *Multimodal Literacy*. New York: Peter Lang.
- Leu, D. J. & Kinzer, C. K. (2000). The convergence of literacy instruction and networked technologies for information and communication. *Reading Research Quarterly* 35, pp108-27.

- Leu, D. J., Kinzer, C. K., Coiro, J. L. & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. *International Reading Association* [Online]. Available from: <http://www.readingonline.org/newliteracies/leu/> (Accessed 10th March 2008).
- Shetzer, H. & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. In: M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice*. UK: Cambridge University Press.
- Street, B. (1984). *Literacy in theory and practice*. Cambridge: CUP
- Street, B. (2008). New literacies, new times: Developments in literacy studies. In: B. Street and N. Hornberger (2008) (Eds.) *Encyclopedia of Language and Education 2: Literacy*. Springer, pp3-14
- Street, B. (2009). Multiple literacies and multi-literacies. In R. Beard, D.A. Myhill & J.Riley (Eds.) *Handbook of writing Development*. London: Sage.
- The New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review* 66(1), p60-92.
- Warschauer, M., Shetzer, H. & Meloni, C. (2000). *Internet for English teaching*. Alexandria, VA: Teachers of English to Speakers of Other Languages.