ENGLISH FOR TECHNOPEDAGOGY - LESSON 2 : LMS TOOLS

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Objectifs

At the end of this lesson, learners will be able to

- *Identify LMS tools*
- *Identify the specific features of LMS tools*
- *Make appropriate choices of LMS tools*
- *Use phrasal verbs*
- *Use active and passive voice*

Introduction

This course addresses the issue of **Learning Management Systems (LMS)**, which is another critical topic related to **technopedagogy**. Around the world, educational institutions and companies use online platforms to facilitate the learning process through the various functionalities offered by these systems. An example is the **Moodle** platform used by the *Université Virtuelle de Côte d'Ivoire* for educational activities.

Learners of technopedagogy need to be aware of the range of LMS tools available and the key features of each so that they can make appropriate choices for their online training. This course provides not only knowledge about these issues but also the language skills learners need to communicate effectively about them.

TEXT : Learning Management Systems as a Tool for Learning in Higher Education

Please visit the following website and read the related article :

https://www.researchgate.net/publication/378108628_Learning_Management_Systems_as_a_Tool_for_Learning_

COMPREHENSION CHECK

After thoroughly reading the article, answer the questions below to critically assess your comprehension.

1- What does « LMS » stand for ?

a- Learning Management Standard

b- Learning Management System

c- Learning Management School

d- Computer System for Learning

2- What role do LMS play ?

Select the right answer(s) :

a- Course management

b- Online learning assessment

c- Site or course level reports

d- Users registration and management

3- Name some LMS tools mentioned in the paper.

Select the right answer(s) :

a- Moodle

b- Canva

c- Canvas

d- Blackboard Learn

e- Desire2Learn

4- What does « open source » mean ?

Select the right answer(s) :

a- The software is totally free

b- The System can be freely accessed by users

c- Users can modify the source code

d- The platform is partially free

5- What is the opposite of open source ?

Select the right answer(s) :

a- The software is on sale

b- The platform may be hosted by vendor's server

c- The platform may be hosted by buyer's server

d- A commercial system

e- The source code is not modifiable

6- What benefits do Moodle and Canvas have in common ?

Select the right answer(s) :

a- Can be used in all stages and forms of learning

b- Easy and user-friendly interface

c- Rich and diversified administrative functions, course development, and assessment methods

d-More customization options

e- Fast and accessible

7- What benefits do Blackboard Learn and Canvas have in common ?

Select the right answer(s) :

a- More intuitive

b- A good level of communication between users (chat, forums, notifications)

c- Data analysis and prediction

d- Reports and statistics about learner performance

8- What limitations do Blackboard Learn and Canvas have in common ?

Select the right answer(s) :

a- Less detailed

b- Paid

c- No game for learning

9- What is a functionality ? Provide examples of functionalities mentioned in the paper.

10- What does synchronous and asynchronous learning mean ?

11- If you had to choose an LMS tool, which one would you choose ? Why ?

12- According to you, does the use of LMS affect teaching methods ? How ?

13- According to you, how can LMS shape the future of education worldwide ?

PRONUNCIATION

Practice the pronunciation of the following words/expressions :

1- Online course

2- E-learning

3- Open source

4- learning management system (LMS)

5- Software platform

6- Web browser

7- Educational content

8- Training

9- Functionality

10- Course development

11- Visual representation

12- Learner progress

13- Communication tools

14- Assessment methods

15- User

16- Learners

17- online assessment

18- a test

19- An assignment

20- Upload / uploaded

21- Learning materials

22- Module

23- exam

24- grade / graded
25- Customization
26- device
27- Face-to-face teaching
28- online teaching
29- Moodle
30- interactive and personalized learning approaches
31- administrators
32- enroll
33- enrollment*
34- Chat
35- Game
36- Gamification
37- Canvas
38- Blackboard
39- Desire2Learn
40- interface
41- feedback
42- seamless
43- Synchronous learning
44- Asynchronous learning
45- Videoconferencing
46- Upload files
47- Grade
48- Attendance reporting
49- Plagiarism detection
50- Plugin

PHRASAL VERBS

Phrasal verbs are commonly used in English, especially in informal conversations such as with family members, friends, and other relatives.

Because they are deeply rooted in everyday English, phrasal verbs play a crucial role in achieving a higher level of proficiency in the language.

They consist of a verb and a particle—or sometimes two particles—and the particle often changes the meaning of the original verb.

Examples :

*a- I **called** Jen to see how she was.* (*call* = to telephone)

b- *They've **called off** the meeting.* (*call off* = to cancel)

As far as word order is concerned, phrasal verbs fall into two categories : separable and inseparable.

Separable phrasal verbs : the verb and its particle are separated by other words as in the examples below :

a- I didn't want to **bring** the situation **up** at the meeting. (meaning of *bring up* : *to start talking about a particular subject*)

b- Please can you **fill** this form **in**? (meaning of *fill in* : *to write information in a form or document*)

c- E.g. I'll **pick** you **up** from the station at 8 p.m. (meaning of *pick up* : *collect someone in a car or other vehicle to take them somewhere*)

d- She **turned** the job **down** because she didn't want to move to Glasgow. (meaning of turn down : to not accept an offer)

Please note : when the verb object is a personal pronoun, it becomes mandatory to separate the verb and the particle.

E.g. They have **called** the meeting **off** or They have **called off** the meeting / BUT : They have **called it off (it is incorrect to say they have called off it).**

Non-separable phrasal verbs : in this case the verb and its particle cannot be separated by other words. Even with a personal pronoun, it is impossible to separate them.

Examples :

*a- Who **looks after** the baby when you're at work?*

*b- Who **looks after** her when you're at work?*

Other examples include :

c- *I **came across** your email when I was clearing my inbox.* (meaning of *come across = to find something by chance)*

d- *The caterpillar **turned into** a beautiful butterfly.* (meaning of *turn into = become*)

*e- It was quite a major operation. It took months to **get over** it and feel normal again.* (meaning of *get over = recover from something*)

f- *We are aware of the problem and we are **looking into** it.* (meaning of *look into = investigate*)

g- *Please note* : sometimes, it is impossible to separate the phrasal verb simply because it does not take an object.

Example : I **get up** at 7a.m

Phrasal verbs with two particles

Some phrasal verbs have two particles. These verbs are also inseparable even with a personal pronoun.

Examples :

*a- Who **came up with** that idea?* (meaning of *come up with* = think of an idea or plan)

*b- Let's **get rid of** these old magazines to make more space.* (meaning of *get rid of* = remove or become free of something that you don't want)

c- *I didn't really **get on with** my stepbrother when I was a teenager.* (meaning of *get on with* = like and be friendly towards someone)

*d- Can you hear that noise all the time? I don't know how you **put up with** it.* (meaning of *put up with* = tolerate something difficult or annoying)

e- *The concert's on Friday. I'm really **looking forward to** it.* (meaning of *look forward to* = be happy and excited about something that is going to happen)

LIST OF FREQUENTLY USED PHRASAL VERBS

No.	Phrasal verbs	Meaning	Separable/Inseparable	Example
1	**get up**	rise from bed	inseparable	I get up at 7 o'clock every morning
2	**wake up**	stop sleeping	inseparable	Emma wakes up late on Saturdays
3	**sit down**	take a seat	inseparable	Please sit down

4	**stand up**	rise to your feet	inseparable	He stood up to greet her
5	**go out**	leave home for entertainment	inseparable	They go out every Friday
6	**come back**	return	inseparable	When will you come back ?
7	**come in**	enter	inseparable	Come in and have a seat
8	**go back**	return to a place	Inseparable	I have to go back to work
9	**turn on**	start (a machine / light)	separable	Can you turn on the TV ? / can you turn the TV on ?
10	**turn off**	stop (a machine/light)	separable	Please turn off your phone / please turn your phone off
11	**fill in / fill out**	complete (a form)	separable	Fill in this form, please / fill this form in, please.
12	**hand in**	submit	separable	Don't forget to hand in your homework / don't forget to hand your work in.
13	**hand out**	distribute	separable	The teacher handed out the papers / the teacher handed the papers out
14	**look up**	search for information	separable	Look up the word / Look the word up.
15	**Pick up**	learn or collect	separable	He picked up Spanish quickly / Pick up the parcel.
16	**Put off**	postpone	separable	We had to put off the meeting / We have to put the meeting off
17	**Carry on**	continue	inseparable	carry on with your work
18	**Set up**	start (a business, system)	separable	They set up a new company / they set a new company up (less used)
19	**Get along (with)** (American English)	have good relationship	inseparable	I get along well with my friend Julia
20	**Get on with** (British English)	have good relationship	inseparable	I get on well with my friend Julia
21	**Break up**	end a love relationship	inseparable	They broke up last year
22	**Make up (after a fight)**	reconcile after disagreement	inseparable	They made up after the flight

23	**Hang out**	spend time socially	inseparable	I like to hang out with my friends
24	**Call back**	return a phone call	separable	I'll call you back later
25	**Pick up**	answer the phone	inseparable	She didn't pick up the call
26	**Set off**	start a journey	inseparable	We set off early in the morning
27	**Get on**	enter (bus, train, etc.)	Inseparable	Get on the bus quickly.
28	**Get off**	leave (bus, train, etc.)	inseparable	We got off at the next stop.
29	**Take off**	leave the ground (plane)	inseparable	The plane took off on time
30	**Check in**	register (at a hotel or airport)	inseparable	We checked in two hours before the flight
31	**Check out**	leave (a hotel)	inseparable	They checked out at noon
32	**Find out**	discover	separable	I just found out the truth
33	**Figure out**	understand, solve	separable	Can you figure out this problem ?
34	**Make up (one's mind)**	decide	inseparable	Have you made up your mind ?
35	**Come up with**	invent, think of	inseparable	She came up with a great idea.
36	**Drop off**	Take someone/something to a place and leave them there	Separable	He drops off his kids at daycare every morning.
37	**Bring up**	To start talking about a topic	Inseparable	She brought up the issue. / She brought the issue up.
38	**Look up**	To search for information	Separable	Look up the word. / Look the word up.
39	**Hang up**	To end a phone call	Separable	Hang up the phone. / Hang the phone up.
40	**Get together**	To meet socially	Inseparable	We should get together soon.
41	**Set up**	To arrange or organize something	Separable	They set up the equipment. / set the equipment up.
42	**Carry out**	To perform a task	Separable	They carried out an experiment. / carried the experiment out.
43	**Look into**	To investigate	Inseparable	They are looking into the problem.
44	**Give up**	To stop doing	Separable	Give up smoking. / Give it up.

45	**Grow up**	To become an adult	Inseparable	They grew up in London.
46	**Take over**	Take control	Separable	She took over the company. / took the company over.
47	**Turn into**	To become something different	Inseparable	The frog turned into a prince.
48	**Run out of**	To have no more of something	Inseparable	We ran out of fuel.
49	**Put off**	To delay	Separable	Don’t put off your work. / Don’t put your work off.
50	**Work out**	To solve	Separable	Let’s work out the problem. / work the problem out.

Exercice : PRACTICE PHRASAL VERBS

QUESTION 1

Fill in the blank with the right phrasal verb :

Your job will be difficult at first, but don't **.....**; it will get easier.

- ☐ go out
- ☐ give up

QUESTION 2

Fill in the blank with the right phrasal verb :

We've ..... fuel.

- ☐ Run into
- ☐ Run out of

QUESTION 3

Fill in the blank with the right answer :

The experts are going to ..... the cause of the plane crash.

- ☐ Look into
- ☐ Look after

QUESTION 4

Fill in the blank with the right phrasal verb :

We had to **.....** cold weather during our stay in Canada.

- ☐ Put on
- ☐ put up with

QUESTION 5

Fill in the blank with the right phrasal verb :

He was ..... with his neighbor until a misunderstanding ruined their friendship.

- ☐ getting on
- ☐ getting off

ACTIVE AND PASSIVE VOICE

VI

Defining Active and Passive Voice

There are two ways to present actions in a sentence. You can start your sentence with the subject performing the action, or you can start with the object that undergoes the action.

When the focus is on the subject, this is called the **active voice**.

When the focus is on the object, this is called the **passive voice**.

Examples : Technology revolutionizes teaching (active voice) / Teaching is revolutionized by technology.

How to Form Active and Passive Voice ?

The basic pattern of a sentence in the active voice can be schematized as follows :

SUBJECT + VERB + OBJECT

Example : The student uses a computer.

To turn the active voice into passive voice, you need to apply the following rule :

OBJECT + AUXILIARY BE + PAST PARTICIPLE FORM OF VERB + BY + SUBJECT

Note : the auxiliary BE should be put in the tense of the active sentence.

Example : A computer is used by the student

(OBJECT =A COMPUTER ; IS = AUXILIARY BE ; used = PAST PARTICIPLE OF VERB ; SUBJECT=The student)

Sometimes, you can form a passive sentence where the subject is not specified :

Example : The house was cleaned / The key was found / English is spoken all over the world

The passive voice can be formed **with modals** as in the table below :

ACTIVE VOICE	**PASSIVE VOICE**
The student **may** take the test.	The test **may be taken** by the student.
The student **might** take the test.	The test **might be taken** by the student.
The student **can** take the text.	The test **can be taken** by the student.
The student **could** take the test.	The test **could be taken** by the student.
The student **shall** take the test.	The test **shall be taken** by the student.
The student **should** take the test.	The test **should be taken** by the student.
The student **will** take the test.	The test **will be taken** by the student.
The student **would** take the test.	The test **would be taken** by the student.
The student **must** take the test.	The test **must be taken** by the student.

The passive voice is available for **all tenses** as summarized in the table below :

TENSE	**ACTIVE VOICE**	**PASSIVE VOICE**
PRESENT SIMPLE	Soundjata **kills** Soumangourou Kanté. Soundjata **kills** Soumangourou Kanté and his wife.	Soumangourou Kanté **is killed** by Soundjata. Soumangourou Kanté and his wife **are killed** by Soundjata.
PRESENT CONTINUOUS	Soundjata **is killing** Soumangourou Kanté. Soundjata **is killing** Soumangourou Kanté and his wife.	Soumangourou Kanté **is being killed** by Soundjata. Soumangourou Kanté and his wife **are being killed** by Soundjata.
PAST SIMPLE	Soundjata **killed** Soumangourou Kanté. Soundjata **killed** Soumangourou Kanté and his wife.	Soumangourou Kanté **is killed** by Soundjata. Soumangourou Kanté and his wife **are killed** by Soundjata.
PAST CONTINUOUS	Soundjata **was killing** Soumangourou Kanté. Soundjata **was killing** Soumangourou Kanté and his wife.	Soumangourou Kanté **was being killed** by Soundjata. Soumangourou Kanté and his wife **were being killed** by Soundjata.
PRESENT PERFECT	Soundjata **has killed** Soumangourou Kanté. Soundjata **has killed** Soumangourou Kanté and his wife.	Soumangourou Kanté **has been killed** by Soundjata. Soumangourou Kanté and his wife **have been killed** by Soundjata.

PAST PERFECT	Soundjata **had killed** Soumangourou Kanté. Soundjata **had killed** Soumangourou Kanté and his wife.	Soumangourou Kanté **had been killed** by Soundjata. Soumangourou Kanté and his wife **had been killed** by Soundjata.
FUTURE SIMPLE	Soundjata **will kill** Soumangourou Kanté. Soundjata **will kill** Soumangourou Kanté and his wife.	Soumangourou Kanté **will be killed** by Soundjata. Soumangourou Kanté and his wife **will be killed** by Soundjata.
PRESENT CONDITIONAL	Soundjata **would kill** Soumangourou Kanté. Soundjata **would kill** Soumangourou Kanté and his wife.	Soumangourou Kanté **would be killed** by Soundjata. Soumangourou Kanté and his wife **would be killed** by Soundjata.

OTHER CASES OF PASSIVE

1. In some cases, the passive is formed by combining the infinitive ***to be*** with a **past participle**:

Examples : *The doors are going **to be locked** at ten o'clock.*

*You shouldn't have done that. You ought **to be punished**.*

2. Sometimes, the pattern ***get*** **+ past participle** is used to form the passive:

Examples : *Be careful with that glass. It might **get broken**.*

*Peter **got hurt** in a crash.*

3. In some sentences containing both a direct object and an indirect object, the **indirect object** can be used as the **subject** of the passive verb:

*Example : I gave **him** a book for his birthday (active voice) / **He** was given a book for his birthday (passive voice)*

*Someone sent **her** a cheque for a thousand euros (active voice) / **She** was sent a cheque for a thousand euros.*

4. We can use **phrasal verbs** in the passive:

Examples : *They **called off** the meeting (active voice) / The meeting was called off (passive voice)*

*His grandmother **looked after** him (active voice) / He was looked after (passive voice)*

*They **will send** him away to school. (active) / He will be sent away to school (passive voice)*

5. The passive voice is used in specific English phrases used in everyday speech :

- *be supposed to*
- *be expected to*
- *be asked to*
- *be told to*
- *be scheduled to*
- *be allowed to*
- *be invited to*
- *be ordered to*

  Examples :

  *John **has been asked** to make a speech at the meeting.*

*You **are supposed to** wear a uniform.*

*The meeting **is scheduled to** start at seven.*

Exercice : PRACTICE PASSIVE VOICE

QUESTION 1

What is the passive voice for the following sentence :

Miguel Cervantes wrote Don Quixote.

- ☐ Don Quixote is written by Miguel Cervantes
- ☐ Don Quixote was written by Miguel Cervantes

QUESTION 2

What is the passive voice for the following sentence :

They grow a lot of coffee in Brazil.

- ☐ A lot of coffee is grown in Brazil.
- ☐ A lot of coffee are grown in Brazil.

QUESTION 3

What is the passive voice for the following sentence :

Leonardo da Vinci painted The Mona Lisa.

- ☐ The Mona Lisa was painted by Leonardo da Vinci
- ☐ The Mona Lisa is painted by Leonardo da Vinci

QUESTION 4

What is the passive voice for the following sentence :

AI will replace many jobs.

- ☐ Many jobs will replaced by AI
- ☐ Many jobs will be replaced by AI

QUESTION 5

What is the passive for the following sentence :

They are repairing my car.

- ☐ My car are being repaired.
- ☐ My car is being repaired.

QUESTION 6

What is the passive for the following sentence :

They set up the equipment.

- ☐ The equipment is set up.
- ☐ The equipment was set up.

QUESTION 7

What is the passive of the following sentence :

They have invited John to hang out.

- ☐ John has been invited to hang out.
- ☐ John was invited to hang out.