

ENG529

Treasure for Final-Term

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik
Technology in Language Teaching

Lesson 8

Blended Language Learning

In the field of second language learning as well as general education, blended and hybrid learning is receiving a lot of attention. Researchers investigating blended learning tend to agree that "blended learning is a transformational force in education." According to Watson (2008), blended learning is "likely to emerge as the predominant model of the future and to become far more common than either [online or face-to-face instruction] alone" Blended learning as an approach is not new. Indeed, the practice of combining different learning approaches and strategies is not new at all. Distance learning courses have long combined blended learning through a mix of self-access content-print/video/TV/radio-and faceto-face/telephone support. 'Traditional' courses have always combined a variety of delivery modes that combine content such as lectures, seminars, tutorials, workshops and group work to give learners a range of learning opportunities. And of course, 'good teachers will always use more than one method or approach in their teaching, and good learners will always combine different strategies in their learning.'

We could go further and say, 'It's in the blend!' That is, the key to a successful blended learning approach is to use the strengths of each medium appropriately, combining the two different learning environments in an integrated way so that each medium complements one another: the classroom environment being used for what it does best, such as introducing new topics, explaining important language points or for meaningful communicative activities, and the online environment being used for what it does best, such as preparing for the next topic (by watching a video/reading a text, etc.), and/or practising and consolidating what has been learnt in class or for extra practice. Both modes of delivery put the learner at the centre of the learning process.

Thus, the term **'blended' is used** to mean combining different learning environments in an integrated way and appropriately and the stress is very much on 'learning' (not teaching) — either learning in the classroom with the teacher's help and support or learning online more independently or with peer support. As Marsh (2012) remarks, 'Today blended learning can refer to any combination of different methods of learning, different learning environments, different learning styles. In short, the effective implementation of blended learning is essentially all about making the most of the learning opportunities and tools available to achieve the "optimal" learning environment.'

Why Adopt Blended Learning?

It is undeniable that the linguistic theories on language teaching and learning of the last 50 years, and their application in the classroom have influenced teachers worldwide. Most English language programs have communicative competence as one of their main objectives. Learners worldwide need English to communicate. Teachers worldwide are using (more or less successfully) the Communicative Approach to teach English. However, time in the classroom for listening to learners, supporting them and helping them become communicatively competent is limited. Therefore, incorporating online mediums of education into traditional education makes learning more time effective.

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Benefits of Blended Learning

Online learning provides learners with the ability to be both together and apart, and to be connected to a community of learners anytime and anywhere, without being bound by time, place or situation (Garrison and Kanuka, 2004). However, it should be noted that the online environment must be learner-driven and not technology-driven (Salaberry, 2001). Technologies, mobile or otherwise, can be instrumental in language learning. They are very powerful tools for the transmission and distribution of linguistic information (input) or, in other words, aids to communication rather than a means of instruction (Chinnery, 2006). An appropriate online environment must be conceived and developed to provide support to those learning online and thus must focus on learners' needs and use technology appropriately to support these needs (Colpaert, 2004).

Five Important Considerations Before Adopting a Blended Approach

1. Teacher Training

Teachers should also be aware that:

- People learn better when they can choose their path of study, as this is a great motivator.
- Listening is a key part of teaching and that listening happens best in the classroom environment.
- Taking more and more of a back seat in the classroom environment is a testament not only to their learners taking charge of their learning but also to the fact that they, the teachers, have developed a blend that is appropriate to the learners and which is helping them become effective communicators.
- Preparation time is front-loaded: most preparation is needed when leading up to the course, together with supporting learners at the beginning of the course.
- A blended approach represents a significant departure from a traditional approach. It represents a fundamental reconceptualization and reorganization of the teaching and learning dynamic. In this respect, no two blended learning designs are identical (Graham, 2004).

2. Choosing an Appropriate Blend

The success of a blended learning course depends on striking the right balance between online and classroom components. This balance is determined by the learners' needs, institutional constraints, and course objectives. Teachers must start with the end goal in mind, focusing on the desired outcomes and aligning the blend accordingly. Classroom time is often fixed by institutions, while online time offers greater flexibility and can be adjusted to suit learners' preferences. The division of activities—what is done online versus in the classroom—should be guided by learners' language proficiency and the skills they need to develop. Classroom sessions should prioritize "output" (e.g., speaking and interaction), which benefits from the social environment, while online components can focus on "input" (e.g., videos, texts, grammar explanations). Blended learning allows for adaptability, enabling teachers to refine the blend as learners' needs evolve. Ultimately, choosing the right blend is critical and requires teachers to balance flexibility, assessment demands, and institutional constraints to create an effective and learner-centered course.

3. Costs

The costs involved in blended learning must be considered as they might not be negligible, especially at the beginning of the process. Cost-effectiveness is a third major goal for blended learning systems. It is undeniable that these provide an opportunity for reaching a large, globally dispersed audience in a short period with consistent, semipersonal content delivery. Some researches have been undertaken in the corporate sector that shows that blended learning which is used effectively provides a large return on investment (Garrison & Kanuka, 2004). However, containing costs requires a fundamental shift in thinking. Rather than focus on how to provide more effective and efficient teaching, we must focus on how to produce more effective and efficient student learning. Once learning becomes the central focus, the important question is how best to use all available resources — teacher time and technology — to achieve certain learning objectives. Using all available resources most efficiently leads to reduced cost and improvement in student learning (Twigg, 2006).

4. Attrition and Motivation

one factor encouraging motivation in blended learning is reliance on discovery learning and self-directed learning, the type of skill base that is often lacking among such students (Huang & Zhou, 2003). It exists everywhere and is most prominent amongst students used to being taught, to receive instructions, to learning for exams. Another important factor regarding motivation is a cultural shift from teaching to learning, from being taught to learning on one's own with guidance (Prensky, 2007), which needs to take place when a blended course is adopted.

5. Peer Support

Peer support is an integral part of a blended approach, as teachers cannot be on hand to help learners all the time. Peer support is relevant in any learning environment, but it is even more relevant in a blended approach because blended learning facilitates peer support. It is easier to ask one's peers a question online than in the classroom, whether for lack of time or fear of appearing stupid. Peer support fills gaps in other students' knowledge or understanding. It also encourages the sharing of ideas about how to learn. Helping and supporting peers (for example, those who missed sessions or were having difficulty understanding key concepts etc.) is a great motivator (Hughes, 2007). Another benefit of peer support is that students who answer their peers' questions develop not only their communication skills by using the language appropriately to explain key concepts, but also their social skills by using that language effectively. And finally, thanks to peer support, teachers find that they are not overwhelmed by individual requests for help and that when these do arise, they have the time to respond promptly.

Conclusion

Blended learning is an approach that takes into account different learning styles and combines different learning environments in a flexible, integrated and complementary way in order to help, support and enhance learners' diverse needs and provide a successful, efficient and enjoyable learning experience. Mixing different media, different modes of delivery and different instructional strategies is not a new approach, but the capabilities of today's technology can make

a blended approach both easier and more meaningful for learners. Blended learning puts learners at the centre of the learning process, encouraging them to be more independent, and also helps teachers in their vital role of supporting learning. Blended learning — if appropriately conceived, developed and delivered — can support any number of learners, anywhere and anytime; it can help managers use human and other resources in the most efficient way possible to give learners the best learning experience possible. It is satisfying to know that there is a growing body of evidence to support the view that blended learning can result in a better student learning experience, an improvement in learning outcomes, and greater student motivation, confidence and satisfaction, leading to learners becoming more independent learners and enjoying learning the language

Lesson 9

Designing Curriculum Around Technology

Integrating Technology

The integration of technology should serve to guide, expand, and enhance learning objectives. It is understood that teachers and students do need to spend time learning the basics of using a computer. This is necessary to move to effectively integrating technology. Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance learning in a content area or multidisciplinary setting. Technology enables students to learn in ways not previously possible. Effective integration of technology is achieved when students can select technology tools to help them obtain information promptly, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions as accessible as all other classroom tools.

Curriculum Design

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design a curriculum, they identify what will be done, who will do it, and what schedule to follow.

On the other side of the coin computers cannot replace teachers. Valmont and Wepner quote in 2000:

"Contrary to the wisdom of the most fanatical technologists, computers do not think, initiate, or react the way teachers do. Although some people believe that information equals education, teachers know that understanding is not automatic with the acquisition or memorization of facts. Knowing how to apply information, how to use ideas in new ways, how to evaluate information, and how to extrapolate or go beyond basic information are important aspects of learning."

Benefits of Using Technology in the Classroom

- **Improves Engagement**

- Technology makes learning more enjoyable through innovative methods like gamification, virtual field trips, and online resources.
- Encourages active participation, which is challenging in traditional lecture settings.

Improves Knowledge Retention

- Engaged and interested students retain knowledge better.
- Active participation, facilitated by technology, enhances retention.
- Different technological tools allow for experimentation to identify effective methods for students.

Encourages Individual Learning

- Accommodates diverse learning styles and abilities.
- Students can learn at their own pace, revisit concepts, or move ahead as needed.
- Provides additional support for struggling or disabled students.
- Broad access to online resources fosters independent research and engagement.

Encourages Collaboration

- Facilitates teamwork through online projects, forums, and shared documents.
- Enables collaboration within classrooms, schools, and globally.

Students Can Learn Useful Life Skills

- Develops critical 21st-century skills like problem-solving, critical thinking, communication, and leadership.
- Teaches practical skills such as creating presentations, evaluating online sources, writing emails, and maintaining online etiquette.

Effective Technology for Successful Curriculum

- Digital Books
- Classroom Clickers
- Interactive Whiteboards and Tablet

Digital Books (E-Books)

- Portable and convenient, allowing users to carry an entire library on devices like iPads, smartphones, or eReaders.
- Encourages active learning by making curriculum content easily accessible.
- Enhances engagement and flexibility in learning.

Clickers (Student Response Systems)

- Combines hardware and software to enable real-time collection and evaluation of student answers.
- Promotes active learning and anonymous participation, reducing fear of making mistakes.
- Increases student engagement and enjoyment during lessons.

 Interactive Whiteboards and Tablets

- Simplifies learning through interactive displays that can serve as standalone devices or touchpads connected to computers.
- Transforms standard lessons into engaging, interactive activities, improving comprehension and test scores.
- Supports a variety of media (photos, videos, graphs), enabling creative teaching methods.
- Clean and low-maintenance, eliminating the need for traditional writing tools.

Integrating technology into the curriculum has the following outcomes:

- More engaged students
- Simplified materials
- Increased motivation and better-developed collaboration skills
- Overall increased student achievement due to increased involvement and learning at their own pace

Therefore, to sum up, we can say that integrating technology into the curriculum not only prepares teachers and students for a digital future, but it makes the process of learning much more collaborative, easier, and fun.

Lesson 10

E-Assessment

Definition of E-Assessment

Electronic assessment, also known as e-assessment, online assessment, computerassisted/mediated assessment and computer-based assessment, is the use of information technology in various forms of assessment such as educational assessment, health assessment, psychiatric assessment, and psychological assessment. This may utilize an online computer connected to a network. This definition embraces a wide range of student activities ranging from the use of a word processor to on-screen testing.

Different Forms of E-assessment

- online tests, quizzes, and exams
- e-submission and e-marking
- self- and peer-assessment
- student response systems

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a. Tests, quizzes, and exams taken on a computer screen under the supervision of an invigilator are known as online tests, quizzes, and exams. The tests and exam questions are already created by the instructors and uploaded online at the university/college's website or canvas.

b. e-submission is the process by which a student submits work online for storage and retrieval by academic, administrative or other staff for marking, feedback, or review. This can also include originality checking to help identify plagiarism using Turnitin. e-marking is the process by which staff provide marks and feedback to students online, which can include online annotations e.g. using Blackboard inline grading, annotated files e.g. using comments in Microsoft Word, audio, video, or the use of online forms.

c. Self-assessment means the process of having the learners critically reflect upon, record the progress of and perhaps suggest grades for, their learning. The term **peer-assessment** refers to the process of having the learners critically reflect upon, and perhaps suggest grades for, the learning of their peers.

Reasons for Using Self- and Peer-assessment.

Self-assessment

- Encourage reflection
- Help lecturers focus their feedback (e.g. not telling students what they are already aware of)
- An important skill in itself – helping students become more autonomous learners

Peer assessment

- Students practice softer skills e.g. constructive criticism
- Help students learn from each other and place their work
- Students naturally compare themselves with their peers
- Encourage engagement with marking criteria
- Promote deep learning e.g. evaluation
- More efficient & timely feedback for large groups

d. A student response system (SRS) is a technology used in face-to-face teaching scenarios to facilitate interactivity, enhance feedback processes on multiple levels, and collect data from students. **TurningPoint** is a leading commercial student response system. It is quick and easy for novice users to introduce basic practices into their teaching, and there is an excellent range of advanced features for those wishing to do more.

Approaches for Providing Feedback in E-assessment

- Provide digital feedback files e.g. standard feedback forms in Word format.
- Annotate work, for example using comments in Word or Adobe Reader. Upload annotated assignments back into Blackboard.
- Fill in an online feedback form (rubric), available in both Blackboard and Turnitin.

- Create audio or video/screencast feedback, and make this available to students via Blackboard.
- Annotate work directly in Blackboard or Turnitin.

Reasons for Using E-Assessment

- Immediate feedback, tailored to help students improve their knowledge and performance
- Access for students in different geographical locations and at different times
- Sophisticated reporting, allowing you to refine the exercise or identify areas in which more instruction is needed
- Students undertake online tests many times to assess and re-assess their knowledge

Lesson 11

Technologies for Teaching and Learning L2 Reading

SLA Theories and Applications of Technology to L2 Reading

To create and evaluate technology for language learning, computer-assisted language learning (CALL) developers and researchers have looked to second language acquisition (SLA) theories for support and guiding principles. Similar to reading theories, SLA theories have also gone through stages of transition. Although SLA approaches of the different stages provide distinct implications for CALL, cognitive, linguistic and psycholinguistic approaches have been most commonly adopted for the study of applications of technology to L2 reading (Chapelle, 2009; Chun, 2011a). More recently, as the Internet provides far-reaching and instantaneous interactivity, researchers and educators increasingly rely on sociocultural approaches.

technologies most relevant to L2 reading are described.

(1) self-developed course and commercial courseware
(2) online activities with individual tools and mobile devices
(3) CMC

Self-developed Courseware

Self-developed courseware is usually designed by collaborative teams to create language learning tools to suit a specific group of learners. It may involve several stages, components, or systems that are available online. Different modes of vocabulary annotation and multimedia glosses are often built-in to help learners increase vocabulary size and improve comprehension of text. The utilization of intelligent tutoring systems (ITSs) to provide immediate, customized instruction or feedback to learners is also increasing.

Commercial Courseware

Commercial courseware is ready-made, licensed, and sold by companies. It usually consists of a combination of lessons, activities, tests, and other relevant materials. One popular commercial

courseware that was studied for its effectiveness for L2 learning of listening and reading is Longman English Online. While some educators can develop their courseware to meet the specific needs of their students, most of them have neither the time nor the technical support. The market for commercial language learning courseware is vast and expanding. More studies on evaluating commercial courseware would help teachers to choose those most appropriate so the institutional investment is not wasted.

Dictionaries, Glosses, and Annotations

A great majority of studies dealing with technology or CALL for L2 reading have focused on teaching and learning L2 vocabulary. This is no surprise since knowing vocabulary is key to learning to read and comprehend just as exposure to texts containing key vocabulary is necessary for learning vocabulary. The use of electronic dictionaries, text-based glosses, as well as annotations and multimedia glosses has been extensively researched since they appeared in the late 1990s (Chun, 2011).

Concordancing Tools

A concordancer is a corpus analysis tool that extracts instances of a given word from a corpus, database, or the Internet and then presents to the user a list of the occurrences of the word, part of the word, or combinations of words, together with their contexts, from a corpus of texts. The development of corpus analysis software and computer networking makes it easier for learners to access free online concordances. Tom Cobb's (2015) LEXTUTOR and William Fletcher's (2015) Phrases in English are two sophisticated websites with concordancing tools freely available to users.

Speech Synthesis and Speech Recognition

Text-to-Speech (TTS) is the process of synthesizing natural-sounding speech from text via computer programs. Speech synthesis technology has been around since the 1960s and the tools applying the technology are now quite accessible. Many of them are freely available (e.g., Speak Selection, Screen Reader, Natural Reader) but some are commercial (e.g., Text Reader, Voice Dream Reader). Google Chrome also provides free TTS tools to support teaching and learning of reading (e.g., Select and Speak, SpeakIt!, Reading & Write for Google).

Speech recognition (SR), in essence, is the process of allowing computer software to interpret the meaning of a speaker's utterances. SR also has been increasingly incorporated in L2 learning.

CMC Technologies (Chat, Moo, email)

Reading instruction is increasingly informed by sociocultural and learner-centred constructive perspectives, with one consequence that cooperative reading and co-construction of meaning from the text are now making their way into L2 learning. Furthermore, in today's information age, CMC technologies, ranging from email, free browser extension tools, to innovative systems designed by researchers can be accessed to facilitate cooperative reading among learners of different cultural and linguistic backgrounds. Shang (2005) developed an electronic-based peer collaborative

environment to explore students' attitudes toward email applications in reading classes. Lan (2013) designed a co-sharing-based strategy learning system for L2 vocabulary learning known as "Mywordtools." Lan, Sung, and Chang (2007) developed a mobile-device supported peer-assisted learning (MPAL) system for collaborative EFL reading activities and found the system improved elementary school EFL learners' collaboration and reading skills.

Challenges

Students nowadays constantly engage in reading and interacting often by using short, de-contextualized informal language that may distract them from focused thinking. One important challenge today for educators is then to find creative and effective ways to lead distracted readers back to productive language learning. Another challenge faced by educators is keeping up with the ever-evolving technologies and selecting the most appropriate ones to design instruction with sound principles of reading. Technologies can support successful L2 reading; at the same time, they are increasingly complex and hard to follow. Often, factors for using technologies in the classroom are social and economically driven instead of pedagogically-oriented. Instructors frequently adapt tools on an ad hoc basis. New technologies emerge more rapidly than educators can connect them with theoretical or pedagogical grounding. The needs of this rapidly evolving environment do not fit well with predefined curricula, annualized budgets, and programmed institutional investments. Resources would need to be as reactive and the teaching environment then prioritized, and this is contingent on L2 teaching conditions which vary widely.

Lesson 12

Technology and L2 Writing

Web 2.0 Applications

Web 2.0 tools include a variety of social media sites, such as Facebook and Twitter, as well as blogs. For L2 learners, these sites provide unprecedented opportunities to experiment with their language in settings where their language appears before and communicates with real audiences rather than being confined to communication for practice within the language classroom. The use of language for communication, rather than for practice alone, is a core goal of most language instruction. Beyond opportunities for communication, Web 2.0 applications like Google Docs provide the tools for collaborative writing.

Automated Writing Evaluation

Automated writing evaluation (AWE) systems have been developed to assist both native speakers and L2 learners to write more accurately by providing them with automated corrective feedback. AWE systems utilize sophisticated natural language processing (NLP) techniques and machine learning to create tools that are more powerful than traditional spelling and grammar checkers. NLP technologies have become sufficiently widespread that a number of these systems have been developed, although because of the substantial resources required to develop them, they are typically not freely available on the Internet. Criterion, Turnitin, and Writing Pal are among the widely used AWE systems.

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Turnitin

Turnitin facilitates teacher feedback by providing frequently used comments and rubrics as well as a voice commenting tool. Turnitin can be integrated with mainstream learning management systems (LMS), such as Blackboard Learn, Moodle, Canvas, and so on. Turnitin targets customers in the field of education, including educators and students in middle and high schools, colleges and universities. Turnitin also provides online tutorials and training to teachers, students, and school administrators. Currently, Turnitin has found its place in several institutions as a plagiarism detection tool and several empirical studies have been conducted to investigate its utility and user perceptions.

Writing Pal or W-Pal is an automated intelligent tutoring system (ITS) developed by the Science of Learning and Educational Technology (SoLET) Lab at Arizona State University.W- Pal's intended users are native English-speaking students in high schools. However, English language learners in high school and college freshmen have also been included in some empirical studies of W-Pal in the United States

L2 Writing and AWE

In the past decade, research has examined the use of AWE tools for helping learners with their writing, that in some cases these promising tools can be challenging to implement with the intended effects. Some researchers also noted from their critical analysis of the research on the effects of AWE feedback on the quality of writing that "there is little clarity about whether AWE is associated with more general improvements in writing proficiency. One problem that they noted with the research is the lack of clarity as to whether or not the feedback provided by AWE tools in the English class helps with writing students do in their content courses because "AWE programs generally offer only a limited number of genres, such as persuasive, narrative and informative genres. Another issue identified in research on AWE is that the automated corrective feedback in the AWE systems needs to be implemented because of the target audience and learning context. It was also found that AWE feedback can be more effective when it is combined with teachers' feedback. There are numerous possible ways of integrating AWE with teacher feedback. To illustrate, students can use AWE to help them improve the quality of initial drafts before submitting them to the teacher for feedback or teachers can use AWE as a diagnostic tool to identify the problems that students have with their writing and provide feedback based on the automated analysis.

L2 Writing and Corpus-Based Technologies

Empirical studies of corpus use for data-driven learning have yielded positive findings. Investigation of English language learners' interaction with corpus-based materials through micro-level analysis of learners' behaviours has revealed positive learning outcomes associated with intensive interactions with corpus tools. With a focus on the use of a corpus as a source to inform students' revision in a short essay-writing assignment, a study was conducted and the findings indicated that interacting with the corpus tool helped students correct grammatical errors. However, the accuracy of correction was significantly different among three types of errors,

namely omission, misleadinginformation, and addition, which highlights the need for research to have a closer look at the learner-corpus interaction for different purposes.

Future Research and Development

Learning analytics is defined as the educational instruments designed to collect, measure, and analyze students' learning data with the goal of better understanding learning processes and predicting learning outcomes in educational contexts. In many fields of study, efforts are being invested in analytic approaches to learn from large datasets. In education, such data mining research may inform approaches to L2 writing data collection and analysis. Writing-based learning analytics, such as Mi-Writer developed at Athabasca University, Canada, is one of the learning analytics designed to capture data throughout a writing process, including planning, composing, reviewing, editing, and feedback-giving. For example, students' writing behaviour and interaction with peers and teachers can be recorded in real- time. Mi-Writer is also capable of generating writing-related metrics for both L2 writers and L2 writing instructors. Such data collection mechanisms open the possibility of facilitating automated real-time feedback that is tailored to individual learners. Learning analytics can be treated as a comprehensive technology that will also benefit from integrating other techniques such as keystroke logging and eye-tracking technologies. New unobtrusive data gathering techniques such as keystroke logging and economically more feasible techniques involving eye tracking can help practitioners and researchers better understand students' writing behaviour, multimodal composition processes, as well as strategies employed for resource use and self-regulation.

Learner training is even more critical with the technologies designed especially for writing pedagogy, such as corpus-based tools and AWE tools. While independent access remains possible, the relative success of many of these tools will continue to rely on classroom teachers as teachers play a pivotal role in technology-enhanced classrooms.

Lesson 13

Technologies for Teaching and Learning L2 Listening

Digital Affordances and New Listening Contexts

In recent years, it has become increasingly common to speak about technology tools and applications in terms of their affordances. According to Norman (1988), affordances are the perceived possibilities that a user has for such tools and applications. The term is used here in a broad sense where that "perception" is not necessarily universal but rather mediated through theory and practice toward the goals and objectives of second language learning. In this context, referring to the online language learning environment, Lyceum defines affordances as possibilities as well as limitations" having "an impact on its [Lyceum's] use". For example, the affordance of a button for turning on and off captioning in videos may differ depending on whether a teacher or learner perceives it as (1) a shortcut to comprehension that can privilege reading over listening, (2) enrichment of the audio channel to support noticing (Schmidt 1993) during dual coding (Plass and Jones' (2005) multimedia model described below), or (3) a means to identify and capture new vocabulary items (Danan 2004) in combination with the additional function of pausing.

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Vandergrift and Goh (2012) build their theoretical second language listening model oncomprehension, using as its foundation Levelt's cognitive comprehension

the defining feature of the model isits emphasis on metacognition, along with their claim that metacognitive instruction canhelp learners become more effective and efficient especially in listening tasks and activities conducted outside of class. This instruction begins with a knowledge foundation for thelearner:

- Personal knowledge (beliefs about listening and identification of individual listening problems)
- task knowledge (listening processes, different listening skills based on objectives, factors affecting performance, etc.)
- strategy knowledge (understanding of the roles of cognitive, metacognitive and affective strategies as well as identification of appropriate types for particular tasks and problems)

Cardenas-Claro and Gruba's (2013) typology of help options:

(1) use of captions and transcripts,
(2) multimedia,
(3) electronic glossaries and dictionaries,
(4) play speed control for slowing the speech rate.

Podcasting is highly beneficial for learners for example they can

- Record classes
- Students record episodes
- Good for assessing pronunciation
- Short radio shows
- Flexibility
- Playback
- Synchronization of Episodes
- University FM Radio

Lesson 14

Technologies for Teaching and Learning L2 Speaking

Maha Malik's Compilation

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Task-based instruction (TBI)

A sound curricular implementation of some of these tenets is perhaps epitomized by task-based language teaching (TBLT), although this general label can refer to any number of realizations that underscore language production and analysis of meaning through real-world activities, collaborations, and problem-solving or information-gap activities.

Most of the time, a TBI approach also includes an analytic post-phase that carefully studies the linguistic structures needed to accomplish the assigned tasks (Willis 1996). Skehan (2003) suggests that the best tasks are those that (1) are carefully structured with both a pre-planning and a post-task phase, (2) are organized around familiar information, (3) require analysis or justification, and (4) are interactive or dialogic in nature by virtue of asking the participants to work together. Obviously, the role of the instructor in choosing appropriate tasks is indispensable, especially in CALL contexts where students are necessarily required to be more autonomous while actually completing the task.

CALL Learning Environments

A common misconception about CALL is that it only refers to specific programs or mobile apps when, in fact, CALL activities not only consist of asking students to engage with the L2 by responding to prompts given by the computer, but also deal with students engaging in conversations with another person mediated through the use of the computer. The first case is called tutorial CALL and the second, social CALL, or computer-mediated communication (CMC). CMC activities themselves can be further divided into asynchronous communication events (ACMC) in deferred time or synchronous chat (SCMC) carried out in real-time. Each CALL context has its own unique set of affordances, as do the tasks themselves (Skehan 2003). Creating an online curriculum for L2 speaking, then, is not so much about choosing one type of CALL activity over another, but rather about combining the CALL tools and appropriate tasks in a variety of productive ways for L2 development

Computer-assisted Pronunciation Training (CAPT)

Pronunciation and intonation, of course, are part and parcel of learning to speak an L2 well.Many researchers (Bley-Vroman, 2009; Hulstijn, 2011) have argued that learning native- like pronunciation and intonation is a difficult or even impossible goal for most adult L2 learners and, in the overall scheme of communication, may have less importance than gaining adequate control of the frequently used lexical and grammatical structures of the target language. However, O'Brien (2006) has argued that effective communication cannot take without comprehensible pronunciation and, therefore, it merits serious attention. Since class time is limited, the tutorial CALL context, again, becomes the ideal venue for computer-assisted pronunciation training (CAPT), which is designed to allow students to take control of their learning in the risk-free environment offered by working with a non-human helper. In other words, CAPT software provides more practice time, patience, flexibility, and no penalties for making errors. Eskenazi (1999) has stressed the importance of implementing CAPT software in a way that offers diverse speech sounds from different speakers and registers. Chun's research (1998, 2002) has focused on giving students clear feedback about L2 intonation through the use of CALL software. Both Chun

(1998) and O'Brien (2006) have stressed the importance of linking instruction on L2 pronunciation with that of L2 intonation. Gorjian, Hayati, and Pourkhoni (2013) have extolled the virtues of having students study L2 pronunciation and intonation using the PRAAT acoustic analysis software.

Learners should use the following storytelling tools:

- Omeka : Open or Hosted resource for archiving and displaying images and content. Free
- Timeline.js : Using Java and a Google Sheets template, you can quickly create interactive timelines with images, videos and other content.
- We Video : All in One, scalable web based story editor
- Neatline : Mapping and Timeline Tool for Omeka Projects.
- ArcGIS Online : University of Minnesota ArcGISonline Server access.

We recommend some authentic video sources to use in the ESL classroom.

- University channels (Berkeley, Harvard, Standford, Oxford etc)
- All major TV channels – BBC/ITV/Sky
- News sites – BBC/The Argus
- YouTube (TEFLclips)
- TrueTube
- Videojug

LMS

many learning management systems (LMS) operate on platforms that allow users to record videos on the fly using Flash plugins to smoothly incorporate these clips into the LMS message system, posts, or discussion forums. The real question is how to design activities with these tools to enhance L2 speaking opportunities. Guillen and Blake (2015) have examined the speaking benefits from allowing students to post their best video recording through an LMS platform, with the added benefit of being able to rework and improve their video responses until they finally capture their best effort. These researchers found that the students' asynchronous video postings in Spanish exhibited more complex sentences and better accuracy than in their conversations from synchronous video sessions—as Robinson (2011) might have predicted given the increased planning time afforded by the asynchronous best recording format. Again, the choice of task is all-important (Hampel, 2006) and needs to be carefully thought through by the instructor because speaking proficiency, as we have previously discussed, involves accuracy, complexity, and fluency.

SLA theory is a long way from providing precise definitions for even such basic concepts such as speaking proficiency, especially when the choice of the task impacts student outcomes so dramatically and varies so much from one instructor to the next. With respect to stimulating L2 speaking, the different CALL contexts described here equip the instructor with a rich array of options that can be used to stimulate more and better L2 production. Undoubtedly, one size does not fit all and teachers will have to adapt tasks and tools to each group of students they deal with.

Likewise, new tools are being invented all the time, which is a good thing but it also creates the daunting task for the instructor of keeping up with these changes in the CALL field. Using technology can be intimidating because it keeps changing so rapidly. Continued training in the use of CALL applications to promote L2 speaking, or any other aspect of language proficiency, should be part of everyone's agenda.

Lesson 15

Technology-Enhanced SLA Research

The Interaction Approach

The interaction approach (IA) grew out of Long's Interaction Hypothesis, which was first developed in the early 1980s. Since then, it has been updated (Long, 1996) and rigorously researched. The IA essentially says that through input and interaction with interlocutors, language learners have opportunities to notice (Schmidt, 1990) differences between their formulations of the target language and the language of their conversational partners. They also receive corrective feedback, which both modifies the linguistic input they receive and pushes them to modify their linguistic output during the conversation. This interaction helps draw learners' attention to or lead them to notice a linguistic problem.

Sociocultural Theory

Sociocultural theory (SCT) has its origins in the work of Russian psychologist Lev Vygotsky in the early part of the 20th century. SCT argues that while human neurobiology is a necessary condition for higher mental processes, learning is essentially a social process whereby the most important forms of human cognitive activity develop through participation in cultural, linguistic, and historically formed settings such as family life, peer group interaction, and institutional contexts like schooling, organized social activities, and workplaces. SCT posits that everything is learned on two levels—first on the social level (between people) and only later on the individual level. Human mental functioning is a mediated process. That is, just as humans use material tools such as a hammer to mediate the act of building a table, we also can create and use inwardly directed symbolic tools such as language to mediate our psychological activity which connects the entire world in the global village.

Three SLA-relevant CALL studies

Using the four considerations discussed above, I outline three exemplary SLA-relevant CALL studies from three of the most widely employed theoretical frameworks. Each of these studies focuses on computer-mediated communication in one form or another, reflecting CMC's predominant position in CALL research in recent years.

Cognitive Approach

Payne and Whitney (2002) used Levelt's (1989) model of language production as well as key concepts from Working Memory theory (Baddeley, 1986) to explore whether SCMC can help

improve learners' L2 oral proficiency by developing the same cognitive mechanisms that underlie spontaneous conversational speech.

Interactionist approach

In a study of teacher-learner (text-based) SCMC interaction during online conferences, Smith and Renaud (2013) used eye-tracking technology to explore the relationship between L2 recasts, noticing, and learning of the recast targets.

Sociocultural theory

Most of the current research on gaming in L2 settings espouses some form of sociocultural theory as its theoretical framework. For example, Rama et al. (2012) conducted a qualitative study that examined two college-age Spanish learners' experiences while participating in the Spanish-language version of the wildly popular massively multiplayer online game (MMOG) World of Warcraft (WoW).

Does the study explicitly or implicitly investigate some aspect of the argued affordances of CALL environments?

Text-based CMC interaction has long been argued to reduce the anxiety felt by many learners as they attempt to communicate in the target language. This is largely due to the mediated nature of the online exchanges as well as the written modality. In a text-based CMC environment learners are not required to speak, just type. This low-anxiety setting has been described in previous game-based research. Additionally, CMC interaction research has identified dyadic or small group interaction as the most likely to yield more linear and cohesive dialogue.

Data in SLA-Relevant CALL Research

CALL researchers can employ computer technology to gather a variety of types of data that are not available to them in face-to-face learning settings. Generally speaking, CALL researchers collect and analyze SLA-relevant learner data in two environments. The first type is that yielded by Human-Computer interaction (HCI). An example of HCI is a learner independently using multimedia or a web-based language learning program such as an e-tutor for learning German.

Tracking Learner Behavior

Researchers track learners' behaviour by recording keystrokes, mouse clicks, scrolling up and down and other actions concerning a stimulus from the computer program (in HCI) or interlocutor.

learners can conduct following types of researches in the perspective of CALL and language technology:

i. To test functionality, accuracy of language technology tools for instance Voyant, MONK, TAPOR, POS taggers, ManyEyes, DocuBurst etc

ii. To conduct HCI research, application of tools on humans and their cognition/ mind/ learning. To what extent how can a tool increase reading speed of learners. Usually, these are experimental researches with pre-test and posttest.
iii. Tools can be extended, or new languages can be included. Such work can be done with computer prgrammers.
iv. Humans exploit these tools for better learning an detaching purposes. One tool can be used in different situations to acquire different results for instance social media mining can be done for prediction of election results, detecting hate crimes, forensic linguistics, analysis of persons who want visa on arrival etc
v. Presently, the world has tilted to digital humanities, text mining and multidisciplinary studies.
vi. Open shelf, data visualization tools are in vogue. There is need to to introduce them in academia, research, pedagogy.
vii. New linguistic varieties should be built and analysed. Code mixed and code meshed language can be studied

One of the **major challenges in conducting SLA-relevant CALL research** is dealing with the seemingly irreconcilable relationship between fast-paced technological development on the one hand and our need to fully explore in a principled way whether and how these technologies can be employed to facilitate second language acquisition, on the other. It is clear that the effectiveness of CALL for SLA cannot reside in the medium itself. Rather, effectiveness must be judged in how these technologies are put to use in ways that are consistent with theoretical and pedagogical developments in instructed SLA. Indeed, research suggests that L2 courses supported by instructional technology are at least as effective as and perhaps superior to those courses with no technology (Grgurović, Chapelle, and Shelley 2013), though it is difficult to imagine the latter. The current environment is fostering a degree of confluence of instructed SLA research with SLA-relevant CALL research, which has the potential to inform and shape SLA theory.

Impotent acronyms

- Task-based instruction (TBI)
- Computer-assisted pronunciation training (CAPT)
- computer-assisted Language learning (CALL)

Integrating Technology_Outcomes

- More engaged students
- Simplified materials
- Increased motivation and better-developed collaboration skills
- Overall increased student achievement

Effective Technology for Successful Curriculum

- Digital Books
- Classroom Clickers
- Interactive Whiteboards and Tablets

Self-developed and commercial courseware

- Self-developed courseware
- Commercial courseware

Online activities with individual study tools and portable devices

- Dictionaries, glosses, and annotations
- Concordancing tools
- Reading-level classification tools
- Speech synthesis and speech recognition
- Mobile devices

CMC technologies

- Chat
- Moo
- Email

Technologies for listening

- Digital Devices and Networks
- Content
- Controls and Help Options
- Operational
- Regulatory
- Compensatory

Cognitive perspectives on speaking proficiency

- Accuracy
- Complexity and
- fluency

Three SLA-relevant CALL studies

- Cognitive approach
- Interactionist approach
- Sociocultural theory

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