



Technology in English Language Teaching and Learning

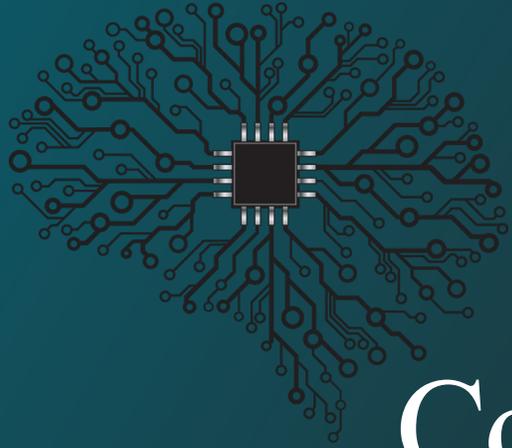
0231-2301



Teaching Frameworks: Course Outlines and Resources for OBE

Course Code	0231-2301
Course Title	Technology in English Language Teaching & Learning
Course Type	Core Course
Course Teacher	Adnan Shakur
Credit Value	3
Contact Hours	51
Total Marks	150





Course Learning Outcomes (CLOs)



Upon completion of this course, students will be able to:



Identify and evaluate the possibilities and challenges of using various technological resources, materials and activities



Evaluate technology-enhanced learning and teaching programs



Analyze a language teaching context and plan for implementation of technology to enhance teaching and learning



Engage with recent research on educational technology



Establish appropriate methods for teaching a specific group of learners

Assessment Pattern

Total Marks Per Credit 50 Marks

3 Credits Course	150 Marks
2 Credits Course	100 Marks
CIE	60%
SEE	40%

CIE- Continuous Internal Evaluation (90 Marks-60%)

Bloom's Category Marks (out of 45)	Tests (45)	Assignments (15)	Quizzes (10)	External Participation in Curricular/Co-Curricular Activities (20)
Remember	10		05	Attendance: 10 Viva-Voce: 10  
Understand	10	05	05	
Apply	10	10		
Analyze	05			
Evaluate	05			
Create	05			

Dudenev, G.&Hockly,N. (2008). How to Teach English with Technology. England: Pearson.

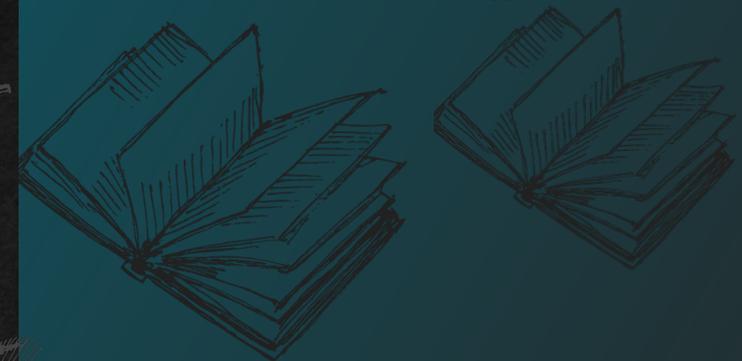
Erben, T., Ban, R. & Castaneda, M. (2009). Teaching English Language Learners through technology. New York: Routledge.

Erben, T &Sarieva, I. (2008). CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom.

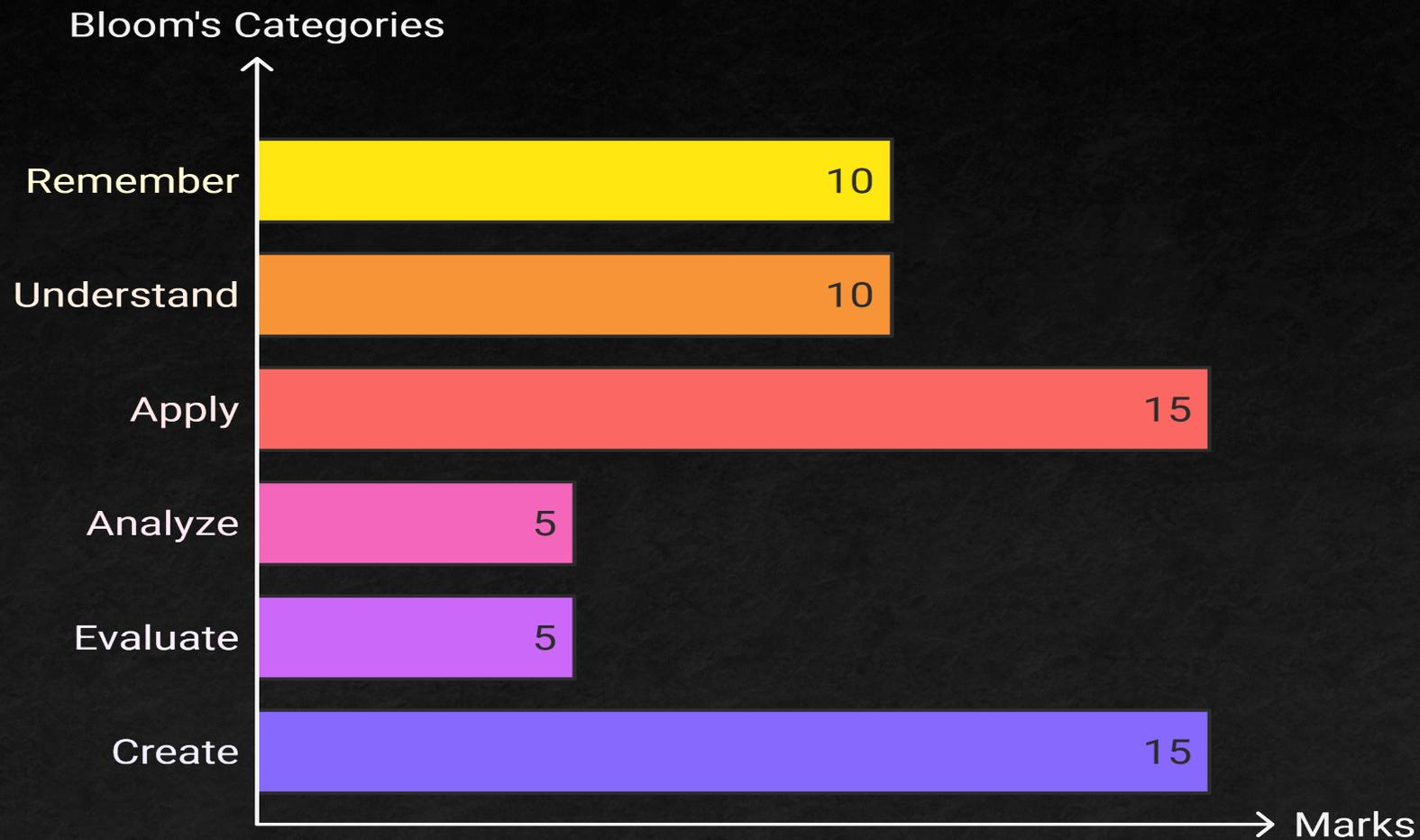
Larchmont, NY: Eye On Education.



Suggested Readings



SEE- Semester End Examination (60 Marks-40%)



Distribution of Cognitive Skill Tests

Course plan specifying content, teaching-learning and assessment strategy mapped with CLOs

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introduction: Overview of the role of technology in ESL/EFL education, key issues, and debates	Lecture, group discussion, reading recent articles	<ul style="list-style-type: none"> • Reflection paper on technology integration • Summative Exam 	CLO-1, CLO-4
2	<ul style="list-style-type: none"> • Computer-Mediated Communication (CMC) and Language Learning • Computer Assisted Language Learning (CALL) 	Demonstration of CMC tools, case studies	<ul style="list-style-type: none"> • Group presentation on CMC effectiveness • Summative Exam 	CLO-1, CLO-2
3	Benefits and Challenges of CMC in Virtual Classrooms	Comparative analysis, peer discussions	<ul style="list-style-type: none"> • Quiz 1 (CMC and virtual classrooms) • Summative Exam 	CLO-1, CLO-3
4	Mobile-Assisted Language Learning (MALL): Benefits and Challenges	Hands-on practice with MALL apps	<ul style="list-style-type: none"> • Review paper on MALL implementation • Summative Exam 	CLO-1, CLO-3

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
5	Technological Integration in Physical Classroom : Pedagogical Frameworks	Classroom experiments, mobile-based activities	<ul style="list-style-type: none"> • Assignment 1: Designing a lesson plan with mobile integration • Summative Exam 	CLO-3, CLO-5
6	Generative AI and Language Teaching	AI tool demonstrations, student-led discussions	<ul style="list-style-type: none"> • Quiz 2 (AI applications in education) • Summative Exam 	CLO-2, CLO-4
7	Practical Applications of AI for Writing	AI-based writing tasks and peer review	<ul style="list-style-type: none"> • AI-generated essay analysis • Summative Exam 	CLO-2, CLO-5
8	Practical Applications of AI for Pronunciation and Speaking	AI speech analysis, role-playing activities	<ul style="list-style-type: none"> • Speech assessment using AI tools • Summative Exam 	CLO-2, CLO-5

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
9	Digital Tools for Language Instruction	Hands-on training with digital tools	<ul style="list-style-type: none"> • Assignment 2: Evaluating digital tools for teaching • Summative Exam 	CLO-1, CLO-2
10	Using Multimedia, Apps, and Software for Language Teaching	Interactive workshops, software testing	<ul style="list-style-type: none"> • Quiz 3 (Multimedia and apps in language learning) • Summative Exam 	CLO-3, CLO-5
11	Social Networking and Language Learning	Group discussions, case studies	<ul style="list-style-type: none"> • Blog post or discussion forum participation • Summative Exam 	CLO-1, CLO-2
12	Using Social Networking Sites for Language Teaching and Learning	Social media-based activities	<ul style="list-style-type: none"> • Reflective journal on social media learning experiences • Summative Exam 	CLO-3, CLO-5

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
13	Gamified Language Instruction	Game-based learning activities	<ul style="list-style-type: none"> • Design a gamified lesson module • Summative Exam 	CLO-1, CLO-3
14	Gamification of Teaching Modules for Language Instruction	Interactive gaming sessions	<ul style="list-style-type: none"> • Quiz 4 (Gamification in language teaching) • Summative Exam 	CLO-2, CLO-5
15	Technology and Language Assessment: Tools for Language Testing and Assessment	Hands-on assessment tool exploration	<ul style="list-style-type: none"> • Comparative analysis of digital assessment tools • Summative Exam 	CLO-3, CLO-4
16	Implementing E-Assessment for Language Proficiency	Online testing and evaluation	<ul style="list-style-type: none"> • E-assessment case study • Summative Exam 	CLO-2, CLO-5

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
17	Methods for Evaluating the Effectiveness of Technology in Language Teaching	Data analysis of tech-based learning outcomes	<ul style="list-style-type: none"> • Research paper on effectiveness of technology • Summative Exam 	CLO-1, CLO-4
18	Wrap-Up Class & Final Summative Exam	Final discussions, feedback session	<ul style="list-style-type: none"> • Comprehensive • Summative Exam (Covering all CLOs) 	All CLOs



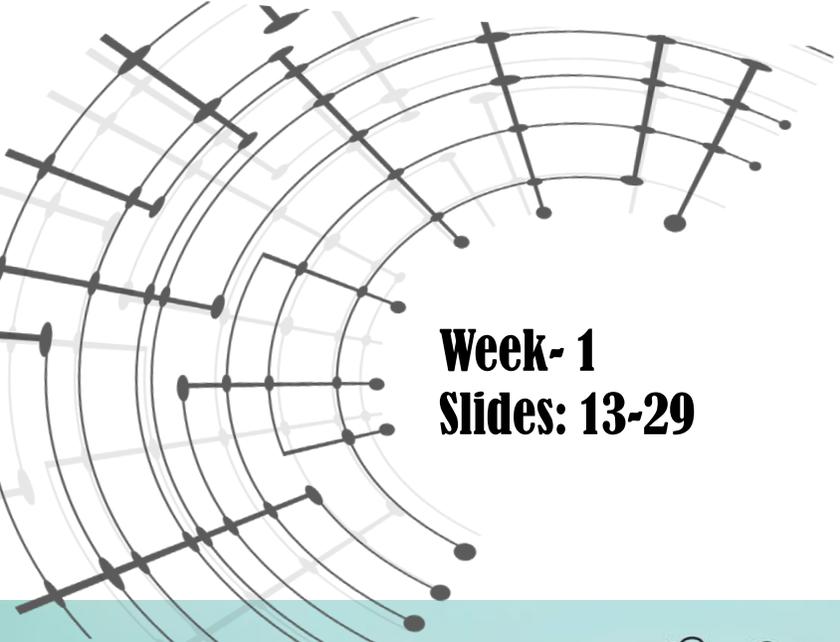


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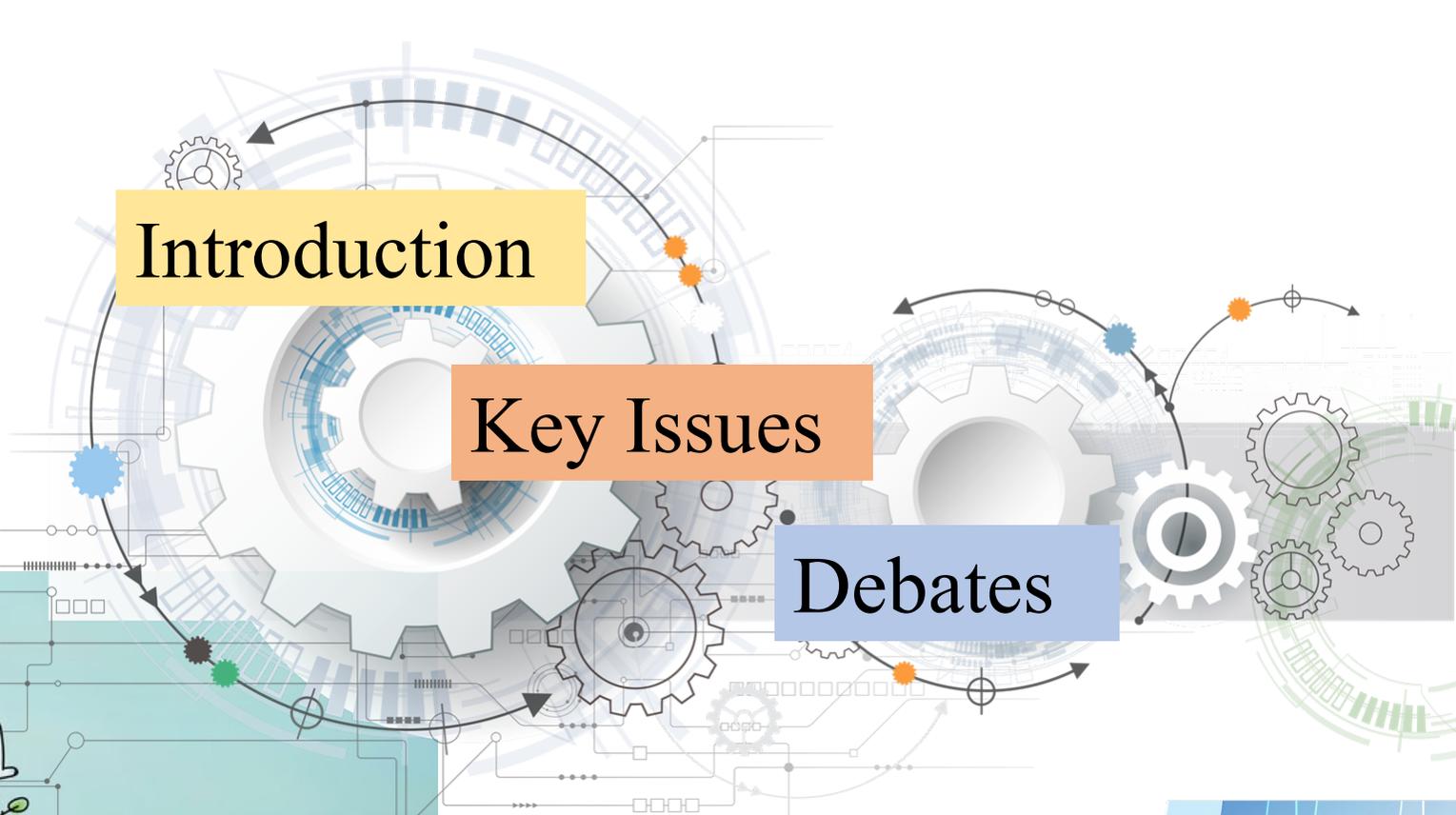
Office hours:
9:00am-5:00pm B3; Room 201

Please send all questions to:
adnanshakur2@gmail.com





Week- 1
Slides: 13-29



Introduction

Key Issues

Debates



ENGLISH



EFL

VERSUS

ESL

ESL (English as a Second Language) refers to learning English in a country where English is the primary language, while EFL (English as a Foreign Language) refers to learning English in a country where it is not the primary language (Harmer, 2007).



EFL

EFL refers to teaching and learning English as a foreign language

Involves studying English in a country where English isn't the dominant language (for example, countries like China, Russia, Japan)

EFL learners learn English language mainly as a mode of survival in an English-speaking country

ESL

ESL refers to learning and teaching English as a second language

Involves learning English in a country where English is widely used, such as Australia, the UK, and the US

ESL students are frequently exposed to real-life experiences, which allow them to apply the linguistic knowledge they have acquired inside the classroom into real-life scenarios

With globalization and technological advancements, the role of technology in language education has significantly increased (Warschauer & Kern, 2000).

Technology enables more dynamic, interactive, and engaging language learning experiences (Chapelle, 2003).

It facilitates individualized learning, allowing students to progress at their own pace and access diverse resources (Bax, 2011).



Importance of Technology in Language Learning

- **Self-Paced Learning:** Students can control their learning process, review materials, and revisit lessons as needed (Beatty, 2013).
- **Access to Authentic Materials:** Online resources such as news websites, YouTube, TED Talks, and podcasts provide exposure to real-world English usage (Gilmore, 2007).
- **Interactive Learning:** Technology fosters engagement through gamified lessons, interactive exercises, and real-time feedback (Dudeny & Hockly, 2012).
- **Breaking Geographical Barriers:** Online platforms connect learners with native speakers and instructors worldwide, making language immersion more accessible (Warschauer, 2004).



Types of Technology Used in ESL/EFL

A. Computer-Assisted Language Learning (CALL)

•CALL involves the use of computers to aid language learning through software applications, multimedia tools, and online platforms (Bax, 2003).

•Examples:

- Rosetta Stone: Provides structured lessons and interactive speaking exercises (Levy, 1997).
- Duolingo: Uses gamification to enhance vocabulary and grammar learning (Chappelle & Sauro, 2017).
- Grammarly: Assists with grammar correction and writing improvement (Heift & Schulze, 2007).



+Babbel

B. Mobile-Assisted Language Learning (MALL)

• Mobile devices facilitate on-the-go learning, making it easier for students to integrate English practice into daily routines (Stockwell, 2010).

• **Examples:**

- Babbel: Focuses on conversation-based learning (Godwin-Jones, 2011).
- Pronunciation Tools: Apps like Elsa Speak help learners improve pronunciation with AI feedback (Mora & Rochdi, 2018).



ELSA



coursera

C. Online Learning Platforms

- Virtual classrooms provide opportunities for real-time interaction with instructors and peers (Hampel & Stickler, 2005).
- Learning Management Systems (LMS) streamline coursework, assignments, and discussions (Blake, 2008).
- **Examples:**
 - Moodle: An open-source LMS with customizable features for teachers and learners (Dillenbourg, 2013).
 - Coursera & Udemy: Offer structured courses in English language learning (Hauck & Warnecke, 2012).
 - Google Classroom: Integrates assignments, discussions, and resources into a single platform (Rodriguez, 2020).

 **udemy**[™]


moodle



Google Classroom

D. Artificial Intelligence (AI) and Chatbots

•AI-driven tools provide automated feedback, personalized learning paths, and simulated conversations (Xie, 2017).

•Examples:

- ChatGPT: Engages learners in realistic conversations and grammar correction (Meurers et al., 2010).
- Elsa Speak: Uses AI to assess pronunciation accuracy and fluency (Pennington & Ellis, 2000).
- Grammarly: Offers AI-based writing assistance (Brock & Farmer, 2019).





Kahoot!

Quizlet

E. Gamification and Interactive Learning

•Gamification increases motivation and retention by incorporating game elements into learning (Gee, 2003).

•**Examples:**

- Kahoot: Creates quizzes and competitions to reinforce learning (Sailer et al., 2017).
- Quizlet: Uses flashcards and interactive exercises for vocabulary building (Nation, 2001).
- BBC Learning English: Provides educational games for language learners (Pachler, 2010).



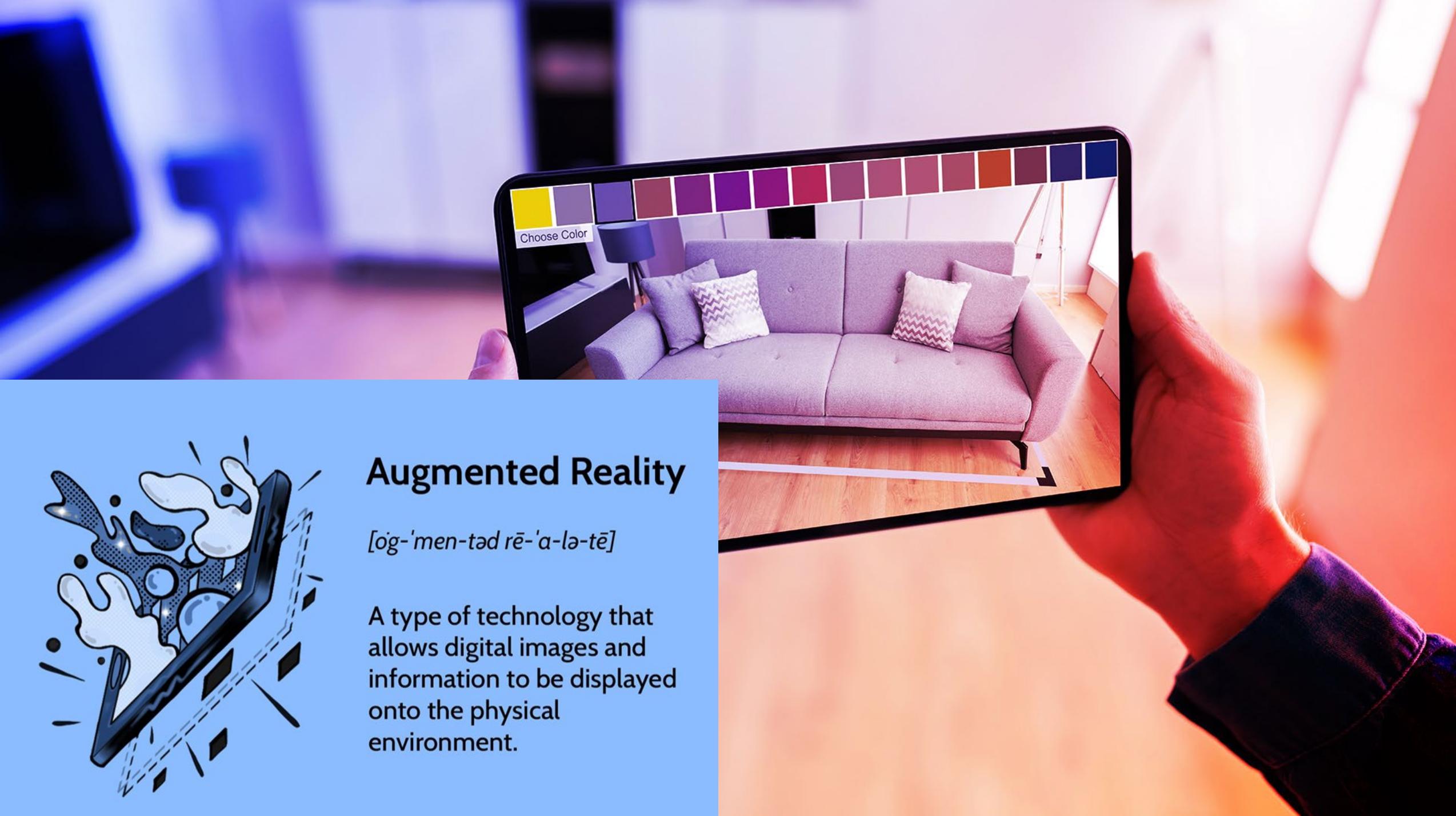
F. Virtual Reality (VR) and Augmented Reality (AR)

•VR and AR create immersive environments where students can practice language skills in real-world scenarios (Godwin-Jones, 2016).

•Examples:

- Mondly VR: Uses virtual scenarios for conversation practice (Liu, 2019).
- Google Expeditions: Provides interactive experiences in different cultural and linguistic contexts (Perry, 2015).





Augmented Reality

[ɔg-'men-təd rē-'a-lə-tē]

A type of technology that allows digital images and information to be displayed onto the physical environment.

Benefits of Technology in ESL/EFL

- **Enhanced Engagement and Motivation:** Interactive tools and gamification make learning enjoyable (Sykes, 2008).
- **Personalized Learning Experience:** AI adapts lessons to individual proficiency levels and needs (Levy & Hubbard, 2005).
- **Immediate Feedback and Assessment:** Language tools provide instant corrections and suggestions (Chapelle & Voss, 2016).
- **Collaboration and Communication:** Online forums, discussion boards, and video conferencing support peer interaction (Meskill & Anthony, 2010).
- **Exposure to Diverse Linguistic and Cultural Resources:** Students can engage with global English content through videos, blogs, and online courses (Kramersch, 2014).



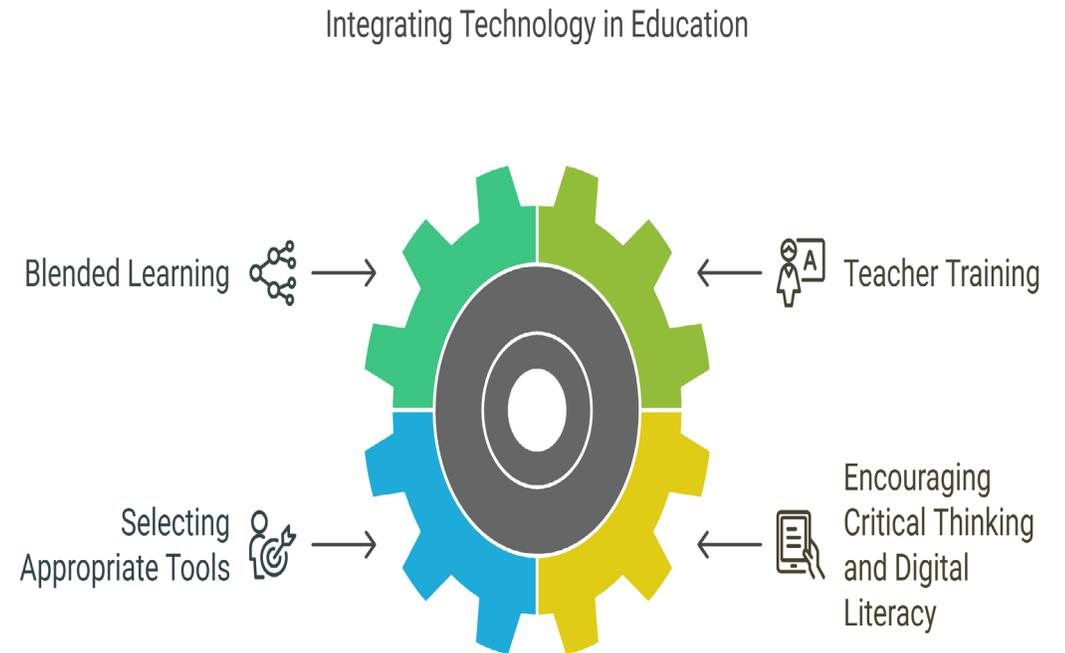
Challenges of Using Technology in ESL/EFL

- **Digital Divide:** Limited access to technology in underprivileged regions restricts learning opportunities (Selwyn, 2004).
- **Lack of Digital Literacy:** Some learners and educators struggle with navigating technology effectively (Hague & Payton, 2011).
- **Over-Reliance on Technology:** Excessive dependence on digital tools may hinder face-to-face communication skills (Blake, 2013).
- **Data Privacy and Security Concerns:** Online learning environments must address risks related to student data protection (Solomon & Schrum, 2007).



Strategies for Effective Integration of Technology

- **Blended Learning:** Combining traditional classroom teaching with digital resources enhances flexibility (Bonk & Graham, 2012).
- **Teacher Training:** Educators must be equipped with the skills to incorporate technology effectively (Reinders & Hubbard, 2013).
- **Selecting Appropriate Tools:** Ensuring that chosen technologies align with learning goals and students' proficiency levels (Hampel, 2006).
- **Encouraging Critical Thinking and Digital Literacy:** Teaching students to evaluate online sources and use digital tools responsibly (Livingstone, 2008).



Technology continues to transform ESL/EFL education by making learning more accessible, engaging, and personalized (Warschauer, 2011).

Future advancements in AI, VR, and personalized learning will further enhance language acquisition (Stockwell, 2022).

Despite challenges, thoughtful integration of technology can greatly benefit both educators and learners in ESL/EFL settings (Chapelle, 2017).



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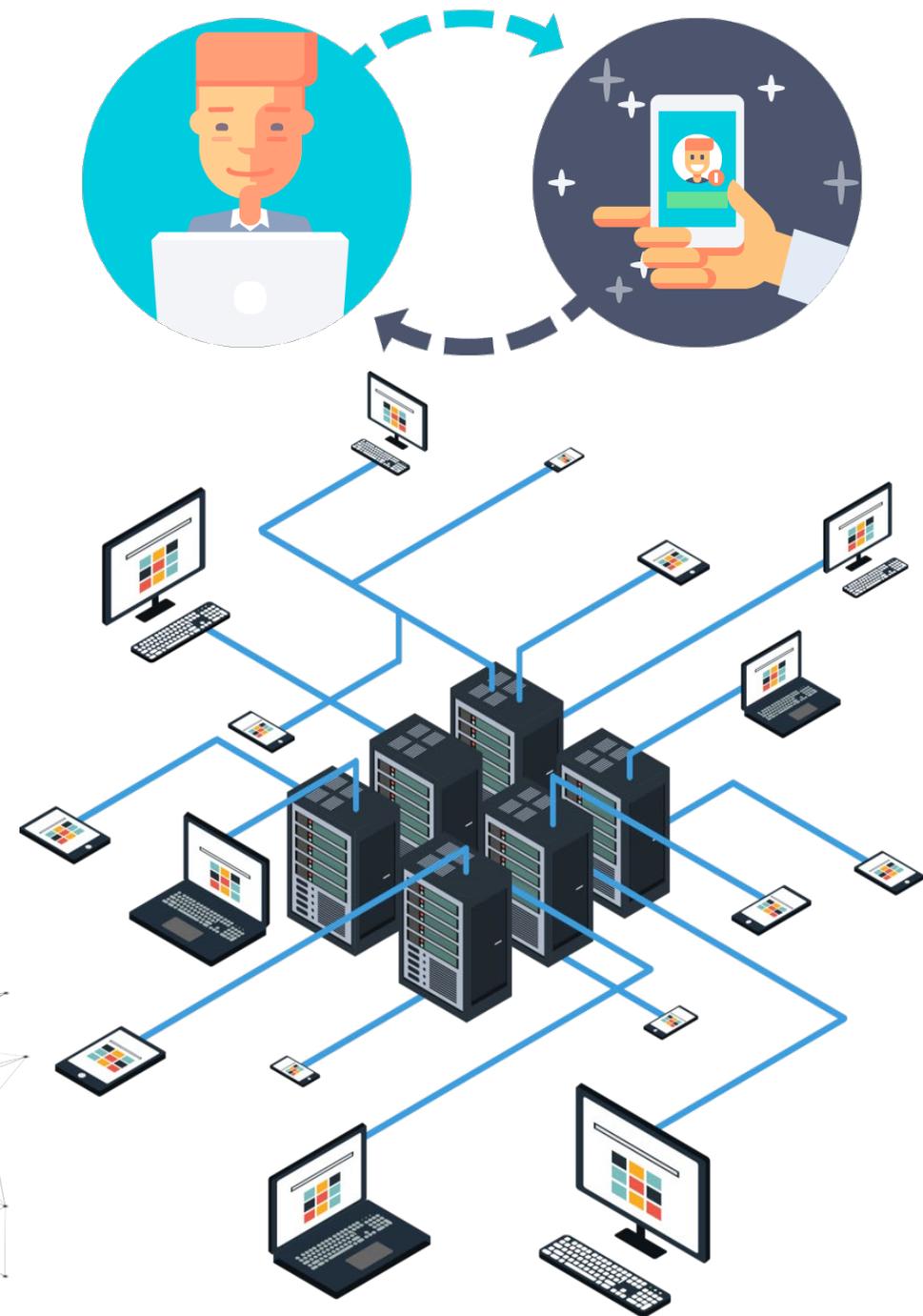
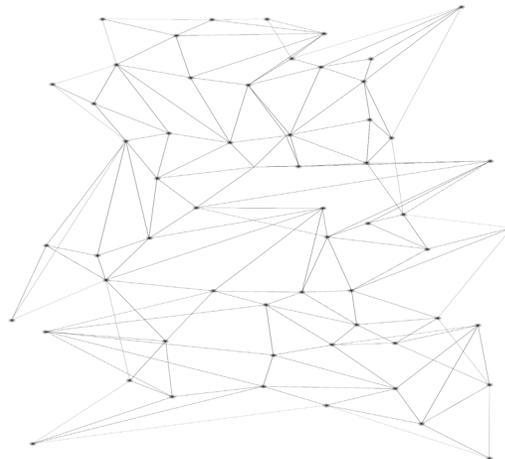


Computer-Mediated Communication (CMC) and Language Learning

Week- 2 & 3
Slides: 30-40



Computer-Mediated Communication (CMC) refers to any human communication that occurs through the use of digital devices. In the context of language learning, CMC is widely used in virtual classrooms to facilitate interaction, collaboration, and engagement. This lecture explores the benefits and challenges of CMC in language learning.



Types of CMC in Language Learning

CMC can be classified into two main types:

- **Synchronous CMC** (Real-time communication): Includes video conferencing, live chats, and virtual classrooms where students and instructors interact simultaneously (e.g., Zoom, Microsoft Teams, Google Meet).

- **Asynchronous CMC** (Delayed communication): Involves discussion boards, emails, recorded lectures, and text messaging where learners can respond at their convenience (e.g., Moodle forums, Google Classroom, Emails, WhatsApp groups).



Computer-Mediated Communication (CMC) vs. Computer-Assisted Language Learning (CALL)

CMC and CALL are related but distinct concepts in language learning:

Feature	CMC	CALL
Primary Focus	Communication & Interaction	Instruction & Practice
Mode	Synchronous & Asynchronous communication	Self-paced learning tools
Role of Technology	Medium for human interaction	Teaching aid for structured learning
Examples	Video calls, emails, chat forums	Language learning apps, grammar checkers

CMC refers to technology-facilitated communication, focusing on real-time or delayed interactions between learners and instructors.

CALL is a broader concept, including all computer-based tools designed to support language learning, such as grammar checkers, pronunciation software, and interactive exercises.

Relationship: CMC can be considered a subset of CALL since communication technologies (like video conferencing and discussion forums) can be integrated into structured language learning environments.

Benefits of CMC in Virtual Classrooms

A. Enhanced Interaction and Communication

- Encourages participation, especially for shy students who may feel hesitant to speak in face-to-face settings.
- Provides multiple communication channels (text, voice, video) to suit different learning preferences.
- Promotes peer collaboration through group discussions and shared online projects.

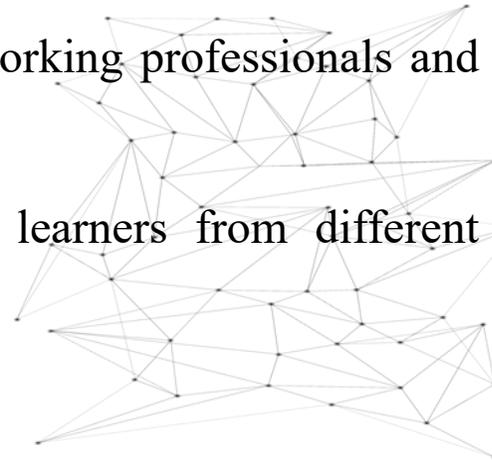


B. Increased Access to Language Resources

- Learners can access multimedia content (videos, podcasts, online dictionaries, and pronunciation tools).
- Online forums and blogs help students engage with authentic language use.
- AI-based tools (e.g., Grammarly, Google Translate) assist in writing and grammar correction.

C. Flexibility and Convenience

- Learners can study at their own pace, making it easier for working professionals and students with time constraints.
- Recorded sessions allow students to revisit lessons anytime.
- Enables global classroom environments, bringing together learners from different cultural and linguistic backgrounds.



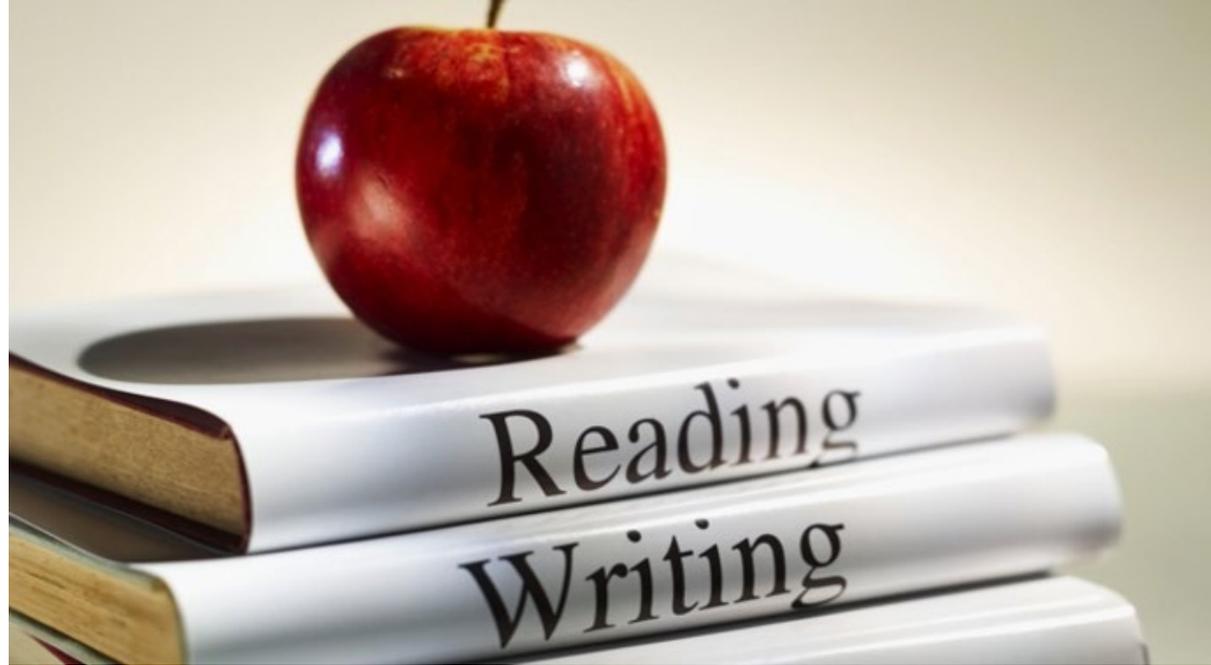
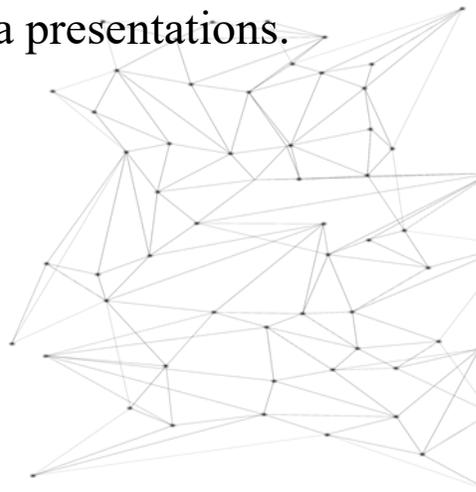


D. Improved Writing and Reading Skills

- Asynchronous communication (e.g., emails, discussion posts) helps students develop writing proficiency.
- Exposure to authentic written discourse enhances reading comprehension.

E. Increased Student Engagement

- Gamified learning and interactive activities (quizzes, role-playing, simulations) increase motivation.
- Encourages creativity in assignments through digital storytelling, blog writing, and multimedia presentations.



Challenges of CMC in Virtual Classrooms

A. Technological Barriers

- Limited access to high-speed internet and advanced digital devices in some regions.
- Technical issues such as software crashes, lag in video/audio, and connectivity problems disrupt learning.
- Lack of digital literacy among students and teachers.

B. Reduced Face-to-Face Interaction

- Absence of non-verbal cues like body language and facial expressions can lead to misinterpretations.
- Reduced opportunities for spontaneous conversation and real-time feedback.
- Feelings of isolation or lack of community in virtual learning environments.

C. Motivation and Engagement Issues

- Some students may struggle with self-discipline and time management in asynchronous learning.
- Online distractions (social media, multitasking) reduce focus during lessons.
- Lack of immediate teacher supervision can lead to decreased participation.

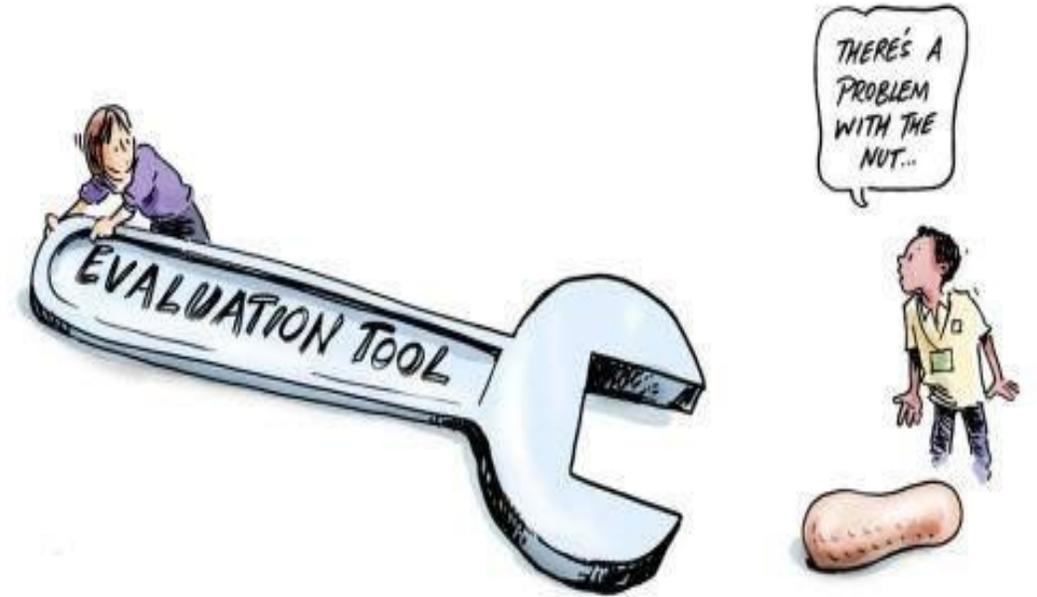


D. Assessment and Feedback Challenges

- Difficulty in assessing speaking and listening skills effectively through CMC.
- Plagiarism and academic dishonesty become easier in online environments.
- Delayed feedback in asynchronous learning can affect student progress.

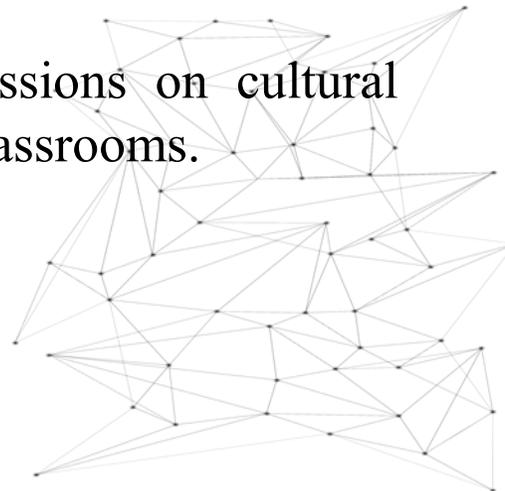
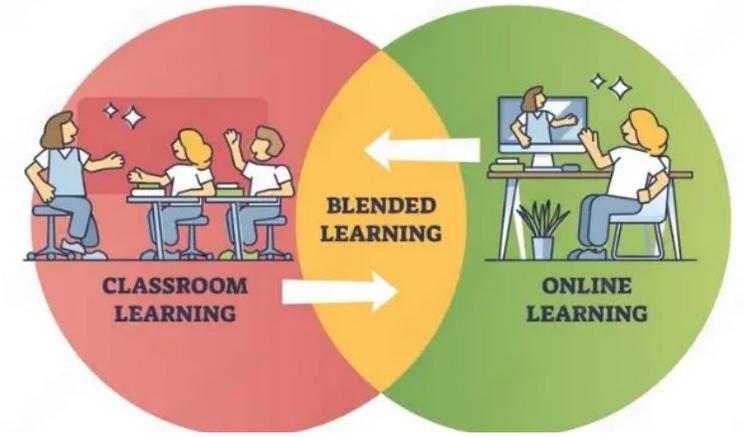
E. Cultural and Language Barriers

- Differences in communication styles and linguistic backgrounds can lead to misunderstandings.
- Language learners may feel anxious about making mistakes in written or spoken communication.



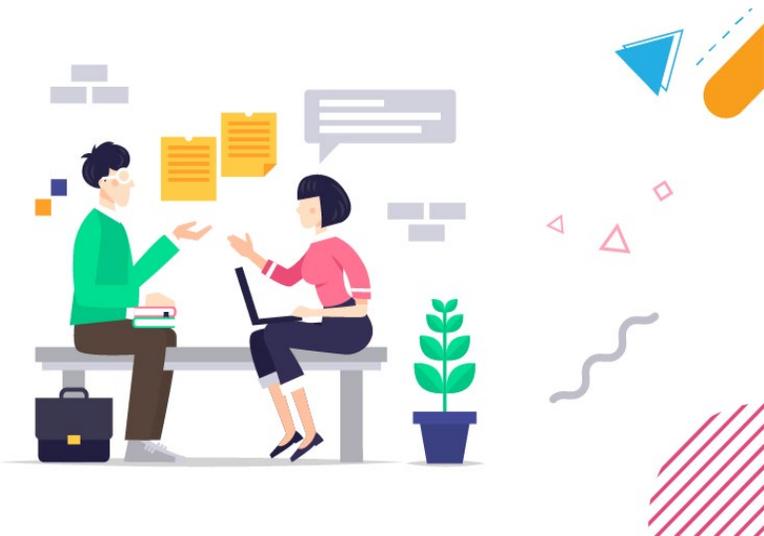
Strategies to Maximize CMC Benefits in Language Learning

- **Blended Learning Approach:** Combine synchronous and asynchronous activities to balance real-time engagement and self-paced learning.
- **Use of Interactive Tools:** Incorporate digital whiteboards, polls, breakout rooms, and AI chatbots to enhance interaction.
- **Digital Literacy Training:** Provide training for students and teachers on using digital platforms effectively.
- **Regular Feedback and Monitoring:** Use automated assessments and peer review methods to ensure timely feedback.
- **Cultural Awareness Training:** Encourage discussions on cultural diversity to foster better communication in virtual classrooms.





Computer-Mediated Communication (CMC) plays a crucial role in modern language learning by offering accessibility, flexibility, and innovative ways to engage learners. However, it also presents challenges that require careful planning and technological support to ensure effective learning outcomes. By implementing strategic solutions, educators can maximize the benefits of CMC in virtual classrooms and create a more inclusive and productive learning environment.







Week- 4
Slides: 13-29

MALL

Adnan Shakur
Lecturer and Deputy Head
Department of English
University of Global Village (UGV), Barishal

Mobile-assisted language learning (MALL) is language learning that is assisted or enhanced through the use of a handheld mobile device.

MALL is a subset of both **Mobile Learning (m-learning)** and computer-assisted language learning (CALL). MALL has evolved to support students' language learning with the increased use of mobile technologies such as mobile phones (cellphones), MP3 and MP4 players, PDAs and devices such as the iPhone or iPad. With MALL, students are able to access language learning materials and to communicate with their teachers and peers at any time, anywhere.



Importance of MALL

- ❑ Enhances accessibility and flexibility in learning.
- ❑ Provides interactive and engaging content. Encourages self-paced learning.
- ❑ Supports collaborative learning through social media and online platforms.



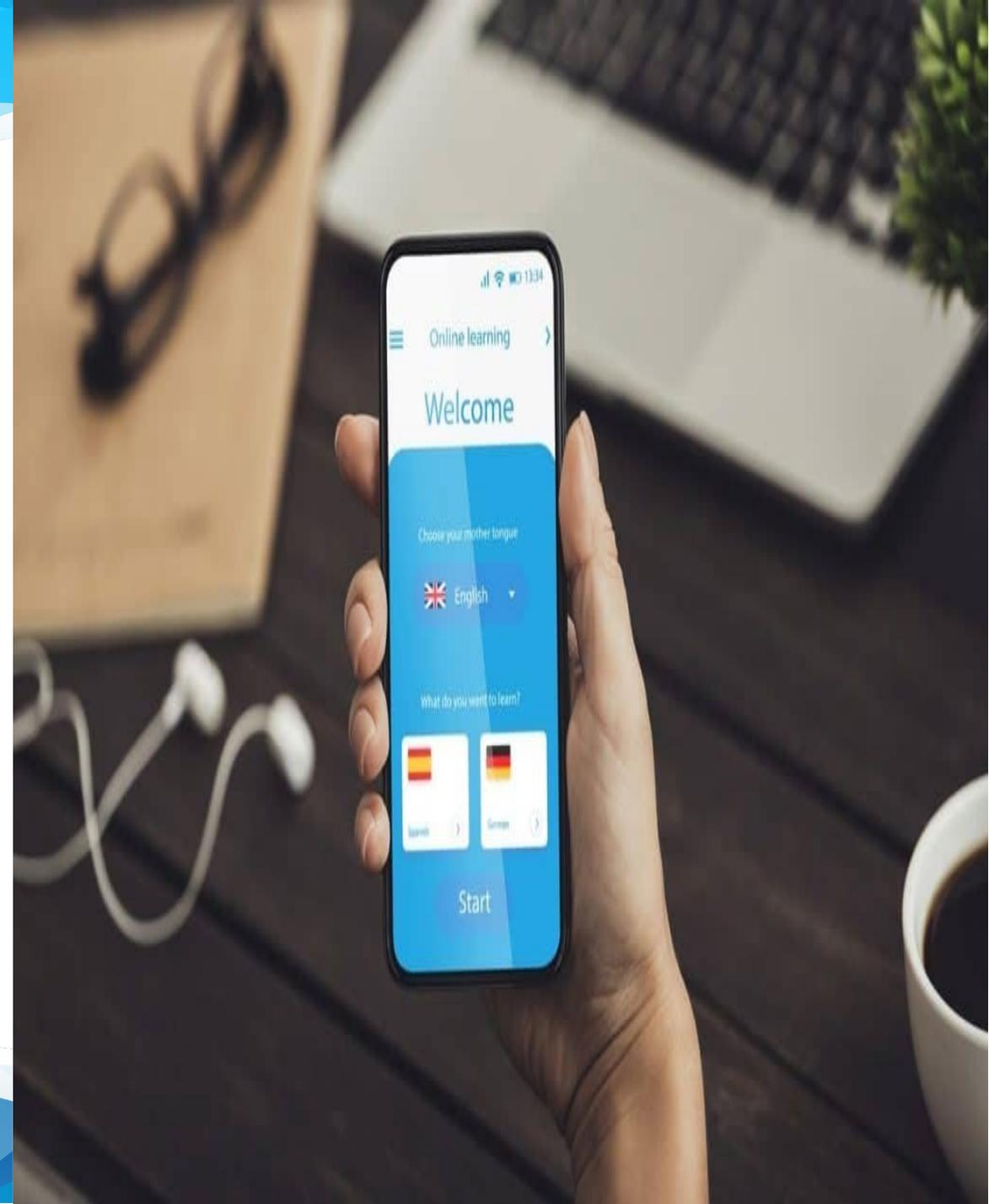
Features of MALL

- **Portability:** Learners can access materials on the go.
- **Connectivity:** Enables real-time communication and collaboration.
- **Personalization:** Content can be tailored to individual needs.
- **Multimodality:** Incorporates text, audio, video, and interactive exercises.
- **Instant Feedback:** Many apps provide immediate corrections and suggestions.



Tools and Applications for MALL

- **Language Learning Apps:** Duolingo, Babbel, Rosetta Stone, Memrise.
- **Flashcard Apps:** Anki, Quizlet.
- **Speech Recognition Tools:** Google Voice, Speechling.
- **Grammar Checkers:** Grammarly, Hemingway Editor.
- **Translation Tools:** Google Translate, DeepL.
- **Podcasts & Audiobooks:** BBC Learning English, Audible.





Benefits of MALL

- **Flexibility in Learning:** Can be used anytime and anywhere.
- **Increases Motivation:** Gamification and interactive elements make learning fun.
- **Enhances Listening & Speaking Skills:** Exposure to native speakers through audio and video content.
- **Provides a Collaborative Learning Environment:** Students can interact via discussion forums and social media.
- **Supports Autonomous Learning:** Encourages self-directed learning strategies.

Challenges of MALL

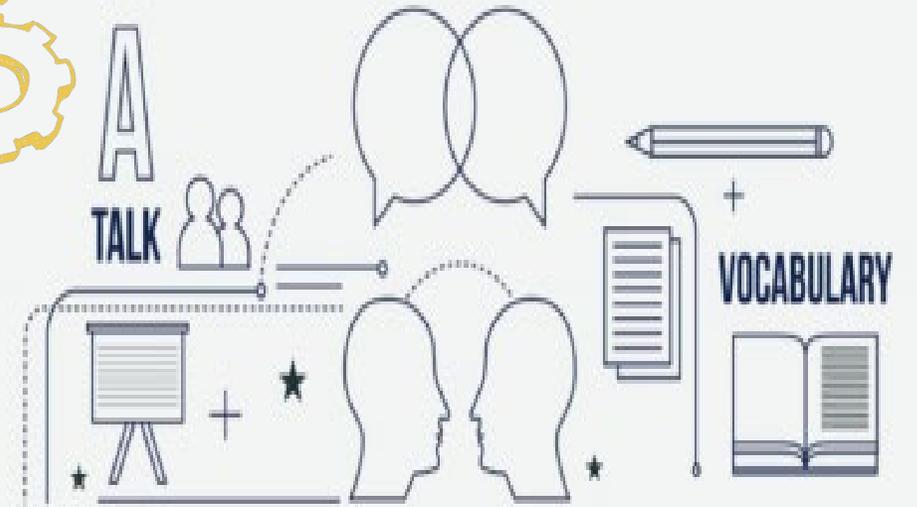
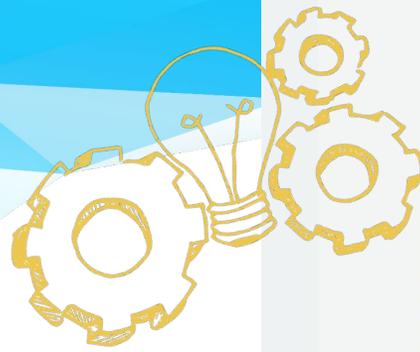
Digital Divide: Not all learners have access to advanced mobile technology.

Distractions: Social media and other mobile apps can divert attention.

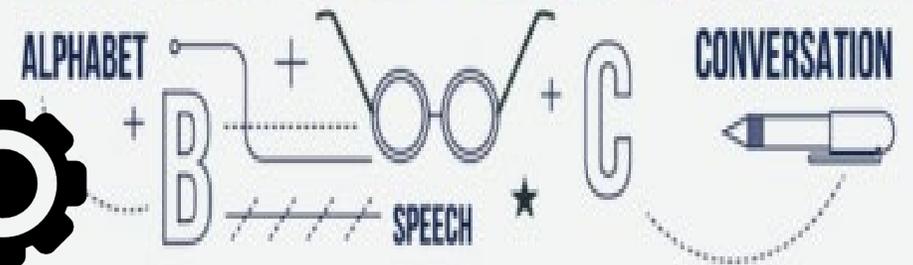
Limited Screen Size: Can affect reading and writing activities.

Internet Dependency: Some apps require continuous internet access.

Quality Control: Not all language learning apps provide accurate information.



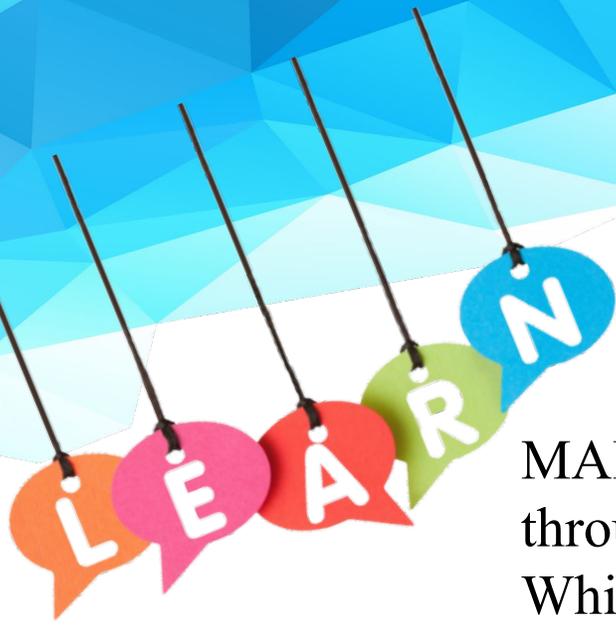
LANGUAGE



Strategies for Effective MALL Integration

- **Select Reliable Apps:** Choose well-reviewed and effective learning applications.
- **Set Learning Goals:** Establish clear objectives and track progress.
- **Balance Learning & Entertainment:** Avoid distractions from non-educational apps.
- **Engage in Interactive Activities:** Use discussion forums and voice chats.
- **Combine with Traditional Methods:** Use MALL as a supplementary tool rather than a replacement.



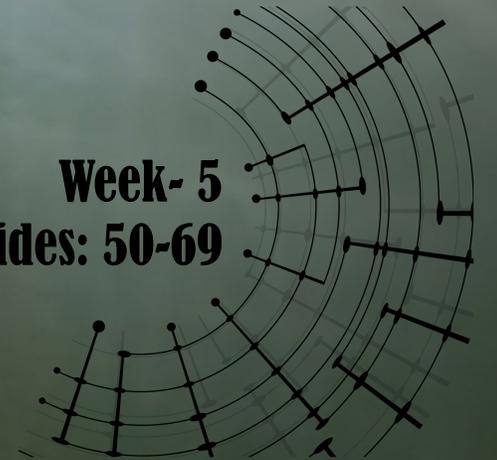


MALL is a powerful tool that enhances language learning through accessibility, personalization, and interactivity. While it presents some challenges, effective strategies can help maximize its benefits. Educators and learners must integrate MALL thoughtfully to make the most of its potential.



Technological Integration in Physical Classroom : Pedagogical Frameworks

Week- 5
Slides: 50-69



Pedagogy

Pedagogy refers to the method and practices of a teacher.

It's how they approach their teaching style, and relates to the different theories they use, how they give feedback, and the assessments they set.

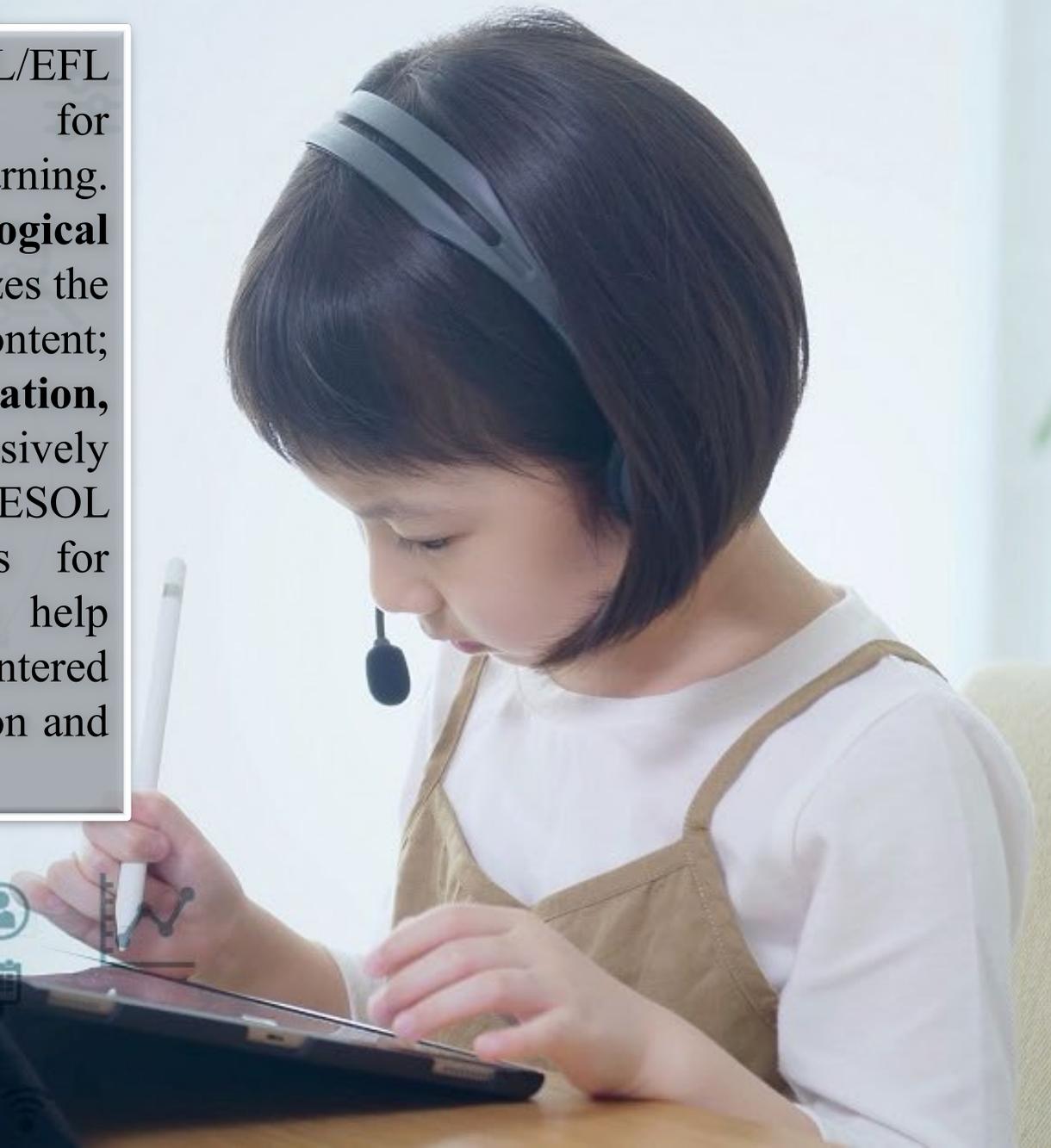
When people refer to the pedagogy of teaching, it means how the teacher delivers the curriculum to the class.

When planning a lesson, teachers consider the best way to communicate the relevant information to enable pupils the best possible learning experience. They will take into account the context of the subject and also their own teaching preferences.

This delivery depends on the age of the children and the classroom setting



Technological integration frameworks in ESL/EFL classrooms provide structured approaches for incorporating technology to enhance language learning. Common frameworks include **TPACK (Technological Pedagogical Content Knowledge)**, which emphasizes the interplay between technology, pedagogy, and content; **SAMR (Substitution, Augmentation, Modification, Redefinition)** which guides educators in progressively integrating technology for deeper learning; and TESOL Technology Standards, which offer guidelines for effective digital tool usage. These frameworks help teachers create engaging, interactive, and student-centered learning experiences, improving language acquisition and communication skills.





The TPACK (Technological Pedagogical Content Knowledge) framework was developed by Mishra & Koehler (2006) to help educators integrate technology effectively into their teaching.

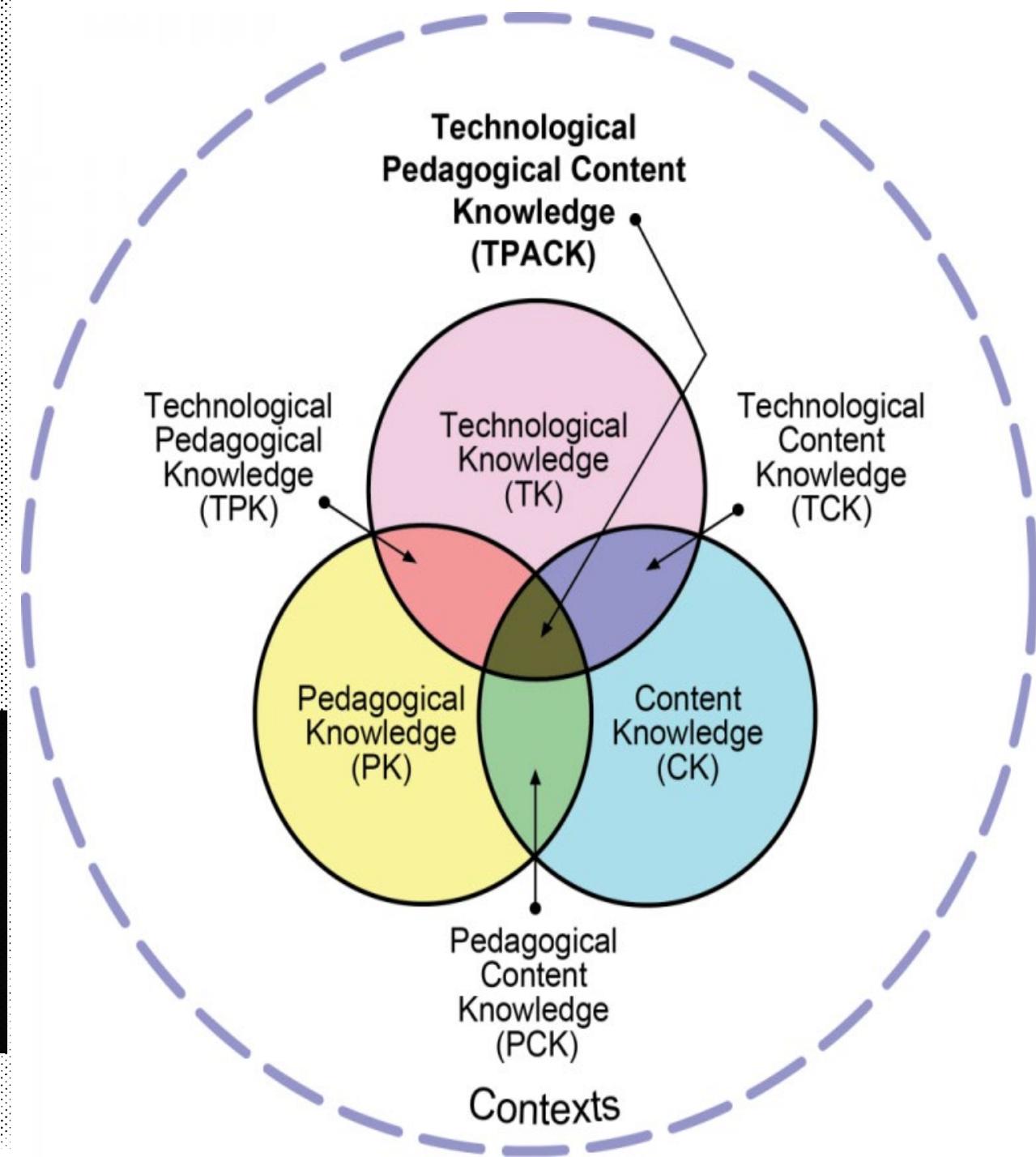
Punya Mishra (Arizona State University) and **Matthew J. Koehler** (Michigan State University) are educational researchers known for developing the **TPACK (Technological Pedagogical Content Knowledge) framework** in 2006. Mishra, a professor at ASU, specializes in creativity, educational technology, and teacher education, while Koehler, a professor at MSU, focuses on learning technologies and instructional design. Their TPACK model provides a structured approach to integrating technology into teaching, widely used in teacher education to enhance digital learning practices.



The TPACK model is a framework by which educators can effectively integrate technology into their teaching. Educators bring a variety of knowledge and expertise into the classroom, especially with regard to the subject matter they teach and how to teach it. When planning to use educational technology, an educator must also consider their knowledge of technology and how it can impact daily instruction. To feel confident in making decisions about how and when to use educational technology to effectively support student learning, educators can refer to the TPACK model.

What are the 7 components of TPACK?

- ✓ Content knowledge (CK)
- ✓ Pedagogical knowledge (PK)
- ✓ Technology knowledge (TK)
- ✓ Pedagogical content knowledge (PCK)
- ✓ Technological content knowledge (TCK)
- ✓ Technological pedagogical knowledge (TPK)
- ✓ Technological pedagogical content knowledge (TPACK)



1. Content knowledge (CK)

Content knowledge (CK) refers to the educator's knowledge of the subject matter they are teaching and how this subject matter differs from that in other grade levels or subject areas.



For example, when planning the content of a lesson, an educator may start with their state standards, identify where they are in their curriculum's scope and sequence, and consider what their students already know. Using their content knowledge, they would also set objectives for the day's lesson that outline the skills and subject matter with which students should leave.



2. Pedagogical knowledge (PK)

An educator's pedagogical knowledge (PK) is their understanding of teaching methods and theories. This includes, but is not limited to, best practices for student learning, classroom management, and lesson creation and delivery.

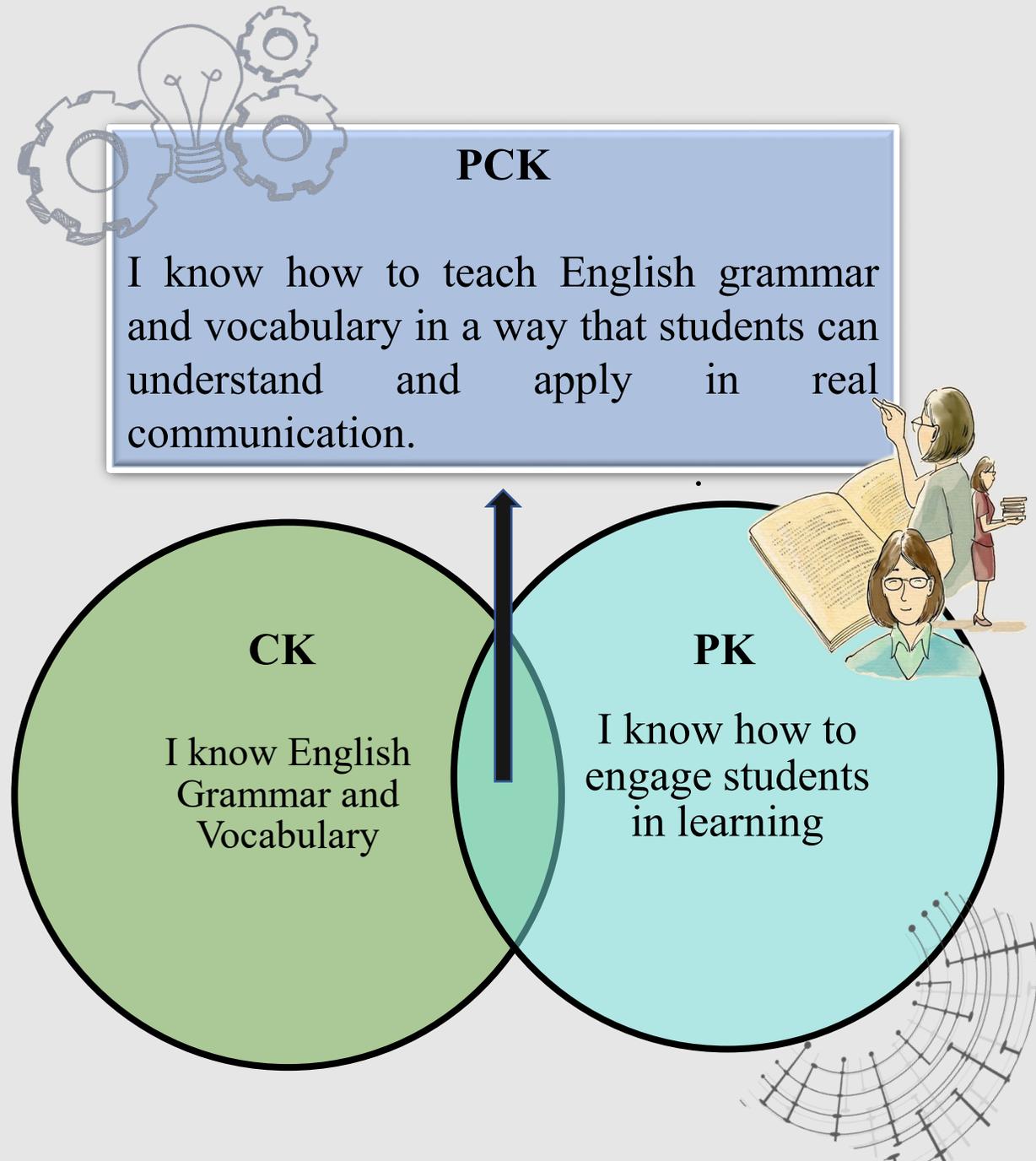
For instance, an educator will use their pedagogical knowledge when planning a lesson to decide that the lesson needs multiple opportunities for students to actively engage with the content to keep them on task. In addition, they may also recognize the need for formative assessment throughout the lesson and decide to include many opportunities for students to demonstrate their understanding and ask questions.



3. Pedagogical content knowledge (PCK)

Pedagogical content knowledge (PCK) represents an educator's knowledge of the teaching methods and theories that best support the specific content they are teaching. PCK recognizes that effective teaching is more than just content area expertise and differentiates between the artist and the art teacher, or the scientist and the science teacher, to name a few examples.

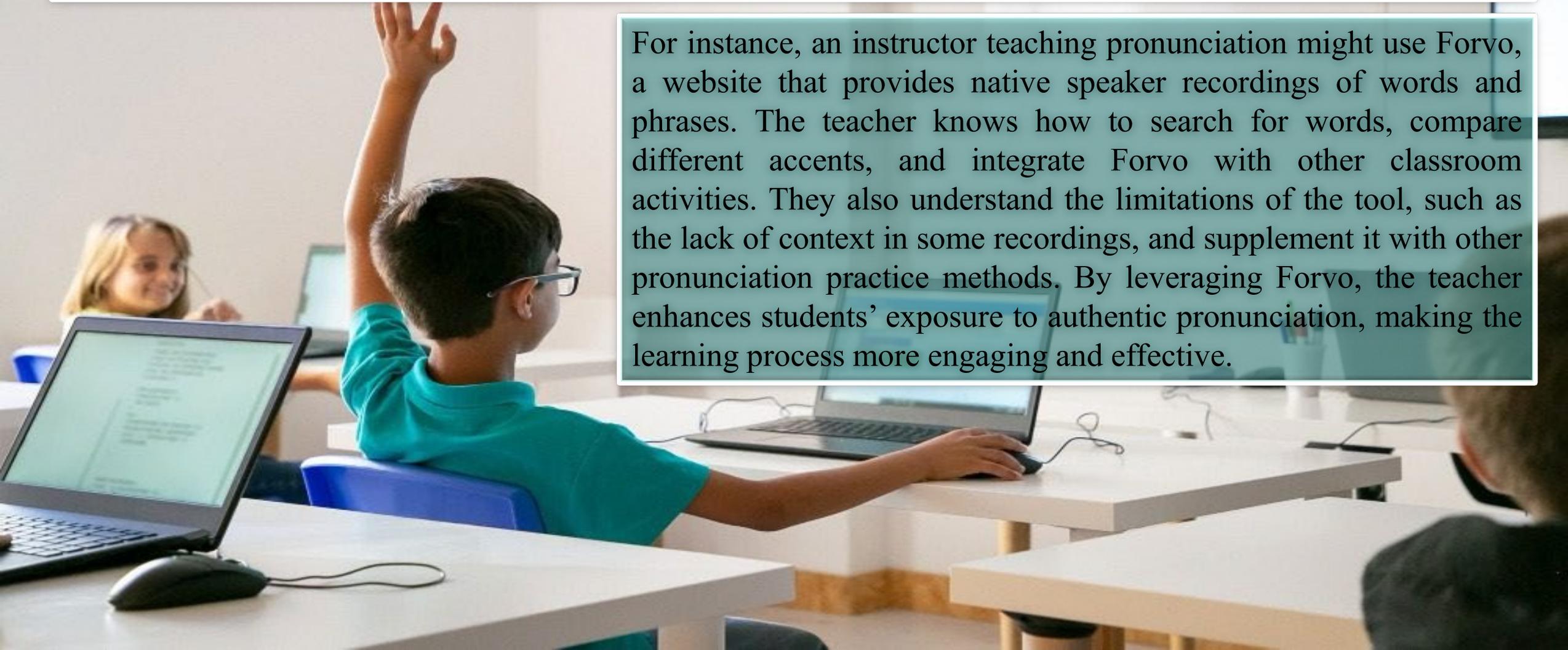
For example, a teacher with strong CK might understand complex English grammar rules (e.g., the difference between past perfect and past simple), but without PCK, they may struggle to explain these concepts effectively to learners. A teacher with strong PK might be great at classroom management and student engagement but may lack a deep understanding of English grammar. However, a teacher with well-developed PCK can explain difficult grammar concepts using meaningful examples, real-life contexts, and interactive activities that enhance student comprehension.



3. Technological knowledge (TK)

Acknowledging the role that educational technology can play in effective teaching, Mishra and Koehler expanded upon Shulman's concept of PCK in 2006 by adding technological knowledge (TK) to create the TPACK model. TK refers to the teacher's existing knowledge of the technology tools and digital resources available to them, including the benefits and limitations of those tools and resources in a classroom setting.

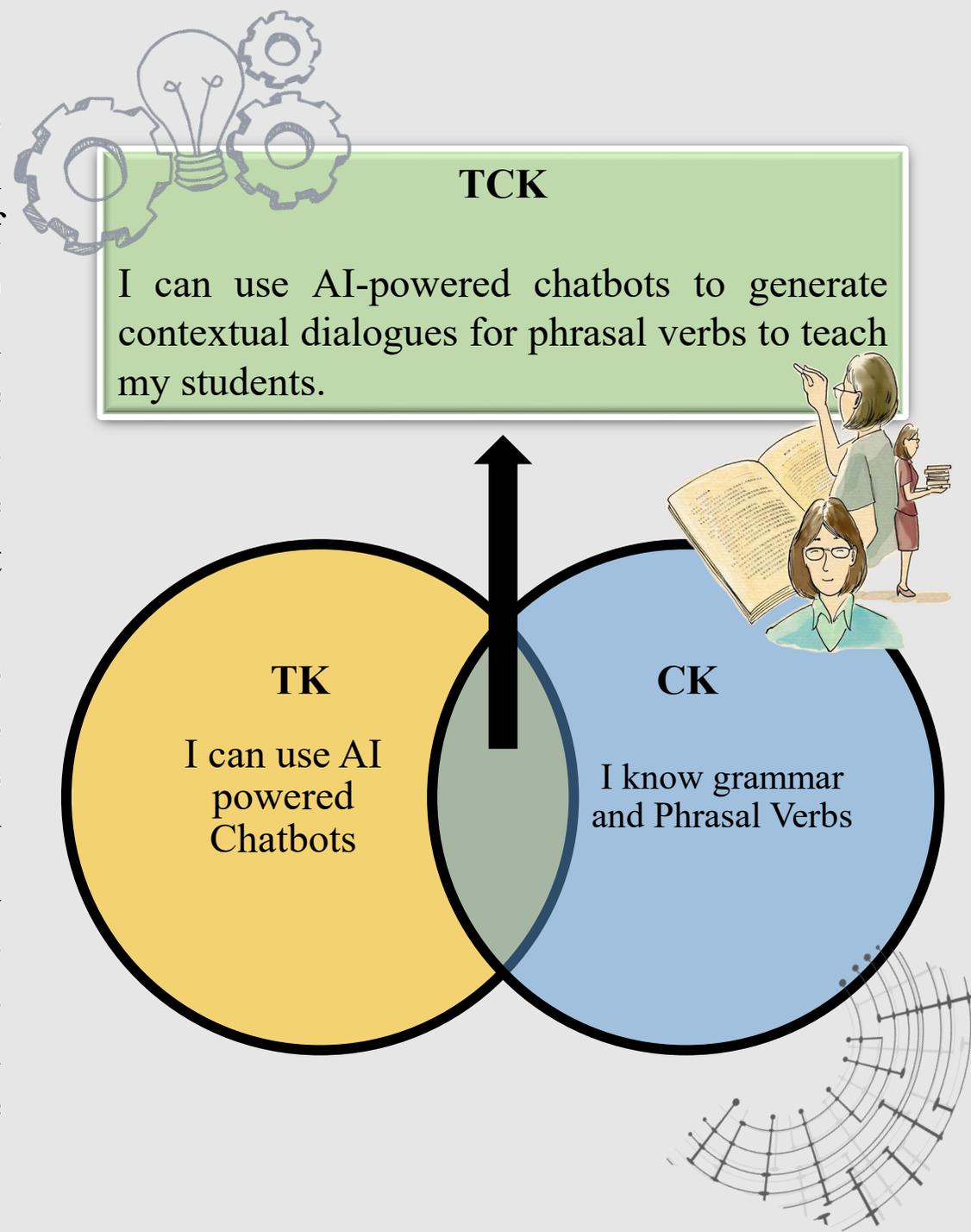
For instance, an instructor teaching pronunciation might use Forvo, a website that provides native speaker recordings of words and phrases. The teacher knows how to search for words, compare different accents, and integrate Forvo with other classroom activities. They also understand the limitations of the tool, such as the lack of context in some recordings, and supplement it with other pronunciation practice methods. By leveraging Forvo, the teacher enhances students' exposure to authentic pronunciation, making the learning process more engaging and effective.



5. Technological content knowledge (TCK)

When an educator brings their technological knowledge into the classroom alongside their understanding of what they teach and how to teach it, new relationships are formed. The first of these relationships occurs when technological knowledge (TK) and content knowledge (CK) intersect to form technological content knowledge, or TCK. Technological content knowledge (TCK) refers to a teacher's understanding of the different ways certain technology tools and digital resources impact how the content is represented, as well as the constraints that the content places on which tools and resources can be used.

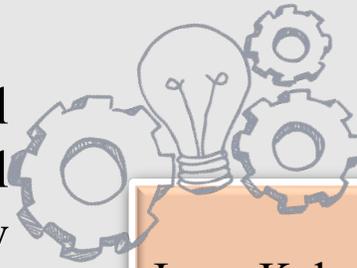
A teacher who understands both **grammar and phrasal verbs (Content Knowledge)** and **AI-powered chatbots (Technological Knowledge)** can effectively merge the two to create a more engaging learning experience. For instance, by using AI chatbots, the teacher can generate **contextual dialogues** that provide students with real-life conversations where phrasal verbs are used naturally. This approach helps learners **understand usage, practice interaction, and improve retention**, making the learning process more **interactive and practical** compared to traditional methods.



6. Technological pedagogical knowledge (TPK)

The second relationship that exists when technological knowledge is introduced is technological pedagogical knowledge (TPK), or a teacher's knowledge of how technological tools and digital resources can impact teaching and learning. This includes identifying the benefits and drawbacks of certain technologies in terms of classroom management, developmental appropriateness, instructional best practices, etc.

For instance, a teacher who is familiar with **interactive tools like Kahoot! (Technological Knowledge - TK)** and understands **how to engage students through active learning strategies (Pedagogical Knowledge - PK)** can combine both to enhance classroom interaction. By incorporating **Kahoot! quizzes for grammar practice**, the teacher creates a **fun and competitive learning environment** where students receive **instant feedback**, reinforcing their understanding. However, the teacher also considers potential **drawbacks**, such as over-reliance on technology or limited deep learning, and balances digital activities with **traditional teaching methods** to ensure **effective knowledge retention**.



TPK

I use Kahoot! to create interactive grammar quizzes that make learning fun and engaging. This helps maintain students' attention and provides instant feedback, but I also recognize the need to balance digital tools with traditional teaching methods to ensure deep understanding.

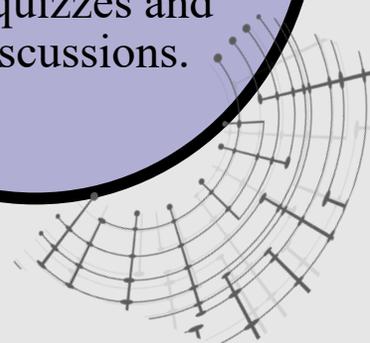


TK

I Know how to use interactive white boards and online quiz platforms like Kahoot

PK

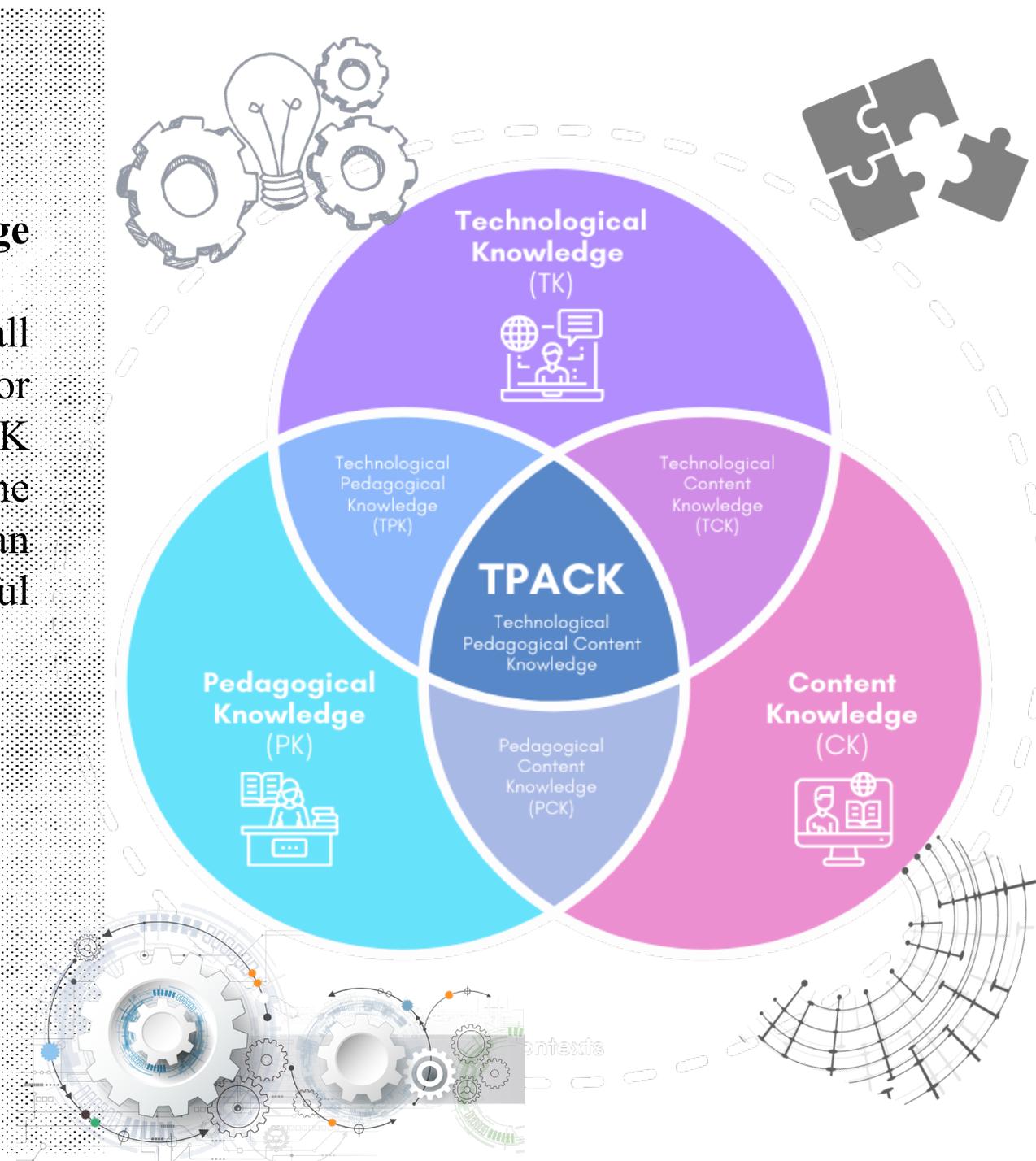
I know how to engage students using active learning strategies, such as quizzes and discussions.

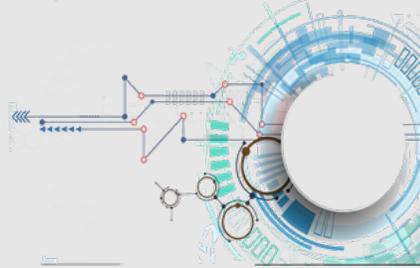


7. Technological pedagogical content knowledge (TPACK)

At the core of the framework lies the intersection of all three types of knowledge, TPACK, which stands for technological pedagogical content knowledge. TPACK is the result of balancing all the components of the framework, or the three primary domains of expertise an educator brings to the table when planning impactful lessons for students that integrate technology.

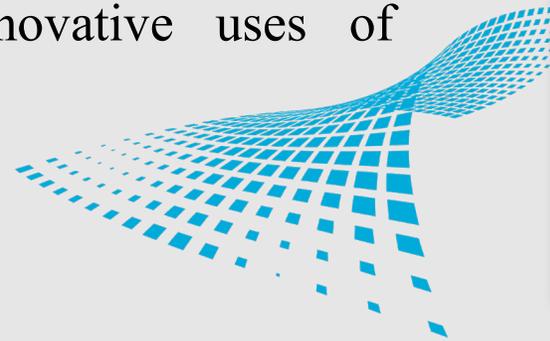
Here, TPACK integrates all three aspects: **TPK** (use of tech tools to enhance pedagogy), **TCK** (use of technology to teach content), and **PCK** (effective teaching strategy for the content).





The **SAMR** model is a framework that educators can use to integrate technology effectively into their teaching practices. **SAMR** stands for **Substitution, Augmentation, Modification, and Redefinition**, representing different levels of technology integration. **Dr. Ruben Puentedura** developed it as a way to guide educators in leveraging technology to enhance student learning.

The acronym provides a structure for understanding how technology can be used in the classroom, ranging from simple substitution to transformative redefinition. Each level builds upon the previous one, allowing educators to gradually move towards more complex and innovative uses of technology in education.



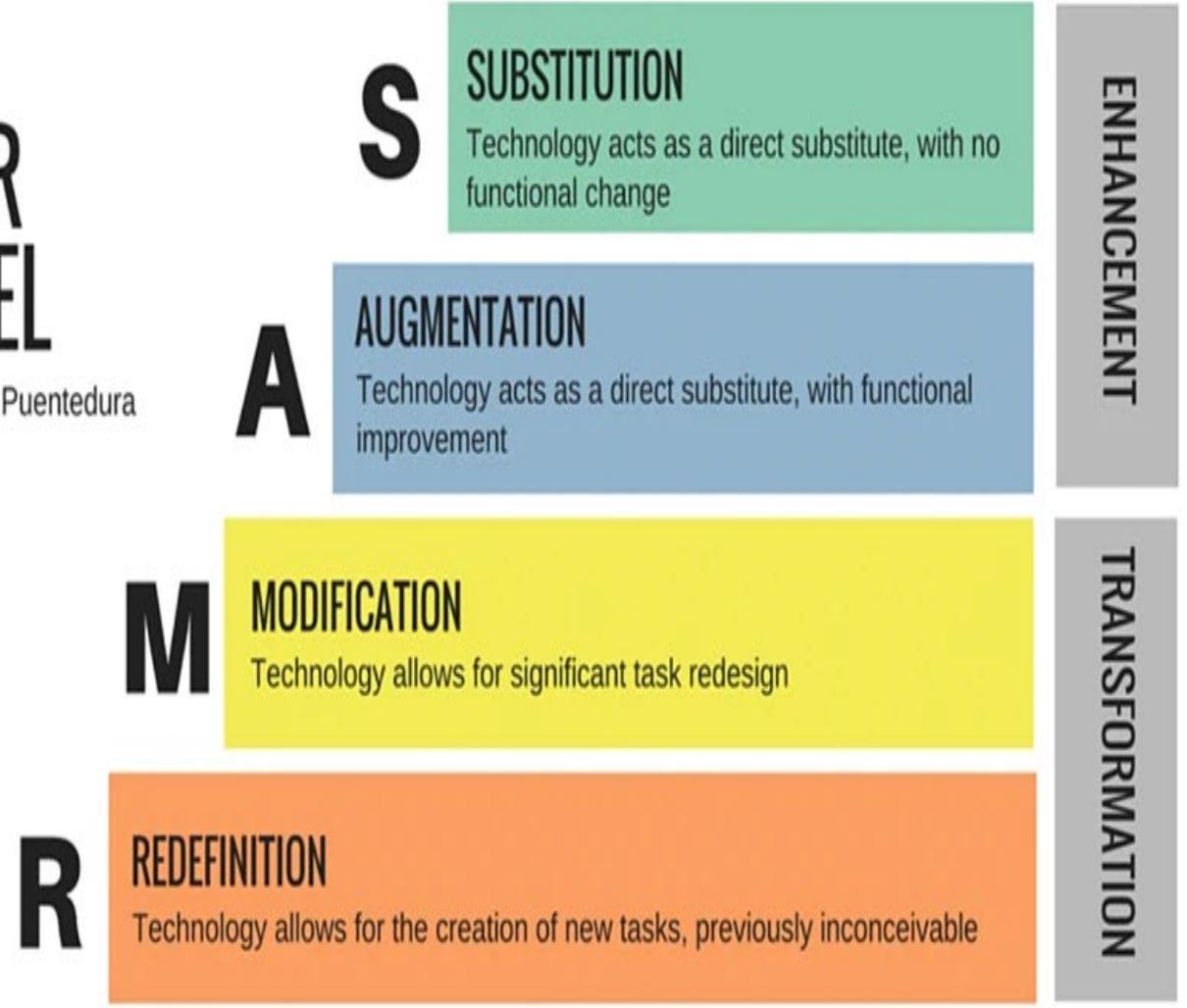
Dr. Ruben Puentedura is the Founder and President of Hippasus, a consulting firm based in Western Massachusetts, focusing on transformative applications of information technologies to education.

While we often visualize the SAMR model as a ladder or staircase as above, this can be misleading because Substitution (the bottom rung or step) is sometimes the best choice for a particular lesson. This is why it's better to think of the SAMR model more as a spectrum. On one end, technology is used as a one-to-one replacement for traditional tools, and on the other end, technology enables experiences that were previously impossible without it.

Regardless of how you visualize it, the SAMR framework can be a simple and effective way to assess how you incorporate technology into your instruction.

THE SAMR MODEL

Dr. Ruben R. Puentedura

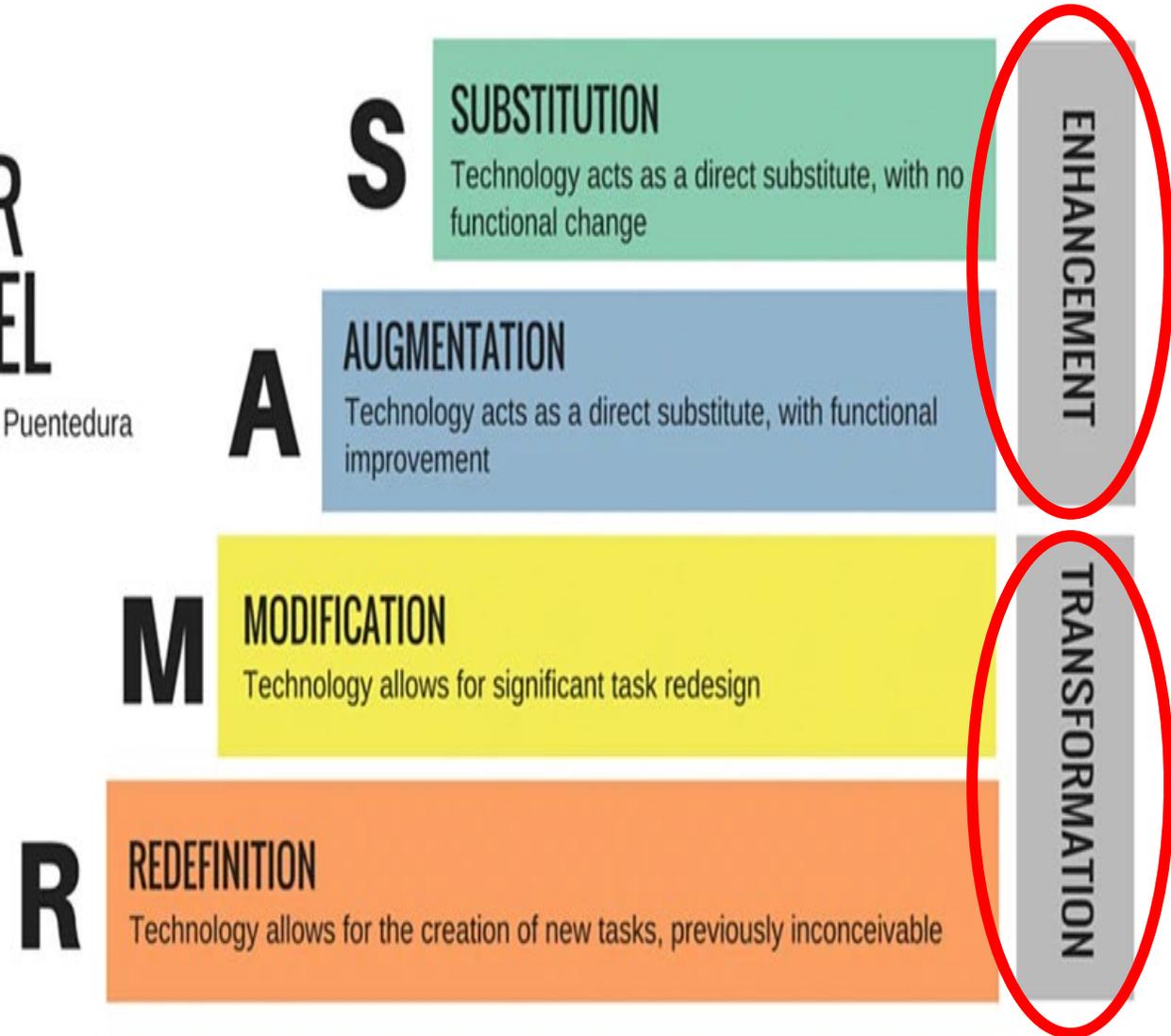


The SAMR model consists of four steps: Substitution, Augmentation, Modification, and Redefinition. Substitution and Augmentation are considered “Enhancement” steps, while Modification and Redefinition are “Transformation” steps. Think of the difference between seasoning an old family recipe (Enhancement) and creating an entirely new, original dish (Transformation).



THE SAMR MODEL

Dr. Ruben R. Puentedura

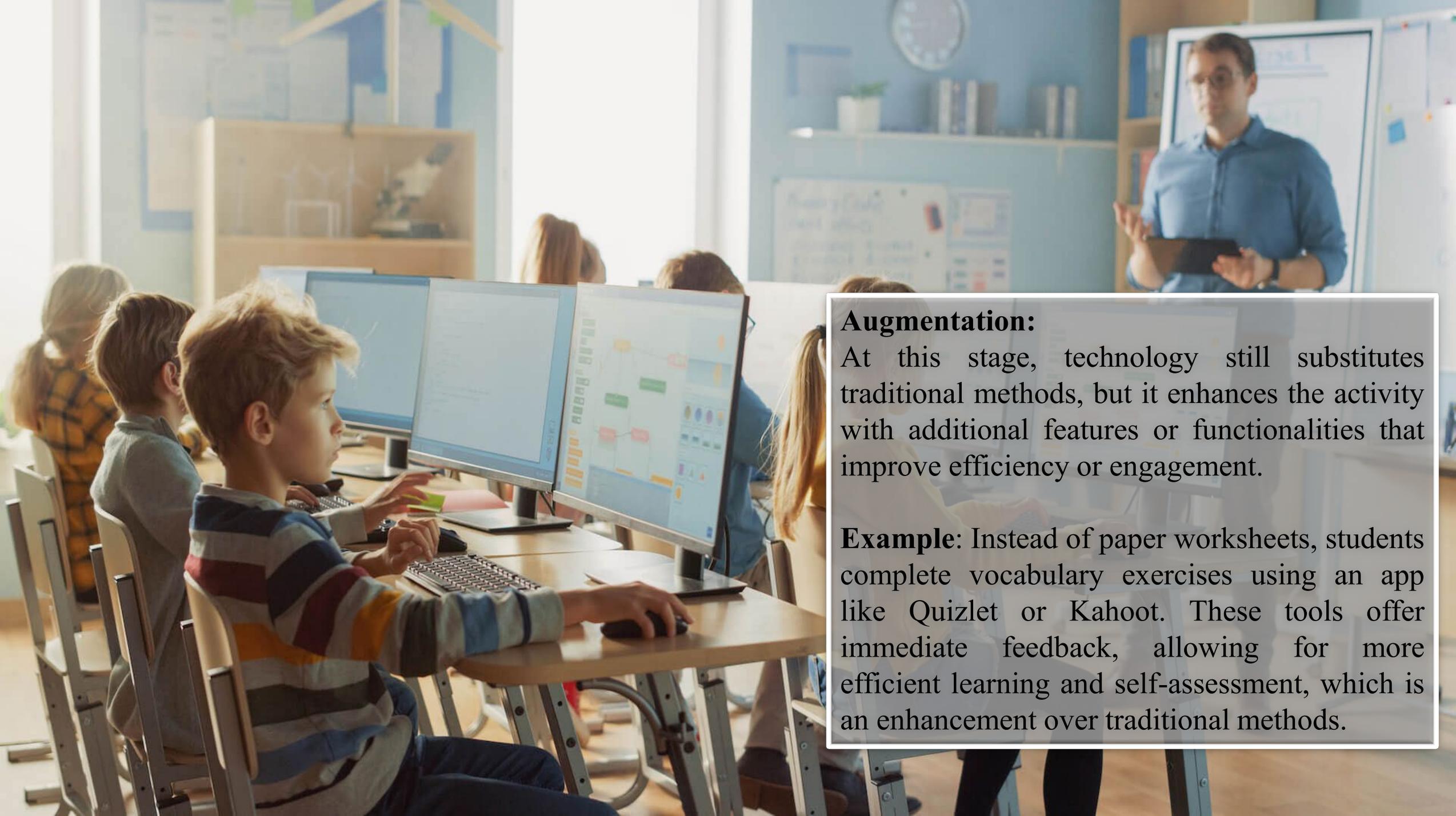


Substitution:

In this phase, technology replaces traditional methods with no significant change in how the activity is carried out.

Example: Instead of writing vocabulary words on a blackboard, the teacher uses a PowerPoint presentation or Google Slides to display the vocabulary list. The basic task of presenting vocabulary remains unchanged, but technology is used as a direct substitute.





Augmentation:

At this stage, technology still substitutes traditional methods, but it enhances the activity with additional features or functionalities that improve efficiency or engagement.

Example: Instead of paper worksheets, students complete vocabulary exercises using an app like Quizlet or Kahoot. These tools offer immediate feedback, allowing for more efficient learning and self-assessment, which is an enhancement over traditional methods.

**Modification:**

Here, technology allows for a redesign of the learning task, making it more collaborative, interactive, or personalized.

Example:

Students use collaborative tools like Google Docs or Padlet to create a shared vocabulary list and contribute examples of how the words are used in sentences. The task is modified from a simple individual task to a collaborative activity, fostering peer learning and deeper engagement.

Redefinition:

In this phase, technology enables new learning experiences that were previously inconceivable without it. Tasks are completely transformed to create authentic learning opportunities.

Example:

Students create a multimedia project (e.g., a video or podcast) in which they explore the cultural significance of certain words or expressions in different English-speaking countries. They might collaborate with students from other countries via video calls, sharing insights and discussing language use. This task is not possible without the use of modern technology, and it redefines how students learn vocabulary and cultural knowledge.



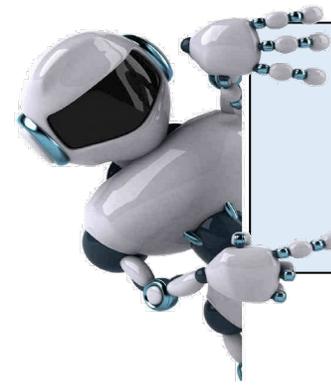
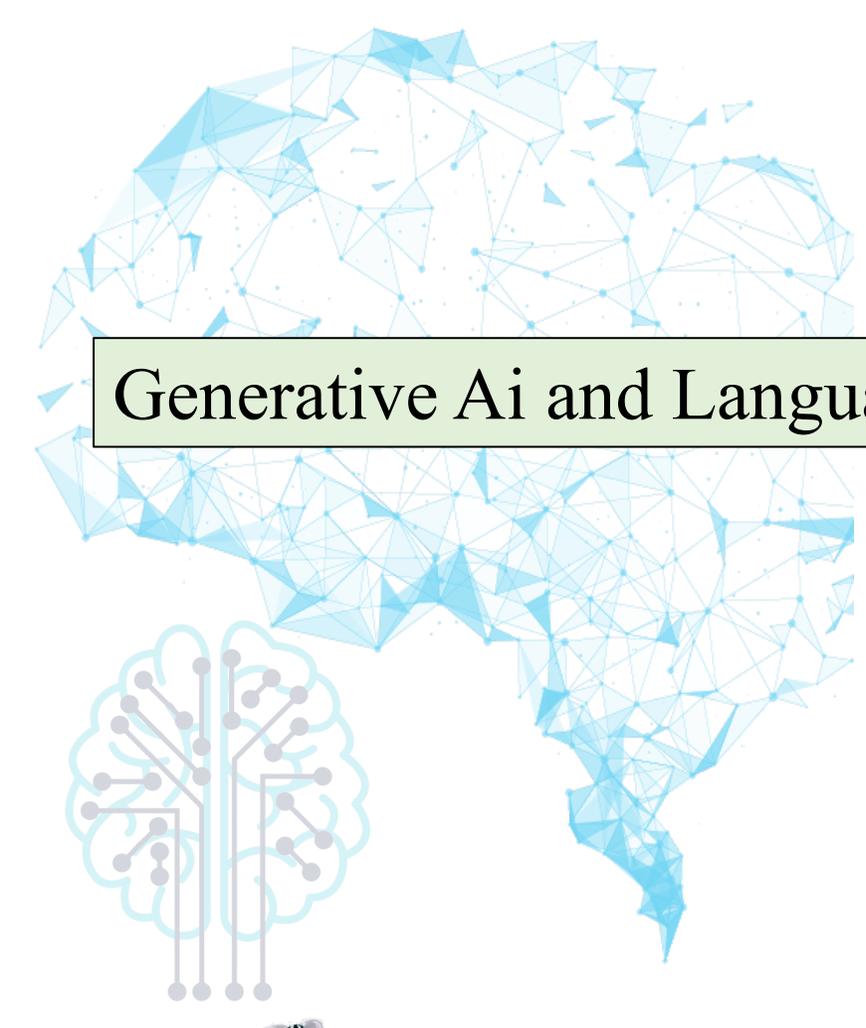
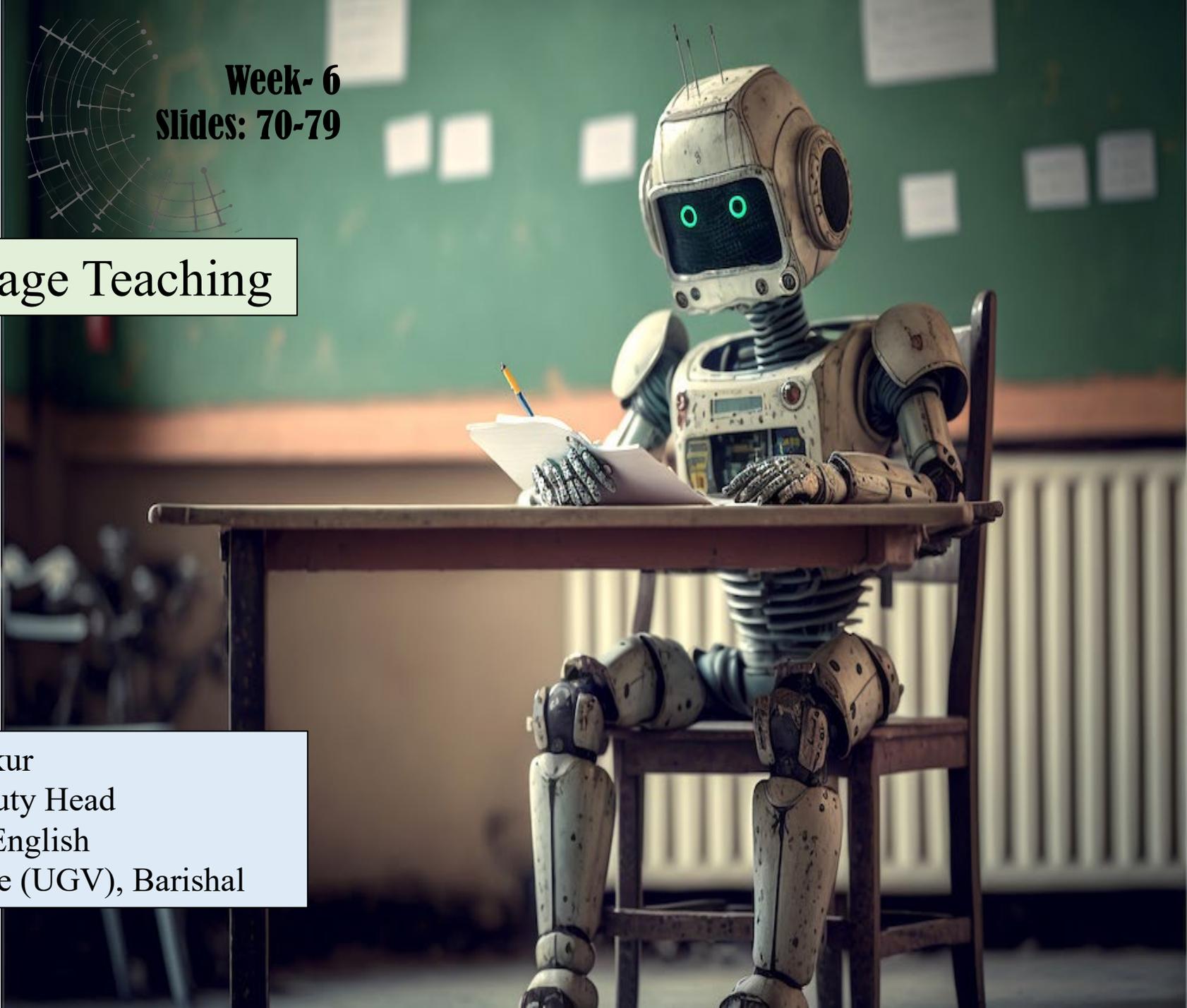
| THANK YOU



Week- 6
Slides: 70-79

Generative Ai and Language Teaching

Adnan Shakur
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Department of English
University of Global Village (UGV), Barishal



Artificial Intelligence (AI)

Artificial Intelligence (AI) is a branch of computer science that enables machines to simulate human intelligence. AI systems can learn, reason, solve problems, understand language, and even perceive the world through sensors.



Types of AI Based on Capability

1. Narrow AI (Weak AI)

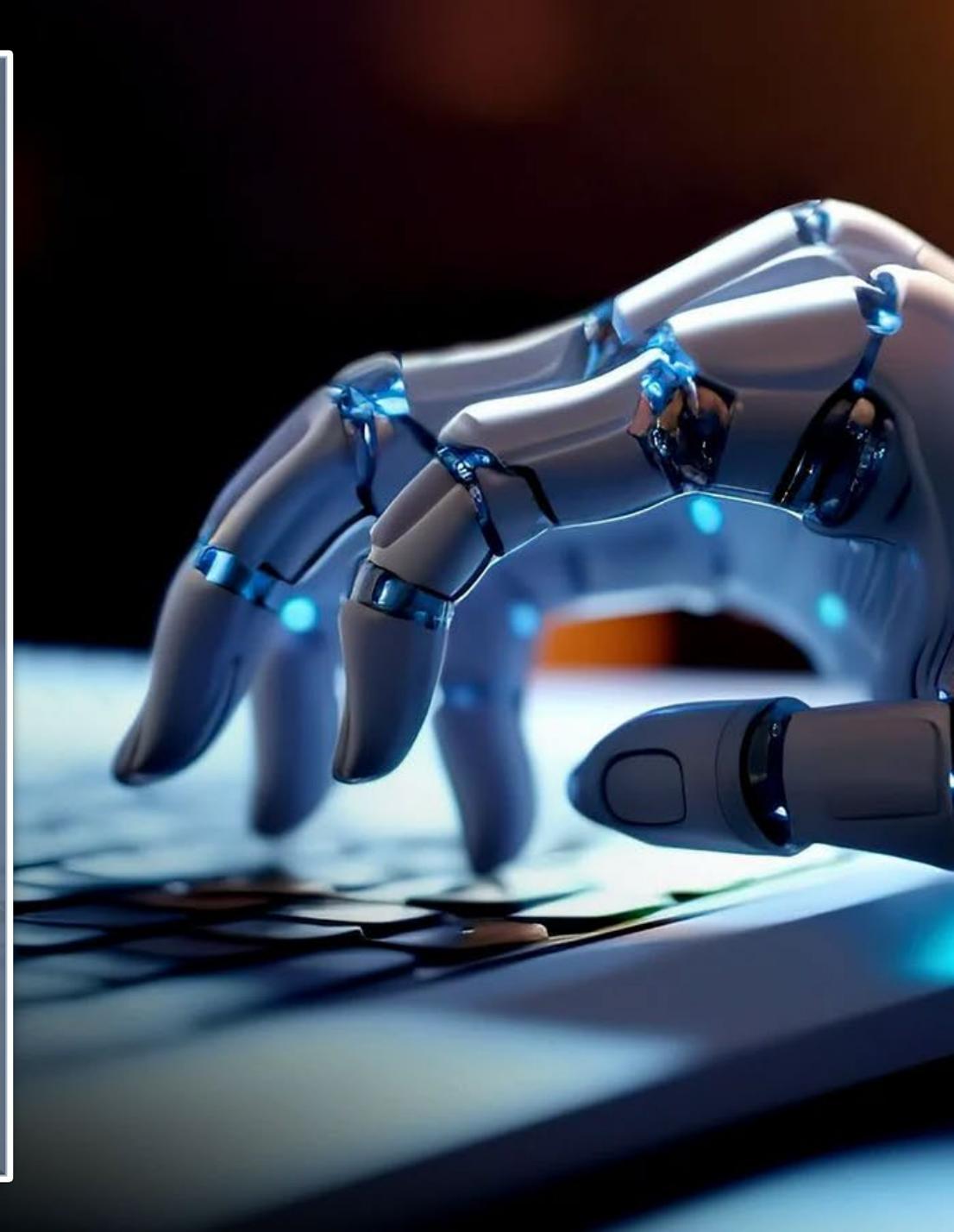
1. Specializes in one task or a limited set of tasks.
2. Examples:
 1. Virtual assistants (Siri, Alexa, Google Assistant)
 2. Image recognition (Face ID, Google Lens)
 3. Recommendation systems (Netflix, YouTube, Amazon)

2. General AI (Strong AI)

1. Hypothetical AI that can perform any intellectual task like a human.
2. Can understand, learn, and adapt across different domains.
3. Currently, no existing system has achieved General AI.

3. Super AI

1. A theoretical AI that surpasses human intelligence in all aspects.
2. Could outperform humans in creativity, reasoning, and problem-solving.
3. Still a concept in sci-fi and theoretical discussions.



Common AI Technologies

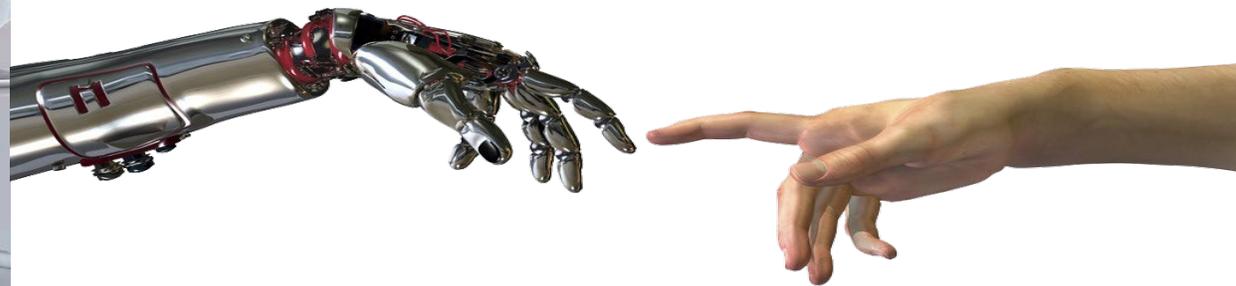


• **Machine Learning (ML)** – AI learns patterns from data (e.g., recommendation systems).

• **Deep Learning** – Uses neural networks to process complex data (e.g., image recognition).

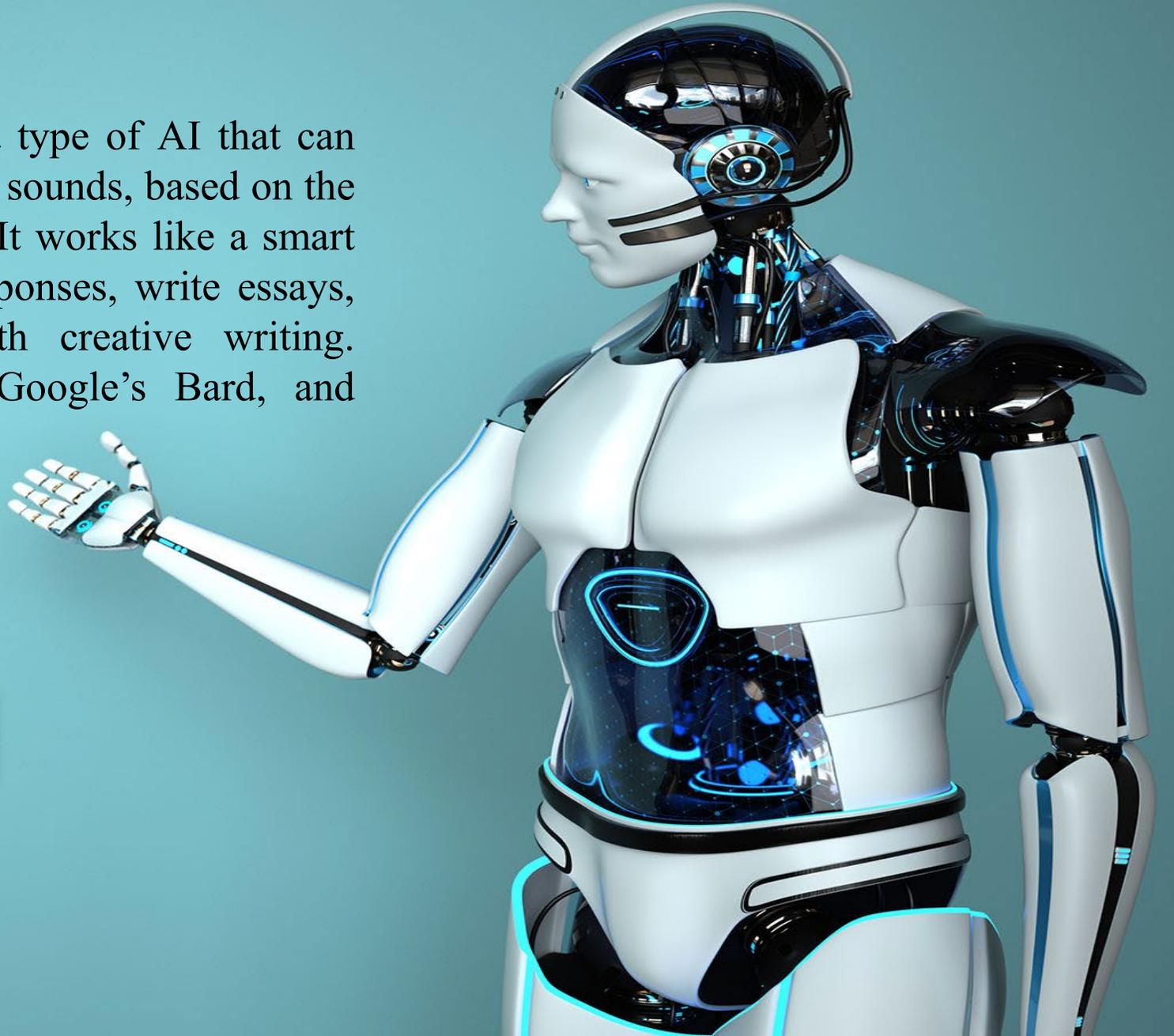
• **Natural Language Processing (NLP)** – Enables AI to understand and generate human language (e.g., ChatGPT).

• **Computer Vision** – AI analyzes and understands images/videos (e.g., facial recognition).



Generative Artificial Intelligence (AI) is a type of AI that can create new content, such as text, images, or sounds, based on the patterns it has learned from existing data. It works like a smart assistant that can generate human-like responses, write essays, translate languages, and even help with creative writing. Examples include OpenAI's ChatGPT, Google's Bard, and Meta's LLaMA.

Generative AI

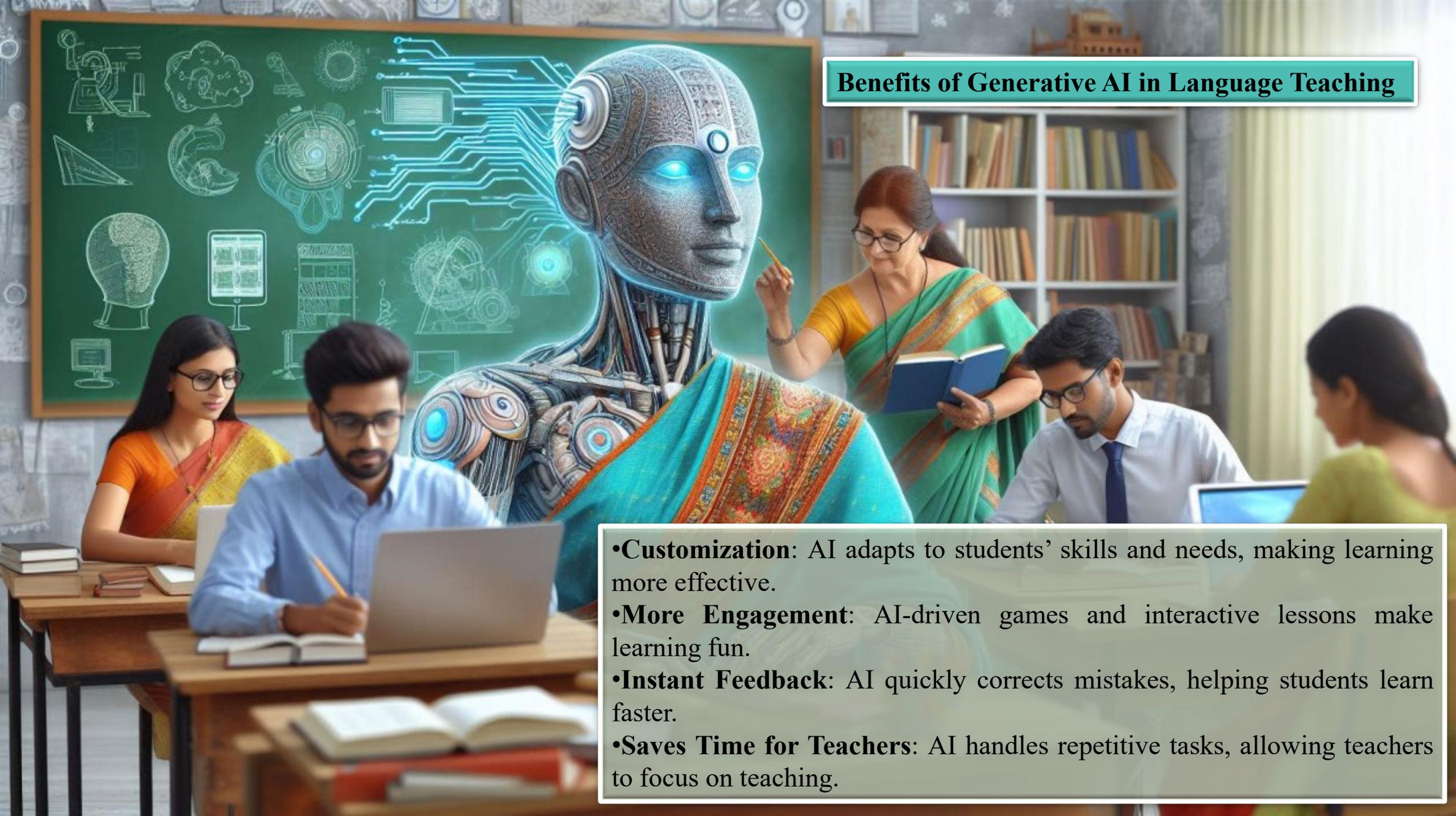


The Role of Generative AI in Language Teaching

Generative AI has become a valuable tool for language learning, making lessons more engaging and personalized. Some of its key uses include:

- Writing Assistance:** AI tools like Grammarly and ChatGPT help students improve grammar, sentence structure, and vocabulary.
- Speaking Practice:** AI chatbots provide conversation practice, helping learners improve pronunciation and fluency.
- Learning Material Creation:** Teachers can use AI to generate quizzes, exercises, and reading passages tailored to student needs.
- Instant Translation:** AI-powered translation tools help students understand foreign languages more easily.
- Personalized Learning:** AI adjusts lessons based on each student's progress and learning style.





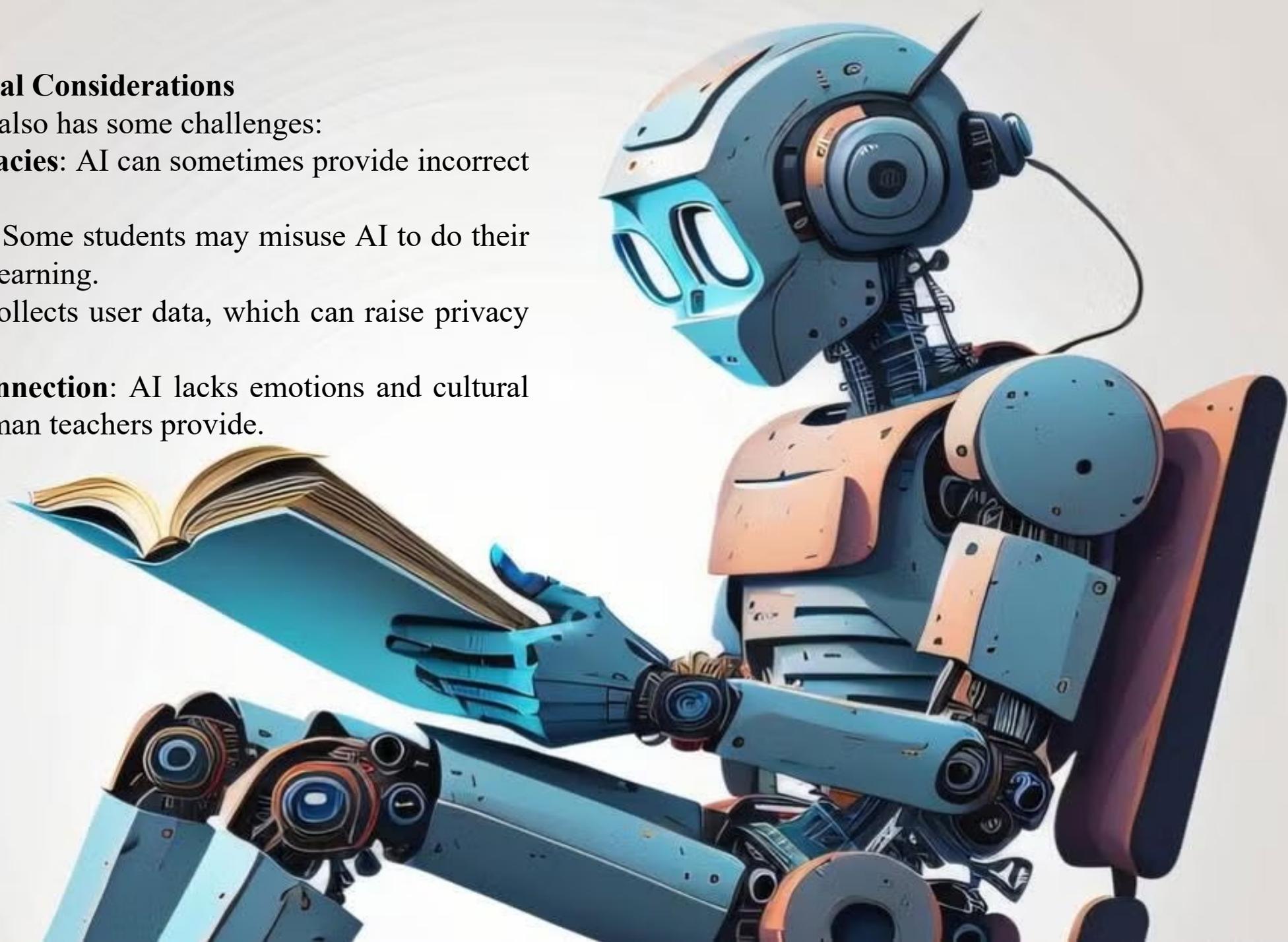
Benefits of Generative AI in Language Teaching

- **Customization:** AI adapts to students' skills and needs, making learning more effective.
- **More Engagement:** AI-driven games and interactive lessons make learning fun.
- **Instant Feedback:** AI quickly corrects mistakes, helping students learn faster.
- **Saves Time for Teachers:** AI handles repetitive tasks, allowing teachers to focus on teaching.

Challenges and Ethical Considerations

While AI is helpful, it also has some challenges:

- **Mistakes & Inaccuracies:** AI can sometimes provide incorrect or biased information.
- **Cheating Concerns:** Some students may misuse AI to do their homework instead of learning.
- **Privacy Issues:** AI collects user data, which can raise privacy concerns.
- **Lack of Human Connection:** AI lacks emotions and cultural understanding that human teachers provide.



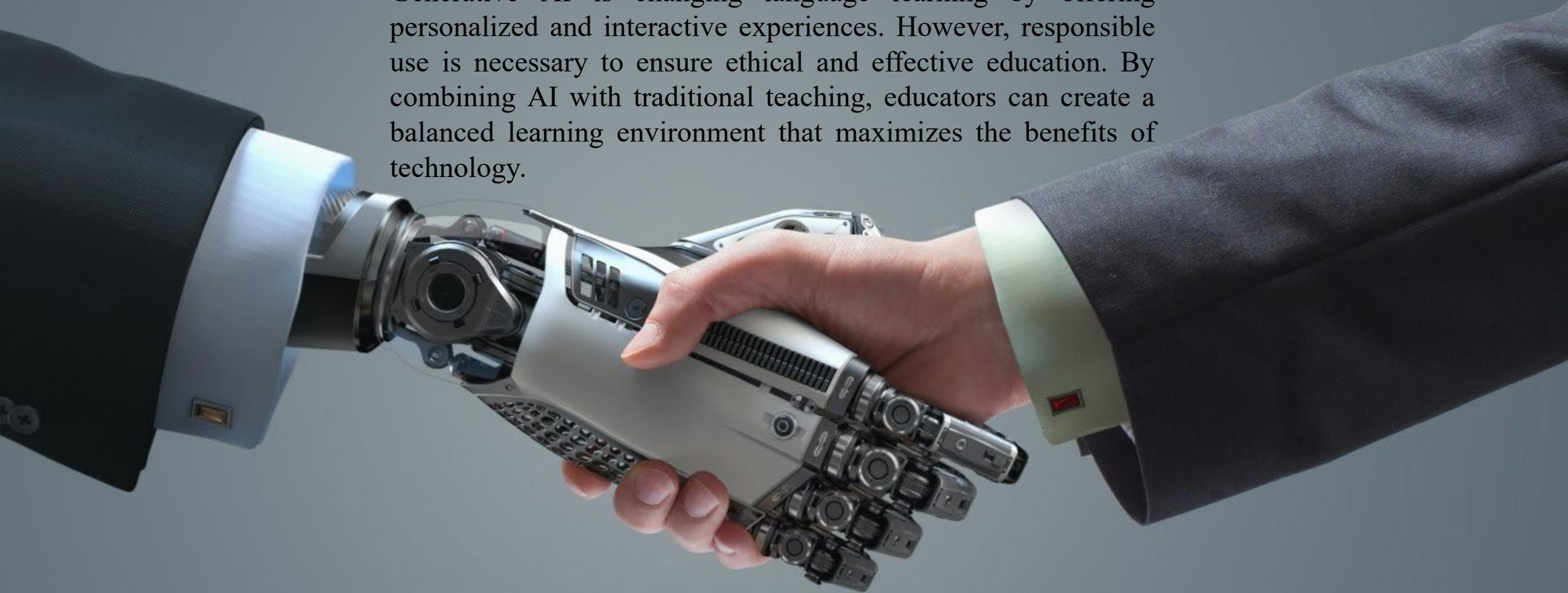
Best Practices for Using AI in Language Teaching

To get the most out of AI while avoiding problems, educators should:

- **Use AI as a Helper, Not a Replacement:** AI should support, not replace, human teachers.
- **Teach Critical Thinking:** Students should learn to evaluate AI-generated content.
- **Set Clear Rules:** Schools should establish guidelines for using AI ethically.
- **Educate About AI:** Both teachers and students should understand how AI works and its limitations.

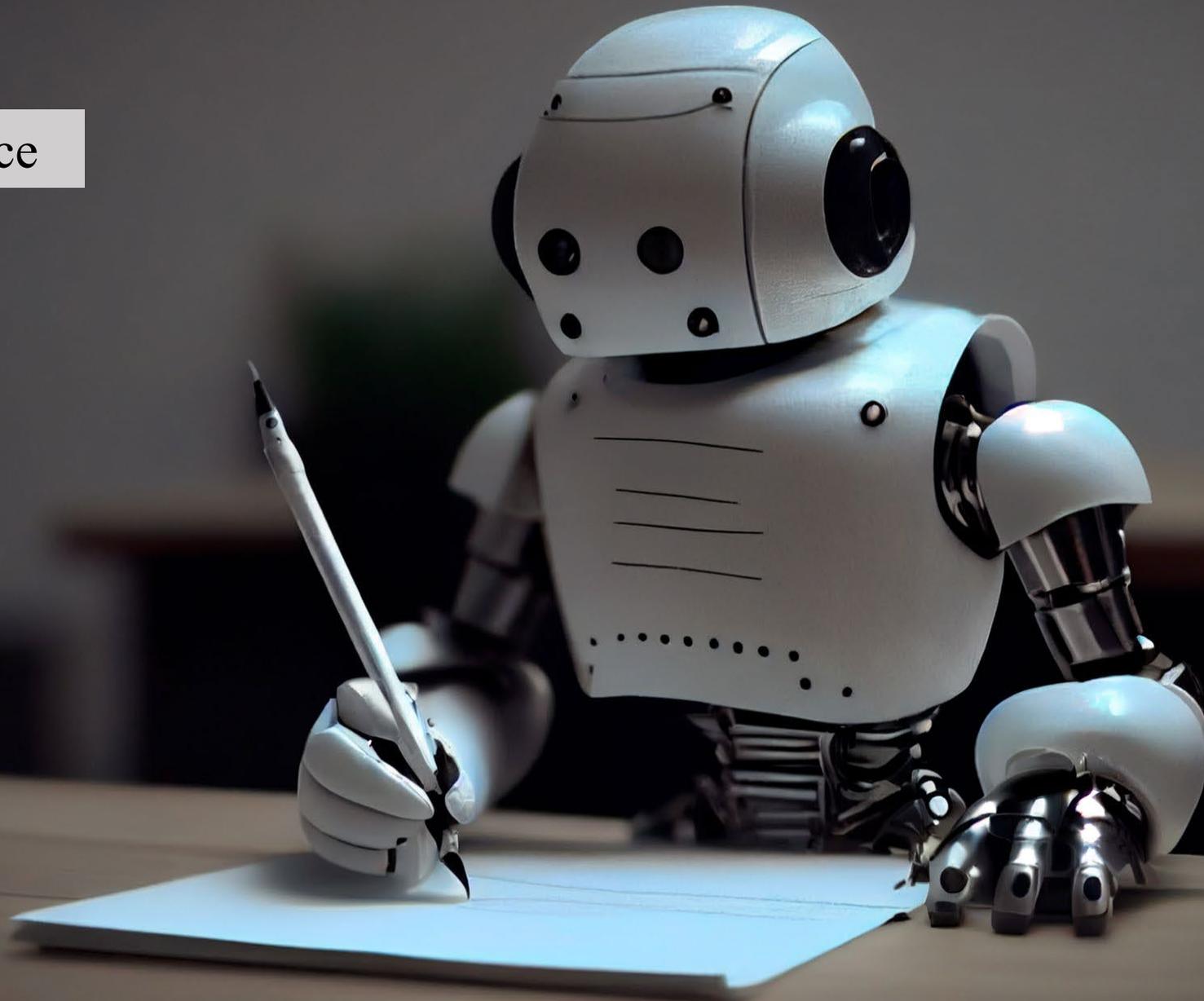


Generative AI is changing language learning by offering personalized and interactive experiences. However, responsible use is necessary to ensure ethical and effective education. By combining AI with traditional teaching, educators can create a balanced learning environment that maximizes the benefits of technology.



AI Writing Assistance

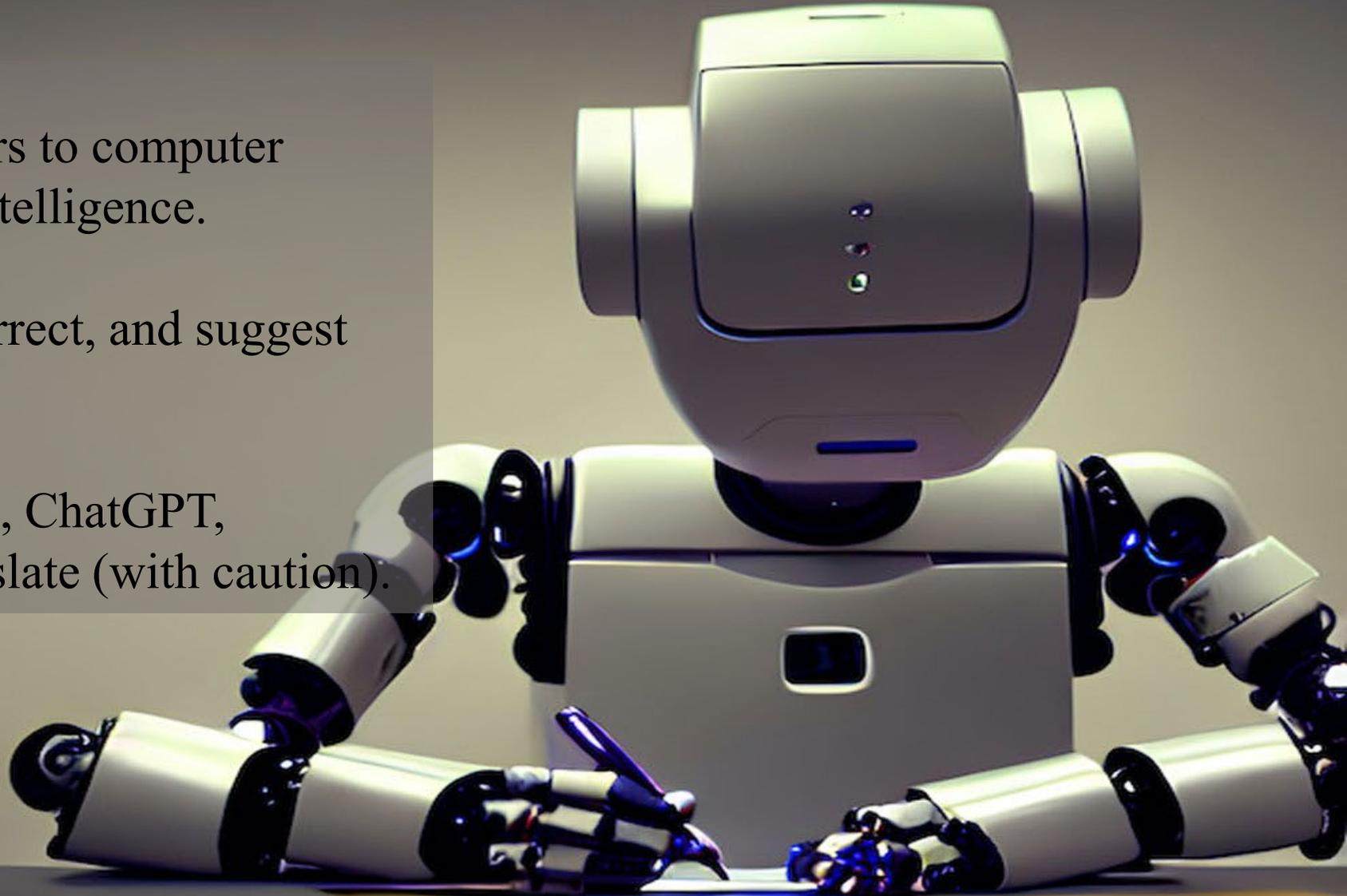
Week- 7
Slides: 80-89



AI (Artificial Intelligence) refers to computer systems that simulate human intelligence.

In writing, AI tools analyze, correct, and suggest improvements automatically.

Examples: Grammarly, Quillbot, ChatGPT, Hemingway App, Google Translate (with caution).



How AI Supports Writing Skills

1. Grammar and Syntax Correction

- **Problem:** Learners struggle with verb tenses, prepositions, articles.
- **AI Help:** Detects mistakes and offers corrections instantly.
- **Example Tools:** Grammarly, Microsoft Editor.

2. Vocabulary Building

- **Problem:** Limited vocabulary reduces writing quality.
- **AI Help:**
 - Suggests synonyms.
 - Recommends better word choices based on tone and context.
- **Example Tools:** Wordtune, ChatGPT.



3. Sentence Structure Improvement

•**Problem:** Awkward or unnatural phrasing.

•**AI Help:**

- Rewrites sentences for clarity and natural flow.
- Suggests active voice instead of passive voice.

•**Example Tools:** Hemingway App, Quillbot.

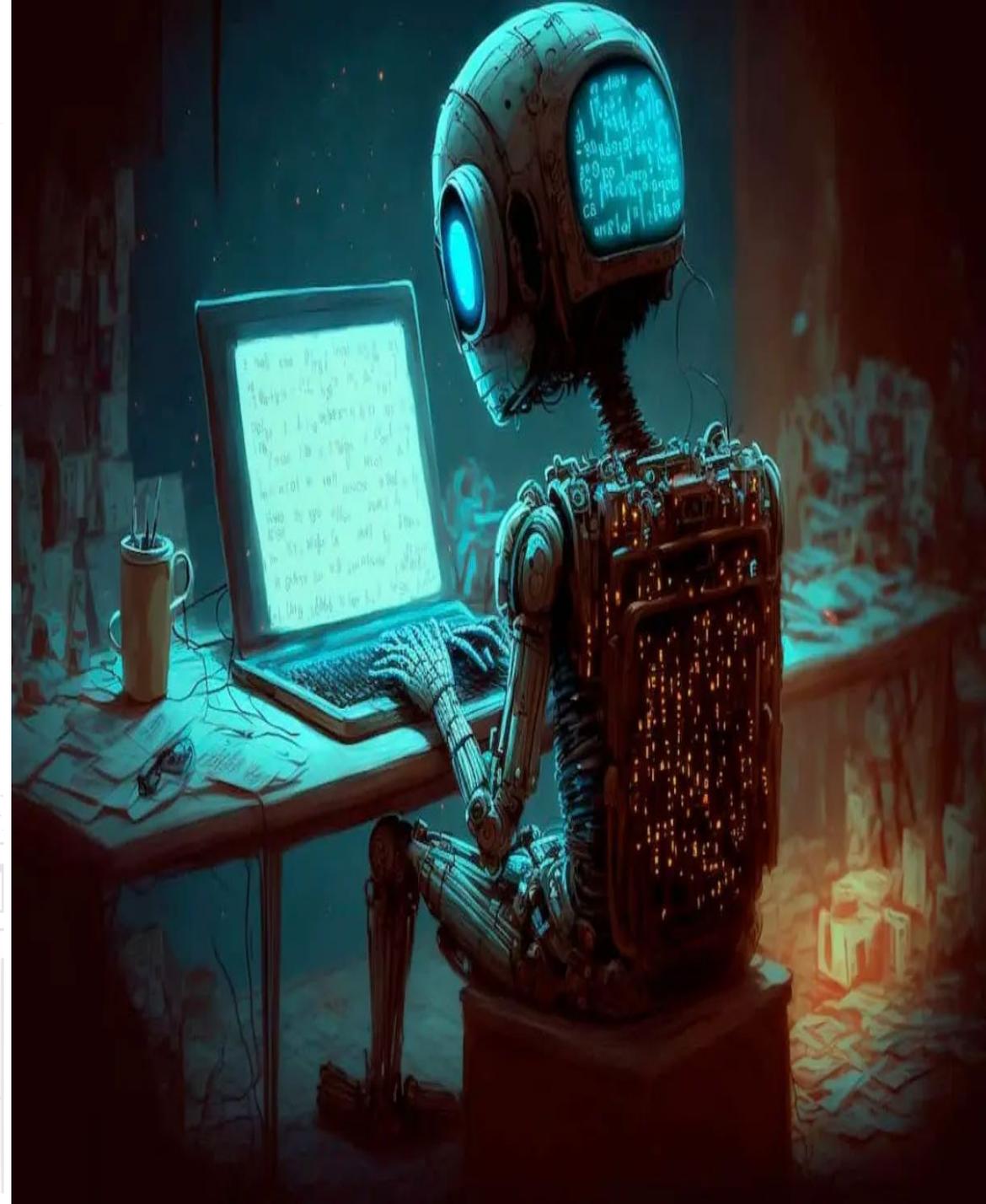
4. Feedback on Style and Tone

•**Problem:** ESL/EFL learners often write too formally or too casually.

•**AI Help:**

- Adjusts tone (formal, academic, friendly).
- Highlights inconsistent styles.

•**Example Tools:** Grammarly Tone Detector, ChatGPT prompts.

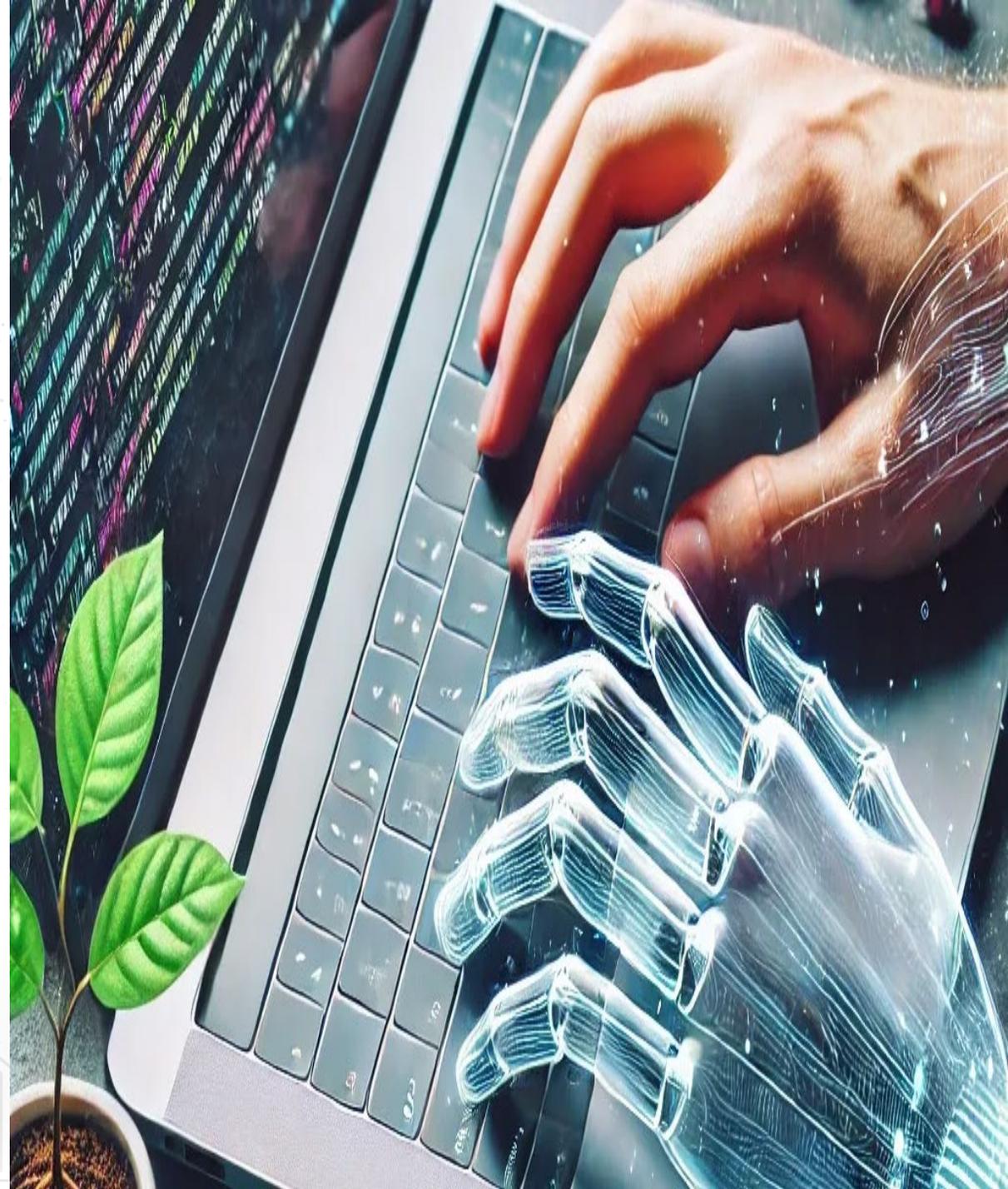


5. Brainstorming and Idea Development

- **Problem:** Learners struggle with generating ideas.
- **AI Help:**
 - Provides topic suggestions.
 - Offers outlines for essays, articles, and reports.
- **Example Tools:** ChatGPT, Jasper AI.

6. Translation and Language Support

- **Problem:** Translating thoughts from native language to English can distort meaning.
- **AI Help:**
 - Provides quick, context-aware translations.
 - Gives examples of how to express ideas naturally in English.
- **Caution:** AI translation is helpful, but should be checked for accuracy.



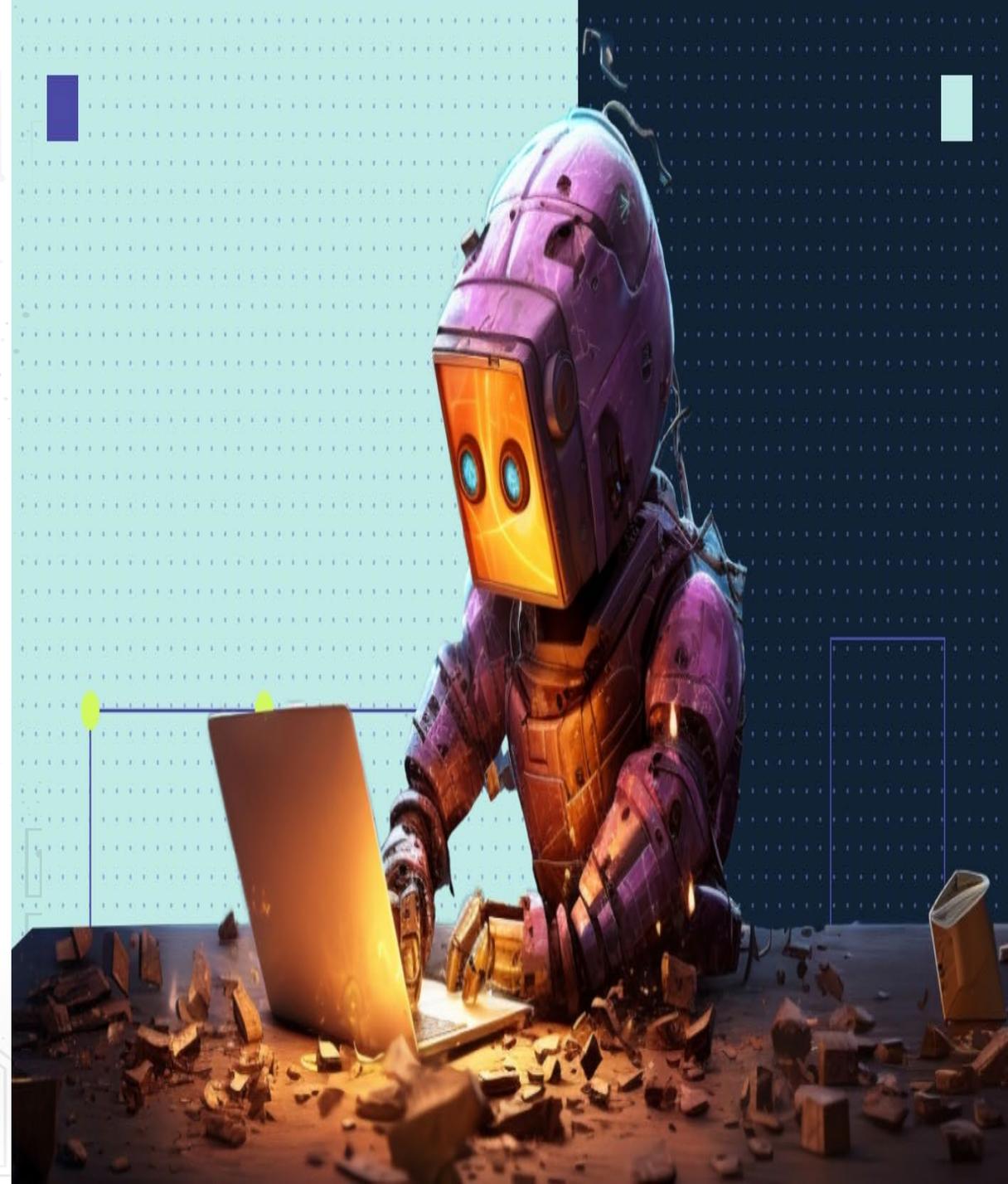
IV. Advantages of Using AI for ESL/EFL Learners

Advantage	Explanation
Immediate Feedback	Learners correct mistakes in real-time.
Personalized Learning	AI adapts to individual writing levels.
Confidence Building	Regular practice with AI boosts writing confidence.
Access to Resources	Learners can access help anytime, anywhere.



V. Limitations and Cautions

- Over-reliance:** Students may depend too much on AI and not develop critical editing skills.
- Context Errors:** AI may suggest incorrect corrections for complex ideas.
- Plagiarism Risk:** Copy-pasting AI-generated content without proper understanding.
- Data Privacy:** Users must be cautious about uploading personal information.



VI. Best Practices for Using AI in Writing

- Use AI as a **coach**, not a **crutch**.
- Always **review AI suggestions critically**.
- Combine AI feedback with **teacher guidance**.
- Practice **self-editing** after AI corrections.
- Use AI to **explore**, not just to **correct**.

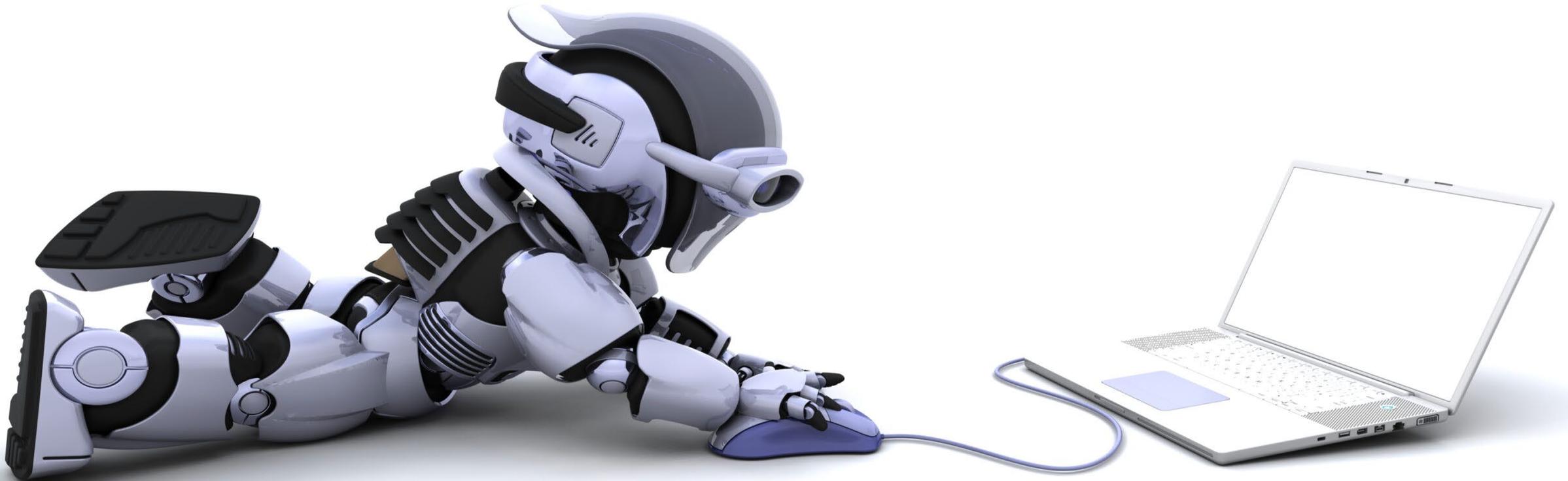


Practical Classroom Activities Using AI

AI is not just for students—teachers can use it as a *dynamic teaching assistant* to make writing classes more interactive, personalized, and efficient.

Activity Type	Description	AI Tool Example
Real-time Editing	Students submit drafts for instant grammar check.	Grammarly
Tone Challenge	Rewrite a paragraph in 3 different tones.	ChatGPT
Idea Explosion	Brainstorm 10 essay topics in 2 minutes.	ChatGPT
Sentence Expansion	Expand simple sentences into complex ones.	Quillbot
Peer Review Support	Students review + AI comments for comparison.	Turnitin

- AI is a powerful support system for ESL and EFL writing development.
- Balanced and responsible use can accelerate mastery.
- AI + Critical Thinking + Practice = Writing Success!



How do Children Learn?





It has four legs
and barks



Is it a chair?

My experience tells me that you are a chair because chairs have four legs.



I'm a dog!
Chairs
can't bark!

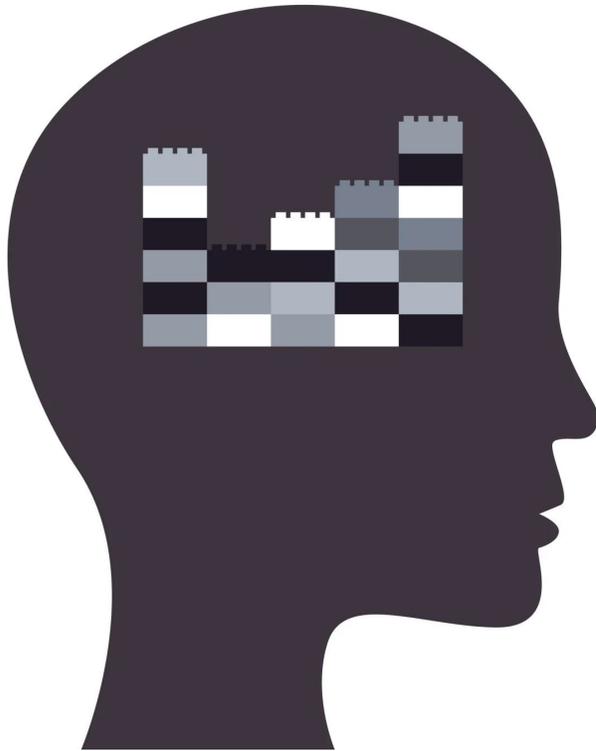


It's a horse
wearing pajamas

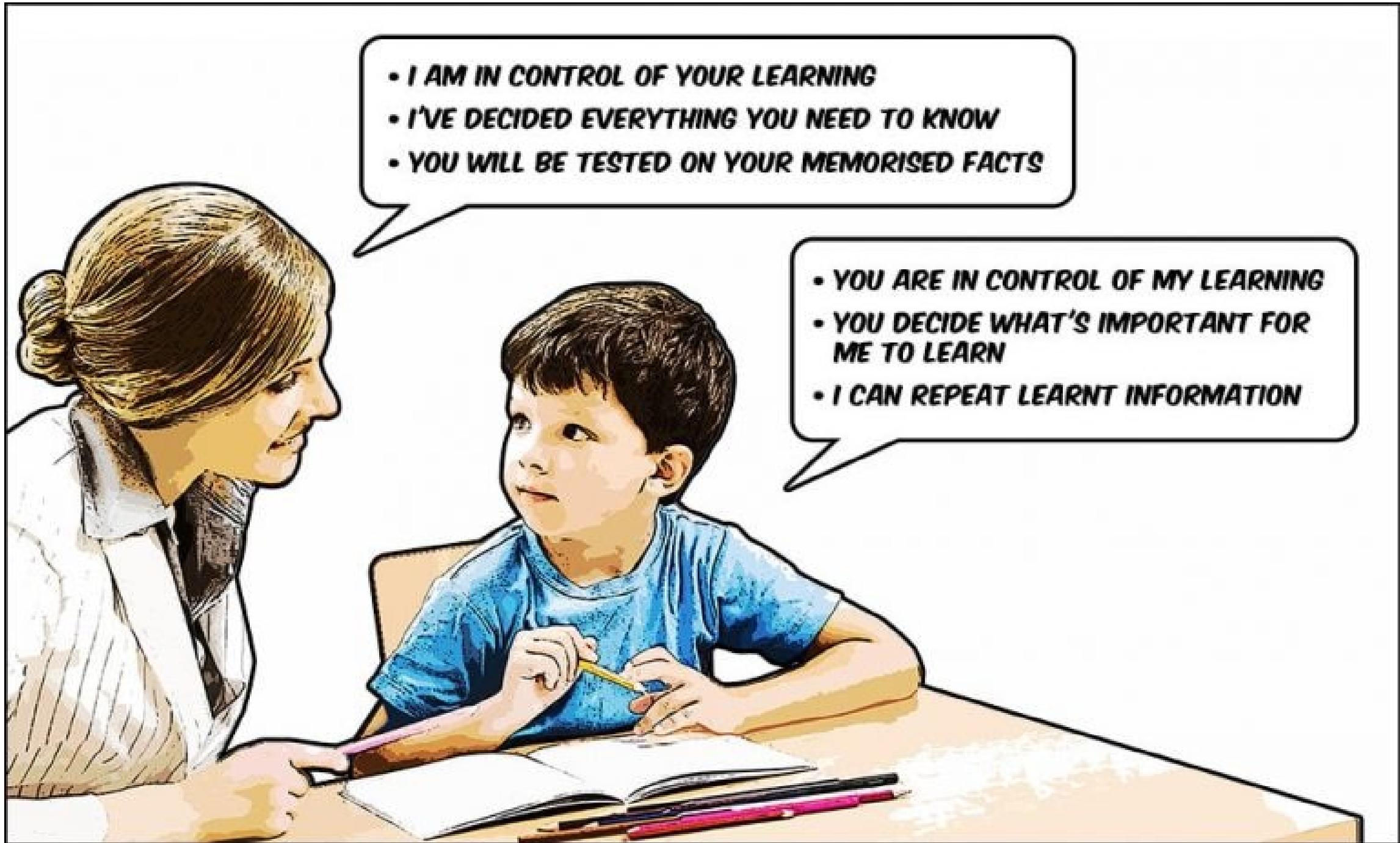


Constructivism

*Learners construct knowledge rather than
just passively take in information*



Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas).



- I AM IN CONTROL OF YOUR LEARNING
- I'VE DECIDED EVERYTHING YOU NEED TO KNOW
- YOU WILL BE TESTED ON YOUR MEMORISED FACTS

- YOU ARE IN CONTROL OF MY LEARNING
- YOU DECIDE WHAT'S IMPORTANT FOR ME TO LEARN
- I CAN REPEAT LEARNT INFORMATION

- I CARE ABOUT YOUR EXPERIENCES AND PRIOR KNOWLEDGE
- I NEED TO KNOW HOW YOU LEARN BEST
- I WILL HELP YOU CONSOLIDATE NEW INFORMATION WITH YOUR EXISTING IDEAS

- I'LL TELL YOU WHAT I KNOW AND HOW IT AFFECTS MY UNDERSTANDING
- I'LL SHOW YOU THE WAYS I LEARN WELL
- I WILL ASK FOR YOUR SUPPORT TO HELP ME MARRY NEW IDEAS WITH MY PRIOR KNOWLEDGE



Prominent Figures in Constructivism



Jean Piaget
Swiss
1896–1980



George Kelly
American
1905–1967



Lev Vygotsky
Russian
1896–1934

Piaget's Stages of Cognitive Development



**Sensorimotor
Stage**

Birth to 2 yrs

**Preoperational
Stage**

2 to 7 yrs

**Concrete
Operational
Stage**

7 to 11 yrs

**Formal
Operational
Stage**

12 and up

Lev Vygotsky's Sociocultural Theory of Cognitive Development

Lev Vygotsky (1896-1934) was a Russian psychologist and teacher who developed a theory about how our social interactions influence our cognitive development. This is known as Lev Vygotsky's Sociocultural Theory of Cognitive Development.

Vygotsky developed his theories around the same time as Swiss psychologist Jean Piaget was developing theories about cognitive development, but they differ on almost every point. Some of Vygotsky's work is still being translated from Russian.

Lev Vygotsky



Vygotsky's Concept of More Knowledgeable Other (MKO)

Vygotsky's theory emphasizes guiding children's learning through their interaction with a more knowledgeable other (MKO). The more knowledgeable other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor.

This theory is not limited to academic or educational learning, it can also be applied to recreational learning such as playing games or using technology. In these circumstances, a peer or older child is more likely to be the more knowledgeable other.

The MKO could also be an electronic tutor, in cases where a program is set up to guide learning using voice prompts or videos. Vygotsky's theory places importance on guiding children's learning through their interaction with a more knowledgeable other (MKO). The more knowledgeable other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor.

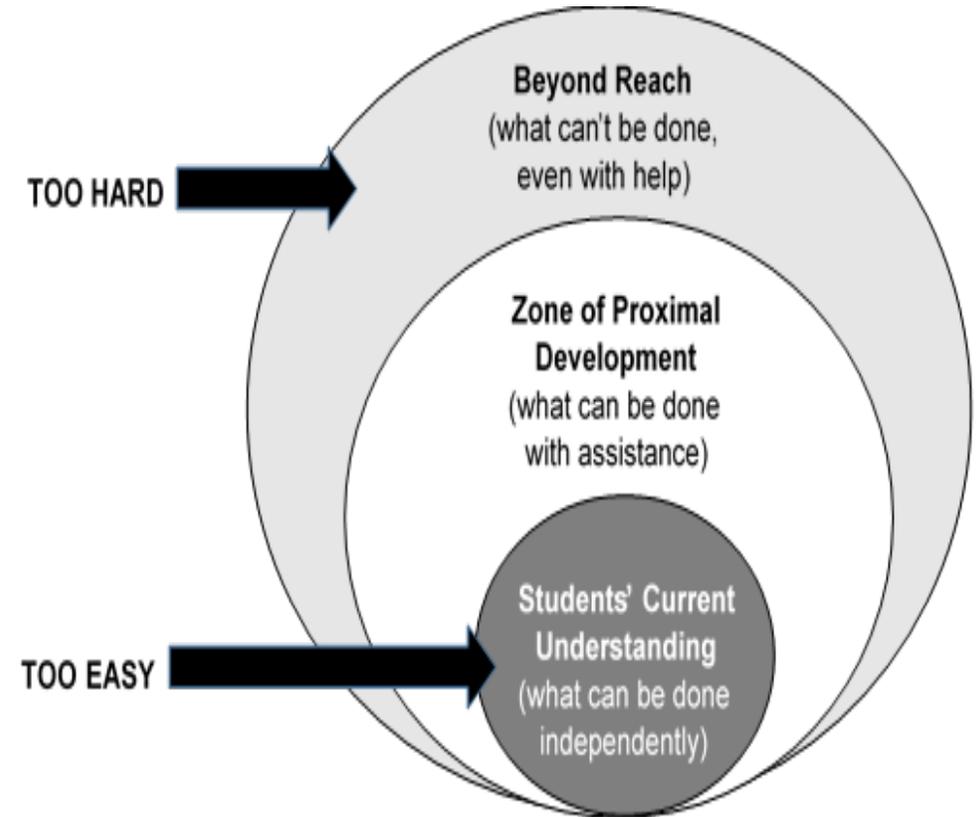


Vygotsky's Zone of Proximal Development (ZPD)

The concept of the zone of proximal development, also known as the zone of potential development, is used to explain a child's potential for cognitive development and ability when they are guided through a task, rather than asked to do it in isolation.

If a child is presented with a task that is slightly above their ability level, the zone of proximal development (ZPD) refers to their ability to do it with the assistance of a more knowledgeable person. This theory explains why some skills present themselves in a more social context when the child is unable to display them by themselves.

The zone of proximal development can be described as the distance between the actual developmental level when assessed independently and the level of potential development when assessed in collaboration with peers or mentors or under the guidance of a teacher.



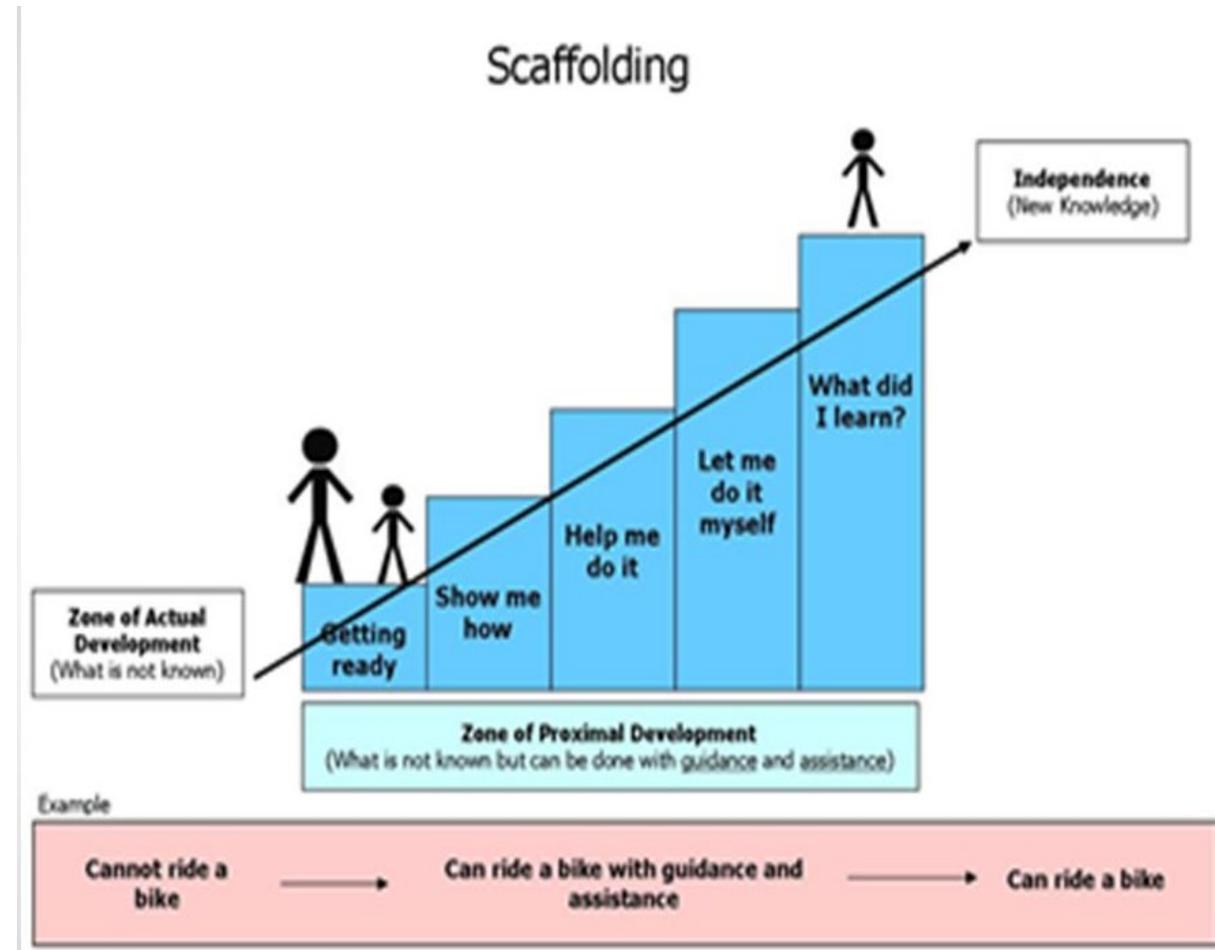
Vygotsky and Instructional Scaffolding

Instructional scaffolding is a method of guided learning that helps a student learn by pairing them with an educator. The educator should have greater experience with the task or process than the student, but they should also have an understanding of the level that the student is at and how they can address this level.

Techniques for instructional scaffolding might include using visual aids (such as diagrams), providing examples, working one-on-one with the student and providing feedback. The aim of scaffolding is to create an environment in which the student feels comfortable asking questions until they can perform the skill without any help.

The benefits of scaffolding include:

- Motivating the learner by helping them through aspects of a task that they have trouble with
- Minimizing frustration for the learner
- Providing a faster learning experience





scaffolding

/ˈskɑːfɪldɪŋ/

noun

a temporary structure on the outside of a building, made of wooden planks and metal poles, used by workmen while building, repairing, or cleaning the building.



- 
- Technology, when used meaningfully, supports social interaction, scaffolding, and learner autonomy — all central to Vygotsky’s theory.
 - ELT instructors can use tech tools to replicate social learning environments, encourage collaboration, and scaffold learners' progress through their ZPD.
 - Ultimately, technology empowers learners by providing rich, interactive, and contextualized experiences.



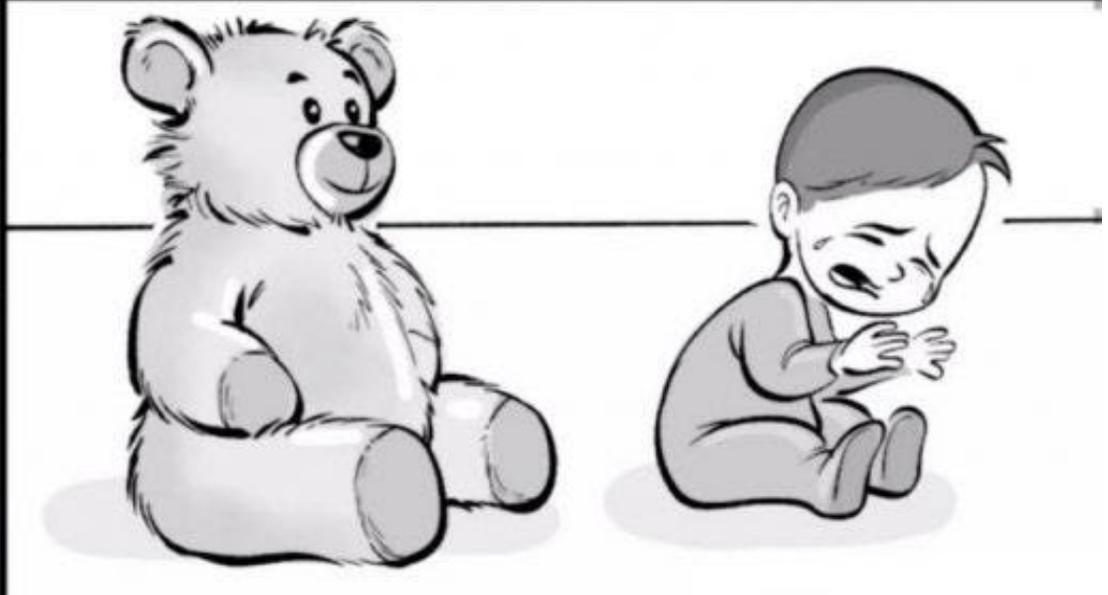
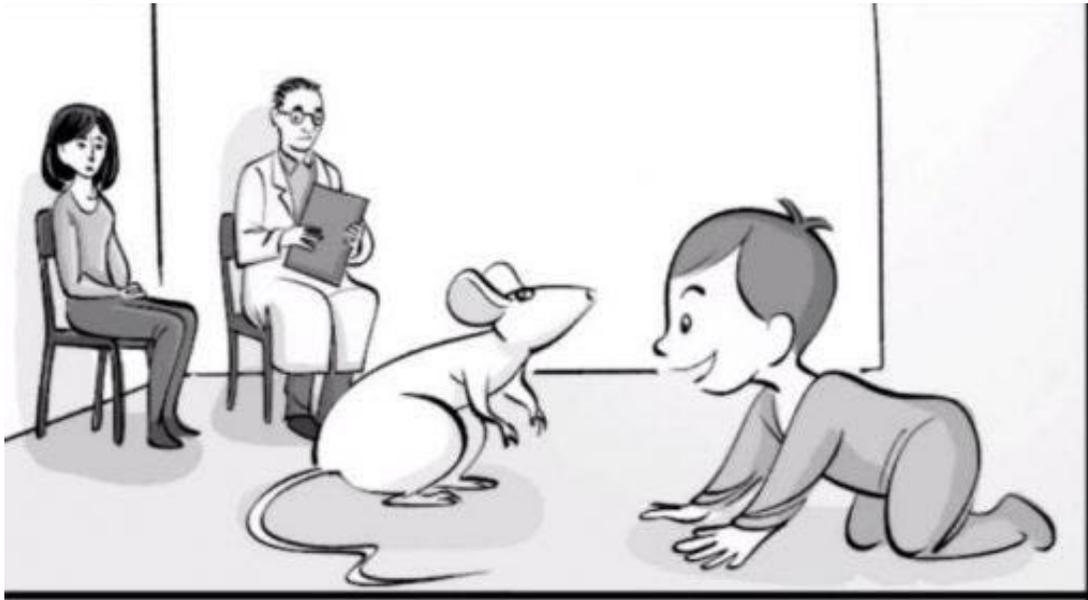


Week- 13
Slides: 107- 115

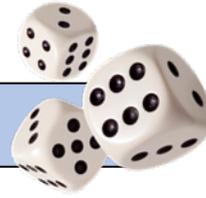
Gamified Language Instruction



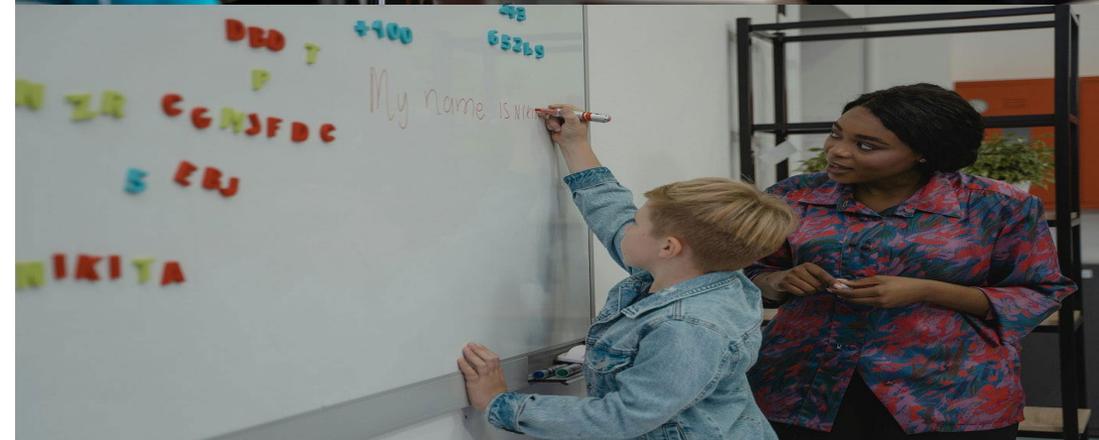
Let's start with a story of The Little Albert experiment, conducted by John B. Watson and Rosalie Rayner in 1920, demonstrated how emotional responses, specifically fear, could be conditioned in an infant.



Theoretical Underpinnings of Gamified Instruction



Gamification in education is rooted in a combination of **behaviorist**, **constructivist**, and **socio-cultural** theories. Behaviorists emphasize reward systems—points, badges, and leaderboards—as motivators for repetitive learning, while constructivists advocate for experiential and learner-centered engagement, which games naturally facilitate. Vygotsky’s socio-cultural theory, especially the Zone of Proximal Development (ZPD), aligns with collaborative games where peers scaffold each other’s learning. These frameworks collectively suggest that gamified environments can create optimal conditions for meaningful language acquisition.



Core Elements of Gamified Language Learning



Gamified instruction is not synonymous with simply playing games in class. Instead, it involves the integration of **game mechanics**—such as goals, rules, feedback systems, progress tracking, and competition—into the language curriculum. The key components include:

1.Narrative and Role-Play: Games often embed learners in fictional contexts, encouraging the use of language in simulated real-life situations. Role-play games, for example, can help students practice target vocabulary, syntax, and pragmatics in context.

2.Immediate Feedback and Rewards: Language learners receive real-time corrections and praise, reinforcing correct usage and encouraging repeated practice.

3.Leveling and Progression: Much like in video games, learners advance through levels by demonstrating linguistic competence, offering a clear sense of accomplishment and growth.

4.Peer Collaboration and Competition: Multiplayer games foster social interaction, which is critical for developing communicative skills. Friendly competition can also heighten motivation.



Technological Tools and Platforms



Numerous digital platforms have successfully implemented gamified features to support language instruction. **Duolingo**, one of the most well-known examples, utilizes streaks, gems, and levels to incentivize daily practice. **Kahoot!**, **Quizizz**, and **Wordwall** turn assessments into engaging classroom competitions. Moreover, platforms like **Classcraft** integrate role-playing elements where learners build avatars and gain powers by completing academic tasks. Beyond these tools, Virtual Reality (VR) and Augmented Reality (AR) environments are also increasingly used to immerse learners in gamified, interactive language experiences.

The Kahoot! logo, featuring the word "Kahoot!" in a bold, purple, sans-serif font with a white outline, set against a background of a grey grid pattern.



Classcraft

The Quizizz logo, featuring the word "QUIZIZZ" in a bold, purple, sans-serif font with a white outline, set against a background of a grey grid pattern.



Wordwall





Benefits of Gamified Language Instruction

1. Increased Motivation and Engagement: Gamified systems often transform monotonous drills into dynamic challenges, thereby increasing learner enthusiasm and participation.

2. Improved Retention and Recall: The repetitive and interactive nature of games reinforces memory, aiding in vocabulary acquisition and grammatical accuracy.

3. Personalized Learning: Many gamified platforms offer adaptive learning paths based on learner performance, ensuring appropriate difficulty and targeted practice.

4. Safe Space for Practice: In games, learners are more likely to experiment with language use without fear of judgment, promoting risk-taking and creativity.

5. Fostering Autonomy: Gamification encourages self-paced learning, giving students more control over their progress and allowing teachers to focus on facilitation rather than instruction alone.

Gamified Learning Benefits

Personalized Learning

Adaptive paths ensure appropriate difficulty and targeted practice.

Retention & Recall

Repetitive games reinforce memory and language skills.

Safe Practice Space

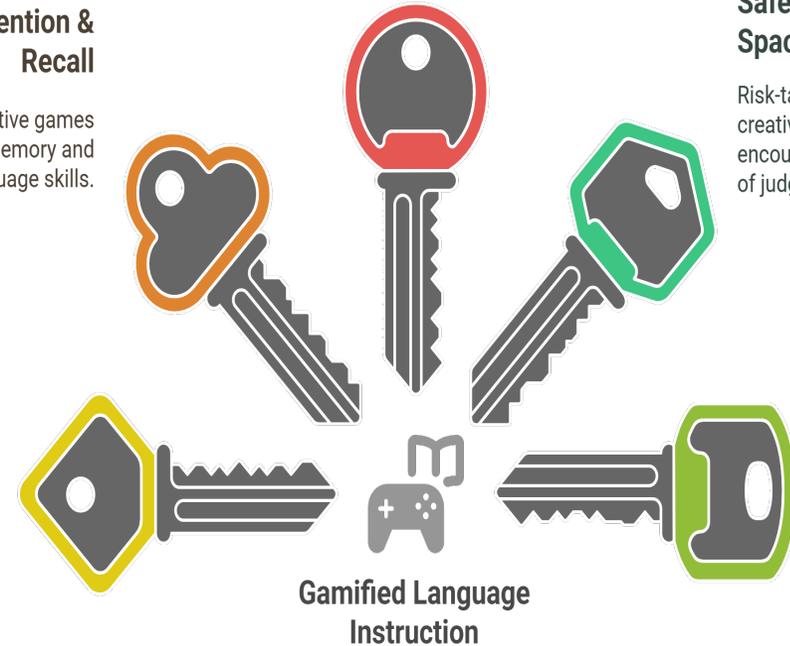
Risk-taking and creativity are encouraged without fear of judgment.

Motivation & Engagement

Dynamic challenges boost learner enthusiasm and participation.

Fostering Autonomy

Self-paced learning empowers students and teachers.



Pedagogical Implications and Best Practices



For gamification to be effective, it must be intentionally designed. Teachers should:

- Align game activities with clear **learning outcomes**.
- Balance competition with collaboration to maintain a healthy classroom climate.
- Integrate both **form-focused** and **meaning-focused** tasks.
- Use **data analytics** provided by gamified platforms to inform instruction.
- Encourage **reflective practices**, where learners consider their language use and progress within game contexts.

Moreover, training teachers in **game-based pedagogy** and involving students in **co-designing** game mechanics can further enhance the learning experience.



Conclusion



Gamified language instruction represents a paradigm shift in how languages are taught and learned. By harnessing the motivational power of games, educators can create immersive, interactive, and effective language learning experiences. While it is not a one-size-fits-all solution, when implemented thoughtfully, gamification can bridge gaps between traditional instruction and contemporary learners' needs. As technology continues to evolve, so too will the potential for gamified methods to transform language education into a more engaging and meaningful endeavor.





Social Media and Language Learning

Language Learning Strategies and Integration in Formal Education

In the 21st-century learning environment, social media is no longer a mere tool for communication—it has become a **strategic platform for language learning**. By offering authentic content, real-time interaction, and cross-cultural engagement, it supports a wide range of language learning strategies. These strategies can be broadly categorized into **cognitive, metacognitive, social, and affective domains**, each enhanced by the dynamic features of social networking platforms.



Social Media Language Learning Strategies



Cognitive Strategies

Focuses on direct interaction and exposure to language

Metacognitive Strategies

Involves planning, monitoring, and evaluating learning

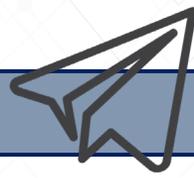
Social Strategies

Emphasizes peer learning and cultural exchange

Affective Strategies

Manages emotional and motivational aspects of learning

1. Cognitive Strategies: Learning by Doing



Social media encourages learners to process and use language through direct interaction and exposure.

a. Content Consumption Strategy

- Watching **short videos**, listening to **audio clips**, and reading **captions and comments** in the target language help build **vocabulary, pronunciation, and grammar understanding**.

- Platforms: YouTube, TikTok, Instagram Reels, Facebook Watch

b. Micro-Writing Strategy

- Learners engage in **microblogging** (e.g., tweets, status updates, captions) which improves **spelling, syntax, and sentence structure**.

- Platforms: Twitter/X, Facebook, Threads

c. Translation and Code-Switching Strategy

- Learners often translate their thoughts and posts into the target language or switch between languages in multilingual groups, improving **translation competence**.



2. Metacognitive Strategies: Planning and Self-Monitoring

Metacognitive strategies involve **planning, monitoring, and evaluating** one's learning process.

a. Language Learning Journals and Blogs

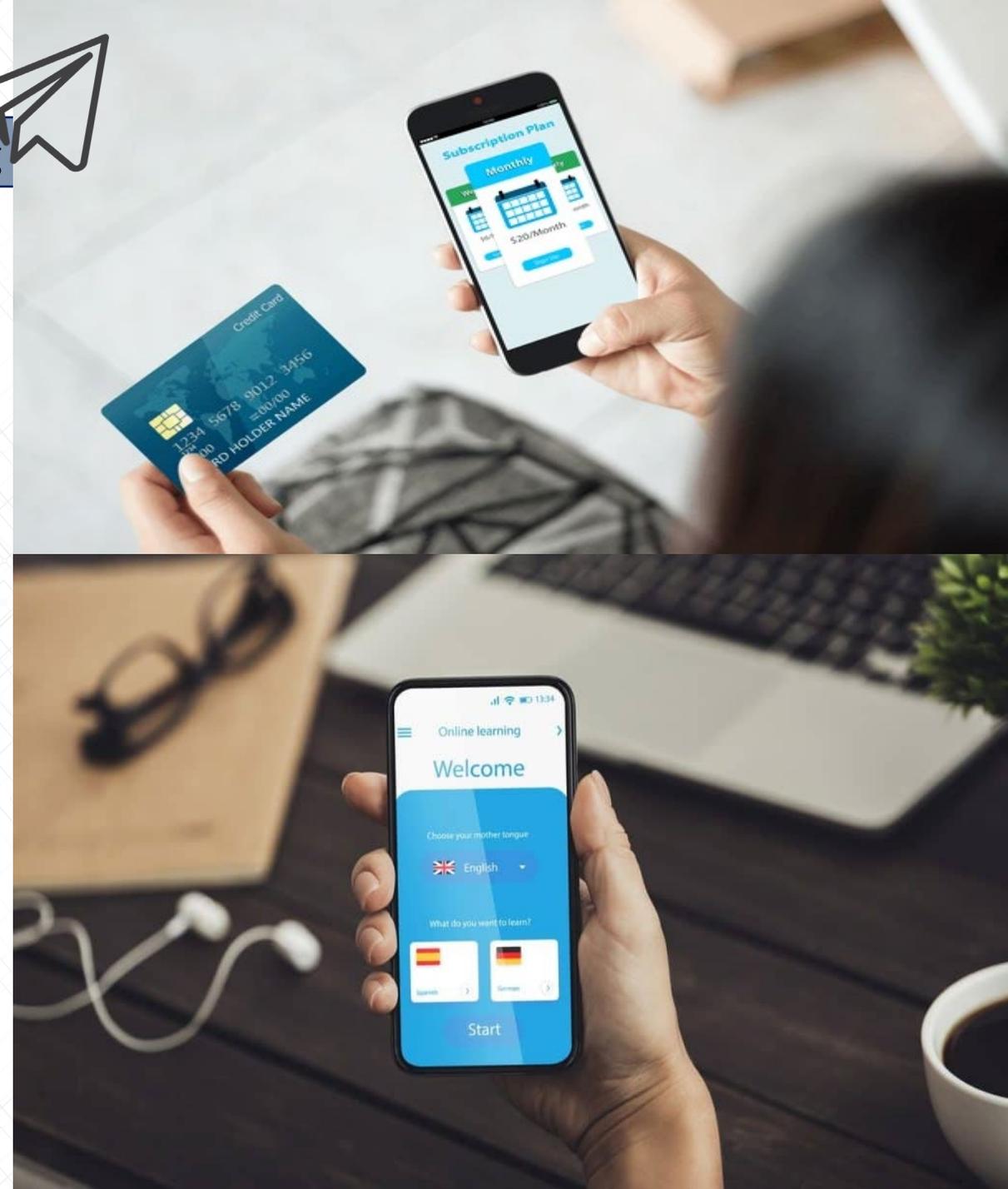
- Learners use platforms like **Tumblr, Blogger, or Medium** to post reflections in the target language, enhancing **self-assessment** and long-term learning goals.

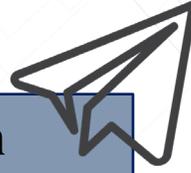
b. Subscription and Content Curation

- Following educational pages, subscribing to language YouTube channels, and saving posts for review help learners plan **personalized learning routines**.

c. Tracking Progress

- Apps like Duolingo and HelloTalk provide **streaks, reminders, and progress charts**, motivating learners to stay consistent.





3. Social Strategies: Learning through Interaction

Language is inherently social, and social media fosters **peer learning and cultural exchange**.

a. Language Exchange Communities

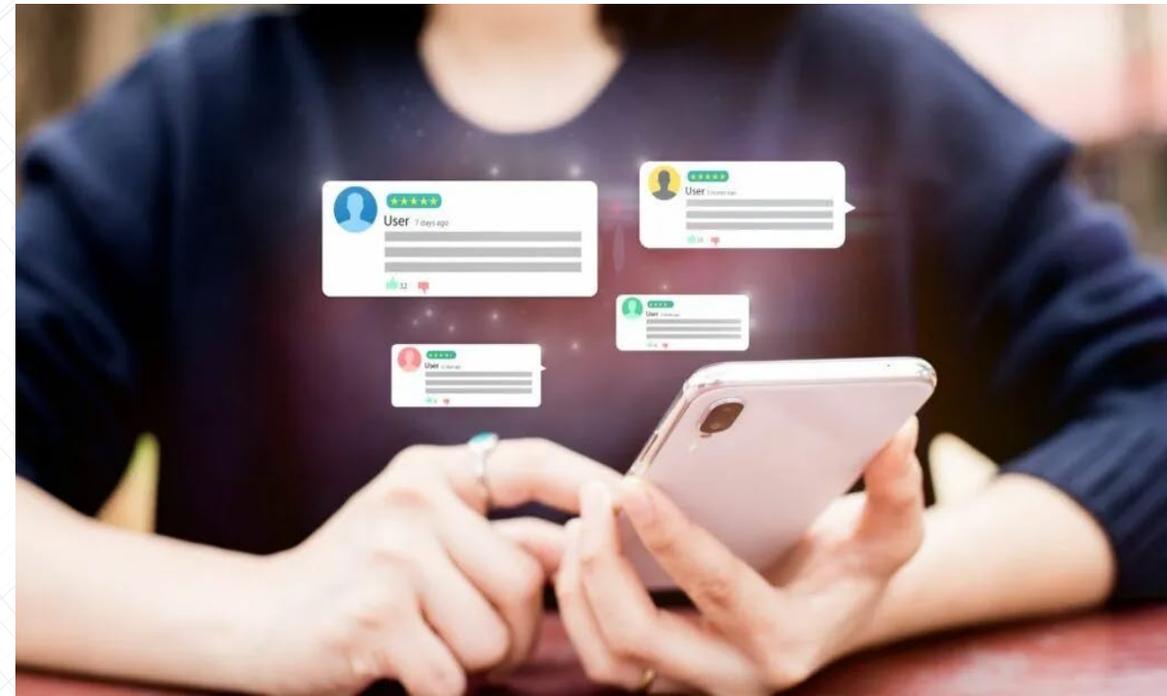
•Learners use platforms like **Tandem, Speaky, and HelloTalk** to connect with native speakers, enabling **reciprocal language learning** (e.g., English-Bengali exchange).

b. Comment and Discussion Engagement

•Participating in forums, Facebook groups, or subreddit discussions exposes learners to **diverse dialects and registers** of the language.

c. Peer Feedback Strategy

•Posting content (videos, writing samples) and inviting corrections from others enhances **constructive feedback** and collaborative learning.





4. Affective Strategies: Emotional and Motivational Support

Affective strategies help learners manage **anxiety, confidence, and motivation**—key factors in language success.

a. Self-Expression through Stories and Reels

•Learners practice speaking by recording **Instagram Stories or Facebook Reels** in the target language, building **confidence and fluency**.

b. Joining Interest-Based Groups

•Being part of niche communities (e.g., photography, gaming, food) in the target language boosts **motivation** by combining language learning with personal passions.

c. Gamification and Challenges

•Participating in language challenges (e.g., “30 Days of English Vocabulary”) or app-based competitions fosters a **fun, stress-free learning environment**.



Educators can integrate these strategies into classroom or blended learning models:

- **Create class hashtags** for Twitter or Instagram activities
- Use **WhatsApp groups** for daily vocabulary challenges
- Encourage students to maintain **TikTok language diaries**
- Conduct **social media scavenger hunts** where students find real-life examples of idioms, phrases, or grammar structures



Integrating Strategies in Formal Learning

Social media is a fertile ground for language learning strategies that are learner-centered, engaging, and contextually rich. By using platforms strategically, learners can enhance cognitive skills, develop self-regulation, engage in authentic communication, and sustain motivation. When combined with traditional methods and thoughtful guidance, these strategies can revolutionize language learning in both formal and informal settings.

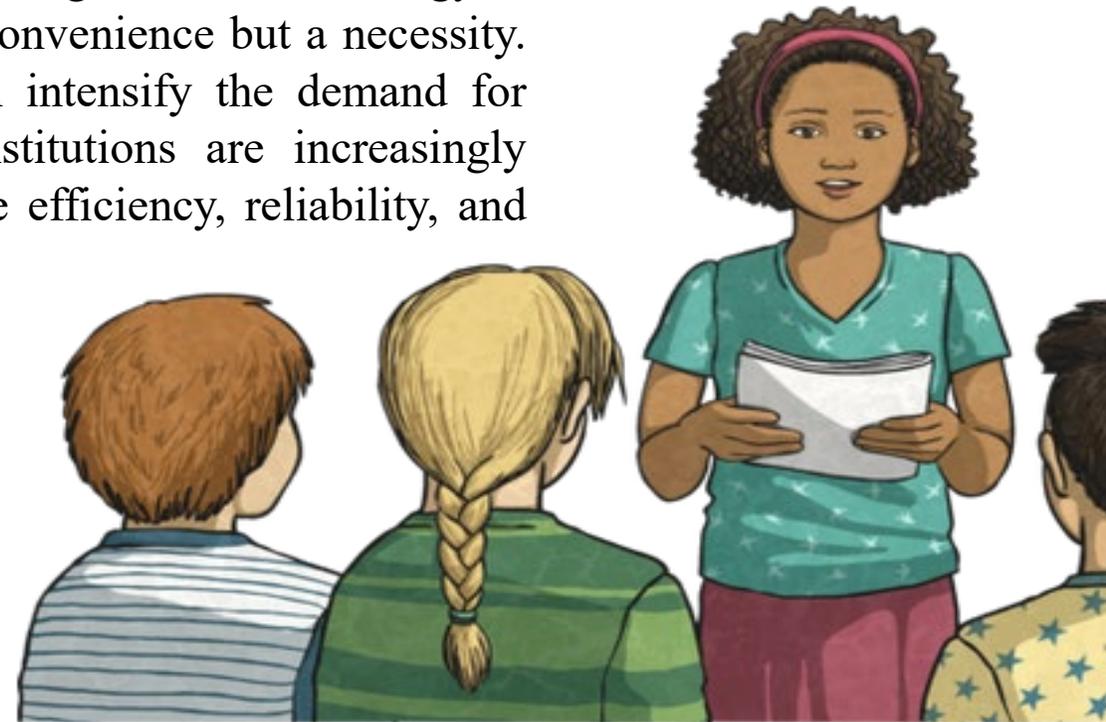
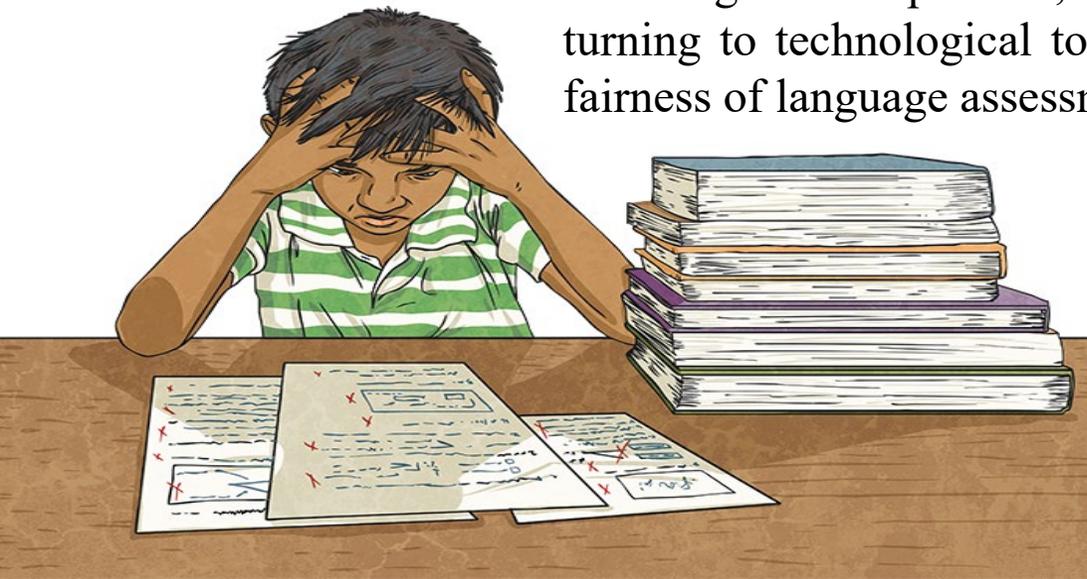




Technology and Language Assessment



Language assessment has evolved significantly over the decades—from pen-and-paper-based exams to dynamic, technology-enhanced systems. In today’s digitally interconnected world, the integration of technology in language assessment has become not just a convenience but a necessity. As globalization and digital communication intensify the demand for multilingual competence, educators and institutions are increasingly turning to technological tools to enhance the efficiency, reliability, and fairness of language assessment practices.



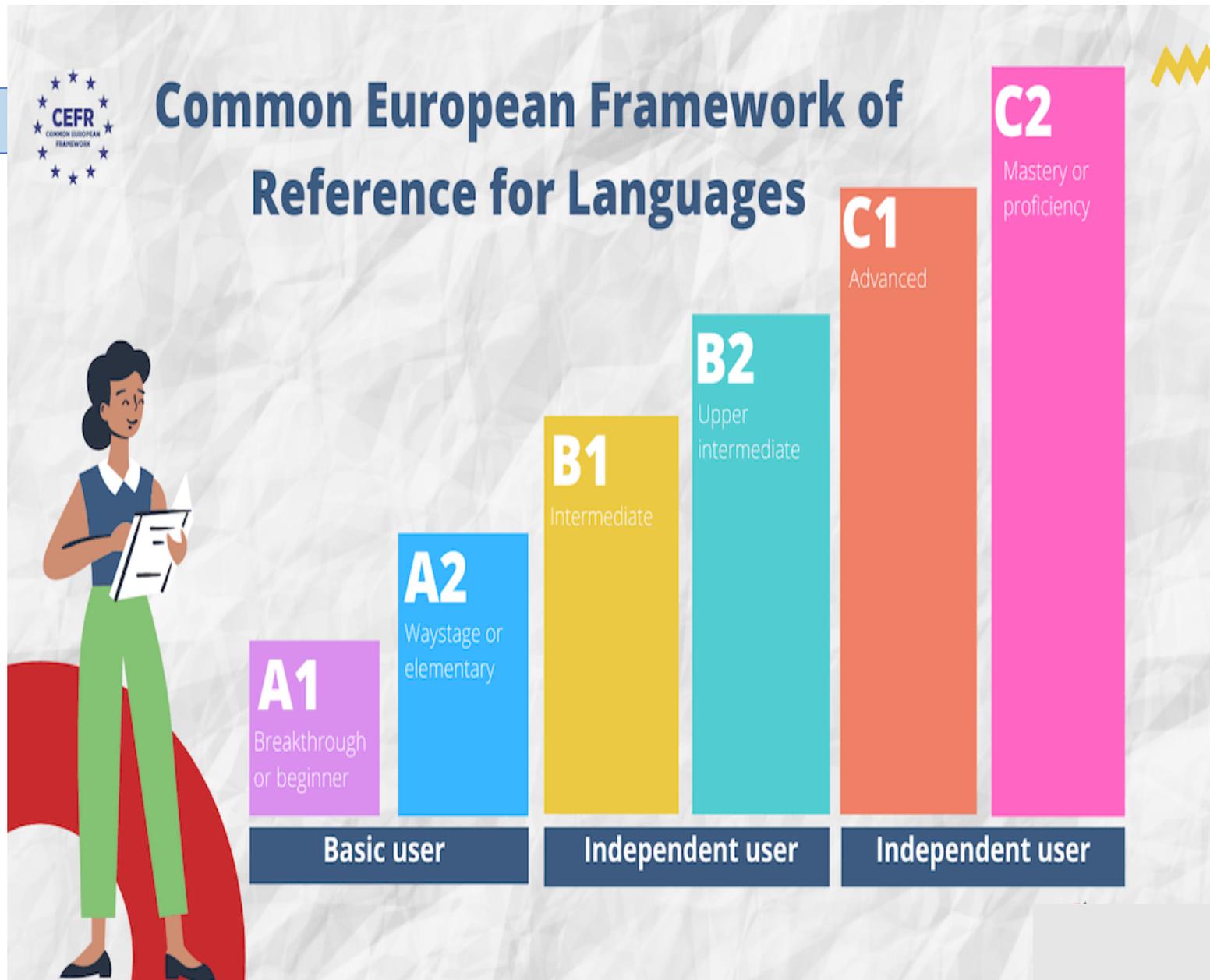
Traditionally, language assessment was conducted through in-person examinations, including written tests, oral interviews, and classroom-based assignments. However, these methods often posed logistical and subjective challenges. The technological revolution, especially since the late 20th century, introduced computer-based testing (CBT) and automated scoring systems, transforming how language proficiency is measured. This shift has democratized access, standardized evaluation processes, and enhanced test security.



Historical Context and the Shift Toward Digital Assessment

Language Assessment Criteria and the CEFR

To evaluate language proficiency effectively, educators and institutions rely on well-defined criteria. These criteria ensure consistency, objectivity, and alignment with international standards. One of the most widely adopted frameworks in language assessment is the **Common European Framework of Reference for Languages (CEFR)**, which provides a comprehensive system for describing and assessing language ability.



The CEFR Framework: An Overview

The **Common European Framework of Reference for Languages (CEFR)** is an internationally recognized standard developed by the Council of Europe. It describes language ability on a six-level scale, from beginner to advanced:

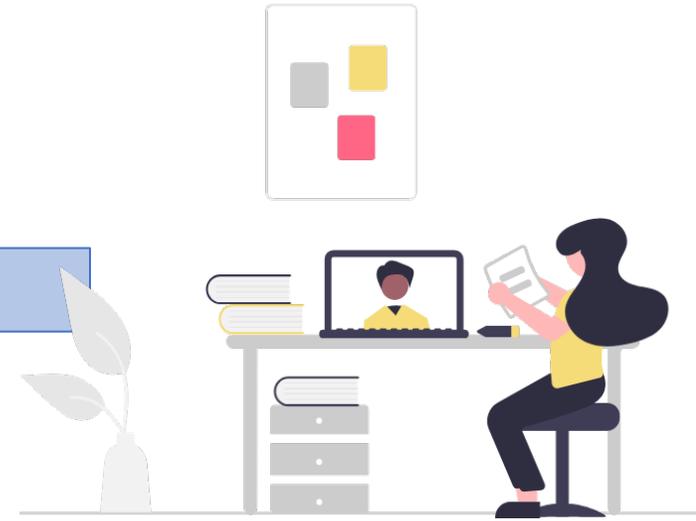


Level	Description
A1	Beginner – Can understand and use familiar everyday expressions and very basic phrases.
A2	Elementary – Can communicate in simple tasks requiring a direct exchange of information.
B1	Intermediate – Can handle most situations likely to arise while traveling or in everyday contexts.
B2	Upper-Intermediate – Can interact fluently and spontaneously with native speakers.
C1	Advanced – Can produce clear, well-structured, detailed text and understand demanding content.
C2	Proficient – Can express themselves spontaneously, very fluently and precisely, even in complex situations.



Why CEFR Matters ??

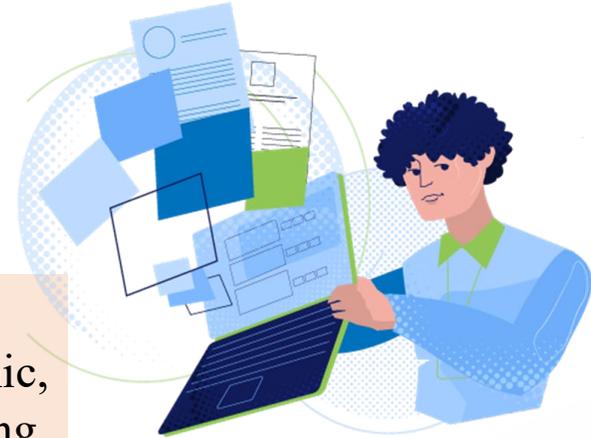
- Provides a **transparent, objective, and universal** language benchmarking system.
- Helps teachers design curricula and assessments tailored to learner levels.
- Facilitates student mobility across countries for education or employment.



Types of Technology-Enhanced Language Assessment Tools

1. Computer-Based Testing (CBT):

CBT platforms, such as TOEFL iBT and Pearson's PTE Academic, provide timed, adaptive tests that evaluate reading, writing, listening, and speaking skills. They offer immediate feedback and automated scoring, making large-scale testing feasible and cost-effective.



2. Learning Management Systems (LMS):

LMS platforms like Moodle, Blackboard, and Google Classroom allow instructors to create, administer, and grade language tests. They also support formative assessment by enabling quizzes, discussion boards, and peer evaluations.



3. Mobile-Assisted Language Assessment (MALA):

Mobile applications such as Duolingo English Test (DET) or Quizlet enable language learners to take assessments on the go. These tools often include gamified elements to boost learner engagement while tracking progress.



4. AI-Powered Assessment Tools:

Natural Language Processing (NLP) and machine learning are revolutionizing language testing. Tools like Write & Improve (by Cambridge) and ETS's e-rater provide automated feedback on grammar, vocabulary, coherence, and fluency in writing tasks. AI chatbots are increasingly used for speaking assessments by simulating conversation.

5. Speech Recognition Technology:

Speech-to-text systems analyze pronunciation, intonation, and fluency. Programs like Rosetta Stone and Google's speech assessment tools evaluate oral skills more objectively and consistently than human raters.



Language Assessment Tools: Categories and Examples



1. Standardized Proficiency Tests

These are formal, widely recognized tests used for academic, immigration, or professional purposes.

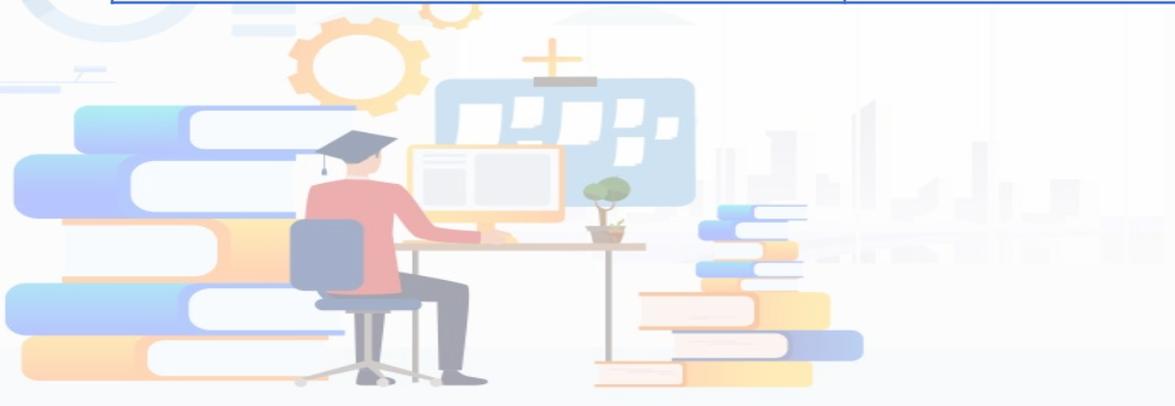
Tool/Test Name	Description	Skills Assessed	CEFR Alignment
IELTS	International English Language Testing System	Listening, Reading, Writing, Speaking	A1–C2
TOEFL iBT	Test of English as a Foreign Language (Internet-based)	L, R, W, S	B1–C2
Duolingo English Test (DET)	Fast, online test with adaptive AI scoring	Integrated	A2–C1
Cambridge English Exams	From A2 Key to C2 Proficiency	L, R, W, S	A2–C2
PTE Academic	Pearson Test of English – computer-based, scored by AI	Integrated	B1–C2
OET	Occupational English Test for healthcare professionals	L, R, W, S	B1–C1
EF SET	Free online English test with CEFR reporting	Reading, Listening	A1–C2

2. Formative Assessment Tools for Classrooms

Useful for regular classroom assessments, feedback, and skill development.



Tool	Description	Best For
Moodle/Google Forms	Teachers can design quizzes for all skills with grading logic	Grammar, Reading, Listening
Kahoot / Quizizz	Game-based learning tools for vocabulary, grammar, and reading	Motivation, Vocabulary
Edmodo / Socrative	Classroom engagement and test tools with real-time analytics	Formative Quizzes
Padlet / Jamboard	Collaborative writing or speaking tasks (video/audio posts)	Writing, Speaking



3. Writing Assessment Tools (AI & Peer Feedback)



Tool	Description	Features
Grammarly	Grammar checker with tone and clarity suggestions	Grammar, Vocabulary
Write & Improve (Cambridge)	CEFR-aligned writing feedback with scores	CEFR feedback, error types
Slick Write / Hemingway App	Writing fluency, readability, and structure analysis	Sentence-level feedback
Turnitin Draft Coach	Writing with plagiarism checker + formative feedback	Academic writing evaluation



4. Speaking and Pronunciation Assessment Tools



Tool	Description	Features
ELSA Speak	AI pronunciation coach based on American English accent	Pronunciation accuracy
Speechace / WIZER	Speech assessment APIs used in LMS	Real-time pronunciation feedback
Google Read Along / Duolingo Speaking	Interactive speaking and reading aloud tasks	Pronunciation, Fluency
Flipgrid (by Microsoft)	Video-based speaking tasks and peer feedback	Speaking practice



5. Listening and Reading Assessment Tools

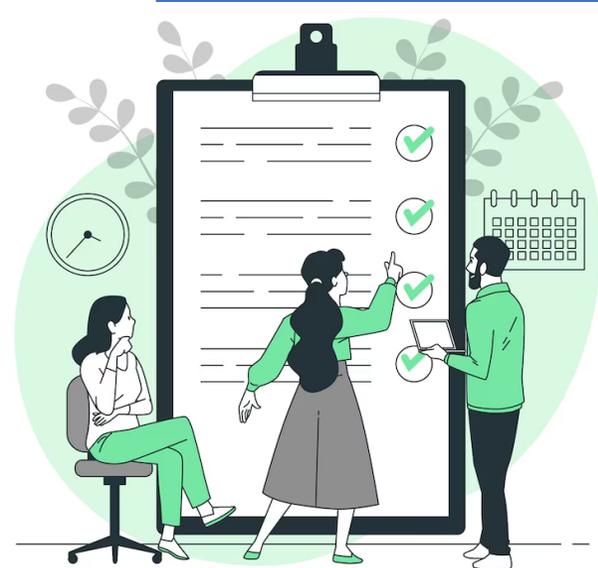


Tool	Description	Best For
BBC Learning English Quizzes	CEFR-based listening and vocabulary practice	Listening, Vocabulary
Newsela / ReadTheory	Adaptive reading comprehension with analytics	Reading fluency and inference
ELLLO / TED-Ed	Authentic listening materials with quizzes	Listening comprehension



7. Tools for Teacher-Led Assessment and Feedback

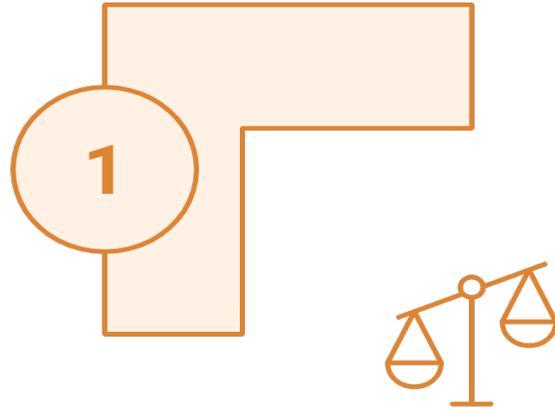
Tool	Description	Use Case
Rubistar	Create rubrics for speaking/writing assessments	Teacher scoring templates
Canva (for portfolios)	Create language portfolios showcasing learners' growth	Visual performance tracking
Screencast-O-Matic / Loom	Record teacher feedback on student speech or writing	Personalized feedback
Turnitin Feedback Studio	Detailed rubric-based feedback for writing	Academic integrity + structure



Metrics for Language Testing Software

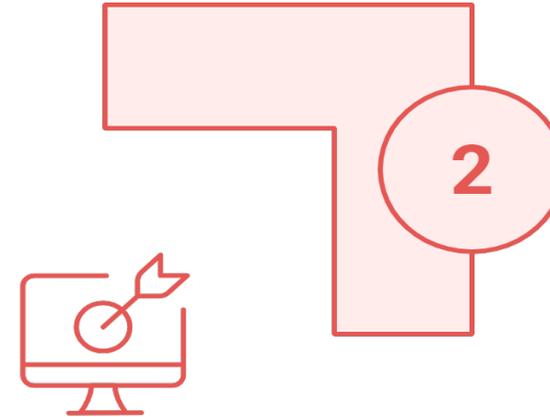
Bias and Fairness

Bias and fairness are complex issues with low immediate priority.



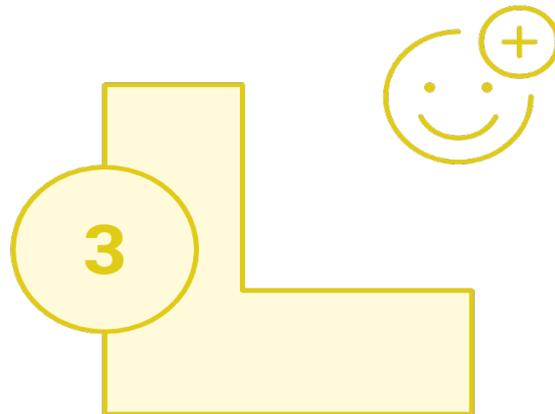
Adaptive Testing

Adaptive testing is crucial but complex to implement effectively.



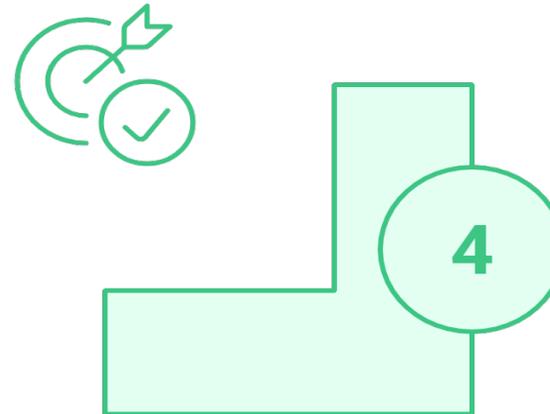
User Experience (UX)

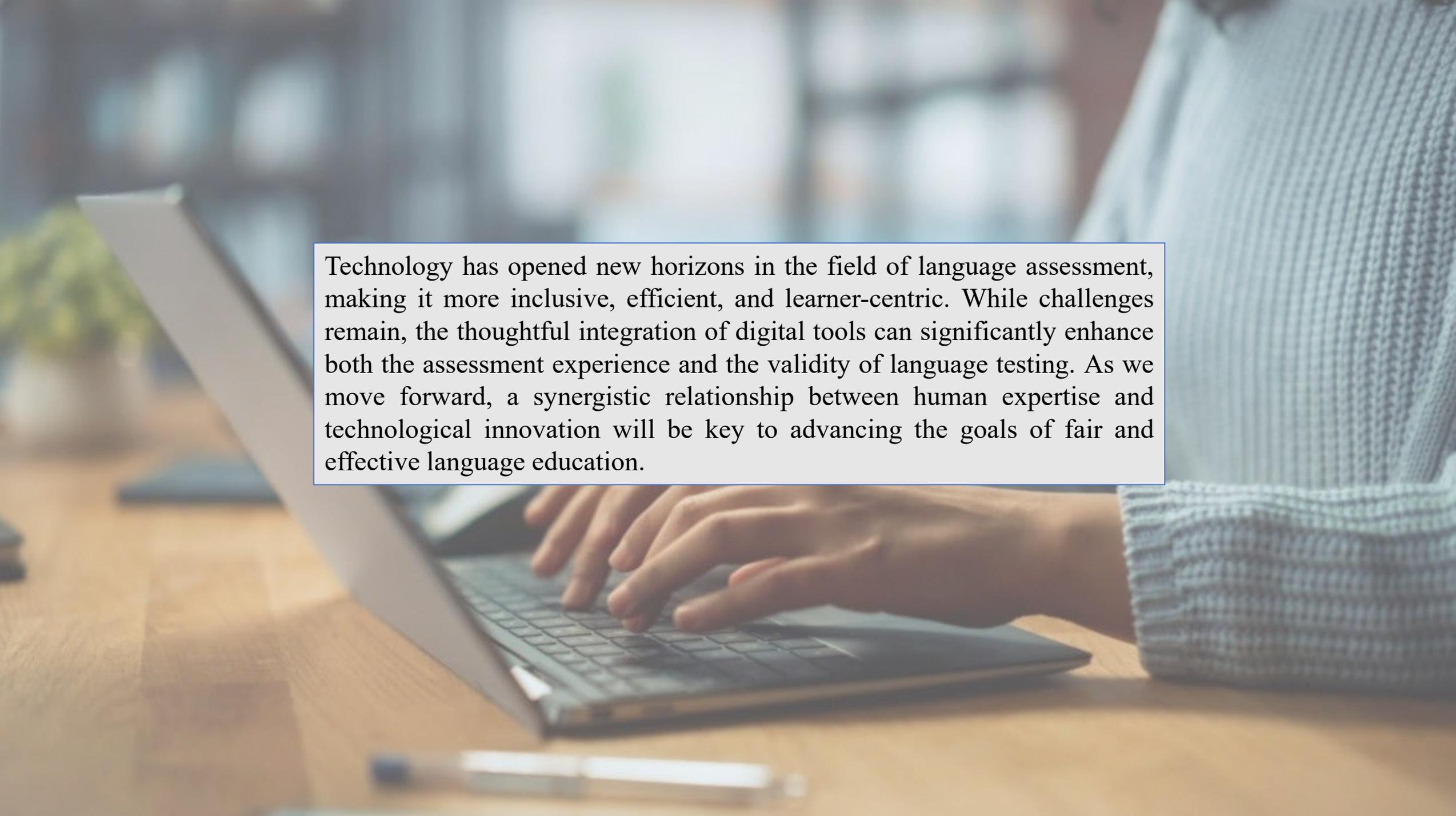
User experience is simple yet less critical for initial focus.



Accuracy and Reliability

Accuracy and reliability are essential with straightforward implementation.



A close-up, shallow depth-of-field photograph of a person's hands typing on a laptop keyboard. The person is wearing a light blue, textured knit sweater. The laptop is silver and sits on a wooden desk. In the foreground, a silver pen lies horizontally. The background is heavily blurred, showing what appears to be a modern office or classroom environment with other people and screens. A white text box with a thin blue border is overlaid on the center of the image, containing a paragraph of text.

Technology has opened new horizons in the field of language assessment, making it more inclusive, efficient, and learner-centric. While challenges remain, the thoughtful integration of digital tools can significantly enhance both the assessment experience and the validity of language testing. As we move forward, a synergistic relationship between human expertise and technological innovation will be key to advancing the goals of fair and effective language education.