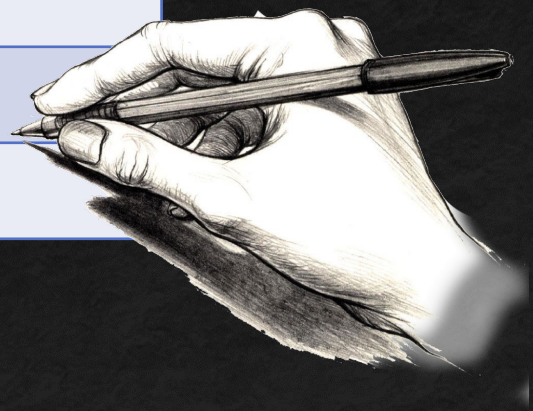
Technology in English Language Teaching and Learning

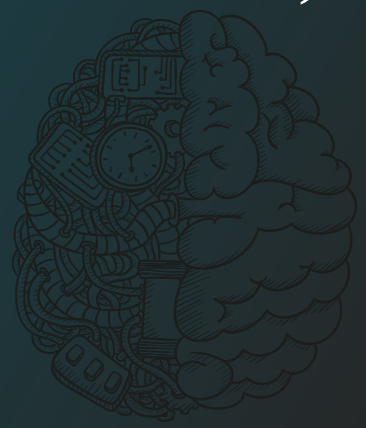
0231-2301

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			

Suggested Readings

Dudeney, 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.
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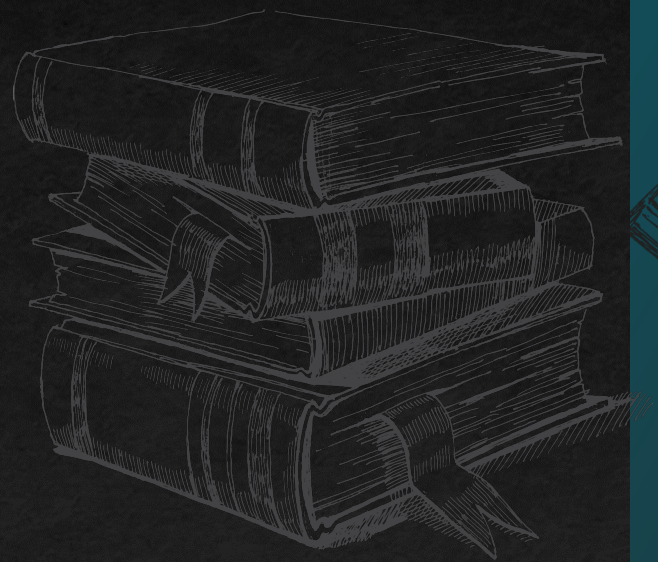
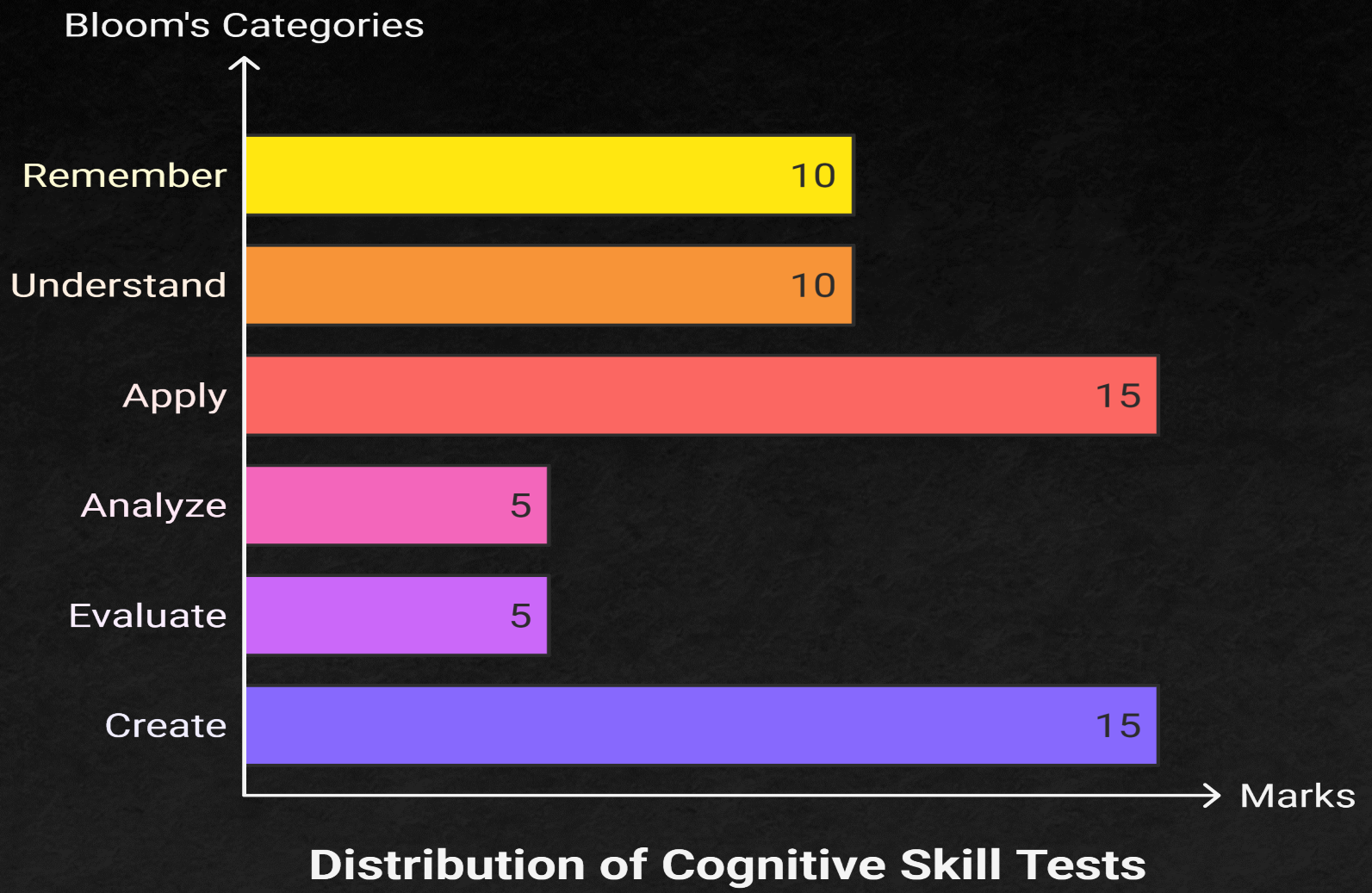


SEE- Semester End Examination (60 Marks-40%)



Distribution of Cognitive Skill Tests

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

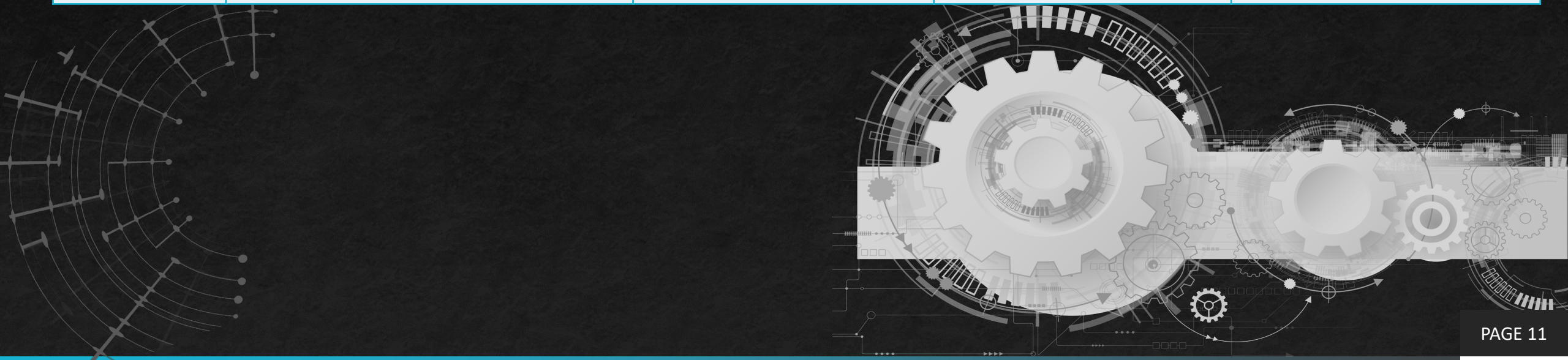
Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introduction: Overview of the role of technology in ESL/EFL education, key issues, and debates	Lecture, group discussion, reading recent articles	• Reflection paper on technology integration • Summative Exam	CLO-1, CLO-4
2	• Computer-Mediated Communication (CMC) and Language Learning • Computer Assisted Language Learning (CALL)	Demonstration of CMC tools, case studies	• Group presentation on CMC effectiveness • Summative Exam	CLO-1, CLO-2
3	Benefits and Challenges of CMC in Virtual Classrooms	Comparative analysis, peer discussions	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• Quiz 3 (Multimedia and apps in language learning) • Summative Exam	CLO-3, CLO-5
11	Social Networking and Language Learning	Group discussions, case studies	• 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	• 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	• Design a gamified lesson module • Summative Exam	CLO-1, CLO-3
14	Gamification of Teaching Modules for Language Instruction	Interactive gaming sessions	• 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	• Comparative analysis of digital assessment tools • Summative Exam	CLO-3, CLO-4
16	Implementing E-Assessment for Language Proficiency	Online testing and evaluation	• 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	• Research paper on effectiveness of technology • Summative Exam	CLO-1, CLO-4
18	Wrap-Up Class & Final Summative Exam	Final discussions, feedback session	• Comprehensive • Summative Exam (Covering all CLOs)	All CLOs



Thank You

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

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	ESL
EFL refers to teaching and learning English as a foreign language	ESL refers to learning and teaching English as a second language
Involves studying English in a country where English isn't the dominant language (for example, countries like China, Russia, Japan)	Involves learning English in a country where English is widely used, such as Australia, the UK, and the US
EFL learners learn English language mainly as a mode of survival in an English-speaking country	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 (Dudeney & 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).

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).

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**:

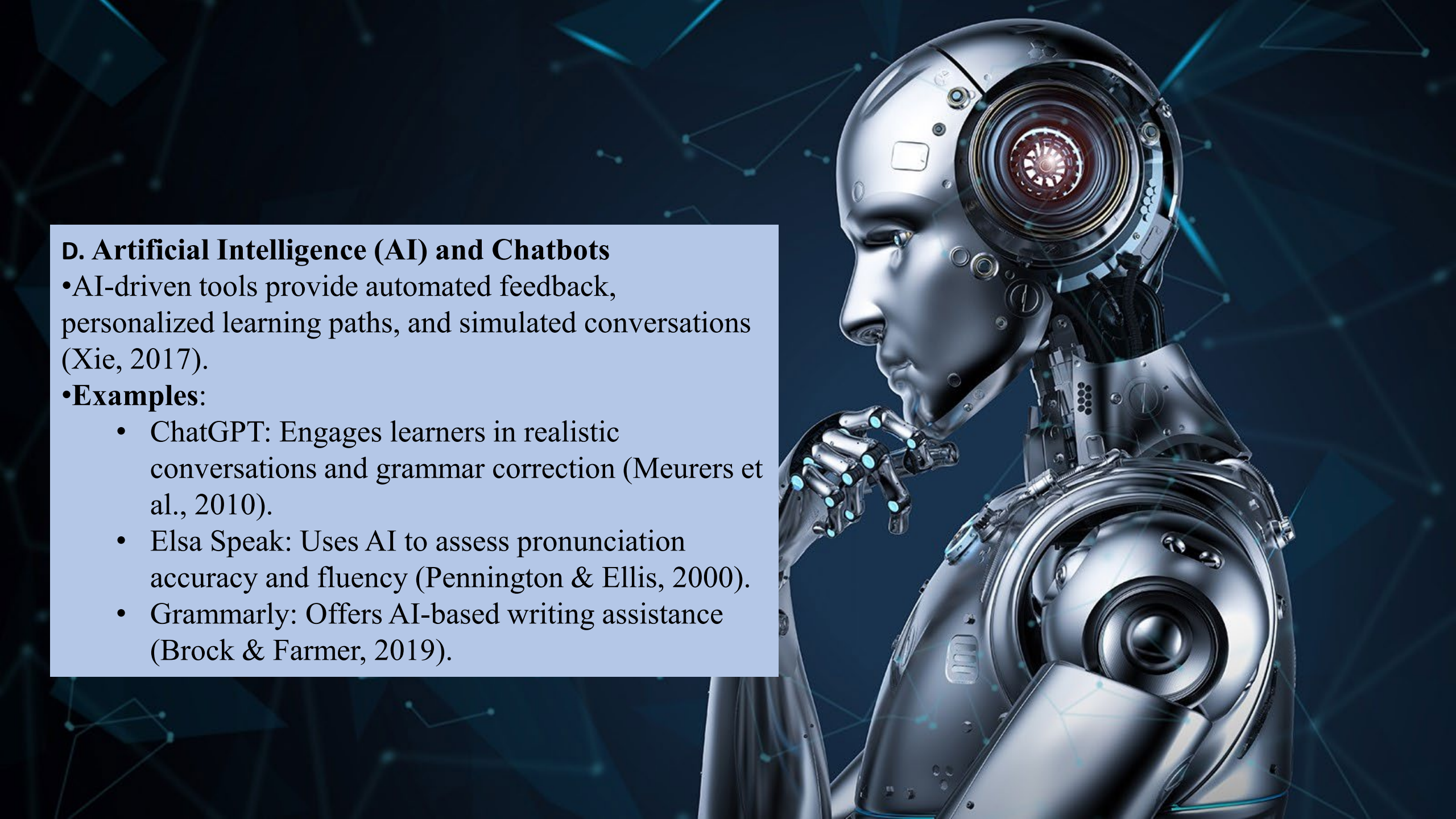
- Moodle: An open-source LMS with customizable features for teachers and learners (Dillenbourg, 2013).
- Coursera & Udemy: Offer structured courses in English language learning (Hauck & Warnecke, 2012).
- Google Classroom: Integrates assignments, discussions, and resources into a single platform (Rodriguez, 2020).

coursera

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).

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).

Kahoot!

Quizlet

BBC LEARNING ENGLISH

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

[ȯg-ˈmen-təd rē-ˈə-lə-tē]

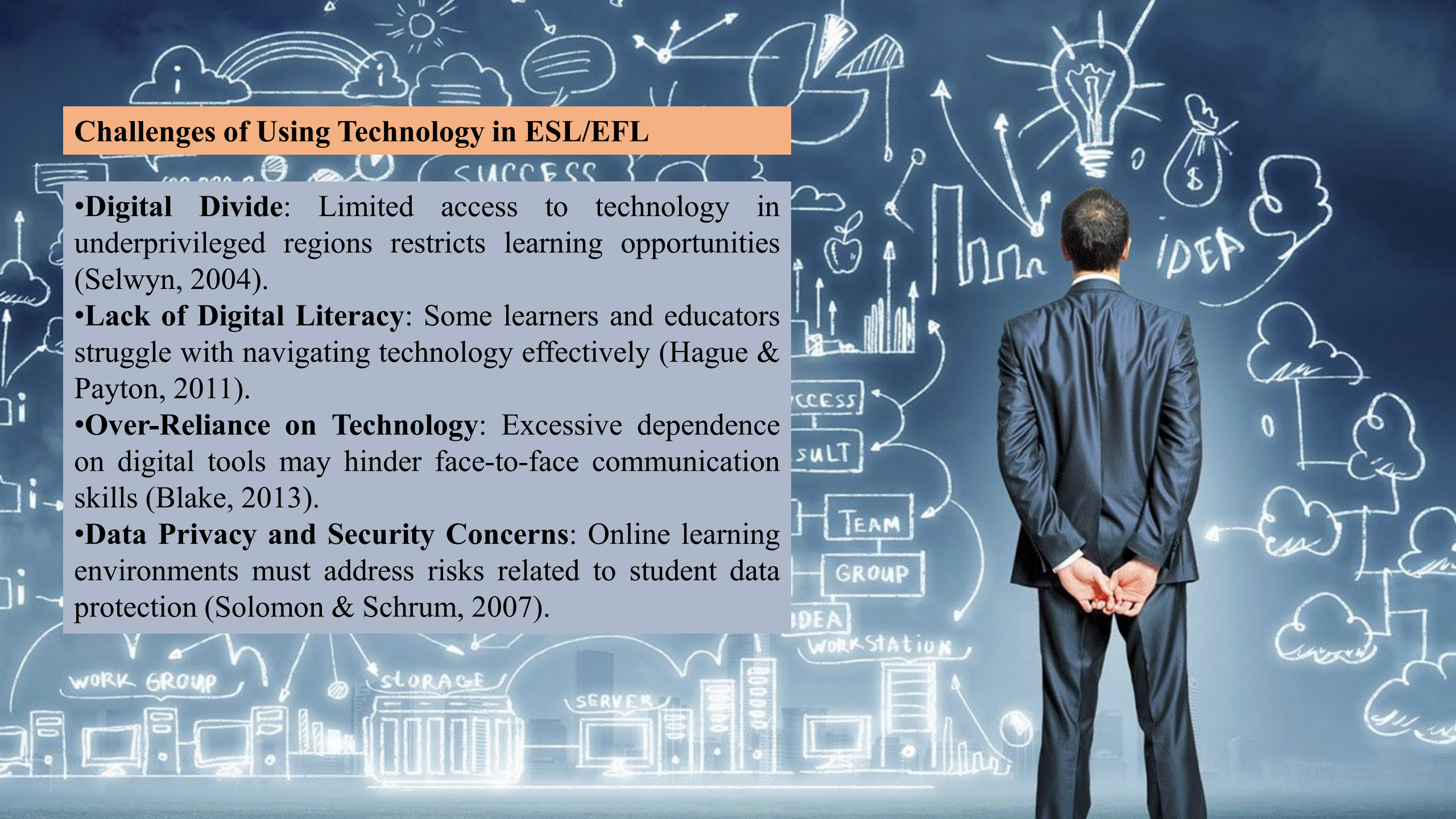
A type of technology that allows digital images and information to be displayed onto the physical environment.

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 (Kramsch, 2014).

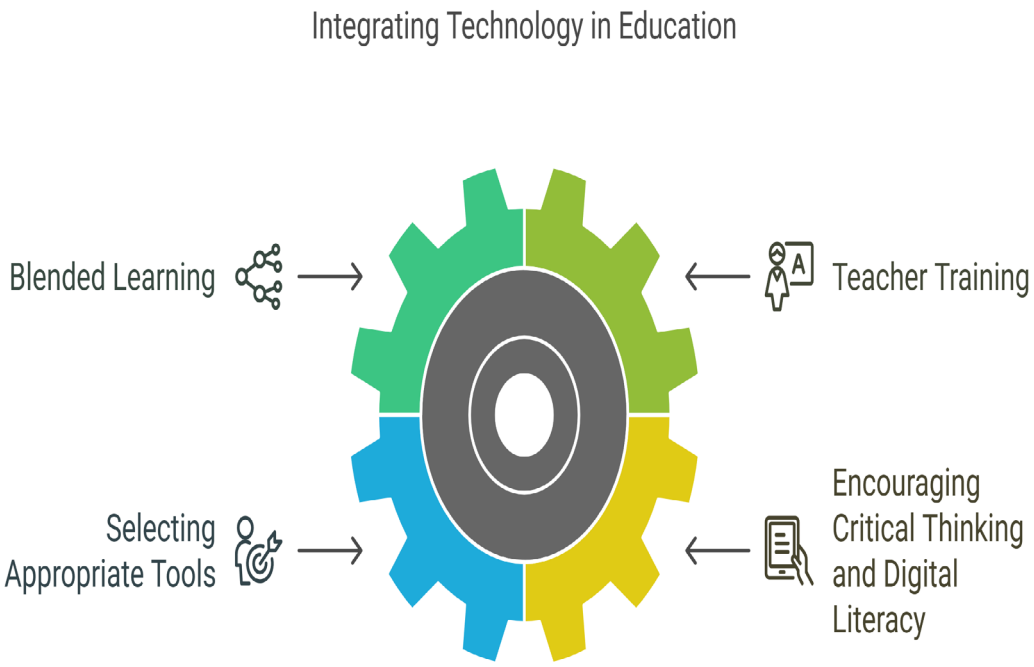
Challenges of Using Technology in ESL/EFL

- **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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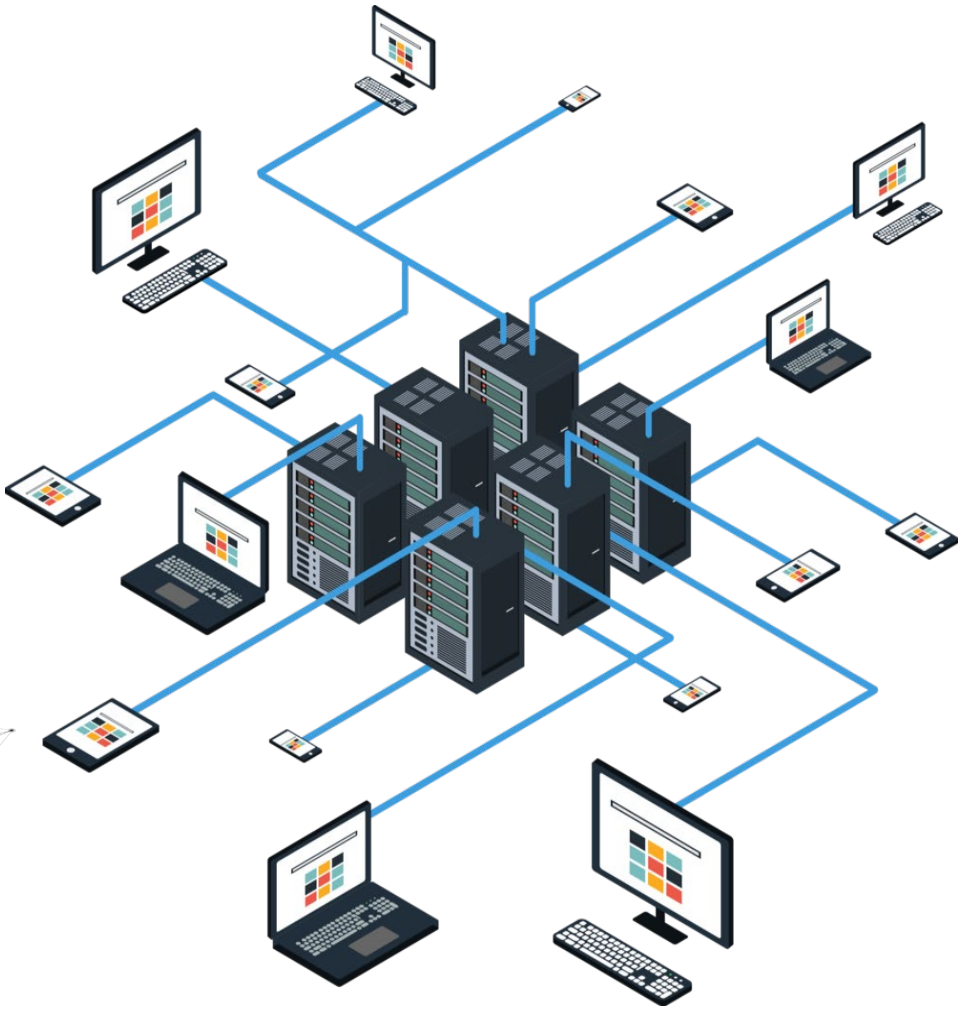
Computer-Mediated Communication (CMC) and Language Learning

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.

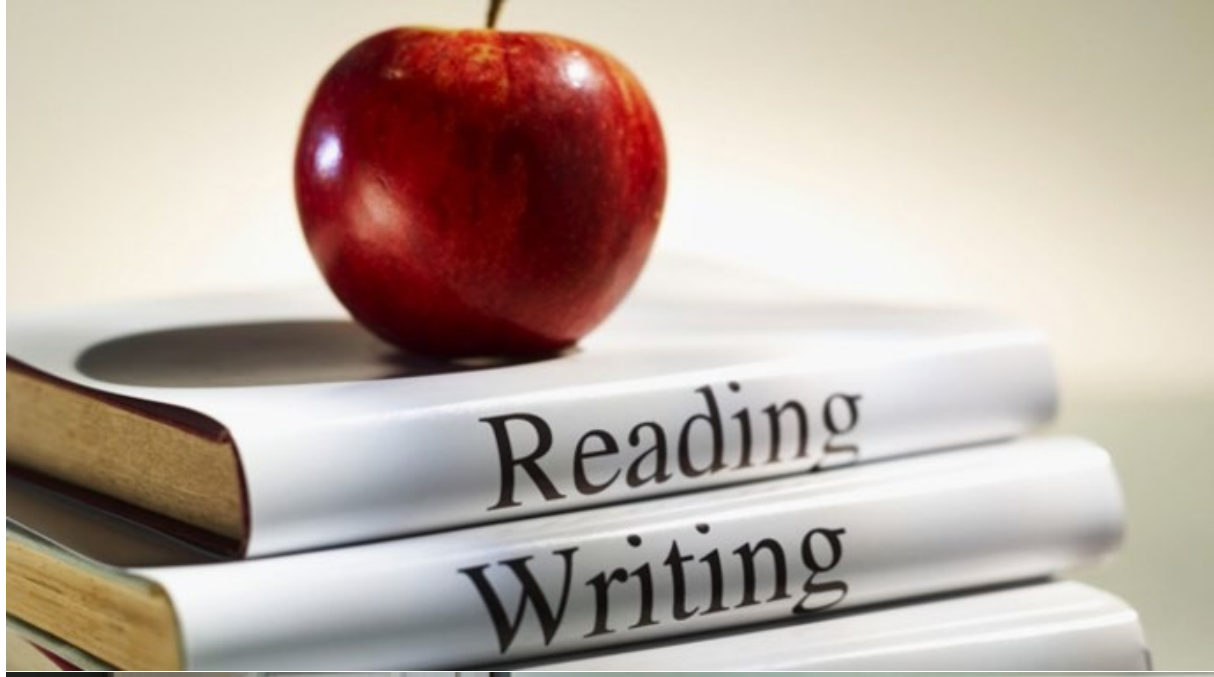
C. Flexibility and Convenience

•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.

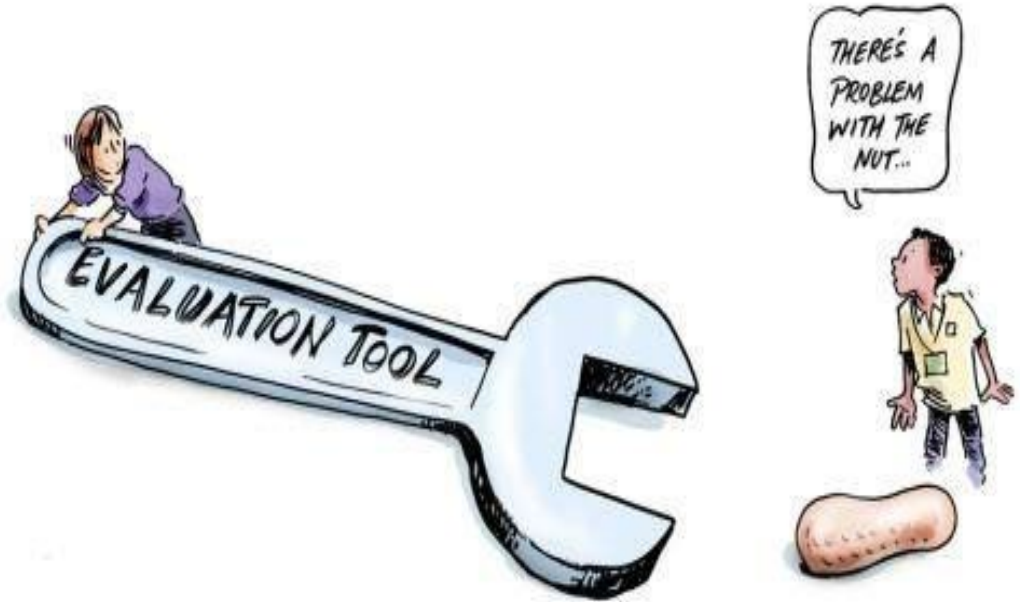
•Lack of immediate teacher supervision can lead to decreased participation.

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.

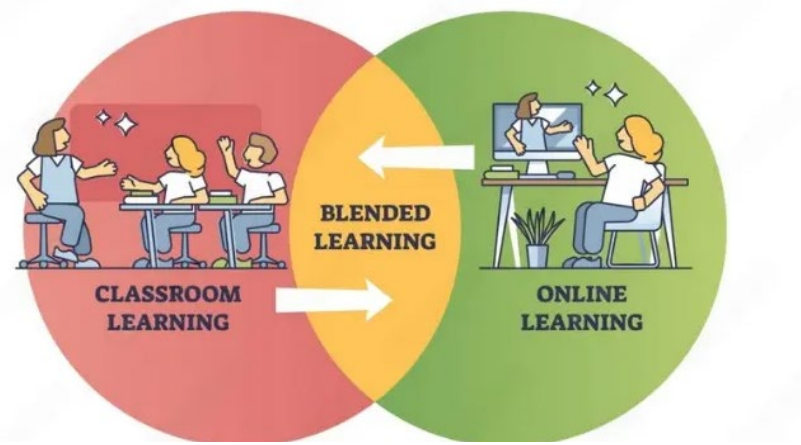


E. Cultural and Language Barriers

•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.


Thanksyou

Week- 4
Slides: 13-29

MALL

Adnan Shakur
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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.

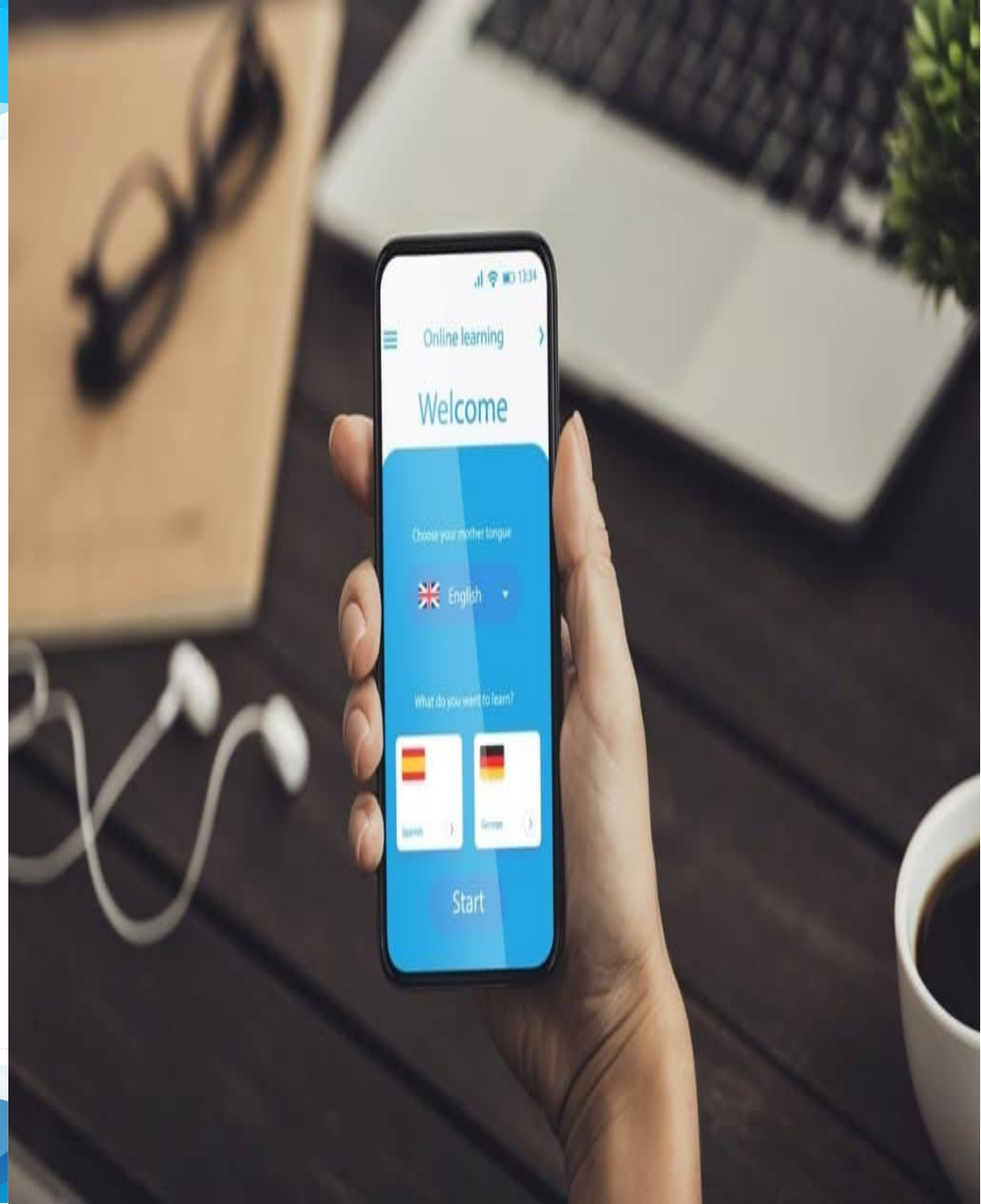
- ❑ Supports collaborative learning through social media and online platforms.

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

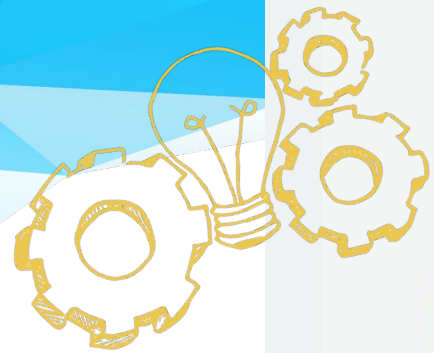
- **Language Learning Apps:** Duolingo, Babbel, Rosetta Stone, Memrise.
- **Flashcard Apps:** Anki, Quizlet.
- **Speech Recognition Tools:** Google Voice, Speechling.
- **Grammar Checkers:** Grammarly, Hemingway Editor.
- **Translation Tools:** Google Translate, DeepL.
- **Podcasts & Audiobooks:** BBC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



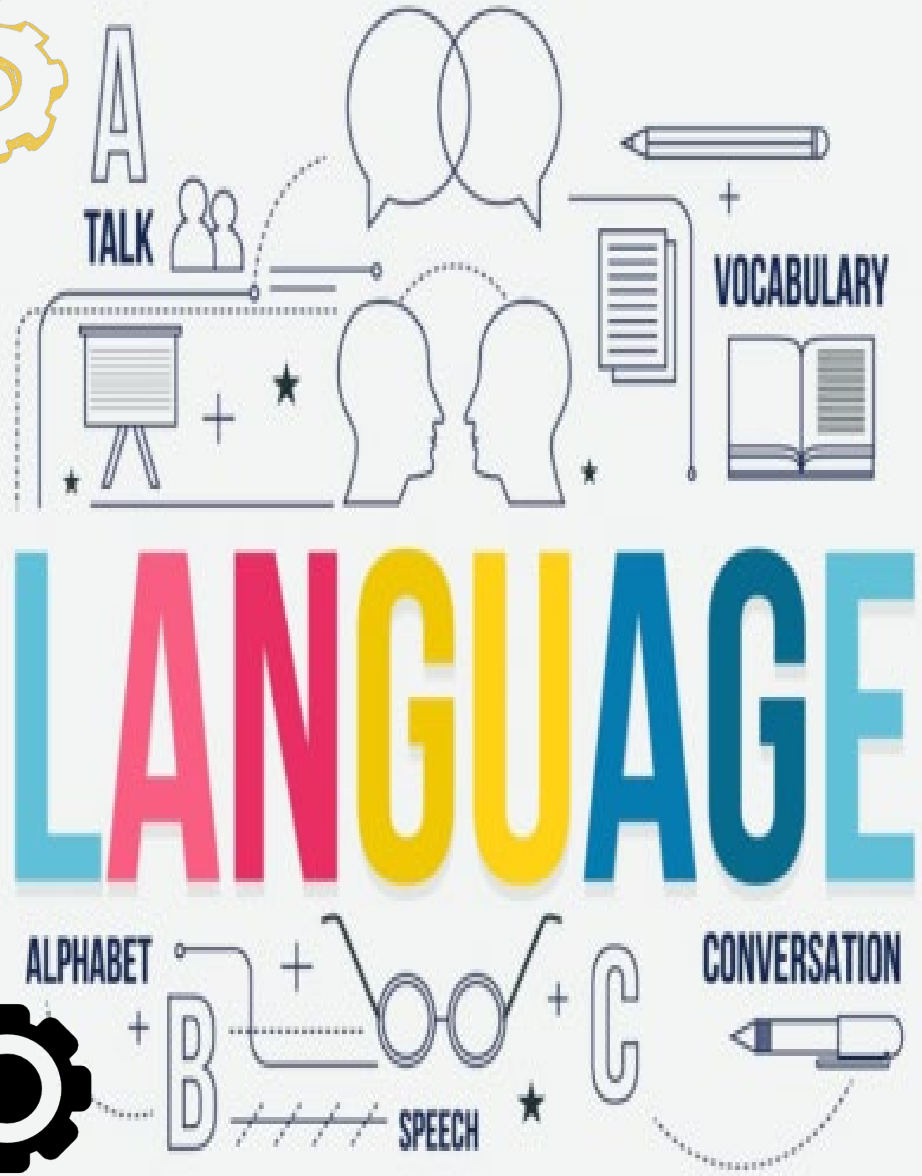
Benefits of MALL

- **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

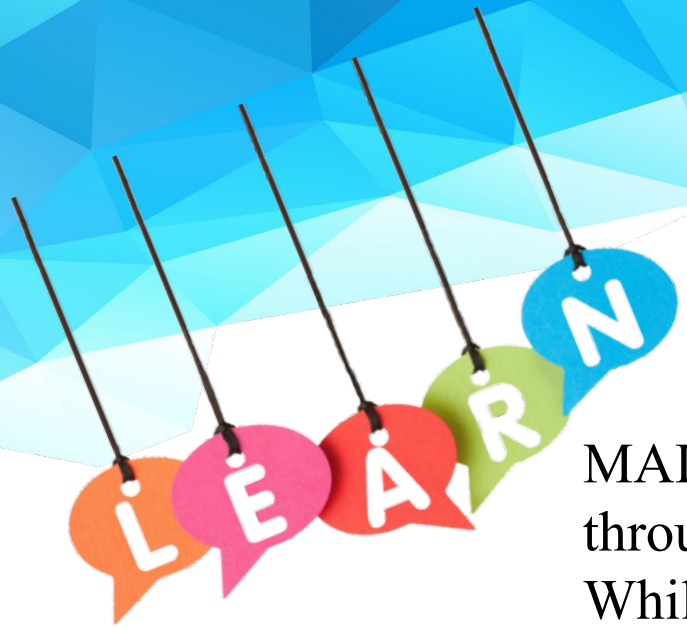


Digital Divide: Not all learners have access to advanced mobile technology.
Distractions: Social media and other mobile apps can divert attention.
Limited Screen Size: Can affect reading and writing activities.
Internet Dependency: Some apps require continuous internet access.
Quality Control: Not all language learning apps provide accurate information.



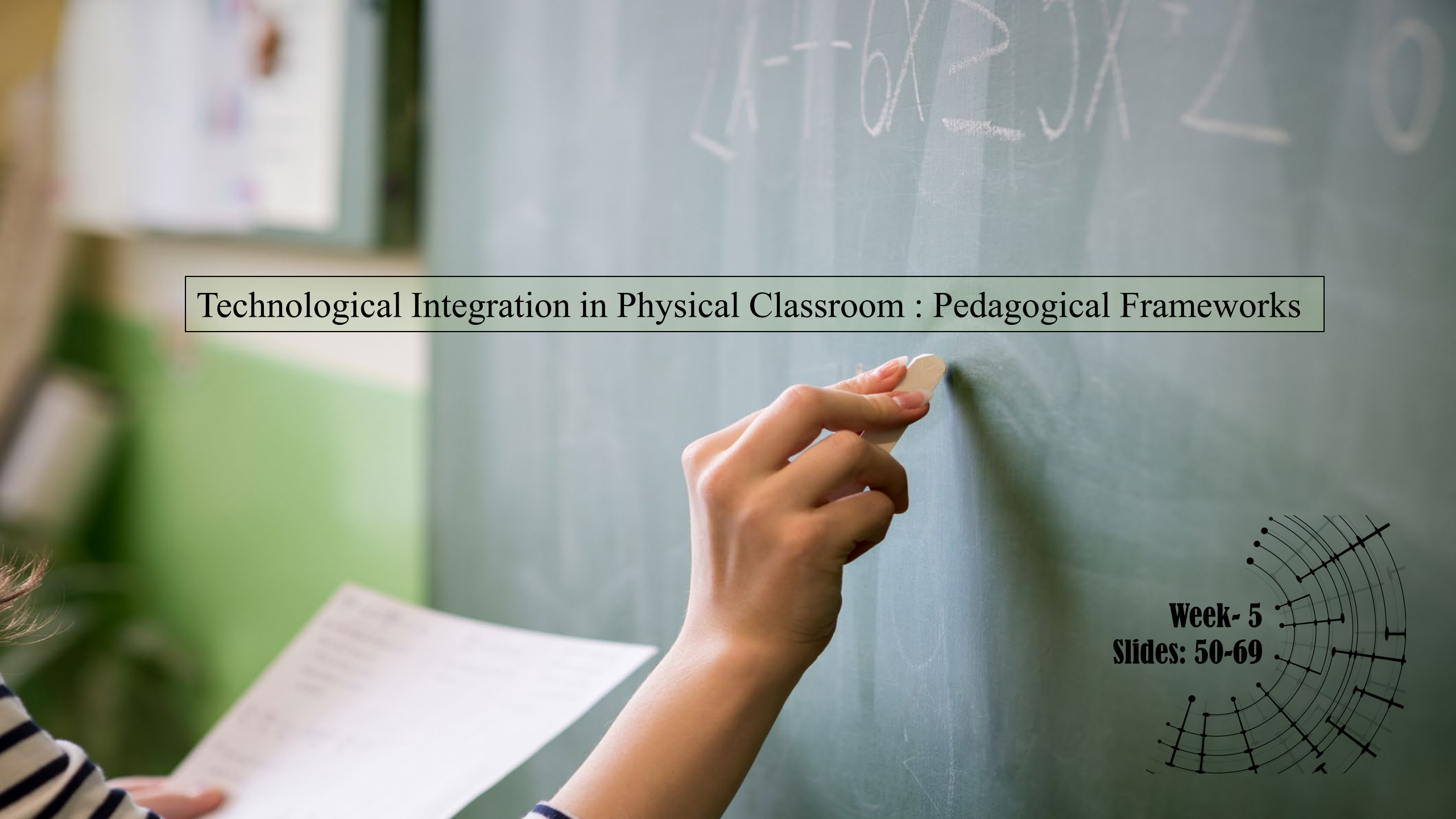
Strategies for Effective MALL Integration

- **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



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Pedagogy

Pedagogy refers to the method and practices of a teacher.

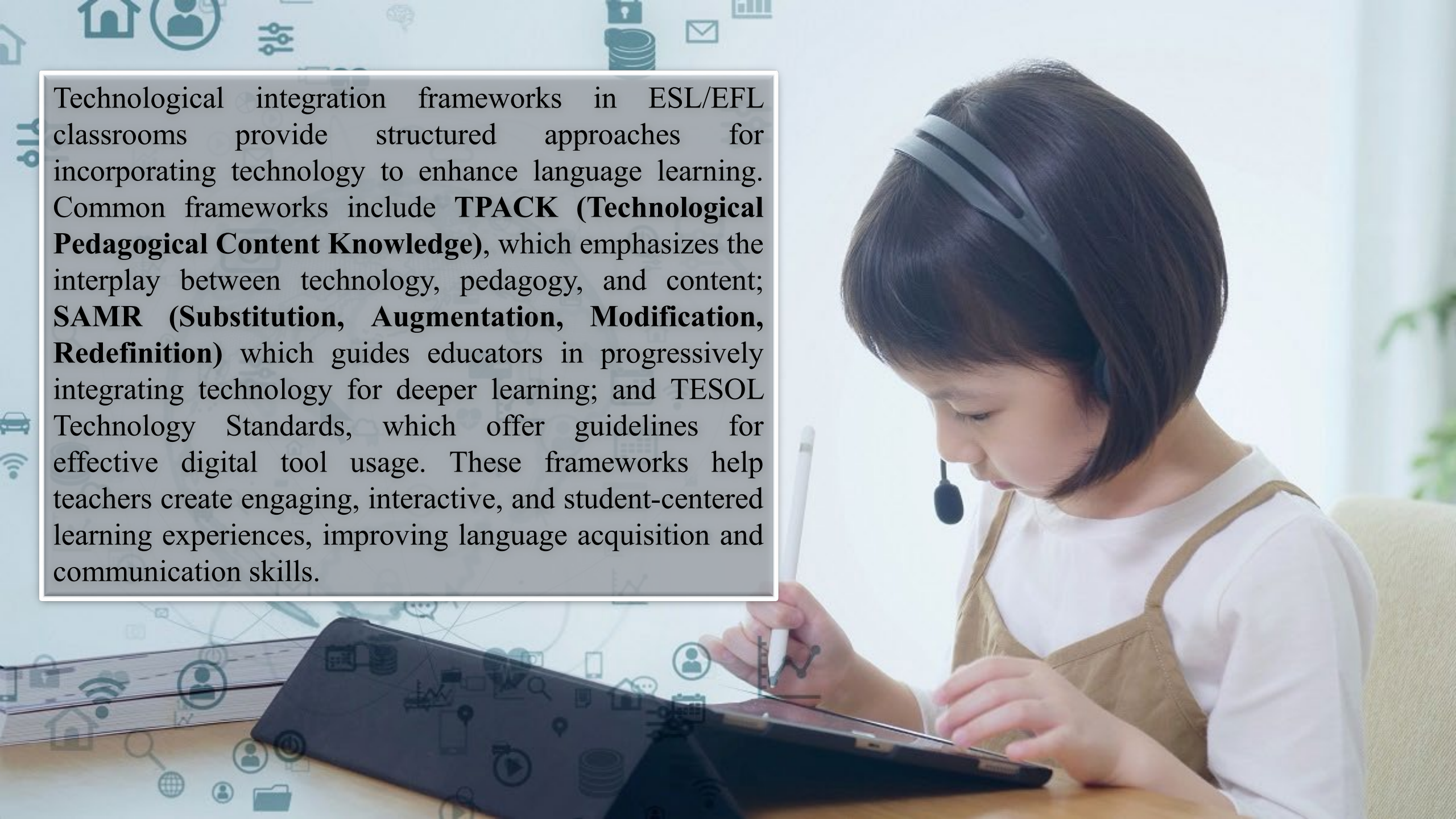
It's how they approach their teaching style, and relates to the different theories they use, how they give feedback, and the assessments they set.

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.



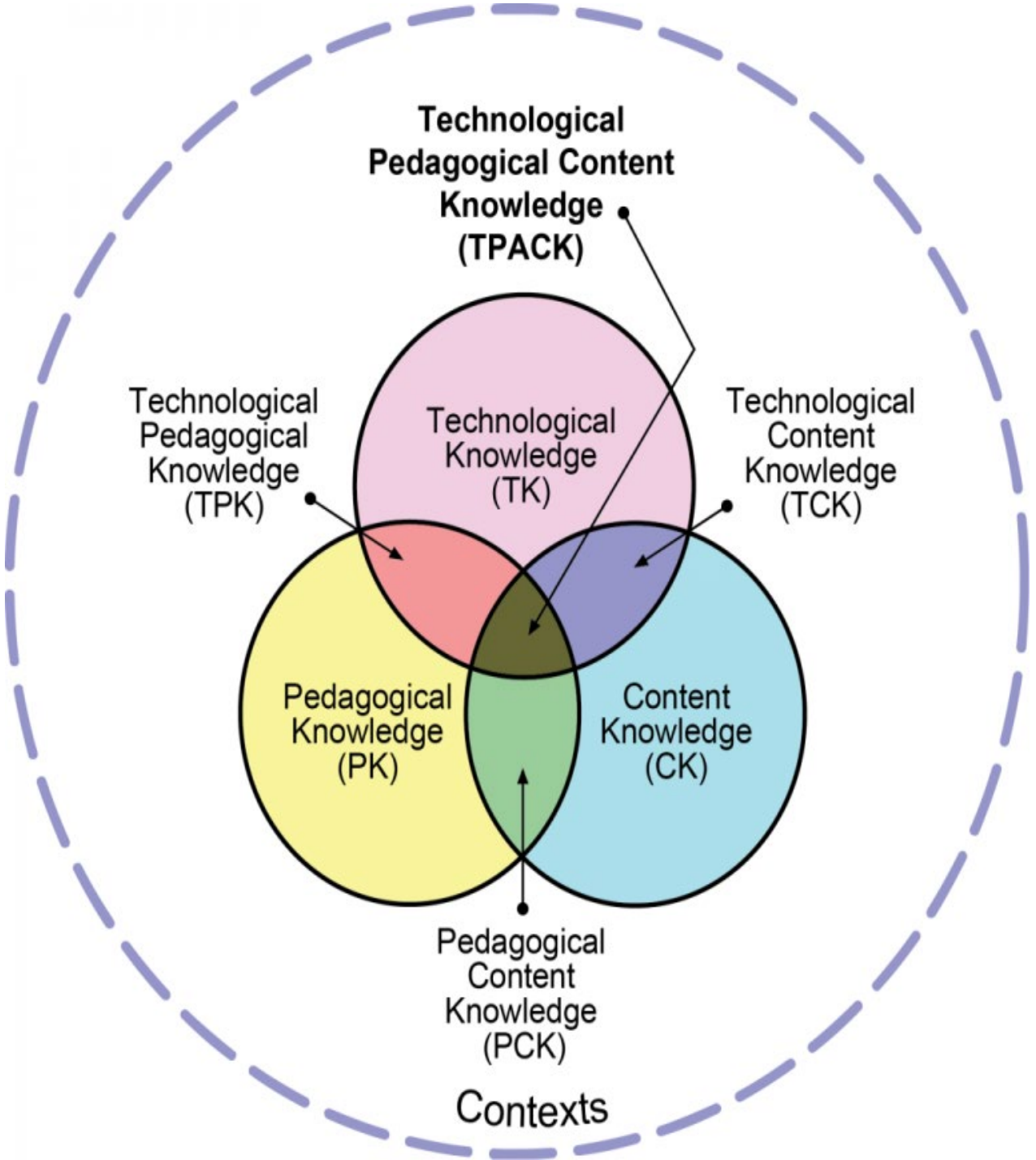
The TPACK (Technological Pedagogical Content Knowledge) framework was developed by Mishra & Koehler (2006) to help educators integrate technology effectively into their teaching.

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.

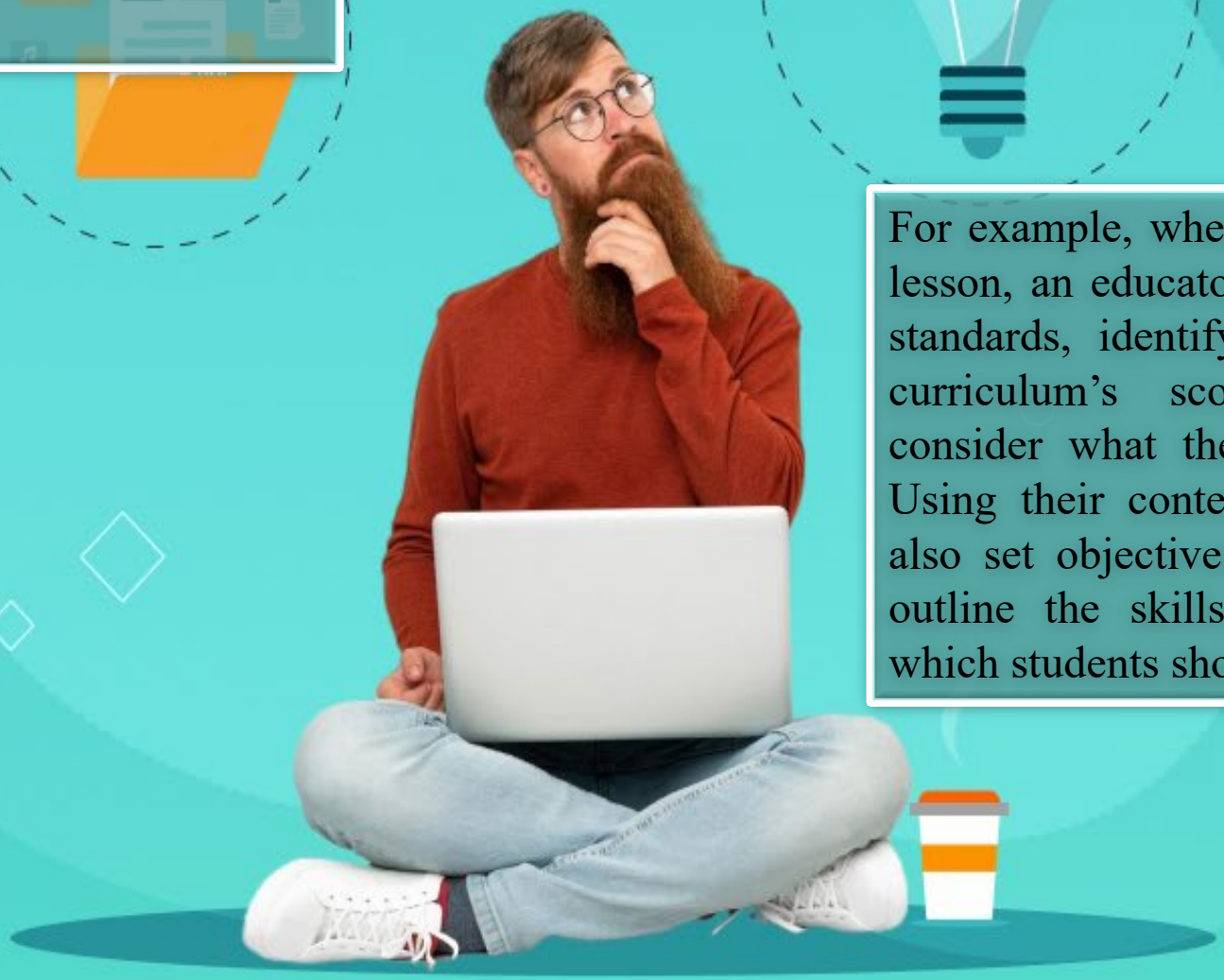
What are the 7 components of TPACK?

- ✓ 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)

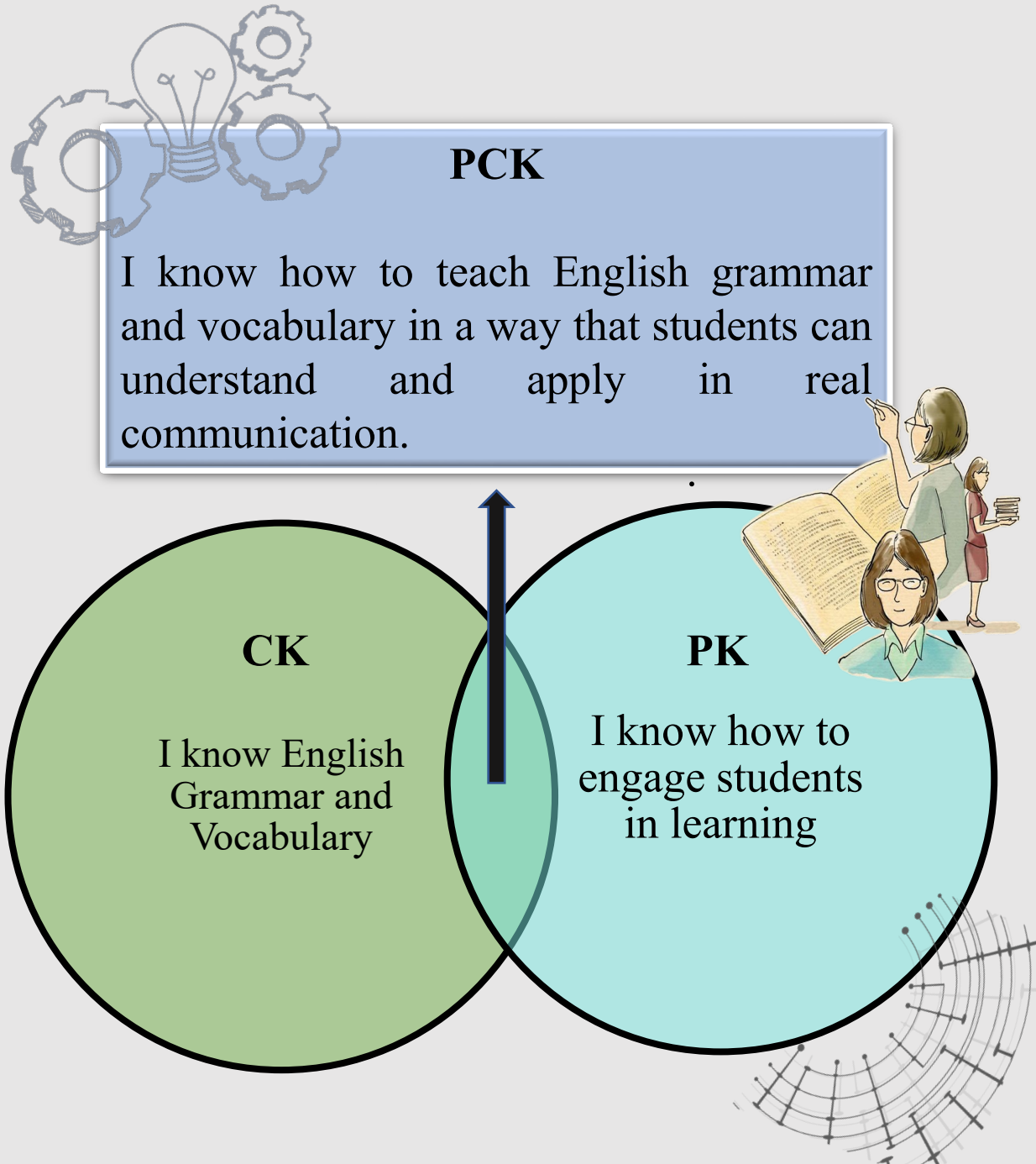
An educator's pedagogical knowledge (PK) is their understanding of teaching methods and theories. This includes, but is not limited to, best practices for student learning, classroom management, and lesson creation and delivery.

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)

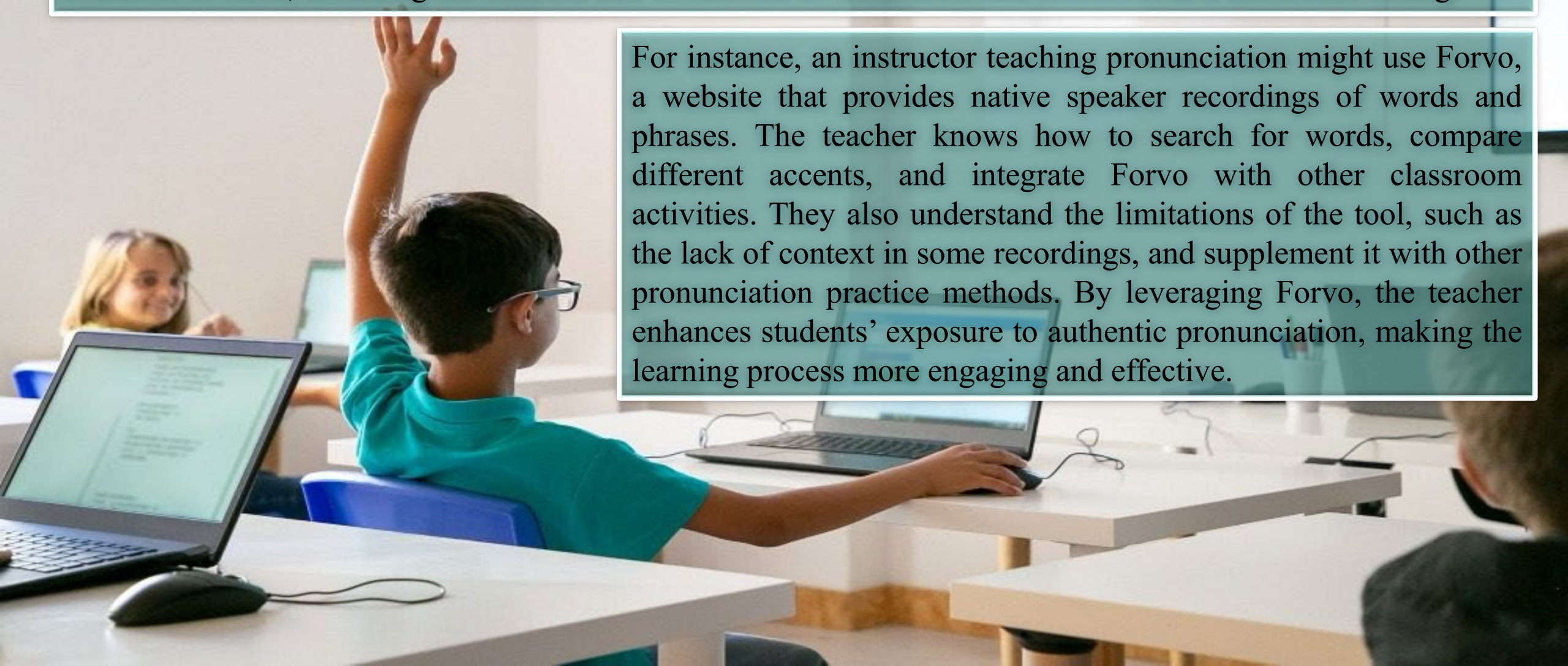
Pedagogical content knowledge (PCK) represents an educator's knowledge of the teaching methods and theories that best support the specific content they are teaching. PCK recognizes that effective teaching is more than just content area expertise and differentiates between the artist and the art teacher,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

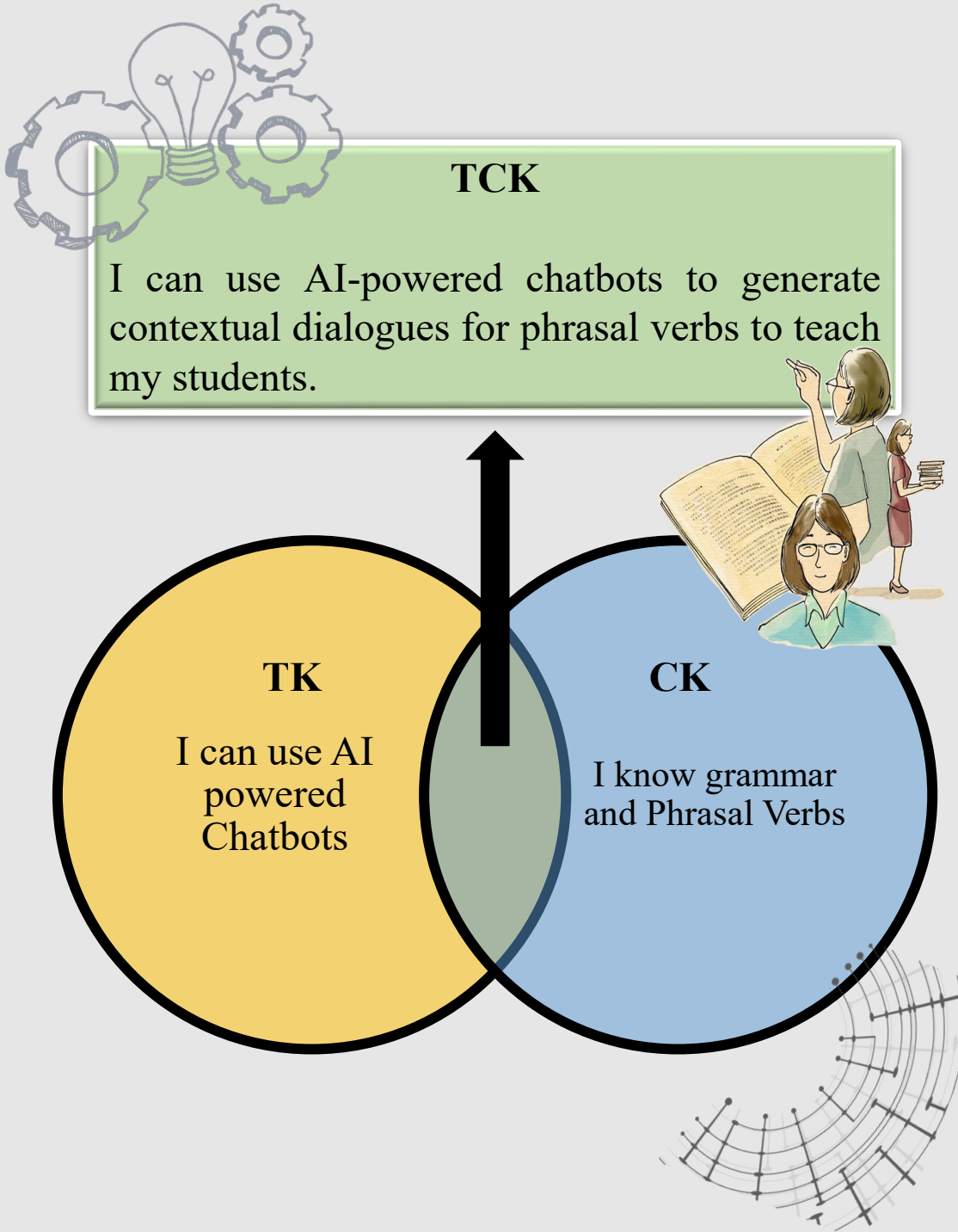


For instance, an instructor teaching pronunciation might use Forvo, a website that provides native speaker recordings of words and phrases. The teacher knows how to search for words, compare different accents, and integrate Forvo with other classroom activities. They also understand the limitations of 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.



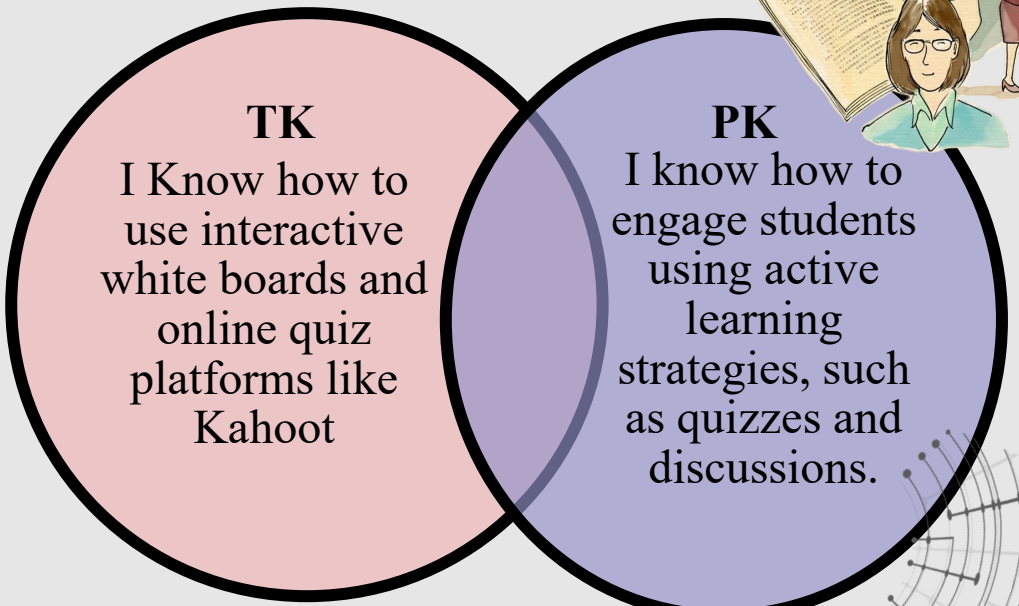
6. Technological pedagogical knowledge (TPK)

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

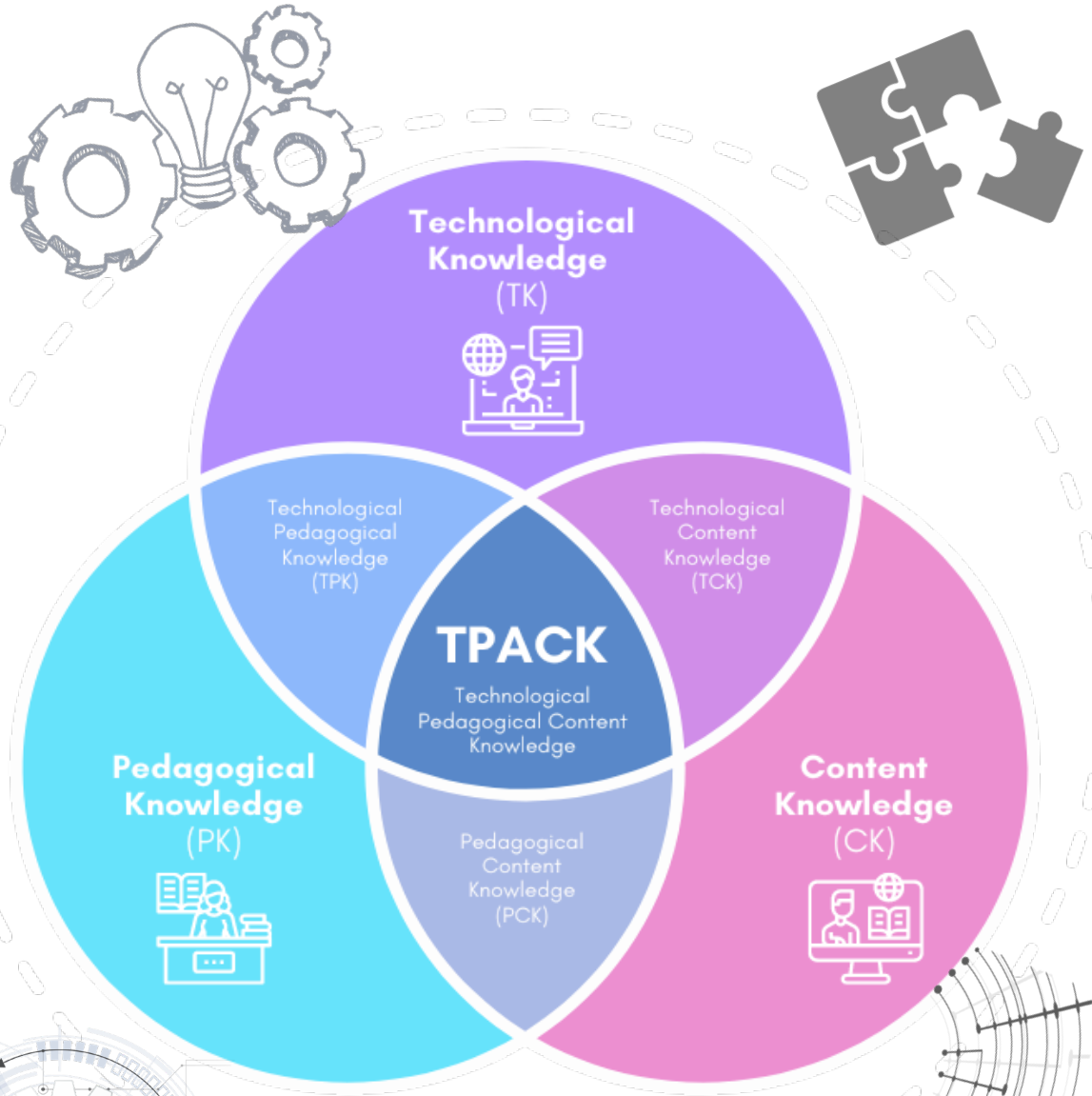
I use Kahoot! to create interactive grammar quizzes that make learning fun and engaging. This helps maintain students' attention and provides instant feedback, but I also recognize the need to balance digital tools with traditional teaching methods to ensure deep understanding.



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).



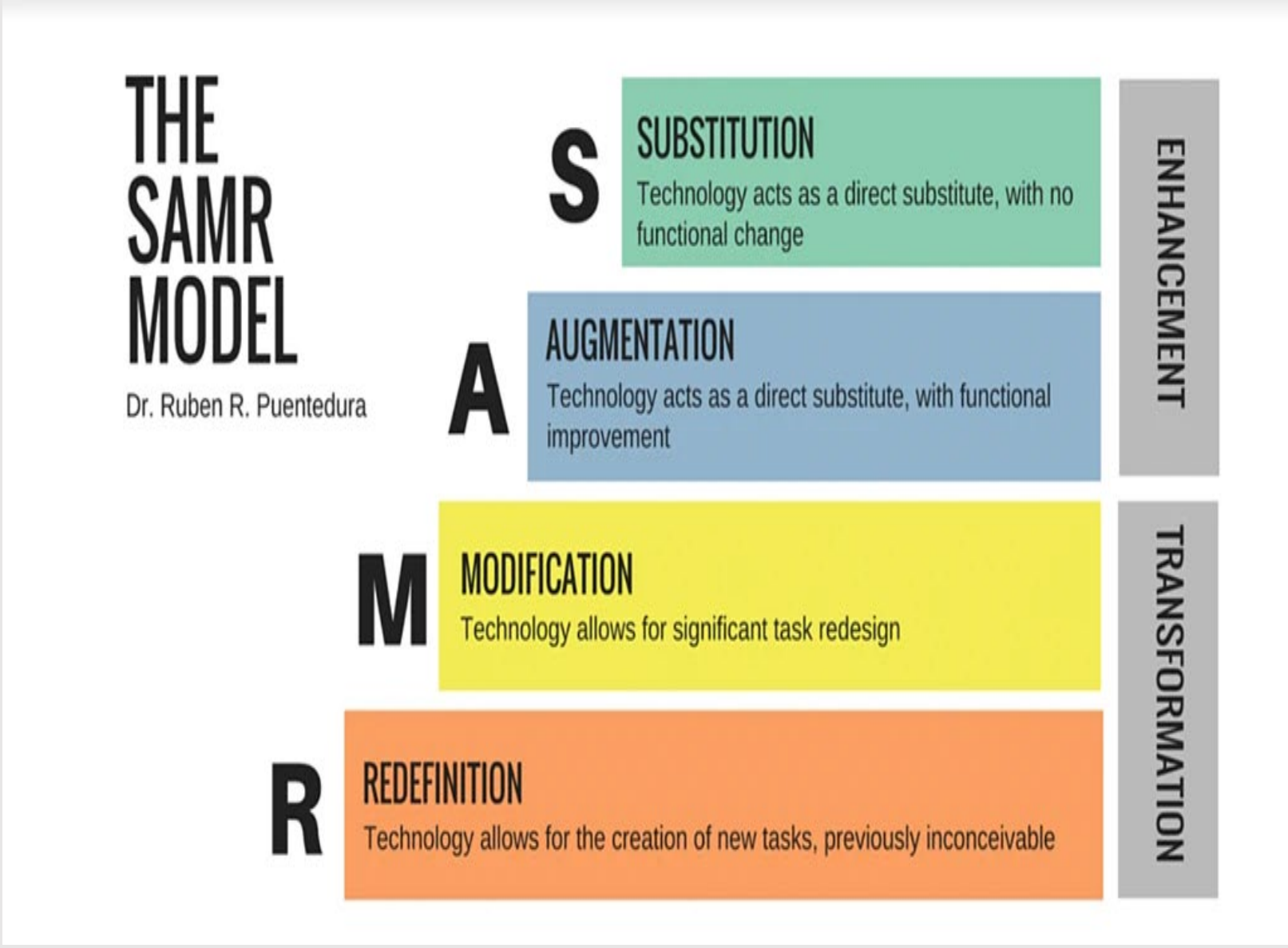
The **SAMR** model is a framework that educators can use to integrate technology effectively into their teaching practices. **SAMR** stands for **Substitution, Augmentation, Modification, and Redefinition**, representing different levels of technology integration. **Dr. Ruben Puentedura** developed it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

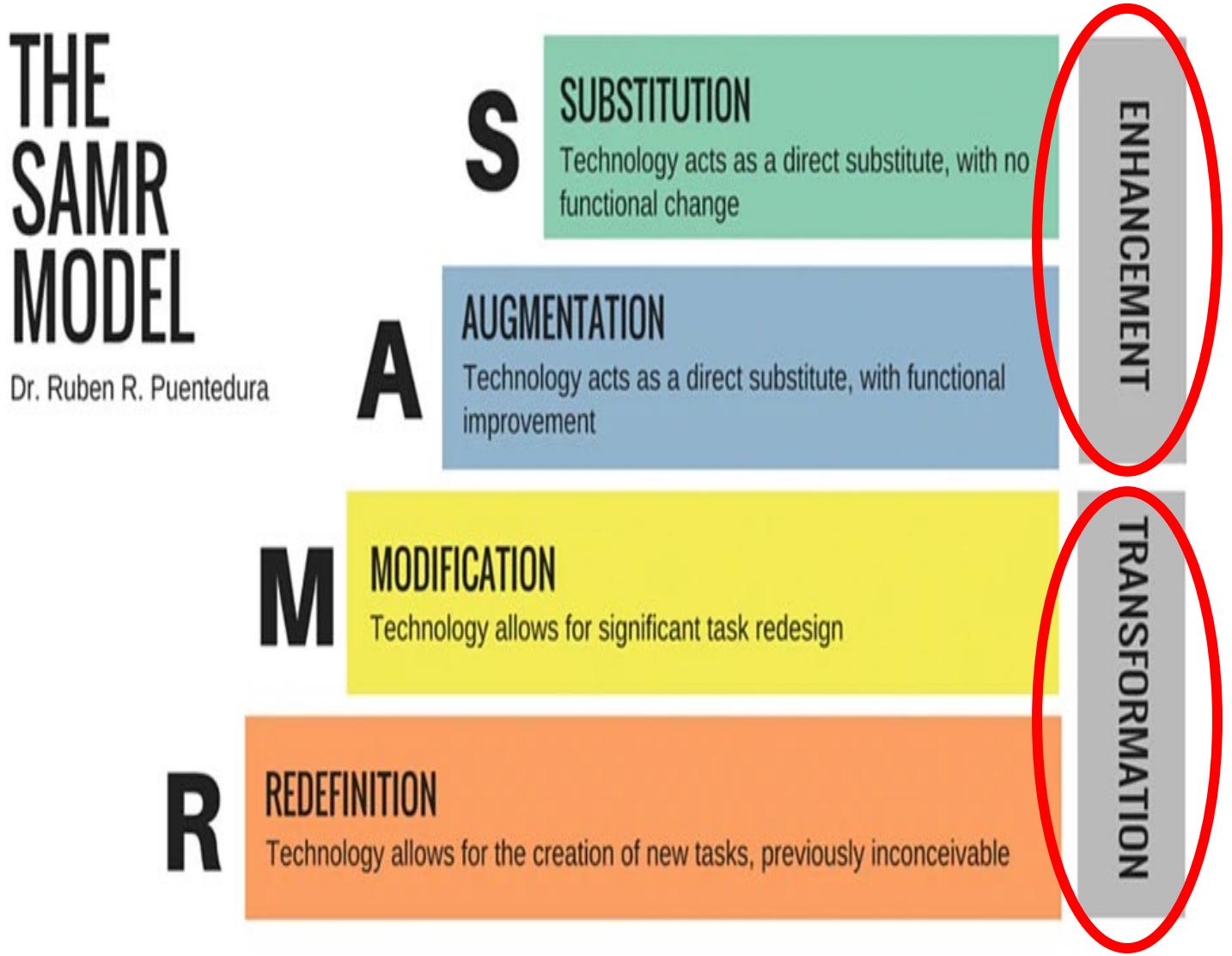
Dr. Ruben Puentedura is the Founder and President of Hippasus, a consulting firm based in Western Massachusetts, focusing on transformative applications of information technologies to education.

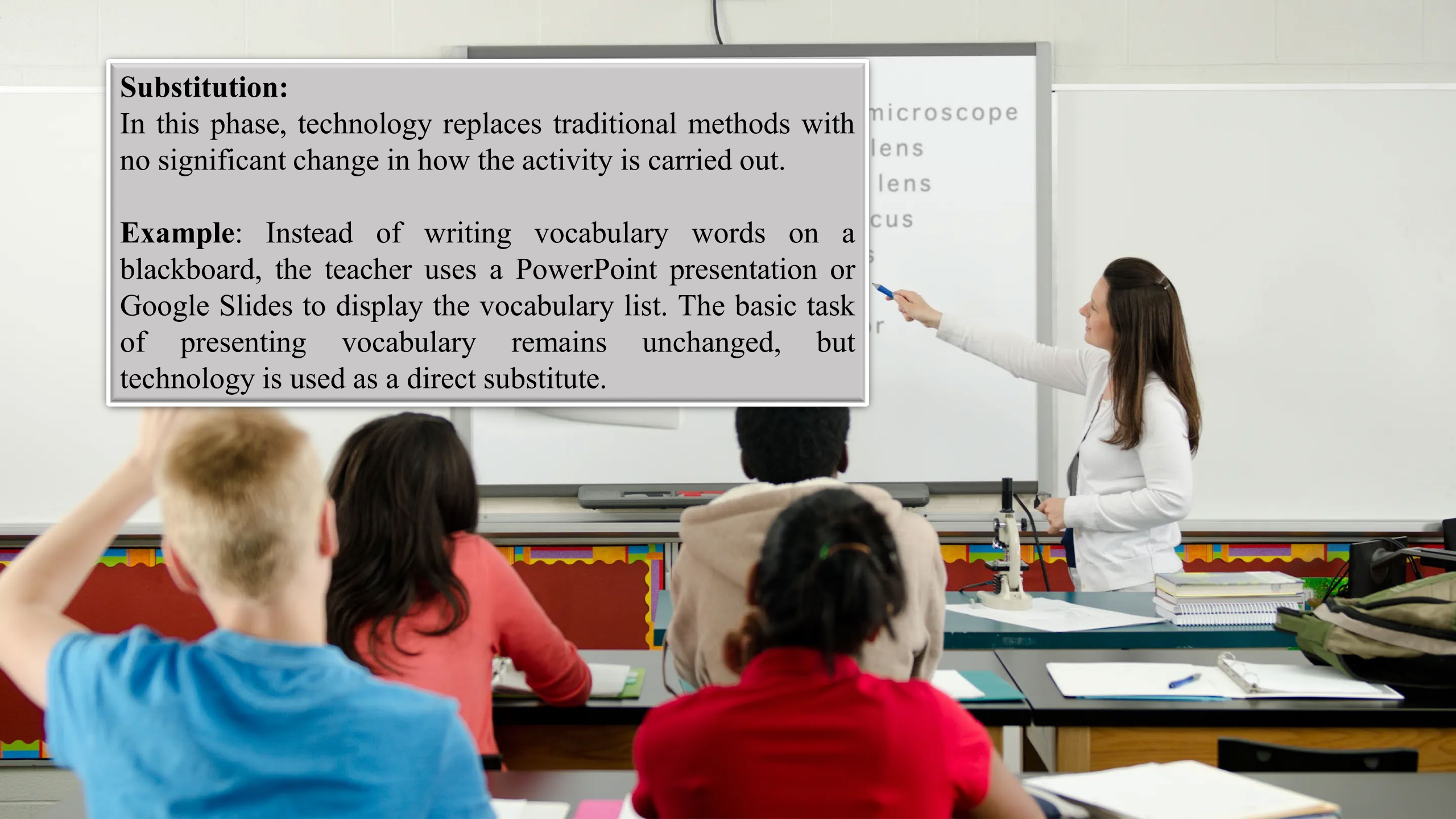
While we often visualize the SAMR model as a ladder or staircase as above, this can be misleading because Substitution (the bottom rung or step) is sometimes the best choice for a particular lesson. This is why it's better to think of the SAMR model more as a spectrum. On one end, technology is used 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.



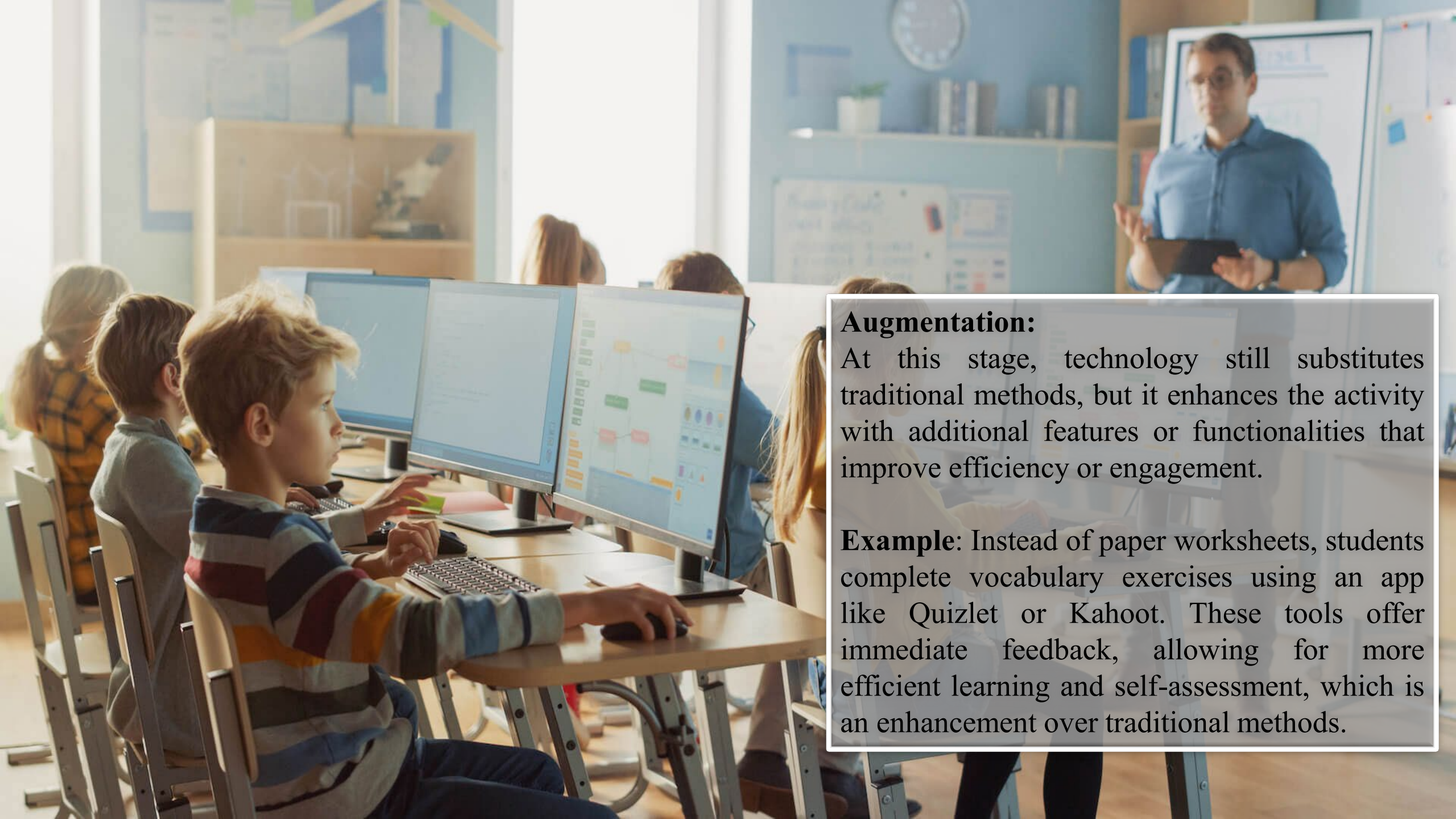
The SAMR model consists of four steps: Substitution, Augmentation, Modification, and Redefinition. Substitution and Augmentation are considered "Enhancement" steps, while Modification and Redefinition are "Transformation" steps. Think of the difference between seasoning an old family recipe (Enhancement)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





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.

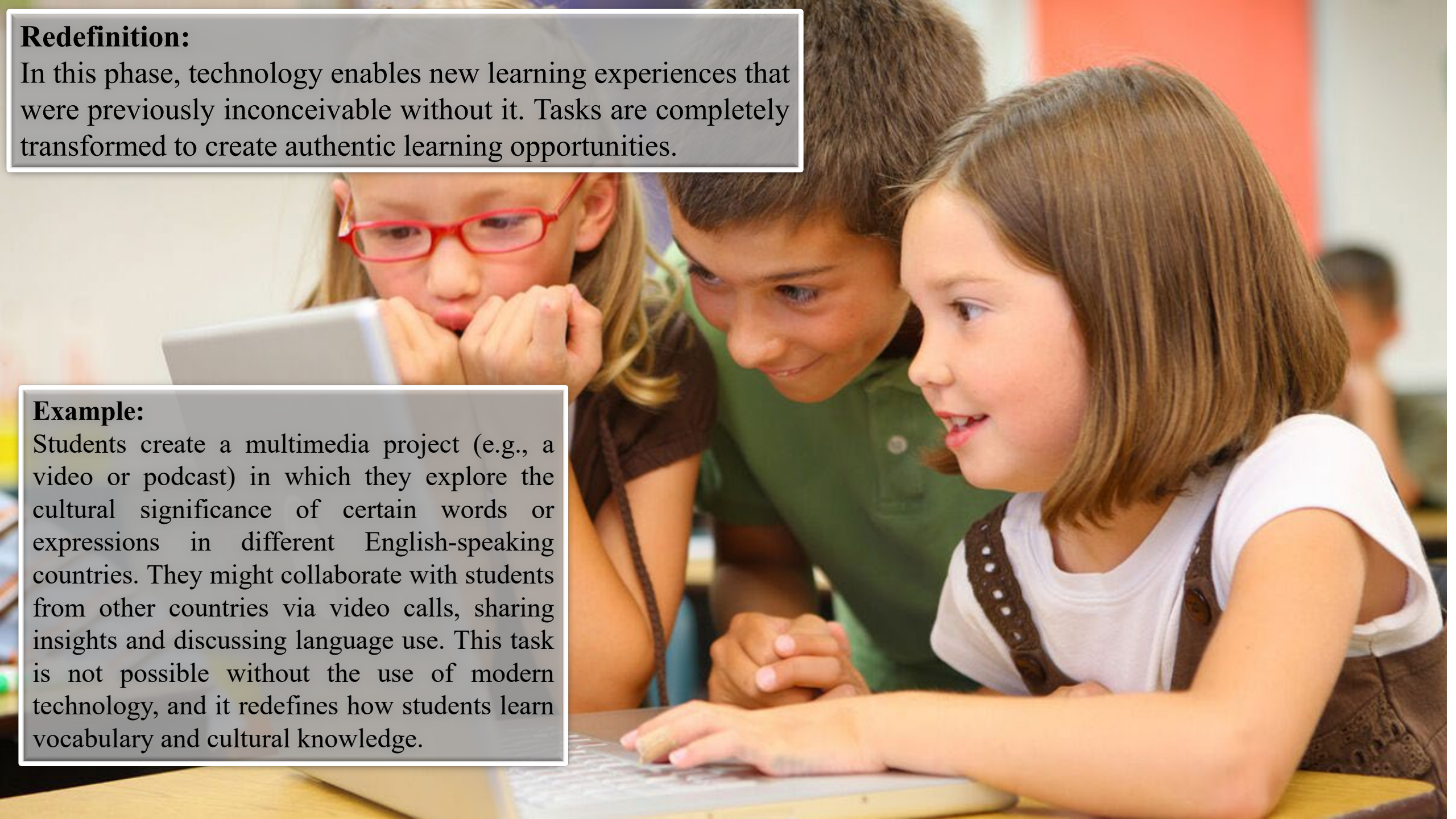


Augmentation:
At this stage, technology still substitutes traditional methods, but it enhances the activity with additional features or functionalities that improve efficiency or engagement.

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