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Integrating ICT in Language Teaching and Learning

A Guide to
Hybrid
Teaching



Belgrade, 2022

Singidunum University
Belgrade

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INTEGRATING ICT IN LANGUAGE TEACHING AND LEARNING

A Guide to Hybrid Teaching

A COURSEBOOK

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INTEGRATING ICT IN LANGUAGE TEACHING AND LEARNING

A Guide to Hybrid Teaching

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Preface

In the coursebook *Integrating ICT in Language Teaching and Learning: A Guide to Hybrid Teaching*, we explore the possibilities information and communication technologies can offer in the domain of foreign language teaching. The coursebook relies on a body of research and teaching experiences in both in-person and online educational environments, and it has resulted from the emerging needs of students and teachers in the newly created contexts. Although the coursebook has been written for undergraduate students majoring in English, it can also be a helpful resource for those who want to revise and consolidate their knowledge of applied linguistics regardless of the language taught.

The coursebook is composed of 12 chapters exploring various aspects of foreign language teaching, and an appendix at the end providing five lesson samples that illustrate the application of theory in concrete examples. Each chapter contains a theoretical framework that focuses on the selected concepts and tenets from applied linguistics, and the explanations of how information and communication technologies can support foreign language teaching and learning. Theoretical input is supported by practical examples, activities and tasks whose main aim is to motivate the learners to apply theory in practice, and to analyse, discuss and evaluate the suggested activities. The coursebook offers a detailed overview of numerous online tools and technological resources applicable in different teaching environments. Each chapter provides a list of bibliographic references that may serve as an inspiration for further research. What is emphasised throughout the coursebook is the importance of respecting pedagogical implications when considering introducing and utilising ICTs in foreign language teaching.

We believe that this coursebook will help teachers and students gain a deeper insight into the complexities of the 21st-century educational environments and also be inspired to further explore the amazing world of foreign language teaching and learning.

The authors

***Those who know nothing of foreign languages know
nothing of their own.***

Johann Wolfgang Goethe



CHAPTER 1

INTRODUCTION: THE HISTORY OF ENGLISH LANGUAGE TEACHING



1. INTRODUCTION: THE HISTORY OF ENGLISH LANGUAGE TEACHING

KEY LEARNING AREAS

In this chapter, we will:

- ♦ provide a brief history of foreign language teaching;
- ♦ give a short description of teaching methods and approaches;
- ♦ compare past and present English teaching practices;
- ♦ discuss changes in English language teaching pedagogy.

1.1. THE PERIODIZATION OF ENGLISH LANGUAGE TEACHING

Foreign language teaching has been around for centuries. Throughout its long history, it has undergone various changes because language scholars and instructors have been searching for effective ways and methods how to teach foreign languages. Foreign language teaching methodology has been considerably influenced not only by new insights in linguistics, language acquisition theories and new theories on teaching and learning but also by non-linguistic disciplines, such as psychology, sociology, and neuroscience. These various changes in foreign language teaching also resulted from complex and multifaceted circumstances, some of which include social, political, and cultural developments and diverse factors that make language and society intrinsically intertwined and connected.

English language teaching pedagogy underwent major changes in the 20th century. Several distinct approaches emerged replacing the habit of teaching English exclusively through grammar, rules, and translation methods. The focus was redirected from language content toward language learners and their individual needs. The need for English language learning significantly increased with migrations, new job markets, travelling and studying abroad.

English language teaching has a long history defined and categorised differently by different authors. In this coursebook, we will adopt the periodization proposed by Howatt and Smith (2014), which distinguishes the following periods:

1. Classical period
2. Reform period
3. Scientific period
4. Communicative period.

This periodization is based on two characteristics: the main concerns and aims of teaching English as a foreign language and the associated teaching methods used at the times.

1.1.1. The Classical Period

The classical period lasted between 1750 and 1880, at the time when there was the need for understanding documents written in classical languages, such as Latin and Greek. The main contact with the foreign language was through written documents, and therefore transmitting the meaning and content of the original text into the target language as accurately and precisely as possible was the main aim of teaching and learning a foreign language.

The dominant teaching method used in this period was the grammar-translation method, also called the classical method. It focuses on teaching grammar and language rules, translation, the memorisation of words – sometimes even lists of words taken out of any context – precision and accuracy in the transfer of both meaning and form into the target language. Little or no attention was paid to oral communication. Although the grammar-translation method was prevalent in the past, it remained popular even after the introduction of new teaching methods in foreign language pedagogy.

1.1.2. The Reform Period

The reform period dates back to the time between 1880 and 1920. What came to the fore in foreign language teaching was the focus on the spoken language. The method used to support the aims of foreign language teaching and learning is called the direct method or the natural method – sometimes referred to as the Berlitz method, because it was popularised by Charles Berlitz, a language teacher and writer. The method relies on the premise that a foreign language should be learned in a natural way, very similar to the way the mother tongue is acquired. It focuses on the spontaneous use of language and oral communication.

1.1.3. The Scientific Period

Between 1920 and 1970, during the so-called scientific period, teaching methods were modified and shaped under the influence of science and various scientific findings. The new method was introduced in foreign language teaching, and it was called the audiolingual method. It emphasises the use of oral language but in a habit of imitating native speakers. It heavily relies on behaviourist psychology, drills, repetition, and imitation of ready-made chunks of language. On the other hand, these communicative practices do not include free discussions and spontaneous uses of a foreign language.

1.1.4. The Communicative Period

The second half of the twentieth century was characterised by various social, cultural and technological changes that resulted in migrations, global job markets, expansion of tourism worldwide and more opportunities for studying abroad. The need for learning foreign languages suddenly increased, and the needs of language learners changed and became more diversified. The need for real-life communication was identified as a predominant need among English language learners. Hence, communicative language teaching emerged as the approach whose main aim was to encourage learners to use language purposefully, with the emphasis on communication and the utilisation of real-life tasks and authentic material. The focus in foreign language teaching and learning is on the learner, his or her needs, interests, emotions, previous knowledge, and experiences, learning styles and abilities. In other words, the learner is viewed as a 'whole person' – with his or her intellectual, emotional, and social characteristics – and therefore, should be educated holistically.

1.1.5. The 21st Century English Language Teaching Framework

Although the 20th century, particularly its last quarter, was characterised by new perspectives on teaching and learning foreign languages that resulted in new teaching philosophies, approaches, methods and techniques, technological advancements caused tremendous changes in education. Teaching English as a foreign language was no exception to these changes. Nowadays, communicative language teaching still represents a dominant teaching paradigm, associated with, and supplemented by various approaches and methods that rely on the same or closely related premises and philosophies underlying the communicative aspect of foreign language teaching and learning. What has been added are the teaching and learning modes and tools that include online environments and online teaching and learning tools respectively.

EXERCISES

Exercise 1

Discussion.

Think about your experience as a language learner when you were back in

- a) primary school,*
- b) secondary school.*

Read the questions below. Think of the keywords that relate to these questions and write them down.

QUESTIONS	KEYWORDS
Q1: What characterised your language teacher's way of teaching?	
Q2: What characterised students' engagement in classes?	
Q3: Can you identify the dominant methods the teacher used in the classroom?	
Q4: What did you like/dislike about these classes?	
Q5: What methods helped you learn English better/hindered you from learning?	
Q6: In your opinion, is there anything that should have been done differently? What? Why?	

Exercise 2

Read the following descriptions of English language classes and decide which teaching method they promote.

- a. The teacher teaches new rules in English using Serbian.
- b. Students listen to the audio recording and repeat what they hear.
- c. The teacher uses lots of drills to teach a language pattern.
- d. Students work in groups and discuss a topic. The teacher does not interfere in their work.
- e. The teacher emphasises native-like pronunciation and drills students to repeat sounds and words so that they sound like native speakers.
- f. Students are given a task to solve. They work in groups. They are instructed that there is no unique answer – more than one result is possible.

Exercise 3

Read the following descriptions of English language learners' needs. Identify which teaching method(s) would be appropriate to meet his or her needs. What are the priority areas in his or her learning?

- a. The student will work in a publishing house and will get the task to translate novels.
- b. The student learns English because he or she needs it for work.
- c. The student learns English because he or she wants to apply to some foreign university.
- d. The student learns English because he or she wants to communicate with people from other countries.
- e. The student learns English because he or she loves linguistics and wants to find out more about the subtleties of English at various linguistic levels.

SUMMARY

In this chapter, we have given a brief history of foreign language teaching, focusing on English language teaching methods and approaches. We have also drawn attention to the close connection between English language teaching and social, cultural, and technological circumstances that brought about the changes in teaching pedagogy. The main aim of this introductory part was to raise awareness of the importance of recognising both the context wherein a foreign language is taught and the learners and their needs for language learning.

FURTHER READING

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***Do not confine your children to your own learning, for they
were born in another time.***

Chinese Proverb



CHAPTER 2

LANGUAGE TEACHING AND LEARNING IN THE DIGITAL ERA



2. LANGUAGE TEACHING AND LEARNING IN THE DIGITAL ERA

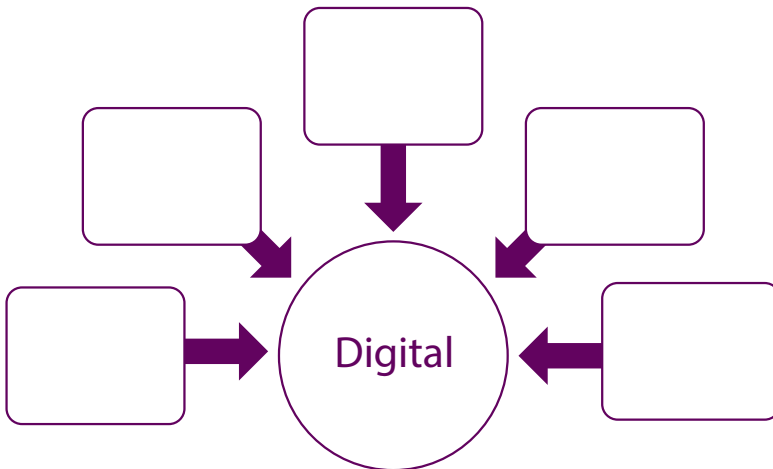
KEY LEARNING AREAS

In this chapter, we will:

- ♦ define and provide a brief history of CALL;
- ♦ discuss advantages and challenges of using ICT in foreign language teaching;
- ♦ define the roles of teachers and students in the digital era;
- ♦ introduce the concept of Technological Pedagogical Content Knowledge.

WARM-UP QUESTIONS

1. What associates you with the word 'digital'? Complete the mind map below.



2. Think of examples of how technology helped you learn.
3. Think of examples of how technology hindered you from learning.

2.1. EDUCATION IN THE DIGITAL ERA

It is said that nowadays we are going through the third industrial revolution, also known as the digital revolution, which was brought about by numerous technological advancements. Technology is evolving at an increasing pace, and it has affected all segments of life, education being no exception. Information and communication technologies (ICTs) have considerably enhanced the possibilities of organising more motivating, engaging, meaningful and purposeful teaching and learning practices. Nonetheless, technology has also created many challenges for both teachers and learners and the misuse or abuse of it can have the opposite effect and hinder students from learning. Therefore, it is of uttermost importance to know how to use technologies as helpful tools that promote more effective teaching and learning.

The ongoing improvements in the digital world influence teaching and learning methodologies. Consequently, there have been various adaptations, modifications and alternations in teaching techniques, tools, instruments, and media. Still, any use of technology needs to be pedagogically justified and the underlying pedagogy is still imperative in educational practices – it is the driving force, not the other way round.

Numerous aspects characterise teaching and learning in the digital environment. Some of them are listed below:

- ◆ accessibility to unlimited sources of information, knowledge and multimedia content;
- ◆ accessibility to relevant, scientific and trustworthy information;
- ◆ accessibility to fake news, irrelevant information, misinformation and disinformation or inappropriate content;
- ◆ autonomy in information selection;
- ◆ autonomy in decision making;
- ◆ personalised path of learning;
- ◆ fast access to information;
- ◆ scanning (which can lead to misinterpretation and superficial reading);
- ◆ open access and exchange of information with others.

Within such an educational framework, teachers and learners can take numerous advantages of the complex world of technology, but they are also facing many challenges that can easily distract them from teaching and learning.

2.2. COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Although the development of technology has greatly influenced changes in English language teaching and learning methodologies over the last decades, the use of technology in English language teaching dates back to the 1960s. The approach that implies the use of computer technology to support language teaching and learning is defined as **computer-assisted language learning (CALL)**. Nowadays, the field, or some segments of it, is sometimes referred to by other names such as technology-enhanced language learning (TELL), computer-assisted language instruction (CALI), mobile-assisted language learning (MALL) or e-learning. Regardless of the term, or the technology used to support teaching and learning, what has characterised CALL ever since it emerged is the relationship and interaction between technology and pedagogy.

The development of computer-assisted language learning can be divided into three stages: behaviouristic, communicative, and integrative (or explorative) CALL.¹

1. **Behaviouristic computer-assisted language learning** emerged in the 1960s, and it heavily relied on the principles and tenets of behaviourism – the theory of learning developed within psychology that states that our behaviour is conditioned by the interaction with the environment and that we learn through a response to a certain stimulus. Due to the fact that the earliest stage of CALL developed when technology did not have so many forms and options for teaching and learning and was not available to many people, behaviouristic computer-assisted language learning was confined only to universities. The programmes used for language teaching and learning mainly contained drills and repetition; they provided stimulus to which students responded.
2. **Communicative computer-assisted language learning** became prominent in the late 1970s and 1980s. It resulted from the changes in foreign language teaching and learning methodologies at the time when the communicative approach became a dominant teaching and learning paradigm. Additionally, it was reinforced by the wider availability of PCs than before as well as the development of software for language learning. The focus of communicative computer-assisted language learning is on the use of language and the development of skills (mainly reading and listening). Although there was a shift from learning through drills, language was still taught in fragmentary sections.

¹ There are several other classifications, dates and terms used for the stages, depending on the country where CALL was used (due to different paces of technology development). Nonetheless, they all share the same or similar characteristics.

3. **Integrative (or explorative) computer-assisted language learning** emerged in the 1990s and is still developing. It emerged with the spread of multi-media technology, the internet and computer-mediated communication. It responded to the criticism of the previous phase and is characterised by the use of CALL in interactive and integrated activities and the shift towards education organised and monitored both in and outside the classroom.

The main framework of the current CALL includes the following:

- ♦ the use of a wide range of information and communication technology tools and applications (computer, mobile devices, television, the internet, videos, YouTube, social media, Web 2.0, virtual and augmented reality);
- ♦ the growth of various language learning tools and activities relying on ICT;
- ♦ the use of information and communication technologies as a tool that helps teachers organise the teaching and learning process in a more meaningful and effective way.

As regards foreign language teaching and learning, CALL:

- ♦ embraces and supports various approaches to language teaching and learning;
- ♦ supports a student-centred approach to language teaching and learning;
- ♦ promotes autonomous learning as well as an interactive and collaborative learning environment;
- ♦ supports blended learning – a combination of face-to-face teaching and distance learning.

2.3. ADVANTAGES AND CHALLENGES IMPOSED BY TECHNOLOGY

If utilised purposefully and skilfully, information and communication technologies can significantly support foreign language teaching and learning in both in-person and online environments. The use of ICTs in foreign language teaching can:

- ◆ make classes engaging, motivating and enjoyable for learners;
- ◆ provide authenticity, variety and innovation;
- ◆ promote student-oriented learning;
- ◆ help students develop and enhance all language skills,
- ◆ help students develop and enhance various non-linguistic skills – critical thinking, analytic problem-solving, creative, collaborative and digital skills;
- ◆ help learners learn outside the classroom – there are no physical restrictions;
- ◆ promote and facilitate better communication and collaboration both locally and globally;
- ◆ provide the students with unlimited access to information, sources of knowledge, authentic material and language content;
- ◆ provide the students with various types of feedback.

On the other hand, both teachers and students can face various challenges in the CALL environment, such as:

- ◆ the lack of equipment, poor internet connection;
- ◆ misconceptions and wrong or unrealistic expectations of what technology can offer;
- ◆ time-consuming if technology is misused or abused;
- ◆ due to the lack of concentration and self-discipline, students can be easily distracted;
- ◆ necessary skills and knowledge of how to apply and use teaching and learning methods and techniques effectively, how to find and create teaching material, and how to cope with classroom management.

Although all the above aspects have been recognised as advantageous, they can also be perceived as challenges, or even drawbacks, by some teachers and students due to various reasons. Therefore, it is of great importance to approach CALL seriously and systematically, support our previous experiences and expand knowledge through learning and training on how to use ICTs effectively and meaningfully.

2.4. THE ROLES OF TEACHERS AND STUDENTS IN THE CALL ENVIRONMENT

The roles of teachers and students in the 21st-century classroom have changed considerably under the influence of various learning theories, teaching methodologies and pedagogies that emerged in the second half of the 20th century. Within the computer-assisted language learning framework, these roles of teachers and students have been additionally modified due to the third component of CALL – technology.

Despite some concerns that machines and computers could replace teachers, there is a strong belief that teachers are still indispensable and their role in education is vital. However, the roles have changed, and teachers are not in the centre of the teaching and learning process anymore; the focus has been redirected to the learners. Teachers' task is not only to transfer knowledge but also to:

- ◆ motivate students to learn and search for knowledge and information;
- ◆ scaffold students' learning;
- ◆ guide students, monitor their work and progress and facilitate the learning process;
- ◆ have knowledge in pedagogy, psychology, sociology and methodology;
- ◆ devise activities that are engaging, motivating and meet the student's needs;
- ◆ use resources and create and adapt materials to students' level of knowledge and needs;
- ◆ provide constructive and supportive feedback to students.

Within a computer-assisted language learning environment, teachers also need to possess Technological Pedagogical Content Knowledge (TPACK), which implies:

- ◆ knowledge of the subject matter they teach;
- ◆ pedagogy and its principles;
- ◆ technology and its various forms and characteristics.

The interaction of these three types of knowledge helps teachers integrate technology effectively and purposefully in teaching.

A student's role in the process of learning is crucial. Learners are in the centre of the teaching and learning process, and not only teachers should be aware of it but students as well. On the one hand, teachers' role is to create an engaging and meaningful environment supporting the student-centred approach; on the other, students need to understand their role and take over the responsibility for their learning. Their role in the teaching and learning process is to:

- ◆ be active participants;
- ◆ participate in the tasks devised for them;
- ◆ interact with peers and teachers;
- ◆ collaborate;
- ◆ take initiative;
- ◆ ask questions;
- ◆ set learning goals;
- ◆ develop and enhance digital literacy to cope with the tasks within the CALL environment more successfully.

EXERCISES

Exercise 1

Discussion.

Do you agree? Why/Why not?

1. The use of information and communication technologies can hinder us from learning a language.
2. Being tech-savvy is a good prerequisite for being a good language teacher.
3. The use of technology in the classroom distances students.
4. The use of technology in the classroom is just a fad.
5. Having a poor internet connection or the lack of technology is just an excuse for not using it in the classroom.

Exercise 2

Complete the sentences.

1. Teaching and learning in a digital environment is characterised by _____ to unlimited sources of information, knowledge, and multimedia content.
2. Teaching and learning in a digital environment is characterised by students' _____ in decision making.
3. The development of computer-assisted language learning can be divided into three stages: _____, _____ and _____.
4. Teachers' task is not only to _____ knowledge, but also to _____ students to learn and _____ their work and progress.
5. In a _____-centred learning model, a teacher is a guide and facilitator.

Exercise 3

Are the following statements **true (T)** or **false (F)**?

1. Information and communication technology is a teaching method. T/F
2. Computer-assisted language learning differs from technology-enhanced language learning. T/F
3. CALL embraces and supports various approaches to language teaching and learning. T/F
4. CALL is the same as distance learning. T/F
5. In the CALL environment, technology should drive pedagogy. T/F

Exercise 4

What do the following abbreviations stand for?

Abbreviation	Full name
CALL	
TPACK	
CALI	
TELL	
MALL	

Exercise 5

Compare traditional and new roles of teachers and students and complete the table.

Traditional teaching and learning framework		Integrative teaching and learning framework	
Teacher	is in the centre of the teaching and learning process.	Teacher	
	is a know-it-all.		
	needs to possess only knowledge of the subject matter.		
Student	is a passive participant.	Student	
	does not have autonomy in making decisions in the learning process.		
	works on material provided by the teacher.		

SUMMARY

In this chapter, we have introduced the concept of CALL (computer-assisted language learning) and provided a brief description of its manifestations and characteristics throughout its historical development. We particularly focused on the integrative CALL and its present aspects. We discussed the advantages that the use of information and communication technologies offers, but also drew attention to possible challenges imposed on both teachers and students. Finally, since the CALL framework includes teachers, students, and technology, we discussed the roles teachers and students have while integrating technology into the teaching and learning process effectively and purposefully.

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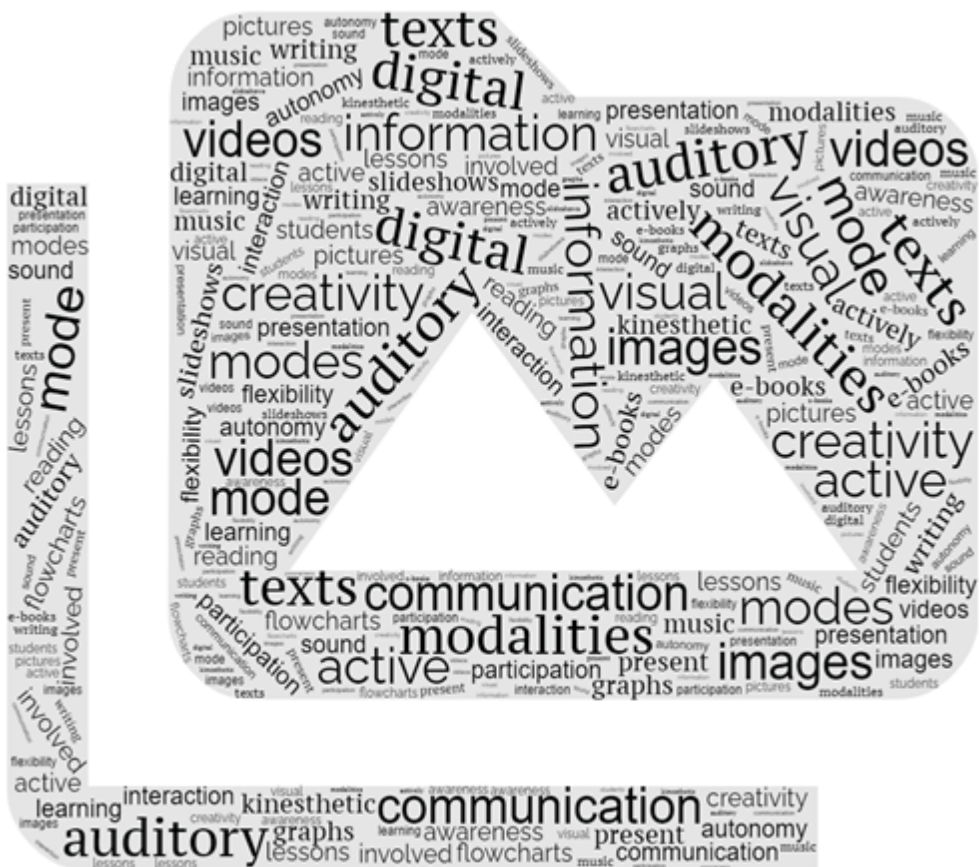
***We must prepare young people for living in a world of
powerful images, words, and sounds.***

UNESCO



CHAPTER 3

MULTIMODAL LEARNING



3. MULTIMODAL LEARNING

KEY LEARNING AREAS

In this chapter, we will:

- ♦ introduce the concepts of multimodality and multimedia;
- ♦ underline the significance of using digital technologies and multimodal resources in educational environments;
- ♦ discuss the benefits of integrating multimodality in the language teaching and learning context.

WARM-UP QUESTIONS

1. How would you describe the term 'media'?
2. Do you prefer reading a printed book to reading an e-book?
3. What kinds of materials and resources do you consider the most helpful in foreign language teaching and learning?
4. Are images and videos significant elements of a learning content presentation?
5. Have you experienced the multimodal approach to teaching and learning?
6. Is there any difference between the concepts of multimodality and multimedia?

3.1. MULTIMODALITY IN EDUCATIONAL CONTEXTS

In the current digital age, education systems are characterised by new models of communication, virtual environments, hybrid teaching and learning and modern technologies that assist these models. The application of **multimedia technology**, or ICT technology,² in teaching and learning is widely recognised as an effective aid that can enhance the teaching process in all subjects and disciplines. Technology can facilitate less restricted and more flexible learning environments, responding to a wide range of learning styles and different learning contexts.

In the field of interaction, technological tools and computer-mediated communication systems can successfully help re-creating communication in virtual environments as if it was performed in the physical classroom.

By using technology, teachers can make the learning content, even of the most complex and demanding nature, more understandable and more interesting to learners.

For example, grammar rules and vocabulary can be presented in an audiovisual format, instead of linear text, supported by multimedia presentations that include animation, images, videos and audio elements along with the verbal text. In this way, the content presented with the help of computer media can be more appealing to students due to the audiovisual and interactive features. In this way, the presented teaching and learning materials are more engaging, and students are more involved in the learning activities.

To accomplish the purpose of multimodal approach, both in traditional and hybrid learning contexts, teachers and students continuously need to develop their digital skills and gain practical experience in using technological tools.

Nowadays, the scope of literacy has expanded, and it is closely related to **multimodality**, i.e., the use of multiple forms and modes of information and content with the aim to convey the intended meaning.³

Due to their flexibility and engaging characteristics, multimedia tools can enhance active participation of students in both face-to-face and virtual classrooms.

2 A detailed description of how to use ICT tools and resources in foreign language teaching and learning is provided in *Chapter 9*.

3 For a detailed explanation of different types of literacies, see *Chapter 6*.

Multimodal text is a digital text, online text or multimedia text that is not linear. This kind of text can be read from different perspectives and by using different paths chosen by the learner, allowing faster and more effective access to information. Presenting content in a **non-linear** format helps learners to read and learn at their pace, choosing the segments of the reading content and selecting parts of the text to access relevant information.

However, in the various chapters of this book, we draw attention to the **challenges** the use of technology and multimedia resources poses in multimodal learning environments, some of which are:

- ♦ limited access to adequate technological resources;
- ♦ the lack of institutional and technical support for teachers and learners;
- ♦ insufficient systematic development of media literacy and multimodal literacy;
- ♦ a limited number of teaching hours;
- ♦ additional time needed for both teachers and students to create, select and apply the computer-based multimedia content.

3.2. THE CONCEPTS OF MULTIMODALITY AND MULTIMEDIA

The difference between the concepts of *multimodality* and *multimedia* stems from the difference between the concepts of *modes* and *media*.

The term 'media' refers to communication as a means used to present information to the target audience. Media resources are channels that are utilised to create and share content and information. A media channel is a means of delivering information or content to a target audience.

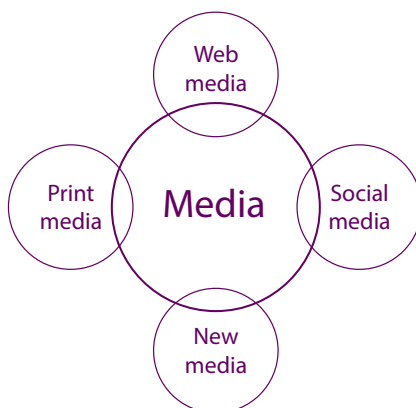
From this perspective, multimedia is characterised by a combination of various media, hardware and software that integrate text, audio, video, and graphics with the purpose to present information and versatile content. In educational contexts, the most valuable benefits of using multimedia technologies are their **interactive** features and **audiovisual** content.

The idea that multimedia can be used to help students learn educational content effectively and meaningfully was advocated by Richard Mayer,⁴ who described several principles of multimedia in learning, based on his cognitive theory. Some of the proposed principles are listed below:

- ♦ *the multimedia principle* – students learn better if the teaching content is presented with the use of images and words;
- ♦ *the modality principle* – students learn better if the content is explained through animation and narration;
- ♦ *the spatial contiguity principle* – students learn better if the presented content includes pictures and words close to each other;
- ♦ *the temporal contiguity principle* – students learn better if pictures and words are presented simultaneously (and not alternately) in the teaching content;
- ♦ *the coherence principle* – students learn better when new terms and concepts are presented together with the concepts the students are already familiar with.

The multimodal approach relies on the use of various modes to provide information and enhance communication. A multimodal content includes text or words along with multiple 'modes' such as animation, images, video, or audio elements.

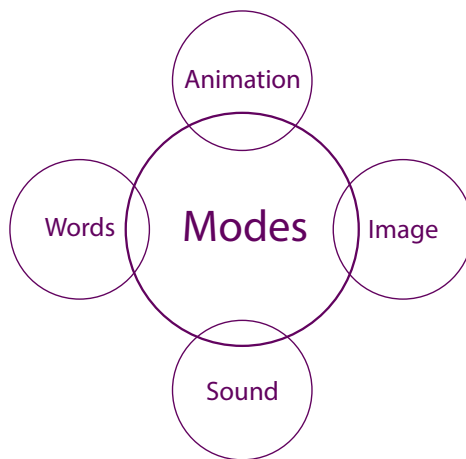
Presenting different modes (images and words, animation, and narration) at the same time, and close to each other in the teaching content can enhance the learning process.



4 Richard E. Mayer (2nd Edition 2009) studied the phenomenon of more effective learning when information is presented in both words and pictures rather than in words only. He describes 12 principles based on his cognitive theory of multimedia learning.

The use of the multimedia approach can greatly enhance learning in all learning environments and contexts. Within the distance-learning model, for example, technological resources, computer-based devices, and the internet are indispensable tools used to help teachers and learners share information, present content, and provide and acquire knowledge and skills. Additionally, the multimodal approach supports the students to access various multimedia materials for autonomous and distance learning, attend online courses and seminars (webinars) and read books in electronic format (e-books).

By using online and multimedia materials, teachers can adapt the learning content to different learning styles and needs, present the learning material in different forms, combining written text with audiovisual components, thus creating a more flexible and effective learning environment. Similarly, students can communicate, learn, and interact in a way attuned to their learning style (visual, auditory, kinaesthetic) and develop a more versatile approach to learning.



3.3. MULTIMODALITY IN FOREIGN LANGUAGE TEACHING AND LEARNING

A multimodal environment is an interdisciplinary learning model that includes a multi-sensory and active learning approach. It is characterised by the combination of different modes that create meaning and facilitate learning, such as written and spoken text, and spatial and audio modes (Kress & Selander, 2012).

One of the most valuable aspects of this approach in language teaching contexts is interactivity, which allows for the interaction between learners and a multimedia system (Plass, Schwartz & Heidig, 2012).

In the current multimodal learning environments, information and communication technologies (ICTs) play an essential role, because they provide a large number of modes and enable versatile interaction.

Learning a foreign language has a positive impact not only on students' linguistic competence and communication skills but also on their cognitive and creative skills. As described above, the teaching content that can improve the learning process includes written or spoken text accompanied by images, animations and other sensory and communicative elements or modes. This kind of multimodal input, such as audiovisual material, can be utilised to enhance students' exposure to the target language (authentic video material on the internet, TV programmes, radio broadcasts).

Different activities, such as simulations, role-plays, authentic input, collaboration, and interaction, both with peers and digital technologies, can be motivating and enhance students' participation.

In language learning research, multimodality is often referred to as the concept including multimodal text, multimodal discourse, and multimodal literacy (Lim, Toh & Nguyen, 2022). Recent studies that investigate multimodality in language learning have focused primarily on three main areas: comprehension, vocabulary, and grammar learning (Peters & Muñoz, 2020). Nonetheless, all language skills can be enhanced in pedagogical practices within the framework of multimodal language teaching.

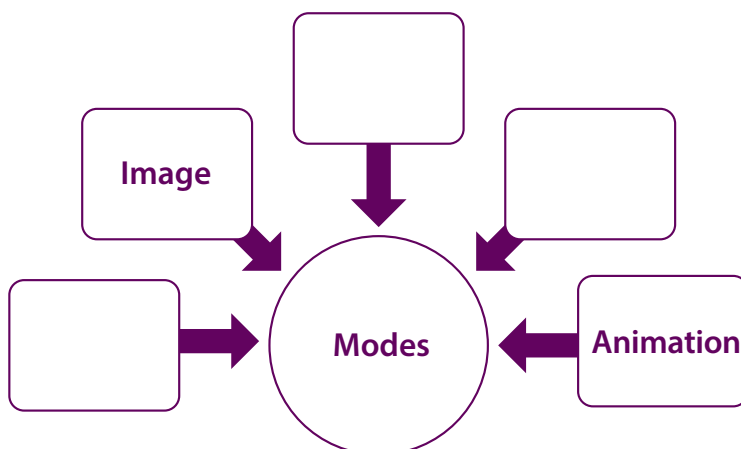
The application of the multimodal pedagogy principles, which imply the combination of texts, images and sounds, has shown positive effects on reading comprehension and vocabulary acquisition. Additionally, multimodal activities with audiovisual input can be adapted to different learning styles and needs, providing positive learning experiences and supporting students' creativity. Due to these benefits, multimodality is recognised as an effective model in foreign

language teaching. However, its application can pose some challenges for the teachers – more time and effort to invest in the preparation of teaching material and adaptation of different modes and media to specific groups of learners and to different teaching environments (traditional or/and hybrid).

EXERCISES

Exercise 1

Complete the following graphic with the missing modes.



Exercise 2

a) Find the intruder (if there is one).

Multimedia includes the following elements:

Websites	E-books	Email	Social media	
Music	TV	Newspapers	Games	Radio

b) Read the following descriptions. Are they true? If not, correct them.

- ☐ Multimodal text does not contain audiovisual elements.
- ☐ The main modes are images, animations, sounds and words.
- ☐ Multimodality and multimedia have the same meaning.

- ☐ The PowerPoint presentation includes multimodal features.
- ☐ Multimodal texts can include comics, pictures, e-books, newspapers, print advertisements, posters and digital presentations.
- ☐ YouTube and Facebook are not examples of multimedia.
- ☐ Keyboard is an important multimedia component.

SUMMARY

In this chapter, we have discussed multimodal pedagogy and its positive impact on language learning in both traditional and hybrid learning environments. The use of interactive learning activities provides a positive learning experience tailored to different learning styles and needs. Multimodal input and purposefully designed material supported by multimedia technology can help students develop all language skills. We also discussed the benefits of multimodal resources such as videos, sounds, images, and texts that expose the students to the target language. The use of computer and media tools facilitates the learning process due to the audiovisual and interactive characteristics, which can have a positive effect on learning. Multimodal text can be presented as digital text, online text, or multimedia text. Since it is non-linear, it can be read from different perspectives and at different paces. We also drew attention to some limitations a teacher can face while seeking to integrate multimedia tools into multimodal environments. Some of the challenges include the availability of appropriate resources, the lack of technology, a low level of digital literacy and time constraints.

LEARN MORE ABOUT MULTIMODALITY

a) Explore some ideas for multimodal testing.



b) Find more media resources for language learning.



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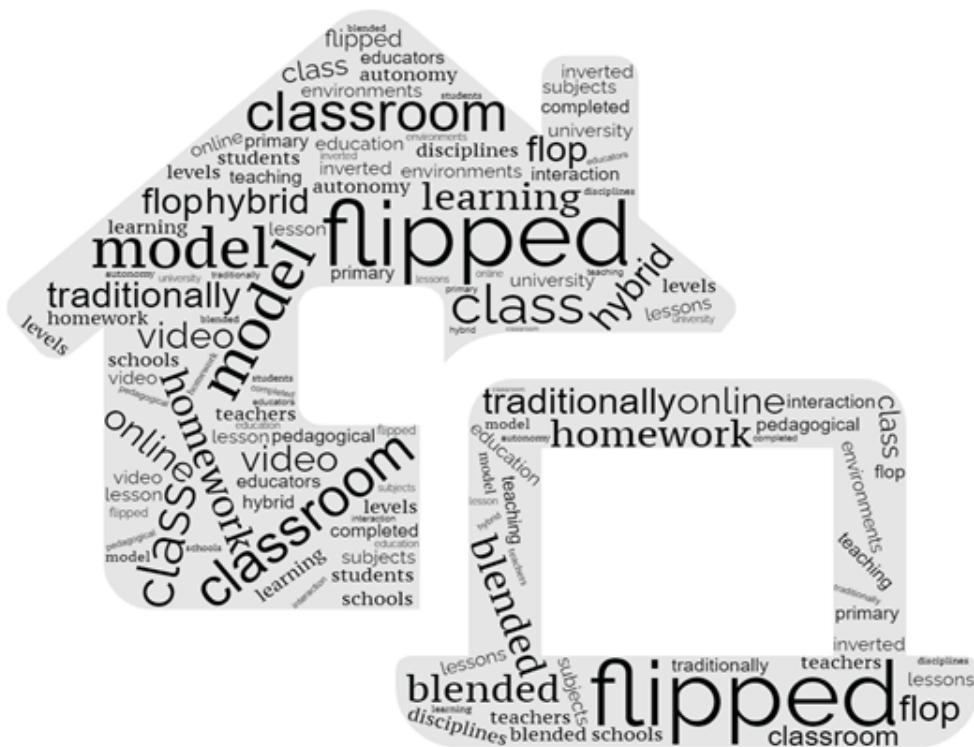
The flipped classroom approach, like all good educational ideas, stemmed from the needs of our students.

Aaron Sams



CHAPTER 4

FLIPPED CLASSROOM



4. FLIPPED CLASSROOM

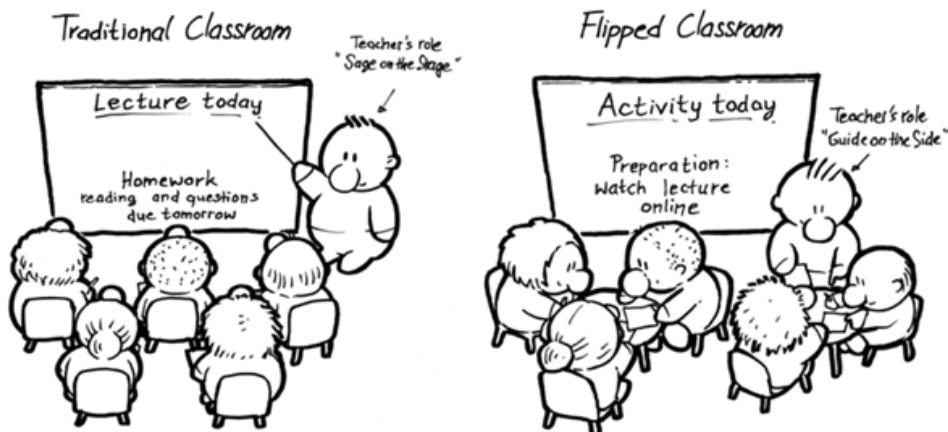
KEY LEARNING AREAS

In this chapter, we will:

- ♦ describe the concept of the flipped classroom;
- ♦ explore the benefits of applying the inverted learning model in hybrid environments;
- ♦ discuss the challenges imposed by the flipped classroom;
- ♦ offer selected web-based resources for a more effective implementation of the inverted learning model.

WARM-UP QUESTIONS:

1. Have you ever been instructed to learn a new lesson on your own at home and then practiced and discussed it with your peers in the classroom?
2. Look at the picture below (*Picture 1*). How would you describe the flipped classroom in a few words?



Picture 1. Illustration of Flipped Classroom.⁵

5 https://commons.wikimedia.org/wiki/File:FlippedClassroom_Drawing_WeyHanTan_CCBY2020.png.

4.1. WHEN, WHY AND HOW DID THE FLIPPED CLASSROOM MODEL EMERGE?

The pioneers of this teaching model were Aaron Sams and Jonathan Bergmann, chemistry teachers at Woodland Park High School in Colorado. In 2007, they began to record their lectures and post them online in order to provide the students who missed the classes with the teaching content. Their goal was to reach 'every student in every class every day', as they announced in the title of their book (Bergman & Sams, 2012).⁶ This concept showed positive results, and other teachers and institutions began using it.

The flipped model started to develop as an instrument for making the learning material accessible to all students, at any time and from any location, breaking the time and space boundaries in education. The general idea was that students should study at their own pace, receiving lectures at home via online videos, podcasts, or other digital content. Another premise of the flipped classroom implies that class time should be devoted to discussion, practice, problem solving, demonstrations and direct communication among peers and teachers.

'Basically, the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class' (Bergmann & Sams, 2012:13).

Today, the flipped classroom is a growing model applied at all levels of the education system. Teachers and educators of various subjects and disciplines from primary schools to university environments have adopted the flipped model and are using it in their classrooms.

The characteristics and the terminology related to the flipped classroom have changed during its evolution, and different terms for it appear in research and studies. The commonly used terms for this pedagogical model are: 'inverted classroom', 'flipped teaching' and 'flipped learning'.

4.2. THE FLIPPED CLASSROOM AS AN INNOVATIVE PEDAGOGY

The flipped classroom model brings about reconstruction and a radical change in traditional classroom structure. It is a student-centred pedagogy that creates a motivating learning environment and fosters the active participation of students.

6 Bergmann, J. & Sams, A. (2012). *Flip your classroom: reach every student in every class every day*. Washington DC.: International Society for Technology in Education.

In higher education, the flipping teaching model uses active engagement strategies that encourage independent and responsible student participation, both inside and outside the classroom.

‘Flipping the classroom is more about a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning’ (Bergmann & Sams, 2012: 11).

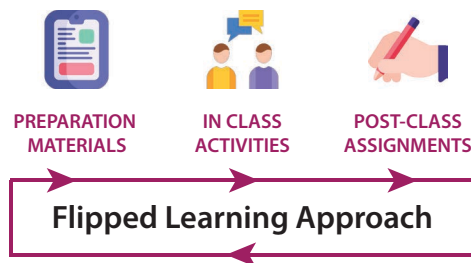
The flipped classroom is a type of blended learning model. It is based on the effective utilisation of educational technologies, and it promotes more autonomous and independent learning. By implementing this model, teachers can record their lectures as they would present them to their students in the traditional, face-to-face classroom environment. They can create video lessons integrating their voice, image, presentations, and graphics.

During class time, teachers play the role of a supervisor, guide, or advisor, encouraging students’ individual research and collaborative activities. The focus is on knowledge construction and self-assessment.

This innovative model has inverted the traditional concept of teaching and learning activities such as face-to-face lectures and homework.

The roles of teachers and students have also changed. On the one hand, the principles of student-centred learning enable students to be active and responsible participants in the teaching and learning processes; on the other, they motivate teachers to adopt the role of a facilitator and guide rather than the role of a sole source of information and knowledge.

This change implies more versatile roles and competencies of teachers. In addition to the constant improvement of content knowledge of the subject and pedagogical and methodological skills, a teacher also develops his or her digital literacy skills in order to be able to recommend appropriate technological tools and facilitate more profound learning by connecting information from various online references and digital resources.



Picture 2. Flipped learning model

4.3. WHY FLIP THE CLASSROOM FOR LANGUAGE TEACHING AND LEARNING?

In the educational process, not all subjects are 'flippable' in the same way and with the same results. The benefits are most evident in linear subjects, such as maths, science, and foreign languages.

When a language teacher introduces a new lesson or new content, learners can be either passive listeners or active participants in knowledge construction. For instance, when a teacher introduces a new language item, he or she can employ different techniques and materials to engage students. Students respond differently to stimuli, with varying degrees of success in learning a language item. Additionally, not all students need the same amount of time to accomplish a certain task. To overcome these obstacles, teachers may equip students with the necessary input and help them learn the new content before coming to the classroom, at convenient time and at their own pace. The material the students use for out-of-class activities can be in the form of a short video presentation, podcast, reading text, song, quiz, or game. In this way, teachers commit their time to guide and support students, promoting autonomous learning with interactive and engaging materials that enhance both personalised and collaborative work.

By flipping activities, such as providing the pre-recorded grammar and theoretical explanations that can be sent to students before the lecture, teachers encourage students to be more focused on communicative activities in the classroom.

Before class time, students can view and listen to the pre-recorded videos of lessons that include the didactic content planned for the upcoming class. Class time is dedicated to practicing, consolidation of knowledge and active participation in collaborative activities. Through discussions, group work, games, quizzes or presentations, students actively use the language in various communicative situations.

In this responsive educational environment, technology is an integral part of flipped learning and the main tool for teaching, learning and assessment.

Teachers record their lessons and post them on a learning management system (LMS) platform to make them accessible to students. Students use their computers or mobile devices connected to the internet to receive online didactic material. In this way, students are encouraged to learn autonomously outside the classroom; in the classroom, they have opportunities to use the language for communication and speaking. During face-to-face lectures, the teacher acts as a guide or advisor within an active and collaborative learning environment where students deepen their knowledge and develop their language skills.

4.4. BENEFITS OF THE FLIPPED LEARNING MODEL

The flipped classroom model has shown a range of positive results in many education systems. Its benefits particularly came to the fore in the newly created teaching and learning environments and contexts caused by the COVID-19 pandemic.

1. Flexibility of time: time optimisation

Due to the limited number of teaching hours in educational institutions, time is a scarcest resource. The flipped classroom model allows more efficient use of time. It enables teachers to manage the time in and out of the classroom better by selecting and organising pre-class activities and dedicating face-to-face classes to participatory and meaningful work. Students study the learning material and try to understand the basic concepts prior to coming to the class; in the classroom, they spend time clarifying the concepts, applying them to meaningful tasks and deepening knowledge together with their classmates. In addition, there is time reserved for post-class activities. Students have access to learning materials at any time, and they can choose when and where to study. Such organisation is particularly convenient for those students who are employed and cannot attend face-to-face lectures.

2. Personalisation: individual approach

Within the flipped classroom framework, individual differences and students' learning needs can be taken into consideration more effectively. This model is especially efficient when applied in mixed-ability classes due to its self-pacing characteristics. The activities are designed to be completed at a student's pace. The integration of the flipped classroom caters not only for those students who show to be fast, attentive, and curious learners but also for those students with learning difficulties who need more time or effort and a more personalised approach. Teachers may provide further activities that respond to individual or personalised language and content learning. In this way, more advanced students can progress with more autonomy without spending time repeating the content they have already learned. This model encourages autonomous learning and provides opportunities for communicative language learning.

3. The development of digital skills

Being active participants in the flipped classroom framework, students can also develop digital skills. By using technology, students are constantly encouraged to employ a range of technological tools and web resources, such as Google Docs, Microsoft Office, LMS platforms, social networks, and other digital tools. The availability of multimedia materials with authentic audio and video content as well as dynamic learning tools in digital environments can motivate students for more independent and effective language learning. Communication and learning platforms used inside and outside the classroom enable students to share content and solve problems in an independent and cooperative way.

4. The development of communication and speaking skills

Due to the class time constraints, teachers cannot always effectively implement a communicative approach and authentic language tasks. Within the flipped model, these obstacles can be overcome because students can learn the necessary language input before class time. In the classroom, there is enough time to spend on speaking and to practise the language content in different contexts, through discussions, collaborative work, presentations, case studies, etc.

5. The improved student–teacher interaction

The flipped classroom enables flexibility and continuous interaction among teachers and students. The increased interaction results from the modified roles: students are more responsible and active in the process of learning, and the teacher takes on the responsibility to monitor and guide the cooperation process.

Consequently, the flipped model promotes the use of student-centred activities that imply efficient student–teacher interaction, producing a more pleasant teaching and learning environment.

4.5. WHY FLIPPING CAN FLOP?

Although beneficial in its many aspects, the flipped model can ‘flop’ if organised and conducted in a less skilful manner. Some of the challenges a teacher may face in the flipped classroom framework are as follows:

1. It can be time-consuming.

Converting courses, exams and lessons from the traditional to the flipped model involves additional time and a larger workload. Both teachers and students need to commit more time to out-of-class activities. Teachers dedicate their out-of-class time to create video lessons and prepare online activities (reading tasks, quizzes, and presentations). During class time, they activate students’ knowledge, review the presented content, answer students’ questions, and clarify the details. After face-to-face lectures, teachers assign extension activities and guide students. Prior to class time, students spend time reading, listening, and watching online didactic material prepared by the teacher. They take notes or make a summary. After the class, students invest additional time in completing assignments to consolidate and extend their knowledge.

2. The availability of technology can be an issue.

In order to prepare and create video lessons and online activities and to do an assessment, teachers need constant access to technological equipment, i.e., computers or mobile devices connected to the internet and electric power. Out-of-class teaching and learning can be hindered by the slow internet connection, the lack of a suitable learning environment and the lack of access to adequate technology.

3. Students may need more instructions and training.

Students may not understand the flipped approach fully, and some may feel insecure or even overwhelmed by independent learning and different ways of interacting with teachers and other students. Some students may require constant support and continuous guidance from a teacher during the whole process, especially in pre-class and after-class activities. If not guided and instructed properly, students come to classes unprepared, so the whole idea of flipping the in-class and out-of-class activities may fall apart, making the teacher resort to the traditional way of presenting the new language content in the classroom.

EXERCISES

Exercise 1

Comprehension Activity

Listen to this podcast about flipped classroom and answer the questions below the QR code.



teaching.washington.edu

- a) Which technological tool(s) for creating video lessons does the teacher suggest?
- b) How long should a learning video material last?
- c) What types of digital tools can a teacher employ to create meaningful tasks and activities?

Exercise 2

True or false?

1. A flipped classroom is a type of blended learning that incorporates both face-to-face class time and web-based learning.
2. A flipped classroom is a teacher-centred educational model.
3. In this innovative pedagogical model, lectures and homework are inverted.
4. Teachers can record a video lesson that will have the same content as when presented to students in a traditional classroom setting.
5. Students can access video lessons offline on any computer or smartphone.
6. Teachers can record a video lesson that lasts more than 30 minutes.

Exercise 3

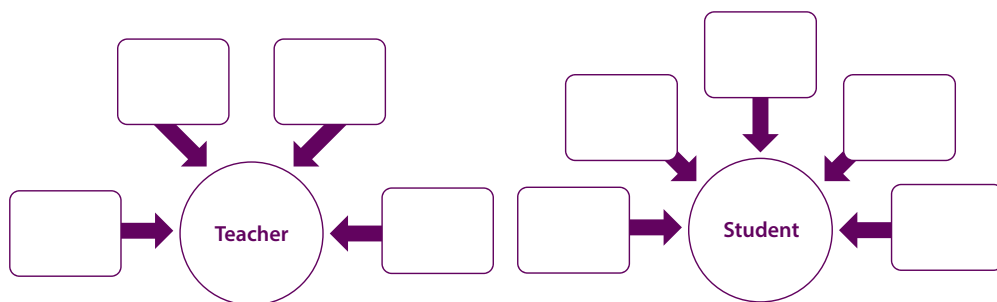
Who does the following activities, a teacher, or students? When do they do them (before, during or after class)?

- ♦ preparing video lessons and online activities;
- ♦ watching a video lesson;
- ♦ making a summary, taking notes;
- ♦ activating knowledge (reviewing, explaining, clarifying);
- ♦ applying theory in practical tasks (doing online activities);
- ♦ deepening and consolidating knowledge;
- ♦ integration activities (discussions, problem-solving tasks, communication);
- ♦ guiding group work and collaboration activities;
- ♦ creating extension tasks and further activities.



Exercise 4

Classify the following activities in the appropriate section (done by a teacher or students).



SUMMARY

In this chapter, we have introduced the concept of a flipped classroom model as an innovative learner-centred pedagogical model and described the characteristics and benefits it provides when applied in blended or hybrid educational environments. We have also drawn attention to the possible limitations and challenges for effective implementation of this model in the language teaching classroom. The flipped model requires the active participation of teachers and students as well as the use of technology during the teaching and learning process. We have stressed the importance of language learning-centred utilisation of three-time segments (pre-class, during-class, and after-class) for the enhancement of students' motivation and focus on specific educational content. This model can help students achieve better learning outcomes, develop more positive attitudes toward their learning experiences and devote more effort to learning. It promotes the communicative learning environment and helps to improve speaking and communication skills. However, the evidence that demonstrates the effectiveness of the flipped model in the language classroom is limited.

LEARN MORE ABOUT THE FLIPPED CLASSROOM

Useful Tools:

Google Classroom, Edpuzzle, Edmodo, TED-Ed, PBS-kids, Kialo Edu, Verso, ClassFlow, Synth.

Helpful resources:

a) The flipped model and blended learning basics:



b) Empowering cooperative and individual language learning:



c) Flipped Learning Network community resources:



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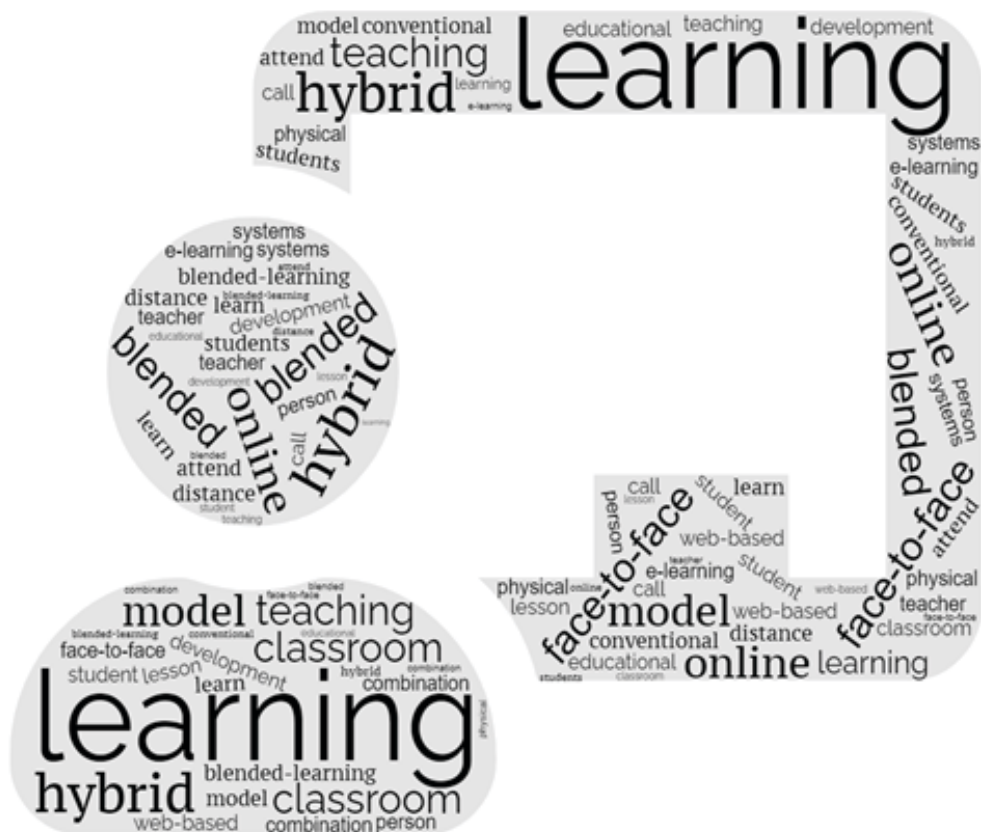
***Technology, if used wisely, could play a major role in enhancing
L2 learners' contact with the target language.***

(Blake, 2008: 2)



CHAPTER 5

BLENDED LEARNING



5. BLENDED LEARNING

KEY LEARNING AREAS

In this chapter, we will:

- ◆ provide a brief description of how to implement the blended learning model;
- ◆ discuss the advantages and challenges of this model in foreign language teaching and learning;
- ◆ describe the concepts of LMS and CMC;
- ◆ propose some technological tools for a more effective online foreign language teaching and learning.

WARM-UP QUESTIONS

Read the following statements. Do you agree or disagree?

1. Technology provides a set of tools that are methodologically and pedagogically neutral.
2. Technological innovation means pedagogical innovation.
3. A language is best learned and taught through interaction.
4. An interaction is assisted by computers, the internet and other ICT tools.
5. Computers play a significant role in language learning because they enable real interaction.

5.1. BLENDED AND/OR HYBRID LEARNING

Blended learning and hybrid learning are the terms often used interchangeably in various teaching and learning contexts and most commonly denote an approach that combines conventional face-to-face and web-based teaching and learning.

However, the main difference is that hybrid learning allows students to choose whether to learn in person, in a physical classroom, or to learn online.

The blended learning model started to be used in education systems at the beginning of the 21st century, following the development of computer-assisted language learning (CALL). Some authors, such as Thorn (2003), believed that this educational model could be one of the most important achievements of our century, and it was seen as an effective instrument for solving many challenges, particularly in higher education.

The teaching framework that was utilised to define and apply the blended learning model was proposed by Neumeier (2005), who defined it as an approach that combines face-to-face and online teaching and learning.

The COVID-19 pandemic created the necessity for online teaching and learning, and educational institutions worldwide adapted rapidly to the new reality and adopted personalised teaching systems that combine in-person lectures with virtual classes. This process was supported by a technologically enhanced blended learning model and educational platforms.

The blended pedagogical model enables personalisation of the learning process and enhances autonomy in teaching and learning.

In this hybrid environment, teachers and students participate responsibly and collaboratively and are supported by their educational institution, both in physical and virtual spaces.

5.2. LMS AND CMC

Blended learning is often supported by online learning platforms or learning management systems (LMS). These systems enable schools, universities, and other educational institutions to manage their online courses, provide assignment tasks and track learning outcomes.

Before the pandemic, Moodle was widely used as an educational platform, but today, educational platforms such as Google Classroom and Microsoft Teams prevail in higher education and schools because of their features (faster to access, easy to use, multifunctional, greater user satisfaction). Other applications and software programmes that educators and institutions use worldwide are numerous, and many of them, such as Edmodo, Blackboard, Canvas, Schoology, Brightspace and Quizlet (for language learning), have proved effective and reliable.

As a multiple-facility platform, LMS provides many of teaching and learning solutions:

- ◆ communication through forums, emails and chats;
- ◆ posting and sharing material – notifications, presentations, texts, exercises, links;
- ◆ keeping track of progress in completing the assignments
 - explanations and tasks,
 - indications that students have read, listened to or seen the material,
 - discussions and comments through forums and chats;
- ◆ enabling continuous assessments
 - formative and summative assessment.

The most utilised educational LMS platforms – Google Classroom and Microsoft Teams – provide virtual classroom solutions based on video conference systems.

These platforms offer a learning management service that is open source and is constantly improving. They aid teaching and learning processes, enable real-time interaction and virtual classes and facilitate connectivity and collaboration of all participants.

The interaction is enhanced by various text, chat, voice, and video solutions. This form of communication in hybrid spaces, which involves using computers and the internet as a channel of interaction, is known as computer-mediated interaction or computer-mediated communication (CMC).

Through CMC, supported by technological devices and networks, students and teachers interact synchronously (in real time) or asynchronously (delayed). The communication tools that are primarily used are e-mail, chat, messages and audio and video aids.

The blended learning model can be implemented:

1. Within the classroom

This is a real-time implementation of the blended model, which includes a synchronous interaction or physical presence of all participants in the classroom. It is a conventional face-to-face lecture, which can be supported by different teaching tools, such as interactive whiteboard (IWB), computers and mobile devices.

2. Outside the classroom

This type of learning is characterised by asynchronous interaction through technological tools and the internet (CMC). The interaction is not carried out in real time because the teacher's input is not immediately followed by the students' reaction since the students and the teacher are not in the same place at the same time. Asynchronous learning allows self-paced learning, also known as e-learning, distance learning, online learning, or remote learning.

3. In the virtual classroom or 'instead of the face-to-face lesson'

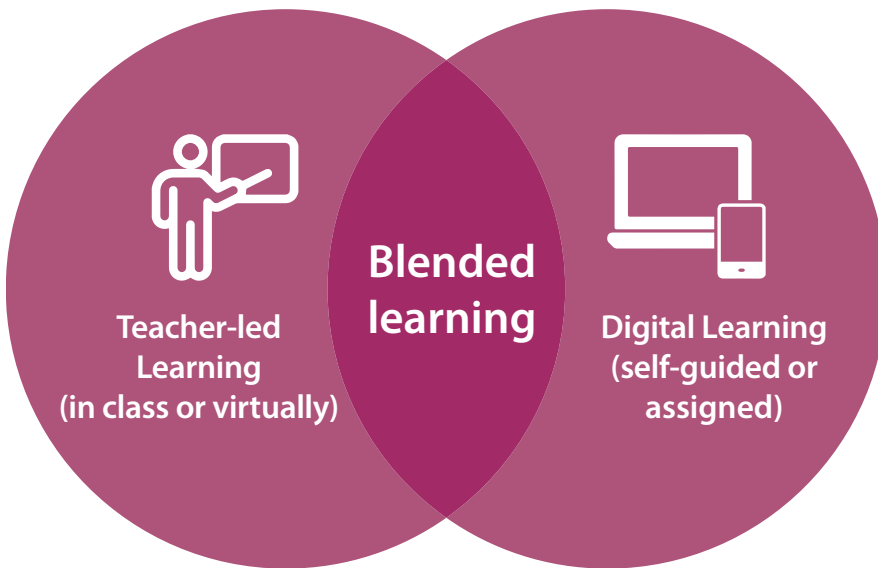
A virtual classroom is an online teaching and learning environment where teachers interact with students in real time, but the teacher and the students are not in the same place. The main channel of communication is a video conference platform.

The virtual classroom solutions enable teachers and students to realise various aspects of the teaching and learning process as if it was a physical classroom environment.

Teachers can share their screens and present the teaching content during the lesson. They can hear and see students when their microphones and cameras are connected. Teachers can register students' attendance and participation.

Students can participate actively in class. They can raise their hand, express their feelings using emoticons, write comments in the chat box and send them to the group or to the teacher. They can interact between themselves, hear, and see each other, vote in polls, or play quizzes and games.

The main benefit of the virtual classroom is that it provides an effective, productive, and engaging teaching and learning process, regardless of the location of the participants.



Picture 3. Blended Learning

5.3. BLENDED MODEL IN LANGUAGE LEARNING: BENEFITS AND CHALLENGES

If most university students spend 150 hours per academic year on average actively studying a second language, four years of second language study is not sufficient to obtain functional proficiency (Blake, 2008:1). Moreover, not all students are actively involved in class interaction and many of them remain passive participants.

The use of technology, numerous videoconferencing platforms, online learning and virtual classroom features can facilitate students' contact with the second language and aid the language learning process.

As regards language skills, the virtual classroom can be beneficial for the development of speaking skills, but fluency, accuracy, pronunciation, and vocabulary can be improved only when students regularly attend lectures, collaborate, and participate actively in the speaking activities.

Blended learning in a foreign language teaching and learning context can help students not only to develop their language competence and communication skills but also improve their digital competencies. Due to its flexibility, students can develop autonomy in learning, increase positive attitudes toward language learning and gain new learning experiences.

However, a more dynamic interaction in a blended learning environment should be encouraged.

From the students' perspective, the technical support and accessibility of appropriate modern devices and a fast internet connection can be major challenges for effective learning.

Another disadvantage of learning a language in virtual environments is the lack of direct interaction and face-to-face communication with teachers and peers. Students may have difficulties in developing communication and speaking skills as well as writing and comprehension skills. In addition, students are often more easily distracted in an out-of-class environment.

Language teachers need to create a more engaging learning environment and foster a culture of learning in order to motivate all students to actively participate in class activities, and thus achieve the expected learning outcomes.

Teachers can also face challenges regarding the appropriate technological support and effective tools for both in-class and online students successfully.

Teachers need to select appropriate tools that can facilitate different teaching activities in blended learning contexts. In Table 1, we provide a list of tool types and the examples of tools and platforms we can utilise in foreign language teaching and learning.

Table1. Suggested tools

Tool type	Example
Questions-answers, voting	<i>Mentimeter, Socrative, Microsoft Forms</i>
Game-based quiz	<i>Kahoot, Quizizz, Quizlet</i>
Audio record/edit/share	<i>Audacity, Vocaroo</i>
File sharing	<i>Google Docs, Dropbox</i>
Crossword puzzle creator	<i>EclipseCrosswords, Learning Apps</i>
Story creation	<i>Storymaker, Book Creator</i>
Videoconferencing	<i>Microsoft Teams, Skype, Google Meet</i>
Video create/edit/share	<i>Screencast-O-Matic, VoiceThread, Edpuzzle</i>
LMS - Course management	<i>Google Classroom, Microsoft Teams, Moodle, Edmodo</i>

EXERCISES

Exercise 1

What do the following abbreviations stand for?

LMS

CMC/CMI

L2

SLA

IWB

FTF

FL/SL

Exercise 2

True or false?

1. Blended learning is a teaching model that incorporates both face-to-face and web-based learning.
2. In the blended learning model, lectures and homework are inverted.
3. The synchronous interaction is carried out in real time.
4. Conventional Classes + Online Learning = Blended Learning.
5. Students can be more easily distracted in an out-of-class environment.

Exercise 3

Complete the following sentences with one word only.

1. Online activities can be organised on an _____ platform.
2. The interaction in the virtual classroom can be either synchronous or _____ .

3. The concept of asynchronous learning is also known as _____ learning.
4. Blended learning and _____ learning are the terms used interchangeably.
5. Blended learning is often supported by online learning platforms, or learning _____ systems.

Exercise 4

Classify the following tools by their potential to be used in synchronous or asynchronous interaction. (Some of them are suitable for both types of interaction.)

Mentimeter	Edpuzzle	Kahoot	LearningApps	Quizizz
	Synchronous	Asynchronous		

SUMMARY

In this chapter, we have introduced the concepts of blended learning and hybrid learning as pedagogical models that combine traditional face-to-face and web-based teaching and learning. Although used for several decades, the blended teaching and learning model came to be a necessity in the global teaching environment due to the circumstances caused by the COVID-19 pandemic. Blended learning includes both synchronous (real-time) and asynchronous (delayed) interaction and requires the active participation of both teachers and students. By using learning management systems and communication technologies, a teacher can help students access the learning content and attend classes in both face-to-face and virtual environments and develop more positive learning experiences. We have also drawn attention to numerous benefits the model provides but also the limitations and challenges in connection with its effective integration in the language classroom.

LEARN MORE ABOUT BLENDED/HYBRID LEARNING

Selected LMS tools:

Microsoft Teams, Google Classroom, Moodle, Edmodo, Blackboard.

Useful resources:

a) Hybrid/blended synchronous/asynchronous teaching, Cambridge



b) Blended learning, British Council



c) Learning English, Cambridge, Online activities



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The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler



CHAPTER 6

DIGITAL LITERACY AND LANGUAGE TEACHING AND LEARNING



6. DIGITAL LITERACY AND LANGUAGE TEACHING AND LEARNING

KEY LEARNING AREAS

In this chapter, we will:

- ◆ discuss the 21st-century skills and literacies;
- ◆ focus on digital literacy and foreign language teaching and learning;
- ◆ investigate who digital natives and digital immigrants are;
- ◆ explore how to develop 21st-century skills in the English language classroom.

WARM-UP QUESTIONS

1. In your opinion, what does it mean to be literate in the 21st century?
2. How do you feel in the digital world?
3. Do you feel skilful and confident enough to tackle digital demands?
4. Do you consider yourself to be digitally literate? Why/why not?

6.1. LITERACY THROUGHOUT HISTORY

The word 'literacy' is usually used to describe the ability to read and write. We also call it basic literacy. Being literate means being able to use a language for both receptive and productive purposes: to be able to read, listen, write, and speak. From a traditional point of view, apart from linguistic abilities, literacy also includes the ability to calculate, i.e., the numerical ability.

Literacy was defined differently throughout history. In the distant past, being literate meant being able to sign one's name on documents. Later, the term spread to the ability to read and write. In time, the ability to read and write implied not only learning the alphabet, recognising the letters and being able to pronounce the sounds in connected speech while reading or writing the symbols but also understanding what is read or written and not just the general idea but also the details, implied and implicit messages. The analysis of written texts takes the key place in a broader sense of what it means to be literate.

The definition of literacy also depends on the place, country, or region, and it is usually influenced by economic and social development. The richer and more developed the country is, the higher demands for literacy are.

Nowadays, the term literacy is not used as a singular word form anymore because it is perceived as a complex concept that goes beyond its traditional definition and scope. National Council of Teachers of English (NCTE) coined the phrase '21st-century literacies' in 2008. It came as a response to the constantly changing social, cultural, and technological contexts in which 21st-century citizens live. In order to respond to these ever-growing demands, 21st-century citizens need to develop skills and competencies that are necessary for proper functioning in newly created environments.

In the 21st century, different types of literacies have been recognised:

- ◆ Basic literacy
- ◆ Media literacy
- ◆ Information literacy
- ◆ Intercultural literacy
- ◆ Digital literacy
- ◆ Visual literacy.

These literacies are fluid and mutually interrelated, they share common features, and their characteristics overlap. They also involve the use of technology in some of its aspects.

6.2. DIGITAL LITERACY AND LANGUAGE LEARNING

The phrase 'digital literacy' was coined in the 1990s. It implies the ability to access, understand, analyse, and evaluate various information items in multi-media contexts, and it involves the use of technology.

The importance of developing digital literacy in English language teaching has been emphasised for several reasons.

1. Students are taught how to be independent in learning, and they are encouraged to take over the responsibility for their own process of learning. In this way, they develop competency for life-long learning.
2. Students are instructed how to be smart consumers of a myriad of information available online.
3. Students are trained on how to select, evaluate, and share relevant information.
4. Students develop skills and competencies relevant not only to language learning and acquisition but also to a broader context of the 21st-century demands students face outside the classroom.
5. Students are encouraged to become global citizens.
6. If dealt with carefully and used properly and purposefully, technology can help students of all learning styles progress and develop necessary skills and competencies.

6.3. PROMOTING 21ST-CENTURY SKILLS THROUGH LANGUAGE LEARNING

A 21st-century citizen needs a wide range of skills to cope with the complex nature of demands imposed in a workplace. The main task of modern education is to encourage students to develop not only knowledge and skills related to the field of their study but also an array of skills and competencies employed in everyday life. These skills can be broadly grouped into:

- ♦ **cognitive skills**, which include critical thinking and creative skills, the ability to analyse, logically reason and solve problems applying knowledge functionally and in situations not routinely encountered;
- ♦ **interpersonal skills**, which include communication and collaboration, mediation, teamwork, awareness of differences and respecting others in dialogue, understanding of cultural and ethnic differences and establishing and maintaining social relationships;
- ♦ **intrapersonal skills**, which include self-awareness, self-management, autonomy in learning and work, time management and responsible decision making;
- ♦ **digital literacy skills**, which include the ability to find, analyse, assess, and use information in multimedia environments.

The nature of foreign language teaching provides an excellent framework for developing and supporting 21st-century skills. Carefully planned activities and the use of appropriate methods and tools can greatly contribute to the development of not only language but of all the above-mentioned skills because students can be involved in the learning process cognitively, socially, physically, and emotionally. Such pedagogy provides a holistic approach to teaching and learning a foreign language, and a student is perceived as a 'whole person'. Various methods and approaches can be used to enhance learners' skills for the 21st century. Some of them include content and language integrated learning (CLIL), project-based learning (PBL), task-based learning (TBL) and English for specific purposes (ESP).

6.4. DIGITAL NATIVES AND DIGITAL IMMIGRANTS

Technology is used by all generations. Still, the phrases ‘digital natives’ and ‘digital immigrants’ are widely used to make a distinction between those who were born and grew up in the digital era and those who had to learn how to adapt to technology and its various forms and characteristics. Even though there are different time frames used to determine the borderlines between the social generations, the common agreement is that Generation Y/Millennials and Generation Z/Generation N (net)/Generation D (digital) grew up with the expansion of technology and therefore are familiarised with it from their early age.⁷

However, some researchers claim that it is inaccurate to talk about digital natives and that it is only a myth. They claim that it is often thought that digital natives are adept at using information and communication technologies. However, the use of various digital devices does not necessarily imply being digitally literate.

As explained earlier, digital literacy involves complex layers that combine knowledge and different skills and competencies, and it needs to be taught in a formal educational context through carefully planned and devised lessons.

The multi-faceted changes occurring in society have an impact on education too. The new methods and approaches have been proposed in order to respond to the expectations of digital natives in the complex nature of social, cultural, technological and educational environments.

⁷ They are also known by other names, such as Generation G (Gamers) and Digital Content Creators.

EXERCISES

Exercise 1

Discussion.

1. Find some information about PISA testing. What does it test? Can you find any correlation between the main aims of PISA testing and literacy?
2. Do you think we can teach creativity? Explain your answer.
3. Look up the word 'literacy' in dictionaries/grammar books. Does it have a plural form? What has changed? Why? Can you find some other words that have undergone similar changes?

Exercise 2

Read the example that illustrates one classroom activity. Think of the skills it can develop. Explain how.

Activity: Problem-solving

Description:

Students are divided into groups. They are given the task to decide what elective subject to choose. They have three options.

Steps in the problem-solving task: students define the problem, generate ideas, provide arguments, evaluate them, make a mutual decision on one elective subject, and present their options to the whole class.

Skills that can be developed:

Exercise 3

Think of your own example that illustrates a problem-solving activity. Give a brief description of the activity. Which skills can it develop? Explain how.

Activity: Problem-solving

Description:

Skills that can be developed:

Exercise 4

Read the example below that illustrates one classroom activity. Think of the skills it can develop. Explain how.

Activity: Brainstorming

Description:

The lesson whose main aim is to introduce the topic of abortion (English for Specific Purposes) starts with a brainstorming activity. The teacher writes the word 'abortion' on the board, asks the students to say their associations (they work as a whole group, students individually brainstorm their ideas) and then the teacher writes all the answers on the board.

Skills that can be developed:

Exercise 5

Read the description of the activity from Exercise 4. The tool used was the board. Think of the following questions and explain your answers.

- a. How can this activity be modified if we aim at developing students' digital literacy skills? Can you think of some app or tool that can provide a good framework for students to develop their digital literacy skills?
- b. How can this activity be modified if we aim at developing students' interpersonal skills? How can we organise/manage this activity?

Exercise 6

Analyse the following activity. What skills can students develop?

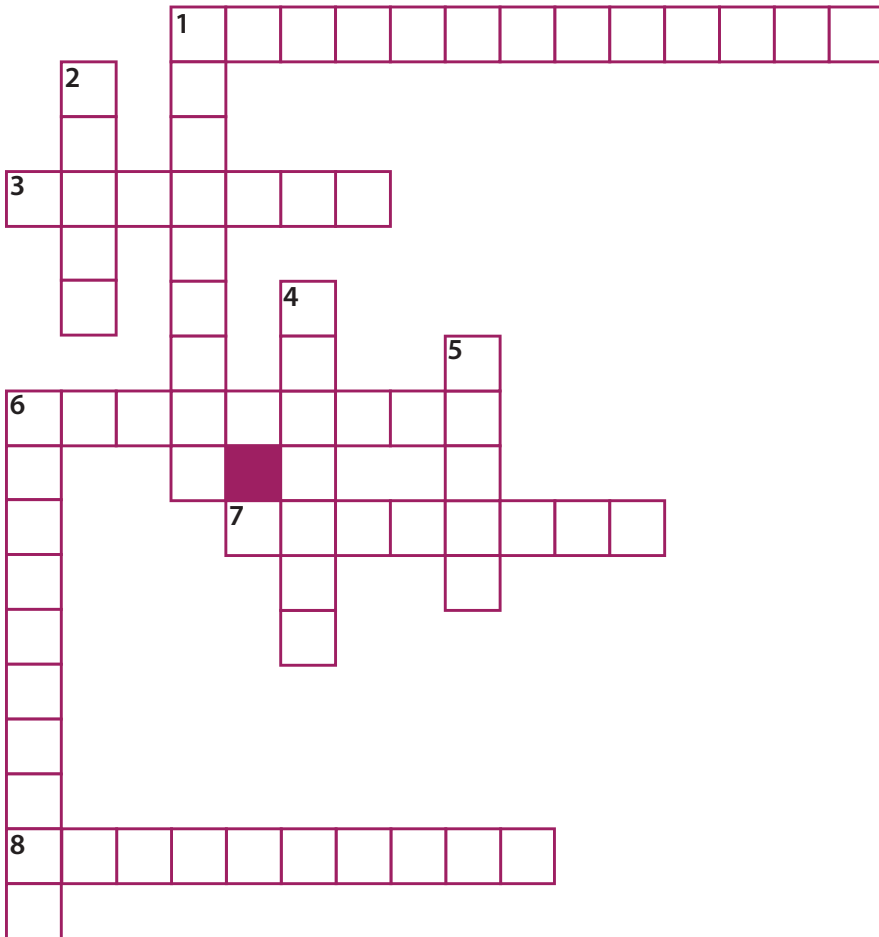
Activity: Students are divided into groups and given the task to discuss the topic: *Only those over 15 can have a social media account.*

The Technique used: Six Thinking Hats

Exercise 7

Do the crossword puzzle. The answers to the provided definitions and explanations relate to some of the keywords found in Chapter 6.

Literacy - key words



Across

1. related to relationships between people
3. relating to computer, the internet, technology
6. related to the process of thinking and reasoning
7. analytic, of the greatest importance
8. the ability to produce something new and innovative

Down

1. a person who came to live in another country
2. an ability to do something
4. sidewise, sidelong, creative
5. plural form of medium
6. the ability to do something efficiently

SUMMARY

In this chapter, we have discussed the change in perception of what it means to be literate in the 21st century. Apart from basic literacy, which implies being able to read, write and calculate, the scope of literacy has expanded, and today, due to the development of technology and its impact on all areas of human endeavour, we use the plural form *literacies*. The term implies various skills that can be broadly grouped into cognitive, interpersonal, intrapersonal, and digital literacy skills. The demands imposed on education to meet the needs of the 21st-century learner, usually referred to as a digital native, and to help them develop 21st-century skills, have significantly increased. The nature of foreign language teaching and learning provides a good framework for creating activities and tasks that will encourage learners to develop necessary skills. The section *Exercises* provides some examples that illustrate activities and tasks resourceful for the development of a wide range of skills.

FURTHER READING

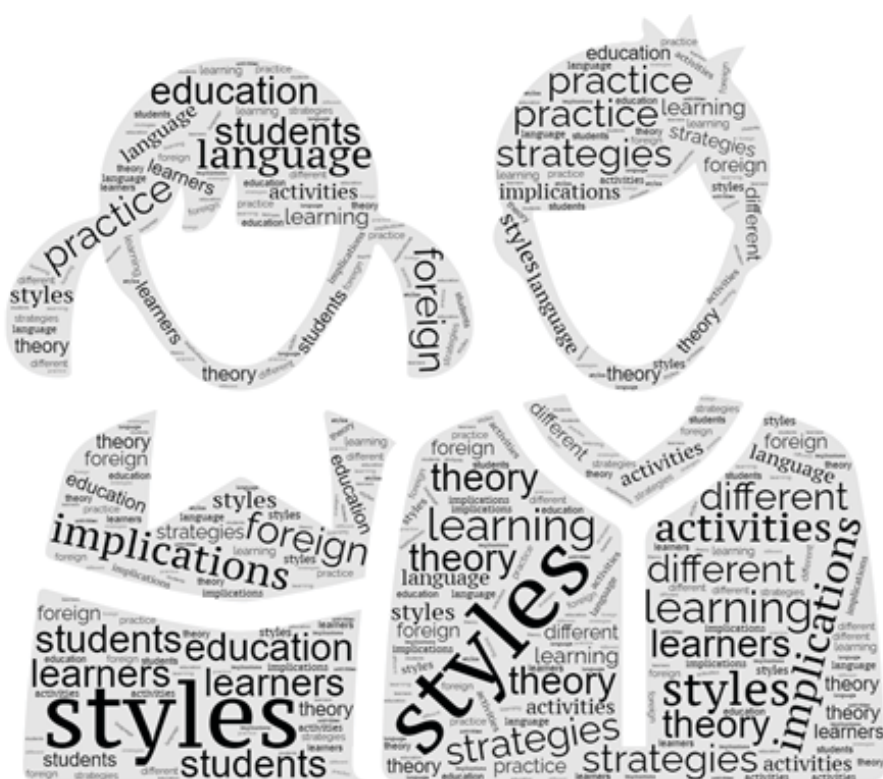
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The brain needs to be emotional to learn.

Francisco Mora



LEARNING STYLES AND STRATEGIES



7. LEARNING STYLES AND STRATEGIES

KEY LEARNING AREAS

In this chapter, we will:

- ◆ define and describe learning styles;
- ◆ explore how to identify students' learning styles;
- ◆ compare and contrast learning styles and strategies;
- ◆ discuss the implications of learning styles theory in foreign language education;
- ◆ practice how to devise activities to suit learners' different learning styles.

WARM-UP QUESTIONS

1. When you learn something, do you prefer:
 - a. getting details or examples about the topic first?
 - b. getting the general picture of the topic?
 - c. reading about the new topic?
 - d. listening to the lecture?
 - e. getting a visual input to support your learning?
 - f. working alone?
 - g. working in pairs or groups?

7.1. LEARNING STYLES: DEFINITION, CLASSIFICATION AND CHARACTERISTICS

Individual differences of learners play an important role in the process of foreign language learning. These differences are of various kinds and need to be taken into consideration in lesson planning.

Learners are characterised by different ways they learn, observe, select, and process information using various channels and modes of learning; in other words, they have different learning styles. The development of learning theories greatly contributed to the way we understand learning styles today. At first, the term 'cognitive style' was used to describe 'preferred ways of thinking, perceiving and remembering' (Kamińska, 2014:2). Later, other elements, such as affective, social, and physiological characteristics, were added to explain how a learner interacts with the information in a certain environment, and the term 'cognitive style' has been replaced by the term 'learning style' (although many authors still use them interchangeably).

Learning styles are not strict and exclusive of one another. In other words, someone can learn some things more effectively in a certain way, but it does not mean that some other ways cannot be as effective in different learning contexts. Learners are characterised by several learning styles. There are different models and classifications of learning styles, and these are usually based on the following dimensions:

- ♦ Perceptual modality
- ♦ Personality types
- ♦ Degree of generality.⁸

7.1.1. Perceptual Modality

Perceptual modality refers to the sensory preferences of learners and the channels they use to learn. Some learners are more effective when they listen to lectures or talks on a certain topic; some prefer seeing and getting visual input, while others learn better while doing something. According to the preferred sensory mode of learning, there are auditory, visual, and kinaesthetic-tactile learners.

8 This classification relies on Oxford, R. L. (2003). *Language Learning Styles and Strategies: An Overview*. GALA, 1 – 25.

Auditory learners

Characteristics: auditory learners learn by listening, they enjoy lectures, oral presentations, communication, and the spoken word, i.e., they prefer an auditory stimulus.

Activities suitable for auditory learners: lectures, talks, videos with sound, reading aloud, using e-books, debates, discussions, using different pitches and intonation.

Visual learners

Characteristics: visual learners learn by seeing, they prefer seeing text, instructions, words, and new information; they usually take notes in classes.

Activities suitable for visual learners: tasks that include charts, diagrams, handouts, written text, visual presentations, word puzzles, Pictionary, and picture books.

Kinaesthetic-tactile learners

Characteristics: kinaesthetic-tactile learners like being active and physically involved in the classroom; they learn by doing something; they usually use gestures while talking; they like movement.

Activities suitable for kinaesthetic-tactile learners: role-play, charades, hands-on activities, tasks that involve movement, gestures, and the use of tangible objects.

7.1.2. Personality Types

Students are not only cognitive learners; they are also characterised by various personality traits that influence the way they learn and what mode they feel the most comfortable with. The identification of **personality types** relies on Karl Jung's theory of psychological types, and four pairs are usually distinguished: extroverts and introverts; sensing and intuitive; thinking and feeling; judging and perceiving.

Extrovert and introvert learners

Extrovert learners feel comfortable working in groups, and they like interacting with other people. They like taking part in tasks that involve group work.

Introvert learners feel comfortable being alone, they are retrospective, and they like doing things alone. When introverts socialise, they tend to establish a few relationships and like to know people well. They prefer taking part in tasks that involve individual work or work in pairs or small groups.

Sensing and intuitive learners

Sensing learners learn from experience, they are pragmatic and rely on facts and reality. They like being involved in real-life, concrete tasks. They also enjoy hands-on activities.

Intuitive learners like abstract thinking, creating theories, discovering, and making new possibilities; they rely on their impressions and intuition. Intuitive students like being involved in open-ended tasks, to be given the opportunity to think in a divergent way and create something new.

Thinking and feeling learners

Thinking learners rely on facts, they are rational and use logic to approach some problems. They like consistency, objectivity, and reasoning. Thinking learners like being involved in tasks that imply arguments, facts, and scientific truths.

Feeling learners take into consideration other people's feelings, they show empathy and understanding. They prefer to be tactful rather than saying the stark truth. Feeling learners like to be involved in tasks that imply social relations and humanistic aspects of problems.

Judging and perceiving learners

Judging learners like plans, structures, and deadlines. They tend to approach tasks seriously, make decisions and have work done on time. Judging learners like being involved in activities that are task- and aim-oriented, structured, and well planned.

Perceiving learners are open to new possibilities, they do not like deadlines and planning. They enjoy game-based activities, open options, and solutions. They approach work less seriously and thoughtfully, perceiving it as a game.

7.1.3. Degree of Generality

Learning styles can differ depending on the way a learner focuses on the information – whether they first focus on the general picture or the detail. Learners who like to get a general idea first are called **holistic** or **global learners**. They like to be given the context and the framework, they focus on the main idea, and they do not mind if they miss some details. Holistic learners enjoy tasks that do not emphasise details, grammatical precision, or semantic nuances. They like guessing and having the freedom to fill in the missing information.

Unlike holistic students, **analytic learners** pay attention to details and language subtleties and enjoy tasks that involve precision, details, and minutiae.

7.2. IDENTIFYING STUDENTS' LEARNING STYLES

Understanding different learning styles and awareness of the complexity of learners' characteristics are of vital importance in organising the teaching and learning process effectively and meaningfully. Identifying students' learning styles is a prerequisite and an essential element in lesson preparation. There are several strategies a teacher can employ in order to identify his or her students' learning styles:

- ♦ observing students and how they learn;
- ♦ receiving information from students by asking them to reflect on their learning and provide feedback. This source of information can be received in conversation with students or through a questionnaire;
- ♦ using teacher self-assessment tools, such as checklists, reflective diaries, or rubrics.

7.3. LEARNING STYLES AND STRATEGIES

Effective learning depends not only on identifying how someone learns but also on devising tasks and activities that would help learners use their learning styles most efficiently. Even though people are biologically determined to acquire knowledge in a certain way, learning styles are not permanently defined at birth. How well we learn something is influenced by our learning style; however, our learning can also be supported by an adequate learning environment that caters for different styles. Learning styles are dichotomous – the presence of one does not exclude the other. Namely, we rather talk about the range and the degree of the presence of learning styles.

Students can consciously employ certain strategies that are aimed at promoting better learning. Strategy is defined as a 'long-range plan for achieving something or reaching a goal, or the skill of making such plans'. In foreign language teaching, 'L2 learning strategies are specific behaviours or thought processes that students use to enhance their own L2 learning' (Oxford, 2003: 8).

The role of the teacher is to identify and help learners identify their own learning styles, and devise activities and tasks that cater for a wide range of learning styles. In the exercises that follow, we will explore a variety of learning styles aiming at a better and deeper understanding of how students learn; we will also practice how to devise activities and tasks to suit different learners' learning styles.

EXERCISES

Exercise 1

Do the questionnaire to get a better insight into your learning styles. Use the following link: <https://vark-learn.com/the-vark-questionnaire/>



Task: Comment on the results. Do you think they reflect your learning styles? Is there anything you would disagree with?

Exercise 2

Discussion.

Do you agree with the following statements? Explain your answers.

1. Teachers tend to organise lessons according to their own learning styles and strategies they employed when they were students.
2. Students feel comfortable with their dominant learning styles and are not willing to participate in activities that promote other learning styles.
3. Students are often not aware of their learning styles, and therefore a teacher's task is to create activities that will help them become aware of the most efficient ways they learn.
4. Students need to find out for themselves what their own learning preference is.
5. Students need to be aware of their weaker learning styles and work consciously on their development.

Exercise 3

Match the learning styles with the descriptions:

Learning style	Description
Holistic	Learners think in a divergent way; they like creating theories and discovering and thinking of new possibilities. They like open-ended tasks.
Visual	Learners rely on facts; they are rational and use logic. They like being involved in tasks that imply arguments, facts, and scientific truths.
Intuitive	Learners are pragmatic; they like real-life and concrete tasks. They also enjoy hands-on activities.
Perceiving	Learners focus on the general idea; they like to be given context and the opportunity to guess and have freedom to fill in the missing information.
Thinking	Learners are open to new possibilities; they do not like deadlines and planning. They enjoy game-based activities.
Sensing	Learners prefer reading (a text, instructions, words, new information); they usually take notes in classes.

Exercise 4

Identify which learning styles the following activities would be suitable for:

- role-play,
- intensive reading,
- translating a text,
- problem-solving task,
- grammar (fill-in) tasks,
- project-based learning,
- listening to a long lecture.

Exercise 5

You have a group of students who have different learning styles. The topic you need to teach is Indirect Speech. Make a lesson plan with the activities that would cater for the following learning styles: extroverts and introverts, thinking and feeling, holistic and analytic. Use the differentiated lesson plan template to help you.

DIFFERENTIATED LESSON PLAN

Topic	INDIRECT SPEECH	
Stage	Activity	Learning style
Warm-up		
Introduction		
The main part of the lesson		
Closure		

Exercise 6

You want to find out more about your students’ learning styles. Devise a questionnaire to gather information. Use the template below. Complete the table. The first two rows give you some guidance.

Note: This questionnaire is meant for the students. Their task is to tick the field if they agree with the statement.

Number	Statement	Answer
1	I prefer reading instructions.	
2	I prefer getting a detailed explanation.	
3		
4		
5		
6		
7		
8		
9		
10		

Exercise 7

You want to find out more about your students' learning styles. Use the questionnaire from Exercise 6 to analyse the information you receive from the students. Use the template below. Complete the table. The first two rows give you some guidance.

Note: This template is meant for the teacher to get the idea how to analyse students' responses.

Number	Statement	Learning style
1	I prefer reading instructions.	Perceptual modality: auditory, visual, or kinaesthetic-tactile
2	I prefer getting a detailed explanation.	Degree of generality: holistic or analytic
3		
4		
5		
6		
7		
8		
9		
10		

SUMMARY

In this chapter, we have defined learning styles and provided a classification in compliance with the following dimensions: perceptual modality, personality types and degree of generality. The focus of this chapter was on the different ways and modes learners learn and we explored the implications of learning styles theory in foreign language education. Understanding different learning styles and employing effective learning strategies in foreign language teaching and learning can lead to more successful and meaningful learning. For that purpose, we have investigated how to identify students' learning styles and how to devise activities to support them.

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Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin



CHAPTER 8

TEACHING AND LEARNING RESOURCES



8. TEACHING AND LEARNING RESOURCES

KEY LEARNING AREAS

In this chapter, we will:

- ♦ define the characteristics of teaching and learning materials;
- ♦ focus on different types of materials and tools;
- ♦ discuss how to select good teaching and learning materials and tools;
- ♦ provide ideas on how to adapt teaching and learning materials and tools to students' needs.

WARM-UP QUESTIONS

1. In your opinion, what characterises good teaching and learning materials?
2. Are coursebooks necessary in foreign language teaching? Explain your answer.
3. How do you manage to learn if there is no textbook?
4. Do you like when your teacher uses supplementary material in classes? What types of materials do you like the most?
5. Is there a difference between teaching material and learning material? Is there a difference between teaching aid and teaching material?

8.1. TEACHING AND LEARNING RESOURCES: CHARACTERISTICS AND TYPES

Nowadays, both teachers and students have access to a wide range of teaching and learning resources. As a result of technological changes, particularly the changes in education imposed by the COVID-19 pandemic outbreak, there have been some modifications in terms of the scope and nature of teaching and learning resources.

Teaching and learning resources include:

- ♦ Teaching-learning materials (TLMs), also termed instructional materials, and
- ♦ Teaching aids (TAs).

Teaching-learning materials (TLMs), or instructional materials, are all the materials we can use to support language teaching and learning. Instructional materials include textbooks, handouts, charts, worksheets, flashcards, books, audio and video material, presentations, etc. As a result of the dynamic changes in education and foreign language teaching and learning context, there has been a shift in both form and roles of materials used to support teaching and learning. The student-centred approach has influenced not only the organisation of lessons, techniques, and methods but also materials used to support learning, hence the shift from teaching material to teaching-learning material in ELT. The expansion of technology and various applications and tools has also considerably influenced material development.

A teaching aid is a tool – an object or device – used to support learning. One of the main characteristics of these tools is to mediate between the learner, teacher and the content or subject matter. They also aim at engaging students' senses. From a traditional point of view, teaching aids include physical objects such as blackboards, rods, sticks, puppets, realia, etc. Technological advancements introduced an array of digital teaching tools in education that can be rather engaging and motivating (these tools will be presented in detail in Chapter 9).

In foreign language teaching, teachers and students usually use coursebooks as the main resource for learning. Additionally, in order to enhance learning and provide variety in classes, teachers use a wide range of supplementary materials.

The use of learning and teaching resources helps the teacher organise the teaching and learning process more efficiently in order to help students develop language skills and competencies and address the desired learning outcomes. It also provides guidance and a framework and support for learners to be more engaged in the process of learning.

8.2. THE ROLE OF COURSEBOOKS IN FOREIGN LANGUAGE TEACHING

One of the most important, reliable, and studied types of teaching and learning resource is a **coursebook**, or a **textbook** – the term some authors are inclined to use. As an unavoidable element of foreign language teaching and learning, coursebooks have been used for centuries ‘as an almost universal element of teaching’ (Hutchinson and Torres 1994:315). Although there has been some criticism posed on the use of commercial coursebooks in teaching, the benefits coursebooks can offer are numerous, particularly if used in a planned and carefully thought way. A good coursebook provides:

- ◆ a structure and framework;
- ◆ guidance for both teachers and learners;
- ◆ compliance with the prescribed standards, national curricula and syllabi;
- ◆ carefully designed segments that are structured, meaningfully arranged and connected, making a coherent whole;
- ◆ a reliable resource;
- ◆ methodological guidance for teachers.

Even though a good coursebook has many benefits and saves teachers’ time for lesson preparation, it is always a good idea to use coursebooks critically and creatively. Commercial coursebooks are designed for a wide audience of learners and the teacher’s role is to assess when some of the elements from the coursebook should be left out, adapted, or supplemented by additional material. Such critical approach allows the teacher to use the coursebook purposefully and meaningfully to suit his or her students’ needs.

8.3. THE USE OF SUPPLEMENTARY MATERIALS

In addition to coursebooks, another very important element of teaching and learning resources that can greatly support teaching and learning practices is **supplementary material**. The use of carefully designed and selected supporting materials can be beneficial for various reasons. Supplementary materials can:

- ♦ provide variety and different learning experiences;
- ♦ be motivating and engaging for students;
- ♦ be suited for specific learners' needs and interests;
- ♦ introduce specific topics relevant to the students;
- ♦ provide discussions and raise issues to be solved that are meaningful and important for the students;
- ♦ add some elements that the coursebook might be missing;
- ♦ provide additional exercises and practice for the students;
- ♦ cater for different students' learning styles (particularly if we use multimodal supplementary material);
- ♦ support the development of language skills and competencies.

8.4. SELECTING INSTRUCTIONAL MATERIALS AND TEACHING AIDS

The myriad of teaching and learning resources helps both teachers and students access various materials that will support teaching and learning. However, such a big choice can pose challenges in terms of selecting of what materials can support learning and contribute to achieving the desired learning objectives.

While selecting teaching material, a teacher should ask the following questions:

- ♦ Does it have a purpose that fits into the lesson organisation and the envisaged aims of the lesson?
- ♦ Will it help in reaching the outcomes of the lesson?
- ♦ Is it appropriate for the students? Does it suit their level of knowledge, skills, interests, age and needs? Is it culturally and socially appropriate?

- ◆ Is it visually attractive? Does it have a good outline?
- ◆ Is it well organised and structured? Is it clear?
- ◆ Does it provide a good stimulus for learning? Is it motivating?

Similar criteria can be applied when selecting teaching tools. What a teacher also needs to think about is the availability of the tools to the students and whether the students can use certain tools, especially if they are digital. Therefore, prior training or good instructions can prevent misunderstandings and poor use of the tools.

8.5. ADAPTING TEACHING MATERIALS TO STUDENTS' NEEDS

In applied linguistics, the selection of good instructional materials that can support learning and contribute to achieving the learning outcomes is of uttermost importance. However, there are various reasons why a teacher should analyse the materials and assess whether some adaptations are needed, especially in relation to the use of coursebooks. Some of them are listed below.

- ◆ Texts, topics, or tasks from the coursebook can be irrelevant to the students.
- ◆ Texts, topics, or tasks from the coursebook can be outdated.
- ◆ Tasks and exercises do not suit students' level of knowledge – some can be too demanding or too easy.
- ◆ Some content does not suit the prescribed national curricula and syllabi.
- ◆ Some content does not suit students' needs.
- ◆ Coursebooks can reflect the authors' social and cultural backgrounds; consequently, the material and tasks can be influenced by these specific characteristics.
- ◆ Coursebooks can reflect the authors' adopted approach to foreign language teaching and the materials and tasks can be influenced by these specific characteristics.

In order to overcome some shortcomings a coursebook or some other instructional material can have, a teacher can employ several strategies in order to adapt the material to their students' needs, interests and level of knowledge. A teacher can:

- ♦ change the task type;
- ♦ change the level of difficulty;
- ♦ extend or shorten the materials;
- ♦ reorder the tasks and activities from the coursebook;
- ♦ change the instructions from the coursebook.

8.6. TEACHING UNPLUGGED

Not all the authors advocate the use of commercial coursebooks and a structured and planned curriculum that needs to be followed. Along with this approach to teaching usually goes the attitude towards the nature of the material used in English teaching and learning and what material should be selected with the purpose of achieving the prescribed learning objectives and outcomes. Foreign language teachers and educators who do not rely on prescribed curricula and commercial coursebooks adhere to the principles of the approach in English Language Teaching known as *Dogme ELT*.

Dogme ELT advocates 'teaching unplugged' as a teaching philosophy that emphasises the importance of teaching English as the main means of communication as it emerges in the class according to students' needs and learning situations. Students are the main resource in the classroom and language is taught to suit their demands arising during the learning process. Teaching material is rather flexible since it is selected according to the emerging learning situations and students' needs.

EXERCISES

Exercise 1

Do you agree with the following statements? Explain your answers.

1. Using a coursebook in every class can be monotonous.
2. I do not like when a teacher uses many additional materials in classes.
3. I prefer when a teacher uses multimodal materials in classes.
4. I would like to participate in a course that adheres to the principles of Dogme ELT.
5. I would like to teach a course that adheres to the principles of Dogme ELT.
6. English coursebooks should contain elements of both local and foreign cultures.

Exercise 2

Discuss the implications of the following statement:

We teach English not the coursebook.

Exercise 3

Classify the following list of teaching aids into three categories: visual, audio, and audiovisual.

map, song, interview, video, film, image, painting, chart, poster, diagram

Audio aids	Visual aids	Audiovisual aids

Exercise 4

Find the keywords.

Key words

N	T	A	D	A	P	T	A	T	I	O	N	A	S
E	T	T	D	A	I	R	A	T	O	L	S	A	T
E	Y	O	N	L	O	T	L	D	O	L	A	T	R
R	T	U	I	T	Y	E	I	O	I	I	T	R	U
S	E	U	O	N	L	A	T	I	G	I	D	D	C
I	I	M	U	L	T	I	M	O	D	A	L	T	T
C	R	T	U	N	C	U	G	U	T	U	T	U	U
G	A	K	O	O	B	E	S	R	U	O	C	A	R
T	V	R	U	T	R	E	S	O	U	R	C	E	E
I	N	S	T	R	U	C	T	I	O	N	A	L	E
P	L	C	R	D	E	G	G	U	L	P	N	U	U
L	A	N	O	I	T	I	D	D	A	O	U	E	I
R	Y	R	A	T	N	E	M	E	L	P	P	U	S
E	C	N	A	D	I	U	G	D	S	M	U	D	E

MULTIMODAL
SUPPLEMENTARY
ADAPTATION
UNPLUGGED
GUIDANCE
TOOL
VARIETY

RESOURCE
STRUCTURE
ADDITIONAL
INSTRUCTIONAL
DIGITAL
COURSEBOOK
AID

Exercise 5

Read the comments that are commonly used by teachers to describe the shortcomings of coursebooks. Provide some suggestions and strategies on how to make them more appropriate for the learners.

Comment:

Suggestion:

1. Some listening sections are too long for my students.
2. Some topics are irrelevant to my students.
3. Sometimes, my students get bored because each unit has the same structure.
4. Some texts contain too demanding vocabulary for my students.
5. Some tasks are too easy for my students, and they become demotivated for work.
6. Some grammar tasks are too difficult for my students.

Exercise 6

The following tasks have been taken from the coursebook you are using. You find them too difficult for your students. Still, you want to use them and practice the aimed grammar with your students and do not want to leave them out.

*Q: How would you adapt the tasks and make them easier for your students?
What strategies would you apply?*

Task 1: Transform the following sentence using the given word.

He solved the problem in one hour. HIM

Task 2: Complete the sentence with one word only.

I enjoy having coffee in my sister's garden – it looks fantastic. My sister really has a _____ thumb.

Task 3: Complete the sentence with the correct form of the word in brackets.

I met a(n) _____ (RESIST) charming boy.

Exercise 7

The following tasks have been taken from the coursebook you are using. You find them too easy for your students. Still, you want to use them and practice the aimed grammar with your students and do not want to leave them out.

Q: How would you adapt the tasks and make them more challenging for your students? What strategies would you apply?

Task 1: Circle the correct answer, A, B or C.

He _____ (call) you as soon as he gets home.

- A. is going to call
- B. will call
- C. will be calling

Task 2: *Students read a text. Their task is to answer the questions that examine their comprehension. The answers provided are YES or NO.*

Task 3: *Students listen to an interview. Their task is to answer the questions that examine their comprehension. The answers are connected to the content of the interview directly and explicitly.*

SUMMARY

In this chapter, we have defined the characteristics and the types of teaching and learning resources making a distinction between teaching-learning materials (TLMs) or instructional materials and teaching aids. Since the use of teaching and learning resources can greatly help teachers to plan and organise classes effectively, it is important to select good materials in order to achieve the desired learning outcomes. This chapter describes the criteria a teacher can employ while selecting materials. It also provides guidelines, ideas, and suggestions on how to adapt various types of tasks and materials to meet students' needs, interests, level of knowledge and learning situations.

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Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.

Bill Gates



CHAPTER 9

THE USE OF ICT TOOLS IN LANGUAGE TEACHING AND LEARNING



9. THE USE OF ICT TOOLS IN LANGUAGE TEACHING AND LEARNING

KEY LEARNING AREAS

In this chapter, we will:

- ♦ describe the role of ICT in education;
- ♦ discuss the main benefits and challenges of using ICT in foreign language teaching and learning;
- ♦ propose specific ICT resources for more effective teaching and learning;
- ♦ offer a selected taxonomy of useful ICT tools for the language classroom.

WARM-UP QUESTIONS

Think about the ICT tools that you use daily.

- a) In your opinion, which can be used as a didactic material?
- b) Name three digital tools or resources (portals, devices, applications, social media, etc.) that come to your mind first.
- c) Name three activities that you use the internet for the most often (information-searching, watching video clips, listening to music, reading news and posts, playing games, communicating, learning, posting, and sharing, creating content).
- d) How do you prefer to learn, using a textbook or searching for other resources on the internet?
- e) Have you used digital tools or applications for language learning? If yes, which one(s)?

9. 1. THE ROLE OF ICT IN EDUCATION

Information and communication technologies (ICTs) play an essential role in all areas of our current life, both in private and professional contexts. Computers, the internet, mobile devices, applications, and social media have become indispensable components of any human activity related to communication, access to information and knowledge acquisition.

As citizens of the 21st-century society, students and teachers are supported by digital innovations and technological improvements in education. The use of digital technologies has been redirected from information and communication purposes to knowledge acquisition and learning.

On the one hand, the digital era is characterised by a fast technological evolution; on the other hand, it faces many challenges, such as ‘new normality’ or ‘post-COVID era’ and their global implications. In these circumstances, teachers and students need to adapt to diverse educational and cultural changes, which include multilingualism, multimodality, digitalisation, and student autonomy.

In the current educational environment, digital skills and adequate utilisation of technological tools have become requirements for good teaching practices.

The impact of ICT on the educational environment drew the attention of educators decades ago when the development of CALL also started. The focus was on three educational areas – teaching, research, and administration – and consequently, on three protagonists of the educational process – teachers, students, and educational institutions.

The relevance of the introduction of technology in education is best seen in various documents, created by the relevant institutions (such as UNESCO, 2018; European Commission, 2019) that define the roles of technologies in teaching and learning and the roles of teachers and students and their mutual interaction.

To achieve quality education, in both virtual and face-to-face modalities, three requirements need to be met:

- ◆ ICT infrastructure (computers, the internet, platforms and other digital resources);
- ◆ teachers and their skills, knowledge and attitudes towards teaching;
- ◆ students and their skills, knowledge, and attitudes towards learning.

As previously explained, the role of ICT is not limited to communication; rather, it is multifunctional and aims to address different educational needs and objectives, such as:

- ◆ easy and fast access to all kinds of information;
- ◆ utilisation and modification of selected content;
- ◆ knowledge access;
- ◆ content creation;
- ◆ exchanging and sharing information and content;
- ◆ innovation in teaching practices;
- ◆ faster and easier communication.

The effective implementation of ICT in the teaching process requires the development of diverse teachers' skills as a prerequisite for creating a meaningful learning environment that helps students to acquire knowledge and develop their skills.

9.2. THE USE OF ICT IN TEACHING AND LEARNING: ADVANTAGES AND CHALLENGES

With the support of technology and the internet, teaching and learning resources are more accessible today than ever before. Any kind of information is available to all students, regardless of their location, age, learning styles and learning needs.

Due to the dynamic development of digital technologies, it is possible to access numerous teaching tools, diverse content and authentic audiovisual materials that facilitate a productive environment for language learning. The ICT tools in teaching processes have the following functions:

- ◆ Online resources and authentic materials are accessible in a multimedia format, such as video content, digital books, games, images, interactive activities, podcasts, TV programmes and other media.
- ◆ Technological means, such as mobile devices and computers, enable communication and access to educational content on the internet at any time and from any place.

- ♦ The use of ICTs breaks space and time barriers in teaching and learning.
- ♦ The use of ICT tools facilitates students' autonomy and learning styles adaptation.
- ♦ Students become active and responsible participants in the teaching and learning process; they decide when and where to learn and with whom to communicate.

As mentioned previously, the use of computers and the internet can provide significant benefits for language teaching and learning. It improves students' motivation, satisfaction, and progress in learning. Nevertheless, the incorporation of ICTs into the teaching and learning process has its challenges.⁹

Most of the limitations are related to technological issues and digital competencies. The following are the main requirements needed for a successful organisation of classes with the support of ICT tools:

- ♦ In order to incorporate the ICT tools in different teaching and learning environments, it is necessary to have an adequate computer infrastructure and fast internet connection in educational institutions.
- ♦ The ICT support should be adapted to different teaching environments – a face-to-face, online or hybrid model.
- ♦ Both teachers and students should have appropriate technological equipment – computers or mobile devices, internet connection, software and applications installed on their devices.
- ♦ Teachers and students need to be able to count on technical assistance and institutional support.
- ♦ Teachers and students need to develop their digital competence and technological skills to be able to utilise various technological tools purposefully.

Nowadays, there is an array of ICT tools available and applicable in both face-to-face and online language teaching and learning contexts.

9 Both positive and negative aspects of the use of technology and online tools in language teaching and learning have been confirmed by many teachers who conducted action research. For more details, see suggested papers in the *Further Reading* section of this chapter.

9.3. DIDACTIC AND NON-DIDACTIC ICT RESOURCES FOR LANGUAGE LEARNING

If we agree with the statement that the teaching material is any resource used by teachers or learners to facilitate the learning of a language (Tomlinson, 1998: 2), one of the fundamental contributions of ICTs is that it provides easy access to useful resources for language teaching and learning.

As regards their purpose, all ICT resources can be classified into two groups:

- ♦ **didactic resources**, created for language teaching and learning (online language courses, didactic videos, virtual classrooms, didactic interactive applications, portals for language teachers, dictionaries, translation software, language games, etc.);
- ♦ **non-didactic resources**, that have not been created for language learning but can be used to reinforce the learning of a target language (social media, online quizzes, games, questionnaires, music, online magazines, TV shows, documentaries, films, etc.).

Another classification is based on the source - whether the educational institution officially introduced the tools used in teaching and learning, or they are the teacher's personal choice; thus, the following ICT tools have been identified:

- ♦ **institutional tools**, introduced officially by the educational institution, and
- ♦ **noninstitutional tools**, selected by teachers and not officially used in the educational institution.

In their teaching practice, teachers should utilise both types of resources, assessing the advantages, limitations and compatibility of different tools and finding the best way to use them effectively in teaching practices.

Teachers need to be skilled to select, modify, create, and utilise the appropriate material in a meaningful way in their classroom and to be informed about the currently available ICT tools, their functionality, and potential benefits for language learning. For this reason, language teachers need to attend regular professional training workshops and conferences dedicated to language didactics and innovations in teaching methodology, develop their digital skills and keep up to date on technological innovations and useful ICT resources.

In the following sections, we will discuss some of the ICT resources that can be effectively utilised in foreign language teaching and learning.

9.3.1. Didactic Audiovisual Instructional Material: Video Clips and Podcasts

The instructional materials that include both sound and visual elements and are created to assist teaching and learning, among other benefits, can improve students' audiovisual comprehension skills.

Videos

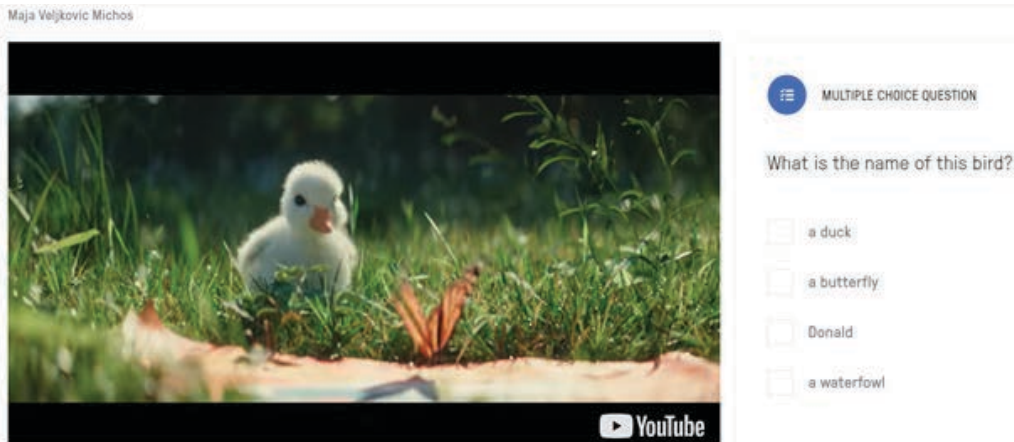
In foreign language teaching and learning, video clips can be used as a tool to support audiovisual comprehension in a contextualised way and foster a deeper understanding of the content. As audiovisual teaching material, they are used to aid the development of students' various skills and competencies. Videos facilitate audiovisual comprehension and enhance communication through discussions in the classroom. The use of videos in teaching can also help students to develop sociocultural competence because they provide communicative situations and images as authentic samples of the culture, habits, and customs of the target language, with the participation of native speakers.

Didactic videos are a good source for language learning because they have been carefully devised to suit various learning levels and ages. Commercial instructional materials are usually supplemented by appropriate videos. While selecting video material, a teacher should follow the criteria for selecting instructional material. The categorisation of the videos that have been created respecting the CEFR learning levels and the age of the target audience is of great assistance to teachers. These videos are also supplemented by tasks and guidelines for teachers on how to use them and what steps to follow.

Teachers can also choose the appropriate video content using non-didactic resources. The YouTube channels, various publishers' official portals and educational platforms contain a wide choice for teaching any language component. A YouTube video, a podcast or other authentic audiovisual material that was not created for educational purposes can be utilised as a language sample and become the content for learning activities in the language classroom.

Suggested tool: Edpuzzle

Edpuzzle is a beneficial and popular web-based tool for creating and editing online videos and adding interactive content. By using this resource, teachers can upload their own video lessons and create questions, quizzes, and other interactive content to track the progress of their students in an engaging and motivating way. This tool is more suitable for online learning and flipped learning than for the face-to-face model.



Picture 4. Video clip with interactive activity (Screenshot - Edpuzzle)

Podcasts

Podcasts (or podcasting) are popular teaching and learning tools among teachers and students, and in recent studies, they have been suggested as useful tools for improving language skills.

This media was introduced into the language learning context many years ago, but due to the development of new technologies and the benefits of their application in hybrid learning environments, it has been increasingly used in recent years.

By using podcasts outside the classroom, students are encouraged to be independent learners and develop various language skills. In addition to speaking and listening skills, learners can improve other language aspects, such as vocabulary, pronunciation, and grammar.

Considering the purpose for which they have been created, there are two types of podcasts that can be used in language learning. **Didactic podcasts** are designed for language learning and offer content on various topics to improve skills and knowledge in different language areas, such as communication, vocabulary, or sociocultural aspects (for example, British Council's *LearnEnglish* podcasts). There are countless podcasts that are not directly related to education and have no didactic purpose. i.e., **non-didactic podcasts**. For example, radio or television programmes and podcasts about media, marketing, or entertainment (for instance, BBC podcasts) can be used as a beneficial teaching resource, both inside and outside the language classroom.

Depending on who created them, podcasts are classified as follows:

- ♦ Authentic podcasts (created by native speakers)
- ♦ Teachers' podcasts
- ♦ Students' podcasts.

Regardless of the content creator, it is recommended that a podcast be accompanied by transcription so that a teacher can use it purposefully and effectively in the language teaching environments.

Suggested tools: Audacity, Anchor, Spreaker, Synth, Mixir, iVoxx.

Applications for creating, recording, storing, and editing podcasts are numerous and many of them are accessible on the internet.

9.3.2. Social Networks

Social media can be a useful resource for collaborative learning. Online social networks were created to offer people the chance to express themselves freely and to establish social interactions with other users of the same networks.

The most popular social networks, such as YouTube, WhatsApp, Instagram, Facebook, WeChat, TikTok, Twitter and others, allow instant verbal and audiovisual interaction, often characterised by short messages and abbreviated expressions. Sociologists believe that these tools have a significant impact on communication and people's behavior, especially among 'digital natives' generations.

Due to their features and increasing popularity, social media can have significant educational potential as a learning tool that encourages communication in the target language by allowing the free exchange of content among users in a virtual environment.

Due to its multiple functionalities that offer immediate access to diverse content in the audiovisual format, with no time and space limits, YouTube, the multimedia platform for video content creating and sharing, is the most popular platform in educational contexts worldwide. In the section that follows, we will offer more details related to the didactic potential of this video-sharing website.

9.3.2.1. YouTube

According to recent statistical data, this web platform has more than 2.5 billion active users and is available in eighty languages.

As regards teaching and learning environment, there are specialised YouTube channels for education, such as YouTube Edu, YouTube Schools, and YouTube Teachers, created to spread academic knowledge and promote the development of relevant skills for teachers and learners.

Although this platform was not primarily created for educational purposes, the positive effects of its use are evident in almost all areas of education. On the one hand, teachers can create or select video lessons for students with different learning styles; on the other, students perceive that YouTube content has a positive effect on their learning.

Its numerous functionalities improve students' motivation and enhance the development of language and communication skills.

In the language classroom, YouTube is one of the most resourceful tools due to the vast amount of authentic audiovisual content in the target language: video clips, music, series, films, commercials, documentaries, travel guides and other resources that can be explored as a meaningful, purposeful, and motivating learning content.

Many publishers specialised in foreign language teaching and learning methods have recognised this potential and created their official YouTube channels as resources for language learning. They offer learners collections of educational video clips grouped by learning levels and learners' age (for instance, *English with Cambridge*, *Oxford English Video*, *British Council LearnEnglish Video Zone*, etc.).

Additionally, as a content creation tool, this platform allows teachers to create their teaching material and share it with students, professionals, or other audiences. For the flipped classroom model, teachers can pre-record their video lessons and share them on their or institutional YouTube channel.

The audiovisual content includes elements such as images, sounds and texts, therefore an original YouTube video can enrich the learning experience and improve students' audiovisual comprehension and communication skills.

Incorporating the YouTube platform in language teaching scenarios has many advantages because it:

- ♦ presents authentic samples of a language, especially when students cannot experience the target language learning in original environments;
- ♦ illustrates various communicative situations;
- ♦ promotes a positive atmosphere in the classroom with humour, music and fun;
- ♦ provides a better understanding of cultural facts that foster the development of sociolinguistic and cultural competence;
- ♦ encourages students to do creative language activities (e.g., making short video content and using a target language in different communicative situations).

Although the use of social media platforms in learning offers many benefits, there are some potentially negative elements that should be taken into consideration before deciding to use this tool for learning purposes.

- ♦ Privacy and personal security are important aspects to consider when incorporating this platform in teaching and learning. Regarding the video content created by students and teachers, it is important to restrict the availability of the content to a selected audience.
- ♦ The second aspect to consider is the viability and reliability of the published content. It is necessary to establish clear rules and precise instructions for students and teachers to follow in the process of creating and sharing video content.
- ♦ Finally, educational institutions do not always allow access to social media platforms. These regulations and limitations must be respected, and alternatives for this kind of teaching and learning resource need to be found.

9.3.3. M-learning

Instead of being prohibited in the classroom, as was the case in the recent past, today, mobile phones are used as a beneficial resource in the learning process.

Learning aided by mobile phones, known as mobile learning or m-learning, has become a significant pedagogical model within the ICT learning methodology.

According to *Horizon Report* (2022), which explores tendencies, technologies and activities that may have a significant impact on teaching and learning in the future, hybrid learning, the development of educational technologies and mobile learning will remain trends in education.

Additionally, mobile learning is also recognised by UNESCO (2019) as an effective aid within the application of ICT in education systems that can improve learning.

In that context, the positive features of m-learning can be summarised as follows:

- ♦ Mobile devices enable access to educational services anytime, anywhere and to all learners, including those who cannot use traditional educational facilities.
- ♦ Students are enabled to autonomously develop a variety of skills and improve their knowledge.
- ♦ Students are enabled to interact with other students and teachers and access information and educational content outside school, at their pace.
- ♦ As regards language learning, portable digital devices with an internet connection and multimedia features can support a variety of activities useful for language and communication skills development, such as speaking, listening, reading, and writing.

Today, there are many online interactive tools and applications for learning languages (*Duolingo, Babbel, Tandem, Busuu, HiNative*, etc.) that students all over the world use to learn a new language or improve their knowledge of a target language. These applications can be beneficial as supplementary tools for language practice and additional instruments for out-of-class contact with the target language.

Smartphones can be also used in face-to-face classes as an instrument for carrying out various learning tasks designed and guided by the teacher. As an example, students can consult dictionaries, play quiz games, complete interactive exercises, watch video tutorials or search for relevant information on their smartphones.

Various dictionaries, bilingual (e.g., *Cambridge Dictionary*), multilingual (e.g., *Reverso*, *WorldLingo*, *Babylon*, *WordReference*) or monolingual (e.g., *Oxford Learners Dictionaries*), which are important resources for learning a language, can also be accessed online with mobile devices or computers in both face-to-face and remote learning contexts. Students can install the required dictionary on their devices and have immediate access to a word's translation, definition, or pronunciation.

By using these resources, students develop not only language skills and competencies but also media literacy skills - the ability to access, analyse and evaluate information autonomously.

Additionally, through mobile devices, students can be involved in various amusing and gamified classroom activities, which foster student-centred and collaborative learning. For instance, when students in small groups participate together in quiz activities, they are responsible not only for their own learning but also for constructing and sharing knowledge with their classmates.

The concept of collaborative learning adheres to Vygotsky's (1978) sociocultural approach that connects social relations with the development of learning. The collaborative activities aided by the use of mobile devices can enhance motivation for learning, especially when the content is less attractive or more complex.

By combining traditional teaching practices with ICT-assisted methodology and m-learning, any new language content, such as grammar rules or word lists of a specific vocabulary, can be introduced and practiced through engaging presentations, audiovisual material, and interactive quiz games to create more pleasant and more productive learning ambience.

Nonetheless, it is important to keep in mind that learning activities need to be constantly guided and monitored by the teacher, who encourages students to utilise their mobile devices exclusively for learning purposes.

9.4. TAXONOMY OF BENEFICIAL ICT TOOLS

Due to an immense number of digital tools that have diverse functionalities, we find it useful to offer structured and clearer descriptions of some ICT resources. The resources are selected based on their effectiveness in in-class and out-of-class teaching and learning contexts. The chosen resources are applicable in both synchronous and asynchronous educational environments. (The game-based tools or gamified resources will be presented in more detail in the next chapter.)

Table 2. Taxonomy of Web-based Tools

Tool description	Tool name	Tool contribution
Classroom response systems	• <i>Quizlet</i>, • <i>Kahoot</i>, • <i>Socrative</i>, • <i>Quizizz</i>, • <i>Quizalize</i>, • <i>Mentimeter</i>, • <i>Gimkit</i>.	Facilitate review of the learning content, assessment, and self-assessment, provide immediate feedback.
Tools for creating and sharing interactive presentations	• <i>Prezi</i>, • <i>PowerPoint</i>, • <i>Pear Deck</i>, • <i>Mentimeter</i>, • <i>AhaSlides</i>, • <i>Canva</i> • <i>Powtoon</i>.	Presentation and interchange of the interactive content integrating text, image, video, infographics.
Tools designed for language learning	• <i>Busuu</i>, • <i>Babbel</i>, • <i>Duolingo</i>, • <i>Memrise</i>, • <i>Rosetta Stone</i>.	Offer interactive learning content by levels and by themes and can be used as aids in class as well as for autonomous learning.
Video conference systems	• <i>Zoom</i>, • <i>Google Meet</i>, • <i>Microsoft Teams</i>. • <i>Skype</i>, • <i>Webex</i>.	Permit virtual classroom administration. Students can attend classes virtually through their web browser.

Tool description	Tool name	Tool contribution
Tools for creating personalised interactive activities	• <i>Educaplay</i>, • <i>Wordwall</i>, • <i>Learningapp</i>, • <i>Baamboozle</i>, • <i>Classtools</i>, • <i>Kumubox</i>.	Creation of mental maps, riddles, boards, crosswords, dialogues, dictations, word clouds, tests, stories, animations, games, etc.
Classroom management systems (LMS)	• <i>Google Classroom</i>, • <i>Microsoft Teams</i>, • <i>Moodle</i>, • <i>Edmodo</i>, • <i>Schoology</i>, • <i>WebEx</i>, • <i>BlackBoard</i>.	Facilitate administration, communication and virtual personalisation of courses, lectures, assessment, and content sharing.
Interactive video and music content editors allowing creation activities	• <i>LyricsTraining</i>, • <i>Edpuzzle</i>, • <i>Loom</i>, • <i>Animoto</i>, • <i>Flip</i>.	Audiovisual content creation for both in-class and autonomous learning through audiovisual didactic supports.
QR code creators	• <i>QR Creator</i>, • <i>QR Voice</i>.	Enable efficiency in learning environments and prevent students being exposed to irrelevant information.
Text-to-speech converter tools	• <i>Voki</i>, • <i>NaturalReader</i>, • <i>TTSReader</i>.	Enhance reading, writing, pronunciation, and comprehension language skills.
Tools for creating digital murals or whiteboards	• <i>Microsoft Whiteboard</i>, • <i>Padlet</i>, • <i>Mural.ly</i>, • <i>Glogster</i>, • <i>Canva</i>.	Enable interactivity and collaboration in the classroom, integrate various types of content (text, presentations, videos, images, links).

EXERCISES

Exercise 1

Can you suggest the use and function of the following tools?

Kahoot

Mentimeter

Canva

Voki

Microsoft Teams

Google Classroom

Zoom

QR Codes

LearningApps

Quizizz

Audacity

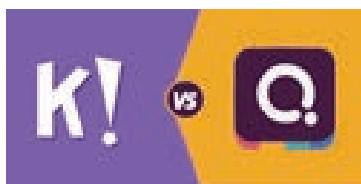
Exercise 2

Fill in the missing words to complete the sentences.

1. The current '_____ era' has been characterised by fast and dynamic digital innovations.
2. ICT stands for _____.
3. The teaching material is any _____ used by teachers or learners to _____ the learning of a language.
4. The instructional material that includes both sound and visual elements and is created to assist the learning and teaching process is known as _____ content.

Exercise 3

Can you recognise the following tools? Which one do you prefer? Why?



1. _____

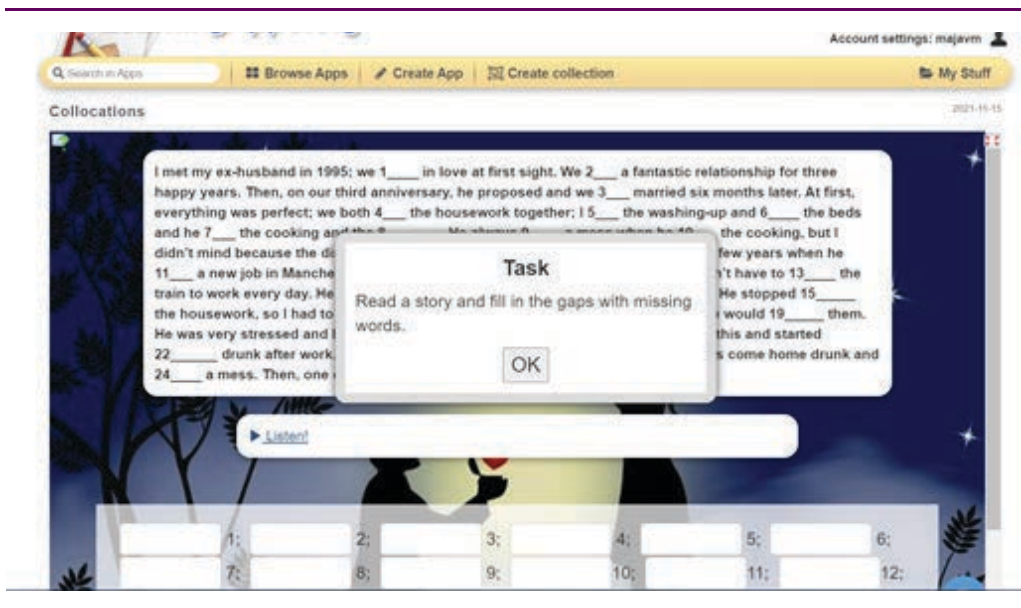
2. _____

3. _____

Exercise 4

The activity below was created with the use of an application that provides templates for learning and teaching activities with interactive, multimedia exercises (assignment exercises, multiple-choice tests, etc.)

1. Do you know its name? _____.
2. What language skills can be practised with this type of activity?



Exercise 5

The following language activity was created with the use of a tool that offers an easy way to create one's own interactive teaching resources (quizzes, matchups, word games, etc.).

1. What language aspects can be reinforced with this activity?

2. What is the name of this learning platform?



Exercise 6

Describe the following resources and suggest how they can be used in the language classroom (you can choose the interaction model).

- a) BBC podcasts _____.
- b) English with Cambridge _____.
- c) Duolingo _____.
- d) Kahoot _____.

SUMMARY

In this chapter, we have discussed the roles information and communication technologies have in foreign language teaching and learning. The effective utilisation of ICTs in the teaching and learning process requires a wide range of skills. Computers, the internet, mobile devices, various applications, and social media have become indispensable tools for communication, information sharing and knowledge acquisition. The purpose of their use in the language classroom is to support teaching and learning and help students acquire content knowledge and develop language skills. We have also analysed various teaching resources, such as audiovisual resources, mobile devices, and interactive tools, which are very popular and beneficial aids in language teaching contexts and contribute to achieving the learning outcomes. We have offered a taxonomy of selected web-based resources that can help teachers to create their own teaching activities and to use already prepared templates for different learning purposes. Finally, we highlighted the fact that continuous training and lifelong learning in the areas of teaching methodology, language pedagogy and digital literacy are prerequisites for an effective and purposeful foreign/second language learning process.

LEARN MORE ABOUT ICT TEACHING MATERIALS AND TOOLS

The following table contains the list of web applications, platforms, and tools that, in our opinion, can facilitate language teaching in hybrid environments. The tools are listed in alphabetical order, with brief descriptions and links for easier access.

Table 3. List of Useful Web-based Tools

1. **Acadly**, virtual classroom platform; <https://www.acadly.com/>
 2. **AhaSlides**, interactive presentation platform; <https://ahaslides.com>
 3. **Animaker**, animation video maker; <https://www.animaker.es/>
 4. **Baamboozle**, teaching game platform; <https://www.baamboozle.com/>
 5. **Babbel**, language learning platform; <https://babbel.com/>
 6. **Book Creator**, interactive content creation in the classroom; <https://bookcreator.com/>
 7. **Bubbl.us**, mind mapping online; <https://bubbl.us/>
 8. **ClassDojo**, classroom management system; <https://classdojo.com/>
-

9. **ClassQuestion**, interactive platform to conduct class polls; <https://classquestion.com/>
10. **ClassTools**, tool for diverse activities creation; <https://classtools.net/>
11. **CódigoQR**, personalised QR code generator; <https://qr-code-generator.com/>
12. **Creaza**, digital story telling; <https://web.creaza.com/en/>
13. **Duolingo**, free, fun, and effective platform for learning languages; <https://duolingo.com/>
14. **Easel.ly**, design tool for creating and sharing visuals; <https://www.easel.ly/>
15. **Echo360**, video recording and streaming, audience engagement and assessments; <https://echo360.com/>
16. **Edmodo**, classroom management platform; <https://new.edmodo.com/>
17. **Edpuzzle**, video lessons creation; <https://edpuzzle.com/>
18. **Educaplay**, tool that allows creation of online educational multimedia activities; <https://educaplay.com/>
19. **Flipgrid**, a video discussion application; <https://flipgrid.com/>
20. **Flippity**, allows creation of online educational multimedia activities; <https://www.flippity.net/>
21. **Forvo**, online pronunciation dictionary; <https://forvo.com/>
22. **Genial.ly**, resource for creation of interactive presentations; <https://www.genial.ly/es>
23. **Google Classroom**, educative platform, and classroom management system offered by Google; <https://classroom.google.com/?hl=es>
24. **Kahoot**, application for learning through games and quizzes; <https://kahoot.com/>
25. **Knovio**, allows creating and using video and online presentations; <https://knovio.com/>
26. **LearningApps**, platform for teaching with interactive, multimedia exercises; <https://learningapps.org>
27. **Loom**, screen, and webcam recording tool; <https://www.loom.com/>
28. **LyricsTraining**, interactive listening comprehension tool, offers language learning through music videos and lyrics; <https://lyricstraining.com/>
29. **Google Meet**, videoconferencing tool from Google; <https://meet.google.com/>
30. **MeetingWords**, online collaborative text editor; <http://meetingwords.com/>
31. **Memrise**, language learning application; <https://www.memrise.com/es/languages-online>
32. **Mentimeter**, online presentation tool that provides quizzes, polls and word clouds; <https://www.mentimeter.com/>
33. **Microsoft Teams**, tool for learning management and communication; <https://www.microsoft.com/es-ww/microsoft-teams/group-chat-software>
34. **Microsoft Whiteboard**, collaborative digital whiteboard; <https://www.microsoft.com/es-es/microsoft-365/microsoft-whiteboard/digital-whiteboard-app>
35. **Moodle**, learning system; <https://moodle.org/>
36. **NaturalReader**, TTS or text-to-speech converter; <https://www.naturalreaders.com/>
37. **Padlet**, website for creating virtual interactive boards; <https://es.padlet.com/>
38. **PDFescape**, software for editing pdf documents; <https://www.pdfescape.com/>
39. **Pear Deck**, tool for transforming presentations and lessons into interactive learning materials; <https://www.peardeck.com/googleslides>

40. **Pictochart**, programme for creating infographics, reports, videos; <https://piktoc-hart.com/>.
41. **Poll Everywhere**, application for online polls, surveys, quizzes, word clouds; <https://www.polleverywhere.com/>
42. **Popplet**, mind map maker; <https://www.popplet.com/>
43. **PowerPoint**, a software created by Microsoft to produce effective presentations; <https://www.microsoft.com/es-es/microsoft-365/powerpoint>
44. **Powtoon**, tool for creating animated clips and presentations; <https://www.powtoon.com/>
45. **Prezi**, web-based tool for creating presentations; <https://prezi.com/>
46. **QRCreator**, QR code creator; <https://qr-creator.com/>
47. **Quia**, tool for creating educational games, quizzes, surveys, and web pages; <https://www.quia.com/>
48. **Quizalize**, a classroom quiz game website similar to Kahoot!, Quizlet and Quizizz; <https://www.quizalize.com/>.
49. **Quizizz**, application for creating quizzes, lessons, presentations, and flashcards; <https://quizizz.com/>
50. **Quizlet**, web-based application with interactive tools and games; <https://quizlet.com/>
51. **Schoology**, learning management system; <https://www.schoology.com/>
52. **Slido**, platform for creating polls, quizzes, and word clouds; <https://www.sli.do/>
53. **Socrative**, an interactive web-based student-response system; <https://www.socrative.com/>
54. **Speak It**, text-to-speech app; <https://chrome.google.com/webstore/detail/speak-it/>
55. **Storybird**, application for collaborative creative writing; <https://storybird.com/>.
56. **Sway**, Microsoft application for creating interactive presentations, reports, etc.; <https://sway.office.com/>
57. **TED-Ed**, educative collection of videos for creating personalised lessons; <https://www.ted.com/about/programs-initiatives/>
58. **ThingLink**, platform for making images, videos, and virtual tours interactive; <https://www.thinglink.com/>.
59. **VideoNot**, tool for synchronising notes with videos; <http://www.videonot.es/>
60. **VideoScribe**, software for creating whiteboards and animations; <https://www.videoscribe.co/en>
61. **Voki**, text-to-speech converter; <https://l-www.voki.com/>
62. **WebEx**, platform for videoconferencing, meetings, and webinars; <https://www.webex.com/>
63. **WordItOut**, word cloud application; <https://worditout.com/word-cloud/3358828>.
64. **Zoom**, video platform for meetings, chat, phone, webinars, and online events; <https://zoom.us/>
65. **ZzishHub**, software that allows teachers to create e-learning apps; <https://www.zzish.com/>

Useful resources:

a) *Explore Podcasts with Cambridge*



b) *Podcasts for English language learning:*



c) *British Council, LearnEnglish, Video Zone: learning English through YouTube videos*



d) *British Council, The Benefits of New Technologies in Language Learning*



e) *British Council, Mobile Learning: Improve Your English Anytime, Anywhere*



FURTHER READING

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***You cannot solve the problem with the same kind of thinking
that has created the problem.***

Albert Einstein

CHAPTER 10

CLASSROOM MANAGEMENT



10. CLASSROOM MANAGEMENT

KEY LEARNING AREAS

In this chapter, we will:

- ♦ provide an overview of classroom management characteristics;
- ♦ analyse the elements and aspects of classroom management;
- ♦ discuss effective teacher's managerial skills;
- ♦ compare classroom management in various environments: face-to-face, online and hybrid;
- ♦ explore different strategies that can be utilised in classroom management.

WARM-UP QUESTIONS

Read the following scenario:

A teacher enters a very noisy classroom wherein some students are running around, some are talking and laughing, and others are throwing someone's bag to each other. The teacher gets to his desk and sits down, without a word spoken. After a minute, Pharrell Williams's song *Happy* is heard. Shortly after, everyone is seated and silently waiting for the class to start.

Q: How is it possible?

10.1. CLASSROOM MANAGEMENT: AN OVERVIEW

Teaching and learning is a rather complex process encompassing various aspects and is influenced by different factors that altogether contribute to the effectiveness of learning outcomes. Classroom management is one of the most important aspects of teaching and, at the same time, the most demanding and challenging one because it comprises multifaceted layers.

In the first place, it is a process and as such, it is not fixed and determined in advance. It changes under various factors and influences because the classroom is a social setting having its own characteristics – those of students as individuals and as members of a group. Each class is different because it is composed of different individual students and interactions among them that can influence the behaviour of individuals and the whole group.

It is difficult to define classroom management. Still, when it is missing in a classroom, we easily notice that. In the past, classroom management was associated with discipline and control. Even though these elements are still present in the perception of classroom management in contemporary foreign language teaching and learning methodology, organisation and positive climate are the key factors used to define effective classroom management. Good classroom management implies active students who are engaged in the process of learning and focused on work.

The scope of classroom management is wide, and it includes the following aspects:

- ◆ what a teacher does in the classroom;
- ◆ how a teacher does it;
- ◆ what students do in the classroom;
- ◆ how students do it;
- ◆ the nature of the interaction between the teacher and the students;
- ◆ the nature of the interaction among the students.

There is no formula or recipe we should use and follow in order to respond to these aspects successfully. Instead, there should be a plan. Effective classroom management results from a carefully thought plan, not a lucky chance. Even though sometimes things work well spontaneously, a teacher should not rely on incidence because it will not happen every time (due to complex factors: different groups of students, different circumstances in the same class, different contexts, some external factors, topic of the lesson, etc.).

The role of a teacher in classroom management is crucial, and classroom managerial skills are among the most demanding for a teacher to develop. Although challenging for teachers, classroom management skills can be developed, and they improve with experience. Various aspects of teaching challenge pre-service and inexperienced teachers. At first, they need to concentrate on many things at once (the content, tasks, time, curriculum, etc.). In time, with experience comes focus on what is happening in the classroom; teachers become more mindful and observant of the students and how they interact. Teachers also become more aware of what works well and what needs to be changed.

It should be also noted that apart from experience, the key to improving classroom management skills lies in professional development and continuous participation in various forms of training programmes organised for teachers.

10.2. CLASSROOM MANAGEMENT AS A PROCESS

As noted earlier, classroom management is a process that can be broken down into the following segments:

1. Observation

A teacher observes the class and defines its characteristics: physical environment – the possibilities it offers and the restrictions it poses; students – their individual characteristics, learning styles, needs, interests, previous knowledge, skills and language competencies and their interaction with other students.

2. Classroom management plan

A teacher devises a classroom management plan taking into consideration the learning environment, aims of the lesson, classroom organisation (activities and strategies to employ in order to help students achieve the learning outcomes) and instruction. The implementation of the plan follows; it is characterised by its own dynamics, and some of the elements can differ from the original plan, which is quite common and expected in teaching practices. It only shows that classroom management is a process, flexible and prone to changes. Nonetheless, the modifications that occur during classes should be meaningful, adapted to the current teaching and learning situations and reasonably justified. In other words, even these modifications need to be carefully thought through in advance.

3. Evaluation

Assessing the classroom management plan is of great importance because it helps the teacher organise teaching and learning practices better, improve his or her classroom management skills and create a more efficient learning environment.

10.3. EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES

Although there is no exact recipe for which ingredients and what amount of them to put into a lesson, there are some strategies a teacher can consider and develop when planning and implementing classroom management. These include:

- ♦ using relevant teaching and learning materials and tools;
- ♦ creating meaningful and engaging tasks and activities;
- ♦ varying tasks, activities, methods and techniques;
- ♦ using straightforward and unambiguous instructions;
- ♦ building a positive learning environment;
- ♦ changing the pace of the lesson;
- ♦ establishing the rules;
- ♦ being persistent in respecting the rules;
- ♦ reacting appropriately and objectively;
- ♦ providing students with a meaningful feedback;
- ♦ organising students in pairs and groups.

These strategies can greatly contribute to effective classroom management. All the above-mentioned elements are flexible; the teacher needs to know both his or her learners and the nature and characteristics of the teaching and learning environment so as to utilise these strategies effectively. For example, the same material or tasks will work well with one group of students, while some modifications could be needed for another group, even of the same age and level. Furthermore, facilitating learning in different learning environments can affect classroom management, and therefore the teacher needs to be familiar with the characteristics and nature of these learning environments, including their advantages and challenges imposed on both teachers and students.

10.4. CLASSROOM MANAGEMENT IN DIFFERENT LEARNING ENVIRONMENTS

Advancements in technology and the impact they had on education have greatly contributed to the creation of different learning environments. The traditional face-to-face learning environment was first supplemented or, in some cases, replaced by an online environment. The COVID-19 pandemic challenged educational institutions worldwide to examine the options for how to cater for the needs of those students who could be physically present in classes and those who preferred online learning at the same time. Hence, the hybrid educational model became more prominent in many teaching and learning contexts. Although sharing the same principles of classroom management, different teaching and learning environments ask for some modifications and additions in certain segments.

10.4.1. Classroom Management in a Face-to-Face Learning Environment

Face-to-face learning environment seems to be the least challenging learning environment for different reasons. First, it is a well-known teaching and learning environment for teachers and students. Second, much has been written about classroom management in a face-to-face environment; it has been analysed, researched, described, discussed, and documented in applied linguistics so that teachers can rely on theory and practice. Finally, the physical presence of all the participants in the teaching and learning process gives a sense of control over what is happening in the class.

10.4.2. Classroom Management in an Online Learning Environment

Whether conducted in person or online, the same teaching pedagogy underlines teaching foreign languages. However, managing teaching and learning in an online environment can be rather challenging, and it demands additional organisational and digital skills. Although all the students and the teacher share the same online environment (some educational platform), everybody has a different physical space they are in. Unlike in-person teaching and learning environment wherein all the participants share the same space, an online environment is so specific and unpredictable for both the teacher and the students.

The class dynamics also differ in an online learning environment. It has been proven that the attention span of students has decreased; some students easily tend to drift away during classes and lose focus. The physical presence and movement can be engaging and contribute to better attention, but this is what we usually lack in the online environment, hence different class dynamics. In order to overcome these obstacles in an online environment, a teacher should focus more on time management and the pacing of the lesson and introduce bite-sized elements when needed.

Some tasks can be conducted in the same manner in both face-to-face and online environments, and these are usually teacher-centred activities or teacher-student conversations. Still, organising individual, pair or group work online differs from face-to-face management and requires digital skills and further training. The use of a variety of interactive digital platforms and tools can considerably promote learning and cooperation among students. Additionally, providing feedback in an online environment can be very efficient if teachers know how to use a variety of digital and educational tools. On the other hand, if a teacher does not know how to use digital tools for various pedagogical purposes, classroom management will fail, and the teacher will lose control over the process of teaching and learning.

10.4.3. Classroom Management in a Hybrid Learning Environment

Teaching students simultaneously in person and online can be very challenging and tiring for teachers. Although this model proved to be very flexible and open to a variety of teaching and learning options and possibilities, it demands special managerial skills on the part of the teacher. In order to respond effectively to classroom management in a hybrid learning environment, a teacher needs to:

- ♦ have good knowledge of all classroom management aspects and characteristics;
- ♦ have knowledge related to the possibilities of digital platforms and tools;
- ♦ be aware of his or her role in classroom management.

10.5. TEACHER'S ROLE IN CLASSROOM MANAGEMENT

Regardless of the type of environment wherein teaching and learning are taking place, a teacher has several roles in classroom management, such as:

- ◆ to build classroom rules and routines;
- ◆ to establish a good rapport with the students;
- ◆ to develop the main plan as well as backup plans and use them when needed;
- ◆ to manage the time and pacing of the lesson;
- ◆ to learn how to respond appropriately, avoiding emotional reactions;
- ◆ to be mindful of students' needs, interests, language levels and competencies;
- ◆ to be supportive;
- ◆ to develop self-awareness and be able to evaluate his or her managerial skills.

EXERCISES

Exercise 1

Discussion.

Do you agree with the following statements? Explain your answers.

1. A teacher is a human being and there is nothing wrong if he or she sometimes reacts inappropriately or impulsively.
2. Silent treatment can be a good strategy for misbehaviour.
4. Some classes are simply impossible to manage so a teacher should not bother.
5. A teacher can develop managerial skills.
6. Some people are just born with good managerial skills.
7. Classroom management in a hybrid learning environment is only challenging for teachers because they need to organise everything.

Exercise 2

Read the following classroom scenarios. Analyse them and think of the following questions:

Are they good examples of classroom management? Explain your answers.

Would you change anything? If yes, what would you change? Why?

Scenario A: Face-to-face learning environment. The teacher tells the students that they are going to use a new mobile application to practice some grammar. She asks if they are familiar with it, and one student says that she is. The teacher then gives a brief instruction and lets the students do the task. She sits at her desk and does some work on her computer. The students are quiet and do something using their mobile phones.

Scenario B: Online learning environment. The teacher presents a new grammar lesson. She invites students to participate by asking them various questions related to the content she has presented. There are 4–5 students (out of 30) who provide the answers all the time – either using the microphone or typing the answers in the chat box. At the end of the lesson, the teacher asks if everything is clear, and she gets 4–5 yeses. She gives homework – two exercises from the coursebook (Instruction: ‘Please do exercises 4 and 5 on page 54 for the next class’) – and ends the lesson.

Scenario C: Hybrid learning environment. The teacher wants to check if the students have understood the meaning of certain lexical items from the text. She uses Quizizz application. Even though she has used it many times before, she gives the directions once again and asks if anyone needs help. She checks who has joined the quiz and realises that there are four online students who have not joined it yet. She asks once again if those students who are online need help and receives no answer. She does not call out names but checks the list of the students who have joined the quiz and registers others as absent. She monitors the progress of the students, gives occasional feedback and praise, and asks those students who have finished the task to wait for the others.

Exercise 3

Read the description of the following activities. Analyse the desired and achieved outcomes. Why don't they match? What could have gone wrong?

Activity 1	Learning environment	Desired outcome(s)	Achieved outcome(s)
Students are divided into six groups of 4–5 and their task is to summarise a text.	Face-to-face	Students will be able to: - underline the keywords; - use the keywords in meaningful sentences; - connect these sentences in a coherent whole	- Two groups managed to achieve all the desired goals. - Two groups summarised the text very poorly (did not use the keywords). - Two groups did not do anything.

Activity 2	Learning environment	Desired outcome(s)	Achieved outcome(s)
Students listen to a dialogue. They do a comprehension task.	Online	Students will be able to: - understand specific details from a dialogue.	Several students typed the answers in the chat box.

Activity 3	Learning environment	Desired outcome(s)	Achieved outcome(s)
Students have the task to complete several sentences with the correct present verb form.	Hybrid	Students will be able to: - form present tenses correctly; - select the appropriate present tenses in context.	Several students who attended the class in person provided the correct answers.

SUMMARY

In this chapter, we have provided an overview of the main characteristics and elements of classroom management as one of the most challenging aspects of teaching. Being a process, classroom management is not predetermined and fixed; rather, it is a flexible flow influenced by various factors that change it. Effective classroom management takes careful planning and preparation of what teachers and students do in the classroom, how they do it and what the nature of the interaction among all the participants is. We have also analysed observation, classroom management plan and evaluation as segments of classroom management and discussed what characterises classroom management in different teaching and learning environments. The aim of this chapter was also to provide effective classroom management strategies and to explore different classroom scenarios and the ways they can be managed.

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***We do not stop playing because we grow old; we grow old
because we stop playing.***

Benjamin Franklin



CHAPTER 11

GAMIFICATION AND GAME-BASED LEARNING



11. GAMIFICATION AND GAME-BASED LEARNING

KEY LEARNING AREAS

In this chapter, we will:

- ◆ describe the concept of gamification;
- ◆ discuss the utilisation of gamification in education;
- ◆ explore the benefits and challenges of game-based activities in language teaching;
- ◆ offer selected game-based resources for more effective teaching and learning;
- ◆ propose helpful steps and tools for game-based activities.

WARM-UP QUESTIONS

1. Think about playful activities and games. What kind of emotions or feelings do they inspire?
2. Name three games that you can think of first.
3. In your opinion, are game-based activities suitable only for younger learners?
4. Have you ever played some language games? If yes, which one(s)? Are they digital or traditional?

11.1. WHAT IS GAMIFICATION?

Gamification is the technological neologism used to describe the utilisation of game elements and game mechanics outside game activities (Zichermann, 2011).

The purpose of the use of gamification in a non-game context is to facilitate the engagement of participants (audience, customers, employees) in non-playful activities and contexts by encouraging their spirit of play. Many recent studies in fields other than education (marketing, human resources, websites, etc.) have recognised the fact that gamification improves people's productivity, engagement, and creative participation in business environments (Werbach & Hunter, 2012).

The concept of gamification existed before the digital era. As a creative activity that has an impact on interaction, emotions, expressions and socialisation, games have always played a significant role in human life.¹⁰ Through play, people socialise and communicate regardless of their background, age, or language. Still, the term gamification started to be used globally in the 2000s due to the innovations and feature improvements of digital games. Today, the concept is associated with the use of game-design concepts, mostly of computer games, in different domains.

The game elements used in gamification can enhance extrinsic motivation through:

- ♦ Fun,
- ♦ Persuasive technology,
- ♦ Awards,
- ♦ Levels,
- ♦ Badges,
- ♦ Point systems,
- ♦ Leaderboards,
- ♦ Time restriction,
- ♦ Positive competition (Glover, 2013).

10 Jean Piaget developed theory of play, drawing attention to four stages of play that influence child development. The influence of his ideas and his theory of cognitive development of children has been enormous in the areas of psychology, sociology and education all over the world. For further reading, see Piaget, Jean, (1951). *Play, Dreams and Imitation in Childhood* (1st ed.). Routledge. <https://doi.org/10.4324/9781315009698>.

Due to the positive impact of gamified activities on bigger audiences, gamification started to be successfully implemented in educational contexts such as online courses, webinars, and workshops but also in face-to-face and hybrid learning environments.

11.2. GAMIFICATION IN EDUCATION

In recent years, the use of games in educational contexts has increased due to the development of CALL, the growing popularity of computer games and the evolution of three pedagogical models: game-based learning, serious games¹¹ and gamification (Deterding, et al., 2011).

Education has changed with digitalisation. Students born in the 21st century belong to the so-called generations of digital natives or gamers.¹² Their needs and interests are connected to the digital world, and game-based learning and digital technologies are a part of this context.

Regardless of their traditional or digital characteristics, games have always been considered an effective motivating tool applicable in different educational environments.

The following features are common to all games:

- ◆ Games are voluntary.
- ◆ Every game has its set of rules.
- ◆ Games have goals and rewards.
- ◆ Games create a positive and relaxing ambience.
- ◆ Games stimulate emotions.
- ◆ Games can engage participants of all ages.

11 The difference between game-based learning (GBL), serious games (SG) and gamification is that in gamification game elements are applied in an existing teaching context, while GBL and SG use existing or specially developed games as a training or learning aid. Some serious games, or educational games, and game-based applications with didactic content are *Educandy*, *Blooket*, *Gimkit*, etc. However, these terms can appear interchangeably to refer to the use of game dynamics and game design for learning purposes.

12 The concepts of 'digital natives', 'digital immigrants' and 'digital game-based learning' were introduced by Marc Prensky.

Playing and learning share some characteristics: both are goal-oriented, have rules to be followed and goals to be achieved (Glover, 2013).

Motivation, as one of the most important ingredients for an effective learning process, is also an essential element in game-based activities.

From the perspective of neuroscience, the use of games in educational contexts is important due to their capability to stimulate students' curiosity, enhance attention and provoke emotions. Teachers need to redesign class material that might be perceived as 'dull' to make it more engaging and meaningful by using resources that are more interesting and appealing to students (Mora, 2013:171).

Teachers of any subject can include engaging activities in their lessons to increase students' participation and enhance positive attitude towards the learning content. Game-based activities can motivate students to collaborate, participate and communicate more within the classroom. Students' motivation can be increased when they have control of their progress in learning; thus, teachers can select activities that enhance attention, interest and students' creative involvement and provide immediate comprehensive feedback and a reward for their progress (e.g., additional points). In this way, learners' positive attitude toward the teaching subject can be fostered.

11.3. TO GAMIFY OR NOT: BENEFITS AND CHALLENGES IN THE LANGUAGE CLASSROOM

The utilisation of a ludic pedagogy in language teaching was established in the 1980s, following the development of the communicative approach, which emphasised the use of language and interaction in meaningful situations. According to Krashen's hypothesis (1982), variables, which he named affective filters, such as motivation, self-confidence and anxiety can affect language acquisition. The ludic activities in the language teaching environment were formally suggested by CEFR (2001: 55–56) as a valuable means for effective language learning. Recommended activities such as social language games, individual activities and verbal joking can be adapted to the students' level of knowledge, language skills and linguistic-communicative objectives.

Today, language teachers tend to apply ludic or gamified pedagogy supported by technological tools to enrich and improve their teaching practices, both in the traditional classroom and in virtual environments. By responding to stu-

dents' interests and learning needs, gamification can solve the issue of students' lack of motivation and passivity. Through ludic or playful activities, teachers can create a relaxed atmosphere in the class and encourage students to participate actively in the learning activities. Game-based tools can also be used as relevant formative assessment instruments in both traditional and blended contexts.¹³

For example, if at the end of a lesson, teachers use a game-based quiz (e.g., *Kahoot!*) instead of the traditional written test, or if they start a lesson with a song introducing new vocabulary and with an interactive exercise on *LyricsTrainig*, students will feel less anxious and more confident during or after the class. These examples are suitable for both face-to-face and virtual environments.¹⁴

The game-based interactive resources allow teachers to evaluate the content and the learning process in a less formal but more effective way. In addition, since effective language learning includes speaking and communication activities, these skills can be reinforced when all students feel encouraged to interact, collaborate and participate.

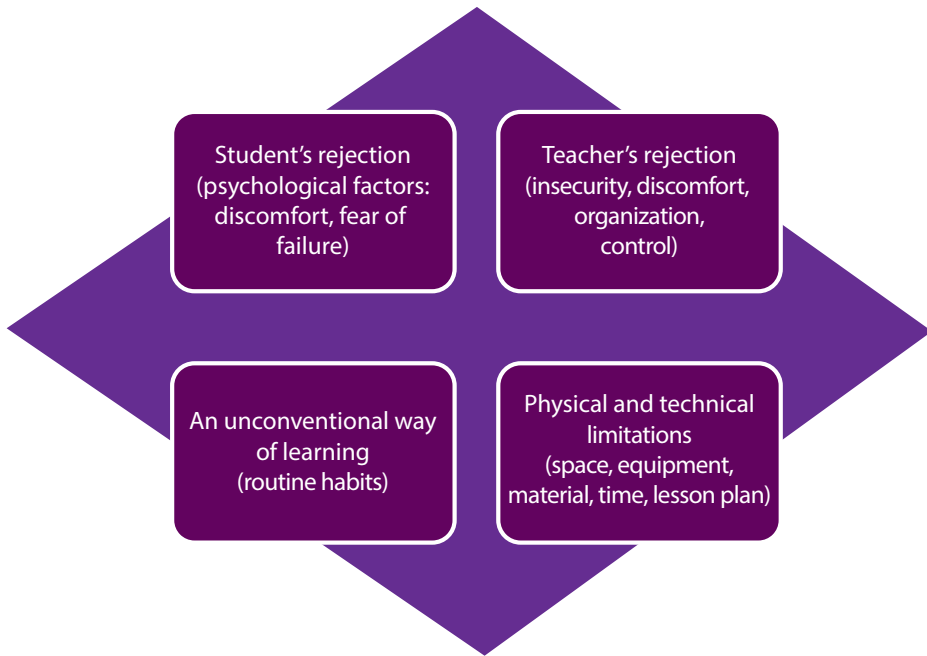
The development of teachers' skills is essential to accomplishing the goal of the educational process, i.e., effective learning. Based on the TPACK framework for teachers' knowledge, language teachers' multiple skills and competencies can be summarised as content (or linguistic), pedagogical and technological competencies.¹⁵

- 13 For more details about ludic language pedagogy and language assessment, see Gavranović, V. & Veljković Michos, M. (2022). Utilizing Ludic Foreign Language Pedagogy at the Tertiary Level. *Sinteza 2022 – International Scientific Conference on Information Technology and Data Related Research*. doi:10.15308/Sinteza-2022-353-357
- 14 For more detailed explanation of gamification and Kahoot in language learning, see Veljković Michos, M. (2017). Gamification in Foreign Language Teaching: Do You Kahoot? *Sinteza 2017 – International Scientific Conference on Information Technology and Data Related Research*. doi:10.15308/Sinteza-2017-511-516.
- 15 For more details about language teachers' competencies, and TPACK model, see Veljković Michos, M. & Petronić Petrović, L. (2016). Necessary Step From 'ICT' to 'TLK' in Foreign Language Teaching and Learning. *Sinteza 2016 – International Scientific Conference on ICT and E-Business Related Research*. doi:10.15308/Sinteza-2016-321-325

Taking into account the above-mentioned research and our pedagogical practice, some benefits of gamification in both synchronous and asynchronous language teaching environments can be summarised as follows:

- ◆ improvement of students' attention and focus on the content;
- ◆ relaxing learning ambience;
- ◆ reduced learners' anxiety and boredom;
- ◆ adaptability to different learning styles;
- ◆ suitability for all learning models (hybrid and traditional);
- ◆ more creative and interactive class activities;
- ◆ goal-oriented activities;
- ◆ pleasant feelings and fun in the classroom;
- ◆ increased learners' engagement;
- ◆ adaptability to autonomous and collaborative learning;
- ◆ learners are encouraged to practice the target language;
- ◆ adaptability to various language skills activities;
- ◆ effective formative assessment tools and instruments;
- ◆ self-assessment activities;
- ◆ feedback is encouraged;
- ◆ adaptability to all ages and proficiency levels.

However, there are certain limitations to the implementation of game-based activities, which are related to subjective and objective factors. Teachers and students are not always ready to change the routine way of teaching and learning, and technical and physical issues can obstruct the effective implementation of gamified lessons.

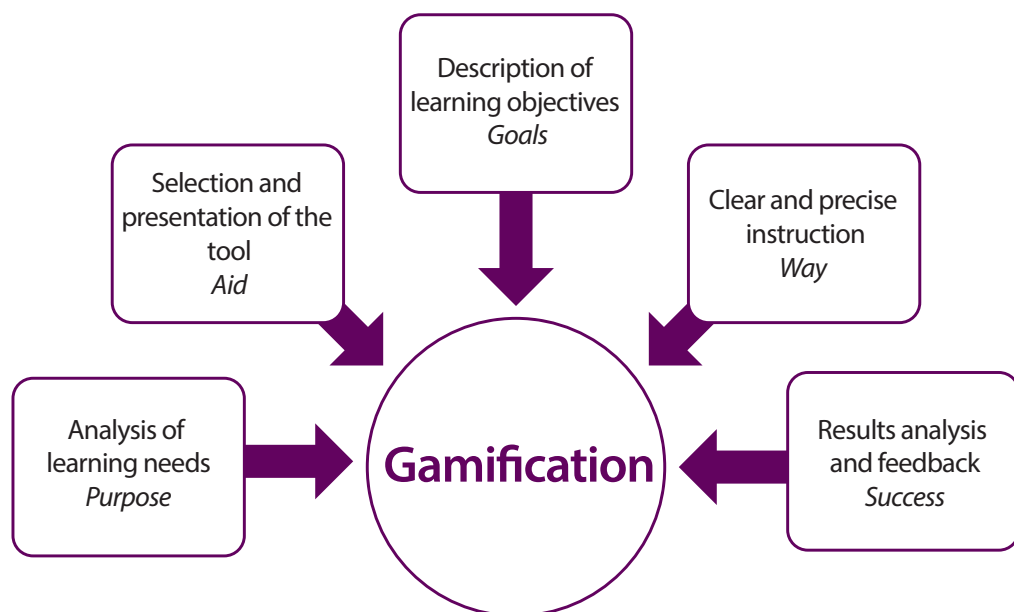


In addition, several aspects need to be taken into consideration before applying gamification in a specific teaching environment. Instead of offering answers, we suggest that teachers consider the following:

1. Will extrinsic motivation affect intrinsically motivated students?
2. Will rewards and leaderboards discourage some of the learners?
3. Will the chosen game stimulate compulsive or undesirable behaviour?
4. Is the ludic activity focused on learning objectives?
5. Will the gamified lesson facilitate the development of language skills?
6. Will the student use the target language through the game-based activity?
7. Will gamification improve the quality of the teaching and learning process?

When teachers have clear teaching objectives and decide to gamify a lesson (or a part of it), they need to take into consideration the learning needs of the specific group of students (their age, proficiency level and personality) and present the aims and the rules of the activity in such a way that all students have opportunity to participate, interact in the target language and learn.

Key takeaways: Five steps to gamification



EXERCISES

Exercise 1

Scan the QR code and open the related link. Watch the short video clip and read the text below.



<https://www.investopedia.com/terms/g/gamification.asp>

Are all the following descriptions and explanations true? If not, correct the wrong ones.

1. Gamification is the use of game elements in a non-game context, such as education.
2. Gamification cannot engage students, customers, or employees.
3. Educational platforms can encourage learning through gamification tools.
4. Gamification is not beneficial because it takes advantage of human nature (people enjoy winning at games).
5. Games can sometimes be addictive, and addictiveness can be a positive feature of games.

Exercise 2

Name and describe the following game-based tools.



1. _____



2. _____



3. _____.

1. Which one is the most suitable for speaking activities?
2. Which one(s) can be used both in synchronous and asynchronous learning?
3. Which one is your favourite and why?

Exercise 3

Answer the following questions:

1. Why should language teachers use gamified activities in the classroom?
2. As a student, what gamification tool would you suggest?
3. When did gamification develop as a teaching model?
4. What is Kahoot?
5. Name three game elements.

Exercise 4

Look for the intruder. Which words or concepts are not related to the others? Mark them.

a) Gamification elements include:

points	competition	final grade	badge	avatar
time	reward	leader-board	feedback	

b) Teachers use gamification for the following purposes:

- ✧ ☐ to engage students in active learning;
- ✧ ☐ to reduce anxiety and fear of making mistakes;
- ✧ ☐ to enhance both collaborative and individual learning;
- ✧ ☐ to stimulate students to attend face-to-face classes;
- ✧ ☐ for formative assessment;
- ✧ ☐ to entertain students during a break or after a class.

SUMMARY

In this chapter, we have analysed the nature and features of the game-based model that can be used in foreign language teaching and learning. In recent years, gamification has been adopted in different areas, such as marketing, management, and business, due to its potential to modify user, customer, or employee behaviour. In education, gamification has become a playful approach to learning, developed along with digital technologies. The goal of its utilisation is to facilitate learning and create engaging and motivating learning and teaching environments. In some institutions, the game-based approach is used to increase the participation of students in workshops, courses, and subjects in order to enhance participatory learning. In the language classroom, games have always played an important role in achieving a pleasant and active learning environment. The pedagogical benefits of games are significant and include increased learners' motivation and a more pleasant ambience in the classroom. Language teachers can select suitable game-based tools and adapt gamified activities to the proficiency level, language skills and learning styles of students in order to accomplish linguistic and communicative objectives.

LEARN MORE ABOUT GAMIFICATION AND GAME-BASED LEARNING

Selected tools for game-based activities:

Akinator; BadgeMaker; Baamboozle; ClassDojo; Duolingo, Gimkit; Kahoot; Quia; Quizizz; Quizlet, Socrative, etc.

Useful resources:

Explore more gamification ideas for hybrid learning:



<https://www.growthengineering.co.uk/gamification/>

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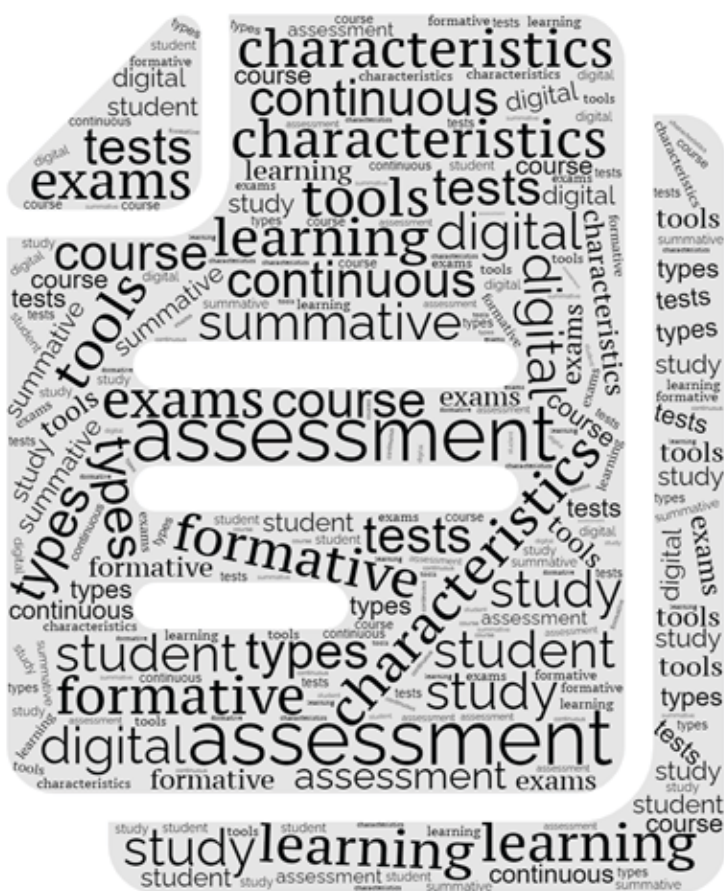
Learning is a treasure that will follow its owner everywhere.

Chinese proverb



CHAPTER 12

ASSESSMENT



12. ASSESSMENT

KEY LEARNING AREAS

In this chapter, we will:

- ♦ discuss the characteristics and types of assessment;
- ♦ focus on formative or continuous assessment;
- ♦ explore how digital tools can support continuous assessment.

WARM-UP QUESTIONS

1. What does the word 'test' associate you with?
2. In your opinion, is testing necessary? Explain your answer.
3. What type of testing do you prefer, written or oral? Why?
4. Is assessment the same as testing? What do they have in common? How do they differ?
5. Is assessment the same as evaluation? What do they have in common? How do they differ?

12.1. ASSESSMENT: CHARACTERISTICS

Assessment is an integral part of foreign language teaching and learning and devising an objective and meaningful form of assessment represents one of the most challenging tasks for language teachers. Even though assessment and evaluation can be used synonymously, in applied linguistics, the term evaluation is used in a broader sense (assessment being a part of it). Likewise, compared to testing, assessment is used in a broader sense because assessment comprises all types of tests, but it also includes a variety of other forms of assessment.

Assessment is a process that can greatly support teaching and learning. In foreign language teaching, its importance can be seen in a vast body of research and various manuals, laws and regulations that provide guidelines and prescribe how assessment should be approached at all educational levels. Furthermore, as a result of over twenty years of research, in 2001,¹⁶ the first official publication of CEFR (*The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*) appeared. As the title suggests, apart from providing the framework and recommendations for teaching and learning foreign languages, an essential part of this document is about assessment.

Regardless of the assessment type or form, the following criteria are prerequisites for getting a qualitative and purposeful insight into students' learning and outcomes:

- ♦ Reliability
- ♦ Validity
- ♦ Feasibility.

12.2. ASSESSMENT: CLASSIFICATION AND TYPES

Assessment does not have a single form; it is diverse, and different classifications have been proposed in foreign language teaching. In this chapter, we will provide the classification that relies on the following questions:

1. Why do we assess?
2. How do we assess?
3. What do we assess?¹⁷

¹⁶ This document was revised and published in the latest issue of *The CEFR Companion Volume* in 2020.

¹⁷ For a detailed classification, see *The CEFR Companion Volume* (2020).

It is worth noting that both the teacher and the students can perform an assessment. Students can assess their own work (**self-assessment**) or each other's performance (**peer assessment**).

12.2.1. The Aim of Assessment

Apart from being an essential and unavoidable segment in education, assessment is linked with teaching and learning closely and intrinsically. Depending on the main aim of why assessment is conducted, the following types have been distinguished:

- ◆ Assessment of learning
- ◆ Assessment as learning
- ◆ Assessment for learning.

When the main aim of assessment is to get information about students' actual performance, what they have learned and how they apply knowledge in certain tasks and situations, we apply the **assessment of learning** type.

The importance of providing feedback on students' progress and achievement has often been emphasised in pedagogy. Assessment, if properly devised and implemented, can greatly contribute to the process of learning, and make it more effective. This type is known as **assessment as learning**.

Not only does assessment help students improve and achieve learning outcomes, but it also supports teachers and provides them with valuable feedback on their own teaching practices. Hence, **assessment for learning** can help teachers enhance their teaching.

The effect assessment has on teaching is known as **washback**. It can be either positive or negative depending on the way it is devised and conducted. Therefore, all the above-mentioned aspects of assessment need to be taken into consideration when planning assessment processes.

12.2.2. Formative vs. Summative Assessment

One of the commonest classifications of assessment is formative or continuous and summative assessment.

Summative assessment sums up the achievement of a student, focuses on the final results and it is expressed by grades. It is performed at the end of a unit, a qualification period or the whole programme or a course. It is usually devised according to the prescribed learning outcomes. Summative assessment shows how much a student has learned up to a certain period and what language competencies he or she has developed.

Formative or continuous assessment is as equally important because we assess students' progress regularly, and thus, on the one hand, get a better insight into individual progress of our students, and on the other, receive useful feedback on our teaching practices. Formative assessment provides feedback that can help both the teacher and the learner improve the process of teaching and learning, identify the segments that need to be improved, thus enhancing the prospects of achieving better learning outcomes. It can also contribute to better cooperation between students and teachers as well as promote students' autonomy in learning and improve their self-assessment skills. Formative assessment can greatly contribute to students' motivation and self-confidence and help them approach formal testing more successfully.

Both types are a part of the assessment system and are regulated by legislative provisions in *the Law on Fundamentals of Education System of the Republic of Serbia*. Still, in many countries, summative assessment is still more dominant and perceived by some teachers and students (but also parents and institutions) as more relevant than formative assessment.

It is worth noting that these two assessment types can be viewed as complementary, and it is very important that in the process of evaluating students' knowledge and competence, both forms are adequately applied.

12.3. ASSESSMENT INSTRUMENTS AND TOOLS

Changes and developments in applied linguistics, new learning theories defined in psychology and sociology, as well as various technological advancements, have resulted in an array of assessment instruments and tools that foreign language teachers can use to support teaching and learning and help their learners achieve learning outcomes.

A test is still one of the commonest types of assessment instruments. It can be defined as 'a method of measuring a person's ability, knowledge, or performance in a given domain' (Brown, 2004: 3). In foreign language teaching, we use tests to measure students' linguistic competence – how well they can read, write, speak, or listen to various segments of language. Tests can be of various types, purposes, and designs.¹⁸

As noted earlier, assessment applies to a wider context, and it includes more activities and instruments than just using tests to assess someone's performance. In order to follow students' progress and support and strengthen their learning in this process, a teacher can use a variety of alternative instruments and tools that can provide various types of information. Some of these can include:

- ◆ **quizzes** – provide information on how well the students understand the content, rules and facts;
- ◆ **interviews and discussion-based tasks** – give insight into students' thinking, attitudes and deeper understanding;
- ◆ **visual arts** – help students express their ideas, emotions, thoughts and knowledge through drawings, pictures and images;
- ◆ **self-assessment tools** – help students reflect on their learning;
- ◆ **playful activities and tasks** – help learners express their ideas, emotions, thoughts, and knowledge through games.

18 For a detailed description, see Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. NY: Pearson Longman.

12.3.1. Online Assessment Tools

The development and advancements in information and communicational technologies have greatly increased the possibilities of organising and conducting teaching, learning and assessment practices in both face-to-face and online environments. A wide range of educational digital tools and platforms has been devised for both synchronous and asynchronous models. Regardless of the environment and the model they are used in, online tools should be utilised with pedagogical purposes, thoughtful planning, and classroom management. When selecting the right tool, it is important to take into consideration the following criteria:

- ♦ Availability
- ♦ Practicality (easy to use)
- ♦ Pedagogical justification.

In this section, we will give examples of several tools we can use to promote continuous assessment and make the learning process more meaningful and engaging for the students.

Table 4. Assessment tools, characteristics, and use

Tool	Characteristics	Examples of use
Google Docs	- easy to use; - available to all students who have a Google account; - has features that can support collaboration among students; - has a track-changes feature.	- writing assignments; - cooperative writing.
Microsoft Forms	- easy to use; - available to all students who have a Microsoft Teams account; - allows options to collect various kinds of information on students' progress; - easy to file documents; - options for animations, adding video and sound; - option to upload files; - allows collaboration.	- quizzes, polls; - can be used to assess students' progress in writing, reading and listening; - can be used to test grammar and vocabulary; - can be used for various test types – open-ended, multiple-choice questions, fill-in tasks, etc.; - can be used as a game-based tool.

Mentimeter	- easy to use; - engaging and interactive; - visually engaging.	- can be used as an ice-breaker, to change the pace of the lesson, to end the class effectively; - to get various types of information: if students understood some content, to check facts, to feel the pulse of the students, to find out something about their thoughts, attitudes and emotions.
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12.3.2. Game-based Assessment Tools

The research in applied linguistics has shown that the use of game-based tools and platforms has a positive impact on students' learning experiences. Educational tools, if used with purpose and pedagogical justification, can have several advantages because they can:

- ◆ help in creating a positive teaching and learning environment;
- ◆ enhance learning and improve learning outcomes;
- ◆ support continuous assessment;
- ◆ help a teacher organise classes more effectively in all learning environments – face-to-face, online and hybrid;
- ◆ be motivating and engaging;
- ◆ enhance active learning;
- ◆ support collaboration and interaction;
- ◆ promote the development of creative and critical thinking skills;
- ◆ support peer- and self-assessment;
- ◆ provide valuable feedback to the teacher.

Among the most widely used game-based assessment tools in foreign language teaching are Kahoot, Quizizz, Mentimeter, Gimkit, Quizlet and Socrative.

EXERCISES

Exercise 1

Complete the sentences.

1. _____ assessment focuses on the final results and is expressed by grades.
2. _____ assessment is used to assess students' progress regularly.
3. _____ is the type of assessment used to get information about students' actual performance and what they have learned.
4. _____ is the type of assessment that can greatly contribute to the process of learning and help students assess their own learning.
5. _____ is the type of assessment that can greatly contribute to the process of teaching and provides the teacher with valuable feedback on his or her own teaching practices.

Exercise 2

Classify the following characteristics into two columns: whether they belong to formative or summative assessment types. Some characteristics can be used for both types of assessment.

regularly, at the end of unit/half-term/term, assessing learning, graded, not necessarily graded, used for feedback, standard-based, quizzes, observations, games.

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

Exercise 3

Think of the tools that can be used to assess:

1. Speaking skills
2. Grammar accuracy
3. Writing skills
4. Vocabulary.

Exercise 4

Create a task for assessing language competencies from Exercise 3. Use the tools you opted for in the previous task. Complete the table.

Language competence to assess	Tool	Description of the task
Speaking skills		
Grammar accuracy		
Writing skills		
Vocabulary		

SUMMARY

In this chapter, we have discussed the importance of assessment in foreign language teaching and learning and defined its characteristics and types, particularly focusing on formative or continuous assessment. We have also made the distinction between assessment and testing on the one hand, and assessment and evaluation, on the other. Assessment is a process that can be approached from different perspectives that include the following elements: who performs the assessment and what/how/why some language segment is assessed. In order to conduct an assessment successfully, there is a wide range of assessment instruments and tools that can be used in all learning environments. Technological advancements have increased the possibilities of assessment modes, offering various options and digital tools that provide many benefits for learning. What is often emphasised is that the selection of the tools should be guided by the following criteria: pedagogical justification, availability, and practicality.

FURTHER READING

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APPENDIX



LESSON PLANS AND EXAMPLES

LESSON PLANS AND EXAMPLES

KEY LEARNING AREAS

In this chapter, we will:

- ♦ illustrate how to incorporate different aspects of technology in foreign language teaching;
- ♦ analyse the suggested activities that rely on the use of technology and discuss the rationale;
- ♦ analyse the suggested lesson plans that incorporate the use of technology and discuss the rationale;
- ♦ explore how to create activities and lesson plans that incorporate the use of technology;
- ♦ revise how to create a lesson plan.

Lesson Plan - Example 1 - Using ICTs to Develop Students' Vocabulary

Title: *Using Social Media to Enhance Students' Medical Vocabulary*

Type: English for Specific Purposes

Duration: 45 minutes

Lesson Context

- ♦ 17-year-old students attending secondary medical school for nurses
- ♦ level: B1+/B2

Objectives

- ♦ to enhance students' medical vocabulary
- ♦ to motivate students to use English for medical purposes
- ♦ to focus on the vocabulary used by a nurse during his or her working day

Outcomes

By the end of the lesson, the students will have been able to

- ♦ recognise the vocabulary used by a nurse during his or her working day;
- ♦ find the appropriate content containing the vocabulary a nurse usually uses at his or her workplace;
- ♦ use the aimed vocabulary in structured exercises.

Resource: Social Media - YouTube

Reasons for using YouTube

- ♦ Students have access to YouTube.
- ♦ Students use YouTube regularly and are familiar with its various options.
- ♦ Students often share YouTube links with their peers.
- ♦ To motivate students to use the social media they are already well familiar with for educational purposes.

Stages of the lesson

- ♦ **Introduction.** Brainstorming activity: the responsibilities of a nurse in a hospital.
- ♦ **Activity 1.** The analysis of a video showing a nurse at work. Students watch the video, and the teacher elicits the target vocabulary and writes it on the board.
- ♦ **Activity 2.** Students work in groups and decide on the situation in a hospital they would like to work on. Then they explore YouTube to find a dialogue used in a similar situation. When they find a video, they focus on the vocabulary used in it and write it down.
- ♦ **Activity 3.** Role play. Students work on the task: they create dialogues to simulate a situation they had agreed upon in the previous activity.
- ♦ **Activity 4.** Each group reports what their plan is, and emphasises the vocabulary they can use in order to perform these dialogues.
- ♦ **HOMEWORK.** Students are supposed to rehearse the role-play they worked on during the class and get ready for the next class.

Instructions that are given to students during the lesson

- ♦ Think of the keywords you usually use in hospital.
- ♦ Watch the video and note down the words/expressions a nurse uses during her work.
- ♦ Think of a situation from hospital you would like to act out.
- ♦ Find the video which will help you with vocabulary.
- ♦ Work in groups and create dialogues that describe the chosen situation.
- ♦ Homework: rehearse with other members of your group and prepare to present your dialogues in front of the whole class for the next lesson. Focus on the use of the target vocabulary.

The rationale of the lesson: Combining Intentional and Incidental Vocabulary Learning

Incidental vocabulary learning is enhanced in the following ways:

- ◆ Students are exposed to authentic material.
- ◆ Students are exposed to a variety of situations containing different medical vocabulary items.
- ◆ Students listen to their peers in the presentation stage and are, thusly, exposed to vocabulary that they did not intentionally focus on.

Intentional vocabulary learning is enhanced in the following ways:

- ◆ Through the emphasis on the target vocabulary.
- ◆ The teacher notes down the target vocabulary.
- ◆ Students note down the target vocabulary.
- ◆ Students are instructed to focus on medical vocabulary while they watch the videos.
- ◆ Students are instructed to use the target vocabulary in the dialogues they create.

How is Vocabulary Learned in Context?

The lesson supports learning vocabulary in context because students:

- ◆ are exposed to authentic language;
- ◆ explore authentic material and authentic situations in hospital;
- ◆ use language that is relevant to their nursing careers;
- ◆ use language that reflects their professional needs and interests.

EVALUATION OF THE LESSON PLAN

Task 1: Discuss the following questions with your peers and explain your answers.

1. Are the lesson outcomes clear, measurable and real?
2. Do the planned activities contribute to achieving the lesson outcomes?
3. Is the use of YouTube as a resource a good option if we want to achieve the aim of the lesson?
4. Are the instructions clear?
5. Does the assigned homework contribute to achieving the lesson outcomes?
6. Is the rationale of the lesson reasonably explained?

Task 2: Write a lesson plan that focuses on the use of ICTs in teaching vocabulary.

Lesson Plan - Example 2 - Using ICTs to Develop Students' Writing Skills

Title: *Using Google Docs to Promote Collaboration and Develop Students' Writing Skills*

Type: General English

Duration: 45/90 minutes

Lesson Context

- ♦ The lesson can be organised with both primary and secondary students.
- ♦ The lesson can be organised in a face-to-face, online or hybrid learning environment or can be given to students as a homework assignment.

Objectives

- ♦ to encourage students to retell the story and express their opinion
- ♦ to enhance students' writing skills
- ♦ to help students develop collaboration skills
- ♦ to help students develop digital skills

Outcomes

By the end of the lesson, the students will have

- ♦ been able to identify the key elements of a story;
- ♦ written a summary of the story;
- ♦ contributed to collaborative writing with the respect to his or her assigned roles.

Resource: Google Docs

Reasons for using Google Docs

- ♦ All students who have a Google account have the access to Google Docs.
- ♦ It is easy to use.
- ♦ It is characterised by features providing collaboration.

- ♦ It provides item-by-item revision history so that a teacher can check and follow who contributes to the working task. Hence, it provides objectivity.

Stages of the lesson

- ♦ preparation
- ♦ writing process
- ♦ evaluation

Preparation stage. The preparation stage is crucial because the students need to be given clear instructions on what they are supposed to do in the writing process stage.

1. Groups of 4 are formed.
2. The time framework is set.
3. Students are provided with the guiding questions on how to retell the story: Who/What/When/How? Your thoughts/feelings/comments related to the story?
4. The teacher clearly states the evaluation criteria - the students are presented with the evaluation sheet and rubrics.
5. The teacher sets the ground rules and encourages the students to participate in a comfortable and safe learning space which is a prerequisite for the collaborative experience.
6. The teacher assigns the roles to the students:

Student 1: Initiator (creates the document in Google Docs);

Student 2: Answers the guiding questions and contributes with comments;

Student 3: Adds additional information to the answers and contributes with comments;

Student 4: Adds additional information and contributes with comments.

Writing process. Students work in groups. The teacher monitors, supports and gives help and guidance if needed.

Evaluation. The teacher fills in the evaluation sheet and provides feedback. Optional: students can also give feedback (peer assessment and/or self-assessment).

Collaboration Writing Rubrics

Criterion 0 (not met) 1 (partially met) 2 (met) 3 (fully met)

Respecting the assigned role

Respecting other members of the group

Language proficiency

The rationale of the lesson:

Students develop writing skills in the following ways:

- ♦ they are involved in a structured activity;
- ♦ they are given guidelines and support on how to write;
- ♦ they learn from their peers in the process of writing.

Students develop collaboration skills in the following ways:

- ♦ they are involved in a task that requires everyone's participation;
- ♦ the assigned roles clearly guide the students and direct them on what to do;
- ♦ the teacher provides the evaluation sheet and the students are familiar with the rules and what they are expected to do.

EVALUATION OF THE LESSON PLAN

Task 1: Discuss the following questions with your peers and explain your answers.

1. Are the lesson outcomes clear, measurable and real?
2. Do the planned activities contribute to achieving the lesson outcomes?
3. Is the use of Google Docs as a resource a good option if we want to achieve the aim of the lesson?
4. Can you think of any other tool that can be used in this lesson?
5. Are the instructions clear?
6. Is the idea of assigning roles good?
7. Does the evaluation sheet contribute to the envisaged outcomes?

Task 2: Write a lesson plan that focuses on the use of ICTs in teaching writing.

Lesson Plan - Example 3 - Using ICTs to Develop Students' Grammar Competence

Title: Using Educational Platforms to Enhance Students' Grammar Competence
- focus on modal verbs

Type: General English

Duration: 45 minutes

Lesson Context

- ♦ 16-year-old students attending secondary school
- ♦ level: B1+/B2

Objectives

- ♦ to help students contrast modal verbs *must* and *should* (with present and past meanings)
- ♦ to illustrate the use of *must* and *should* in authentic language and motivate students to use the modal verbs to express advice, obligation, and conclusion
- ♦ to encourage the students to investigate the language

Outcomes

By the end of the lesson, the students will have been able to

- ♦ make the distinction in meaning and form (used with the present infinitive and the perfect infinitive);
- ♦ make the distinction between the modal verbs *must* and *should*;
- ♦ use the modal verbs with present and past references in meaningful sentences, expressing advice, obligation, and conclusion.

Assumptions

- ◆ Students are already familiar with certain meanings of the modal verbs *must* and *should* when they are used for present reference.
- ◆ Some students intuitively use the modal verb *should* with the perfect infinitive.

Resources and links

- ◆ British Council: LearnEnglish teens. Link: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/have-must-should-obligation-advice>
- ◆ COCA. Link: <https://www.english-corpora.org/coca/>

Reasons for using the resources:

- ◆ reliable, educational, and providing authentic material.

Lesson description

Stage	Description	CM ¹⁹	Aim of the stage/ activity
<i>Warm-up activity</i>	The teacher starts the lesson with a discussion about pets. The questions the teacher asks contain the modal verbs <i>should</i> or <i>must</i> , e.g. If you have a dog, what do you have to do in the morning? How should you train him/her?	T-Ss	- to raise students' interest in the topic they like - to elicit grammar by exposing the students to the target language
<i>Lead-in</i>	The teacher plays the video. The instruction the students get before watching the video is: <i>Note down the advice you hear and the obligations the owners have. Use only the keywords.</i>	Individual work	- to immerse the students in the authentic use of the target language - to make the students alert and attentive

19 CM stands for classroom management

<i>Activity 1</i>	In pairs, students discuss what they have noted down, and then present their notes to the whole class.	Pair work	- to motivate the students to share with the classmates
<i>Activity 2</i>	Focus on grammar – reminder. The teacher presents the grammar task containing the target language. The students say the answers, and the class discuss the answers, rules and meanings – this is a revision of what they already know.	T/Ss	- to revise modal verbs <i>should</i> and <i>must</i> with present meanings of obligation and advice
<i>Activity 3</i>	Work on the corpus. Students are divided into groups and are given a piece of paper with some authentic examples taken from COCA – the use of <i>must</i> and <i>should</i> with the perfect infinitive. Their task is to analyse the first 5-6 sentences and work out the following: <i>What form comes after the modal verb? What is the meaning of the whole construction?</i> The teacher monitors and gives additional explanations if needed.	T/Ss	- to promote collaboration and independent learning - to motivate the students to investigate language and discover the rules
<i>Activity 4</i>	Each group has its representative who reports on their finding to the whole class.	Whole class	- to motivate students to talk in front of the whole class

Activity 5	Students work in pairs. Their task is to: - give advice to their friends about some present/future event; - criticise something they have or have not done; - say what they must do (in the next 24 hours); - make a conclusion about their past experiences.	Pair work	- to motivate the students to use the modal verbs in meaningful sentences
Activity 6	The students report to the whole class in the first person singular. E.g. <i>I should</i> <i>I must in the next 24 hours.</i> <i>I should've</i> <i>I must've</i>	Whole class	- to encourage students to talk in front of the whole class
Closure	The teacher provides feedback – praising what has been well achieved and focusing on what needs to be improved.	T/Ss	- to provide positive and encouraging feedback

The rationale of the lesson:

1. Teaching modal verbs *should* and *must* - their form, present and past meanings - is a part of the curriculum.
2. Students are already familiar with these modal verbs and their meanings, but they haven't contrasted them (In Serbian, translation can be confusing, because there is no clear distinction in meaning, and therefore it is important to pair them and study them together). Students also do not know how to use these modal verbs with past meanings.

3. The first material used in the class is taken from the British Council site – it is a video, a conversation that nicely and clearly illustrates the uses of *must* and *should* in context. Although it is at beginner level, this material serves as a warming activity, a nice introduction and reminder, and the topic of animals is something that students like, no matter how old they are.
4. When students are given meaningful input, they do a guided grammar exercise – taken from the same site.
5. After being reminded of the form and meaning, the students are divided into groups of 3-4 and given the material taken from COCA – examples of the verbs *should* and *must* with the perfect infinitive. Using the technique of guided discovery, the teacher involves the students in the task to work out the answers to the following questions: *What follows the modal verbs? Identify the structure of the verb phrase. What does it mean?*

EVALUATION OF THE LESSON PLAN

Task 1: Discuss the following questions with your peers and explain your answers.

1. Are the lesson outcomes clear, measurable and real?
2. Do the planned activities contribute to achieving the lesson outcomes?
3. Is the choice of the educational platform a good option if we want to achieve the aim of the lesson?
4. What is the role of the feedback?
6. Is the rationale of the lesson reasonably explained?

Task 2: Write a lesson plan that focuses on the use of ICTs in teaching grammar.

Lesson Plan - Example 4 - Using ICTs to Develop Students' Speaking Skills

Title: *Using Educational Platforms to Enhance Students' Speaking Skills*

Type: English for Specific Purposes

Duration: 45 minutes

Lesson Context

- ◆ 15-year-old students attending secondary school for nurses
- ◆ level: B1+

Objectives

- ◆ to practice dialogues used in hospital
- ◆ to work on pronunciation
- ◆ to develop speaking and listening skills
- ◆ to enhance students' accuracy and fluency in speaking
- ◆ to make learning relevant and meaningful for students

Outcomes

By the end of the lesson, the students will have been able to

- ◆ identify the key elements of dialogues used between a nurse and a patient in hospital;
- ◆ pronounce the keywords and expressions correctly;
- ◆ participate in a structured dialogue usually conducted between a nurse and a patient in hospital;
- ◆ name the symptoms and provide advice.

Assumptions

- ◆ Students have experience related to the common conversations held between a nurse and a patient in hospital.
- ◆ Students are already familiar with the context of the language used in hospital.

Resources and links

- ♦ AE Resources: Everyday Conversations: Learning American English. Link: <https://americanenglish.state.gov/resources/everyday-conversations-learning-american-english>
- ♦ VOA Pronunciation Guide. Link: <https://pronounce.voanews.com>
- ♦ Mentimeter

Reasons for using the resources:

- ♦ reliable, educational, providing authentic material, supporting learning medical English, and motivating.

Lesson description

Stage	Description	CM	Aim of the stage/ activity
<i>Warm-up activity</i>	The teacher uses Mentimeter to elicit answers related to medical vocabulary.	T-Ss	- to raise students' interest in the topic
<i>Lead-in</i>	The teacher plays the dialogue between a nurse and a patient: <i>At the Doctor's</i> .	Individual work	- to immerse the students in the authentic use of the target language - to make the students alert and attentive
<i>Activity 1</i>	In pairs, students read the dialogue, focusing on the keywords and phrases - chunks of the medical register.	Pair work	- to enhance students' collaboration and communication - to draw students' attention to the keywords and phrases
<i>Activity 2</i>	Focus on the aimed chunks of medical register. The students get the task to fill in the missing words and phrases.	Pair work	- to practice the keywords and phrases

<i>Activity 3</i>	Changing the key segments. Students get the task to fill in the missing words and phrases - the focus is on different diseases and symptoms, but the structures are similar.	Group work	- to scaffold students' speaking skills and help them be more autonomous in using medical register
<i>Activity 4</i>	The students act out the dialogues. The teacher writes down some of the words the students have used that need more attention in terms of their pronunciation.	Whole class	- to encourage students to talk in front of the whole class
<i>Activity 5</i>	Finding the exact pronunciation. The students listen to the pronunciation of the words the teacher has noted down in the previous activity. The platform used for this activity is: VOA Pronunciation Guide. In pairs, students practice pronunciation and give feedback to the whole class.	Individual work, pair work, whole class	- to practice pronunciation
<i>Closure</i>	The teacher provides feedback – praising what has been well achieved and focusing on what needs to be improved. Homework: Students write down a dialogue (a dialogue between a nurse and a patient) with a new disease and its symptoms. Their task is to record the dialogue.	T/Ss	- to provide positive and encouraging feedback - to promote autonomous learning

The rationale of the lesson:

This lesson focuses on practicing dialogues conducted between healthcare workers and patients. This speaking-oriented lesson is aimed at promoting both fluency and accuracy through a scaffolding process - guided and structured activities first (students read and analyse the dialogue, relying on the lesson taken from American English Resources – section Everyday Conversations: Learning American English). Then they work on their dialogues, changing the keywords (they use VOA Pronunciation Guide to check the pronunciation). The main aim of these activities is to prepare students to make their dialogues and roleplay them.

Fluency and accuracy in speaking are enhanced through:

- the analysis of the sample dialogue;
- practicing the dialogue;
- changing the keywords;
- practicing pronunciation;
- role play.

EVALUATION OF THE LESSON PLAN

Task 1: Discuss the following questions and explain your answers.

1. Are the lesson objectives clear, measurable and real?
2. Do the planned activities contribute to achieving the lesson outcomes?
3. Is the choice of the educational platforms a good option if we want to achieve the envisaged aims of the lesson?
4. Is the rationale of the lesson reasonably explained?
5. Does the assigned homework contribute to the development of students' speaking skills?
6. Does the assigned homework contribute to students' autonomous learning?

Task 2: Write a lesson plan that focuses on the use of technology in teaching speaking.

Lesson Plan - Example 5 - Using ICTs in a Task-based Learning Framework

Title: *Using Educational Platforms to Enhance Students' Language Competence*

Type: General English

Duration: 45 minutes

Lesson Context

- ♦ 15- and 16-year-old students attending secondary school
- ♦ level: B1/B1+

Objectives

- ♦ to help students understand the main idea and the details of a listening task
- ♦ to help students recognise the form of the past simple tense and understand its use in the context
- ♦ to provide a stimulus for students' autonomous use of the past simple tense in a structured activity

Outcomes

By the end of the lesson, the students will have been able to

- ♦ identify the main and supporting ideas from a book excerpt;
- ♦ identify the form and meaning of the past simple tense;
- ♦ use the past simple tense in a structured writing activity.

Assumptions

- ♦ Students are familiar with the form and the uses of the past simple tense but still make mistakes and need to practice its uses in meaningful contexts.

Resources and links

- ♦ Quizizz. Link: <https://quizizz.com>
- ♦ The Alchemist - the audiobook

Reasons for using the resources

- ♦ They provide authentic material that nicely illustrates the form and contextualised uses of the past simple tense.
- ♦ The online assessment tool is motivating, and engaging, and it provides relevant feedback to the teachers and the students.

Lesson description

Stage	Description	Aim of the stage/ activity	Rationale of the activity
<i>Lead-in</i>	Students are asked if they know what legends are, what their purpose is and what they can teach us. Then, they discuss the following questions: <i>If we say for someone that he/ she is a Narcissist, what does it mean? Where does this term come from? Who was Narcissus? What did he do?</i>	- to raise students' interest in the topic - to provide meaningful input with the aimed grammatical category – the past simple tense.	The introduction of the topic of narcissism engages the students because it is something they can relate to from their everyday experiences. The questions related to Narcissus can provide students with information that will help them understand the listening task more effectively. The use of images can also help students understand the context of the listening task better.

<i>Activity 1</i>	Students listen to the legend about Narcissus, an extract taken from the book <i>The Alchemist</i> , by Paulo Coelho. This is a top-down activity because the students listen to the story to get the main idea of the legend.	- to focus on the form and meaning of the verbs in context	Students listen to the audio recording once to get the main idea of the legend. Before the second listening, and the main task (focus on grammar), students will have handouts with the missing verbs. They will have a minute or two to familiarise themselves with the text so that they can understand the listening task better.
<i>Activity 2</i>	Students listen to the legend, and their task is to fill in the missing verbs (the past simple tense). This is a bottom-up activity because it focuses on details and the correct forms of the verbs. The task is conducted with the use of the Quizizz application.	- to focus on the form and meaning of regular and irregular verbs used in the past simple tense.	Students listen to the legend for the third time, and they check their answers which are provided in the video.

<i>Activity 3</i>	Writing/speaking activity. Students get the following task: Think of the continuation of the story, and write down some notes on how the author of the book ended the story. Afterward, the students discuss their ideas in groups of 4. In the end, they report their stories to the whole group. Students listen to the continuation of the story, as it was written by Coelho.	- to motivate students to use past forms in meaningful contexts - to enhance students' critical and creative thinking skills	Students brainstorm ideas, write down the notes, and then, in groups, help each other formulate sentences in past forms. The teacher writes all the verbs from the previous activity to scaffold the students to formulate their sentences if needed. To understand the original version of the continuation of the story, the students get printed text as help.
<i>Closure</i>	Students provide feedback – they discuss which story they like the most and explain in their choices.	- to enhance students' evaluation skills	- to provide positive and encouraging feedback - to promote autonomous learning

Focus on listening. The rationale of the planned activities that can help students develop their language competence

- #1: Pre-listening activity: raising interest in the topic, and providing the grammatical input
- #2: During-listening activity: focusing on the past simple tense - regular and irregular forms
- #3: Post-listening activity: expanding on the form and use of the past simple in structured writing and speaking activities.

Helpful notes:

Activity#1 (Pre-Listening): This activity is aimed at introducing the topic of narcissism, raising students' interest and connecting the topic to their experience. When the students get the idea of narcissism (images can be helpful and motivating; they can also support critical thinking skills), the teacher asks questions relating to the legend of Narcissus – these questions are formulated in the past simple tense, and the expected answers should also be in the same tense. In this way, the teacher models the form and use of the past simple tense, providing comprehensible input. If students make mistakes, the teacher does not focus on grammar yet, but can subtly correct students, e.g. if a student says, 'He was spend time', the teacher can say, 'Yes, that's correct, he spent time by the river', etc.

Activity#2 (During-Listening): This task directs students to listen for the general information first, and then to focus on specific information. The first listening should help students to develop listening skills for general information, to make them think of the whole context and connect it to the pre-listening discussion activity, and, thus, help students make the listening activity meaningful. Only when students are familiar with the meaning and can contextualise the listening segment can they focus on grammatical points. If needed, the teacher should play the audio recording once again. Repetition can help a lot, because students get the needed input, without many explanations about the form and use (they already learned this in primary school, and they need much practice now). If needed, the teacher provides necessary grammatical explanations, providing correct answers where needed. The teacher also writes down all these verbs used in the past simple tense on the board so that the students can refer to them later.

EVALUATION OF THE LESSON PLAN

Task 1: Discuss the following questions and explain your answers.

1. Are the lesson outcomes clear, measurable and real?
2. Do the planned activities contribute to achieving the lesson outcomes?
3. Is the resource used in the lesson a good option if we want to achieve the envisaged aims?
4. Is the rationale of the lesson reasonably explained?
5. Analyse the listening framework - are the activities meaningful?

Task 2: Write a lesson plan that focuses on the use of technology in a task-based learning framework.

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**A Guide to
Hybrid
Teaching**

Valentina Gavranović
Maja Veljković Michos

Integrating ICT in Language Teaching and Learning

Writing in any language is one of the four essential language skills, along with speaking, reading, and listening comprehension. However, it sometimes seems that this is the skill which students find too demanding, as it is quite often time-consuming and detail-oriented. Furthermore, academic writing is even more demanding, or sometimes frowned upon, as it implies different writing rules and perspectives. That is why learning how to write in an academic setting should be organised step by step, from various perspectives, and in such a way that students do not feel it as a burden. This is exactly what the main goal of this coursebook is: to help students acquire academic skills without feeling the weight of having to learn anything by heart, but with the feelings of achievement and success. The purpose of this coursebook is to guide students through the course Academic Skills during their undergraduate academic studies, but it can also be used as a checklist or as a reminder when one needs to write a scientific article or final/ master's thesis.